

**INFLUENCE OF INSTITUTIONAL FACTORS ON GIRLS'
COMPLETION RATES IN PRIMARY EDUCATION IN CENTRAL
POKOT SUB COUNTY, KENYA**

Long'olol Andrew Krop

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DECLARATION

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

Long'olol Andrew Krop
E55/72559/2014

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

Mr Edward N. Kanori
Lecturer
Department of Educational Administration and Planning
University of Nairobi

Dr. Lucy W. Njagi
Lecturer
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

I dedicate this project to my father Vincent Longolol and mother Ruth Longolol.

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ABBREVIATIONS AND ACRONYMS

| | |
|----------------|---|
| FGD | Focus Group Discussion |
| MHM | Menstrual Hygiene Management |
| MoE | Ministry of Education |
| NACOSTI | National Commission for Science, Technology and Innovation |
| SPSS | Statistical Package for Social Sciences |
| UIS | UNESCO Institute of Statistics |
| UNESCO | United Nations, Education, Scientific and Cultural Organization |
| UNICEF | United Nations Children Emergency Fund |
| WHO | World Health Organization |

ABSTRACT

Completion in school has positive consequences for individuals throughout their lives. In an economy where education largely determines pay and occupation, high school drop outs hold a disadvantaged position. The purpose of this study was to investigate the institutional factors affecting girls' completion rate in public primary schools in Central Pokot Sub-County, Kenya. The specific objectives were to establish the influence of role models, teaching and learning resources, physical resources and provision of sanitary towels on girls' completion rate in public primary schools in Central Pokot Sub-County, Kenya. The study was guided by system theory. The study targeted 87 public primary schools with a population of 532 teachers 87 head teachers and 1131 girls. The study sampled 105 teachers, 156 girls and 26 head teachers. Simple random sampling procedure was used to select teachers. Questionnaires for teachers and interview schedules for head teachers were used for data collection. Reliability testing was done through test-retest method. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative analysis and presented in tables and graphs. Descriptive statistics were used to analyze open ended responses. The study found out that provision of sanitary towels influences girls completion. Lack of teachers in their school makes the learning process less fun and tiresome and this to some extent affects the completion. The schools have a provision of sanitary towels, which is not the required ratio for a school. Inadequacy has made teachers performance not good hence some preferring to move to private schools. The poor ratio of teachers to girls has contributed to some girls moving to other schools. Some of the available teachers in the school aren't adequately trained and this contributes to the transfer of some girls to other schools. Teachers as role models affect the completion of girls in the school to a great extent. The findings on the influence of teaching and learning resources on girls completion indicated that school have a teaching/learning resources and girls which is inadequate for proper learning and affects negatively girls' completion rate. The ratio of learning materials to girls is poor and influences completion of girls in the school. Girls leave school because they are not able to get the necessary learning resources in the school. It was found out that teachers' attitude affect the management of school resources which in turn affects the completion of girls. The MoE and TSC should employ more teachers to enhance the teacher girls' ratio in primary schools. There should be a research on other factors affecting girls' completion rate in primary schools since this study only focused on four institutional factors.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a social, cultural, economic, civil and political right of every child globally (UNESCO, 2012). According to Kamuli, Younger and Warrington (2012) girls education have been a priority in most of countries across the world that have ratified various international conventions. Kamuli, Younger and Warrington further state that obtaining basic education is as important for girls as it is for boys. Arko (2013) observes that education for boys and girls is necessary to achieve the Sustainable Development Goals (SDGs). UNESCO report in 2010 revealed that there is significant increase in enrolment of the female girls in basic education in developing countries across the world. This has been made possible through introduction and implementation of Universal Primary Education [UPE] (UNESCO, 2010).

Despite, achievements made by various governments across the world in improving enrolment in primary schools, non-completion of schooling by girls is a global phenomenon (UNESCO, 2012). A report by King and Winthrop (2015) revealed that in about 80 countries across the world, girls' education had stalled due to institutional, cultural and domestic related issues. A global monitoring report by UNICEF (2014) indicated that about 5.3 million children do not complete their primary education cycle of which 62 percent of them are girls due

to the various constraints faced when schooling. In Asia, UNESCO (2012) report shows that out of every 100 girls who start primary school, 33 of them leave before reaching the last grade with majority of them who fail to complete being girls. The report further states that girls do not complete educational cycle when essential facilities and amenities are not adequately provided.

International efforts to speed up support for countries that have the largest number of girls out of school focus on: raising additional resources and directing them to where the need is greatest; improving the way resources are directed to countries so that they have the greatest possible impact; and strengthening key international organisations to provide more leadership on girls' education and better support at the country level (Abuya, 2010). The Global Monitoring Report for Education for All (2004) estimates that total bilateral resources provided to basic education in developing countries make significant commitments to reach the MDGs. The introduction of the International Finance Facility (IFF) provides countries with the long-term financing and political space to take the necessary action to significantly and rapidly expand their education systems especially in countries with the largest numbers of out-of-school girls (DFID, 2015).

Donor actions in support of country-led has the most impact when it supports national education plans, and when donors work together to co-ordinate assistance around a country's own priorities (Global Monitoring Report, 2004). For instance,

in Uganda, Organization for Economic Cooperation and Development (OECD) harmonise their support, which provides the flexibility to help implement their poverty reduction strategies. Policy discussions between government and donors result in well-planned initiatives for girls' education: towards a better future for all. UNICEF lead a global partnership with the UN Girls' Education Initiative (UNGEI), the United Nations Development Fund for Women (UNIFEM), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the World Bank and UNESCO tasked with the role on accelerating action on girls' education. This partnership was to create a strong position for women in society and create a safe environment for girls to realise their right to education, including active support for implementation of the Beijing Platform for Action and Education for All (EFA) (UNESCO, 2013).

Gondwe (2016) pointed out that millions of girls in Sub Saharan Africa do not complete schooling despite the concerted efforts to improve their completion in schools. In Zimbabwe, Magwa and Ngara (2015) state that female girls' non completion of schooling stood at 59 percent compared male which was at 51%. In Malawi, Gondwe (2016) reported that 15 percent of girls (3 in every 20) and 12 percent of boys (3 in every 25), dropped out between standard five and eight of primary school. . In Tanzania, statistics show that there has been an increase in girls' access to basic education (Salehe, 2015). In Kenya, Atieno, Role and Ndiku (2013) reported that girls' primary school completion was far behind that of boys,

at 76% compared to 85% for boys (Boosey, Prestwich & Deave, 2014). The gender gap in completion of primary education shows that millions of girls are dropping out of schools across the world.

According to the Kenyan Basic Education Act of 2013, the goal of effective and efficient primary education may not be adequately realized due to the influence of institutional factors such as provision of instructional resources, provision of sanitary facilities, role models, and provision of physical facilities that influence girls' completion of education in primary schools (GoK, 2014). Various institutional factors have been put forward by research studies in trying to explain girls' completion in primary education across the world. UNESCO (2012) report showed that school systems are reaching more children but losing them due to inefficiencies which lead to early school leaving. In United States, King and Winthrop (2015) found out that availability of adequate instructional resources and provision of good sanitation facilities influenced completion of school by girls. In Pakistan, Imtiaz (2016) found out that girls' completion of school was due to availability of adequate infrastructure facilities like classrooms, desks and toilets.

School dropout for girls in developing settings increases when they reach puberty thus provision of sanitary facilities in schools like proper, clean and adequate toilets and also sanitary towels increase girls' completion in primary education (Chetalam, 2004). According to United Nations Children's Fund [UNICEF]

(2014), about one in ten school age African girl do not attend school during menstruation or dropped out at puberty due to lack of cleanliness and separate toilet facilities for female girls at schools. Classes with too many girls are often disrupting to education and many girls in a class results in a diverse field of girls, with varying degrees of learning ability (Boosey, Prestwich & Deave, 2014). Consequently, the class will spend time for less academic girls to assimilate the information, when that time could be better spent progressing through the curriculum (Blatchford, Bassett, Goldstein, & Martin, 2011).

In Nigeria, Fadekemi and Bamgbose (2016) found multitude of school factors such as poor comprehension, absenteeism, attitude and behavior of the teachers, and failure or repetition in the same grade to be among the major hindrance of girls completing primary education in public schools. In Malawi, Gondwe (2016) found out that poor academic performance, grade repetition, overcrowded classrooms and teacher absenteeism influenced completion of school by girls. In Uganda, Kamuli, et al (2012) observed that there were a number of school related constraints that affected girls' completion of school. In Tanzania, Luklesia (2014) showed that factors contributing to female girls dropout rates include school facilities and socio economic issues.

In Kenya, Wanjiku (2012) established that poverty, high fees, lack of instructional materials, inadequate government policies did not foster girls' education completion. Ndawa (2014) revealed that in-school factors, prohibitive cultural

practices and parent related factors influence the girl child access to education in Mutito Sub County. Ndawa also found out that girls lack role models in schools to motivate their schools attendance, performance and completion rate. Ombago (2014) found out that availability of female teachers and safety of the schools influenced girls' completion of primary school in Migori Sub County. Female teachers play a vital role as role models to deal with challenges facing primary school girls especially in marginalized communities. Ombago further states that presence of guidance and counseling female teachers helps solve issues facing girls.

Central Pokot is home to marginalized communities faced by multiple challenges in girls' education. The completion of girls in primary education is low in Central Pokot Sub County compared to other parts of West Pokot county which have higher number of girl sitting for their KCPE examinations than boys (County Education Office Report, 2016). Table 1.1 shows the difference in girls' completion of primary education in the four sub counties in Central Pokot from 2012 to 2016.

Table 1.1
Girl Child Completion Rate between 2012 and 2016 in Central Pokot County

| Year | Central Pokot | South Pokot | West Pokot | North Pokot |
|----------------|----------------------|--------------------|-------------------|--------------------|
| 2012 | 49. 7% | 58. 6% | 63. 3% | 45. 0% |
| 2013 | 51. 8% | 62. 1% | 65. 7% | 48. 9% |
| 2014 | 50. 4% | 64. 0% | 60. 5% | 52. 6% |
| 2015 | 53. 3% | 67. 4% | 70. 3% | 55. 5% |
| 2016 | 50. 3% | 68. 1% | 75. 3% | 58. 6% |
| Average | 51. 1% | 64. 04% | 67. 02% | 52. 12% |

Source: West Pokot County Director of Education (2016)

Statistics from Sub County education office (2016) reveal that issues of non-completion of girls in primary education are prevalent in majority of the primary schools. For instance, out of the total number of girl admitted in standard one in 2009, only 50.3 percent managed to complete primary school in 2016. This completion rate of girls in Central Pokot is lower compared to other neighbouring sub counties in the County despite the government's effort to increase girls completion, and completion rates. This shows high wastage for girls in primary schools despite provision of free primary education by government. The failure of girls completing primary education has serious impact on socio-economic development of a country. Based on this statistics, the current study sought to investigate whether institutional factors influence girl completion of primary education in Central Pokot Sub County.

1.2 Statement of the Problem

Issues of girl-child completion of primary education in public schools in Central Pokot Sub County have increased in the past five years (2012-2016) as compared to other Sub counties in West Pokot; North Pokot, and South Pokot (Table 1.1). Various past studies have like Johannes (2010); Kagendo and Muthaa, (2015) have concentrated on social-cultural factors influencing the participation of girls in primary education and various efforts like creating awareness, providing rescue centres among others have gained prominence in addressing gender disparity in education. Despite the fact that a number of studies have been done on factors

that prohibit the girl-child from access, participation, retention and completion in public primary schools, only a few studies have investigated how institutional factors influence girls' completion of primary education. This study investigated institutional factors influencing girls' completion of primary school education in Central Pokot Sub County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate institutional factors influencing girls' completion of primary school education in Central Pokot Sub County, Kenya.

1.4 Objective of the Study

The study was guided by the following research objectives:

- (i) To determine the extent to which provision of instructional resources influence girls' completion of primary education in Central Pokot Sub County.
- (ii) To assess how provision of sanitary towels influence girls' completion of primary school education in Central Pokot Sub County.
- (iii) To establish the influence of role models on girls' completion of primary education in Central Pokot Sub County.
- (iv) To determine the extent to which provision of physical facilities influence girls' completion of primary education in Central Pokot Sub County.

1.5 Research Questions

The study answered the following research questions;

- (i) What is the influence of provision of instructional resources on girls' completion of primary school education in Central Pokot Sub County?
- (ii) How do provision of sanitary facilities influence girls' completion of primary school education in Central Pokot Sub County?
- (iii) To what extent do role models influence girls' completion of primary school education in Central Pokot Sub County?
- (iv) What is the influence of provision of physical facilities on girls' completion of primary school education in Central Pokot Sub County?

1.6 Significance of the Study

It is expected that the study will inform government on the need to improve the conditions of public primary schools. It will be possible to appreciate the problems facing girl child education and prepare to design ways of facing the challenges through collaboration with schools, parents and other organisations. Primary school administrators may utilise the findings of this study to source for more support which will enable them retain girls in schools until they complete primary education. To community members and parents, the research findings may be used to sensitise them on the need for supporting their children (girls) in primary education through purchase of resources needed. To future scholars, it is expected that the study will be of help to researchers who wish to expound on the study on factors influencing girl completion of primary education.

1.7 Limitations of the Study

Some respondents were reluctant to disclose information that seemed to reveal personal / institutional weakness. To counter this, the researcher assured the respondents of confidentiality of any information they gave. To avoid a low rate of questionnaire return, the researcher personally administered the questionnaires and explain the purpose of the study.

1.8 Delimitations of the Study

The study was delimited to all public primary schools in Central Pokot Sub County and therefore the results reflected the situation in those schools though it could have added value if it was conducted in the whole county. The research focused on four institutional factors influencing girl's completion of primary school education, other institutional factors would not be addressed in this study considering they are assumed to be ones influencing completion of primary education among girls. Central Pokot Sub County was selected because there is no study on the problem that has been carried out in the area as those done are in different regions of the country. The study collected information from head teachers; teachers and girls who presented during data collection.

1.9 Assumptions of the Study

The following were the basic assumptions of the study

- i. All teachers have been teaching in the study area for more than 2 years
- ii. Schools have maintained records of transition and completion of girls.

- iii. Respondents have adequate information on institutional factors influencing girls completion of primary education

1.10 Definition of Terms

The following terms are defined within the context of the current study:-

Completion refers the proportion of a cohort of girls enrolled in standard who actually survive within the primary school cycle till completion of the last grade of the same level.

Institutional factors refer to identifiable school conditions that influence girls' primary education completion

Instructional resources refer to all necessary educational materials and equipment for teaching and learning process.

Sanitary facilities refer to facilities or structures constructed in the school for the purposes of disposal of human waste and for cleanliness

Transition refers to the percentage of girls who graduate from one level of education and move on to the next higher level.

1.11 Organization of the Study

The study was organized in five chapters: Chapter one entailed the introduction and background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumption of the study, the limitations of the study, the delimitation of the study, the definition of significant terms used in the study and the organization of the study. Chapter two provided a review of the literature related with the study, put

in thematic sections to reflect research objectives. It also gave the theoretical framework, the conceptual framework, existing gaps in knowledge and a summary of the literature reviewed. Chapter three focused on the research methodology. The chapter described in detail, the research design, target population, sample size, sample selection, research instruments, validity and reliability of the research instruments, data collection procedures, data analysis techniques and ethical issues in research. Chapter four consisted of data analysis, presentation, discussions and interpretations of data. Chapter five gave the summary of the findings, conclusions and recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter focuses on girls' completion of primary education, provision of instructional resources availability, provision of sanitary facilities, role models, and physical facilities. The section also reviews the knowledge gaps, theoretical and conceptual frameworks.

2.2 An Overview on Girls' Completion of Primary Education

Girls' education goes beyond getting girls into school. It is also about ensuring that girls learn and feel safe while in school; complete all levels of education with the skills to effectively compete in the labor market; learn the socio-emotional and life skills necessary to navigate and adapt to a changing world; make decisions about their own lives; and contribute to their communities and the world. Girls' education is a strategic development priority. Better educated women tend to be healthier, participate more in the formal labor market, earn higher incomes, have fewer children, marry at a later age, and enable better health care and education for their children, should they choose to become mothers. All these factors combined can help lift households, communities, and nations out of poverty (UNESCO, 2013).

School completion rates is a robust predictor of many economic and social difficulties, including poverty, delinquency and crime, and civic disengagement. Much recent attention has focused on the accuracy of different ways of measuring

school completion and dropout rates (National Research Council, 2011). Measures of completion rates are available using counts of enrolment by grade and public school graduates (Heckman & LaFontaine, 2008). It is important for a girl to be educated as everybody has the right to education, which has been recognized since the Universal Declaration of Human rights (UDHR) in 1948. There are evidences that demonstrate strong benefits of girl's education, which span across a wide range of area together with maternal, and child health, social stability, environmental benefits and economic growth. Girl's education is a significant variable affecting children's education attainment and opportunities. A mother with few years of formal education is considerably more likely to send her children to school (Fant, 2008). World Bank (2013) argues that, educating a girl is one of the strongest ways not only to improve gender equality, but also to promote economic growth and the health development of families, communities and nations.

For the last forty years, girls' education has been recognized as an international development priority (Haugen et al., 2011). Governments across the world formally recognise gender equality as central to the attainment of the Education for All and Sustainable Development Goals (Warrington, et al, 2011). However, despite advancements made through improving access and enrolment of girls in primary schools, completion is a serious problem affecting development of most nations across the world (Magwa & Ngara, 2015). Fewer girls survive through the stage of the primary education.

UNESCO (2012) reported that in South Asian countries, 13.54 million of its children leave school before completing primary education. Pakistan has the highest rate of dropouts in the region at 38.5 per cent followed by Nepal with 38.3 per cent and Bangladesh comes third with 33.8 percent. Across the African region, in 47 of the 54 countries girls actually have a less than 50% chance of completing primary school. The dropout problem is pervasive in Nigeria's education system (Fadekemi & Bamgbose, 2016). Okpukpara and Chikwuone (2011) reiterated that the probability of dropout among girls is 23% compared to 12% for boys, in urban areas and that drop out for girls is more prominent in rural areas than boys with 16% rate for girls and 5% for boys. Magwa and Ngara (2015) reported that girls are still less likely to enrol and remain in school. Namukwaya and Kibirige (2014) reported that gap between girls and boys grow as they progress through their primary education: girls are much less likely to complete primary school. Ombago (2014) observed that the boys were likely to complete schooling compared to girls. The above information shows that completion of primary school by girls is a challenge facing most countries

2.3 Provision of Instructional Resources and Girls' Completion of School

Instructional resources include textbooks, charts, and maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder (Isola, 2010). Other category of material resources consist of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk,

drawing books, notebooks, pencil, ruler, slate, workbooks among others (Elibariki, 2014). Girls' learning needs, styles and preferences are different from those of boys. Girls experience the external environment differently from boys. In particular, even today gender stereotyping and gender differences in expectations and, often, self-definition, tend to affect girls' behaviour, attitudes and choices. Gender-specific pedagogy was not high-profile in the traditional learning approaches (Kagendo & Muthaa, 2015). As outlined in the Education Act 2013, the teachers are expected to adopt girl-friendly pedagogical process in the teaching styles and instructional provision in girls'-only classrooms.

In many respects, there is a close parallel between their rhetoric and the reality of their practices, with little mismatch between what they said they did and what they actually did in their classrooms.

Asikhia (2010) maintained that availability of resources in schools controls dropout rate, maintains student discipline and makes girls remain motivated for long periods. They help improve access and educational outcomes since learners are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. Nonhlanhla (2014) revealed that inadequate teaching and learning materials and other study materials, and inability to complete the content of the teaching syllabus and other school related factors contribute to dropout incidents by learners.

Elibariki (2014) established that in all schools surveyed there was shortage of teaching and learning materials. Nyagah and Luketero (2016) observed that most curriculum materials might not be gender sensitive and portray girls as passive learners while boys are portrayed as active and holding high positions in society. Girls and their families, therefore, find little reason to attend school if they are taught that girls are of less value than boys (King, & Winthrop, 2015). In Kenyan schools, girls drop out of school earlier and obtain lower test scores as compared to boys due to gender inequality (Kagendo & Muthaa, 2015). Abungu (2015) results showed that there is direct influence of finance on completion of girls in primary and secondary schools in Ndhiwa district. The review of the literature review shows that provision of instructional materials is critical for effective teaching and learning process as it leads to completion of girls in schools. This research determined whether provision of instructional resources could influence girl child completion of primary education in Central Pokot County.

2. 4 Provision of Sanitary Facilities and Girls' Completion of School

Sanitation is related to education and health. When sanitation is inadequate, it is the main cause of infectious diseases in the world and exacerbates the transmission of them. It is alleged that poor sanitation facilities are a common obstacle for school attendance, especially for girls (United Nations, 2015). Girls have special needs, especially during puberty period, which if not provided for and in the right ratio of 1:25, the girls' attendance will be poor. Such facilities such as toilets, latrines and sanitary towels should be provided with enough

privacy. Also water and proper desks are essential for girls' comfortable stay in school and for learning (Namukwaya, & Kibirige, 2014).

UNICEF (2003) indicates that 10 percent of girls skip school during menstruation or dropout entirely because of lack of decent sanitation. The report adds that lack of water; privacy and sanitation disposal systems may simply force girls to drop from school. Limited or poor quality toilet facilities may have different implications for girls in terms of attendance and completion during their menstruation periods and their vulnerability to sexual harassment on their way to or from the toilet (Ogeto & Komo, 2016).

McMahon, Peter, Bethany, Alfredo, Emily, Imelda and Richard(2011)study done in Sub Saharan African showed that the girls had faced difficulty to manage their menstrual periods at school due to lack of adequate privacy and sanitary facilities. In some schools which did not have waste disposal facilities, girls were obliged to carry soiled absorbents back home. As a result girls preferred to stay at home during their menstruation period. They also had discomfort and shame sitting besides male girls in the class (Abera, 2004).

Kassaw and Molla (2014) found out that though there was an effort to increase girls' school enrolment, lack of basic needs, like sanitary napkins that facilitate routine activities of girls at early adolescence are observed to deter girls' school-attendance in rural Ethiopia. Boosey, Prestwich and Deave(2014) girls' involved in the study reported a lack of access to adequate resources, facilities and accurate

information to manage their menstrual hygiene effectively at school. They reported that, as a result, during menstruation they often struggle at school or miss school. It is common for girls who attend government-run primary schools in the Rukungiri district in Uganda.

Matage, Kyalo and Saina (2015) found out that school related factors like school examination regulations and social factors such as provision of sanitary towels were found to affect girls' education negatively. Atieno (2007) established that lack of sanitary towels influenced girls' participation in education. Kagendo and Muthee (2015) found out that most schools did not have adequate toilets and did not provide adequate sanitary pads. The schools did not have hand washing points and tissue papers. The study revealed that availability of sanitary pads, washing water point, soap and toilets influenced enrolment, self-confidence and attendance of girls. The review of literature has shown that provision of sanitary facilities is critical to completion of girls in schools. This research will determine whether provision of these resources affect girls' completion of primary education.

2. 5 Role Models and Girls' Completion of School

Boys and girls may suffer from low learning if the quality and relevance of education and teaching is poor, but girls tend to suffer more because of an ingrained gender bias (Imtiaz, 2016). Whether or not girls are exposed to female teachers who can serve as role models is one of the greatest indicators. Female

teachers are less likely to have gender biases against girls and are far less likely to sexually harass or otherwise demean their female girls (Lloyd et al, 2007). Parents also may not be comfortable having their child taught by a man in certain traditional rural regions. The lack of female teachers in a school is a missed opportunity to provide meaningful professional female role models to young women and men on a daily basis (Haugen et al, 2011). Countries that need substantially more female teachers at the secondary level include Bangladesh, Egypt, Guinea, Mali, Morocco, Pakistan, and Yemen (Rihani, 2006).

Female teachers are often recognized as a key factor for encouraging girls' enrolment and for addressing quality and completion challenges (Matage et al, 2015). Policy and research reports suggest increasing the number of women in the teaching profession as a strategy for getting girls in school and retaining them (Herz & Sperling, 2004; Rihani, 2006). One way that females make a difference for girls in primary schools is in their ability to act as role models. Rihani (2006) notes one of the factors that prevent females from going to school is that: Girls face inequities in the classroom and often lack female teachers as role models.

UNESCO Institute of statistics (2010) reported that positive female role models were a contributing factor in higher girls' and young women's enrolment and completion rates. Girls who are focused in education may end up dropping if the environment in which they are learning is not conducive and friendly (Ogeto & Komo, 2016). Such girls need to be guided in order to build or add up to their

aspiration. In the school setting there are many difficulties which girls may express through withdrawal, unhappiness, annoyance, anger and inability to meet needs which may lead to turning their aspiration into a nightmare than a success. Mentoring also helps girls at this age to support them in program completion, confidence building and transitioning to further education or work force (Salehe, 2015).

Huisman and Smits (2009) found that as the percentage of female teachers increased in a school district, the likelihood that girls will go to school also increased after controlling for family effects. They also found that the presence of female teachers mitigated some of the major social and familial factors that kept both boys and girls out of school. Female teachers also affect completion rates, sometimes for both boys and girls. In rural Pakistan, the presence of female teachers increased girls' enrollment, but did not appear to effect boys' enrollment (Lloyd, Mete & Grant, 2007).

Lack of adequate female teachers in some schools also affects girls' enrolment, completion and completion of schooling. As pointed out by Birdsall, Levine and Ibrahim (2005) found there is a positive relationship between gender parity in completion and the proportion of female teachers. This is because female teachers are role models to the young girls while at the same time; the parents feel secure sending their girls to schools with at least a female teacher. They trust that their girls will be protected and counselled accordingly by a female teacher. Most

schools, particularly those located in remote and insecure areas, lack female teachers. Studies in Kenya have shown that some schools do not have a female teacher at all and in such schools, girls' enrolment rate is very low. Qualified female teachers are in short supply and sometimes due to security concerns and poor infrastructure, they may not be willing to work in remote parts (Nyagah & Luketero, 2016). This research determined whether availability of role models influence completion of girls in primary education in Central Pokot.

2. 6 Provision of Physical Facilities and Girls' Completion of School

Universal primary education depends on an infrastructure that supports quality education (Rihani, 2006). Requirements for accessible, gender sensitive schooling go beyond the physical structure of a building or the classroom content (Nyagah & Luketero, 2016). Poor environmental factors affect all learners. Location and accessibility of schools also play a significant role in a child's ability to attend school (Rihani, 2006). For many children, particularly throughout Africa, South Asia, and the Middle East, the picture is bleak and worsens as girls advance from the primary to the secondary level (UNESCO, 2010) because of inadequate infrastructure facilities in schools.

UNESCO (2010) notes that poor infrastructure in schools is a turn off from school especially to girls who find it more difficult to cope forcing them to dropout. Lack of adequate facilities like dormitories, toilets and classrooms also keeps many girls out of the education system (Huisman & Smits, 2009). Schools far from

home mean greater safety risks for girls (either real or perceived by parents) as they walk to and from school. Schools need to provide recommended toilets for girls. Rugh (2000) found that parents had a safe distance they would send their girls to school that did not apply to boys. In Egypt, for example, girls' enrolment in primary school dropped significantly when a school was more than 1.5 kilometers away from home, and in Malawi it was further than 5 kilometers. Schools often lack latrines, private latrines, feminine supplies, or gender specific latrines. Girls are much more likely to leave a school that lacks these facilities (Lloyd, Tawila, Clark, & Mensch, 2003; Herz & Sperling, 2004).

Salehe (2015) found out that school factors that causes dropout among girls included overcrowded classrooms, long distance from school, and lack of food provision in school in Tanzania. Warrington et al (2011) found out that most do not have access to sanitary pads, proper toilet facilities and access to water in Uganda. The classes were thatched built by mud temporary and some lacked latrines for girls. Some classes had cracks in the walls and insufficient desks.

Luklesia (2014) findings showed that factors contributing to female girls dropout rates include school facilities and socio-economic issues had an adverse influence on the school dropout rate of the female girls. Insufficient school facilities influenced more female girls to dropout from school. Achieng (2013) findings of the study revealed that inadequate infrastructure resources were responsible for low completion and transition rate of girls. Nyagah and Luketero (2016) showed

that results on physical facilities had mixed reactions. Majority of the girls believed that lack of physical facilities had no influence on them being or not being in school. This meant that whether the physical facilities are available or not the girls will still continue with their education. It was found that there was high percentage of girls out of school due to lack of female teachers in their school to act as role models. The review of literature has shown that physical facilities are critical to completion of girls. This research sought to determine the availability of physical facilities and their influence on girls' completion of primary education.

2.7 Summary of Reviewed Literature

The sections above have presented conceptual, contextual and empirical literature with regard to the influence of institutional factors on girls' completion of primary school education in schools. The review of empirical shows that when facilities are not provided in their adequacy in schools, learning will not take place hence dropout among girls (Ndawa, 2014; Ngwili, 2014). Few studies have focused on girls' completion in primary schooling. Luklesia (2014) looked at factors influencing girls' dropout, Matage et al (2015) focused on educational wastage and Ndawa (2014) assessed factors influencing girls' access to education. Research studies further have focused on social cultural factors influencing girls' completion (Johannes, 2010; Ogeto & Komo, 2016). However, among the studies that have been reviewed, there exist a gap on how institutional related factors

influence girls' completion of primary school in Kenya and specifically Central Pokot Sub County.

2. 8 Theoretical Framework

This study is based on systems theory. The proponents of systems theory were by Whitehead and Bertalanffy (1925-1926) when they adapted systems theory approach in their work. A system is described as a complex of interacting components together with the relationship among them that permit the identification of a boundary but maintaining the process. A school is a system that consists of components or subsystems like instructional resources, sanitary facilities and physical facilities which must function together for the system to work. Therefore, to enable girls' complete primary school education effective networking of the sub-systems within a school works in interdependent ways that contribute to the overall development of the school community.

Institutional environment has attempted to pinpoint the effects that have revealed significant and consistent relationship with variables defining girls' completion of primary education. These important school characteristics include provision of instructional resources, sanitary facilities, role models and physical facilities to enable schools realize high goals, expectations for achievement and lay emphasis on overcoming drawbacks that hinder enrolment, repetition and completion.

Institutional factors have effect on girls' completion rate even when the influence of other factors such as social class and family size has been taken into account.

The school environment as a system facilitates girls' effective completion of

primary education when all elements in the institution are functioning properly. When one of the elements in the whole system fails girls completion rate is interfered with. Therefore the system theory was deemed appropriate for this study as its' tenets postulate that there is success when elements of a system are provided and working properly, while as the system fails when any or all the components are not working. For this case, provision of institutional factors like instructional resources, sanitary facilities and physical facilities act as the achievable components that make the school environment fit for girls' completion of primary education.

2.9 Conceptual Framework

The conceptual framework for the study shows the relationship between independent and dependent variable for the research.

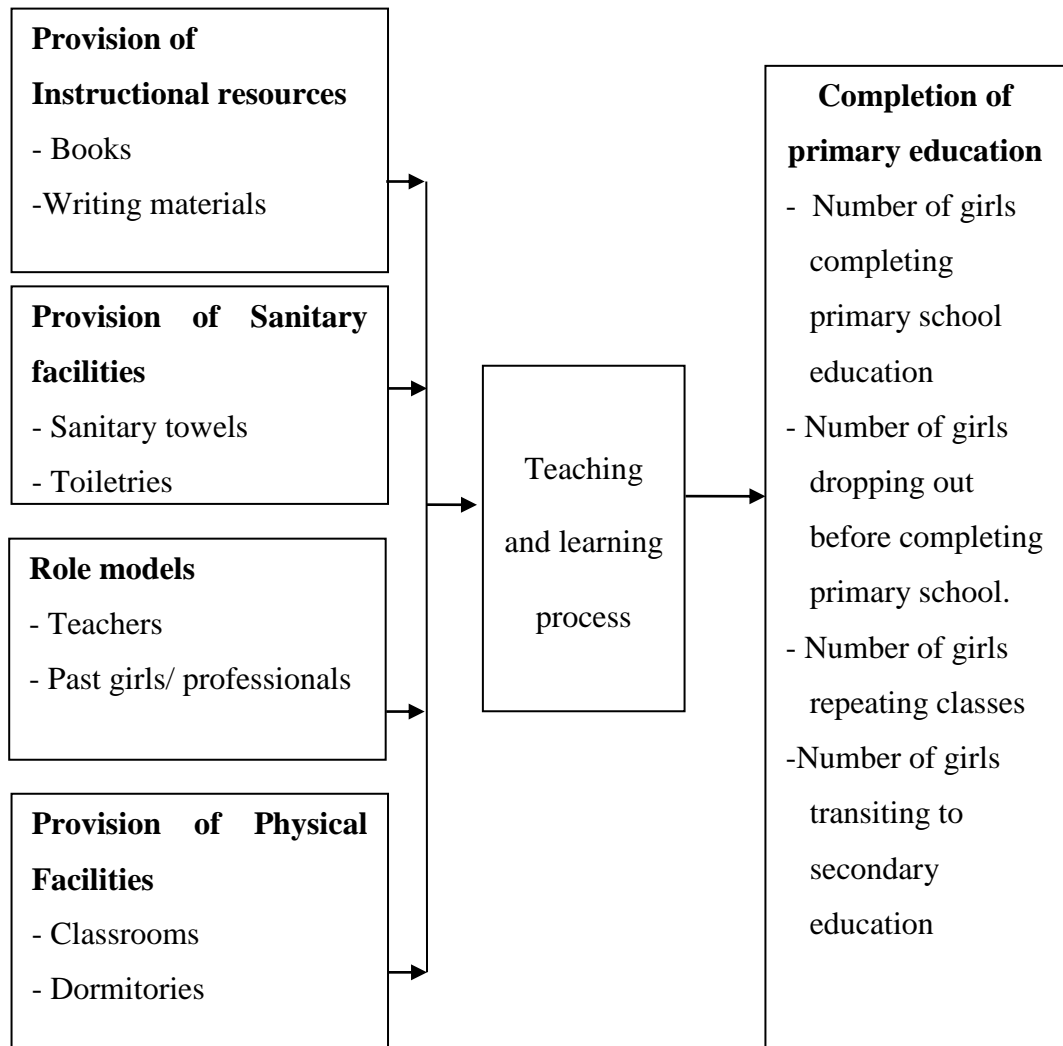


Figure 2.1: Conceptual Framework

In the conceptual model, the girls’ completion of primary education is the dependent variable which is affected by interplay of other factors (independent variables) that are present within the school. The institutional factors such as instructional resources, sanitary facilities, availability of role models and physical facilities shape the learning environment and process which in turn determine the girls’ completion of primary schooling.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter looks at research design, target population, sample and sampling procedure, data collection instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

This study utilized descriptive survey design. According to Kombo and Tromp (2006) a research design can be thought of as the structure of the research. They further refer the design as the ‘glue’ that hold all the elements in the research project together. A descriptive survey research design determines and reports things the way they are. This type of research attempts to describe such things as possible behavior, attitudes, values and characteristics (Mugenda & Mugenda, 2003). This design is found appropriate since it is used in preliminary and exploratory studies to allow researcher gather, summarize, present and interpret the data for the purpose of clarification (Orodho, 2012). This design was suitable for this study for it will enable the researcher to collect original data on the influence of institutional factors; sanitary facilities, instructional resources, role models and facilities on girls’ completion of primary education.

3. 3 Target Population

The study targeted all 87 public primary schools in Central Pokot Sub-county. The study population involved public primary schools in Central Pokot Sub County with respondents being standard eight girls, teachers and head teachers from six zones. According to statistics from Sub County Director of Education (2016), there are 15 schools in Lomut Zone, 14 schools in Sigor Zone, 23 schools in Batei Zone, 10 schools in Cheptulel Zone, 12 schools in Mwino Zone and 13 schools in Marich Zone adding up to 87 public primary schools. Therefore, 87 head teachers and 532 teachers employed by TSC and 1131 girls (standard eight) formed the study population.

3. 4 Sample Size and Sampling Procedure

Sample size determination is based on desired precision, heterogeneity, time and available resources (Mugenda & Mugenda, 2003). Mugenda and Mugenda noted that a sample size of between 10% and 30% will be a good representation of the entire population in survey research studies. This means that 30% of schools in the sub county were randomly selected to participate in the research. Therefore, 26 out of 87 schools were selected based on six zones as shown in Table 3.1.

Table 3.1**Sampling Frame**

| Zone | Target | Sample | | | |
|--------------|-----------|----------------------------------|------------------|-------------------------|----------------------|
| | | Schools $n = \frac{n}{N} * s$ | Head teachers | Teachers $n = s * 3$ | Girls $n = s * 6$ |
| Lomut | 15 | 5 | 5 | 20 | 30 |
| Sigor | 14 | 4 | 4 | 16 | 24 |
| Batei | 23 | 7 | 7 | 28 | 42 |
| Cheptulel | 10 | 3 | 3 | 12 | 18 |
| Mwino | 12 | 3 | 3 | 12 | 18 |
| Marich | 13 | 4 | 4 | 16 | 24 |
| Total | 87 | 26 | 26 | 104 | 156 |

Information presented in Table 3.1 shows the sample population for this study. Simple proportionate random sampling was used to sample 30% of the schools in the six educational zones in Central Pokot Sub-county. Census sampling was used to sample head teachers in all the selected 26 primary schools to participate in the study. Further simple random sampling was used to sample 4 teachers and 6 girls in each of the sampled school. Therefore, the total sample was compiled of 26 headteachers, 104 teachers and 156 girls.

3.5 Research Instruments

This study used questionnaires, interview schedules and document analysis guides in collecting data. The research instruments were developed by the researcher based on the objectives of the study. The questionnaire had open and close ended questions. The researcher developed questionnaire for teachers and standard eight girls. The use of questionnaires was effective in that it gives respondents ample

time to respond at their own time without interfering with their work. The instrument contained questions addressing each objective under this study.

The interview schedule for this research was prepared for head teachers in primary schools. The aim of the interview schedule was to complement and substantiate data collected from questionnaires. The interview will be held face to face between the researcher and the heads of schools. From these respondents, data on the status of educational facilities, instructional resources, provision of sanitary facilities, school environment and role models influence on girl-child completion in schools. Document analysis guide in this study entail reviewing different documents so as to get useful information for the study. This study searched school admission registers which shows the number of girls in primary schools and their completion at standard eight for five years (2012-2016). The documentary search provided an insight into the problem being studied by cross validating and augmenting information obtained from other methods and sources of data.

3.6 Validity of Research Instruments

Validity is the degree to which results obtained from a study actually represents the phenomena under study (Orodho 2012). A pilot study was carried out in two primary schools in the sub county that did not participate in the final research as proposed by Mugenda and Mugenda (2003) that 1% of the target population can be used for piloting. Validity of the research instruments was determined through

expert judgement by involving research supervisors from Department of Educational Administration and Planning. The experts were verifying whether the research instruments actually measures the study objectives. Comments made from the experts were taken into consideration to prepare the final instruments.

3. 7 Reliability of Research Instruments

Reliability is a measure of the degree to which a research instrument supplies consistent results or data after repeated trials (Cooper & Schindler, 2006). The reliability of the questionnaires were determined through test retest method. The period between test and retest was two weeks. The score obtained from the two sets of questionnaires were then analysed to obtain r using the Pearson product moment correlation coefficient – efficient statistic which is incorporated in the SPSS (Version 22. 0) package). A high correlation coefficient of above 0.6 was used as a benchmark of determining the reliability of research instruments.

3. 8 Data Collection Procedure

The researcher obtained introductory letter from Department of Educational Administration and Planning to apply for a research permit from NACOSTI. The researcher further sought authority from the local County Director of Education office. The researcher then visited the participating schools for familiarization and to obtain permission from each headteacher to conduct the proposed research. The researcher administered questionnaires to girls and teachers by allowing them to fill and collect them after three days. Secondly, interview with the head teacher

was conducted face to face. Furthermore, document analysis guide was applied to check and get information on completion of girls in public primary schools in the Sub County.

3.9 Data Analysis Techniques

The raw data obtained from the questionnaire, interview schedule and document analysis were analyzed qualitatively by using the detailed information from the questionnaire about influence of institutional factors measures and try to establish their patterns, trends and relationship with girls' completion of primary education. Quantitative data from the questionnaire was summarized into themes using descriptive statistics. Quantitative data was categorized and transferred to a computer sheet using Statistical Package for Social Sciences (SPSS), with assistance from a computer specialist. The data was interpreted and conclusions drawn. Means and standard deviations were used to identify the influence of each institutional factor in relation to girls' completion of primary education. Inferential statistics like correlation was used to explore the relationship between independent and dependent variables. This formed the basis for drawing conclusions and recommendations.

3.10 Ethical Considerations

Informed consent of all participants was sought. Information to be obtained from participants remained confidential between the researcher and the participants.

This was achieved by ensuring that anonymity and confidentiality was strictly adhered to.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS

4.1 Introduction

This chapter presents data analysis, presentation and interpretation of research findings. The study sought to investigate institutional factors influencing girls' completion rate in primary education in Central Pokot Sub-County, Kenya. The data presented includes background information of the respondents, influence of teaching and learning resources, provision of sanitary towels, availability of role models, and physical resources as some of the institutional factors affecting girls' completion rate in public primary schools in Central Pokot Sub-County. Collected data was analyzed and presented using frequencies and percentages, while the results were tabulated in accordance with Neumans (2000) recommendation of counting the number of objects in each item in the questionnaire and quantified according to objectives.

4.2 Instrument Return Rate

The study targeted 26 headteachers, 104 teachers and 156 girls in public primary schools in Central Pokot. From the teachers, 98 questionnaires were returned, 94.2 percent return rates. Twenty five headteachers availed themselves for the interview with the researcher, 96.2% response rate. From the girls 144 questionnaires were returned, 92.3 percent response rate. Table 4.1 shows the instrument response rate of the study.

Table 4.1

Return Rate

| Respondents | Issued instruments | Returned instruments | Percent |
|--------------------|---------------------------|-----------------------------|----------------|
| Headteachers | 26 | 25 | 96.2 |
| Teachers | 104 | 98 | 94.2 |
| Girls | 156 | 144 | 92.3 |
| Total | 286 | 267 | 93.4 |

The study realized a total response rate of 93.4 percent that was deemed very satisfactory. This was in accordance to Mugenda and Mugenda (2003) a 50% response rate is adequate, 60% good and above 70% rated very good. This implies that basing on this assertion; the response rate in this case of 93% was very good. The researcher studied the demographic information of the respondents so as to establish if they were the right sample to respond to institutional factors affecting girls' completion rate in public primary schools.

4.3 Demographic Information

For the researcher to find out the institutional factors affecting girls' completion rate in public primary schools in Central Pokot Sub-County, Kenya, it was considered important to establish the demographic information of the respondents which included: gender, age, level of education, and working experience to gain an insight on the respondents characteristics.

4.3.1 Respondents Gender

The study sampled girls to participate in the study, also teachers were requested to indicate their gender. The distribution of teachers according to their gender is presented in Table 4.2.

Table 4.2

Gender of Teachers

| Gender | Frequency | Percent |
|---------------|------------------|----------------|
| Female | 57 | 58.2 |
| Male | 41 | 41.8 |
| Total | 98 | 100.0 |

Table 4.2 indicates that a majority 57 (58.2%) of the respondents were female teachers while 41 (41.8%) were male. The findings imply that the population of female teachers was slightly higher than that of their male counterparts. This also implies that the study sampled both gender and therefore the response on the institutional factors affecting girls' completion rate in public primary schools is a reflection of both genders. During an interview with the headteachers the researcher noted that majority of the headteachers in Central Pokot were male. This was because out of the 25 schools visited, 17 schools (68%) were headed by male teachers. This further shows that male teachers dominated primary school leadership in the study area.

4.3.2 Respondents' Age Bracket

The researcher sought to establish the age bracket of the girls and presented the study findings as shown in Table 4.3.

Table 4.3

Age Bracket of the Girls

| Age bracket | Frequency | Percent |
|--------------------|------------------|----------------|
| Below 12 years | 17 | 11.8 |
| 13 – 15 years | 43 | 29.9 |
| Over 15 years | 84 | 58.3 |
| Total | 144 | 100 |

The majority 84 (58.3%) of the girls were over 15 years old. The findings imply that majority of the girls in primary schools in Central Pokot were over-aged. This shows that the girls were mature enough to respond to questions touching on institutional factors affecting girls' completion rate in public primary schools in Central Pokot Sub-County.

4.3.3 Highest Level of Education of Teachers

The researcher further investigated the highest level of education of the teacher respondents. This was to establish whether they were qualified to understand the institutional factors affecting girls' completion rate in public primary schools in Central Pokot Sub-County. The teachers had the following level of education as illustrated in the Figure 4.1.

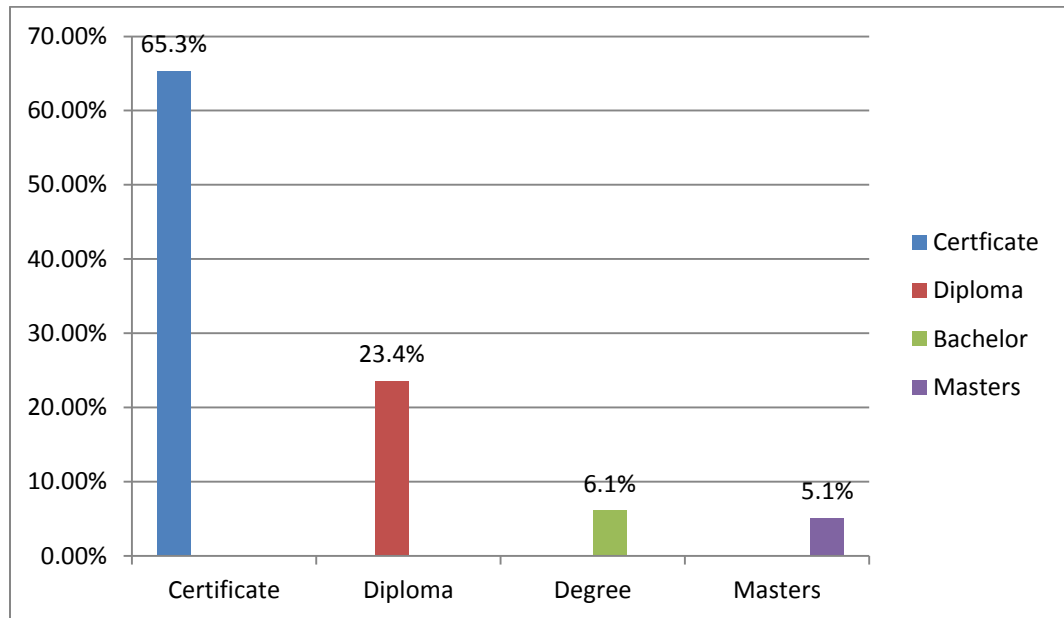


Figure 4.1 Highest Level of Education of Teachers

The Figure 4.1 shows that the majority 64 (65.3%) of the teachers had P1 certificate and as their highest level of education. This findings show that majority of the respondents had the required qualification to teach at primary level and would understand the institutional factors affecting girls' completion rate in public primary schools in Central Pokot Sub-County

4.3.4 Teachers' Work Experience

The researcher further sought to find out the years teachers had worked in the schools. The findings are presented in Table 4.4.

Table 4.4

Work Experience of the Teachers Respondents

| Years worked | Frequency | Percent |
|---------------------|------------------|----------------|
| Below 5 years | 20 | 20.4 |
| 6 – 10 years | 53 | 54.1 |
| 11 – 15 years | 17 | 17.3 |
| Above 15 years | 9 | 9.2 |
| Total | 98 | 100 |

The findings indicated that a majority 53 (54.1%) of the teachers had worked for between 6 – 10 years. This shows that the teacher respondents have enough experience to offer reliable data on the institutional factors affecting girls' completion rate in public primary schools in Central Pokot Sub-County. The findings reflected by Brown and Duguid (2003) who found that highly experienced personnel enhance production of high quality outcomes and effective quality improvement in a venture.

The researcher investigated the working experience of the head teachers. The findings are indicated in Table 4.5.

Table 4.5

Working Experience of the Headteachers

| Working experience | Frequency | Percent |
|---------------------------|------------------|----------------|
| Below 5 years | 4 | 16.0 |
| 6-10 Years | 6 | 24.0 |
| 11– 15 years | 13 | 52.0 |
| 16 years and above | 2 | 8.0 |
| Total | 25 | 100 |

Majority, 52 percent, of the head teachers had worked in the schools for between 11 – 15 years. This implies that the sampled respondents had enough experience to respond to questions on the institutional factors affecting girls’ completion rate in public primary schools in Central Pokot Sub-County.

4.4 Provision of Instructional Resources and Girls’ Completion Rate in Primary Education

The first research objective (i) sought to establish how provision of instructional resources influence girls’ completion rate in primary education in Central Pokot Sub County. Thus, the teachers were asked to indicate the extent to which provision of instructional resources affect girls’ completion rate. Table 4.6 presents the study findings.

Table 4.6

Extent to which Provision of Instructional Resources Influence Girls' Completion Rate in Primary Education

| Response | Frequency (f) | Percent (%) |
|----------------------|--------------------------|------------------------|
| To a great extent | 67 | 68.4 |
| To a moderate extent | 18 | 18.4 |
| To a low extent | 12 | 13.2 |
| Total | 98 | 100.0 |

Provision of instructional resources was listed as the major prohibitive factor that affects girls' completion rate in primary education. As Table 4.6 shows 68.4 percent teachers answered that provision of instructional resources affected girls from completing education in Central Pokot Sub-County at a great extent. The findings were an indication that provision of instructional resources was among the institutional factors that affected girls' completion rate in primary schools in Central Pokot Sub-County. The findings were in agreement with Trani, Bakshhi, and Nandipati (2012); and Schurmann 2009 on the argument that provision of instructional resources contribute positively to the retention of girls in schools.

Teacher respondents were to respond to statements showing their level of agreement on provision of instructional resources on girls' completion rate in

primary education. They were issued with a likert scale strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). Table 4.7 presents their views on the influence of provision of instructional resources on girls' completion rate in primary education.

Table 4.7

Teachers' Response on the Influence of Provision of Instructional Resources on Girls' Completion Rate in Primary Education

| Provision of instructional resources | SA | | A | | D | | SD | |
|---|----|-------|----|------|----|------|----|-----|
| | F | % | F | % | f | % | f | % |
| i. Lack of gender sensitive instructional resources influences girl-child completion | 75 | 76.3 | 13 | 13.2 | 10 | 10.5 | 0 | 0.0 |
| ii. Instructional resources that portray girls as of less value influence their learning hence affecting their completion | 62 | 63.2 | 18 | 18.4 | 13 | 13.2 | 5 | 5.3 |
| iii. Lack of adequate instructional resources such as books, teacher guides and charts influence girl-child completion | 98 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| iv. Girls are demotivated to unavailability of quality instructional resources | 90 | 92.1 | 8 | 7.9 | 0 | 0.0 | 0 | 0.0 |
| v. Low level of utilization of instructional resources by teachers affects girl-child completion of primary school | 98 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| vi. Lack of access to instructional resources by girls in schools affects their retention rate | 64 | 65.3 | 22 | 22.4 | 12 | 12.2 | 0 | 0.0 |

n = 98

Teachers concurred with the headteachers on the effects of provision of instructional resources on girls' completion rate in primary schools. For instance, 76.3 percent strongly agreed that lack of gender sensitive instructional resources influences girl-child completion is very low. Also, 63.2 percent strongly agreed that instructional resources that portray girls as of less value influence their learning hence affecting their completion is low, while all indicated that pregnancies make girls to drop out of school and opt to marry and 92.1 percent strongly agreed that provision of instructional resources affect girl child's academic achievement.

Data collected during an interview with the head teachers concurred with the teachers' responses in that provisional of instructional resources motivate girls to continue with their primary education. Most of the headteachers were objective on the quality of education due to availability of instructional materials. They stated that provision of instructional materials like teaching aids, and learning materials ensure effective delivery during the teaching and learning process. These findings implied that provision of instructional resources had a significant effect on girls' completion rate in primary schools in Central Pokot Sub-County. These study findings concurred with a report from UNICEF (2010) that argued that provision of instructional resources allows the girl-child the right to education. Headteachers strongly agreed to the statements depicting provision of instructional resources affected girls' completion rate in primary schools. Another major factor listed was early and unwanted pregnancies, as 100 percent of the

respondents listed provision of instructional resources as factor influencing girls' completion rate in primary education. The findings were an implication that girls who were married off at tender ages discontinued with education thus affecting their completion rate.

These findings were in consistent with Bajracharya and Amin (2010) in the argument that In Bangladesh, marrying off girls early is due to the notion that delay in the marriage attracts huge dowry, and as the years pass the marriage of the girls becomes difficult as there is a strong preference by suitors for younger girls making an end to their education.

The girls were asked to indicate aspects of educational participation affected by provision of instructional resources hindering completion rate. Table 4.8 presents the findings.

Table 4.8

Aspects of completion Affected by Provision of Instructional Resources

| Response | Frequency | Percent |
|---|------------------|----------------|
| Lack of female teachers | 20 | 13.9 |
| Inability to pay school fees | 17 | 11.8 |
| Inability to purchase books | 19 | 13.2 |
| Lack of proper and adequate latrines | 40 | 27.8 |
| Harassment by male teachers | 18 | 12.5 |
| Lack of sanitary pads | 13 | 9.0 |
| Sharing of toilets and latrines with boys | 16 | 11.1 |
| Total | 144 | 100.0 |

According to most girls (27.8%) lack of proper and adequate latrines was the most affected aspect of participation in education. Others like, 13.9 percent cited lack of female teachers, 11.8 percent inability to pay school fees. The findings showed that various indicators of participation in education were affected by provision of instructional resources hindering girls' completion rate in primary education.

The girls were issued with the likert scale showing the influence of provision of instructional resources on girls' completion rate in primary education. Table 4.9 presents the findings.

Table 4.9

Influence of Provision of Instructional Resources on Girls' Completion Rate in Primary Education as Perceived by Girls

| Factors under consideration | Yes | | No | | Not sure | |
|--|------------|----------|-----------|----------|-----------------|----------|
| | f | % | f | % | f | % |
| Number of girls has decreased in class | 78 | 54.2 | 42 | 28.9 | 24 | 16.9 |
| Number of girls has increased | 79 | 54.9 | 37 | 25.7 | 28 | 19.1 |
| Provision of instructional resources affect girls' retention in school | 109 | 75.8 | 21 | 14.6 | 14 | 9.6 |

n = 144

Majority of the girls (59.9%) indicated that girls' provision of instructional resources as a major hindrance on primary education completion. For instance 54.2 percent strongly agreed that number of girls has decreased in class. Also most of the girls (49.6%) strongly agreed that number of girls has increased while, 75.8%, stated that provision of instructional resources affect girls' retention in school. The findings implied that provision of instructional resources s affected girls' completion rate in primary education in the study area. This information is in line with data from headteachers that availability of the instructional materials significantly influenced girls completion rate in primary education. The findings were in consistency with findings from Ombongi (2008) who found out that provision of instructional resources s influenced completion of education. Girls in

standard 4 or between 12 and 14 years were withdrawn from school due to lack of learning resources.

4.5 Provision of Sanitary Towels and Girls' Completion Rate in Primary Education

A report by UNESCO (2008) found out that provision of sanitary towels was found to influence the level of education pursued, thus the second study objective (ii) sought to assess the influence of provision of sanitary towels on girls' completion rate in primary education in Central Pokot Sub County. Therefore, the research survey sought to establish the parent's level of education. The student respondents were required to indicate the level of education of parents. The results were as shown in Table 4.10.

Table 4.10

Girls' Responses on Frequency of Provision of Sanitary Towels

| Level of providing sanitary towels | Frequency | Percent |
|---|------------------|----------------|
| Always | 23 | 16.2 |
| Often | 68 | 46.9 |
| Rarely | 35 | 24.0 |
| Never | 18 | 12.9 |
| Total | 144 | 100.0 |

Table 4.10 shows, that 46.9 percent of the girls indicated that provision of sanitary towel often influence them to acquire primary education. The findings revealed

that less than half of the girls' parents had acquired primary education and above. This is an indication that most of the parents may encourage their girls to complete the various educational levels since they were literate and aware of the benefits of education. The findings differed with statements stated by Kotwal & Rani (2009) that mothers also involve their daughters in income generating activities to supplement Influence of role models unaware that mother's education is a significant variable affecting children's education attainment and opportunities.

The study respondents were requested to indicate the extent to which provision of sanitary towels affect girls' completion in primary education. The results are as shown in Table 4.11.

Table 4.11

Extent to which Provision of Sanitary Towels affect Girls' Completion Rate in Primary Education

| Response | Teachers | | Girls | |
|------------------------|-----------|--------------|------------|--------------|
| | (f) | (%) | (f) | (%) |
| To a great extent | 56 | 57.1 | 70 | 48.6 |
| To a moderate extent | 21 | 21.4 | 33 | 22.9 |
| To a low extent | 13 | 13.3 | 24 | 16.7 |
| Does not affect at all | 8 | 8.2 | 17 | 11.8 |
| Total | 98 | 100.0 | 144 | 100.0 |

Data in Table 4.11 showed that 57.1 percent of the teachers and 48.6 percent of the girls indicated that provision of sanitary towels influenced girls' completion rate to a great extent. The findings indicated that provision of sanitary towels had a great significance on girls' completion rate in primary education. The findings were in line with a paper prepared by the National Parent-Teacher Association in Kenya (PTA), when parents are involved in education regardless of income or background, children are more likely to earn higher grades and test scores, enroll in higher level programmes, attend school regularly and have better social skills (UNESCO, 2009).

The study sought to establish the level at which respondents agreed with statements relating to effect of provision of sanitary towels on girls' completion of the school using the scale strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). Teachers' responses were as shown in Table 4.12.

Table 4.12**Teachers' Responses on Influence of Provision of Sanitary Towels on Girls****Completion Rate**

| Factors under consideration | SA | | A | | D | | SD | |
|---|-----------|----------|----------|----------|----------|----------|-----------|----------|
| | f | % | f | % | f | % | f | % |
| i. Most girls when they reach puberty fail to complete school in this area | 75 | 76.5 | 13 | 13.3 | 10 | 10.2 | 0 | 0.0 |
| ii. Girls menstrual concerns are overlooked in this school hence many do not complete school | 62 | 63.3 | 18 | 18.4 | 13 | 13.3 | 5 | 5.1 |
| iii. Lack of girls knowledge and information on menstrual hygiene affects their school attendance patterns hence may not complete on time | 94 | 95.9 | 8 | 8.2 | 0 | 0.0 | 0 | 0.0 |
| iv. Lack of access to sanitary facilities like sanitary towels influence girl child completion in primary school in this area | 98 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| v. Girls miss school during their menstrual period | 98 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

n = 98

According to 86.3 percent of the teachers agreed with the headteachers on the influence of provision of sanitary towels on girls' completion rate in primary education. These findings implied that many of the teachers agreed on the significance of parental level of education and girls' completion rate. Data from an interview with the headteachers stated that girls during their menses fail to attend schooling which eventually leads to dropout. The findings agreed with

research carried out by UNICEF (2004) in which 55 countries and two Indian states found that children of educated women were much likely to go to school and the more schooling the women had received, the higher the chance that they would send their children to school. The girls also responded as presented in Table 4.13.

Table 4.13

Influence of Provision of Sanitary Towels on Girls' Completion Rate in Primary Education as Perceived by Girls

| Factors under consideration | SA | | A | | D | | SD | |
|---|-----------|----------|----------|----------|----------|----------|-----------|----------|
| | f | % | f | % | f | % | f | % |
| i. Most girls when they reach puberty fail to complete school in this area | 78 | 54.2 | 17 | 24.9 | 13 | 16.9 | 4 | 4.3 |
| ii. Girls menstrual concerns are overlooked in this school hence many do not complete school | 71 | 49.6 | 25 | 25.7 | 28 | 19.1 | 5 | 5.5 |
| iii. Lack of girls knowledge and information on menstrual hygiene affects their school attendance patterns hence may not complete on time | 109 | 75.8 | 116 | 14.6 | 77 | 9.6 | 0 | 0.0 |
| iv. Lack of access to sanitary facilities like sanitary towels influence girl child completion in primary school in this area | 41 | 28.2 | 42 | 51.7 | 13 | 16.9 | 4 | 4.3 |
| v. Girls miss school during their menstrual period | 21 | 14.9 | 86 | 59.6 | 28 | 19.1 | 6 | 6.4 |

n = 144

A high portion of the girls (54.4%) agreed that lack of proper sanitary facilities thus their girls are more likely to drop out of school. For instance, 75.8 percent of

the girls strongly agreed that most girls when they reach puberty fail to complete school in this area. Also, 54.2 percent of the girls strongly agreed lack of girls knowledge and information on menstrual hygiene affects their school attendance patterns hence may not complete on time. The findings implied that girls completion rate was highly influenced by the provision of sanitary towels. The findings also agree with Mutinda (2013) that, parents who have a certain educational level might want their children to achieve the same level or even higher.

4.6 Influence of Role Models and Girls' Completion Rate in Primary Education

The third research objective (iii) sought to determine the influence of Influence of role models on girls' completion rate in primary education in Central Pokot Sub County. The respondents were requested to indicate the extent to which Influence of role models affect girls' completion rate in primary education. Table 4.14 presents the study findings.

Table 4.14**Extent to which Role Models Influence Girls' Completion Rate in Primary Education**

| Response | Teachers | | Girls | |
|------------------------|-----------------|--------------|--------------|--------------|
| | (f) | (%) | (f) | (%) |
| To a great extent | 67 | 71.1 | 49 | 65.2 |
| To a moderate extent | 13 | 13.2 | 17 | 19.4 |
| To a low extent | 14 | 15.7 | 9 | 11.6 |
| Does not affect at all | 0 | 0.0 | 3 | 3.8 |
| Total | 98 | 100.0 | 144 | 100.0 |

Table 4.14 shows that all headteachers (100%), 71.1 percent of teachers and 65.2 percent of girls indicated that Influence of role models affected girls completion rate in primary education to a great extent. The findings showed a great relationship between Influence of role models and girls' completion rate in primary education. The findings were in agreement with Colclough et al (2003) who argued that girls from rich families have higher retention in school than those from poor families. Further, the respondents were to show the influence of Influence of role models on girl child's completion rate in primary school education. Table 4.15 presents the study findings.

Table 4.15**Teachers' Responses on Influence of Role Models on Girls Completion Rate in Primary Education**

| Factors under consideration | Teachers | |
|---|-----------------|----------------|
| | Mean | St. Dev |
| i. Lack of adequate female teacher in school influence girl-child completion of primary school | 3.71 | 0.78 |
| ii. Lack of mentors in school (past girls, professionals and teachers) affect girl-child completion of primary school | 3.11 | 0.69 |
| iii. Lack of effective guidance and counseling programme by teacher counselor influence girl child completion | 3.53 | 0.75 |
| iv. Parents feel insecure to send girls to school which have no female teachers in this area | 3.50 | 0.74 |
| v. Most parents feel to send their girls to girls schools rather than mixed primary schools | 3.49 | 0.73 |
| vi. Harassment of female children by some teachers and their peers in school influences their completion | 3.54 | 0.70 |
| vii. Unequal treatment of girls in schools affects their completion rate | 3.26 | 0.76 |

As shown in Table 4.15 the research findings showed that girls lacked moral support from role models as indicated by a mean of 3.54 and a standard deviation of 0.70. They also seem less motivated to learn due to lack of fees as compared to those from lack of adequate female teacher in school influence girl-child completion of primary school as indicated by a mean of 3.52 and a standard deviation of 0.74. The girls were in agreement that low income families do not

encourage girls to continue with school as shown by a mean of 3.49 and a standard deviation of 0.72 and also prefer paying school fees for boys to girls as shown by a mean of 3.46 and a standard deviation of 0.70. They also accepted the fact that most girls drop out of school due to poor payment of school fees as indicated by a mean of 3.26 and a standard deviation of 0.76. The study findings implied that financial status of a family played a significant role in girls' completion rate in primary schools.

Information from the headteachers showed that availability of role models motivates girls retention in primary education which translates to high completion rates. Female teachers and other motivators act as role models for girls to value education. The findings agree with Sabates, (2010) who noted that the financial level of the family affect a child's education meaning that, the higher the income of parents, the more the possibilities of retaining their children to a school of their preference. Income also affects school outcomes through enabling a child to participate in co-curricular activities like lessons after school and special trips. Such activities improve children's skills directly and also indirectly through general intellectual stimulation which affects subsequent learning. Therefore, if the opportunity cost of a child being in school is high for the parent, the chance of dropping out increases. Girls' perception on the influence of Influence of role models was presented in Table 4.16.

Table 4.16**Influence of Role Models on girls' completion rate in Primary Education as Perceived by Girls**

| Factors under consideration | SA | | A | | D | | SD | |
|---|----|------|----|------|----|------|----|------|
| | f | % | f | % | f | % | f | % |
| i. Lack of adequate female teacher in school influence girl-child completion of primary school | 45 | 31.5 | 58 | 40.1 | 9 | 10.6 | 17 | 17.9 |
| ii. Lack of mentors in school (past girls, professionals and teachers) affect girl-child completion of primary school | 85 | 54.2 | 38 | 24.9 | 15 | 16.9 | 4 | 4.3 |
| iii. Lack of effective guidance and counselling programme by teacher counsellor influence girl child completion | 71 | 49.6 | 32 | 25.7 | 17 | 19.1 | 5 | 5.5 |
| iv. Parents feel insecure to send girls to school which have no female teachers in this area | 51 | 75.8 | 13 | 14.6 | 8 | 9.6 | 0 | 0.0 |

n = 144

According to study findings presented in table 4.16 a majority of the girls (52.8%) strongly agreed to the statements provided on the influence of Influence of role models on girls' completion rate in primary schools. For instance, 40.1 percent agreed that parents feel insecure to send girls to school which have no female teachers in this area, while 54.2 percent strongly agreed that lack of effective guidance and counselling programme by teacher counsellor influence girl child completion.

Moreover, 49.6 percent strongly agreed that lack of fees by low income families results in the girl child missing school days as they are normally chased from school, and 75.8 percent strongly agreed that middle and high income families are able to cater for their daughters' primary education hence such girls have maximum completion of class and other school activities. The findings showed the strong effects of Influence of role models on girls' completion rate in primary education. The findings were in line with Grant and Hallman (2006) who found an association between a family's financial strength and the likelihood of the daughter's dropout in South Africa.

4.7 Provision of Physical Facilities and Girls' Completion Rate in Primary Education

Objective four (iv) of the study sought to establish the influence of provision of physical facilities on girls' completion rate in primary education in Central Pokot Sub County. Therefore, the respondents were asked to indicate the extent to which provision of physical facilities influenced girls' completion rate in primary education. Table 4.17 presents the study findings.

Table 4.17

Extent to which Provision of Physical Facilities Affects Girls' Completion Rate in Primary Education

| Response | Teachers | | Girls | |
|------------------------|-----------------|--------------|--------------|--------------|
| | (f) | (%) | (f) | (%) |
| To a great extent | 51 | 55.2 | 39 | 48.9 |
| To a moderate extent | 20 | 21.1 | 26 | 26.7 |
| To a low extent | 15 | 15.8 | 14 | 18.4 |
| Does not affect at all | 6 | 7.9 | 6 | 6.0 |
| Total | 98 | 100.0 | 144 | 100.0 |

From the findings in Table 4.17, half of the headteachers, 55.2 percent of teachers and 48.9 percent of girls indicated that provision of physical facilities influence girls' completion of education to a high extent. This implied that provision of physical facilities played a significant role in the completion rate of girls in primary schools. This concurs with a study by Cheruiyot (2011) who found that even with government subsidy parents still have a burden to pay development fund which affect girls' participation.

The respondents were to show the influence of education cost on girls' completion rate in primary education using the likert scale strongly agree (SA),

agree (A), disagree (D) and strongly disagree (SD). Table 4.18 presents the teachers response on the likert scale.

Table 4.18

Teachers’ Responses on the Influence of Provision of Physical Facilities on Girls’ Completion Rate in Primary Education

| Factors under considerations | SA | | A | | D | | SD | |
|---|----|-------|----|------|----|------|----|-----|
| | f | % | f | % | f | % | f | % |
| i. If parents feel that schools facilities are hazardous, most of them discourage their girls from completing their school | 69 | 76.3 | 13 | 13.2 | 10 | 10.5 | 0 | 0.0 |
| ii. Lack of water facilities influences girls’ completion | 54 | 63.2 | 17 | 18.4 | 13 | 13.2 | 5 | 5.3 |
| iii. Lack of adequate classes inhibits girl-child completion in school | 98 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| iv. Poor infrastructure in schools is a turn off from school especially to girls who find it more difficult to cope forcing them to dropout | 95 | 92.1 | 3 | 7.9 | 0 | 0.0 | 0 | 0.0 |
| vii. Girls are much more likely to leave a school that lacks adequate physical facilities | 98 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

n = 98

In the case of teachers from the table 4.18, majority of them (76.3%) felt that poor infrastructure in schools is a turn off from school especially to girls who find it more difficult to cope forcing them to dropout. According to 63.2 percent of the teachers, lack of adequate classes inhibits girl-child completion in school were a

barrier to girls' participation in education. The findings were an implication that the provision of physical facilities through direct and indirect costs affected girls' completion rates in primary schools. This is supported by Craft (2002) who noted that children combine household duties with schooling. The majority of teachers indicated that Girls drop out of school to run family businesses and Girls drop out of school to get employed, that Girls drop out of school because they cannot realize immediate economic benefit from education. This concurs with a report by UNESCO (2001) which indicated that parents view the benefit of education as far-fetched and choose to pre occupy their children as casual labour where immediate income is guaranteed. Table 4.19 presents the girls responses on the likert scale.

Table 4.19

Influence of Provision of Physical Facilities on Girls' Completion Rate in Primary Education as Perceived by Girls

| Factors under considerations | SA | | A | | D | | SD | |
|---|----|------|----|------|----|------|----|------|
| | f | % | f | % | f | % | f | % |
| i. If parents feel that schools facilities are hazardous, most of them discourage their girls from completing their school | 10 | 10.6 | 17 | 17.9 | 25 | 31.5 | 59 | 40.1 |
| ii. Lack of water facilities influences girls' completion | 48 | 49.6 | 23 | 25.7 | 14 | 14.6 | 5 | 5.5 |
| iii. Lack of adequate classes inhibits girl-child completion in school | 81 | 75.8 | 18 | 19.1 | 8 | 9.6 | 0 | 0.0 |
| iv. Poor infrastructure in schools is a turn off from school especially to girls who find it more difficult to cope forcing them to dropout | 52 | 55.2 | 15 | 16.6 | 13 | 14.6 | 12 | 13.6 |

n = 144

From the Table 4.19, most of the girls (47.8%) felt that lack of adequate funds to cater for various costs in primary education forced them out of school or delayed their attendance thus affecting their completion rate. The findings implied that insufficient funds affect girls' completion rate. The findings were in line with observations from Labook (2000) that parents are encouraged to pay levies to be used to fund school projects. This showed that provision of physical facilities influence student participation in education. Thus the researcher pegged the reason of low completion in primary education due to extra levies.

4.8 Inferential statistics

The researcher then sought to establish the influence of independent variables on the dependent variable. The study used cross tabulation to show how the study variables; provision of instructional resources, provision of sanitary towels, availability of role models and provision of physical facilities influence girls' completion rate in primary education in Central Pokot. Table 4.20 presents the cross tabulation of the study.

Table 4.20 Cross tabulation of the independent and dependent variables

| Independent variables | Girls completion rate | | | | | | | |
|--------------------------------------|-----------------------|------|---------|------|-----|-----|------|------|
| | High | | Average | | Low | | None | |
| | F | % | F | % | F | % | F | % |
| Provision of instructional resources | 18 | 72.0 | 6 | 24.0 | 1 | 4.0 | 0 | 0.0 |
| Provision of sanitary towel | 21 | 84.0 | 4 | 16.0 | 0 | 0.0 | 0 | 0.0 |
| Availability of role models | 13 | 52.0 | 4 | 16.0 | 2 | 8.0 | 6 | 24.0 |
| Provision of physical facilities | 14 | 56.0 | 8 | 32.0 | 2 | 8.0 | 1 | 4.0 |

n = 25

According To the cross tabulation presented in Table 4.25, the study realized that provision of instructional resources had a high influence on girls completion rate in public primary schools in Central Pokot Sub-County. This shows that provision of instructional resources had a significant influence on girls completion rate.

Consequently provision of sanitary towels influenced girls completion at a high rate of 84 percent. Moreover, availability of role models had a high significance with the dependent. This shows that role models played an important influence of the level of girls completion of primary education. According to 56 percent of the schools girls completion rate was significantly influenced by provision of physical facilities. The findings show that the independent variables influenced girls completion at a high percentage revealing the significant relationship.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter covers a summary of the study findings, conclusions drawn from the study, recommendations based on the study and suggestions for further research.

5.2 Summary of the Study

The purpose of the study was to investigate factors influencing girls' completion rate in primary education in Central Pokot Sub County in Bomet County. It was guided by the following research objectives; to determine how provision of instructional resources influence girls' completion rate in primary education, to assess the influence of provision of sanitary towels on girls' completion rate in primary education, to determine the influence of Influence of role models on girls' completion rate in primary education in Central Pokot Sub County and to establish the influence of provision of physical facilities on girls' completion rate in primary education in Central Pokot Sub County.

The study reviewed related literature from different scholars' works informed by the study objectives. The study was guided human capital theory. It adopted descriptive survey design. The target population comprised of 87 public primary schools, 87 headteachers, 532 teachers and 1131 girls. Simple random sampling procedure was applied so as to obtain the study respondents. Stratified random sampling arrived at schools to participate by dividing the target population of schools into nine strata on the basis of the nine locations in Central Pokot Sub County. The researcher used questionnaires to collect quantitative and qualitative

data. Piloting was conducted in order to determine the reliability and validity of the instruments. Validity was also established by use of expert judgment while, the reliability was also tested using test-retest technique where the coefficient correlation was 0.84. Data was analyzed qualitatively and quantitatively. The study realized a total response rate of 92.5 percent.

5.3 Summary of the Findings

The first research objective sought to establish how provision of instructional resources influence girls' completion rate in primary education in Central Pokot Sub County. The study findings revealed that 66.7 percent of principal respondents, 68.4 percent teachers and 57.4 percent of girls answered that provision of instructional resources affected girls from completing education in Central Pokot Sub-County at a great extent. Headteachers strongly agreed to the statements depicting provision of instructional resources affected girls' completion rate in primary schools. Another major factor listed was early and unwanted pregnancies, as 100 percent of the respondents listed it as factor influencing girls' completion rate in primary education. A majority of the teachers concurred with the headteachers on the effects of provision of instructional resources on girls' completion rate in primary schools.

From the study findings most girls (30.7%) transition to primary school was the most affected aspect of participation in education. Others like, 11.1 percent school

attendance, 15.4 percent concentration affected girls' completion rates in primary schools. The findings showed that various indicators of participation in education were affected by provision of instructional resources hindering girls' completion rate in primary education. Also, majority of the girls' provision of instructional resources was a major hindrance on primary education completion. The findings showed that provision of instructional resources affected girls' completion rate in primary education in the study area.

The second study objective sought to assess the influence of provision of sanitary towels on girls' completion rate in primary education in Central Pokot Sub County. The study found that the majority (43.8%) of the girls indicated that their parents had primary level of education. Also 19.9 percent had no formal education as all, 13.4 percent had post-primary education while 22.9 percent of the girls' parents were reported to have acquired primary education. The findings revealed that less than half of the girls' parents had acquired primary education and above. From the study findings, majority of the respondents indicated that parental level of education influenced girls' completion rate to a great extent. The findings indicated that provision of sanitary towels had a great significance on girls' completion rate in primary education.

A majority of the girls (82.1%) Headteachers (66.7%) and teachers (81.6%) indicated that parents lacking any formal education greatly hindered girls'

completion in education. A high portion of the girls also agreed that parents with a low education lack the ability to pay school fees promptly thus their girls are more likely to drop out of school. The study showed that parents' education was an important element on girls' completion rate in primary education.

The third research objective sought to determine the influence of Influence of role models on girls' completion rate in primary education in Central Pokot Sub County.

Objective four of the study sought to establish the influence of provision of physical facilities on girls' completion rate in primary education in Central Pokot Sub County. From the study findings, half of the headteachers indicated provision of physical facilities influence girls' completion of education to a high extent. Also, the data from the study showed that all of the headteachers strongly agreed that cost of uniform forces parents to keep their daughters at home, lack of fare force parents to let their daughters drop from school, and inability to pay school fees cause a girls to be absent from school resulting in negative achievement. According to majority of the girls felt that lack of enough funds to cater for various costs in primary education forced them out of school or delayed their attendance thus affecting their completion rate. This showed that majority of the cost related aspects cause girls to discontinue with their education lowering their completion rate.

5.4 Conclusion from the Study

The findings of the study indicated that most of the people living in Central Pokot Sub-County are low income earners thus lack the ability to cater for the family's basic needs. The study revealed that girls from low income families' drop out of school more frequently than those from middle and higher income families hence seem less motivated to learn than those from higher income families. The study concluded that low income families do not encourage girls to continue with school and their parents prefer paying school fees for boys to girls. The study showed that girls drop out of school due to poor payment of school fees and therefore the level of Influence of role models has made a major contribution of girl child dropout.

The findings also showed that some parents have no formal education. This makes it difficult for such parents to guide their children on the importance of education because they do not serve as role models to their children. Such parents are illiterate and may not encourage their children especially the girls to complete the various levels of education since they are unaware of the benefits of education. This is an indication that provision of sanitary towels determines whether children will be successful in school or not.

5.5 Recommendations of the Study

In the light of the findings and conclusions of this study the following recommendations were made;

- i) It was recommended that peer educators/counselors be posted to the primary schools to encourage girls to seek help to curb the drop out of girls through provision of instructional resources.
- ii) The parents and the community at large should be sensitized on the importance of girl-child education through community education programmes and awareness in order for them to consider investing in the education of the girl child equitably to that of the boy child. Such programs would enlighten parents on girl's education and foster realization of education for all (EFA) thus eliminating the withdrawal of girls from school without completing primary education.
- iii) The study recommends the school administration should ensure provision of programs to enlighten parents on girls' education, teachers conducting talks on importance of girls education and parents should be encouraged to emphasize on the importance of girls completing primary level education.
- iv) Head teachers, teachers and local administrators should encourage parents and guardians to attend to the needs of the girl-child by providing adequate resources necessary for girl-child and other levies, and allowing reasonably study time in a conducive home environment. This would

motivate the girls to complete primary education since there is support both from home and school.

5.6 Suggestion for further research

The study suggests the following areas for further research:

- i) A study should be carried out to find out the possible policies that can be put in place to improve the participation of girls in Kenya.
- ii) A study can be carried out to evaluate the influence of societal attitude of girls' completion rate in primary education.
- iii) A study can be carried out on school completion rate among girls is in other sub-counties in the country to compare the study findings.

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APPENDICES

Appendix I: Letter of Introduction

**University of Nairobi,
Department of Educational
Administration and Planning,
P. O. Box 30197
Nairobi – Kenya**

The Headteacher,
.....School.

Dear Sir/Madam,

RE: RESEARCH PROJECT

I am a postgraduate student at the University of Nairobi and a teacher by profession. I am undertaking research on **influence of institutional factors on girls' completion of primary education in Central Pokot Sub County.**

The purpose of this letter is to request for your permission to allow me to conduct research in your school. This study is purely for academic purpose and the respondents' confidentiality will be highly respected.

I am looking forward to your co-operation.

Thank you in advance.

Yours faithfully,

Longolol Andrew Krop

Appendix II: Teachers Questionnaires

This questionnaire aims at finding out useful information on **Influence of institutional factors on girls' completion of primary education**. I consider you very important in this study and therefore request you to spare your time to answer the questions that follow. Your answers will be treated with confidentiality.

Please tick the appropriate response/fill appropriate response

Section A: Biographical Data

1. What is your gender?

Male [] Female []

2. What is your highest level of education?

Form four [] Certificate (PTE) [] Diploma [] Degree []

Other (specify) _____

3. How long have you been working as a teacher in this area _____

Section B: Provision of Instructional Resources and Girls' completion of primary school education

4. (a) Kindly rate the extent to which provision of instructional resources influence girls' completion in your school?

To a great extent [] To a moderate extent []

To a little extent [] Not at all []

(b) Indicate the extent to which you agree or disagree on influence of provision of instructional resource on girls' completion in schools within this area of Central Pokot. The statements are illustrated in the table below. Use scale: SA-Strongly Disagree, A-Agree, D-Disagree and SD-Strongly Disagree.

| Provision of instructional resource | SA | A | D | SD |
|---|-----------|----------|----------|-----------|
| i. Lack of gender sensitive instructional resources influences girl-child completion | | | | |
| ii. Instructional resources that portray girls as of less value influence their learning hence affecting their completion | | | | |
| iii. Lack of adequate instructional resources such as books, teacher guides and charts influence girl-child completion | | | | |
| iv. Girls are demotivated to unavailability of quality instructional resources | | | | |
| v. Low level of utilisation of instructional resources by teachers affects girl-child completion of primary school | | | | |
| vi. Lack of access to instructional resources by girls in schools affects their retention rate | | | | |

Section C: Provision of sanitary resources and girls' completion of primary school education

5. (a) Kindly rate the extent to which provision of sanitation resources and facilities influence girls' completion in your school?

To a great extent [] To a moderate extent []

To a little extent [] Not at all []

(b) Indicate the extent to which you agree or disagree on influence of sanitary facilities and resources provision and girls' completion in schools within this area of Central Pokot. The statements are illustrated in the table below. Use scale: SA-Strongly Disagree, A-Agree, D-Disagree and SD-Strongly Disagree.

| Provision of sanitary facilities and resources | SA | A | D | SD |
|---|-----------|----------|----------|-----------|
| i. Most girls when they reach puberty fail to complete school in this area | | | | |
| ii. Girls menstrual concerns are overlooked in this school hence many do not complete school | | | | |
| iii. Lack of girls knowledge and information on menstrual hygiene affects their school attendance patterns hence may not complete on time | | | | |
| iv. Lack of access to sanitary facilities like sanitary towels influence girl child completion in primary school in this area | | | | |
| v. Girls miss school during their menstrual period | | | | |
| vi. Lack of separate functioning sanitary facilities in school for girls influences their completion of school | | | | |

Section D: Availability of role model and girls’ completion of primary school education

6. (a) Kindly rate the extent to which availability of role models influence girls’ completion in your school?

To a great extent [] To a moderate extent []

To a little extent [] Not at all []

(b) Indicate the extent to which you agree or disagree on influence of role models on girls’ completion in schools within this area of Central Pokot. The statements are illustrated in the table below. Use scale: SA-Strongly Disagree, A-Agree, D-Disagree and SD-Strongly Disagree.

| Role models | SA | A | D | SD |
|---|-----------|----------|----------|-----------|
| i. Lack of adequate female teacher in school influence girl-child completion of primary school | | | | |
| ii. Lack of mentors in school (past girls, professionals and teachers) affect girl-child completion of primary school | | | | |
| iii. Lack of effective guidance and counselling programme by teacher counsellor influence girl child completion | | | | |
| iv. Parents feel insecure to send girls to school which have no female teachers in this area | | | | |
| v. Most parents feel to send their girls to girls schools rather than mixed primary schools | | | | |
| vi. Harassment of female children by some teachers and their peers in school influences their completion | | | | |
| vii. Unequal treatment of girls in schools affects their completion rate | | | | |

Section E: Provision of physical facilities and girls' completion of primary school education

7. (a) Kindly rate the extent to which provision of physical facilities influence girls' completion in your school?

To a great extent [] To a moderate extent []

To a little extent [] Not at all []

(b) Indicate the extent to which you agree or disagree on influence of provision of infrastructural facilities on girls' completion in schools within this area of Central Pokot. The statements are illustrated in the table below. Use scale: SA-Strongly Disagree, A-Agree, , D-Disagree and SD-Strongly Disagree.

| Provision of infrastructure facilities and girls' completion | SA | A | D | SD |
|---|-----------|----------|----------|-----------|
| i. If parents feel that schools facilities are hazardous, most of them discourage their girls from completing their school | | | | |
| ii. Lack of water facilities influences girls' completion | | | | |
| iii. Lack of adequate classes inhibits girl-child completion in school | | | | |
| iv. Poor infrastructure in schools is a turn off from school especially to girls who find it more difficult to cope forcing them to dropout | | | | |
| vii. Girls are much more likely to leave a school that lacks adequate physical facilities facilities | | | | |

The end

Thank you

Appendix III: Girls Questionnaire

This questionnaire aims at finding out useful information on **influence of institutional factors on girls' completion of primary education**. I consider you very important in this study and therefore request you to spare your time to answer the questions that follow. Your answers will be treated with confidentiality.

Section A: Demographic Data

1. How old are you?
2. When were you admitted to this school?

Section B: Institutional factors influencing completion of primary education by girls

3. Is the number of girls in your class the same as you were in standard seven?

Yes [] No []

- (b) If no, have they increased or decreased?

Increased [] Decreased []

- (c) What do you think could have led to them not coming to school again to complete standard eight?

.....

4. In the following box, indicate whether the following has made some school girls not complete their education in this school?

| | Yes | Not sure | No |
|--------------------------------------|-----|----------|----|
| Lack of female teachers | | | |
| Inability to pay school fees | | | |
| Inability to purchase books | | | |
| Lack of proper and adequate latrines | | | |

| | | | |
|---|--|--|--|
| Harassment by male teachers | | | |
| Lack of sanitary pads | | | |
| Sharing of toilets and latrines with boys | | | |
| Lack of mentors | | | |
| No boarding facilities | | | |
| Inadequate classes | | | |
| Sexual relationship with teachers | | | |
| Being harassed by boys | | | |

4. (a) Kindly rate the extent to which provision of instructional resources influence girls' completion in your school?

To a great extent []

To a moderate extent []

To a little extent []

Not at all []

(b) Indicate the extent to which you agree or disagree on influence of provision of instructional resource on girls' completion in schools within this area of Central Pokot. The statements are illustrated in the table below. Use scale: SA-Strongly Disagree, A-Agree, D-Disagree and SD-Strongly Disagree.

| Provision of instructional resource | SA | A | D | SD |
|---|-----------|----------|----------|-----------|
| i. Lack of gender sensitive instructional resources influences girl-child completion | | | | |
| ii. Instructional resources that portray girls as of less value influence their learning hence affecting their completion | | | | |
| iii. Lack of adequate instructional resources such as books, teacher guides and charts influence girl-child completion | | | | |

| | | | | |
|--|--|--|--|--|
| iv. Girls are demotivated to unavailability of quality instructional resources | | | | |
| v. Low level of utilisation of instructional resources by teachers affects girl-child completion of primary school | | | | |
| vi. Lack of access to instructional resources by girls in schools affects their retention rate | | | | |

Section C: Provision of sanitary resources and girls' completion of primary school education

5. (a) Kindly rate the extent to which provision of sanitation resources and facilities influence girls' completion in your school?

To a great extent [] To a moderate extent []

To a little extent [] Not at all []

(b) Indicate the extent to which you agree or disagree on influence of sanitary facilities and resources provision and girls' completion in schools within this area of Central Pokot. The statements are illustrated in the table below. Use scale: SA-Strongly Disagree, A-Agree, D-Disagree and SD-Strongly Disagree.

| Provision of sanitary facilities and resources | SA | A | D | SD |
|--|-----------|----------|----------|-----------|
| i. Most girls when they reach puberty fail to complete school in this area | | | | |
| ii. Girls menstrual concerns are overlooked in this school hence many do not complete school | | | | |
| iii. Lack of girls knowledge and information on menstrual hygiene affects their school attendance patterns hence | | | | |

| | | | | |
|---|--|--|--|--|
| may not complete on time | | | | |
| iv. Lack of access to sanitary facilities like sanitary towels influence girl child completion in primary school in this area | | | | |
| v. Girls miss school during their menstrual period | | | | |
| vi. Lack of separate functioning sanitary facilities in school for girls influences their completion of school | | | | |

Section D: Availability of role model and girls' completion of primary school education

6. (a) Kindly rate the extent to which availability of role models influence girls' completion in your school?

To a great extent [] To a moderate extent []

To a little extent [] Not at all []

(b) Indicate the extent to which you agree or disagree on influence of role models on girls' completion in schools within this area of Central Pokot. The statements are illustrated in the table below. Use scale: SA-Strongly Disagree, A-Agree, D-Disagree and SD-Strongly Disagree.

| Role models | SA | A | D | SD |
|---|-----------|----------|----------|-----------|
| i. Lack of adequate female teacher in school influence girl-child completion of primary school | | | | |
| ii. Lack of mentors in school (past girls, professionals and teachers) affect girl-child completion of primary school | | | | |
| iii. Lack of effective guidance and counselling programme by teacher counsellor influence girl child completion | | | | |

| | | | | |
|--|--|--|--|--|
| iv. Parents feel insecure to send girls to school which have no female teachers in this area | | | | |
| v. Most parents feel to send their girls to girls schools rather than mixed primary schools | | | | |
| vi. Harassment of female children by some teachers and their peers in school influences their completion | | | | |
| vii. Unequal treatment of girls in schools affects their completion rate | | | | |

Section E: Provision of physical facilities and girls' completion of primary school education

7. (a) Kindly rate the extent to which provision of physical facilities influence girls' completion in your school?

To a great extent [] To a moderate extent []

To a little extent [] Not at all []

(b) Indicate the extent to which you agree or disagree on influence of provision of infrastructural facilities on girls' completion in schools within this area of Central Pokot. The statements are illustrated in the table below. Use scale: SA-Strongly Disagree, A-Agree, , D-Disagree and SD-Strongly Disagree.

| Provision of infrastructure facilities and girls' completion | SA | A | D | SD |
|--|-----------|----------|----------|-----------|
| i. If parents feel that schools facilities are hazardous, most of them discourage their girls from completing their school | | | | |
| ii. Lack of water facilities influences girls' completion | | | | |

| | | | | |
|---|--|--|--|--|
| iii. Lack of adequate classes inhibits girl-child completion in school | | | | |
| iv. Poor infrastructure in schools is a turn off from school especially to girls who find it more difficult to cope forcing them to dropout | | | | |
| vii. Girls are much more likely to leave a school that lacks adequate physical facilities facilities | | | | |

The end
Thank you

Appendix IV: Head Teachers Interview Guide

Dear head teacher,

I am requesting you to participate in the interview session with me. This interview will not last more than 45 minutes. I request that you spare your time to answer me the following questions on influence of institutional factors on girls' completion of primary school education.

Questions

1. How long have you been a head teacher in schools within this area?
.....
.....
2. What is the population of girls in this school over the past three years?
2014..... 2015 2016
3. What can you say on the completion of primary education by girls in your school for the past three years? Is it high/low
.....
.....
4. What is your view on the influence of provision of instructional resource on girls' completion in public primary school? Are
.....
.....
5. Is there a programme for menstrual hygiene among girls in your school?
.....
.....

6. Are there adequate resources provided for menstrual hygiene among girls in your school?

.....
.....

7. What is the influence of provision of sanitary resources on girls' completion?

.....
.....

8. Does the issue of having role model in school influence girl-child completion in this area?

.....
.....

9. How does the provision of infrastructure influence girl child completion in school? Please expound on the situation in your institution?

.....
.....

The end

Thank you

Appendix V Authorization letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787,0735404245
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/36364/20616**

Date: **11th December, 2017**

Andrew Krop Long'olol
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of institutional factors on girls' completion rates in primary education in Central Pokot Sub County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Westpokot County** for the period ending **11th December, 2018**.

You are advised to report to, **the County Commissioner and the County Director of Education, Westpokot County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Westpokot County.

The County Director of Education
Westpokot County.

Appendix VI: Research permit

THIS IS TO CERTIFY THAT:
MR. ANDREW KROP LONG'OLOL
of UNIVERSITY OF NAIROBI, 30197-100
Nairobi, has been permitted to conduct
research in *Westpokot County*

Permit No : NACOSTI/P/17/36364/20616
Date Of Issue : 11th December, 2017
Fee Received : Ksh 1000

on the topic: **INFLUENCE OF
INSTITUTIONAL FACTORS ON GIRLS'
COMPLETION RATES IN PRIMARY
EDUCATION IN CENTRAL POKOT SUB
COUNTY, KENYA**

for the period ending:
11th December, 2018



.....
**Applicant's
Signature**

J.P. Kalerwa

.....
**Director General
National Commission for Science,
Technology & Innovation**

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

**RESEARCH CLEARANCE
PERMIT**

Serial No.A **16939**

CONDITIONS: see back page