

**FACTORS INFLUENCING GIRLS' ENROLMENT IN PUBLIC PRIMARY
SCHOOLS: A CASE OF MUMIAS DIVISION IN MUMIAS DISTRICT**

BY

VINCENT MANUNI MUYEKA

**A research Project Submitted in Partial fulfillment of the requirement for the award of the
Degree of Master of Arts in Project Planning and Management of the University of Nairobi**

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DECLARATION

This research proposal is my original and has never been presented to any university for any award.

Signature í í í í í í í í í í í í í í Date í í í í í í í í í í í í ..

MUYEKA MANUNI VINCENT

L/50/65018/2010

This research proposal has been submitted for examination with my approval as the university supervisor .

Supervisor's Name í í í í í í í í í í í í í í í í

Signature í í í í í í í í í í í í í í í í Date í í í í í í í í í í í í

DEDICATION

I dedicate this work to my loving wife Juliet Ogutu, daughters Laura, Audrey and Babra, my brothers Julius, Joseph and my parents Mr. and Mrs. Muyeka for their support and patience during the time of writing this project.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
EFA	Education For All
FPE	Free Primary Education
GER	Gross Enrolment Rate
KANU	Kenya African National Union
KESSP	Kenya Education School Support Programme
MOEST	Ministry of Education Science and Technology
MOG	Millennium Development Goals
NER	Net Enrolment Rate
UPE	Universal Primary Education
UNESCO	United Nations Education Science and Cultural Organization
UNICEF	United Nations International children Education Fund.

ABSTRACT

Education is the foundation that we build upon for the rest of our lives. Education in the world is to ensure that it enables children both girls and boys from poor families enroll and complete a full course of primary school. Educating girls is one of the strongest ways not only to improve gender quality but in promoting economic growth and health development of families, communities and nations through human development. However, statistics from United Nations Declaration of Human Rights (UNDHR) show around 67 million children worldwide many of them girls do not get education opportunities and achievements due to war, famine, natural disasters and corruption. The purpose of this study was to investigate factors influencing girls' enrolment in public primary schools in Mumias Division, Mumias District in Kakamega County. The objectives of the study included to establish how economic factors influence enrolment of girls in Public primary schools, investigate how family background factors influence enrolment of girls in public primary schools, determine how social factors influence enrolment of girls in public primary schools, establish how cultural factors influence enrolment of girls in public primary schools, determine how school and environmental factors influence enrolment of girls in public primary schools. The study population comprised of primary school headteachers, class teachers, class eight girls and parents of Mumias division, Mumias District in Kakamega county. Three questionnaires were used to collect data and interview guidelines for parents. They were summarized and analyzed descriptively using tables, frequencies and percentages. A pretest was carried out in three schools randomly selected from 24 primary schools to test validity and reliability. The study found out that a combination of factors contributed to low enrolment of girls in public primary schools. The key factors were funding of the primary schools by the Government of Kenya. Poverty played another role negatively. It was also evident that majority of parents and guardians of the girl child had low economic background. It was also revealed that most parents and guardians had not attained higher level of education. According to female respondents, the high number of siblings was another major factor. The community should be sensitized on girl child rights. The T.S.C needs to employ more teachers for smooth running of schools. School feeding programme to alleviate hunger should be introduced in schools. The Government should increase funding to cater for the essential necessities.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education can be defined as the means with which to train an individual for production, research and education (ENESCO, 1981). Education and training therefore play an important role in equipping one with relevant skills and knowledge that are requested for the socio economic development of any given county.

Many studies have been conducted on the issue of girls' education by the United Nations Children Fund (UNICEF). The results of the studies were sometimes quite alarming. They indicated that an average of only 43 percent of girls of the appropriate age in developed and developing countries attend primary schools. Free primary education (FPE) in the world was to ensure that children from poor families complete a full course of primary school. The Global Enrolment Rate (GER) of girls was 83.2% in 2001. In 2006 it rose to 86.4% of primary school age pupils. However, quite a number of developed countries in Europe, central Asia and Middle East has seen very little improvement in girls enrolment in Net Enrolment Rate (NERs) between 2001 and 2006. East Asia, Caribbean had not reached the target. Education indicators in the world clearly show that girls are disadvantaged in terms of education opportunities because they are affected by cultural activities, religion socio-economical activities and poverty.

The perception that the education of girls is of little value is deep and rooted in most countries in Africa. However the strive towards universal primary education has tried to speed up enrolment, the girls who enter primary schools hardly complete (FAWE, 1997). The majority of these children were in the sub-Saharan region of Africa. According to UNICEF 1987, the United Nations Millennium Development Goals were specifically set to achieve universal primary Education. The target was to ensure that by 2015, children all over the world girls and boys alike were to complete a full course of primary schooling but many girls in less industrialized countries were denied the opportunities of going to school. Many girls dropped out before completing yet others never accessed primary Education (UNESCO, 1993). Africa was noted to lag behind according to the World Bank report (October ,

24th2008). Therefore this study examined the determinants responsible for the girl child not attending primary education fully.

In Kenya girls' education has been vital in the promotion of social and economic development. The introduction of Free primary Education was to make education accessible to all children. However, very many girls did not access primary Education (MOE, 2003). For instance, places like Tana River, Isiolo, Samburu, North Eastern Provinces, Turkana, West Pokot, Marsabit and Narok. The enrolment seemed to have increased in 1973 and 1974 at the abolition of school fees (Sifuna 1990). However, the Gross enrolment rates of girls in primary schools declined from 95% in 1989 to 87.8% in 1992 and 78% in 1996. The decline was also evident in the Western County GER in 1990 was 101% and it declined to 89% in 1995. Given the large population the researcher chose to carry out his research in Mumias District- Mumias Division in efforts to determine the decline of enrolment rate of girls in public Primary schools.

From the above information there is clear indication that there was a decline on enrolment on girl child even after introduction of FPE where education was considered to be free. This is a clear indication that many girls are denied to be accessed to education for various reasons.

1.2 Statement of the problem

Despite the substantial advancement of girls in many countries, there remain sobering statistics. Currently of 793 million illiterate people in the world, two thirds were women and girls. Although there has been a worldwide increase in the enrolment of girls in Primary schools due to global efforts to ensure education, there remain a substantial gender gap. This was particularly true in South Asia and Sub-Saharan Africa. World Development Report (2008)

Traditional set up emphasized on education of boy child and very little about girl child education since they considered the fact that they (girls) would be married off (Okemwa 2010). The perception has slightly changed although the notion of educating a boy at the expense of girls is still there. There has been low progress towards achieving the objectives of Education For All. Girls were still denied the opportunities of going to school. (UNICEF 2006)

Introduction of Free Primary Education (F.P.E) in 2003 created a lot of problems to public Primary Schools in Kenya in that at first there was influx of girls enrolment after which there was decline in

enrolment due to congestion of classes , facilities which were a mockery of the Free primary Education. Lack of enough teachers to teach them whereby the ratio on each teacher to pupils was high (Sifuna ,1990). There was also sexual exploitation of girls from pestteachers and most girls preferred to remain at home. The distance from home to school contributed a great deal.

In Mumias District in Kenya, enrolment of girls has become an issue since according to the statistics provided by the District Education officer (DEO) in 2003 , enrolment of girls was reported to be 14,600 in 2009, it created a significant decline to 12,500, in 2010 it declined to 11,500, in 2011 further declined to 9000. This resulted to an important investigation towards the drastic decline of enrolment of girls. Therefore the researched was justified to study Factors influencing girlsø enrolment in Public Primary Schools in Mumias District.

1.3 The purpose of the study

The purpose of the study is to investigate factors influencing girls enrolment in public primary schools in Mumias Division, Mumias District in Kakamega county.

1.4 Objectives of the Research

1. To establish how economic factors influence enrolment of girls in Public primary schools in Mumias District.
2. To investigate how family Background Factors influence enrolment of girls in Public Primary Schools in Mumias District.
3. To determine how social factors influence enrolment of girls in public primary schools in Mumias District .
4. To establish how cultural factors influence enrolment of girls in public primary schools in Mumias District.
5. To determine how the school and environmental factors influence enrolment of girls in public primary schools in Mumias District.

1.5 Research Questions

1. What are the economic factors that influence enrolment of girls in Public primary schools in Mumias District?
2. What are the family Background Factors that influence enrolment of girls in Public primary Schools in Mumias District?
3. What are the social factor that influence enrolment of girls in public primary schools in Mumias District?
4. What are the cultural Factors that influence enrolment of girls in Public primary schools in Mumias District ?

5. What are the school and environmental factors that influence enrolment of girls in Mumias District?

1.6 Significance of the study

Girl child education is very important to the well being of the entire society. Educating a girl child is a commitment in empowering her in different social background which is the bedrock of our economic development at the grassroots. (KIANDA FOUNDATION 2011). This means that the enrolment of girls should increase in all institutions if we have to achieve all these. Therefore it is hoped that the study will shade light to the Ministry of Education and Kenya as a whole in recognition that Education has a critical role to play in addressing issues of gender which have a direct impact in the enrolment of girls in primary schools which should lead to equality and equity in Kenya and the whole world. Its important to note that after this study, the Ministry of Education will have a way out in dealing with girl child issues that will lead in increase in enrolment of girl child in primary schools. The government of Kenya will source for more funds to fill up the gaps in order to improve on girl child enrolment so as to expand the scope of coverage.

1.7 Delimitation of the study

The study was delimited to Mumias Division, Mumias District in Kakakamega county. Since the researcher comes from this area, he found it convenient in communicating to parents in their mother tongue. The researcher also travelled easily because of the availability of bicycles, motorcycles and vehicles.

1.8 Limitations

In this study, the head teacher was not willing to give me permission to leave the place of work but I used tea breaks and lunch breaks to distribute questionnaires. The head teachers in some of the schools I visited were not willing to give information but I was very friendly in my approach and I assured them on confidentiality. Accessibility in some schools was a problem but I used motorcycles .

1.9 Basic Assumption of study

The researcher targeted girl child enrolment in the Free Primary Education and assumed that all Public Primary schools were provided with public funds. The researcher assumed all public primary schools had adequate teachers and teaching and learning resources. The researcher assumed most of the school going girls attended public primary schools. Given the population of Kenya was expected to increase, the enrolment of girl child in public primary school was

expected to shoot. The researcher also assumed that all the participants were willing and honest in their responses.

1.10 Definition of significance Terms

Enrolment: It is the number of pupils that are to be registered in school.

Free Primary: An educating programme where parents do not pay directly for education. The government of the day takes care for the learners' needs using tax payers' money and grants from other institutions.

Access: Refers to a situation where individual needs are deliberately addressed like provisions of facilities to pupils.

Education : The process of acquisition of knowledge and skills.

Completion : Is ensuring girl child pupils will go through the 8 years in primary school without dropping out due to various reasons.

Retention : Refers to keeping girl child pupils in the school system after enrolment

Effect: Refers to the results or outcome after something has been implemented.

1.11 Organization of the study

This study was organized in five chapters. Chapter one dealt with the background of the study, statement of the problem, purpose of the study and objectives of the research. It also dealt with research questions, significance of the study, assumptions of the study, limitations, delimitations and definition of the significant terms.

Chapter two consisted of literature review related to the effect of Free Primary education on the girl child enrolment, the concepts of FPE, influence of economic factors, influence of family background factors, influence of social factors, influence of cultural factors, influence of school and environmental factors in public primary schools, theoretical and conceptual framework of the study.

Chapter three included research methodology which included research methodology which included research design, target population, sample size, sampling technique, research instruments reliability and validity and procedures for data collection and analysis techniques.

Chapter four dealt with data presentation, data analysis and interpretation.

Chapter five provided a summary of the research findings, conclusions and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on effects of Universal Primary Education (UPE) on enrolment of girls globally, the concept of F.P.E on girls, influence of economic factors, influence of family background factors, influence of social factors, influence of school cultural factors, conceptual and theoretical framework of the study.

2.2 The State of UPE globally

World Bank (2004) Development goals stated that education was development. It created choices and opportunities for people, reduced the burden of poverty and diseases and gave a stronger vital in the society. For Nations, it created a dynamic work force and well informed citizens able to co-operate globally and opening the door to economic ó social prosperity. The world conference on education in Dakar(2002) realized that the needs for UPE had been the world's greatest challenge in the history of education.

The World Bank (1990) was committed to fighting poverty and helping countries in their education systems. The ultimate goals were to provide the basic needs which consisted of knowledge skills attitudes and values upon which individuals could build their lives even if they did not receive more formal education. In light of this, the world bank embraced the achievement of the Millennium Development Goals as its main priority and particularly "Eliminating gender disparity in Primary and secondary Education". The Bank has recognized that there is no investment more effective for achieving development goals than educating girls" World Bank (2000). Given that the World Bank is a partner and one of many players in the international drive to improve gender equality. Through its lending and non- lending activities, the Bank has helped to improve lives of girls in client countries. Since the world conference of Education for All in Jomtien in (1990), the Bank emphasis in the area of girls' education has increased and gender equality has been intergrated as an important component of the Bank's poverty reduction mission.

United Nations International Children Education Fund (UNICEF 1990), stated that remarkable accomplishments have been made towards achieving gender and quality at all levels of education since 1990, the ratio of girls to boys enrolled in schools has risen at all levels of

education. The most significant increase in girls education enrolment in Sub-Saharan Africa and South Asia has been in the primary Education. In countries in East Asia, Latin America and the Caribbean the increase in girls education has been at the secondary level. While in countries in Europe and Central Asia, the girls' enrolment has raised most at the tertiary Education level. Despite the efforts of UN Charter and world education conferences, gender gap in school enrolment still remains. Estimates show that many countries will not meet the Education Millennium Development Goals (MDGs) by 2015. Almost 30% of low and Middle income countries are off-track from meeting the Education Millennium development Goal of Universal Primary Education (UPE). Additionally, more than 20 percent of low and middle income countries are off the track of meeting Education Millennium development goal.

Statistics from World Bank (2000) show that girls' education is important because it forms inter-linkages between gender inequalities, economic growth and poverty eradication. The benefits for girls' education go beyond higher productivity for 50 percent because evidence across countries suggests that countries with bigger gender equality are more likely to have higher economic growth. The current study examines the influence.

2.3 Concept of F.P.E

The meaning of Free Primary Education according to the Kenya Education Commission report (1964) was the education that shifted the burden of fees from the parents to the community as a whole. Its purpose was to allow all children to access education without discrimination at all. However, enrolment of FPE was misused seriously with the inflow of pupils in primary education in the second year of FPE implementation. Districts that had registered over 20% increase in enrolment hardly recorded more than 5% of standard one enrolment the following year. FPE initiative was to recognize education as a human right which was to be provided by the government to its citizens (Republic of Kenya 1964). It opened up learning opportunities to the disadvantaged and marginalized boys and girls who had never enrolled in school or had dropped out because they simply could not afford the costs (WERK 2004)

The curriculum did not give room to such pupils who had been marginalized or had dropped out hence affecting their motivation to learn. Given the fact that there were many challenges with lack of enough infrastructure, overcrowded classrooms and inadequate

learning facilities, the teacher to pupil ratio grew to such a high rate that the pupils preferred to miss school while others who had the idea to go to school surrendered.

The world conference of Education in Dakar (2000) clearly stated the need of ensuring by 2015 all children particularly girls in difficult circumstances and those belonging to the ethnic minorities have access to and complete free and compulsory primary Education of good quality. The Dakar and Jomitiene conference further emphasized on eliminating gender disparities in primary education and achieving gender equality in education by 2015 with a focus and achievement in the basic education of good quality. Although Dakar forum identified that education was a foundation to higher living standards and democratic societies, it acknowledged that while many countries of the world declared basic education available to all resulting in higher enrolment of girls, bigger challenges appeared to reverse the goals of EFA. For instance, 115 million children who were girls were still deprived basic education. The progress of getting girls to school was still too low. The UNICEF report (2005) stated that 83 percent of girls who did not attend school lived in rural areas and this was the biggest barrier on enrolment of girls in primary schools.

In Kenya FPE was official officially launched in January 2003 where school fees and levies for / tuition in schools were abolished in primary education. The government and development partners were meeting the costs of basic teaching and learning materials, wages for critical non-teaching staff and co-curricular activities. Each child was granted a tuition school fee by the government of Ksh. 1020/= (Republic of Kenya 2003). However, it was clear that there are a lot of wastes in form of repetition, withdrawal and dropping out from school of girls. In this study the main objective was to identify the influence of FPE on the enrolment of girls in Mumias District.

FPE was aimed at increasing participation and provide children from the poor strata of the society with an opportunity to grasp more knowledge and help Kenya to fight poverty and achieve development goals. The government waived tuition fee and provided text books, other classroom materials such as writing materials and other stationery were still parents' responsibility. The government also continues to supplement the parents efforts in managing low costs schools and feeding programmes in arid lands (ASAL) areas (UNESCO, 2003). However, parents failed to play their role towards FPE

It was quite evident that the overwhelming enrolment of pupils across the country and more so girls showed that many children had been locked out of school because of levies thus curtailing their potential and subsequent contribution and gender equality in education in the Nation.

The FPE guidelines stated that all public primary schools were to enroll all children of school going age without discrimination. The schools were to cater for children from different background including children with special needs, street children who had been exposed to drugs or had emotional stress needed to be rehabilitated so as to fit in the regular schools. The double shifts were to be adopted for schools which had enrolled more than the capacity to handle. Every effort was to be done to ensure that all those who had enrolled did not drop out (Republic of Kenya 2003).

According to Kosgei (2004) some teachers had mistreated some children from poor families and the girls who had earlier had pregnancies and sent them home for other unknown payments. This affected the enrolment of children and more so girls in public primary school at all levels. The guidelines of FPE did not require parents and communities to build more schools but rather encouraged the communities to improve refurbish and use existing facilities such as religious building as classes. When there was serious need then use locally available materials. All the same, FPE did not stop communities' initiatives to maintain certain facilities and services for pupils such as lunch, transport (republic of Kenya 2003)

2.4 Financing of Public Primary school education

Education is one of the most expensive undertaking by the government comparable only to military expenditure. In Kenya expenditure on education accounts to 40% of the budget (Buhere, 2007). Despite this Kenya is continuing to lag behind in achieving educational targets since 1963. In 1976, funding proved to be a challenge with school fees and other voteheads. A waiver of school fees was suggested for children from disadvantaged homes. Later classes one to four were made free. In 2003, the government decided to implement free primary education in public primary schools. According to the Republic of Kenya (2003) the government allocates Ksh. 1,020 per child per annum. This allocation is to purchase teaching and learning materials, general maintenance and operational maintenance. Due to high cost of purchasing these materials, it has made them accessible to majority of pupils

in public primary schools. The provision of learning and materials that is allocated to this child is not enough to complete a year, 12 exercise books 2 biro pens and 1 pencil require the poor families to cost share additional materials. It has been noted that in the recent past, the enrolment of girls at primary level has been reducing. Therefore, education requires meeting several distinct challenges among them is funding. This calls for a need to overcome the significant obstacle by spending more money on education.

Apart from the logistic problems in implementing of FPE, the key question that remains is whether the programme is sustainable. In 2003/2004 financial year, the Government increased its education budget by 17.4% to Ksh. 79.4 billion with over 7.6 billion specifically allocated to FPE programme. The donor community which received the FPE policy with high enthusiasm, was quick to assist the government. The world bank for example gave a grant of 3.7 billion while the British Government through the department of internal development gave Ksh. 1.6 billion, Swedish Government Ksh. 430 million and UNICEF ksh. 250 million. It was noted clearly that the GOK and other partners in the development of education since 1963. The government has been implementing a sector wide 6 Funding Programme under the Kenya Education sector support programme (KEESP) under which the government has codified its expenditure into 23 investments. The programme allows coordination of funding allocations and hence more effective allocations of resources. Despite all these efforts, the main challenge facing education Funding is disproportional allocations for capital. Furthermore, provision of funds for free primary education and bursaries had not matched learners' needs.

The private sector and development partners all give support to education through KEESP framework. Among other targets, they want to attain universal primary education and Education for All by 2015. During the Financial years 2005/2006 to 2008/2009 the total on and off budget support from development partners was approximately US\$ 298 million. Pooling partners support for KEESP became effective in March 2007. Priorities and interventions of development partners (2008/2009). Other donors who have supported Free Primary Education include UNICEF which donated US\$2.5 million. In 2004 additional grant of US\$ 50 million from the World Bank and US\$ 10.6 million came from DFID and the Swedish International Development Agency. The World Food Programme (US\$ 13.9 million) and OPEC US\$ 9.9 Million too has contributed to making the programme a success. However, much is invested in education, this huge amount of money does not

reach 80% of Kenyans who live in rural areas. Kenya has failed to create a conducive environment in which school age children and more so girls can access and complete enrolment. Therefore this study examined the gaps that exists in sustainability of Free Primary Education.

2.5 The economic factors that influence enrolment of girls in public Primary

The economic status of the family has a stronger influence on girls' access to education than boys (National Development plan 1997- 2001). Unless the family is able to educate both boys and girls, the latter are less likely to reach the apex of the educational ladder. Poor economic growth in Kenya has led to persistent poverty among Kenyans which has resulted in declining enrolment rates, increasing dropouts rate and gender disparities where girls are married off at an early stage.

Official document showed about 50% of Kenyans lived below poverty line and were therefore, unable to access basic services like food, shelter and health households and communities had therefore been unable to invest and support the development of basic education. (Abagi 1997 MOEST 1996). In some communities girls who could not access education are employed as child labourers while others engage in unwanted behavior that exposes them to diseases like HIV/AIDS (Kianda Foundation 2000). Educating a girl is one of the strongest ways not only to improve gender equality but promoting economic growth and healthy development of families, communities and nations (world development Report, 2011)

Since poverty is linked to the limited educational attainment and low occupational status of the parents, poor families do not reinforce the value of education and more specifically of girls. For instance in Egypt most parents frequently cited the cost of schooling as the reason they did not take their girls to school (Robinson et al 1984). In poor families, children who worked hard had no time to study so it weakened their academic performance and achievement level. Further many did not see the value of education. In Eritrea, parents of the girls felt that by enrolling or retaining the girl child in school, they have to face a problem at the time of searching a suitable bridegroom. These parents are of the opinion that settling down of an educated girl with lesser education is easier than the girl with higher education. Moreover they can perform marriage of the said categories of girls at an early age thus reducing responsibilities because of their economic situation.

(Reng Revinder 1995). In Liberia Nepal and Phillipines, the parents education attainment, income level and attitude towards schooling are the most important determinants of child's school attendance (Lockhead 1987).

In some areas such as ASAL it was argued that man was the breadwinner and hence only boys needed more education than girls who would get married and would have a man to take care of them. Therefore parents saw no need of taking girls to school and be educated, instead they were encouraged to get married early enough and bring wealth to the family (Farrah 2008)

2.6 Family background factors that influence enrolment of girls in public primary schools.

School learning was a joint process that involved the home and school (Lockhead et al 1991). This is evident in the early years of formal schooling. Family background affected the probability that children would go to school, attend and complete various level of education. The occupation and education level of parents shape the schooling attainment of girl child (Smith and Cleming, 1860)

The first woman missionary teachers observed that parental ambition for their daughters was limited to enabling them to learn how to read in order to obtain a new name through baptism (Chadwick, 1889 and Gately 1971). Official reports confirms this unwillingness by parents to release girls for schooling and historically the most outstanding barrier to women's education is just negative attitude of parents (Phelps Stokes Report 1925) De La Warr Report 1937 and castle report 1963).

The main objection that parents appear to put forward is that formal education changes status quo. Custom is very important in African communities and the dichotomy that still exists between girls and boys show that many customs which treat girls and boys differently are still embedded in the fabric society. I.M Gately study (1971). In this connection, two factors that are likely to influence parental attitude to girls education emerged. The importance of traditional practices and traditional role of girls within society. The girls from literate homes entered school with greater vocabularies than those girls who are unfamiliar with books. Girls from poor families struggled to achieve education. In their struggle some girls give up. Girls whose homes provided a stimulating environment full

of physical objects and learning materials consistently learn more quickly in schools than their deprived counterparts.

Free education however, even if it were possible to remove all economic constraints still left the citizens the option to send or not to send their girls to school. Communities have a negative attitude towards sending girls to school. In some cultural settings, communities see little or no value of educating a girl neither do they see the children future being different from their own (UNICEF 2003)

Sexual harassment and early pregnancies pose a threat to girls education in school (Abagi and Odipo, 1997). Another worry by parents is that girls are likely to break the various food taboos observed by their societies whereby the parents think the school diet does not contain enough milk and will thus slow down the traditional fattening process. There is fear that girls who attend school will be unwilling to revert to the traditional skirts worn in preference to cotton cloth (Jgnasm, 1963)

In some strict communities who stick to their culture, hold their girls at home not to go to school, such hostile environment caused a major negative effect and discourage parents from sending their daughters to school.

2.7 Social factors that influence enrolment of girls in public primary schools

Due to the effect of death of parents there are many children and more so girls, in the society without parents. These are called orphans. In many cases such girls lead a difficult life since they do not have parents to guide and support them. They face a lot of problems and lack most basic needs like sanitary towels, uniforms or money for their daily needs. Many of these girls stay at home and do not attend to public primary schools. The government in collaboration with other organizations have been able to support these families and ensure that there is good enrolment of girls in public primary schools.

(Odour 2000) noted that the death of parents has had a negative effect on the education system. Children and more so girls who were affected by this impact are likely to be taken out of school or not be enrolled because education seems to be of no value especially when they lose their bread winners. The girls depend on the parents to generate income which supports them in education. Since the assistance is no more, the children and more so girls are left helpless. In addition he noted that families which are affected with the

problem of HIV/AIDS have a high expenditure of education since it was halved with that of food consumption hence finding it difficult to enroll the children in school.

UNESCO report 2003 pointed out that HIV/AIDS pandemic had and is increasing having devastating effect on enrolment in public primary schools. Stigma and poverty on girls without HIV/AIDS is seriously affecting the enrolment and has a negative impact on education.

Thousand of teachers, education personnel and pupils have died of HIV/AIDS, malaria and other chronic diseases (UNICEF,2006) some girls stay at home not going to school in order to take care of their parents or younger siblings. This burden affects many children and are less motivated to go to school (Abagi and Odipo, 1997). The consequences affect their performance which tends to go down. In the process girls give up on education and find home to be a better place.

2.8 Cultural factors that influence enrolment of girls in public primary schools

According to Nafukho (2005) African families tend to have large families with several children in addition to extended family members. The responsibilities of large families place pressure on educating their children and more so girls such that when faced with hardships they tend to chose who to educate.

Amutabi (2003) noted that most of the family's income was spent on the basic needs of the family including food, health, shelter and clothing , Kojo and Mayo (2008) asserted that marital and family problems that culturally lead to divorce or separation or widowed had led to many rural families to have large families to take care of. Girls decide to marry very early and get early pregnancies. According to Abagi and Odipo (1997) paste teachers who impregnant girls at early stages make them shy away from going back to school after delivery . School girls were considered less submissive and obedient. They were looked at culturally as being resistant to local patriarchal systems and more promiscuous (Mbilinyi,1991). Their schooling was not seen as raising their bride wealth but instead lowered their exchange value. These attitudes and perceptions continue to influence girls enrolment in many African communities today.

2.9 School and environmental factors that influence enrolment of girls in public primary schools.

According to Moore and John (1957), girls faced many environmental challenges including harsh school environment including sexual harassment, distance, facilities and resources. This poses great challenges to their enrolment in schools. Hyde (1989), defines an ideal environment as one in which girls and boys feel safe and able to achieve their full intellectual, physical and emotional potential in whatever that respects differences in gender. (Ohen 1970) defines school as an institution with specialized personnel apparatus, formal and stereo typed means of instructions, a curriculum and rational defined manifesto objective.

According to Okwach and Abagi (2005), harsh school and classroom environment including sexual harassment of the girl child by male teachers were common (DNA 2010); supported by stating that more than 1000 teachers were sacked in Kenya for sexually abusing school girls in the past two years. Lock head and Vaspoor (1990), noted that children who lived along way from school were prone to absenteeism and fatigue. This particularly increased the constraints for girls. According to research carried out by research centre for innovation and development in Nepal for every kilometer of distance a child had to walk to school the likelihood of attendance dropped by 2.5%.

Kwesiga (2002) noted that school facilities determined the quality of the school which in turn influences the achievements and attainments of its pupils. Recent studies showed that lack of privacy for girls such as the absence or poor toilet facilities contribute to periodic truancy and ultimately lead to some girls dropping out of schools. According to Mills (1974), the physical conditions under which a class is working affect the girls moral and their degree of motivation. Mills (1974) emphasized that a student is not well motivated if she is squatting on an uncomfortable stool.

2.10 Theoretical framework

This study was based on the theory of Abraham Maslow (1954) who suggested that human needs operated at a number of different levels, from basic physiological needs to high levels. These needs are primary and have to be catered for. It has been noted that school enrolment of girls in public primary schools is considerably lower because girls fail to be

given the necessary support that will enable them to discover the value of schooling. The society also does not provide girls with the right role models. As a result the girls do not see the need to enroll in school.

Maslow added that there were certain minimum requirements that were essential to a standard of living. These were known as physiological needs. They include food, shelter, health and clothing. They are primary needs and have to be catered for before other needs such as security, sense of belonging, love and self actualization are catered for. The rising of poverty in Kenya in general is a contributing factor to the low enrolment of girls in public primary schools. Poor households find it difficult to send their girls to school even when school is free.

The opportunity cost of schooling for the poor is too high with the high level of incidence of poverty. Most parents find it difficult to send their children to school according to parents it is a waste of time and luxury to send girls to school and cannot afford it.

2.11 Perceived conceptual framework

This study would be guided by the following conceptual framework on factors influencing enrolment of girls in public primary schools in Kenya.

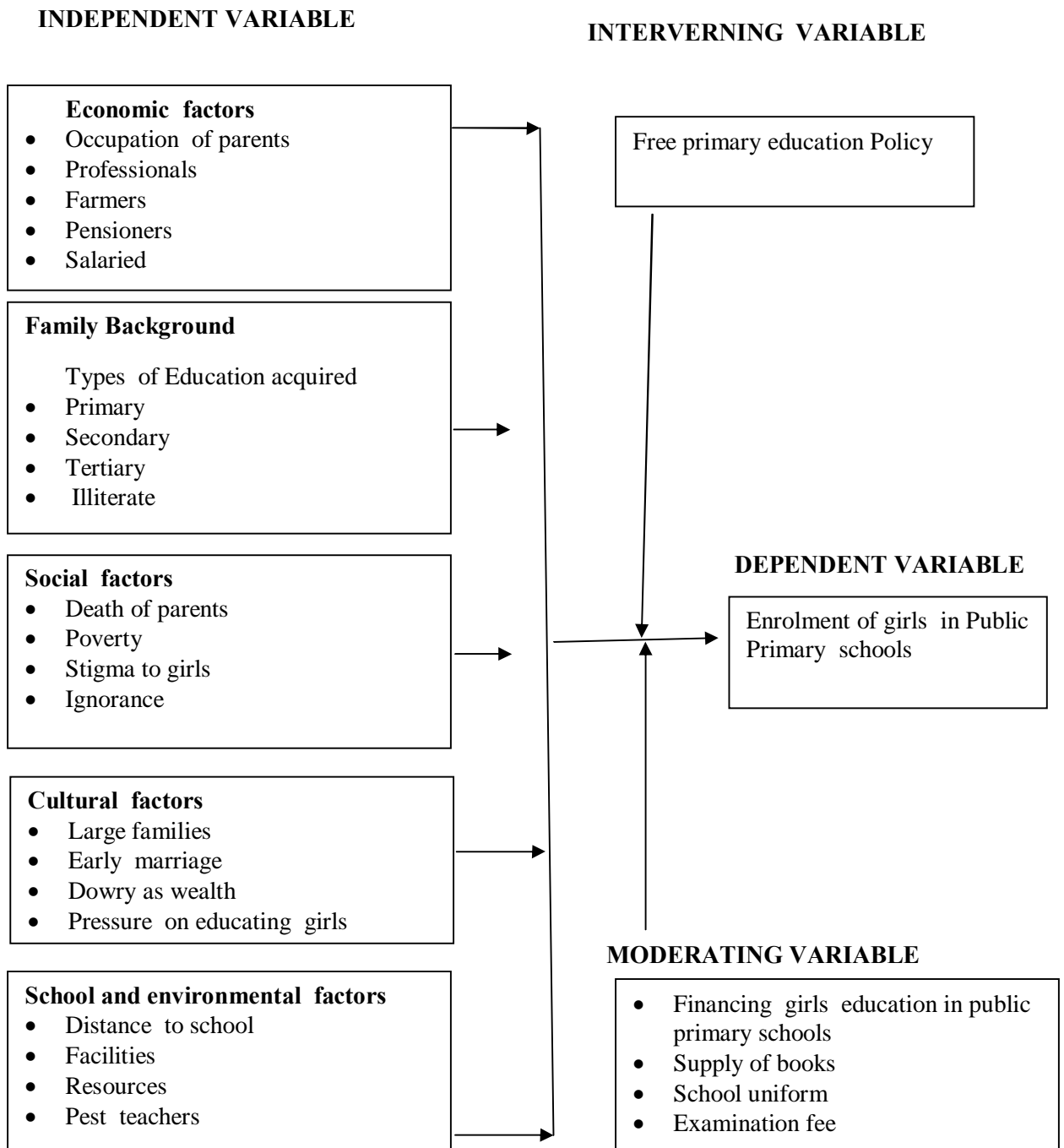


Fig. 2.11 Conceptual Framework

2.12 Conceptual frame work

Figure 2.11 shows the perceived conceptual model which encompasses the major variables and their possible patterns of influence on each other and eventually how they affect the enrolment of girls in public primary schools.

The conceptual frameworks which was applied in figure 2.11 identified the independent variables in this case economic factors, family background, social factors, cultural factors, school and environmental factors. It also identified the dependent variable as enrolment of girls in public primary schools which seem to be deteriorating to its lowest levels.

It is evident that the presence of getting support from the stake holders like parents, spouses, teachers among others ensures that the school aged girls in Kenya access to public Primary schools. Education is not effective due to poverty. Therefore, there is a lot that the government need to do an education of girls. A lot of investment is directed to education but the outcome was not measuring the input because good plans are only put on paper without accountability and efficiency.

Therefore, in dealing with decline on enrolment of girls, it is better to deal with the moderating variables which are acting negatively on the dependent variable and intervening variable. The government has to look for sustainable policies and strategies at various levels that have to support the development of education as well as increase girls enrolment in public primary schools.

2.13 Summary of Literature Review

The above literature review clearly points out that the issues affecting enrolment of girls in public Primary schools and points out the efforts to address them and challenges that will be encountered in the process. Some of the challenges identified in the review include child labour, HIV/AIDS pandemic, economic constraints, family background factors, cultural factors, school and environmental factors and poverty. The review shows the importance of each of the factors on the enrolment of girls in public primary schools and suggests ways to address the situation in reference to different sources. Most of the logistical problem affect the decline and the stagnation of enrolment of girls in schools and are well known to the educational administrators in the country. Due to inept administration of the MOEST headquarters, the official rhetoric is that education is running smoothly (Sifuna et al 2004). The report compiled by CREATE (Consortium for Research on Education Access Transition and Equity) which was based at Sussex University and was funded by DFID, reviewed recent research on the Progress made by Kenya, Tanzania, and Uganda towards universal education. The 2007 report titled policies on Free Primary and secondary Education in East Africa highlighted researched

which states that while the Kenya government raised its education budget in 2003- 2004 by 17.4% and was strongly supported by donor funding in its Free Primary Education initiative but FPE might not be sustainable. The current FPE is a way beyond the normal education budget allocation. Its also a fact that the country's economy is not performing well. For a country to sustain universal access to education there should be need for economic growth to generate public funds for education.

Its evident that the overwhelming enrolment of girls and boys across the country shows that many children had been locked out of school thus curtailing their potential and subsequent contribution to development of the Nation. This study therefore addresses many gaps that still exists despite the many studies that have been done.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter consists of the research methodology including data collection designs and the procedures under the following subheadings; Research design, target population, sample and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection, procedures and data analysis.

3.1 Research Design

The aim of this research was to investigate the determinants of the girls' enrolment in public primary schools. The researcher used descriptive survey because it was concerned with describing the characteristics of a particular group. Descriptive survey design is a method that enables one to gather data from a relatively large number of subjects at a particular time (Mugenda and Mugenda 1999). This method was convenient to the researcher because it enabled him to collect data from members of the population, interpret and establish a relationship between the variables and their significance.

3.2 Target Population

According to Borg and Gall (1989) a target population is defined as all members of the real population is defined as all members of the real set of people, events or objects to which a research wishes to generalize the results of the study. The study targeted primary schools in Mumias Division. In Mumias District, Kakamega county. The 154 class teachers and 480 standard eight girls. School chairmen/ chairladies were also used to give in depth information about the schools the total was 670.

3.3 Sample Size

Sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). A sample is therefore a smaller group obtained from the accessible population. According to Mugenda and Mugenda (1999). He points out that 10% of the target population can make a reasonable size for experimental studies or

30% or more samples may be required for descriptive studies. Mumias District has four divisions namely; East Wanga, West Wanga, South Wanga and Mumias Division. The researcher purposively picked on mumias division because of accessibility. Within Mumias Division we have 24 schools whereby 21 are headed by the headmasters and 3 are headed by the headmistress. 12 (50%) headteachers were used and 77(50%) of 154 teachers were picked per school whose headteacher was picked for the study. The sampling frame used was a list of all the public primary schools in Mumias division in Mumias District obtained from the DEO's office. This was done to ensure the sample was a true representative of the population for the purpose of internal and external validity. The researcher used stratified random sampling because it would divide the population into a number of groups of strata, where members of the group share same characteristics. The aim of stratified random sampling was to achieve required representative from various sub groups in the population (Mugenda and Mugenda 1989)

3.4 Sampling Technique

The researcher used a systematic random sampling technique to sample out 24 public primary schools. 21 public schools are headed by headmasters and 3 primary schools are headed by headmistress were picked through purposive sampling. The researcher divided the population picked at an interval of 2 however to make the sample larger the interval was reduced to 1 (Best and Kahn , 1998)

Simple random selection was used to select teachers for the study. 4 sample units in teachers from each of the 12 schools were selected by writing Yes/No in each school on pieces of paper and put in a container. From which 3 teachers were picked one at a time through random method recording the name and returning it in the container to ensure every teacher has had an equal chance of selection until 3 teachers are picked from the number 77.

In addition simple random selection was used to select girls for class 8 out of 480 girls 240, (50%) was picked for study hence 20 girls per school that was picked. The researcher decided to use class 8 girls because they would fill the questionnaire without much assistance. Purposive sampling was done out of 24 chairmen from SMC of 24 primary schools, school committee were picked because they have information of the school.

3.5 Data collection instruments

The data for this research was collected from both primary and secondary sources. The secondary source include records, past research and documents. The primary sources are the subjects of the study who have given actual data collected from the field. The instruments which were administered for collecting data from the field included questionnaire for headteachers, class eight girls and interview guide for school management committee who were part of the school and parents.

Questionnaires were used because the population is literate hence able to read and comprehend the questions. They were administered and left with the respondents to fill in before being collected a day later. Such information is best collected using questionnaires as recommended by Mugenda and Mugenda (1999) Interview guide was used because it allows the researcher to obtain in depth data which might not be possible to get using questionnaire. This was possible by using probing questions (Mugenda & Mugenda, 1999) Administration of various research instruments are described below.

3.5.1 Questionnaire

It is referred to as a collection of items to which the respondent is expected to react to in writing. It is suitable for collecting a lot of information from a larger population over a short period of time. In this study a questionnaire was used to obtain data from Head teachers, class teachers, and class eight girls while some items were adapted from the previous research.

(a) Pupil's Questionnaire

The questionnaire was made of questions with multiple choices where the girls were expected to mark a tick (✓) on the most appropriate answer. There were a few close ended and open ended questions. The questions required ticking correct answer or choosing from the alternative given. The girls questionnaire attempted to gather data on general demographic information on grades, age and hence background, parental involvement in the education of the children, family size and educational K of other siblings.

(b) Teachers Questionnaire

Teachers questionnaires tried to gather data on demographic information of the classteachers such as gender , academic qualifications, professional qualifications , teaching experience and enrolment of girls in the school.

(c) Headteachers Questionnaire

The Headteacher /Deputy Headteachers questionnaire attempted to collect data on girls attendance , enrolment of girls number of teachers according to gender, parental involvement in girls school works and sms involvement in school functions

.Interview Guide

Interview guide for sms/chairman mainly collected data on parents level of education, economic status and support and commitment to their girls education.

Interview guide was appropriate for parents because the researcher obtained in depth data.

3.6 Validity of Instruments

Instrument validity refers to accuracy meaningfulness and technical soundness of the research instrument(Mugenda and Munenda 1999). Its degree to which a test measures what it intends to measure. To this effect questionnaire or interview guide are said to be valid when they actually measure the intended parameters (Borg & Gall 1989). To enhance the instrument validity the researcher instruments were appraised by the supervisor to evaluate the applicability and appropriateness of the content clarity and adequacy of the construction of the instruments from a research perspective.

A field test was conducted with a pilot of 3 schools randomly that were not part of study to ensure content of each research instrument.

3.7 Reliability of Instruments

Reliability refers to extend to which instruments yield measurements that are consistent each time if it is administered to same people. The researcher employed a test- retest method in order to test reliability of the research instruments. Research instruments were pre-tested on a sample of atleast ten respondents from each school.

In this study three schools were requested to respond to questionnaires. A second time being after two weeks and the correlation between the two set of scores computed . A person product moment formula was administered and correlation coefficient of 0.64 was obtained. In this study a minimum correlation of 0.5 was to be taken as a good measure of reliability of the instrument (Roscor 1983)

3.8 Data Collection

To generate data for this research study, the researcher got a letter of introduction from the University of Nairobi which was taken to the D.E.O. of Mumias District for permission. The researcher then visited the sampled schools on different days to establish rapport and make appointments with the school managers.

The Researcher then collected information from respondents on the date agreed upon through direct contact to cater for partial responses and refusal to reply. This increased return rate to eliminate any chances of delay. Instructions were carefully explained to the Respondent prior to the issue of the questionnaires and they also assured them that the information given would be confidential and be used only for the purpose of the study. The Respondents were given adequate time to respond to the questionnaire items. The complete questionnaires were checked to find whether they were appropriately and fully responded to in case of non-response, the researcher used the available responses to analyse data (Deobold 1979). The analysed data was represented in an organized form using tables, percentages and frequencies.

3.9. Data Analysis Techniques

The data obtained was organized and then analysed descriptively using content analysis methods (Mugenda and Mugenda 1998) this refers to a systematic qualitative description of the objectives of units of study (categorized variables) and would determine the intensity with which certain themes would have been used. It involves a detailed description of the objectives that comprised the sample.

In interpreting the results, the frequency with which the idea appeared was interpreted as a measure of importance, attention or emphasis using tables, percentages and frequencies. Words were used to describe and explain the meaning of the above data and make conclusions.

3.10. Ethical Considerations.

The research observed confidentiality especially from the information given on questionnaires. The respondents' information was not passed to a third party. The respondents' names were not written on the questionnaires. The Respondents' consent was sought before administering or conducting interviews. The researcher did personal identification before respondent and his mission.

CHAPTER FOUR

DATA ANALYSIS,PRESENTATION,INTERPRETATION AND DISCUSSIONS

4.1 Introduction

The purpose of this chapter was to report and interpret the finding of the research . The objectives of this research were :- To establish how economic factors influence enrolment of girls in public primary schools . To investigate how family background factors influence enrolment of girls in public primary schools . To determine how social factors influence enrolment of girls in public primary schools. To determine how the school and environmental factors influence enrolment of girls in public primary schools.

4.2 Questionnaire Return Rate.

To Report on the findings of each item on the research tools, that is questionnaires, interviews and documents analysis the researcher divided the findings into categories . However the researcher when testing the reliability and validity of the instruments that were conducted on three pilot public primary schools, the researcher had to omit some of the information from the head teachers and classteachers questionnaires because they seemed to be irrelevant . Also the questionnaires was too long for respondents to fill on time. The researcher targeted pupils class teachers and headteachers of the sampled public primary schools in Mumias Division in Mumias District . The researcher administered questionnaire to sampled class eight girls . All were mixed primary schools , gender ratio was considered.

The researcher conducted on in depth interviews on parents of the public primary schools. Pupils and teachers in all sampled public primary schools cooperated despite the Fact that they were sitting for mid term exams . They all set aside sometime to respond to the questionnaires. Questions on the questionnaires and the interview guide were categorized to elicit responses relevant to achievements of the researcher objectives . The first category of questions aimed at eliciting general information and rapport building with respondents. This was vital at the time of research , pupils in public primary schools in Mumias Division were sitting for mock exams. To help them relax , first few questions were general.

The researcher administered questionnaires to class eight girls headteachers and class teachers. A total of 11 (92%) questionnaires for headteachers 65 (84%) questionnaire for class teachers 65(98%) questionnaires for class eight girls were collected.

Table 4.1 Questionnaire return rate.

The researcher wanted to know findings from the public Primary School which were chosen for the study. This was important to determine whether the research findings would be valid and reliable. The questionnaire were returned as shown in the table below.

SAMPLE	PROJECTED SAMPLE SIZE	ACHIEVED SAMPLE SIZE
Headteachers	12	11
Class teachers	77	65
Class 8 girls	240	235

The researcher interviewed, transcribed and analyzed responses from parents in the selected schools thematically.

4.3 Demographic information of Respondents

In this part general information of respondents was analyzed by use of tables, frequency and percentage i.e gender, age, professional qualifications and experience.

4.3.1 Gender distribution of Headteachers

The researcher wanted to know the gender of headteachers who participated in Mumias Division, Mumias District. It was important because the researcher wanted to cater for gender balance in the division.

Table 4.2 gender Distribution of Headteachers.

RESPONSE	FREQUENCY	PERCENTAGE
Headteachers	10	83
Headmistress	2	17
Total	12	100

From table 4.2 a total of 12 head teachers who participated in the study in Mumias Division 17% were female and 83% were male who were involved in the gathering of information through questionnaires. Female responses were seen to be very few.

This study revealed that women were less interested in leadership positions of Public Primary Schools. The small number of women headteachers could be explained that

female faced obstacles to access education which include household labour , increase likelihood of pregnancy , preparation for early marriages and more responsibilities of family care. Therefore girls in Public Primary schools ended up in lacking female head teachers as role models.

4.3.2 Gender Distribution of Class teachers.

The researcher was interested to know the gender distribution of teachers who participated in the study. The element was very vital because it was an indicator of knowing the teaching profession is dominated by which gender hence promote the sense of role models . The results were presented in the table 4.3.

Table 4.3 Gender distribution of class teachers

RESPONSE	FREQUENCY	PERCENTAGE
Male	41	63
Female	24	37
Total	65	100

The distribution of table 4.3 gives information on gender analysis of teachers respondents. The findings revealed that 63% were male teachers and 37% were female teachers. The number of male respondents was higher than that of female respondents due to the fact that male teachers have dominated the teaching profession.

The researcher analysis along the gender line revealed that more male teachers showed concern for boys education as compared to their counterparts. The number of enrolment for girls in class eight was low in public primary schools.

4.3.3 Age distribution of class teachers

The researcher wanted to know age distribution of class teachers. This aspect was important because it revealed the experience the teachers has in teaching profession and would be able to tell the reason as to why enrolment in public primary schools is affected.

TABLE 4.4. Age distribution of teachers.

RESPONSE	FREQUENCY	PERCENTAGE
Over 41	5	8
36-40	22	34
31-35	28	43
25-30	10	15
Total	65	100

The table 4.4 presented the age distribution of class teachers sampled for the study out of 12 sampled 10(15%) were between 25-30 years , 28(43%) were between 31-35, 22(34%) were between 36-40 and 5(8%) were over 41 years.

The majority of class teachers were 31-35 years followed by 36-40 years . This indicated that most teachers in Mumias Division in Mumias District were a bit young and professionally qualified and low enrolment of girls could not be attributed to lack of training.

Though most of them complained despite good qualifications, most ladies who were still young of age were mostly affected when they took maternity leaves and resuming took a long period of time. Therefore some classes were left unattended to leading to poor quality education as the end results hence contributing to reduction of enrolment of girls in public Primary schools.

The majority of HTS were above 41-50 years of age . This meant that they had enough management experience . This indicated that they would ensure that they utilize the staff at hand to deliver quality education . From the interview guide conducted on parents indicated that most parents failed to enroll their children to primary schools because they were unattended to. Parents found that there was no value of admitting their children to school while they were not attended to. Therefore those parents who were well educated book their children to private schools.

4.4 Financing of public primary education

Requesting headteachers to rate the funding the school receives in the Public Primary schools. This was important because the school was to provide books , pencils , geometrical sets and other stationery. The results were presented below:-

Table 4.5 Funding

RESPONSE	FREQUENCY	PERCENTAGE
Quite adequate	0	0
Adequate	3	25
Inadequate	9	75
Total	12	100

From the above table 4.5 it can be analyzed that 75% of the Headteachers felt that the government did not issue adequate funds to cater for the needs of the Public Primary schools while 25% of the Headteachers recommended that the funds were adequate.

Table 4.6 Requesting class teachers to rate the funding the school receives.

The table 4.7 showed the number of class teachers who participated in giving information of the adequacy of funds in public primary schools. The information was important for the researcher to know the support the public Primary pupils get .

RESPONSE	FREQUENCY	PERCENTAGE
Quite adequate	0	0
Adequate	12	18
Inadequate	53	82
Total	65	100

From table 4.6 it can be analyzed that 82% of the class teachers were of the feeling that funds collocated to the Public Primary pupils were very little depending on the current situation. While 18% of the class teachers agreed that the allocation of funds was enough. From the above tables 4.5 and 4.6 it could be interpreted that most public primary schools pupils were allocated with very little funds and the minority suggested that pupils got enough funding.

The researcher inquired from one of the headteachers to mention the criteria for feeling that they were inadequately funded . The participants said they received donations from sponsors who included churches and other partners. For the other who felt adequately funded attributed that if funds came in more organized manner there was no need to strain and receive money from poor parents.

The researcher realized that most headteachers lacked knowledge in accounts as well as school management committees . Political interference and delayed disbursement of funds were some of the factors that hampered the smooth financial flow in the schools . It also

emerged from one of the head teachers as a respondent who complained that the government was using a lot of expenditure on education but it did not ensure that the money was accounted for properly. Some accountants had no clear guidelines on its expenditures. Thus they recommended the Government to employ permanent school accountants to assist in handling the smooth flow of the finances.

Headteachers who responded that funds were inadequate, complained that when the school enrolment has few pupils the allocation of funds became minimal since the funds were calculated per the number of pupils. It was found out that due to few pupils in a school the funds were inadequate to cater for activities like sports and games.

In summary it could be said that public Primary funds have had a negative effect in enrolment and more so girls because parents believed that FPE was to cater for everything. They did not expect to be charged any levies or pay anything to support education of their children at home. Especially those girls who seemed to be over aged decided to engage themselves in early marriages, housemaids and other income generating activities that would help them in sustaining their lives. Headteachers who responded to the questionnaire recommended that there was need for the Government to improve the funds on certain areas in order to improve efficiency and ensure sustainability of the program.

4.4.1 Effect of FPE on enrolment

The table below gave information from Headteachers questionnaire on enrollment of girls in Public Primary Schools. This information was important to determine whether the enrollment of girls in Public Primary schools was increasing or reducing.

Table 4.7 Population of girls in the schools.

RESPONSE	FREQUENCY	PERCENTAGE
Below 500	7	58
500-800	5	42
801-1000	-	-
Total	12	100

Table 4.7 showed majority of schools 58% had girls below 500 in public. Primary schools while 42% had pupils between 500-801. This was an indication that the enrollment of girls in Primary schools was reducing due to many factors one of them being funding. In addition majority of the public schools under study showed decline in enrollment of girls from 2003 -2011.

The Government offered funding which catered for tuition alone. Provided facilities and text books. Parents were left with the burdens of squaring the basic needs such as food, clothing and medication. Some parents if not most of them earned very little money of Kshs. 80.00 as their daily wages hence lived on hand to mouth life that could not allow them meet even the slightest education financial needs.

One of the headteachers as a respondent from the school researched asserted that the population of girls in public primary schools was declining because of high poverty rate and also the poor conditions that were prevailing in the schools and out and girl find it better to be at home because they can make an income in their lives.

4.5 Economic status of parents /guardian and enrolment of girls in public primary schools.

The researcher wanted to know the parents income because it is the income that assists in the buying of books and other necessary items which are required in school.

The following information is presented in the table below.

Table 4.8 Parents/Guardians economics status.

RESPONSE	FREQUENCY	PERCENTAGE
Salaried	18	7
Pensioner	31	13
Business	32	14
Jobless	42	18
Farming	112	48
Total	235	100

The above information indicated that economic background of family really affected the attainment of girls education in primary schools 7% of the girls who lived with both parents were salaried (13%) were from parents who were pensioners (14%) their parents were business men while 18% or 42 girls claimed their parents to be jobless and farming ranked as the most dominant occupation with 48% or 112 girls confirming the information. In this case it can be conducted that few girls are attended to male personal level to help them for any difficulties they may be encountering either socially or academically, which is a big set back in the question for enrollment in schools. This showed that poverty has a negative impact on the achievement of girls at school.

Parents who were interviewed to explain on what they do to earn as an income said that they fetched water and firewood to sell in the hotels at the market . This shows that they had no ambitions for educating girls at the expense of boys . Rather they wanted their children to find work and engage in ity so that it could add an income generating activity . The researcher found out that poverty was significant contribution to non-school attendance and low participation of girls in school . This was because as the level of poverty rose , the large number of parents found it difficult to provide basic needs for their children. Girls failed to go to school because they went out to search for jobs that would supplement the family income. Child labour became crucial for family survival one of the parents said that anybody would imagine that they are rich given that its sugar zone but they are really suffering. The people enjoying are the workers of Mumias Sugar Company.

It could be concluded that farming was the most economic activity practiced in the zone . With the presence of Mumias Sugar Company LTD. Child labour was on the increase as girls were employed to provide cheap labour. Because the level of poverty was on the increase parents continued to send their girls to earn money by weeding sugarcane , working as maids so as to earn money. In addition one of the headteachers as a respondent attested that the girls who were the age of school going were highly affected. They were fully immersed in vices like prostitution inorder to help their parents generate income.

4.6 Family background and enrolment of girls in Public Primary schools.

The section presents a summary of the findings obtained from the questionnaire of girls in standard eight in sampled public primary schools in Mumias Division in Mumias District . The researcher wanted to know the background of the families . This was important because education attainment of girls is influenced by her background.

Table 4.9 family background and enrolment

RESPONSE	FREQUENCY	PERCENTAGE
Both parents	59	25
One parent	78	33
Guardian	98	42
Total	235	100

Based on research finds , 59 girls (25%) who participated in the study lived with both parents 78 girls (33%) lived with one parent and majority (42%) lived with their guardians . It was noted that some girls who found a stimulating environment from home took education

positively because they were motivated by their parents to be in school. Also got materials support from their parents. On the other hand girls who stayed with single parents most of them were housewives and did not have any source of income that could support education of their girl child. The little source of income was enough for families upkeep. In addition girls who stayed with relatives or guardians underwent difficulties of torture lack of parental love and morale. Hence opted to remain at home.

Table 4.10 Parents education background

The following table 4.10 highlighted the average number of girls who participated in giving of the information about the level of education of their parents. This was important because the level of education of a parent played a major role on enrolling the girls in school.

Table 4.10 Parents educational background.

RESPONSE	FATHERS	MOTHERS
Primary	113 (48%)	118(50%)
Secondary	82(35%)	79(34%)
Tertiary	40 (17%)	38(16%)
Total	235	235

From the table above 48% of the girls who responded to the questionnaire attested that their fathers had attended primary school education 35% had attained secondary education while 17% had acquired tertiary education. On the other hadn 50% indicated that their mother had acquired primary education 34% has secondary education while 16% acquired tertiary education.

These results showed that the majority of the parents had acquired little education and that is why they never bothered to check their girls homework and support them. The figure was relatively to the percentage of illiterate parents who could not read or write.

It was interpreted that most parents had not attended schools and thus the educational level of parents was seen as a key factor behind the enrolment and participation of girls in school. It emerged from one of the headteachers as a respondent that most parents were seen to be ignorant in taking their girls to school. Their feelings was that introduction of FPE was to cater for everything concerning school thus they were not willing to support their girl child when asked to supplement their stationery. From the interview guide of parents, it was deduced that parents had low morale of enrolling their girl child to school because

of lack of knowledge . Also many parents felt that there was no need for educating their girl child due to the previous girls who had not acquired jobs as a gain from education . Therefore lack of role models from the previous girls (students) made an impact on enrolment in public primary schools.

It also emerged from the interview guide of parents that parents did not consider education of public primary schools to be worthwhile. Most of the parents had received education upto primary level . This situation hampered the smooth flow of enrolment of girls in Primary schools. Parents who responded that education was worthwhile investment were highly educated and complained that the enrolment of girls in public primary schools was declining since there was no quality education . Some parents were enrolling their girls child to private schools. It emerged that with Private schools, there were fewer girls there was adequate learning and teachers for their children needed quality education.

In summary Lockheed (1999) stated that family background affected the probability that children enroll in attend and complete various levels of education. Further the researcher found out that the occupational and educational level of parents predicted school achievement of their girl child.

Table 4.11 parental involvement in girls education from the table 4.11 the researcher was interested to know from the class teachers the involvement of parents in their girls education . It was important because their involvement ensured their girl child being in school and see the need of education.

Table 4.11 parental involvement in girls education .

RESPONSE	NEVER	ONCE IN A WHILE	OFTEN	VERY OFTEN
Buy books and other items	20(31%)	31(48%)	8(12%)	6(9%)
Express concern on low marks	23(36%)	20(31%)	13(20%)	8(11%)
Come to school to discuss academic progress	9(13%)	33(52%)	15(23%)	7(11%)

From the table 4.11 it could be analyzed that 31% of class teachers reported that parents never bought books and other items for their girls whenever they were required in school 48% of the class teachers said that once in a while some parents bought for their girls some writing materials and books whenever they were needed , where as 12% reported

that parents often bought books and other materials for their girls and lastly 9% said a few parents got concerned with their girls progress.

These results showed that very little support was got from the parents and hence made learning of the girls very difficult. 36% of parents were noted to never express any concern to their girls attaining low marks. 31% showed some interest once in a while 20% of the parents often were found to be concerned and 11% noted that some parents came to school often to discuss the girls scores. These results showed that there was low input in girls academics progress.

On the other hand 13% of the teachers said that parents never checked the academic progress of their girls while 52% happened to do it once in a while especially when they held parents meeting 23% often did it and lastly 11% often visited the school to discuss the girls academic progress.

These results showed that the level of poverty had played a role to the larger number of parents finding it difficult to provide education for their girl child. In the final analysis they found no need to enroll their children (girls) to school for they would not supplement the required needs. Rather the children (girls) were left to stay at home and assist in generating family income.

4.7 Social Factors and enrolment of girls in public primary schools.

The table below 4.12 represented the findings obtained from the questionnaire of girls in standard eight in sampled public primary school in Mumias Division. Mumias District. The intention of researcher was important because social factors like death of parents left many girls (children) in public primary schools orphans, results were presented in the table below.

Table 4.12 information showing the number of girls who are orphans.

RESPONSE	FREQUENCY	PERCENTAGE
YES	66	28
NO	169	72
Total	235	100

Based in the research findings from the table 4.12 28% represents girls(pupils) whose parents have died either both parents or single parent and 72% represents pupils who their parents are still alive. It could be interpreted that a number of girls in public primary schools were taken care of by guardians or have no one to take care of, it emerged from

one respondent who was the class teacher asserted that a number of girls in her class stayed with grandparents who were old enough. Therefore their feelings of education and introduction of FPE had no much impact on them due to the age factor.

From the interview guide for parents it was deduced that guardians has an added number of children to take care of despite their own. Some parents when their spouse has passed on they left to urban areas to search for jobs. Some especially mothers returned to their own parents leaving behind their young girls because they were housewives. This happened more so when the husbands died of HIV AIDS and the girls at school would prefer to stay at home coming to school because of stigma. The burden of heading a family was too heavy for them. Therefore guardians struggled only to secure those girls to be alive, be protected from falling sick because they were their grand children or relatives.

In addition from teacher's questionnaire one of the respondents from the selected public primary school explained that they found a number of the girls living with grand parents. They found it difficult to get support from their guardians because of ignorance. Majority of the guardians did not attend parents meeting to discuss the academic progress of their girls (children) especially whenever they were required to lend a hand in living a teacher on the management. these little levies were said to be a major cause of parents failing to take girls (children) to school.

Table 4.13 information with whom the child lived with.

The table 4.13 presented the information of whom the girls (children) lived with in Mumias Division Mumias District. This information was important for the researcher to know the person who was responsible for the young girls education

Table 4.13 information with whom the girl(child) lived with.

RESPONSE	FREQUENCY	PERCENTAGE
Father and Mother	101	43
One Parent	75	32
Guardian	59	25

From above table 4.13 it can be deduced that the majority 43% of pupils lived with both parents 32% lived with one parent either father or mother while 25% lived with guardians. In this case it can be concluded that most girls (children) lived with their parents who were taking care of them. This showed that the majority of the number who were taken care by

guardians or relatives were not comfortable with accommodation . There were some difficulties they faced that led to withdrawal from schools. It was revealed from the teachers questionnaires that there were some difficulties they experienced at home. Lack of encouragement and other basic needs like sanitary towels that led the girls children to find it necessary to be at home.

It emerged from the interview guide of the parents when one respondent was asked how many girls(children) do you have. She attested to have four children below 7 years who were supposed to be in school . But unfortunately older girls (children) were left at home to take care of the younger siblings that was for security purposes.

In addition the interviewed parents respondend that due to various problems especially being an orphan as a result of H.I.V/AIDS, it was enough to make girls (Children) out of school. To some girls children they suffered from stigma of H.I.V/AIDS, while others had to take the role of their parents on the other hand had to engage in child labor to look for food in order to survive.

In summary number of girls reported that some girls were not going to school because they lacked guidance and encouragement. They therefore recommended the school to have feeding programmes which would cater for children from pre-school to class eight. This would improve enrolment of girls and even boys in public primary schools and enable them to concentrate in class work since they were not feeling hungry.

4.8 Cultural Factors and enrolment of girls in public primary schools.

Table 4.14 below represents the information on the number of siblings the parents/guardians had. This information was important to determine the number of girls that parents had to bear with the current situation of inflation and the added responsibility given that from the African Culture having an extended family was highly pronounced and it is a taboo not to take care of any child of your relative if you can afford it.

Table 4.14. The number of girls respondent

Response	Frequency	Siblings girls	Percentage
Male	9	2	15
Female	10	5	38
Guardian	6	6	47
Total	25	13	100

From the table 4.14 40% of females had a larger number of girls (children) they take care of. 36% of male who responded to the interview confirmed that they could take care of two girls while 24% of the guardians reported that they live with girls (children) up to 6 because of the element of extended families and other forces. When the researcher inquired to mention the reasons for their (children) girls not attaining education, it emerged that poverty was the main cause, early marriages of girls who come back from their marriages since culturally the parents believe that they will get dowry which is a source of wealth. Due to this they were unable to provide the basic needs such as food, clothing (uniform) and school bags. There was also pressure to choose on the boys to go to school due to pressure that prevails economically and most importantly culturally. One of the guardians complained that the number of girls (siblings) to cater for was too large and mostly cases they sought to provide food that they considered to be most essential.

From the interview guide for female parents, it was deduced that also single mothers had a large number of girls (children) that they were taking care of. 40% of the mothers who were interviewed responded that mothers stand a high chance of having many children because of high divorce rate from their spouse, death rate of their spouse and counterparts abandoning their children to avoid responsibility. Additionally, the high number of girls (children) they took care of was a result of born from different mothers. It emerged from one of the female respondents that despite that the F.P.E was as a result to help the poor child they find it hard to educate their girls (children). On average two or three children who mostly would be boys went to school. The rest remained at home because they were unable to afford the added levies from school such as payment for hired teachers by the school committee.

To assess the influence of cultural factors on enrolment of girls, male respondents were asked the number of girls (children) they had sought to educate in primary schools. It was found that from 36% of the male respondents, a few of them considered education to be worthwhile. To confirm the number of enrolments for girls in selected primary schools in Mumias Division, Mumias district

was low as compared to the boys perhaps girls had reasons that they lacked role models in their society. For their fathers some of them did not complete primary education and others had not secured employment.

4.9. School and environmental factors and enrolment of girls' in public primary schools.

The researcher wanted to know whether school and environmental factors are conducive to the girl child. This was important because it revealed whether the girls were experiencing problems in the cause of learning or generally if they were happy with the situation at school and general environment in terms of distance from home to school, facilities at school, resources and generally the security.

Table 4.15 Girls attitude towards school and environment.

Response	Frequency	Percentage
Quite good	20	9
Good	80	34
Not good	135	57
Total	235	100

From the above table 4.15 it can be clearly analyzed that 57% of the girls (children) had a negative attitude about schooling and the environment. 34% had a positive attitude towards attitude schooling and environment while 9% had a positive attitude towards school and the environment.

From the above table, it can be interpreted that most girls in public primary schools were not happy or did not have a positive attitude towards school and environmental factors. One of the girls attributed this to the distance from home to school. This is a situation where girls would walk for 4 kilometers on foot daily in the morning and back in the evening at around 7.00 pm. At school, they did not have a feeding programme and at times she had to go without lunch. The girl said she would wake up at around 4.00 am so that she boards a tractor carrying canes where the driver could not tell that the girl was holding the tractor firmly behind. This posed a lot of risks to such a girl in that she said school days were very tormenting to her and many others. Weather was also mentioned especially during rainy season whereby some of them were forced to cross a river before arriving school.

The researcher realized that some of the schools lacked enough facilities like toilets, congested classrooms whereby girls in some school shared one pit latrine almost 40 instead of 25 maximum. The small classrooms were also an issue and that is why the girls preferred to stay at home. Lack of enough resources to buy textbooks was an issue since one of the respondents said she shared six of them on one text books from F.P.E. Some teachers conditioned them to buy textbooks yet they did not have funds. Uniforms was a big issue given that some girls had uniforms that were seriously patched up till some of them stayed at home for fear of being embarrassed. While at home these girls would spend most of the time doing other duties and did not have time to do their homework just as one of the respondents asserted. It's also evident that they did not have any role model and therefore even the peer groups had negative influence on others. The element of pest teachers came up from one of the respondents who said that some teachers befriend some girls in class and therefore such girls get favors from such teachers and thus they had lost confidence in such teachers and more so in a situation where the pest teachers are the head teachers of the school.

In summary, we can say that the school factors and environmental factors have played negatively on enrolment of girls. It becomes more wanting because some of these girls keep quiet about these vices that are quite detrimental to their lives.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION & RECOMMENDATIONS

5.1 Introduction.

This chapter contains summary of the study findings, conclusions, recommendations and suggestions for further research.

5.2 Summary of the findings

From the demographic information it was clear that at least gender balance existed among teaching force which was a good demonstration to girl child and the community that a girl child had equal chances of going to school just as the boy child. But it did not demonstrate among the head teachers where only 16% were female.

Most of the respondents had good profession qualifications hence were capable of ensuring quality education. Teacher qualification and experience became an issue towards achieving girl child enrolment in public primary schools. It emerged that respondents were understaffed which lead to low morale in teaching and performance.

Funding of the school appeared to have created the problem of girl child enrolment in public primary schools and the situation of poverty. Primary schools that were well funded had good enrolment of both girls and boys than those that had few funds. On the other hand parents that were economically stable sent their girls (Children) to private schools.

There was need to sensitize the community members on the right of the girl education as being supreme. This could enable girls be enrolled in schools.

The study had five objectives. They were as follows:- To establish how economic factors influence enrolment of girls in public primary schools, to investigate how family background factors influence enrolment of girls in public primary schools, to determine how social background factors influence enrolment of girls in public primary schools, to establish how cultural factors influence enrolment of girls in public primary schools and to determine how the social and environmental factors influence enrolment of girls in public primary schools.

In this chapter summary, the findings of the study were presented with the aim of briefing, addressing each objective. This study basic premise was that F.P.E had not had a considerable effect on the girl child enrolment in public primary schools in Kenya.

This study revealed that majority of the parents and guardians of the girl child from public primary schools had low economic background. High poverty situation resulted to low enrolment of girls in schools because they were to lend in getting enough to supplement family income while large member of school going age girls who were to be in school going age girls who were to be in school fell victims of child labor.

On average 48% of girls who responded to participation reported that their father had attended to primary school while 35% attested that their father had gone to secondary school and 17% acquired tertiary education. 50% responded that their mothers had primary education on the other hand 34% affirmed that their mothers had attended secondary school and 16% reported their mothers to have tertiary education. From the research it was revealed that most parents and guardians had not attended higher level of education and thus the educational levels of parents was seen to be a key factor behind the enrolment of girls and their participation in schools. Their parents had low morale in enrolling girls to school due lack of knowledge.

From the study it was revealed that 75% of head teachers and 82% of class teachers felt that funding in primary schools was inadequate while 25% head teachers and 18% class teachers responded that it was inadequate. This showed that FPE had no relationship with girl child enrolment.

On average 40% of female who were respondents felt that the number of siblings was a major factor of educating girls while 36% of male and 24 % of female guardians attested to it that it became a burden to educate many girls (children) of the same age I primary school at the same time. It can be said that since poverty was on the increase, they were unable to meet all their demands.

5.3. Discussions

From the research findings, it was revealed that most of the girls who were school aged did not go to school because of poverty of their parents and guardians. This is in line with The World Bank (1990) commitment into fighting poverty and helping countries in their education system. It was evident that most parents and guardians were illiterate and therefore did not see the importance of educating girls. This clearly agrees with the World Bank (2004) Development goals that stated that

education was development that creates choices and opportunities for people. However, given that the parents were illiterate, they did not see the need.

There was a misconception about FPE where parents and guardians believed that the Government was to provide everything. They did not put in mind that, FPE was to allow all children to access education without discrimination despite the high expenditure on FPE as per the Kenya Education Commission report (1964), the Kenya Government had not achieved its objectives on FPE. The research findings also revealed that quite a number of girls were not living with their parents because the parents were dead. This affected them in that they did not see the need to attend school. This finding agrees with (Oduor 2000) who observed that death of parents had a negative effect on the education system. The research findings revealed that large families affected the enrolment of girls since there was pressure on parents on educating them. This agrees with Nafukho (2005) who state the pressure make parents to choose on whom to educate. It was also revealed from the study that girls faced a lot of environmental challenges including sexual harassment distance, facilities and resources which posed a great danger. This is an agreement with Moore and John (1957) who says that girls faced many environmental challenges.

5.4 Conclusion

Based on the findings of the study, a number of conclusions were drawn. Free primary education concept had no relationship with enrolment of girls in public primary schools. Therefore the decline of enrolment of girls in primary schools might have been due to lack of enough teachers, inadequate funding in school, and economic status of the family, family background, social status, cultural factors and school and environmental factors.

However, free primary education continued to exist and funding remained. Primary education has been affected negatively, classes have remained without girl child and there is a problem of retention and completion, shortage of teachers and lack of motivation on the part of teachers.

This means that the government and the ministry of education need to do a lot to improve on the look of F.P.E. The community should be sensitized on their children Act and more specifically on girl child and other international instruments on the Rights of the girl child and children at large so that laws are enforced where parents should face penalty of taking their children to school and more so a girl child.

The TSC needs to employ more teachers to help in the smooth running of teaching in primary school. This would also avoid compromising on the quality and effectiveness of education.

School feeding programme was seen to be a recognized programme that would alleviate hunger while supporting education. On this note school feeding programme should be expected to cater for girls (pupils) from Pre-school to upper primary so as to improve the girl child enrollment including boys.

The government should increase the funding to schools so as to cater for the essential necessities such as pencils, biro pens, sensitize other stakeholders to support the running of school.

5.5 Recommendations

From the findings of the study, the following recommendations are suggested:

1. The community should be sensitized on the girl child Act and other international instruments on the Rights of the child so that laws are enforced where parents fraud them by not taking their girl child to school.
2. The T.S.C needs to employ more teachers to help in the smooth running of teaching in Primary schools. This will avoid compromising on the quality schools. This will avoid comprising on the quality and effectiveness of education.
3. School feeding program was seen to be a recognized program that would alleviate hunger while supporting education on this note the school feeding program should be expected to cater for girls (children) from in the lives of the girls (children) so as to improve their enrolment.
4. The government should increase the funding to schools so as to cater for the essential necessities such as pencil, biro and geometrical sets and also sensitize stakeholders to support the running of school.

5.6 Suggestions for further Research

1. An evaluation study should be done to determine the impact of free Primary education on enrolment and involvement of girls in school.
2. A study be carried to compare the enrolment of girls in lower primary and of upper primary.
3. A study should be carried out among dropout as a sample to gather information on factors leading to their premature withdrawal from school and retention.

4. A replicate of the same study is suggested to be carried if the results of the study hold in other areas.

5.7 Contribution to the body of knowledge

This table 5.6 shows the contribution of the study knowledge. It highlighted the gains to be realized from the study which would add knowledge to the present situation.

Table 5.6 Contribution to the body Knowledge

NO.	Objectives	Contribution to Knowledge
1.	To establish how economic factors influence enrolment of girls in public primary school	-The role of economic status of a family on education of a girl child education
2.	To investigate how family background factors influence enrolment of girls in public primary schools	-Effects of family background on education of a poor girl child.
3.	To determine how social factors influence enrolment of girls in public Primary schools.	-Effects of social factors on parents on education of a girl child.
4.	To establish how cultural factors influence enrolment of girls in public primary schools	-Effects of cultural factors and the education of a girl child.
5.	To determine how the school and environment factors influence enrolment of girls in public primary schools.	-Effects of school and environmental factors and education of a girl child.

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