UNIVERSITY OF NAIROBI
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

KEY FACTORS INFLUENCING PRIMARY SCHOOL ENROLMENT AND PERFORMANCE OF GIRLS AMONG THE GABRA OF NORTH-HORR IN MARSABIT COUNTY

BY

ABUDHO SHANU BASHUNA
C50/75957/2009

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS OF ARTS DEGREE IN RURAL SOCIOLOGY AND COMMUNITY DEVELOPMENT

DECEMBER, 2013
NAIROBI, KENYA.

DECLARATION

I hereby declare that this Project is my original work and has not been presented any other university.

NAME: ABUDHO SHANU BASHUNA

Signature.................................

Date........22 | 11 | 2013.........

This project has been submitted for examination with my approval as a university supervisor.

SUPERVISOR : MR. KARIUKI JAMES

Signature.................................

Date......22 Nov. 2013.........

DEDICATION

I dedicate this special piece of my work to my husband Francis Chachu Ganya who have supported me a great deal in this journey, to my sons Isacko Chris and Ali Chachu who has inspired me and contributed to my success, to my late dad, who against all odds ensured all my siblings went to school, I love you very much and I will live to cherish you.

To all the young girls in Gabra community who are under privileged and left out of formal school education, my heart goes out to you all and I strive to bring a positive change in my community.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

This study investigates the factors that influence primary school enrolment and performance of girls among the Gabra of North-Horr in Marsabit County. Enrolment and performance of girls in primary schools has dramatically increased since independence. The expansion in primary school enrolment reflect policy changes which collectively represented major advances in Kenya's educational development and the strategic use of public expenditure in support of education. The improvement in national enrolment that has been noted following the free primary school education has not been evident among the Gabra of the North Horr.

The objective of this study was to explore the factors that influence primary school enrolment and performance of girls among the Gabra of North Horr in Marsabit County. The study is justified on the grounds that it will assist the Government, NGOs and other stake-holders to formulate education policies that are tailor made for pastoral communities, in an effort to increase literacy among the girls. The study was guided by social learning theory and the feminist theoretical perspective. Systematic random sampling, simple random sampling and purposive sampling techniques were used. The respondents for this study included girls in the 100 sampled households, district education officers and head teachers of primary schools. To supplement the data, the researcher conducted six focus group discussions with boys, girls and the teachers. Data was analyzed using the Statistical Package for Social Sciences (SPSS).

The study findings showed that among the key factors that influence school enrolment and performance in North Horr are: early marriage, poverty, labour requirements in the family and the community attitude towards girl's education. Further, the study findings shows that girls' performance is influenced by poor school infrastructure, lack of motivation schemes for girls, inadequate boarding facilities and lack of parental involvement in girls' education. To address the gender disparity in primary school in North Horr, the study recommends that schools should sensitize parents and local leaders on the importance of the girl child education. In addition, the government should formulate policies that will address enrolment and schooling challenges. Finally, the study recommends that retrogressive cultural practices that undermine enrolment and school performance among girls should be addressed as a major priority issue.

ACRONYMS

ALRMP	Arid Lands Resource Management Project
ASAL	Arid and Semi Rid Lands
CEDAW	Convention for the Elimination of all forms of Discrimination Against Women
ECD	Early Childhood Development
FAWE	Forum for African Women educationalist
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
FPE	Free Primary Education
GER	Gross Enrolment Rate
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
MDG	Millennium Development Goal
KCPE	Kenya Certificate of Secondary Education
NEP	North Eastern Province
NER	Net Enrolment Rate
NGOs	Non Governmental Organizations
SEL	Social Environment and Learning
SPSS	Statistical package for Social Sciences
UN	United Nations
UNICEF	United Nation International Children Education Fund
UNDP	United Nation Development Programme
ODL	Open and Distance Learning
QDA	Qualitative Data Analysis

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Education plays a major role in the advancement of socio-economic development around the world. The value of education has been widely studied. For example, it has been found that better-educated farmers are more responsive to new technical possibilities and that better educated women are more effective at allocating resources within the family, including those that enhance child survival (Cleland and Van Ginneken, 1988).

The United Nations, World Bank and Governments while acknowledging the robust growth in socio-economy of the world are quick to point the disparities among the gender. Women are disadvantaged in many ways and are y et to reap full benefits of the robust socioeconomic growth. It is from this background that the UN outlined the Millennium Development Goals (MDGs) most of which are geared towards improving gender equality as well as women and girls' status. Girl child education has been identified as one of the major route to achieve gender equity.

Leggett (2001) notes that in much of Africa, primary-education provision and participation expanded dramatically during the 1960s and 1970s. The number of primary schools doubled from approximately 5000 in 1965 to 10,000 in 1980; enrolment increased even more dramatically, from just over one million pupils in 1965 to nearly four million in 1980 (Eshiwani, 1993). This expansion reflected policy changes which collectively represented major advances in Kenya's educational development and the strategic use of public expenditure in support of educational policy goals (Abagi and Olweya, 1999; Makau, 1995). However the growth in provision and participation increasingly left behind the pastoral districts of Northern and Eastern Kenya (Nkinyangi, 1982; Narman, 1990). Although the policies that underpinned primary education expansion were responsive to the needs and interests of the majority, the policies proved to be inappropriate to the circumstances in Kenya's pastoral districts, and neglectful of the rights of children, especially girls, who lived there. The consequences are chronically low

levels of educational participation among pastoralists communities, and marked disparities in provision and participation between pastoralists and other communities in Kenya.

Consistent efforts have been made to address issues of access, equity, quality and relevance of education for girls. In Kenya, commissions of education have periodically been set up to review educational provision. Upon election to office in 2002, the Kibaki administration implemented interventions such as the Free Primary Education (FPE) and tuition waiver for secondary schools geared towards enhancing access to education. Government propelled interventions such as the free primary Education and tuition waiver for secondary schools have been introduced to enhance access. Curriculum reviews have been undertaken to address relevance and ease overload on the learners. Public-private partnerships in education have been encouraged leading to increased individual and community participation in the education sector.

The Ministry of Education continues to receive the highest allotment of the recurrent expenditure (Ruto, 2009). In spite of this, basic and quality education remains an elusive dream for many Kenyans, particularly for girls in Arid and Semi-Arid Lands (ASAL). A number of factors have been attributed to this lack of basic and quality education among girls in ASAL. Negative attitudes of the girls' parents and communities, parameters related to patriarchy such as boy-child preference, female genital mutilation (FGM), early marriage, and excessive girl-child labor are some of the factors that have been identified by various studies as hindering girls' education (Kratli and Dyer, 2006).

In 2003, the Kenyan government rolled out FPE programme which helped to increase enrolment into public primary schools from about 76% in 2002 of all school going age to about 100% through provision of direct funding of tuition, textbooks, teaching and learning materials (Ruto, 2009). In 2005 the Ministry of Education organized a national conference on education which prioritized the areas that the government and the stakeholders in the sector needed to address in order to deliver on the right to education. As a result, the ministry prepared the Sessional Paper of 2005 that would provide the policy framework to guide the sector development and later developed an investment programme to deliver these sectoral goals.

The Sessional paper dictates that all children should be able to access basic education from the age of 4-18 years that incorporates Early Childhood Development (ECD), Primary and Secondary Education. In other words, the first 18 years of schooling are seen as basic education to all citizens as a means of eliminating marginalization of sections of the country and across different communities. This definition was derived from the Convention on the Rights of the Child (CRC) and the Children's Act (2000).

Historically, the development of education from colonial times tended to concentrate on high potential areas that grew cash crops, surrounding the major urban areas or along major roads and railway lines. After independence, the trend continued along the same lines with arid and pastoralists' areas in Northern, Eastern and Southern parts of the country being neglected. Gradually, these areas suffered in terms of access, participation, completion and transition across levels of education. The areas therefore were left out of the overall development of the country and achieving universal access to primary education became a mirage.

That historical past coupled with the traditional and customary beliefs have led to the regions in Northern Kenya, parts of Rift Valley and Upper Eastern to record dismal performance in access, participation, retention and transition across all levels of education. The quality of school infrastructure is low with insufficient number of schools, physical classrooms, and qualified teachers. Lower number of girls is enrolled as compared to boys and distances from home to schools are long. All these significantly deviate from the national average for the country meaning these areas require specific interventions to improve education accessibility and performance.

1.2 Problem Statement

Disparities among the gender have been identified as major in school enrolment and performance. The girl child education has been identified as one of the major route to achieve gender equity. Girl child right to education has been ignored and remains unrealized for many people. This global failure provides a continuing stimulus to review past progress and future prospects in making this right a reality for everyone. As progress is made in attracting children to

school, it is becoming increasingly clear that nomadic groups challenge the likelihood of success in achieving this goal, with Girl child education being in question majorly.

The primary school age population projection for the North-Horr district has been estimated in 2009 to be 3,500 children using the 1999 census. The 2007 data available at the Ministry of Education with regard to the North-Horr districts reflects lower than national average access and participation at primary education level. Low value for girls' education is prominent Girls are married to earn the family more livestock from bride price. Harmful cultural practices such as early and forced marriage is the norm, FGM is widespread. Once circumcised, girls are considered 'women' resulting in early sexual debut, pregnancy, early marriage and school dropout. Persistent inter and intra clan conflicts interrupt learning as a result of displacement.

Both the Government and Non-Government Organizations (NGOs) have indeed initiated many programmes, and several interventions have been put in place to improve girl child education in pastoralist population of the larger ASAL. However, academic results continue to be disappointing and remain below the national averages. Despite the introduction of FPE in 2003 children from poor pastoralists in North-Horr, remain at the bottom of the ladder in enrolment, retention, completion and learning outcomes. Poor performance and illiteracy are generally associated with unemployment, low earning, poor health and persistent poverty. This study is therefore aimed at finding out why this area despite of efforts by the governments and other stake holders' investment in education is still lagging behind in terms of girls' school enrolment and performance.

Studies have been done in relation to education and enrolment. Cleland and Van Ginneken, 1988, did a study on the value of education. In his study they found that better-educated farmers are more responsible to new technical possibilities and that better educated women are more effective at allocating resources within the family. Leggett (2001) did a study on learning to improve education policy for pastoralists in Kenya, in his study he concluded that there has been an expansion reflected in polic y changes whi ch collectively represented major advances in Kenya's educational development and the strategic use of public expenditure in support of educational policy goals. However, it seems that no local study has been done on the factors

influencing enrolment and performance of Girls among the Gabra Community. It is against this back ground that this study seeks to establish the Key factors influencing Primary school enrolment and performance of Girls among the Gabra of North –Horr in Marsabit County.

1.3 Research Questions

The study sought to answer the following questions:

i. What is the status of girls' school enrolment and retention level among the Gabra of North-Horr?

ii. What are the factors that influence girls' enrolment in school?

iii. What are the factors influencing performance of girls in school?

iv. What are the schooling challenges facing girls and what can be done about this?

1.4 Objective of the Study

The general objective of this study was to explore the factors influencing primary school enrolment and performance of girls among the Gabra of North-Horr in Marsabit County

The specific objectives of the study are:

i. To find out girls' school enrolment and retention level among the Gabra of North-Horr.

ii. To establish factors that influence girls' school enrolment.

iii. To find out the factors influencing school performance of girls

iv. To identify the schooling challenges facing girls and what can be done to deal with the challenges.

1.5 Justification of the Study

Education plays a significant role in social stability and cohesion of any given society. Education is an important component of human development and it has been found to explain various social phenomena such as economic growth, poverty, diseases, conflict, and cohesion among others. It has been found that countries that have equalized their educational achievements for men and women have, on average, grown faster, and that externalities of women's schooling are higher than those for men. Many empirical studies have concluded that child development (birth

outcomes, survival, schooling and productivity in adulthood) depends more on increased schooling of the mother than increased schooling of the father

Findings of this study will enlighten policy makers on factors that undermine girl-child education in terms of enrolment and performance in North-Horr area. The study may also enable the community members to gauge their educational enrolment, performance and retention rate in relation to the whole nation. The study will no doubt assist Non Governmental Organizations and other stake-holders in education to formulate policies and interventions that are tailored for pastoral communities, in effort to increase literacy among the girls.

1.6 Scope and Limitation of the Study

The study examined the factors that undermine enrolment and performance of education by girls in North-Horr Division. In carrying out the research efforts were made to involve all the stake holders in education sector in the area. The geographical distribution of the target population was restricted to the boundaries of North-Horr division of Marsabit North district. The study looked into the level of enrolment and performance of girls, factors that influence enrolment and performance of girls, and what can be done to deal with the challenges facing the girl child.

In carrying out the study, the researcher encountered a few methodological limitations. Using the random sampling method to gather information from the household was challenging as some of the houses the researcher settled for did not have girls of school going age. In addition, some of the respondents were reluctant to give in depth information which touched on their personal lives.

1.7 Definition of Key Concepts

Completion Rate: This is the percentage of first year entrants in a level of education who complete/finish the level in accordance with the required number of years of study.

Gross enrolment Rate: This is the total enrolment in primary education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school.

Performance: This is the pupils' achievement in academic work against standard set in their level of education. It is the accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost and speed.

Pupils: These are learners at the primary school level. They are children under the guidance and direction of a trained adult (teacher)

Retention: is the rate at which learners who enroll in grade 1 in primary school go up to grade eight. It's keeping the learners in school from their time of enrolment until the legal completion of the expected level of education.

School Drop Out: This is the proportion of pupils who leave school during the year as well as those who complete the grade level but fail to enroll in the next grade.

School Enrolment: Number of pupils admitted to primary school in any specific year.

Transition Rate: It is the degree of access or movement from a lower level of education to a higher level, i.e. from Primary to Secondary level.

CHAPTER TWO

REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This section of the study presents a critical review of information on girl-child school enrollment and performance in primary school as presented by other scholars, the literature gap and the theories that guided this study.

2.2 An Overview of Girl-Child Education in Arid and Semi Arid Lands of Kenya

Girls' education in developing Nations, mostly on the African continent, continues to gain more attention. Gender gap in education has lessened significantly over the last 15 years, particularly in primary education. High priorities are now placed on girls' education. These include country education policies, poverty reduction and economic development strategies, the *Millennium Development Goals* (MDGs) and the *Education for All* (EFA) campaign among others. However, there are still millions of girls without access to primary and secondary education across the continent (Randell and Gergel, 2009).

According to the UNESCO *EFA Global Monitoring 2009 Report,* Article 28 of the *Convention* of the Rights of children (CRC) established in 1989, all children have the right to primary education, which should be free for all (universal primary education). The Beijing Conference in 1995, the Fourth World Conference for Women, set out a broad Platform of Action (BPFA) concerning the girl child. Drawing on baseline statistics from 1990, 130 million children worldwide had no access to primary education, of which 81 million were girls. A considerably higher number of girls had no access to secondary education (Shirley and Gergel, 2009).

According to the UN Division for the Advancement of Women (2001), it is acknowledged that there is urgent need to increase girls' access to primary and secondary education, alter representation of women and girls in the curriculum, increase the number of female teachers worldwide and also eliminate discrimination against girls in education, skills development and training. Without significant change to traditional curricula, representations of women in roles of

inferiority, girls would find it difficult to aspire to transcend these roles and work toward gender parity. Moreover, female teachers must be trained and placed in schools to serve as positive role models for young girls, both in primary and secondary schools. Through these threefold changes, Beijing set out a transformative path for the 21st century toward gender equality for the girl child. This path proved the foundation for the agenda of the Dakar World Educational Forum in 2000 and the MDGs.

Dakar World Educational Forum (2000) established a Framework of Action to achieve Education for All (EFA) by 2015. EFA Goal II is to achieve universal primary education (UPE). Thus girls and boys should have equal and full access to primary education worldwide, and should complete primary school with equal preparation and assistance to facilitate passage of required examinations and entrance into secondary school. Throughout schooling, girls and boys should experience both equal preparation and treatment, within the classroom by teachers and by school advisors, such that girls and boys will emerge with comparable skills to enter the workforce. The MDGs outline a list of eight overarching goals for developing countries to achieve by 2015. The MDG three sets a high priority on ensuring girls' equal access to primary and secondary education (as well as tertiary) in order to achieve the broader objective of gender equality and empowerment of women and girls.

Education is the right of every girl everywhere and it is key to transforming their life and the life of the community. Without education, girls are denied the opportunity to develop their full potential and to play a productive and equal role in their families, their societies, their country and their world. Schools in Africa are often substandard, especially in rural areas, meaning that the few girls who are lucky enough to get access to an education often receive one of poor quality and limited duration. Many schools in Africa are nearly destitute, with classes being held in crowded, poorly constructed structures, in which there is very limited access to paper and pencils, and even less access to text books and computers. Although much has been done to improve the caliber and existence of girls' education in African countries, there is still much that needs to be done. The largest hurdle that needs to be overcome before all African girls can all get the education they deserve is the prevailing social thought that discourages or minimizes the

importance of education for girls. To stop this, countries in Africa need to pass laws banning the early marriage practices that keep girls out of school. Finally, African governments must pass legislation that makes the education of girls mandatory for primary school, and then enforce these laws stringently in the rural communities.

Even though a lot of efforts and resources have gone into ensuring that women participate in education world over, girls in the pastoralist north remain behind in terms of participation and reaping full benefits of education. Enrolment and performance by girl child is very low, and in the event girls get enrolled in schools, the transition rate to secondary schools is very low. Most girls drop out and get married or help around the house. A few of the girls who continue with studies do not do very well in Kenya Certificate of Secondary Education (KCSE). They seldom attain grades to attend university or other middle level colleges. They go back to their homes after years of investment in schools. Most parents would therefore be discouraged to invest in education due to non-performance by girls.

2.3 Girl-child Access to Primary School Education
Access deals with the availability, convenience and ability to be educated. Access to Primary Education by the Girl-child is the opportunity provided for the girl-child to be educated. Though many governments make provision for the education of their citizens, the provisions most of the time do not take cognizance of the peculiarities of the girl-child. In that case the girl-child may not have access to education, which is a fundamental human right.

Research has shown that millions of girls do not have access to school despite the concerted efforts to push the cause forward. Okeke, Nzewi and Njoku (2008) identified child labour, poverty and lack of sponsorship, quest for wealth, bereavement, truancy, broken home, engagement of children as house helps, as factors or the clog in the wheel of children's access to education in many developing countries.

According to the World Bank (2003), More than 350 million people, over half Africa's population, live below the poverty line of one dollar a day. This implies that poverty, too, excludes children, including the girl-child, from school. In Ethiopia, girls are sometimes

abducted for marriage when they are no more than eight years. In West Africa, they are recruited from poor rural families to work as domestic servants in coastal cities or even neighboring countries. In Nigeria it is very difficult to find a house help today. This is because there is awareness of the values of education, and so parents do not give out their children any more as house helps. When, His Excellency, the Honorable Minister of Education was the Executive Governor of Ebonyi state, he prescribed some punishment for any parents that gave out their child for house help, especially the girl-child.

A recent report by Human Rights Watch in South Africa indicated that sexual violence and abuse are hampering girls' access to education. In Afghanistan, they have simply been barred from school under the Taleban regime. According to Guttman (UNESCO courier journalist), customs, poverty, fear and violence are the reasons why girls still account for 60% of the estimated 113 million out-of-school children, and majority live in sub-Saharan Africa and South Asia.

Most of the factors that affect against the girl-child access to education are socio-cultural. Many countries on the African continent rank among the poorest in the world. The on-going HIV/AIDS epidemics, over-crowding in cities, tribal warfare and despotic governments have contributed to the degeneration of the beautiful African land into a human rights catastrophe. At the centre of the devastating situation is the girl-child. The girl-children appear to be the most vulnerable and most undervalued members of the world society. In a region where many are struggling to get enough food and to stay alive, remain out of reach of the various violent rebel armies, and to care for those stricken with various diseases, a basic education, especially for girl children, is low on the list of priorities. The right to education, which is a fundamental human right, is frequently denied to girls in some Africa countries.

The then United Nations Secretary General, Kofi Annan, stated that in Africa, when families have to make a choice, due to limited resources, of educating either a girl or a boy child, it is always the boy that is chosen to attend school (UN Report, 2005). In Africa, many girls are prevented from getting the education entitled to them because families often send their daughters out to work at a young age, so that they can get the additional income they may need to exist beyond subsistence level, and finance the education of sons. A report BY BBC News (2006)

11

state that African patriarchic societal viewpoint favors boys over girls because boys maintain the family lineage. Additional reasons why girls do not have adequate access to education in Africa include the fact that many have to stay home to nurse relatives with HIV/AIDS. That their mothers were not educated is another reason that makes them feel that their daughters do not need education. Furthermore, some families do not believe in education of girls.

In Ethiopia child brides face early pregnancy, responsibilities to their children and in-laws, and reticence of their husbands, who are usually much older, to let them out of the house. In Uganda, Birungi (2008) cite the rampant fire in schools as examples of the gaps in implementation of the girl-child education. She noted that the previous year's floods in eastern Uganda left many schools in disrepair and these were seen as forms of exclusion. Children in Bundibugyo district cannot access schools during the raining season and 'Government has done nothing to alleviate the problem'

Mwangi, (2004) argue that in Kenya, a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Even with the introduction of free primary education, access to education is still remaining a wide dream to many Kenyan children. Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, death of mother, and looking after the sick member of the family. Some of the girls are given to marriage against their wish and when they refuse, they are threatened with death. The children are given to marriage at a tender age in quest of dowry from the husbands. Some parents justify the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy. Yet others believe that women who are at the same level of education as the men are a disgrace to the community because more often than not, they will not get married and if they do, it will be to a foreigner. For such parents, early marriage is the best way to prevent this and at the same time preserve traditions.

2.4 Enrolment and Retention of Girl-Child in Primary School

2.4.1 Enrolment

School enrolment is adversely affected when children do not enroll or pupils leave school after enrolment. The causes of both can be categorized into supply factors, demand factors and other factors e.g. socio-cultural. Supply factors include unavailability of school, difficulty of access to school and unavailability of teachers. Demand factors include undesirability of household for education (especially of females), household inability to meet costs of schooling, children/pupils seeking work to help household and the child/pupil having no desire for education. Demand factors exert a great influence on enrolment. In a study of Yemen, for example, Mbelle (2002) found that demand factors explained 62.7 per cent of non-enrolment and 75.3 per cent of leaving school.

According to Psacharopoulos and Woodhall (1985) a decision to invest in education is guided by cost-benefit considerations. At the macro level the question whether education contributes to economic growth and how this contribution compares with the contribution of physical capital becomes of paramount importance. At the household level private costs and benefits form the basis of decision-making. Appleton (2001) points out that given the high external benefits of primary education (lower transaction costs between individuals, improved health status, improved good governance, adoption and diffusion of new techniques, etc.) there are strong arguments for government intervention due to failures in the market for education. These include possibility of under-provision since social returns exceed private returns; unequal access given weak systems for redistributing income through tax and benefit systems especially in LDCs, capital market and insurance market failures, asymmetric information and intra-household principal-agent problems e.g. pro-son bias. Further the state owns much of the primary school infrastructure especially in developing countries (e.g. as high as 99 per cent in Tanzania). According to UNRISD (2000) report, the most powerful instrument for effecting enrolment is the budget (government spending)

Evidence from many developing countries, where levels of income are low suggest that where government cuts in primary spending were effected, enrolment suffered. Moura Castro and Alfthan in Samoff, (1994 p.206) point out that primary education "has the politically weakest

13

constituencies and the weakest bureaucracies in most countries." It requires a long-standing and serious commitment of governments to resist such cuts in times of austerity. According to a report by ILO/UNCTAD (2001), incomes of households have also been singled out as an important factor in determining enrolment. Several Latin America countries e.g. Brazil, Mexico innovated a cash transfer (minimum income) approach to simultaneously achieve improvement in the educational attainment of children in poor families and poverty reduction. The initiative, known as Minimum Income for School Attendance (MISA) compensated in cash grant the family for the direct and opportunity cost of sending their children to school on condition that the school-age children attended school for a specified number of days per month. The overall result was increased enrolment.

In many Sub-Saharan countries, gender is a likely determinant of school enrollment. Rena (2007) study on factors affecting the enrolment and retention of students at primary, education in Andhra Pradesh found that gender disparities continue to exist in elementary education in the entire rural society irrespective of caste. The study showed that girls continue to be discriminated against by the parents, first, with respect to enrolment in school, and later in providing higher as well as better education. The child laborers consist of more girls than boys and the girls were forced to take up either household responsibilities or economic activities at a younger age when compared to boys.

Parents with limited resources often are not able to send all of their children to school. To the extent that boys are seen as a "better investment" than girls – either because boys are expected ultimately to have better labor market opportunities than girls or because girls are expected eventually to "marry out" of the family and hence not be as good a source of old-age support as boys – this will translate to higher enrollment rates for boys. In addition, given traditional gender roles, girls are more likely than boys to engage in work at home, and since labor market opportunities at the young ages under consideration here are quite limited, this is also expected to contribute to higher school enrollment rates for boys, other things equal.

According to Ruto (2010), while the acquisition of formal education has resulted in cultural alienation in most communities, it has been analyzed that the impact is more profound on

14

pastoralist communities. Sifuna (2005) and Krätli (2001) analyzed the effect of cultural and religious persuasions on acceptance of formal education among pastoralist communities. The culture of nomadic groups is largely communal as opposed to formal education, which in its presentation focuses on the individual. Coupled with lack of appreciation of pastoralist livelihoods, and the general difficulty of providing formal schooling to people on the move, the predominant position has been to transform pastoralist communities as a prerequisite for receiving schooling.

A report by ILO/UNCTAD (2012) indicated that despite the fact that in many countries in the developed world gender parity has almost been achieved at the primary level the situation is slightly different in developing countries. In a sample of 24 African LDCs only three were found to be on the right path to achieving parity in 2005 (ILO/UNCTAD, 2012, UNESCO, 2001, the African (2001). At the primary and secondary levels considerations of cost and income guide the decision to send a child to school; more even so the decision to send a boy or female child to school. Wamahiu (in Murphy and Gipps, 1996) argue that the pedagogy of difference is discriminative, inequitable and undesirable. The author argues that it is based on socio-cultural differences between males and females. It can be deconstructed (except of course for the biological differences). A report by ILO/UNCTAD (2001) point out that the loss of a girl's labour at the household in many African non-pastoral households, is more keenly felt than that of boys. Equally the direct costs of school attendance are often greater for girls. Expected benefits also differ by gender with households expecting more from the schooling of their sons than of daughters.

2.4.2 Retention/Dropout Rate

UNICEF (2003) report that in Sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002. Of the 25 selected countries studied, fifteen (15) were in sub-Saharan Africa. The report found out that there were low enrolment rates for girls; gender gaps of more than 10 percent in primary education; more than one million girls out of school in countries included on the World Bank's Education For All Fast Track Initiative and countries hard hit by a range of crises that affect school opportunities for girls, such as HIV/AIDS and conflict. The fifteen countries included Chad, Nigeria, Sudan, Tanzania, Eritrea,

Ethiopia and the Democratic Republic of Congo. The worst hit is Southern Sudan, which has been seriously affected by civil war for decades. The report by UNICEF noted that in the area, as few as 15 percent of primary school-aged children were in school and girls represented only one quarter of the number.

According to Nduru (2003) in rural areas, social and cultural patterns combined with relatively poor quality of schooling place girls, their education and development in a disadvantaged and vulnerable position. Girls bear the heaviest burden for household responsibilities, including care of sick parents and siblings, and are first ones to drop out of school. In the South eastern Nigeria more boys than girls drop out of school (UBEC, 2003). The drop-out syndrome is a function of some factors that distract the children from schools. These factors include: preference for a trade, quest for money, parental decision, lack of employment opportunities, hawking/street trading, long process of education and lack of counseling.

2.5 Factors Influencing Performance of Girl-Child in Primary Education

Granting an equal opportunity to all school-age children to attend school is only the first step. ICFE (2000) report noted that once pupils find seats in a classroom, they need quality instruction otherwise there will be little motivation to persist in school. Unsatisfactory quality is one of the factors leading to low performance of children in much school. The quality of instructions determines student achievement. There are four commonly applied measures of student achievement: school-based assessment, public examinations, national assessment and international assessments. School-based assessments measure performance against curricular goals. They are done on a continuous basis and offer immediate feedback. In this respect they provide a more actual picture than standardized national tests. Public examinations are intended for selecting pupils/students to next level of education, certifying graduates for the job market and fostering accountability for school and school performance. In developing countries, public examinations are more important given the limited alternative opportunities for advancement. National assessments are intended to inform policy and take the form of tests to a sample of pupils, questionnaires etc. They are not very common in Africa though they are common practice in developed economies and in Latin America. International assessments compare results of examining samples of students from many different countries.

16

Chinapah et al (2000) assessed the relative importance of the factors that influence children performance in primary schools in eleven African countries. The assessment pointed out the following factors that could possibly influence the performance of children in primary school: Learner background (gender, age, home language, pre-school attendance, repetition); Home background (meals, both parents in the home etc.); Home learning support (help with homework, parents, education etc.); Teacher background (age, gender, experience, qualification etc.). Teaching conditions (classroom furniture, learning materials, etc.). Teachers' work environment and activities (availability etc.); School head background (gender, qualification, experiences etc.); School characteristics (facilities, size, safety, location, ownership etc.); Results of the global model revealed the following order of ranking (degree of importance) from the most important factors (strength of total path coefficient and its frequency); Socio-economic status; Home learning environment; School learning environment; Classroom characteristics; School safety and security; Assessment practices and learner characteristics.

ICFE (2000) categorizes the factors influencing performance in into contextual and school-related. Contextual factors relate to the context in which schools and individual students function (e.g. school location-rural or urban, ownership of school-public or private, family size, socio-economic status and educational attainment of parents). School-related factors include qualifications of teachers, distance from school to where pupils live, availability of textbooks and other educational materials, length of school year and day, homework policies, etc. It is further pointed out that educational administrators and policy-makers have little control over contextual factors but have considerable influence over school-related factors. ICFE (2000) points out that while both categories of factors are present in all countries, generally contextual factors explain more achievement differentials in developed countries while school-related factors are relatively more important determinants in developing countries.

2.6 Knowledge Gaps

In this literature review, several studies by local and international authorities in the education arena have been reviewed. The works of Okeke, Nzewi and Njoku (2008) identified child labour, poverty and lack of sponsorship, quest for wealth, bereavement, truancy, broken home, engagement of children as house helps, as factors or the clog in the wheel of children's access to

education in many developing countries. Birungi (2008) cited the rampant fire in schools as examples of the gaps in implementation of the girl-child education. She noted that the previous year's floods in eastern Uganda left many schools in disrepair and these were seen as forms of exclusion. Children in Bundibugyo district cannot access schools during the raining season and 'Government has done nothing to alleviate the problem' Mwangi, (2004) in his study argued that in Kenya, a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Even with the introduction of free primary education, access to education is still remaining a wide dream to many Kenyan children. Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, death of mother, and looking after the sick member of the family. Some of the girls are given to marriage against their wish and when they refuse, they are threatened with death. The children are given to marriage at a tender age in quest of dowry from the husbands. Mbelle (2002) found that demand factors explained 62.7 per cent of non-enrolment and 75.3 per cent of leaving school. Appleton (2001) pointed that given the high external benefits of primary education (lower transaction costs between individuals, improved health status, improved good governance, adoption and diffusion of new techniques, etc.) there are strong arguments for government intervention due to failures in the market for education.

In many Sub-Saharan countries, gender is a likely determinant of school enrollment. Rena (2007) studied factors affecting the enrolment and retention of students at primary, education in Andhra Pradesh and found that gender disparities continue to exist in elementary education in the entire rural society irrespective of caste, his study showed that girls continue to be discriminated against by the parents, first, with respect to enrolment in school, and later in providing higher as well as better education. The studies reviewed fell short of exploring personal factors that affect education among the study subjects. Again, given the different characteristics of population under study it is important for similar studies to be carried out to compare findings. The researcher will therefore proceed to explore if personal factors among other factors influence education outcome among girls in North Horr.

18

2.7 Theoretical Framework

Sociologists use theory as a lens and mode of inquiry into social phenomenon. Theory is a set of facts that explain a phenomenon. In sociology, theory explains why things in the social world work the way they do. We can dichotomize social phenomena into two levels – Macro and Micro levels. At macro level we view and focus on large scale social patterns such as demographics, poverty and how these patterns affect society. Micro level view looks at how parts of society contribute to the whole. The study employs Social Learning theory to underatand the context of how culture and environment influences people's behavior, in this case school going pupils. The second theory in the study is feminist theory which helps us understand how various variables influence girls' education positively and negatively, among the pastoralists of North-Horr.

2.7.1 Social Learning Theory

The social learning theory of Albert Bandura (1925) put emphasis on modeling and how it is done. Bandura argues that there are four steps involved in modeling and these are attention, retention, reproduction, and motivation. According to Bandura, if you want to model someone or something, you have to pay attention to every single detail. Retention is just as important since it is the manner by which you were able to synthesize and learn by heart what you have just observed. In order for modeling to be effective, you have to put into practice whatever you have learned. Lastly, you must be able to motivate yourself to do the act. You can provide intrinsic or extrinsic motivations and other forms of reinforcements to keep you going.

Bandura also asserts that culture is the prime determinant of individual development. Human beings are the only species to have created culture, and every human child develops in the context of a culture. Therefore, a child's development is affected in ways large and small by the culture including the culture of family environment in which he or she is enmeshed.

The core principles of the Social Learning Theory are that: Culture makes two types of contributions to a child's intellectual development, Children acquire much of the content of their knowledge through their culture and the surrounding culture provides a child with the processes or means of their thinking. Intrinsically, schools are social places and learning is a social

19

process. Students do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the support of their families. Emotions can facilitate or hamper their learning and their ultimate success in school. Because social factors such as early marriage, preference for boys and FGM play an important role in hampering girls' enrolment and performance, marginalized communities such as the Gabra must attend to this aspect of the educational process for the benefit of all pupils.

Social emotional learning is an integral element of education in an increasing number of schools, and such instruction is consistent with teacher education standards. SEL is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors (Elias et al., 1997). These key characteristics need to be developed for our children to be successful not only in school but in life; those who do not possess these skills are less likely to succeed. This has been the case in the marginalized community since many young people, girls included are not educated. The SEL are particularly important for children to develop because they are linked to a variety of behaviors with long-term implications. In addition, because schools have access to virtually all children and are expected to educate them to become responsible citizens, they are ideal settings in which to promote children's social-emotional as well as academic development. The need to address the social-emotional challenges that interfere with pupils' performance in school is critical. Issues such as discipline, disaffection, lack of commitment, alienation, and dropping out frequently limit success in school or even lead to failure.

Related to the above is the need for training by new professionals who are entering the teaching force on how to address social-emotional learning to manage their classrooms more effectively, to teach their pupils better, and to cope successfully with pupils who are challenging. Moreover, such skills are likely to help these teachers to manage their own stress more effectively and to engage in problem solving more skillfully in their own lives.

Adelman and Taylor (2000) argue that social emotional learning promotes academic success and addresses barriers to learning, development, and teaching. It includes activities such as resource

coordination, classroom-focused enabling support for transitions, and home involvement in schooling.

For any meaningful enrolment and eventual performance by pupils to take place, there should be good environment to support and promote learning. Culture of the people should as well be friendly to promote retention, and help pupils achieve life skills and eventual success in their lives. In the case of Gabra community the environment is not conducive and culture is not friendly to formal education. The outdated cultural practices which most of the communities in Kenya have shunned and which are also seen to hamper development are still practiced. For example FGM, early marriage, preference of boys over girls, pastoralism as a way of life in the community are factors which can hinder educational attainment by girls in the community. In the case of FGM, once the young girls have undergone the cut, they are regarded as women who are mature and hence are ready for marriage. Many times, girls drop out of school, get circumcised and eventually get married.

There is also a general belief in the Gabra community that girls are better of married so as to start creating wealth in their home than be with their parents. In this pastoralist community, girls are also seen as a burden and an extra mouth to feed by the household who is already impoverished. Pastoralism which is their way of life does not support education since most of the times; people are on the move to look for pasture and water for their animals. During times of migration by families, children who are in school risk being taken out of school hence losing out on school work. This means that culture, environment and ways of life of the community do not support education and eventual receipt of life skills which are bound to make life more bearable.

2.7.2 Feminist Theory

Feminist theory focuses on the patriarchal system as the root division in society between the dominant and subordinate groups. In order to correct the inequities facing women, feminist theorists contend that major societal changes must occur. Feminism believes in social, political and economic equality of the sexes. Feminist theory can be defined as a recognition and critique of male supremacy combined with efforts to change it. Feminists fight for the equality of women

and argue that women should share equally in society's opportunities and scarce resources (Melanie Lord,et al).

The origins of the feminist movement are found in the abolitionist movement of the 1830's. Seneca Falls, New York is said to be the birthplace of American feminism. Elizabeth Cady Stanton and Lucretia Mott spearheaded the first Women's Rights Convention in Seneca Falls, NY in 1848. The convention brought in more than 300 people. The discussion was focused on the social, civil, and religious condition of women. The convention led to the declaration of sentiments that "All men and women were created equal". In Germany the feminists were fighting for the rights of women to engage in sexual relations regardless of marital and legal consideration.

Feminism was born out of oppressive patriarchal system. Patriarchal power relations assign women a subordinate, secondary status in relation to men, in decision-making processes and resource control, educational and employment opportunities at all levels. Women have unequal access, ownership and control over basic resources including economic, cultural, political resources and at all levels of household, community, nation, and globe. Feminism argues that the secondary position women occupy should not be seen to be resulting from intellectual weakness or inferiority to men at all but rather a social –structural phenomenon. For example, Kenya's land law is gender neutral. It does not bar women from owning property and holding a land title. However the culture and customs of some communities in Kenya dictates that land should only be owned by men.

Patriarchy is a social system based on male privilege and power in which women are regarded as secondary, created for the service of men. Patriarchy depends on hierarchy, on relationships of domination and subordination, ranks titles, 'correct dress' etc (Murphy, 1994). In the patriarchal setting the means of household-based production is owned by a group of patriarchs socially recognised as the heads of households and/or extended family units. The wives, unmarried daughters, sons and junior siblings (including males) of the patriarchal class are dependants and are denied free access to the means of production on the basis of ideological and political criteria. The terms on which women and the males gain access to the means of production are set

by the patriarchal class and until recently could not be challenged. Patriarchies also define and control the sexual and social division of labour and responsibilities and retain exclusive authority on the sharing of the products of the dependant's labour. In this regard the dependant class which includes men not yet accepted in the patriarchal class (which happens with marriage) works more hours and by this suffers exploitation.

Patriarchy controls the economic resources essential to the daily generational reproduction (social reproduction) of all members of the production unit by restricting access to sexual and child-bearing capacities of female members (women in patriarchal modes do not control their own reproductive capacities. It also controls the means of family subsistence, home-based goods and services. It may even control the incomes of dependants from wage labour or petty commodity production. Only heads of households can exchange women in marriage arrangements. Dependant males have to be provided with a wife in order to join the patriarchal class. Feminist theory in this study will help shade light on the various variables within the Gabra community of North-Horr that influence education outcome among girls.

2.8 Conceptual Framework

Figure 1.1 represents relationships between the variables in the study. The independent variables are; Socio-economic factors such as cultural practices, poverty, household attitudes and socialization. School based factors were; available facilities, harassment/insecurity and teacher pupil ration. Policy related factors are: Monitoring and feedback, limited buildings, political will and poor school management, while the dependent variable is school enrolment and performance of girls.

Figure 1: Conceptual Frame Work

Independent Variable	Independent Variable	Independent Variable
SOCIOECONOMIC FACTORS	**SCHOOL BASED FACTORS**	**POLICY RELATED FACTORS**
Cultural practices	Facilities e.g. class/toilets	Monitoring and feedback, Limited buildings,
Poverty/Livelihood activities	Harassment/Insecurity	Political will.

Dependant Variables
- Enrolment
- Retention
- Performance
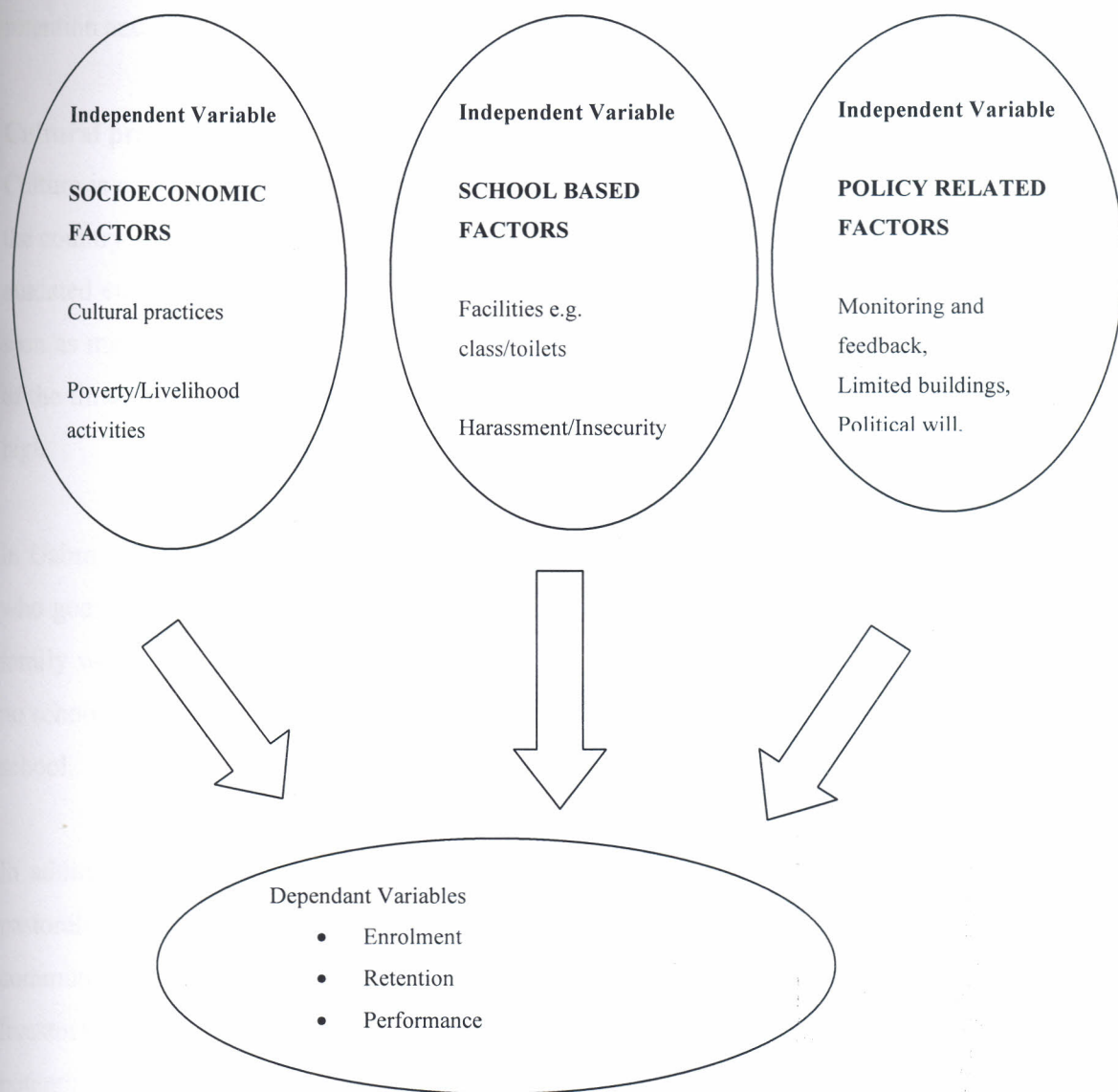
In a bid to get good education there are many obstacles and challenges which inhibit success as shown in the framework above. Some of these factors could be socio-economic based, others school based while others could be policy related. These Factors are discussed as below.

Socio-economic Factors

In the framework several socio-economic factors are shown to influence education enrolment retention and eventual performance.

Cultural practices

Culture is a way of life of a given group of people. Gabra community is one of the close knit in the country. The community members still value their culture and even practice them. One of the outdated cultural practices is female circumcision. Once girls' go through the cut, they are then seen as mature enough to become wives and mothers hence marriage becomes inevitable. Most of the times these girls are school going age and chances of them dropping from school are very high.

In Gabra community girls are also married at a very tender age (from as low as fifteen). A girl who goes single beyond the acceptable marriage age is seen as a disgrace to the family hence a family would always offer her for a hand in marriage to any potential suitor. This would imply no school for the girl. These practices therefore undermine retention and performance of girls in school.

In addition to the above factors the economic mainstay of the community which is nomadic pastoralism is a major hinderance to school enrolment. The nature of livelihood of the community is labor intensive. Many people are needed to provide the necessary labor of taking livestock to the pasture fields, watering them and even protecting these animals from any potential aggressor. Due to this, many young children stay out of school to provide the much needed labor at the expense of education.

Boy child preference

In Gabra the community, there is a general thinking that girls will get married and start creating wealth for the husbands hence no need to invest in them. When resources are scarce, the family will always opt for girls to stay out of school.

This would therefore explain low enrolment of girls, low retention rate, high dropout rate and low number of girls completing school. Girls are also required to give hand at home with household chores like cooking, fetching water and firewood and taking care of the young ones.

Attitude

Over the years due to low outcome from education in the community, people have started viewing education negatively and hence there is no rush to invest in education. The *age of 'go to school and get a good job'* seem long gone, as unemployment continues to pose major socio-economy challenges. Considering that the mainstay of the community is livestock rearing, it has become a great risk for parents to sell their inheritance (cattle), for the pursuit of education. With doubts cast on the economic viability of the educational endeavor, many parents may not be convinced that investing in education is worthwhile any longer. This loss of faith on individual returns is becoming a deterrent. The presence of some educated people, who are unemployed, reinforces the notion that education is a worthless pursuit.

School based Factors

In the arid and Semi-Arid lands like North-Horr community, facilities in schools pose a big challenge, Many times classes are make up tents where pupils are exposed to thuggeries of whether and other harsh climatic conditions. Sanitary facilities are either unavailable or made for fewer number of pupils than the actual enrolment. In places where schools are out of reach and children are to walk for several kilometers to and from school, the distance itself could be inhibiting together with insecurity. In such areas, teachers' shortage also poses big challenge. Most of the times, teachers who are posted to such areas could fail to report to such duty stations due to remoteness of the area. Local teachers are also very few since only a handful of them attain the minimum grade required to join teaching college. All these factors could contribute to low enrolment, low retention and eventual completion of school.

Policy related Factors

Marginalization of northern Kenya dates back to colonial period. When colonialist came, they concentrated in developing Kenya and even then the effort and emphasis was only directed to high potential areas. Even after independence the successive government has invested very little

in northern Kenya. Investment here ranges from education, infrastructure, resource materials, and teachers and myriad of other problems faced by Northerners 50 years after independence. The trend has always been that government directs development effort towards areas with high potential to contribute to country's GDP.

Even though free primary education has been there for close to a decade, enrolment to schools and improvement in performance is yet a dream to be realized by the Gabra community in Northern Kenya.

Regular monitoring and evaluation by the authorities of how schools are run and managed is very little or not there completely. This could lead to poor management and eventual wasteful use of resources. Political good will in the present government has not been there either.

Table 2.1: Operationalization of Variables

Research objectives	Variables	Indicators	Measurement
To find out girls' school enrolment and retention level among the Gabra of North-Horr.	Enrolment and retention levels	Increase in girls' enrolment and retention in school	Number of girls enrolling, attending and completing school
To establish factors that influence girls' school enrolment.	Factors influencing enrolment of girls	Increase or decrease in girls' enrolment.	Number of girls enrolling, attending, completing or dropping out of school
To find out how girls' perform in school and what influences their performance.	KCPE performance and factors influencing academic performance	Performance in internal and external examinations such as KCPE	Performance in KCPE and in other examinations.
To identify schooling challenges facing girls and what can be done solve these challenges.	Challenges and remedial measures	Number of challenges affecting girls' enrolment, retention and performance. Measures undertaken to address these challenges.	Performance in academics, school enrolment, attendance, completion and dropout rates

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses research design, site selection and description, unit of analysis, unit of observation, population and sampling procedure, sources of data, methods and tools of data collection and data analysis.

3.2 Research Design

Kothari (2004), states that research design is the conceptual structure within which the research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher did from writing the hypothesis and its operational implications to the final analysis of data. Therefore, the research design can be defined as a plan, structure and strategy of a research to find out alternative tools to solve the problems and to minimize the variances.

Qualitative research design was used in this research. This is because qualitative research aimed at gathering in depth understanding of events, occurrences and behaviors in society and the reason that govern such behavior (Mugenda and Mugenda, 2012). This design helped give information that describes an existing phenomenon in a society: in this case the study helped the researcher get information on enrolment and performance of girls among the Gabra of North-Horr.

3.3 Site selection and Description

The study took place in North-Horr in Marsabit County. Just like other ASAL regions, girls in North-Horr face a lot of challenges in accessing education. In a bid to unearth challenges facing girls' education, the researcher has took keen interest in the area of enrolment and performance. North-Horr is the biggest town in Gabra land and a district headquarter now and even during colonial time. It was the main centre used by the colonialist in the entire region. An old colonial house used by the white District Commissioner (DC) then is currently occupied by the DC. In most part, this is the area which can give a researcher all the necessary information regarding the

state of development in all aspects in Gabra land. The researcher therefore settled for North-Horr since it can give a true picture of Marsabit County. The researcher was therefore able to make a logical conclusion of the whole area based on the findings from research in North-Horr.

Arid and Semi Arid Lands (ASAL) constitutes 84 percent of the total land mass in Kenya, or 24 million hectares (GoK 2007). The extent of aridity, coupled with demographic structures, shape the economic mainstay of these lands, which is nomadic pastoralism. Most of the people were once nomads but have now resorted to sedentary lifestyle. North-Horr receives between 200-550 mm of rainfall annually. This is too little to sustain rain-fed agricultural farming. The climate is dry, with sporadic "flash" rainfall that abets soil erosion. The area is rocky with sparse vegetation primarily composed of thorny bushes. This area is home to Kenya's nomadic pastoralist community of Gabra. Other notable inhabitants of the area include Borana, Wata and Konso. The area depicts extreme marginalization due to the geographic conditions and policy and developmental neglect hence being appropriate for the study. The area is one of the furthest from the centre (Nairobi). The map of the area is as shown below.

3.4 Unit of Analysis

According to Corbeta, (2003), a unit of analysis is the social object to which the properties investigated appertain. It is the major entity that you are analyzing in your study. It is 'what' or 'who' that is being studied. Mugenda and Mugenda (2003:4) define units of analysis as units that are designed for purposes of aggregating their characteristics in order to describe some large group or abstract phenomenon. In this study the units of analysis were School enrolment and performance of Girls among the Gabra of North-Horr.

3.5 Unit of observation

A unit of observation is the person or the thing from which data is collected (Jekel, 2007). It is a basic concept in quantitative research that represents the objects that are observed and about which information is systematically gathered. It is also the individual or object whose characteristics are to be measured. They may be persons, groups of persons, inanimate objects or activity a person can name. In this study, the units of observation were parents, pupils, teachers and education officers.

3.6 Sampling Procedures and Sample Size

Sampling is a process of selecting a group of units, items or subjects from the population to be included in the study (Mugenda and Mugenda, 2012). A sample is part of target population accessible that has been procedurally selected to represent it (Willis, 2005). The sample size for this study was a hundred households. The hundred households were purposively selected. This means that the researcher targeted households which have female child of school going age, regardless of whether she is in school or not. For the household, the researcher first obtained the list of all the households in the sub-location from the assistant chief. From the list, the researcher selected the starting point at random and then skipped every three households to settle for the next household. In case there is no school age girl in one of the houses selected, the researcher replaced with the next household and continued with systematic random sampling.

In the selected sub-locations, there are total of twelve schools. Using lottery method, six schools were selected from the twelve schools. This means that the names of the twelve schools in the division were written on the pieces of papers and put into a container and then mixed and finally six papers were picked from the container without replacement. The six schools selected formed our sample for this study. In the six schools the researcher was interested in getting information from the pupils, teachers, class teachers, head teachers and District education officer.

For the Focus group discussions (FGD), the researcher used purposive sampling to gather information from pupils in standard seven and eight since they have been in school for longer period of time and they are likely to give more information than other pupils in the lower classes. The pupils who participated in the FDG were randomly selected by the researcher.

Teachers in the school also formed part of the sample. Since we were going to collect data from six schools out of the twelve schools in the area, we purposively selected head teachers and class teachers for both standard seven and eight and one education officer.

The table below shows target population, sampling techniques and sample size.

Table 3. 1: Summary of Sampling Procedures

Target Population	Sampling Techniques	Number Sampled
Households/girls in the household	Purposive	100
Schools	Probability	6
Pupils	Purposive	12 FGDs
District education officers/Head teacher/ teachers	Purposive	19

3.7 Sources of Data

The researcher used both primary and secondary data for this study. Primary data was gathered from the respondents by the researcher through observation, interviewing respondents and conducting Focus Group Discussions. Primary data consists of the collection of original primary data. It is often undertaken after the researcher has gained some insight into the issue b y reviewing secondary data or by analyzing previously collected primary data. For the sake of this study we focused on questionnaires, interviews, observation and Focus Group Discussion.

Secondary data was utilized by the researcher from secondary sources, internal or external. For the purpose of this research, secondary data was gathered through literature from education office, by checking records for each class, examining progress report for both boys and girls to get a comparison, and any other information which has documentation on the area of study but not directly linked to this study.

3.8 Methods and tools of Data collection

3.8.1 Introduction

In this study, the researcher utilized the following methods and tools of data collection.

3.8.2 Household Interviews

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. Interviews can be structured or

unstructured. Structured interview is where the researcher uses a structured interview guide or questionnaires with response options to obtain information from the respondent. Unstructured interview is when a researcher randomly asks open ended questions that may be different for each respondent (Mugenda and Mugenda, 2012). For the purpose of this study, the researcher used questionnaires to gather information from the respondents.

Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. In this research, questionnaires were considered ideal for collecting data from the parents and pupils in the household. Gall et.al. (1996), points out that questionnaire ar e appropriate for research studies since they collect information that is not directly observable. The researcher used both open ended and close ended questions to gather in-depth information from the topic of study. Open ended questionnaire is where questions are accompanied by a list of all possible alternatives from which respondents select an answer that best describes the situation. Close ended is where questions give the respondents complete freedom of response.

The researcher sought to understand among other things; how members of the family perceive education, prioritizing of education within the family and the position regarding girl child education. Questionnaires were used for the parents and pupils in the household.

3.8.3 Key informants interviews
Key informant interview is a loosely structured conversation with people who have specialized knowledge about the topic you wish to study. It involves interviewing select group of individuals who are likely to provide information, ideas, and insights on the subject of study (Krishna Kumar, 1989). The key informant interviews are structured using interview guides that list the topics and issues to be covered during a session. The interviewer frames the actual questions in the course of interviews. To gather information from the Key informants, the researcher used key informant interview guide.

Key informant guide was prepared for the key informants, i.e. head teachers, teachers and education officers. Semi-Structured interviews were used in the study. They are discussions in an

informal and conversational way, structured by using a list of key issues that are prepared in advance. The researcher led the interview and recorded the feedback from the respondents.

3.8.4 Direct Observation

Observation is a systematic viewing of a specific phenomenon in its natural setting for the specific purposes of gathering data. Observation requires the researcher to record what he or she observes in a sample of subjects or objects. In this research, the researcher was interested in observing the environment under which education is offered. For example, number of classrooms in the school, sitting space, toilet conditions, books availability, playing ground, distance from homestead, household environment e.g. lighting at night and study space.

3.8.5 Observation checklist

To gather information the researcher used an observation check list, an observation checklist is a list of things that an observer is going to look at when observing a place. First, the researcher defined behaviors to be observed and then developed a detailed list of behaviors. During data collection, the researcher checked off each as it occurred. This type of procedure required a higher level of inference on the part of the observer since it involved observation and evaluation.

3.8.6 Focus Group Discussion

This is a rapid assessment, semi-structured data gathering method in which a purposively selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher/facilitator (Kumar, 1987). A focus group discussion comprise about 6-10 people. This is an important data collection method particularly where information may differ from one respondent to another but within the same target group. It brings more objectivity as there is room to probe further certain responses.

Focus group discussion generates qualitative information as it makes use of a checklist for discussion. In FGD, group interaction is key and the quality of information collected depended on: the level of interaction and exchange of ideas around topic, spontaneous response, participation and ability to open up to wide range of ideas (Mugenda and Mugenda, 2012). In

34

this research, FGD was conducted for pupils who are both in class seven and eight. The researcher picked 2 boys and 4 girls for each FGD session.

3.8.7 Desk review

Document analysis was used to gather secondary information. The researcher reviewed and made copies of records such as performances in Mock and National examination. A class performance sheet for the candidate class was obtained so as to get a feel of the performance of the pupils. Performance of specific subjects such as mathematics and sciences were also be looked at to establish who does well in what subject. Books and journals which have information on the subject of study were also used. These records were obtained from the head teachers and education officers.

3.9 Data analysis

The raw data collected was coded and analyzed using the Statistical Package for Social Sciences (SPSS). The descriptive statistics such as mean, percentages, graphs and frequencies were used to describe the data collected. Content analysis was be used to analyze the qualitative data. The researcher will read through all the qualitative data and group similar statements before coding them and drawing inferences from them.

Qualitative Data Analysis (QDA) is the range of processes and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating (Lewins, 2010). In qualitative data analysis, the researcher obtained detailed information about the phenomena being studied, and then tried to establish patterns, trends, and relationship from the information gathered.

3.10 Ethical Issues

Ethical issues are moral principles and values that guide researchers when conducting studies especially with human subjects. In the research process, ethics focus on the application of ethical standards in the planning of the study, data collection and analyses, dissemination and use of the results (Mugenda and Mugenda, 2012). The researcher obtained a letter from the department of Sociology and Social work to carry out the study.

1. The respondents were protected by the researcher through keeping the information given confidential. The researcher protected the identity of the respondents by disclosing the information given but not the identity of individuals giving the information.

2. The sampled households and schools were visited and questionnaires administered to the respondents with their consent. The researcher conformed to the principle of voluntary consent where the respondents were required to willingly participate in the research study.

CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter deals with analysis and presentation of the findings of the primary school enrolment and performance of girls among the Gabra of North-Horr in Marsabit County. The data was analyzed with the help of Statistical Packages of Social Sciences version seventeen. Descriptive statistics like frequencies, percentages, tables, graphs and charts were used to analyze the data. The findings of the study are presented in the chapter under the following sub-topics: Demographic information of the respondents starting with the sex, age, religion, type of family, number of children, educational level and the main activity undertaken by the household head, then status of girls' enrolment and retention in primary schools, factors influencing enrolment and performance of girls' in schools and finally challenges facing girls' education and ways of improving them.

4.2 Demographic and Background Characteristics of the Respondents

The demographic characteristics covered by the study were sex, age, and religion, type of family, number of children, educational level and the main activity undertaken by the household head.

4.2.1 Sex of the Household Head

In order to determine the sex of the household head, a question was posed to them to indicate their sexes. The responses gathered are as shown in figure 4.1.

Figure 4. 1 Distribution of Household's Heads by Sex
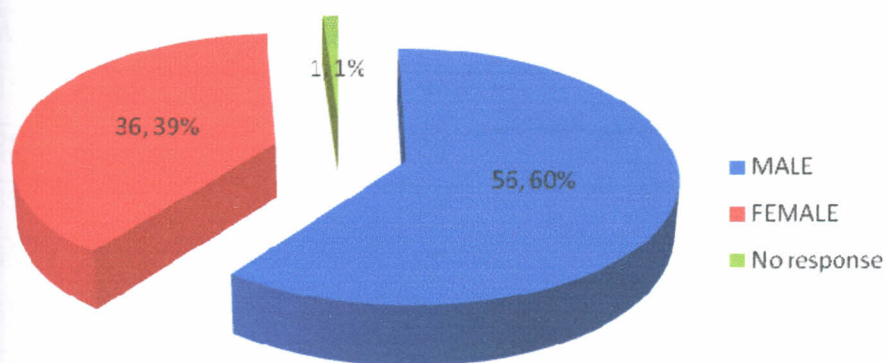
Data depicted in figure 4.1 clearly shows that 60% of the households were headed by men as compared to 39% which were headed by women. The results clearly point to male dominance among the Gabra in North-Horr. Gabra community is largely patriarchal.

4.2.2 Age of Girls in the Household in Years

Respondents were requested to indicate their age bracket. The data collected is summarized as follows in table 4.3

Table 4.1: Age Distribution of Girls in the Household

Age in years	Frequency	Percentage
10-12 years	4	4.1
13-15	65	66.3
16-18	28	28.6
15-24	1	1
Total	**98**	**100**

38

As depicted in table 4.1 above, 66.3% of the girls in the households were between 13 – 15 years compared to 1% who were above 22 years. This implies that most of the girls in the household were of school going age.

Table 2.2 Age Distribution of Household Heads

Age in years	Frequency	Percentage
15-24 years	5	5.4
25-34	25	26.9
35-44	29	31.2
45-54	27	29
55 and above	6	6.5
No response	1	1
Total	**93**	**100**

Majority of the households 29 (31.2%) were between 35 – 44 years whereas only 5.4% were in the age bracket of 15-24 years, 25 (26.9%) of the respondents were in age bracket of between 25-34 years, 29 (31.2%) of the respondents were in the age bracket of between 35-44 years of age, 6 (6.5%) of the respondents were 55 years and above. This means that majority of the households should be having children of school going age.

4.2.3 Religion of the Respondents

Respondents in the households were asked to indicate their religion and the data collected was analyzed and the results are as summarized in figure 4.3

Figure 4.2: Religion of the Respondents in Households
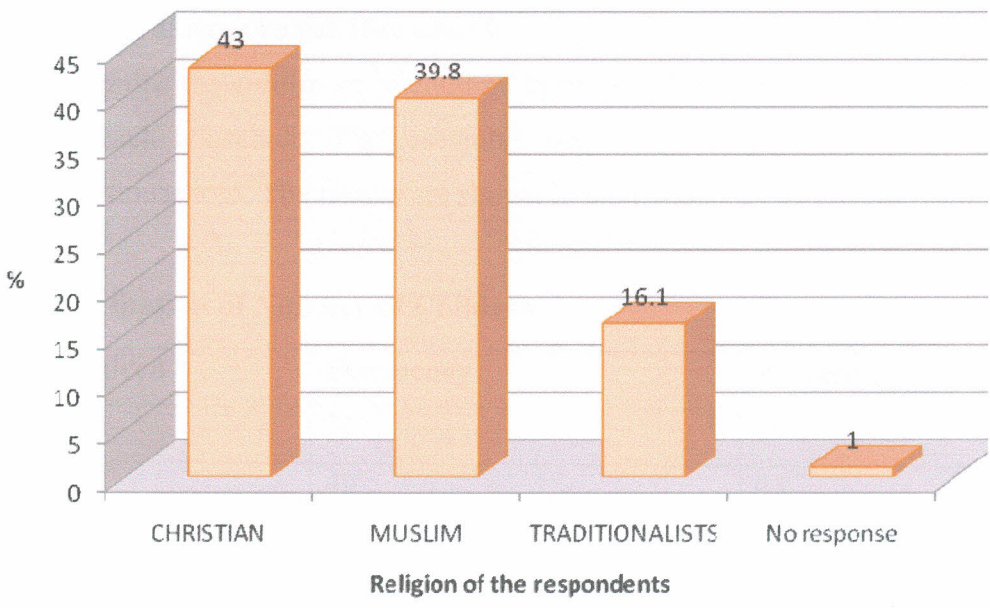
Figure 4.3 clearly shows that 43% of the respondents were Christians, followed closely by 39.8% who were Muslims while 16.1% represented traditionalists. This means that the community is largely dominated by people of Christian faith.

4.2.4 Type of Family

Respondents were further asked to indicate the type of family they live in. The following responses were obtained as seen in table 4.5 below:

Table 4.3: Type of Family of Household Respondents

Type of the Family	Frequency	Percentage
Single	15	15.7
Monogamous	60	60.3
Polygamous	14	15
No response	9	9
Total	**98**	**100**

From the table 4.3 above 60.3% of the respondents are in monogamous marriage as compared to 15% of the respondents who are in polygamous marriage, 15 (15.7%) of the respondents were

from single parent family, by implication Majority of the Gabra community is largely made of monogamous family.

4.2.5 Number of Children in the Households

In order to determine the enrolment of children in schools, it is prudent to determine the number of children in each household. The researcher was interested in determining the number of children in each household. The results are shown in table 4.6

Table 4.4: Distribution of Number of Children

Number of children	Frequency	Percentage
0-2	26	29.1
3-5	40	43
6-8	20	21.7
9-11	3	2
12-14	1	1
No response	3	3.2
Total	**93**	**100**

Table 4.4 shows that majority of the households 40 (43%) had between 3-5 children. This is followed closely by 29.1% of the households which had below two children while 21.7% had between 6-8 children respectively, 3 (2%) of the family had 9-11 children. By implication majority of the households had children of between 3-5, this indicates that most households of Gabra community are not large in number of children as depicted by the findings.

The study further sought to determine the number of boys to girls in these households.

41

Table 4.5: Number of Boys and Girls in Different Households

Number of children	Number of boys		Number of girls	
	Frequency	Percentage	Frequency	Percentage
1	3	3.2	5	5.4
2	28	30.1	24	25.8
3	24	25.8	23	24.7
4	17	18.3	19	20.4
5	12	12.9	5	5.4
6	2	2.1	2	2.1
7	1	1	3	3.2
8	1	1		-
No response	5	5.4	12	12.9
Total		100	93	100

From the data, the study established that 30.1% of the households had two boys compared to 25.8% which had two girls. In addition; 55.9% of the households had between 2 - 3 boys compared to 50.5% which had girls. From these results more households had more boys compared to the girls. This explains why more number of boys are enrolled in school than girls in the area.

4.2.6 Educational Level of Household Heads

Respondents in the households were further requested to indicate their level of education. A question was asked and the following responses realized:

Figure 4.3: Educational Level of the Household Heads

Educational level of the respondents
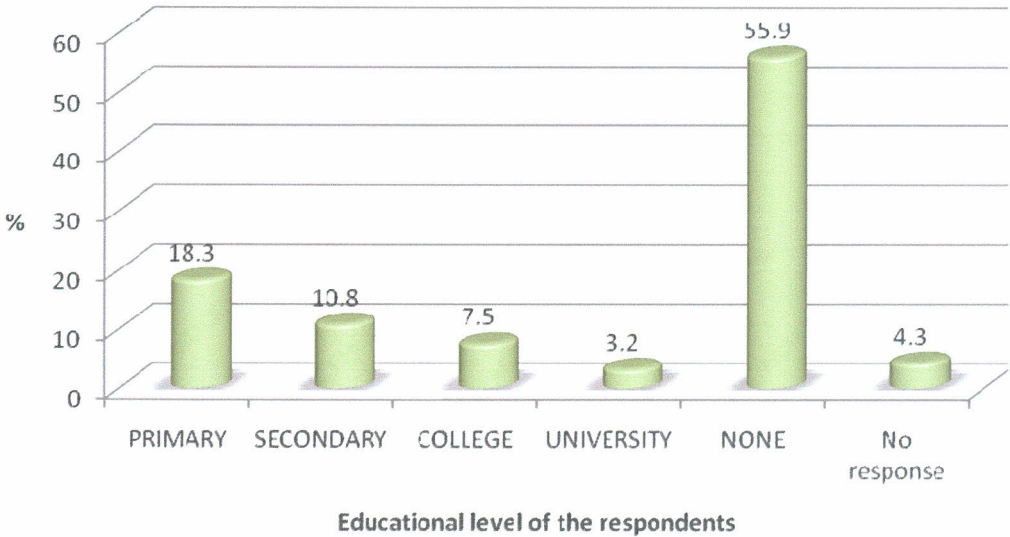
From the figure 4.4 above, 55.9% of the respondents had not received any formal education compared to 3.2% who had university education. In addition to this only 18.3% of the respondents had been to primary schools. This result shows poor educational attainment in the area which explains why some parents do not value education.

4.2.7 Main Economic Activity

A respondent means of earning a living will influence his/her ability to provide for the children in order to attend and complete school. Respondents were further requested to state the activity undertaken by the household head to earn a living. The question elicited the following responses:

Figure 4.4: Main Economic activity of the Household heads

Economic activity of the respondents
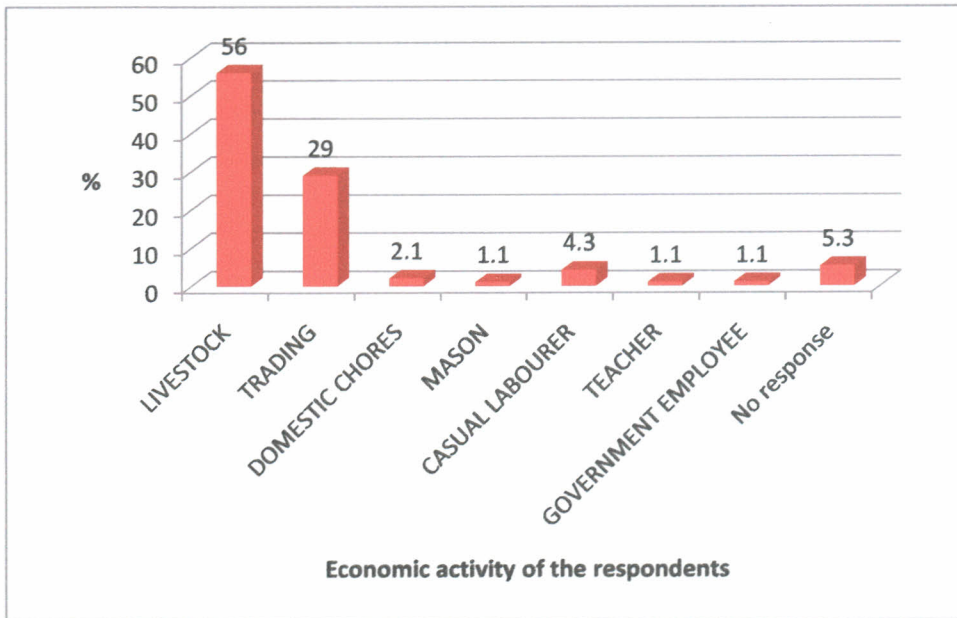
From the figure above, majority of the household heads (56%) rear livestock, followed by 29% who are traders and 4.3% who are casual laborers. This is in support of Sifuna (2005) who argues that most parents value livestock and as a result shy away from selling their livestock to invest in education and recall children from school to heard livestock.

4.3 Main Findings

The findings of the study are presented as per the following objectives

4.3.1 Girls' School Enrolment and Retention Level Among the Gabra of North-Horr

The first objective of the study sought to establish the status of the girls' school enrolment and retention among the Garba of Marsabit County. In the study, it was established that enrolment of girls to school from Gabra community is very low. Every household interviewed seemed to have more boys in schools than girls. This is because most people would prefer to have girls give a hand at home, look after animals, married of at young age and earn an income for the family. Even when enroled in school, girls would not complete school since they do not perform well academically.

44

Families keep migrating from one place to another hence the girls would be taken out of school to join the rest of the family. At certain times of the year, fights will break out and families would be forced to relocate where it's safer hence girls are in such times forced to drop out of school. A report by ILO/UNCTAD (2012) indicated that despite the fact that in many countries in the developed world gender parity has almost been achieved at the primary level the situation is slightly different in developing countries

4.3.1.1 Children in Primary and Those Who Have Completed Primary Schools

Respondents were asked to state the number of children in primary schools and those who had completed primary schools. A question was posed to this effect and the following responses were obtained.

Table 4.6: Children in Primary and Those Who Have Completed Primary Schools

Number of children	In primary		Completed primary	
	Boys	Girls	Boys	Girls
	Frequency/%	Frequency/%	Frequency/%	Frequency/%
	7(7.5)	9(9.7)	23(24.7)	26(28)
1	38(40.9)	37(39.8)	18(19.4)	13(14)
2	24(25.8)	13(14)	5(5.4)	1(1)
3	4(4.3)	6(6.5)	5(5.4)	2(2.1)
4	2(2.1)	2(2.1)	-	1(1)
5	1(1)	1(1)	1(1)	1(1)
6	-	1(1)	-	-
No response	17(18.3)	25(26.9)	52(55.9)	50(53.8)
Total	**93(100)**	**93(100)**	**93(100)**	**93(100)**

As seen in table 4.6 above, 40.9% of households indicated that they had a boy in primary school compared to 39.8% who had a girl. In addition 71% of the households had between 1 – 3 boys in

45

school compared to 60.3% who had a similar number of girls. From these results it is apparent that majority of the households had more boys in primary schools compared to girls. The above findings explain the preference of boy child over girl child in terms of school enrolment and transition. It was also clear that the community prefers that girls get married early to earn an income for the family. In the community girls are also expected to stay at home and relieve parents of various household chores.

Key informants were also requested to indicate pupils' enrolment in schools and the following table was obtained:

Table 4.7: Pupils' Enrolment in Schools

School	Pupils enrolment	Boys	Girls
Nomadic Girls Dukana	327	-	327
Balesa	321	179	142
Galasa	246	212	34
Malabot Primary	131	89	42
Helmer Memorial girls	358	-	358
North-Horr primary	510	339	171
Total	1893	819	1074

From the table majority of the schools had an enrolment of above 250 pupils. Four schools were mixed while two only catered for the girls. It's clear that boys are more than girls in the mixed schools. Even though two schools which were sampled in the area were all girls' school, one glaring fact is that more boys are enrolled in schools in the area.

Girls in the households were also required to indicate whether they were in school. The question gathered the following responses as depicted in figure 4.6 below

46

Figure 4.5: Girls in School
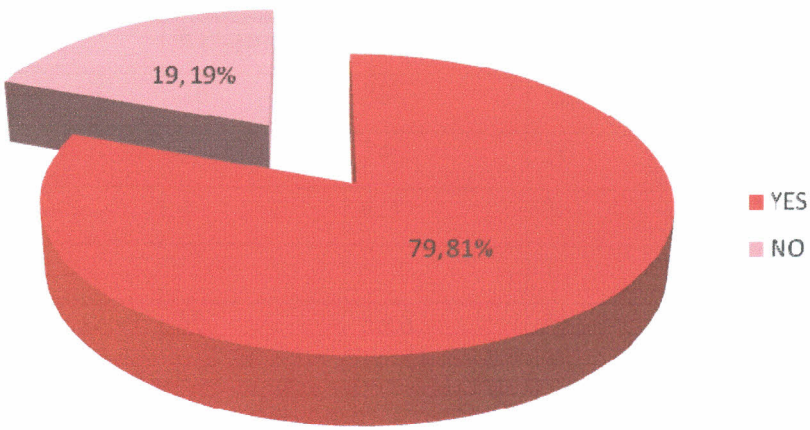
Figure 4.6 above shows that 81% of the girls were in school compared to 19% who were not. Respondents who stated that they were not in school were further required to indicate why they were not in school and the following responses were obtained: "Am not in school because am involved in herding livestock for my father, was not enrolled by my parents, all the domestic chores will be attended by who if am allowed to go to school, I take care of our young ones, my parents are poor and lack school fees that is why am not in school, cultural factors are a hindrance to my education, high illiteracy levels in the community, our family keeps on migrating in search of water and pastures for livestock and this has led me get out of school". Others stated that they were through with their studies. A report by ILO/UNCTAD (2012) indicated that despite the fact that in many countries in the developed world gender parity has almost been achieved at the primary level the situation is slightly different in developing countries

4.3.1.2 Children of School Going Age who are not in School
The researcher further sought to establish the number of children not in school but are of school going age (6/7 years). A question was asked requesting the respondents to indicate the number of school going children who were not in school and the following responses were achieved

Table 4.8 Children of School Going Age Who are not in School

Number of children	Number of boys		Number of girls	
	Frequency	Percentage	Frequency	Percentage
0	26	28	22	23.7
1	13	14	16	17.2
2	4	4.3	3	3.2
3	-	-	1	1
No response	50	53.8	51	54.8
Total	93	100	93	100

Table 4.8 clearly shows that 17.2% of households had a girl out of school compared to 14% who had a boy out of school. These results are further compounded by the fact that majority of the households (21.4%) in the area had between 1 – 3 girls out of school compared to 17.3% boys of a similar number. The above table clearly shows that boys are preferred to attend schools as compared to girls. Girls are expected to be helping around the house or getting married to earn bride price for the family. The community also feels that girls would be better off with their husbands so as to create wealth.

Head teachers were also requested to state whether all school-going age children were enroled in school and the following responses were achieved:

Figure 4.6: Total Enrolment of School-Going Children
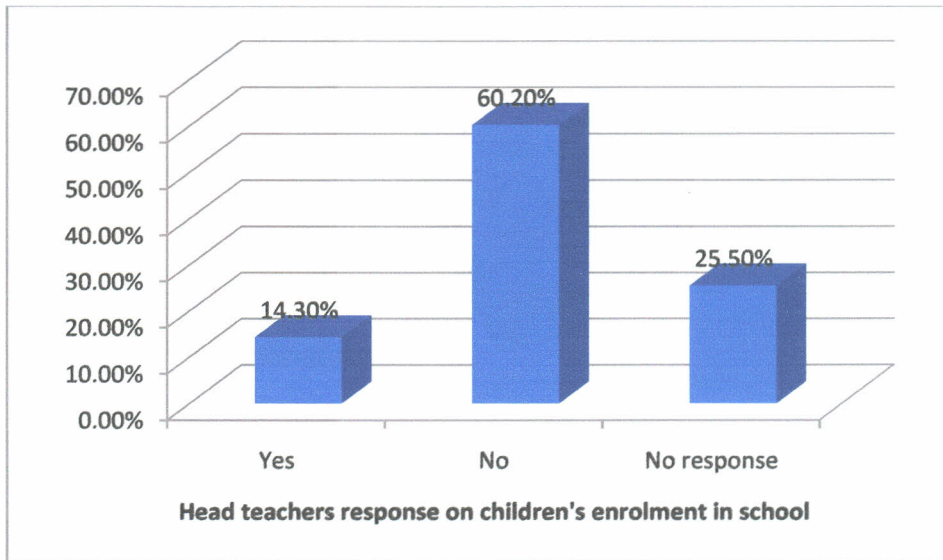
From the figure above, 60.2% of the headteachers indicated that not all school-going children are enrolled in school compared to 14.3% who felt differently. In addition key respondents such as head teachers were requested to indicate the enrolment of pupils in their schools. These results support the conclusion arrived at that enrolment of girls in schools was very low. The reasons attributed to this low enrolment as stated by girls were: lack of fees, lack of interest, involvement in domestic chores, parents' ignorance about the value of education, children being involved in herding animals, high poverty levels, early marriages, negative attitude towards school and few schools in the area. From the literature review UNICEF (2003) reported that in Sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002. Of the 25 selected countries studied, fifteen (15) were in sub-Saharan Africa.

4.3.1.3 Completion of School

Respondents were requested to indicate whether all the children enrolled do complete school in the area. The question yielded the following responses as depicted in figure 4.9a below:

Figure 4.7: Completion of School
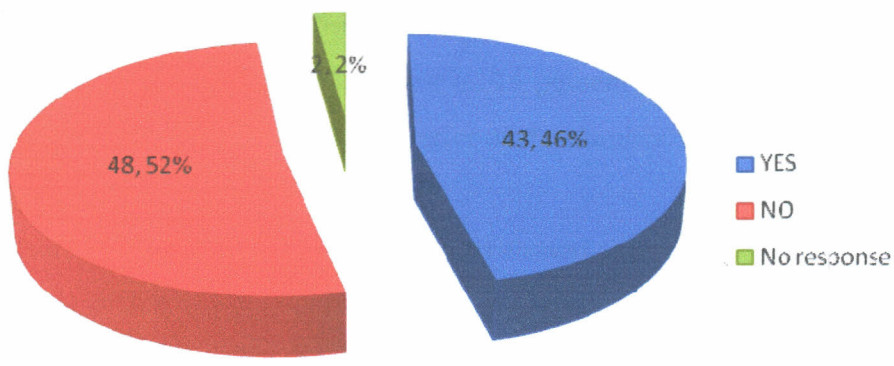
Figure 4.8 shows that 52% of the Key respondents indicated that the total number of children enrolled do complete school compared to 46% who felt otherwise. These results that are almost even clearly point out that completion of school among children is a thorny issue in the area. Girls were also required to indicate whether children enrolled in their classes' complete school. The following responses were obtained as depicted in figure 4.9b:

Figure 4.8: The Key Respondents' Responses on Girls School Completion
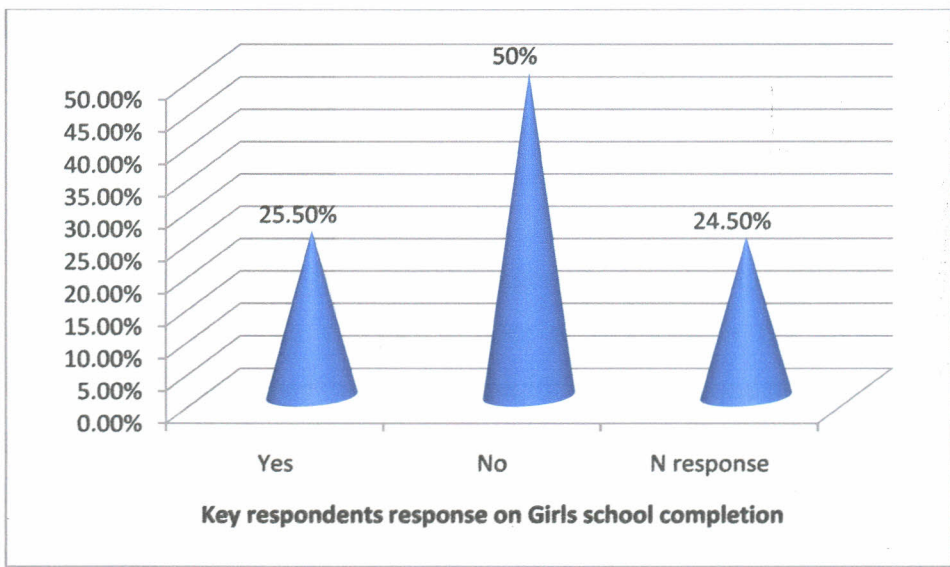
The figure above shows that 50% of the key respondents stated that all children enrolled in school do not complete school compared to 25.5% who stated otherwise. Key informants such as the head teachers gave mixed reactions with some indicating the completion rates to be 99% while others stated it was 75%. These findings further confirm what was revealed from the respondents in the households. These findings were also supported by literature review the report by UNICEF noted that in the area, as few as 15 percent of primary school-aged children was in school and girls represented only one quarter of the number.

4.3.2 Factors Influencing Girls' School Enrolment

Objective two of the study sought to find out factors that influence girls' school enrolment. It was established there was gender preference when it comes to enrolling children to school in this community. In most families, a girl would be left at home in favor of a boy hence girls miss out on schooling. Decision as to who to enroll in school mainly comes from the house hold head that are male and most fathers would prefer a boy to go to school. Other factors like early marriages, lack of school fees, household chores that regularly bar girls from enrolling to school, looking after animals, failure of girls and parents to appreciate the value of education, poverty levels in the region, drought, emergence of conflicts such as inter-clan conflicts that trigger insecurity, high illiteracy levels among the parents and adults in the area, death of parents that results to girls being orphans, inferiority, ignorance among the parents, cultural practices that enhances gender segregation and consider girls as home assets in the community, were noted as some of the key factors that influence girls' enrolment to school.

4.3.2.1 Gender Preferences

In order to understand cultural factors that trigger enrolment disparities among boys and girls it is quite in order to establish whether gender preferences in the community affect pupils' enrolment. The researcher posed a question requiring all respondents to state whether there are gender preferences when it comes to enrolling children in school. The following feedback was obtained:

Figure 4.9: Gender Preferences
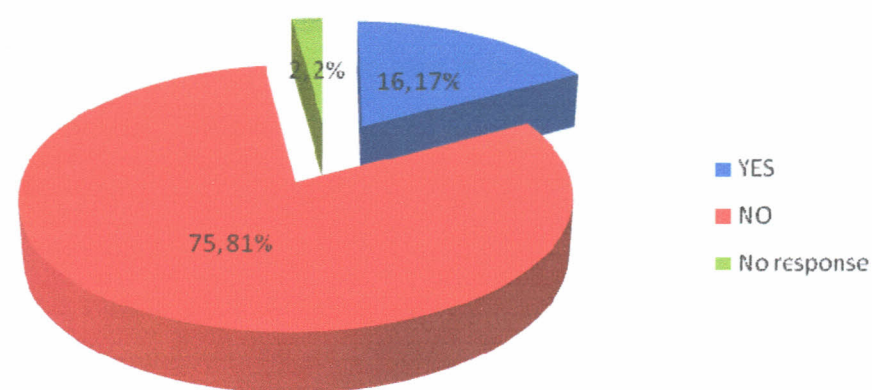
As seen in figure 4.10, 81% of the respondents indicated that they do not have gender preferences compared to 17% who had gender preferences when it comes to enrolment of children to school.

The study was further interested in getting an explanation from respondents who stated that gender preferences existed when it came to enrolment of children in school. Their responses were varied. Boys are most preferred because parents believe they will cater for them in future; only boys are preferred because girls are supposed to stay at home and help their mothers and get married; cultural influences prefer boys at the expense of the girls; lack of boarding schools that are well equipped make it difficult for girls to enroll in some schools; girls are not preferred because they are required to perform house hold chores, and girls are preferred since boys will automatically take care of the livestock. These findings are line with the findings of Rena (2007) who concluded that gender disparities continue to exist in elementary education. Girls continue to be discriminated against the boys with respect to enrolment.

Respondents including girls, head teachers and class teachers were also requested to indicate the gender distribution of children in their school and the reason why this was the case. The findings revealed mixed reactions. Schools that had more boys indicated that boys are preferred in the family compared to girls. Those who indicated that girls were more gave the explanation that their school was a girls' school and only enrolled girls.

52

For instance there is inherent gender which shapes the entire lifespan of Gabra female. For instance at any one time people in the community have been seen to prefer boy child to attend school than girls. This can be seen in instances where resources are scarce in a household. When it comes to families making hard decision on who should drop and who should remain school, girls will always become the sacrificial lamb in the family.

4.3.2.2 Decision Making on School Enrolment

The researcher was interested in determining who makes decisions on who should be enrolled in school. The data yielded the following responses as depicted in figure 4.3.5 below:

Figure 4.10: Decision Making on School Enrolment

Who makes the decision on school enrolment
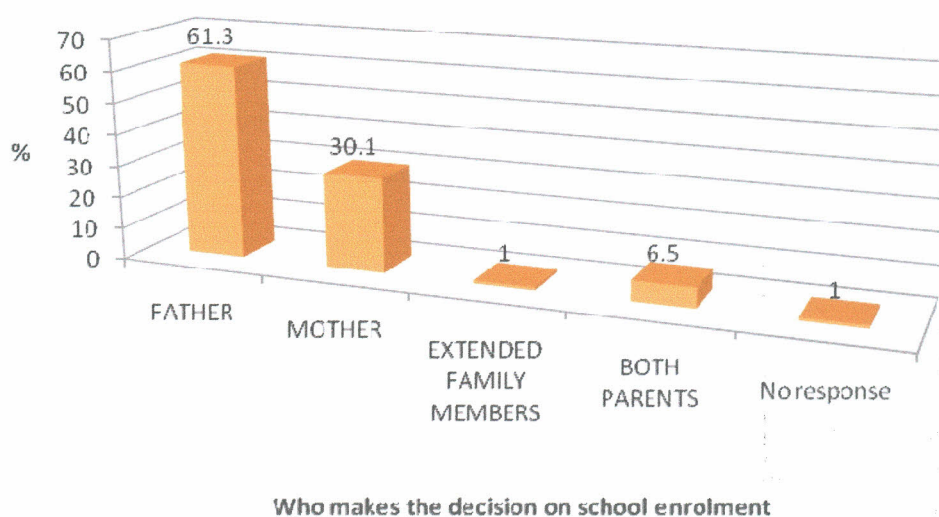
As seen in the figure above, 61.3% of the respondents indicated that decision making on school enrolment was made by the father, 30.1% stated the mother, 6.5% stated by both parents while the 1% representing the extended family members came a distant last. From the literature review Nduru (2003) also mentioned that in rural areas, social and cultural patterns combined with relatively poor quality of schooling place girls, their education and development in a disadvantaged and vulnerable position. Girls bear the heaviest burden for household responsibilities, including care of sick parents and siblings, and are first ones to drop out of school.

4.3.2.3 The Average Age of Enrolling Children to School

Respondents were asked to indicate the age of enrolling children to school. The question elicited the following responses:

Figure 4.21: Average Enrolment Age
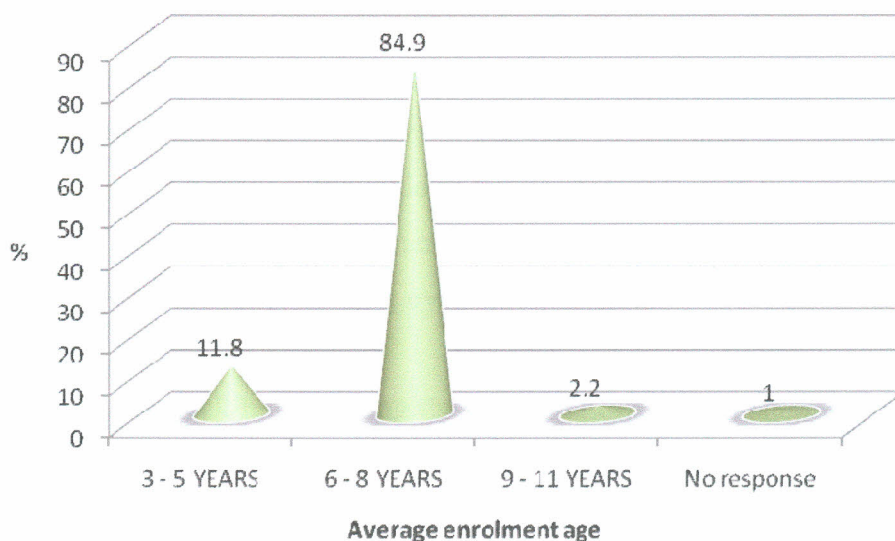
Figure 4.12 shows that 84.9% of the respondents indicated that the average age of enrolment to school was between 6 – 8 years this shows that pupils enrolled to school at late age since parents don't value education.

4.3.2.4 Early Marriages

Early marriage has also been seen to influence school enrolment and completion in this community. In Gabra community girls can be married as early as when they are 8 years, and this is the age at which girls are to enroll in school. It becomes impossible for such girls to be enrolled in school. In this community also arranged marriage or booking girls for girls to be married at very young age or even at birth is very common. In some cases parents of a boy in the community can actually give a ring to an expectant to book the pregnancy for their boys in case it turns out to be a girl. In most cases, if that boy is not enrolled in school, then the chance of also keeping the girl out of school is very high just for the girl and the boy to be of equal status. Even when enrolled in school, such girls are forced to drop out of school when the time for marriage comes. Early marriage therefore becomes one of the biggest challenges in girls' education in the

54

community. These findings are also supported from literature review where Chinapah et al (2000) assessed the relative importance of the factors that influence children performance in primary schools in eleven African countries. The assessment pointed out the following factors that could possibly influence the performance of children in primary school: Learner background (gender, age, home language, pre-school attendance, repetition)

4.3.2.5 Lack of School Fees

Lack of school fees also poses a great challenge to the parents. The main economic activity of this community is livestock keeping. These livestock are also exposed to a lot of challenges due to the dry weather experienced throughout the year by the area. It becomes big challenge for water and pasture to be readily available to the animals. Most of the years round, such animals are taken too far away grazing land where water and pasture are available. This will imply that family will hardly access those animals even when in need.

Animals are brought back home during the rainy seasons and in such instance is also when the sale of the animals happen. The need of the family is very enormous therefore in terms of buying food, clothing and other essentials for the family which is at most times done once a year. Paying school fees, uniforms and other things required by a school going children is not of a primary importance to these nomadic families. In most cases, you will find a child dropping purely because of the little expenses parents associate with school.

4.3.2.6 Social Roles and Responsibilities

In Gabra community household chores is mainly performed by girls. In a family, girls are entrusted with all the roles of running a household ranging from cooking, washing dishes, preparing meals, fetching water from the wells. There is therefore a high chance of families who have a few kids enrolled in school keeping one at home mainly for the reason that she stays at home to take care and attend to the family chores to ensure smooth running of the household affairs. This regularly bars girls from enrolling to school. From the literature review Saverio Kratli (2001) and Caroline Dyer (2009) identified factors hindering girls education to include social, cultural, economic and political.

4.3.2.7 Labour Requirement in the Family

Livestock rearing is very labour intensive especially during dry seasons where water and pasture is difficult to come by. In such instances Gabra people would separate their herds, take the energetic flock to far away land to look for pasture and water. Other smaller stocks are maintained around the areas of settlement usually not far from trading centres. This becomes an additional burden to the family in term of labor provision. This means that it's more likely for girls to drop out and look after the herds

4.3.2.8 Ignorance/Failure to Appreciate Value of Education

Failure of girls and parents to appreciate the value of education is another factor which influences school enrolment. Most of the times parents and girls who live in these areas are not exposed to other cultures and lifestyles especially of literate societies and this may limit their knowledge on benefits of education. They fail to realize that the benefits of education are intergenerational and accumulate over time. The parents are therefore not privy any information regarding the benefits of education. They will not at any one time feel obligated to take the girls to school.

4.3.2.9 Conflicts

The Gabra community is very prone to inter clan conflict and cattle rustling. It's a common norm to see fights erupting, families getting displaced and fleeing from such conflict zones. In most times parents would be reluctant to enroll their girls in school since they will see it as an inconvenience for them to run around and look for children in school when fights break out. Also in most of these remote areas, there are no schools and the few mobile schools do not even have boarding facilities to ensure children who are enrolled can still continues with education even in instances where their parents migrate to other areas. In case where parents of the children pass on, older girls in the family are usually entrusted with the role of taking care of the rest of the children. Most girls in such households are not enrolled and even when enrolled such girls would eventually be forced to drop out of school so as to undertake the role of managing the households and other issues in the family.

4.3.3 Factors Influencing Girls' Academic Performance In School

In objective number three, the researcher wanted to find out what factors influence girls school performance in Gabra of Marsabit County and the following responses were obtained from all the respondents: academic performance: lack of a motivation scheme that rewards girls for their exemplary performance; lack of parental involvement towards girls' education; lack of enough teaching and learning materials in schools; financial assistance in terms of scholarships and fee payment; lack of adequate teaching staff compared to the number of pupils; poor teaching methodologies that fail to address the needs of the learners; indiscipline cases among the pupils; poor infrastructure in schools; lack of seriousness among the girls in schools; challenges associated with the adolescent stage; lack of support from the teachers in school; inadequate boarding schools in the region and teachers who are not adequately trained and are less motivated.

4.3.3.1 Academic Performance of Girls

Respondents were required to state the academic performance of girls in schools. A question was posed to the respondents and the following results were obtained.

Figure 4.32: Household Responses on Girls' Academic Performance in School

Academic perfromance of the girls
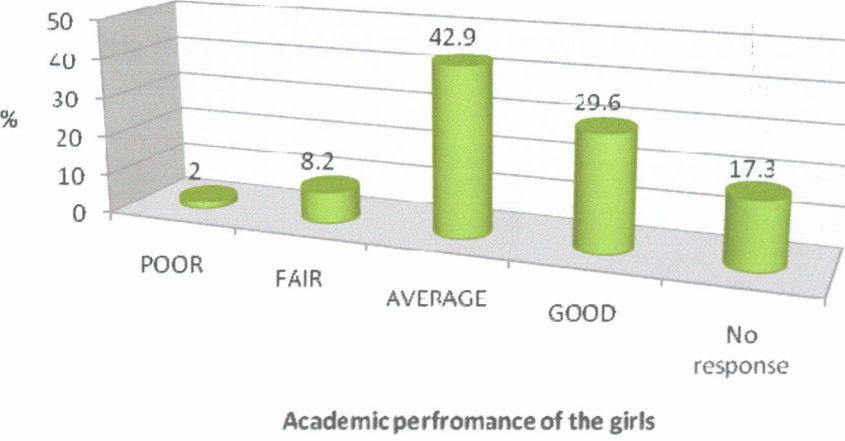
From the responses given by the households above, majority of the girls (42.9%) have an average academic performance. The study further wanted to establish who between girls and boys perform better in school and the girls gave the following responses:

Figure 4.43: Class Teachers' Response on Pupils' Performance
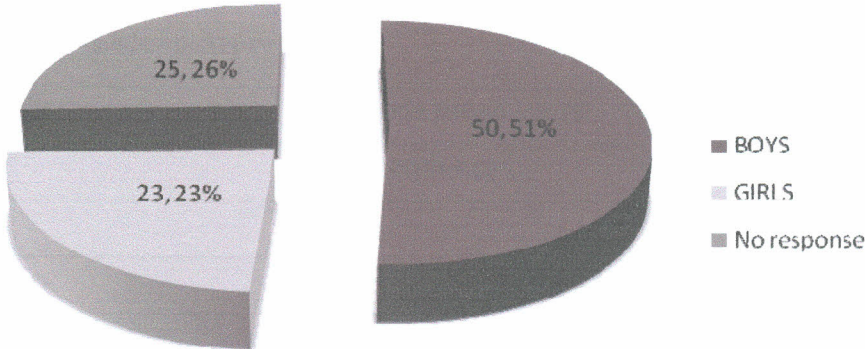
The figure clearly shows that boys (51%) perform better than girls (23%). These results seem to agree with what other respondents stated about the comparison of performance between boys and girls.

Girls were also requested to indicate their best subject in school and to state the reason why. The following responses were obtained as summarized in the figure 4.16 below:

Figure 4.54: Girls Responses on Their Best Subjects in School
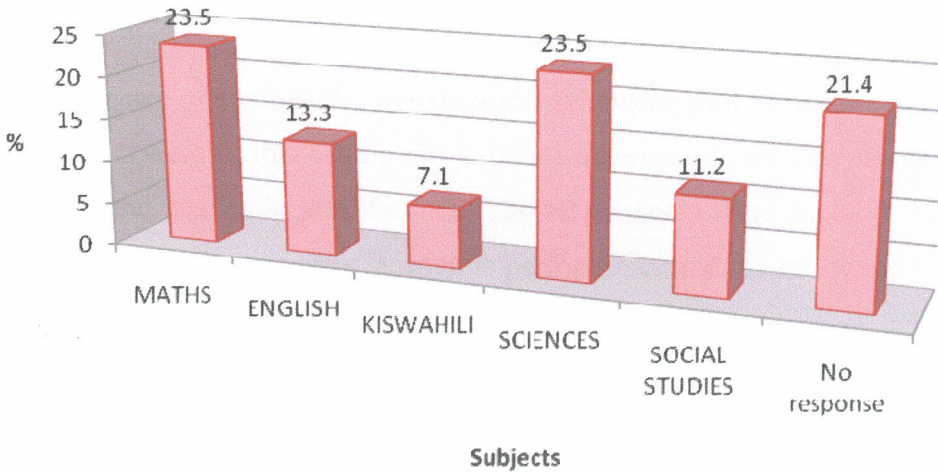
As depicted in figure 4.15 above, the most preferred subjects were Mathematics and Sciences (23.5%), followed by English (13.3%), Social studies (11.2%) and lastly Kiswahili (7.1%). Some of the reasons stated for preference of a subject varied from girls stating that they have a good teacher in a particular subject, the subject is interesting, the subject is easy to understand and the subject is well taught in school. The study further sought from the girls their mean grade and the following results were obtained:

Table 4.9: Girls Mean Score

Mean Marks	Girls mean score	
	Frequency	Percentage
101-200	1	1
201-300	34	34.7
301-350	22	22.4
351-400	16	16.3
Above 401	3	3.1
No response	2	22.4
Total	98	100

From the findings above, majority of the girls 34 (34.7%) had a mean score of 201 – 300, followed by 22.4% who had a mean score of between 301 – 350 marks. From the FGDs conducted the findings indicated that boys performed better than girls.

4.3.4 Influence of various factors on girls' schooling and academic performance

Respondents were further required to indicate the extent to which various factors influence girls' schooling and academic performance. The respondents were asked to rate the extent to which various factors influence girls' academic performance and the following feedback were obtained.

Table 4.10: Extent to Which Various Factors Influence Girls' Schooling and Academic Performance

Statements	I f (%)	U f(%)	DI f(%)	No response f (%)	Total f (%)
Inadequate facilities	81 (87.1)	1 (1)	3 (3.3)	8(8.6)	93 (100)
Lack of school fees	63 (67.7)	14 (15.1)	1 (1)	15 (16.2)	93 (100)
Incompetent teachers	41 (44.1)	15 (16.1)	9 (9.7)	28 (30.1)	93 (100)
Absenteeism	38 (40.9)	16 (17.2)	1 (1.1)	38 (40.9)	93 (100)
Negative attitude towards education	60 (64.5)	1 (1.1)	1 (1.1)	31 (33.3)	93 (100)
Lack of role models	50 (53.7)	2 (2.2)	4 (4.3)	37 (39.8)	93 (100)
Gender discrimination	60 (64.5)	1 (1.1)	1 (1.1)	31(33.3)	93 (100)
Ignorance	51 (54.8)	1 (1.1)	1 (1.1)	40 (43)	93 (100)
Conflict	3 (3.2)	-	-	90 (96.9)	93 (100)
Food	1 (1.1)	-	-	92 (98.9)	93 (100)
Illness	1 (1.1)	-	-	92 (98.9)	93 (100)
Indiscipline	11 (11.8)	-	-	82 (88.2)	93 (100)

As observed from the table, 87.1% of the respondents noted that inadequate facilities in schools influence the performance of girls in academics. Schools in this part do not have necessary facilities as is the rest of Kenya. Facilities here refer to classrooms where substandard structures are used as classrooms, furniture where tables and desks used by the pupils are old and rusty and at certain times, there is a lot of congestion since many pupils are forced to share a desk meant for two people. Most of these schools do not have libraries completely and in few instances where the libraries are set up, they are not well stocked with adequate books. Most schools do not have good sanitary facilities also. There are only few pit latrines for the schools and most case girls and boys in school share the few latrines. Girls do not have the right means of disposing their sanitary pads and it becomes so sensitive when it comes that period of time. In these schools also, there is no safe drinking water. Pupils are forced either to bring water from their respective homes or walk for long distance to fetch water and this will eat in to their study time hence influencing their academic performance.

In addition, lack of school fees 63 (67.7%) also influence girls academic performance. Gabra people are predominantly nomadic pastoralists. The community's only means of earning income is by disposing off their animals to get money in exchange save for a few people who are in formal employment. The traditional way of maintaining many heard or stock of animals as a sign of wealth is still rampant in this area. This means that it becomes close to impossible for a man who hold large number of goats to part with one of them to support education especially girls education. Even in this case where primary education is very subsidized, girls would be home due to lack of schools uniform making her miss on very ample study time which in turn influences academic performance. Most schools in the area have boarding facilities and in instance where the number of the pupils is big and money allocated by Free Primary Education is not enough to feed the pupils, school administration might ask the parents to chip in, most parents are not in a position to do that hence pupils are sent home on many occasion leading to lose of valuable study time.

Gender discrimination 60 (64.5%) and negative attitudes 60 (64.5%) were also noted as major hindrances towards girls' academic performance. Girls in Gabra community are not the most preferred gender to access education. This is because there is an opinion which is largely held by the community across the board: that girls are meant to get married and bring in wealth in form of bride price, girls once educated will benefit her matrimonial home since she will eventually get married and start her own home. This means instance where resources are scarce, girls stay out of school. Also girls will be made to skip a week or two of school term in the event parents fall sick, or there are other emergencies to be attended to. Communities attitude to girls education is not helping this either.

Ignorance among girls 51 (54.8%) and lack of role models 50 (53.7%) also influences academic performance. Rarely do most girls attending schools in this part of Kenya have exposure or contact with things going on in the rest of the world. There is no motivation for them to perform or there is nothing compelling them to do well at school. They do not know that there is more to life than the one they know in their land; they have no idea that education comes with many benefits hence they have now compelling desire to excel at school.

61

Incompetent teachers, absenteeism, conflicts, food, illness and indiscipline failed to score ratings above 50% and hence were regarded as minor factors influencing girls' academic performance. These results echo the findings of Juma et al., (2007) who came with similar findings when identifying factors that influence girls' performance in school.

The results obtained from the girls from different households in connection to the extent to which various factors influence schooling and academic performance of girls are summarized in the table below:

Table 4.11: Extent to Which Various Factors Influence Schooling and Performance of Girls

House hold chores	Influence f (%)	Undecided f(%)	D I f (%)	No response f (%)	Total f (%)
Fetching water	50 (51)	-	22 (21.4)	26 (26.5)	98 (100)
Collecting firewood	37 (37.8)	2 (2)	30 (30.6)	29 (29.6)	98 (100)
washing utensils	33 (33.7)	4 (4.1)	19 (19.4)	42 (42.9)	98 (100)
Taking care of children	22 (22.4)	8 (8.2)	19 (19.4)	49 (50)	98 (100)
Looking after cattle	25 (25.6)	10 (10.2)	7 (7.1)	56 (57.1)	98 (100)
Preparing meals	30 (30.6)	2 (2)	21 (21.4)	45 (45.9)	98 (100)
Going to the market	10 (10.2)	6 (6.1)	42 (42.9)	69 (70.4)	98 (100)

From this table, Fetching water influenced girls' academic performance by 51%. This is because in Gabra community there are some household chores which are purely entrusted to girls. In Gabra land, water is not easy to come by especially during the dry season. During rainy season, water is gotten form dams and streams which make life more bearable. During the dry season which runs through the year except in few instances when rain falls, girls would trek for kilometers to go and get this valuable commodity for the family. This chore is mostly done by girls in the evenings when they are supposed to do their home work and even do revision on their school work. Due to the demanding nature of this work, girls would be out until late at night and hence will miss on valuable time to revise for school work.

Girls also undertake the role of collecting firewood (37.8%). North-Horr being a dry area has a problem with firewood. Girls are expected to trek for many kilometers especially over the

weekend to get the firewood for household use. Washing utensils (33.7%), preparing meals (30.6%) were considered more influential to girls' schooling and academic performance compared to the other factors. These results are in line with the findings of household respondents. Objective number four sought to find out how best girls' enrolment and academic performance can be improved and the findings are as follows:

4.3.4.1 Suggestions of Improving Girls' Enrolment in School

The researcher was interested in ways of improving girls' education. A question was hence directed to respondents to indicate what can be done to improve girls' enrolment in school. The question elicited the following responses: create awareness on the importance of girl' child education, provide conducive learning atmosphere in schools; provision of scholarship, free education should also be extended in all secondary schools, conduct civic education and workshops to sensitize pupils on the plight and importance of girl child education, construction of schools near settlements, local government administrators can be utilized to spearhead campaigns for the community to take girls to schools, offering incentives such as sanitary towels and other teaching and learning materials to encourage girls to enroll in school, establishment of a school feeding program and water provision, establishment of supportive programs with the assistance of NGOs that address the plight of the girl child and especially organize campaigns against cultural practices that are retrogressive such as early marriages, establishment of mobile schools especially in pre-primary to cater for the small children who migrate with their parents during drought, schools should establish income generating activities such as poultry keeping, keeping camels to raise additional funds and ensure head teachers of girls' schools are female teachers for them to act as role models.

4.3.4.2 Suggestions for Improving Girls' Academic Performance in School

A question was posed to respondents to indicate what can be done to improve girls' academic performance in schools. The question elicited the following responses: girls should inculcate a positive attitude towards learning, teachers should always act as role models to the girls, girls should be motivated in school in order to encourage hard work, provision of quality and standard learning facilities in schools that finally translates to a conducive learning environment, competent teachers should be hired and proper staffing be carried out by Teachers Service

Commission to the schools, parents should be sensitized on the importance of educating girls, facilities such as libraries should be established in schools, teachers should adopt appropriate teaching methodologies that take care of learners' needs, introduction of feeding programs in all schools especially in ASALs areas, inculcating a reading culture in schools, sponsors should be encourage to fund the education of needy girls, exchange programs should be established between schools, encourage academic tours to broaden girls' insight, the government should ensure schools are well equipped with teaching and learning materials, provision of a variety of co-curricular activities in schools, introduction of mentorship programs and advisors for girls' and provision of sanitary towels to the girls in schools.

CHAPTER FIVE:
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research Findings, Conclusions and Recommendation for father research. The main focus of the study was finding the key factors that influence enrolment and performance of girls among the Gabra of North-horr in Marsabit County.

5.2 Summary of the Findings

On the status of Girls school environment and retention the study revealed that more boys are enrolled in schools as compared to girls. The number of children who were not in school but were of school going age (6/7 years) was found to be higher among the girls compared to the boys. This meant that not all girls of school-going are enrolled in school. The study further established that majority of the households had children in primary schools compared to other levels which show a low transition rate to secondary schools and other levels of learning. This was attributed to many challenges that bedevil school going children in the area such as inadequate number of secondary schools in the area and cultural factors such as early marriages. It was also established that not all girls who enrol in primary school complete their primary school education. Most of these girls drop out of school due to early marriages, lack of school fees, household chores that regularly bar girls from attending school, looking after animals, and failure of girls and parents to appreciate the value of education.

On factors influencing Girls' enrolment in school, the study established that the influence of various factors on girls' dropping out of schools varied. Factors like gender preferences, household chores, death of parents and poverty greatly influences drop out by girls, it was also established that many factors influence girls' school enrolment. Some of these factors are early marriages, lack of school fees, labor demand at home, and death of parents, family rituals, girls' poor performance and preference of boy child over girl child. On the improvement of enrolment rate among girls, the study found out that: extending free education to all secondary schools, conducting civic education and workshops to sensitize pupils and the community on the plight and importance of girl child education, construction of schools near settlements, local

government administrators spearheading campaigns among the community to take girls to schools, offering incentives such as sanitary towels and other teaching and learning material to girls to encourage them to enroll in school, establishment of a school feeding scheme and water provision, establishment of mobile schools especially in pre-primary to cater for the small children who migrate with their parents during drought and ensure head teachers of girls' schools are female teachers for them to act as role models to the girls could help address low enrolment among the girls.

On performance of Girls in school and what influences their performance In the study it was also established that girls perform poorer than boys in the area. From the research it was found out that girls poor performance can be attributed to lack of a motivation scheme that rewards girls for their exemplary performance, lack of parental involvement towards girls' education, lack of enough teaching and learning materials in schools, financial assistance in terms of scholarships and fee payment, lack of adequate teaching staff compared to the number of pupils, poor teaching methodologies that fail to address the needs of the learners, indiscipline cases among the pupils, poor infrastructure in schools, lack of seriousness among the girls in schools, challenges associated with the adolescent stage, lack of support from the teachers in school, inadequate boarding schools in the region and teachers who are not adequately trained and are less motivated were affecting girls' academic performance.

On schooling challenges facing girls and what should be done the study revealed that various factors were also seen to influence girls' schooling and academic performance differently. Inadequate facilities, lack of school fees, gender discrimination and negative attitudes towards education among pupils are major hindrances towards girls' academic performance. This was followed by ignorance among girls and lack of role models, incompetent teachers, absenteeism, conflicts, food, illness and indiscipline were considered as minor factors influencing girls' academic performance. In relation to household chores that affect girls' academic performance; fetching water, collecting firewood, washing utensils, preparing meals were considered to be more influential to girls' schooling and academic performance compared to the other factors.

5.3 Conclusions

Based on the findings of this study, the following conclusions were made.

First, on the status of Girls school environment and retention the study concludes that more boys were enrolled in primary schools as compared to the girls. Many girls of school going age are out of school. Not all girls who enroll in school go all the way and complete primary school, consequently Girls have been seen to perform poorer as compared to boys.

On factors influencing Girls' enrolment in school the study further concludes that there are various factors that influence on the Girls' performance in school, factors like gender preferences, household chores, death of parents and poverty greatly influences drop out by girls, it was also established that many factors influence girls' school enrolment. Some of these factors are early marriages, lack of school fees, labor demand at home, and death of parents, family rituals, girls' poor performance and preference of the boy child over the girl child.

On performance of Girls in school and what influences their performance, the study concludes that girls perform poorer than boys due to lack of motivation scheme that rewards girls for their exemplary performance, lack of parental involvement towards girls' education, lack of enough teaching and learning materials in schools, financial assistance in terms of scholarships and fee payment, lack of adequate teaching staff compared to the number of pupils, poor teaching methodologies that fail to address the needs of the learners, indiscipline cases among the pupils, poor infrastructure in schools, lack of seriousness among the girls in schools, challenges associated with the adolescent stage, lack of support from the teachers in school, inadequate boarding schools in the region and teachers who are not adequately trained and are less motivated.

The study concluded that various factors were also seen to influence girls' schooling and academic performance differently. Inadequate facilities, lack of school fees, gender discrimination and negative attitudes towards education among pupils are major hindrances towards girls' academic performance.

5.4 Recommendations

The study makes a number of recommendations:

- The study recommends that the school should help address low enrolment, dropout rates, completion and improvement of performance by creating awareness among the parents on the importance of girls' education, providing a conducive learning atmosphere in schools, providing scholarships to needy pupils and especially girls. Schools should devise a motivation scheme for the pupils who excel both in academic and co-curricular activities. Girls in schools should be closely monitored and supervised in order to give them direction in life.

- Schools should have guidance and counseling departments and teachers should always act as role models to the girls. That school should provide quality and standard learning facilities that will finally translates to conducive learning environment. Teachers should adopt appropriate teaching methodologies that take care of learners' needs. Schools should also introduce mentorship programs and advisors for girls' and provision of sanitary.

- The Government through its respective institutions such as Teachers Service Commission should recruit and post teachers and female head teachers who are competent and dedicated in their work to girls' schools for them to act as role models. The government should formulate a policy that extend free education to all secondary schools and especially in ASAL areas to address issues of school fees that keeps learners out of school. Civic education and workshops should be conducted for chiefs, District officers and community members to sensitize them on the plight and importance of educating the girl child.

- Education stakeholders should organize campaigns against cultural practices that are retrogressive such as early marriages and gender biasness by sensitizing the community on the importance of educating a girl. Equally Parents should also be sensitized on the importance of educating girls in order to team up with the teachers to offer guidance to the girls.

5.5 Suggestions for Further Research

The study recommends that:

- A research on girls' enrolment and academic performance in urban centers with emphasis in slum areas should be carried out so as to compare findings with this study. Girls in uban centres are faced by challenges in attaining education just as girls in ASAL. The study will help the researcher find out the similarities and differences among the factors that impede education attainment both in urban centres and ASAL.

- A study on factors influencing the transition trends and academic performance of students in other ASAL areas should be carried out. This study once carried out will give the researcher a platform to establish whether there are similar factors affecting education as shown in this study or other factors also play a role.

REFERENCES

Abagi, O. Bunyi G(2004), The status of Gender Equity and Equality in Primary Education in Kenya for Girl Child Network-Nairobi, August 2004.

Abdi, A.H. (1999), 'Education in Pastoralist Communities of Kenya, Nairobi: Oxfam GB Brighton: Institute of Development Studies.

Alubisia, A, Myth or Reality, A Review of experiences challenges and Lessons from East Africa, Sanabora Design House, Kenya.

Bruns, B etal (2003), Achieving Universl Primary Education by 2015 Achance of Every Child, World Bank Washington DC.

Bunyi,W.(2003), Interventions that increase enrolment of Women in African Tertiary Institutions. Kenyatta University: Kenya

Colbert,V. and J.Arboleda (1990), Universalisation of Primary Education in Colombia: The New School Programme, Paris: UNESCO/WFP/UNICEF.

Eshiwani, G. S. (1993), Education in Kenya since Independence, Nairobi: East Africa Publishers.

Eshiwani, GS (1985), The Education of Women in Kenya 1975-1984. Nairobi, Basic Education Resources.

Funmilola Omolara. (1992), Challenging the world. The International Journals of the Humanities-Girls: United Nations.

Ian Leggett. (2002), Learning to improve education policy for pastoralists in Kenya, Nairobi: Oxfam GB.

Juma, M.N. (1994), Determination of female pupil Participation in Primary Education: A study of Kwale and Taita-Taveta Districts, Kenya. Unpublished Doctor of Philosophy Thesis, Kenyatta University.

Karega,R.(2001), Statistical Overview Girls' Education at the Forum for African Women Educationalists(FAWE) at the 10th general Assembly of the Association of African Universities(AAU) February 5-9,2001,Nairobi, Kenya

Kothari, C.R (2004), Research Methodology Methods & Techniques", Second Edition, New Delhi: New Age International publisher

KDHS (2009) Kenya Demographic and Health Survey, GOK, Nairobi.

Kenya, Republic of Kenya (1998) National Primary Education Baseline Report (draft version), Nairobi: Ministry of Education and Human Resource Development.

Kenya, Republic of Kenya (1999) Education for All: Assessment of Progress: Kenya Country Report, draft version, August 1999, Nairobi:Ministry of Education.

Kenya, Republic of Kenya: /UNICEF (1999) Comprehensive Education Sector Analysis Report 1994, Nairobi: Ministry of Education and Human Resources/UNICEF.

Kenya, Republic of Kenya: FAWE (2000) Education Statistical Booklet 1990–98, Nairobi: Ministry of Education, Science and Technology/ Forum for African Women Educationalists.

KNBS – Kenya National Bureau of Statistics (2008). Well-Being in Kenya. A socio-economic profile. Government Printers, Nairobi.

KNBS Kenya National Bureau of Statistics (2007). Kenya Integrated Household Budget Survey. Government Printers, Nairobi.

Krätli, S. (2001). Educations provision to nomadic pastoralists a literature review. IDS Working Paper 126.

Krishna Kumar, 1989, Conducting key Informant Interview in Developing countries, Center for Development Information and Evaluation, A.I.D.(Agency for International Development)

Leggett, I. (2001), learning to improve education policy for pastoralist in Kenya, Nairobi Kenya.

Lewins, Anne (2010), what is qualitative data analysis, University of Huddersfield.

Makau, B. (1995), 'Dynamics of partnership in the provision of general education in Kenya', in J.Semboja and O. Therkildsen (eds.) Service Provision under Stress in East Africa,Copenhagen/London: Centre for Development Research/James Currey.

Mwangi, E. (2004), News and views from Africa
http.//www.newsfromafrica/indices/index_1707.html. Retrieved 2/6/09

Mugenda and Mugenda, (1999), Research methods, Quantitative and Qualitative approaches, Acts Press Nairobi.

Narman, A. (1990), Pastoral peoples and the provision of educational facilities: a case study from Kenya', Nomadic Peoples.

Nkinyangi, J. A. (1981), Education for nomadic pastoralists: development planning by trial and error', in J. Galaty,D.Aronson, and P. Salzman (eds.) The Future of Pastoral Peoples,Ottawa, International Development Research Centre.

Nkinyangi, J.A. (1982), 'Access to primary education in Kenya: the contradictions of public policy',Comparative Education Review.

Otiende, J. et al (1992), Education and Development in Kenya. A historical Perspective. Nairobi; oxford university press.

Otieno W, Assesment of the Education Status in Kibera in the Light of the free Primary Education(FPE) Policy- Report Submitted to Oxfam GB, Kenya Country Programme, November, 2003.

Ruto Sarah (2010), Education Marginalization in Northern Kenya- UNESCO.

Sifuna, D. N (1990), Development of education in Africa: The Kenyan experience, Nairobi Initiative Limited.

Sifuna, D.N. (2005), Increasing access and participation of pastoralist communities in primary education in Kenya, An International Review of Education.

Stella Atieno *et.al* (2011), Gender Factor in Performance of Pupils Kenya Certificate of Education examination in Kenya: A case study of Kombewa division, Kisumu district, Maseno University.

Tablino Paul (1999), The Gabra, Camel Nomads of Northern Kenya: Pauline Publications of Africa

Willis Y. (2005), a General Guide to Writing Proposal and Report. Sitima Printers and stationers Limited. Nairobi.

Zechmeister, B.(1992), A Practical Introduction of Research Methods in Psychology. McGraw Hill Inc, New York.

School Enrolment and Performance of Girls among the Gabra of North-Horr, Marsabit

Introduction

My name is Shanu Bashuna Abudho, a graduate student at the University of Nairobi. I am conducting a study on factors that influence girl's education among the Gabra of North-Horr. I am kindly requesting you to complete the questionnaire by giving your honest response. I would like to assure you that all information you provide will be kept confidential and used for the purpose of this study only. Thank You.

SECTION A: DEMOGRAPHIC INFORMATION

Date------------------------------------   Sub-location-------------------------------

1. Sex of the household head

    a. Male   ( )

    b. Female   ( )

2. Age of the household head

    a. 15-24   ( )

    b. 25-34   ( )

    c. 35-44   ( )

    d. 45-54   ( )

    e. 55 and above   ( )

3. Religion of the household head

    a. Christian   ( )

    b. Muslim   ( )

    c. Traditionalists   ( )

    d. Others   ( )

4. Type of marriage

    a. Single   ( )

    b. Polygamous   ( )

    c. Monogamous   ( )

    d. No response   ( )

5. How many children do you have?

----

6. Of the above how many are boys and how many are girls?

    a. Boys   ( )

    b. Girls   ( )

7. What is the educational level of the household head?

    a. Primary   ( )

    b. Secondary   ( )

    c. College   ( )

    d. University   ( )

    e.   None   ( )

8. What is the main activity undertaken by the household head to earn a living?

    a. Livestock Rearing   ( )

    b. Trading   ( )

    c. Domestic Chores   ( )

    Any other (Specify)--

SECTION B: INFORMATION ON ENROLMENT AND RETENTION OF GIRLS IN SCHOOLS

9a. How many of your children are in primary school?

Boys	
Girls	

b. How many children have already completed primary school?

Boys	
Girls	

10. How many children are not in school but are of school going age (6/7 years)?

Boys	
Girls	

11. If you have children in school, what are their levels of education

   a. Pre-primary ( )
   b. Primary ( )
   c. Secondary ( )
   d. Tertiary ( )
   e. Out of school ( )

SECTION C: INFORMATION ON FACTORS INFLUENCING GIRLS' SCHOOL ENROLMENT

12. Are there gender preferences when it comes to enrolling children in school?

   a. Yes ( )

   b. No ( )

   If YES explain why?---
   ----

13. Who makes decisions on who should be enrolled in school?

    a. Father ( )

    b. Mother ( )

    c. Older siblings ( )

    d. Extended family members ( )

    Any other (Specify)---

    ----

14. What is the average age of enrolling children to school in years?

    a. 3-5 ( )

    b. 6-8 ( )

    c. 9-11 ( )

    d. 12-14 ( )

    e. Above 15 ( )

15. Is the above age of enrolment same for boys and girls?

    a. Yes ( )

    b. No ( )

16. Of the total number of children enrolled, do they all complete school?

    a. Yes ( )

    b. No ( )

17. What are some of the factors that influence girls' school enrolment?

    ----

18. Indicate to what extent the following factors influence girls' school enrolment?

Key: SI, means strongly influence FI, means fairly influences

U means undecided WI, means Weakly Influences

SDI, strongly doesn't influence

	Factors	SI	FI	U	WI	SDI
1.	Early marriages					
2.	Lack of school fees					
3.	Death of a parent					
4.	Labour demand at home					
5.	Family rituals					
6.	Others (specify)					

19. In your own opinion what can be done to improve the enrolment rate of girls in the area?

----

20. Suggest what can be done to ensure all children complete their primary education

----

SECTION D: INFORMATION ON FACTORS INFLUENCING GIRLS' PERFORMANCE IN SCHOOL

21. How is the academic performance of girls in school?

 a. Poor ( )

 b. Fair ( )

 c. Average ( )

 d. Good ( )

 e. Excellent ( )

22. What are the challenges facing girls' school enrolment in the area?

----

23. What factors influence girls' academic performance in school?

----

24.   Indicate to what extent the following factors influence girls' schooling and academic performance.

Key: SI, means strongly influence   F, means fairly influence

U means undecided   WI, means weakly influences

SDI, strongly doesn't influence

	Factors	SI	FI	U	WI	SDI
1.	Inadequate facilities					
2.	Lack of school fees					
3.	Incompetent teachers					
4.	Absenteeism					
5.	Negative attitudes towards education					
6.	Lack of role models					
7.	Gender discrimination					
8.	Ignorance					
9.	(Others) specify					

SECTION E: INFORMATION ON HOW TO IMPROVE GIRLS EDUCATION

25. In your opinion what can be done to improve girls' enrolment in school?

----

26. Give suggestions on the ways of improving girls' academic performance in school?

Thank you for your participation

School Enrolment and Performance of Girls among the Gabra of North-Horr, Marsabit

Introduction

My name is Shanu Bashuna Abudho, a graduate student at the University of Nairobi. I am conducting a study on factors that influence girl's education among the Gabra of North-Horr. I am kindly requesting you to complete the questionnaire by giving your honest response. I would like to assure you that all information you provide will be kept confidential and used for the purpose of this study only. Thank You.

SECTION A: DEMOGRAPHIC INFORMATION

Sub-location--

1. What is your age in years?
   a. 10-12   ( )
   b. 13-15   ( )
   c. 16-18   ( )
   d. 19-21   ( )
   e. Above 22   ( )

2. Sex
   a. Male   ( )
   b. Female   ( )

SECTION B: INFORMATION ON ENROLMENT AND RETENTION OF GIRLS IN SCHOOLS

3. Are you in school?
   a. Yes   ( )
   b. No   ( )

If NO, why?--

If yes how many pupils are there in your class?-------------------------------

4. What is the gender distribution of the children in your class?

     a. Boys ----------

     b. Girls ----------

5a. If more boys why? -----------------------------

5b. If more girls why-------------------------------

    a. Yes ( )

    b. No( )

    If yes explain why--

SECTION C: INFORMATION ON FACTORS INFLUENCING GIRLS SCHOOL ENROLMENT

6. In your opinion, what are some of the factors that influence girls' school enrolment?

    a.--

    b.--

    c.--

    d.--

    E--

    f.--

7. Indicate to what extent the following factors influence girls' school enrolment

    SI, means strongly influence   FI, means fairly influences

    U means undecided   WI, means Weakly Influences

    SDI, strongly doesn't influence

	Factor	SI	FI	U	WI	SDI
1.	Early marriages					
2.	Lack of school fees					
3.	Death of a parent					
4.	Labour demand at home					
5.	Family rituals					
6.	Others(specify)					

8. What do you think can be done to improve enrolment in your school?

----

9. What can be done to ensure all children complete school?

SECTION D: INFORMATION ON FACTORS INFLUENCING GIRLS' PERFORMANCE IN SCHOOL

10. What is your best subject in school? Why?

----

11. What is your mean grade?

----

12. What are some of the household chores you undertake after school?

   a. Fetching water   ( )

   b. Collecting firewood   ( )

   c. Washing utensils   ( )

   d. Taking care of children   ( )

   e. Looking after cattle   ( )

   f. Preparing meals   ( )

13. Do the above duties vary among boys and girls

    a.   Yes   ( )

    b.   No   ( )

    If yes in the above explain---

    ----

14. To what extent do the following factors affect your schooling and performance.

    Key: **SI**, means strongly influence   **FI**, means fairly influences

    U means undecided   **WI**, means Weakly Influences

    SDI, strongly doesn't influence

	Factors	**SI**	**FI**	**U**	**WI**	**SDI**
1.	Fetching water					
2.	Washing Utensils					
3.	Fetching firewood					
4.	Taking care of younger siblings					
5.	Looking after cattle					
6.	Preparing meals					
7.	Going to the market					
8.	Others (Specify)					

SECTION E: INFORMATION ON HOW TO IMPROVE GIRLS EDUCATION

15. Suggest ways in which you can improve your performance?

    a.---

    b.---

    c. --

    d. --

    e.---

    f. --

16. In your opinion how can you overcome enrolment challenges?

a. --

b. --

c. --

d. --

e. --

Thank you for Your Participation.

APPENDIX 3: GD Guide for School Children (Girls and Boys)

Introduction

My name is Shanu Bashuna Abudho, a graduate student at the University of Nairobi. I am conducting a study on factors that influence girl's education among the Gabra of North-Horr.

I am kindly requesting you to complete the questionnaire by giving your honest response. I would like to assure you that all information you provide will be kept confidential and used for the purpose of this study only. Thank You.

SECTION A: DEMOGRAPHIC INFORMATION

1. In which class are you? ---
2. Are you a day scholar or a border? --

SECTION B: INFORMATION ON ENROLMENT AND RETENTION OF GIRLS IN SCHOOLS

3. What influenced you to enroll in school? --
4. What level would you like to reach in your schooling?- Probe girls and boys --------------------
   ----
5. What made you to be in school for the last seven year? --------------------------------------
   ----
6. What factors made others to drop out of school? ---

SECTION C: INFORMATION ON FACTORS INFLUENCING GIRLS' PERFORMANCE IN SCHOOL

7. What factors influence your performance in school? --
   ----
8. Do you perform better in some subjects than others? ---

----

9. Comment about boys and girls perception of education

SECTION D: INFORMATION ON HOW TO IMPROVE GIRLS EDUCATION

10. What are the challenges facing girls' schooling and performance in North-Horr?----------------

----

----

11. How can we overcome challenges facing girls' schooling and performance in North-Horr?

Thank you for taking part in this discussion. I wish you well in your studies.

APPENDIX 4: Key informant Guide

Key Informant interview Guide for teachers, Head teachers and District education officer

My name is Abudho Shanu Bashuna. I am a graduate student of the University of Nairobi. I am interested in finding out factors that influence girls' education among the Gabra of North-Horr. I will be glad if you participate in my study by answering a few questions.

I. Information from the class teachers.

a. For how long have you been in this school?

b. How many pupils are in your class?

c. Do girls attend classes regularly?

d. How is the performance in your class?

e. Between boys and girls who performs better?

f. What factors influence performance among the pupils?

g. In your opinion, what are the challenges faced by girls in your class?

h. What can be done to improve girls' performance?

II. Information from the Head teacher.

a. For how long have you held this position?

b. How many pupils are there in your school?

c. From the enroled pupils, how many are girls?

d. Do all the girls who enrol in standard 1 go all the way and complete standard 8?

e. What are some of the cases of girls dropping out of school?

f. Comment about performance in examinations between boys and girls?

g. Do parents have difficulties in paying school fees?

h. What are the major challenges facing girls education in this area?

i. Suggest different ways of improving girls' education in the area?

j. Do you think all school- going age children are enrolled in school?

k. Of all the children enrolled in your school, do they all complete?

APPENDIX 5: Observation Check list

Introduction

My name is Shanu Bashuna Abudho, a graduate student at the University of Nairobi. I am conducting a study on factors that influence girl's education among the Gabra of North-Horr.

I am kindly requesting you to complete the questionnaire by giving your honest response. I would like to assure you that all information you provide will be kept confidential and used for the purpose of this study only. Thank You.

1. Number of Pupils at the school, by gender--------------------------------------

2. Number and state of classrooms--

3. Number, state and location of toilets for pupils-------------------------------------

4. School play ground---

5. School text books and storage-quantity, state of books---------------------------------

6. Location of school-accessibility, average distant from homestead-------------------

7. Pupils' progress report---

8. Class attendance sheet---

9. Record sheets of Mathematics and sciences---

Thank You. God bless you!

APPENDIX 6: Map of North Horr

UNIVERSITY OF NAIROBI
DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

Fax 254-2-245566
Telex 22095 Varsity Nairobi Kenya
Tel. 318262/5 Ext. 28167

P.O. Box 30197
Nairobi
Kenya

19th July, 2013

TO WHOM IT MAY CONCERN

RE: ABUDHO SHANU BASHUNA – C50/75957/2009

Through this letter, I wish to confirm that the above named is a bonafide postgraduate student at the Department of Sociology & Social Work, University of Nairobi. She has presented her project proposal entitled; "**Primary School enrolment and performance of girls among the Gabra of North-Horr in Marsabit County.**"

Abudho is required to collect data pertaining to the research problem from selected the organization to enable her complete her project paper which is a requirement of the Masters degree.

Kindly give her any assistance she may need.

Thank you.
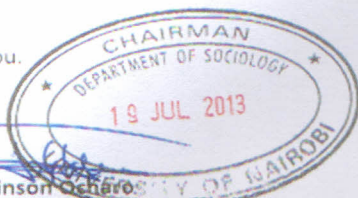
Dr. Robinson Ocharo
Chairman, Dpt. of Sociology & Social Work

Cc: Dr. P. Mutie - Supervisor

90