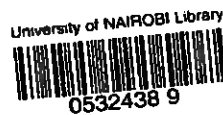


**GENDER DISPARITY IN SECONDARY EDUCATION IN THE CONTEXT OF
MILLENNIUM DEVELOPMENT GOALS: THE CASE OF MBOONI WEST
DISTRICT, KENYA**

By
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**A Research Project Submitted in Partial Fulfillment of the requirement for the
Degree of Master of Education in Educational Foundations,
University of Nairobi**



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DECLARATION

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



Kaia Sila Collins

This research project has been submitted for examination with our approval as the University supervisors.



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DEDICATION

To my deceased father, Mark Derrick Kaia, who instilled discipline in me and never compromised on education matters. You taught me to be independent and focus on education.

To my mother, Esther Ndambuki, you immensely sacrificed towards my education.
Thank you.

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I thank God who gave me grace, strength, wisdom and patience for each day of my entire course, wisdom and patient to write this project. My special thanks go to my colleagues at work and friends whose encouragement and support enabled me to strive on whenever things got a little challenging.

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LIST OF ABBREVIATIONS

ASALS	Arid and Semi Arid Lands
E.F.A	Education for All
G.O.K	Government of Kenya
KCPE	Kenya Certificate of Primary Education
M.D.G	Millennium Development Goals
M.O.E.	Ministry of Education
MOEST	Ministry of Education Science and Technology
N.E.P	North Eastern Province
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Children Education Fund
UN	United Nations
TSC	Teachers Service Commission
PFE	Primary Free Education
SPSS	Statistical Package for Social Science

ABSTRACT

Education is the key to unlocking human potential. The acquisition of skills and knowledge enables societies to overcome poverty and disease. Education thus enables people to come out of oppression, alienation and to take control of their lives. The purpose of this study was to investigate factors behind the persistent gender disparity in secondary schools in Mbooni West District. The study was guided by research objectives and the main objective of the study was to establish factors that lead to persistent gender disparity in secondary school education in Mbooni West District in light of the MDG's on education. The study employed descriptive research design. The target population for this study included the 16 mixed secondary schools in Mbooni West District, a total of 768 form four students in the mixed sex secondary schools, 153 teachers, 16 head teachers, 5 zonal quality assurance officers and 1 education officer in the district. Purposive random sampling was adopted to select all the 10 head teachers, and 40 teachers and 100 students. Data was gathered by use of questionnaires, presented in frequency tables and Charts analyzed using descriptive statistics such as mean and standard deviation. The findings revealed that the secondary schools had a declining enrollment as the students advanced the grades. The entry numbers subsequently declined as students moved over to form four. The study revealed that majority of students got into casual labor 45 (45.0%) marriage 30 (30.0%) and others joined vocational training 15 (15.0%). The Gender Parity Index (GPI) on secondary school enrollment rate in Mbooni West District stood at 0.7, three points less from the United Nations standard measure of 1.0, meaning that gender disparity was persistent and intervention measures are required. Further the study revealed that poverty, lack of

school fees, early marriages and engagement in child labor, gender discrimination were major factor hindering attainment of equality in education. The study recommends that to achieve the Millennium Development Goals/Education For All by the year 2015 the government and all the education stakeholder should put up measures to reduce gender parities in education to eliminate illiteracy and poverty facing girls in the country such as campaign against cultural factors, promotion of intervening social economic factors.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

At the Millennium summit of the United Nation the year 2000, one of the Millennium Development Goals aimed at gender equality in education .Goal three was broadly framed and aimed to “Promote gender equality and empower women”. Within the goal, the target by which the goal was to be measured was set quite narrowly in the following terms “Eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels by 2015(UN, 2000).

Universally, education is recognized as a fundamental right for all children. Unfortunately, the fact that an estimated 600 million children grow up in poverty no doubt contributing to the 100 Million children out of school (57 percent of whom are girls) suggests that too many are denied their right (World Bank, 2005). Although the potential of both boys and girls to enjoy a happy, healthy and secure childhood is equally constrained by poverty and lack of education, the situation for girls is more severe, because over two-thirds of the world’s poor are women (World Bank, 2005). Girl’s participation in schooling remains low with only 76 percent completing primary school as compared to 86 percent of boys (Save the children Fund 2005 report). The consequences of these are even more alarming because educated girls pave the in roads to achieving gender equality, reducing poverty and improving the overall well-being of children and families (The Save the children Fund 2005 report).

Gender Parity Index (GPI) is a socio economic index usually designed to measure the relative access to education of males and females. It is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education (UNESCO BANK). A value of less than one indicates differences in favor of boys, whereas a value near one indicates that parity has been more or less achieved.

The 2000 EFA assessment revealed that considerable progress had been made in improving access and participation to education. However, in many cases little or no success has been achieved in narrowing the gender gap. Girls are still at a disadvantage when it comes to access and completion of both primary and secondary levels. Particularly in low- income countries in sub- Saharan Africa and South Asia, at least twenty four countries are unlikely to achieve gender parity at either level by 2015. Although Kenya has made considerable effort at primary level, more needs to be done at secondary and tertiary level (World Bank, 2010).

In Kenya, the elimination of school fees at primary level, an obstacle to education, particularly for impoverished families all over the world, has put the country on track to attaining the MDGs. The primary school enrolment is nearly 8 million, compared to less than 6million in the Millennium year of 2000(Africa Recovery, 2010). Equally impressive has been Kenya's success in reducing dropout rates-from 4.9 percent in 1999 to just 2 percent in 2003 (Africa Recovery, 2000) the ratio of girls to boys has dropped slightly in recent years, with 94 girls enrolled for every 100 boys. A greater proportion of all school-aged girls, in Kenya, 73 percent, enroll in primary education

than do boys, 71 percent of whom attend classes (Africa Recovery, 2000). In 2003, less than one in three eligible students found places in a secondary school.

Education in Kenya has four basic levels: preschool (ages 4-6), primary (ages 7-14), secondary (ages 15-18), and tertiary. Since attaining political independence from Great Britain in 1963, the government has emphasized education's importance to economic development. It has also increased the number of schools at all levels, from about six thousand primary and 150 secondary schools in 1963 to almost twenty thousand primary and four thousand secondary schools in 2004. As a result, the student population has increased substantially, with over 700 percent growth at the primary level and almost 3,000 percent growth at the secondary level (Ministry of Education, 2007). But this total expansion in education hides disparities by gender and region.

The rate of transition from primary to secondary education increased to about 60 percent in 2007, from 46 percent in 2003,(MOEST,2007). But as at the primary level, regional disparities in overall enrollment rates exist in secondary schools. In 2006, the secondary gross enrollment rate (number of enrolled children as a percent of the number of children in the official school-age group) was 6.3 percent in the Northeastern province (8.6 percent of boys and 3.6 percent of girls), compared with a national average of 32.2 percent, 34.6 percent of boys and 29.9 percent of girls, (MOEST, 2008). Moreover, girls' gross enrollment rates are lower than boys' across regions, and the relatively high gender ratios achieved at the primary level in certain regions are not maintained as many girls drop out of school (MOEST ,Republic of Kenya 2008).

The Institute of Economic Affairs' (IEA, 2008) latest report on the socio-economic status of women in Kenya says women have made minimal strides in their quest to bridge the inequality gap. However, this state of affairs is not blamed solely on women but on the prevailing political system. Despite the fact that the women represent 51% of the Kenyan population (Kenya Economic Survey, 2007), their representation in post primary education, wage employment, enterprise ownership and decision making process is limited, they are also adversely affected by such factors as traditional and social practices, poverty and domestic violence among other challenges.

Improving women's profile in all sectors and reducing gender disparities will not only benefit women but the whole society. It will enhance women's empowerment and contribute to sustainable economic growth, reduce poverty and social injustices. The national budget could also be tailored to address gender issues in order to reduce gender inequalities.

A large number of the students who enroll for education in Mbooni West District do not complete the full four year cycle. This is in spite of government's waiver of tuition fees, bursary disbursement and the CDF grants towards education. In addition to this, of the senior women personnel in education, very few come from the districts. Of the 153 teachers in the District only 45 are female, representing an average of less than 3 female teachers per school in the 21 secondary schools (MOEST, Mbooni West District, 2010). This disparity on the work force is an indication of the gender disparity in secondary

school participation, success and graduation rates. It is against this background that the study attempted to investigate why there is persistent gender disparity in the District.

The most affected districts as far as gender disparities are concerned are the Arid and Semi-Arid lands (ASAL). In 2006, for example, only 20.8 percent of children in the Northeastern province (24.3 percent of boys and 16.5 percent of girls) were enrolled in school, compared with a national average of 86.5 percent for both boys and girls (Ministry of Education 2007). Other ASAL areas includes the North Eastern, parts of Rift Valley, Coast province and lower Eastern province. Mbooni West District is in the Eastern province, one of the East ASAL areas in Kenya. It neighbors other semi-arid Districts such as Makueni, Machakos and Kitui. Survey shows that the GPI is high in most of the schools and thus an interest in the study focusing on Gender disparity in the District. Of the 5,625 students enrolled in secondary schools in Mbooni West District for the year 2010, 2,695 are girls, representing less than 50% of the total enrollment (District Education Office, Mbooni West District, 2010).

Table 1. 1: Mbooni West District Secondary schools enrollment by gender and classes, 2010

SCHOOL	BOYS					GIRLS				
	F1	F2	F3	F4	Total	F1	F2	F3	F4	Total
1. MBOONI GIRLS	-	-	-	-	n/a	205	167	132	165	669
2.UTANGWA MIXED	42	97	82	71	292	38	57	43	29	167
3. MONI AIC	-	-	-	-	n/a	50	37	36	-	123
4. KUSYONGALI	17	19	25	21	82	14	21	12	11	58
5. UTANGWA Girls	-	-	-	-	n/a	40	40	59	24	163
6. ITITU AIC SEC	23	10	9	-	42	15	9	12	-	36
7. KIKIMA SEC	60	89	89	70	308	58	73	66	33	230
8. KITUNDU SEC	45	53	47	39	184	49	45	41	35	170
9. MUKATINI SEC	27	42	33	24	126	23	20	30	19	92
10. KITUNGO SEC	28	32	27	30	117	38	23	28	25	114
11. KILYUNGI SEC	9	27	31	22	89	18	25	20	16	79
12. NGAI HGM	28	29	25	27	109	24	37	19	16	96
13. KIKIINI SEC	30	26	30	24	110	39	30	42	20	131
14. MBOONI BOYS	197	220	203	209	829	-	-	-	-	-
15. MUTITU SDA	14	13	6	20	53	10	12	11	21	54
16. SYILUNI SEC	11	-	-	-	11	14	-	-	-	14
17. KYANDOTE	8	18	30	9	65	21	14	20	8	63
18.SYATHANI SEC	19	7	-	-	26	2	11	-	-	13
19. MUMANI SEC	19	10	9	-	38	10	8	7	-	25
20.NZEVENI SEC	47	55	61	40	203	47	38	45	43	173
21.KYUU SEC	63	65	72	47	247	59	60	58	48	225
TOTAL					2,931					2,695

Source MOEST, Mbooni West District, 2010

1.2 Statement of the Problem

The background information shows that the overall enrolment rate for boys is higher than that of their female counterparts at secondary school. North Eastern Province still lags far behind compared to the other provinces in Kenya by recording the lowest figures for girls' enrolment in school. The figure stands at 27.6% followed by Nairobi recording a percentage of 40.1%. Secondary school data on the other hand shows that

the rate of girl's enrolment is much lower than that of boys. This is based on the fact that the female students face socio-cultural and economic challenges like early marriage and preferential treatment by some parents to educate their sons over daughters. The trend continues into institutions of higher learning where again the number of female students at university level is much lower than their male counterparts and their preference is for the arts courses. The situation depicts the low progression of female students across education levels (MOEST 2008). It is against this background that the study attempted to investigate the persistent gender disparity in Mbooni West District.

1.3 Objectives of the Study

The study was guided by the following objectives:

1. To establish the Gender Parity Index (GPI) on secondary school enrollment rate in Mbooni West District
2. To identify the socio-economic and cultural factors which lead to persistent gender disparity in Mbooni West District
3. To propose ways of improving female students retention rates in secondary school in Mbooni West District in light of MDGS

1.4 Research Questions

The study which attempted to answer the following questions:

1. What is the Gender Parity Index in secondary schools in Mbooni West District in relation to Millennium Development Goal 3?

2. What are the socio-economic and cultural factors that contribute to persistent gender disparities in Public Secondary Schools in Mbooni West District?
3. What strategic interventions can improve the participation of female students in Public Secondary Schools in Mbooni West District in light of MDGS and Education For All (EFA) goals?

1.5 Purpose of the Study

The purpose of this study was to establish factors that lead to persistent gender disparity in secondary school education in Mbooni West District in light of the MDG's on education.

1.6 Significance of the Study

An investigation of factors leading to the persistent gender disparity in secondary schools in relation with the MDGS is important to all education stakeholders. It will analyze the enrollment and participation rates of both female and male students in the District. The GPI established will help determine the underlying factors that contribute to this disparity.

It may hopefully provide documentation of the social, cultural and economic factors that influence gender disparity in ASAL areas. It is expected that the data obtained from the study may be useful to school administrators, teachers, policy makers, parents and students in Mbooni West District and beyond. Other regions in the country with similar

challenges may benefit from the results of the study in addressing enrollment, participation and dropout rates of particularly female students.

1.7 Scope and Limitation of the Study

For the study to be representative, it required sampling of both public and private schools throughout Kenya. This would be in both rural and urban schools. Within the public secondary schools, one would need to sample Harambee schools, District schools, Provincial schools and National schools. However the nature and size of this study cannot contain such a broad sample therefore:

- i. Not all schools both public and private will be sampled.
- ii. The research was limited to mixed schools and not comparative with same sex schools.
- iii. That the research findings can only be fully generalized to areas of similar socio-cultural, economic and geographic conditions.

1.8 Definition of Operational Terms

The following terms were defined in the context of the study as follows;

Completion rate: Refers to the number of students who successfully complete form four compared to the number enrolled when the same group of students enrolled in form one.

Culture: Refers to the totality of learned behavior transmitted from one generation to the next.

Demand: Refers to the desire or need for goods and services. In this context it is used to refer to the desire or need for secondary school education.

Disparity: Refers to the difference between two or more items of comparison. In this study it is the difference between female and male students in education participation.

Dropout rate: Refers to the percentage of students leaving school before they complete the full cycle of secondary school education.

Enrollment: Refers to the activity of being registered at a particular level of education.

Gender: Refers to the socially constructed characteristics given to either male or female persons in a society.

Gender discrimination: Refers to the bias attributed to individuals based on their biological sex orientation of either male or female.

Gender gap: Refers to the numerical difference between the numbers of females to males in a given context.

Gender parity: Refers to the equality of opportunities available to both female and male students to participate in education.

Gender parity index: Refers to numerical computation of the measure to relative access to education between female and male students.

Gender order: Refers to the ways in which societies shape notions of masculinity and femininity through power relations.

Performance: Refers to the manifestation of the extent to which learning has taken place or not, and it is measured by administration of an assessment task

Socialization: Refers to a lifelong process by which individuals develop an awareness of social norms and values, and achieve a distinct sense of self.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed literature on factors that contribute to persistent gender disparity in secondary school education. Literature that is both general and specific on the subject matter is examined, analyzed and discussed. All these are discussed in relation to the MDGs on education and the necessary interventions towards attaining the goals. Through the literature review the researcher identified three sub-topics discussed in the chapter:

- i. General trends of Gender Parity Index in Education in relation to MDGs.
- ii. Broad and specific factors responsible for GPI in Education.
- iii. Strategic factors that can aid improve the girl-child participation in secondary education towards attaining EFA goals.

2.1 General Trends of Gender Parity Index in Education in Relation to the MDGs

There is little denying the fact that investing in human capital is one of the most effective means of reducing poverty and encouraging sustainable development. Yet, women in developing countries usually receive less education than men. More so, women in general enjoy far less employment opportunities than men the world over. (World Bank, 2007).

Efforts then, to remove poverty, can show results only if they address the issue of gender inequality. In recent decades, there have been large gains, no doubt on

comparable levels, in basic rights and opportunities, in life expectancy and enrolment ratios for women. But despite these gains, the stark reality has not changed. There still are large gender disparities in basic human rights, resources, and economic opportunity, and in political rights- the world over.

In South Asia, women have only half as many years of schooling as men (UNESCO, 2007). In much of Sub-Saharan Africa women obtain land rights, chiefly through their husbands as long as the marriage endures and women account for only ten percent of seats in Parliaments worldwide (IMF, 2007). So until nations are able to address this issue of gender inequality and resolve it, the vicious cycle of poverty will continue to pervade. This is because poverty leads to and aggravates gender discrimination – it is in the poorer sections and nations that instances of gender biases and inequality are more evident. Women and girls, who are at the bottom of the social, economic and political ladder in these societies, get even lesser opportunities to have a command over productive resources such as land or credit. Access to the means to influence the development process is a rare and difficult possibility. While denial of basic rights (be it education, employment or health care for women) is detrimental to women, this denial, ultimately also harms the society and the nations at large by hampering development. There are several social and economic indicators to support this point. For instance, reports say that if girls and boys in Sub-Saharan Africa get equal schooling, child mortality could be lowered by as much as 25 per cent. (World Bank, 2008).

Education is widely recognized as the gateway to economic security and opportunity particularly for girls and women. World figures in literacy relate a sorry tale. Of the 130 million 6-11 year-old children not in school - a majority - 60 percent are girls (Learning Channel, 2009). The figures only go to show how in most regions of the world, specially the developing societies, gender bias impinges on girls' education. The foremost factor limiting female education is poverty. Economics plays a key role when it comes to coping with direct costs such as tuition fees, cost of textbooks, uniforms, transportation and other expenses. Wherever, especially in families with many children, these costs exceed the income of the family, girls are the first to be denied schooling. All these despite the fact that educating girls is one of the best investments a society can make.

An educated woman has the skills, the self-confidence and the information she needs to become a better parent, worker and citizen. Girls' lack of access to education isn't always related to scarcity of places in schools. It also emerges from expectations, attitudes and biases in communities and families. Economic costs, social traditions, and religious and cultural beliefs limit girls' educational opportunities. Whatever the underlying reason(s), having large number of girls outside the formal schooling system brings developmental challenges to both current and future generations. Individuals, families, communities and nations are affected. Inability to read, write and calculate complicates a girl's efforts to engage in both market-focused production and household activities as effectively and efficiently possible. This affects her family's welfare and

diminishes her potential contribution to the development of the household, local and national economy. (World Bank, 2007).

In the labor force, IEA, 2008 shows that women constitute 30% of the overall wage employment. The highest percentage is recorded in the education sector (45%) while the lowest is in the building and construction industry (7%), manufacturing 18%, electricity and water 18%. More women tend to venture into the *small micro enterprises* (SMEs). Women operate 54% of the total enterprises in the country where they dominate wholesale and retail businesses rural manufacturing and urban agriculture sectors. Men are well represented in such sectors as urban manufacturing, transport, financial and social services. It is also pointed out in the report that, representation of both men and women in decision making processes is critical for effective implementation of policies that affect the general population. However a negligible proportion of women are represented in senior and middle level policy formulation and implementation processes. IEA, 2008 report further indicates that in the judicial system, women are represented in the lower cadres among district and resident magistrates. Out of the 15 Appeal Judges, there is only one female among them.

The report also says that the legal structures enacted face the risk of failing to materialize because of lack of budgetary allocations. Other challenges include the delay of debates before parliament and the long legislation processes. Further, the report says that the government and other stakeholders in the health sector have implemented various initiatives targeted at improving the health of women who in essence, are more

vulnerable than men to infections. Interventions include constituency HIV/AIDS fund, national insurance fund, funding for malaria, TB programs and other health related expenditures.

The same report identifies the challenges of dealing with domestic violence as being more to do with attitudinal or cultural perceptions than policy. While it may be argued that the key issue related to persistence of gender violence is the rate of economic dependence of women on men, it is also worth noting that due to cultural reasons even economically independent women persevere and therefore allow the vice of domestic violence to persist. Domestic violence has locked out potential and opportunities for women who cannot develop themselves because they are afraid of their husbands' attitude and reactions.

Despite reported progress, there is still a persistent gap between women and men's access to education. Combating the high rate of illiteracy among women and girls remains an urgent global need. According to the UNESCO Institute of Statistics, 2009, it is now estimated that two-thirds of the world's 875 million illiterate adults are women. In Southern Asia, nearly three in five women are illiterate and it is estimated that half of all women in Africa and in the Arab region are still illiterate (UNESCO 2009).

A positive development in 2009 was the decision to merge the four UN agencies currently engaged in gender issues. The new entity should bring greater coherence and

will enjoy a more senior position in the hierarchy of reporting to the UN Secretary-General.

Resistance to new laws and their implementation in developing countries is motivated by strong traditional beliefs that women should occupy a domestic environment and that men should enjoy exclusive rights to property. Modern industrialized countries have of course experienced similar attitudes at earlier stages of their development. It is thus important for developing countries to legislate on gender equality and firmly implement the legislations besides carrying out civic education on the same. Many countries in sub-Saharan Africa are therefore in the process of amending laws which prevent women from owning land and property. The HIV/AIDS crisis has accentuated the injustice, given that over 30% of households in the region are now headed by women, few of whom can claim ownership rights (World Bank, 2009). This transition to more equal rights is most problematic in Islamic countries where elements of Sharia law governing the behavior of women remain in place. In extreme examples, these ancient laws declaim that adultery is a crime when carried out by women, and make it virtually impossible for a man to be convicted of rape.

The 3rd MDG on education was set to eliminate gender disparity in enrollment for primary and secondary education by 2005. By 2007; over one hundred countries had not met this goal in the world Kenya included.

The GPI is used by international organizations, particularly in measuring the progress of developing countries. The Institute for Statistics of UNESCO (2009) also uses a more

general definition of GPI: for any development indicator one can define the GPI *relative* to this indicator by dividing its value for females by its value for males. UNESCO describes attempts to eliminate gender disparities in primary and secondary education and emphasizes the plight of girls in unequal access in third world countries. However, the GPI ignores the gender disparity that benefits first-world women in tertiary education as in Iceland, for example, where 65% of students enrolling in tertiary education are female (UNESCO, Bangkok 2009).

Despite the benefits attached to gender parity in education, it was only at the 1990 EFA conference in Jomtien, Thailand, that a global commitment to universal primary education and gender parity was adopted (Africa Recovery, July 2000). The targets agreed at Jomtien were adopted by the UN Millennium Assembly a decade later and became the MDG in education.

A 2002 analysis published by the University of Munich Germany, estimated that eliminating the gender gap in education in Mali would prevent 35,000 infant deaths annually. A World Bank report that year argued that Africa's gender gap in education had, by 1992, cost the continent nearly a percentage point in annual per capita growth since 1960. Kofi Annan, former UN Secretary- General (2005), noted "study after study has taught us that there is no tool for development more effective than the education of girls. No other policy is as likely to raise economic productivity, lower infant and maternal mortality, improve nutrition and promote health, including the prevention of HIV/AIDS".

A GPI value of less than one indicates differences in favor of boys, whereas a value near one indicates that parity has been more or less achieved. Gender parity is sometimes considered to have been attained when the GPI lies between 0.5 and 1.0

GPI is calculated using the following formula:

$$\text{GPI} = \frac{\text{Value Indicator for Girls}}{\text{Value Indicator for Boys}}$$

Source; *UNESCO, Institute for statistics, 2009*

Table 2. 1: GPI of Net Intake Rate

YEAR	NIR FOR BOYS	NIR FOR GIRLS	TOTAL	GPI
1998	96.7	94.9	95.8	0.98
1999	97.1	96.8	97.1	1.0
2000	97.3	98.3	97.8	1.01

Source: *UNESCO, Institute for statistics, 2009*

$$\text{GPI} = \frac{\text{Net Intake Rate for Girls}}{\text{Net Intake Rate for Boys}}$$

According to UNESCO-Institute For statistics, 2009, three out of six EFA Goals are concerned with gender equality in education:

- **Goal 2:** ensuring that by 2015 all children, particularly girls, have access to and complete free and compulsory primary education of good quality.
- **Goal 4:** achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women.

□ **Goal 5: eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.**

The Millennium Development Goals re-affirmed the concerns of gender equality in two of their objectives:

□ **Goal 2: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.**

□ **Goal 3: Eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education no later than 2015.**

Gender is a theme that cuts across not only EFA and the MDGs, but in almost all education indicators as well and thus the need for all education stakeholders to participate in the actualization of the goals by 2015.

With 93 girls enrolled for every 100 boys, the gender gap is slightly wider than in primary education. (Africa recovery, 2000). The Koech Report (1999) revealed that gender disparity continues to persist and a study by Kenya National population census centers, Bureau of statistics (2000) further confirmed the gender disparity in secondary education of students aged between 15-18 years at 41%. These groups represent secondary school students. It has been noted that in certain regions there are persisted constraints that continue to hinder girls from completing education at all levels. This therefore calls for help in reducing dropout rates in order to achieve equality in access to secondary education.

Up to the 1970s, considerably more boys than girls participated in education in Kenya (Eshiwani, 1982). The Kenyan woman, like her sisters in other parts of Africa, had more than her fair share of obstacles to overcome. Traditions were major constraints (Eshiwani 1982). She had to overcome her native traditions whose philosophy was that woman's place is at home. However, with the Government's intervention and public awakening, parents began to send and keep their girl children in school. Consequently, women's involvement became more visible, as attested by the following tables.

Table 2. 2: Enrolment in Primary Schools in Kenya

YEAR	NUMBER OF GIRLS	NUMBER OF BOYS
1991	2,659,000	2,797,100
1992	2,723,400	2,806,800
1993	2,667,500	2,761,100
1994	2,742,000	2,814,800
1995	2,742,700	2,802,300
1996	2,754,300	2,843,400
1997	2,797,100	2,880,200
1998	2,925,100	2,994,500

Source: Examination Council of Kenya, 1998

Table 2. 3: Enrolment in Secondary schools in Kenya

YEAR	NUMBER OF GIRLS	NUMBER OF BOYS
1990	264,766	353,695
1991	268,730	345,786
1992	275,690	358,372
1993	236,146	295,196
1994	273,400	336,439
1995	290,581	341,807
1996	305,325	352,926
1997	323,625	363,848
1998	327,098	373,440

Source Examination Council of Kenya, 1998

From the tables above it can be noted that, purposeful plans of action led to an increase in females in schools after 1990. While more boys than girls were enrolled in 1991, a difference of 138 thousand, by 1998 the difference was only 69.4 thousand (1a). In secondary school, the increment in girls' enrolment was at 62,332 by 1998 up from only 3,964 in 1991, while that of boys was 19,745 (1b) in the same period. There is still not quite equal numbers of girls and boys. Tables 1 a and b show that enrolment figures have gone up for both boys and girls.

According to statistics from the MOEST (2001), there has been a tremendous increase in both the number of secondary schools and in student enrollment in response to the rapidly increasing number of primary school graduates seeking entry to the secondary level. In 1963 there were only 151 secondary schools with a total enrollment of 30,120 students. In the year 2000, the number of secondary schools had risen to nearly 3,000 with a total enrollment of 620,000 students. Of this total, slightly over 40 percent are female. The rapid expansion at the secondary level has been the result of the vigorous harambee schools movement that has led to the establishment of numerous community secondary schools. Only about 50 percent of pupils that sit for the Kenya Certificate of Secondary Education (KCSE) get places in secondary school (MOEST, 2009). These are categorized into four areas—national, provincial, district, and harambee.

Secondary school education caters for children in the 15-18 year age group. It plays an important role in creating the country's human resource base at a level higher than primary education. Performance in Kenya Certificate of Secondary Education (KCSE)

examination, which marks the termination of the four-year secondary education, is used for selection into university and training in tertiary colleges and professionals such as primary school teachers and entry into vocational and technical careers. Although secondary education has expanded considerably since independence, access still remains restricted with only 48% of pupils who complete primary level selected for entry into secondary level (MOEST, 2010). The Ministry further points out that those selected represent only 30% of those eligible in this age group. Among the objectives of secondary education is the promotion of social equity through the provision of education to all Kenyans including those from disadvantaged communities and households, the girl child and the handicapped.

Table 2. 4: Enrolment in Secondary Schools by Form and Gender

Year	1999		2000		2001		2002		2003*	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	105,231	95,773	108,116	97,196	112,174	103,425	116,221	105,231	116,954	111,802
II	102,042	91,578	104,078	93,550	106,725	95,589	110,576	103,470	110,285	104,349
III	92,003	81,666	98,610	87,346	103,339	90,351	105,179	93,366	108,833	102,954
IV	84,233	72,232	91,700	78,371	98,920	86,987	99,303	58,881	111,589	96,141
Total	383,509	341,249	402,504	356,463	421,158	376,352	431,279	360,948	447,661	415,246
Grand Total	724,758		758,967		797,510		792,227		862,907	

** Provisional*

Source MOEST, 2004

Table 2. 5: Number of Secondary School age Children in and out of School

	1999	2000	2001	2002	2003
Pop 15-18 years*	2,837,749	2,920,044	3,004,725	3,091,862	3,181,526
Total no in school	724,758	758,967	797,510	792,227	862,907
Out of school	2,112,991	2,161,077	2,207,215	2,299,635	2,318,619
No of Institutions	2,785	2,888	3,242	3,247	3,547

** Projected from 1999 population census (KNBS, 2000)*

From Table 6 above, it is apparent that the available schools cannot cater for all the children who are in the secondary school age group.

Therefore, there is need to expand the physical facilities to accommodate all the children seeking secondary school education. It is also possible to use existing facilities like primary schools, churches and social halls.

Another way of expanding the facilities would be to make single stream schools double stream. Understaffing and lack of physical facilities is especially acute in the ASAL areas. It is important to note that the recent free primary education policy has expanded the resource base for secondary schools, such that there now exists an even larger pool of potential primary school graduates to join secondary schools. In addition, the expansion (especially in the late 1980's and 1990's) of universities, tertiary colleges and technical education provides more incentives for students to pursue a secondary school education. Day schools in the secondary school sub sector are generally cheaper than

boarding schools by about 40% (MOEST, 2003). The large numbers of boarding schools make education unaffordable. There is a general negative attitude in Kenyan society towards day secondary schools and the prevalence of boarding schools makes secondary school education expensive because of boarding expenses. Students attending day schools generally feel inferior to their colleagues in boarding schools; this puts pressure on parents to take their children to the more expensive option.

Bursary schemes also present challenges as they are often inadequate and more often give very little money that cannot keep the beneficiaries in school. In addition, the current system of bursary suffers political interference and a number of beneficiaries are politically correct children who get favored even when not needy.

2.2 Broad and Specific Factors Responsible for GPI in Education

There are several factors that have led to persistent gender disparity in secondary school education, these include:

- i. Socio-cultural factors**
- ii. In-school and out of school factors**
- iii. Parents/guardians level of education**
- iv. Religious factors**
- v. Political/Economic factors.**

2.2.1 Socio-cultural Factors

The cross-cultural study of women's educational outcomes has increased tremendously since the 1970s (World Bank, 2009). Analysis has revealed particularly wide gender gaps in enrollments in South Asia, the Middle East and North Africa, and Sub-Saharan Africa (Africa Reporting, World Bank, 2009). The central problems of female education have been clearly identified as access to school, attainment in years of schooling, academic achievement and accomplishment after school. All of these problems are interrelated and influenced by in- and out-of-school factors. Research by Africa Development Bank (ADB) and the World Bank, 2009, has developed a compelling case for the inter-generational economic and social benefits of female education. The evidence of significant returns to female education includes reduced fertility, reduced infant and maternal mortality, enhanced family health and welfare, improved children's education, and increased agricultural productivity, earnings, and overall economic productivity for women and the larger economy. Despite this growing body of knowledge, however, few significant programs and projects have been implemented to reduce the gender gap in education, particularly in Sub Saharan Africa, and those implemented have had limited impact.

The **socio-cultural and socio-economic factors** that constrain girls' education at the household and community level are closely interwoven. They include the direct and opportunity costs of schooling, which may be prohibitive to some families, and the priority given to girls' future roles as mothers and wives, which may have a strong negative bearing on their formal educational opportunities. The effects of these factors

on girls' education are far-reaching, and affect the performance and persistence of those girls who remain in school. Through exclusion, avoidance and marginalization, schools reflect and promote society's low expectations of girls. Studies focus on how school environments affect girls' access to schools, their learning achievement, and level of attainment. According to Kibera and Kimokoti (2007), teachers hold negative attitudes about the academic potential of female students and project the wider communities' gender biases into classrooms. School cultures are generally hostile to girls, and sexual harassment and violence within educational institutions create an uncomfortable milieu for learning. The negative images of women in textbooks and other learning materials further reinforce society's view of women. This situation is exacerbated by the poor conditions in schools and low teacher morale.

2.2.2 In-school, and out -of school factors

According to Save The Children Report, 2005, the most significant factor identified was that of access to education by girls. Girls do not get a chance to attend school or they are pulled out fast when need be. For example, as long as a girl's most important role is believed to be that of career, mother and wife, incentives to invest in her education will be low. In addition, in communities where girls generally move to their husband's house after marriage, parents are less inclined to educate them. Because these girls will eventually contribute to someone else's home and livelihood, they are less likely to be seen as a 'worthy' investment.

These inequalities result in girls and women having limited decision-making power in the home, community, labor market and government. They also mean that girls and women have little chance of improving their overall situation. In addition, social practices regarding the initiation of young people, which are strongly influenced by tradition (such as early marriage) often, lead to girls' early withdrawal from school.

The wider societal factors that perpetuate these situations include domestic violence, lack of sexual and reproductive rights and services, and economic insecurity. When poverty is factored into the equation, gender inequalities grow wider and vulnerability grows deeper.

An evaluation that was conducted in 2004, one year into the implementation of free UPE by UNESCO while hailing the progress made raised a number of concerns with regards to quality, equity and access. Teachers reported that when the program was introduced in early 2003, there were massive enrolments. However, some of these children soon dropped out due to poverty and lack of basic provisions; poor learning environment; child labor and HIV/AIDS. (UNESCO 2005a: 6).

2.2.3 Parents/ Guardian Level of Education

Research carried out by UNICEF (2004) in relation to access to education and parents/guardians literacy level, indicated that children of educated women are more likely to go to school. They also stand higher chance to benefit from health, sanitation and better living standards. Education can help ensure the basic human right to universal access to

sexual and reproductive health services. The consequences of lack of education in this respect are millions of women dying unnecessarily from childbirth, unsafe abortions and HIV/AIDS. For example, of the 10M young people living with HIV/AIDS, 6.1M are young women and 3.9M are young men. A study on HIV/AIDS prevalence in Zambia shows that the disease spreads twice as quickly among uneducated girls as among girls with some schooling (Save The Children, 2005). Education plays a critical role in increasing the age of marriage and decreasing rates of fertility. Girls with fewer than seven years of schooling are more likely to be married by the age of 18. When women gain four years more education, fertility per woman drops by one birth (CEDAW, 2005).

2.2.4 Political and Economic Factors

Save the Children's Childhood Poverty Research and Policy Centre (CHIP, 2004) has documented the impact of poverty on children. Research shows how poverty experienced by children is different from poverty experienced by adults. The psychosocial trauma experienced is more stigmatizing in children as compared to adults. These early 'threats' to the growth and development of children are partly irreversible, even with intensive interventions later in life. To fully understand poverty through children's eyes, several Save the Children projects from around the world have consulted with children and young people on how poverty affects them.

Consultations in Vietnam have clarified what poverty means for children's wellbeing and how their experience tends to differ from that of their parents and other adults.

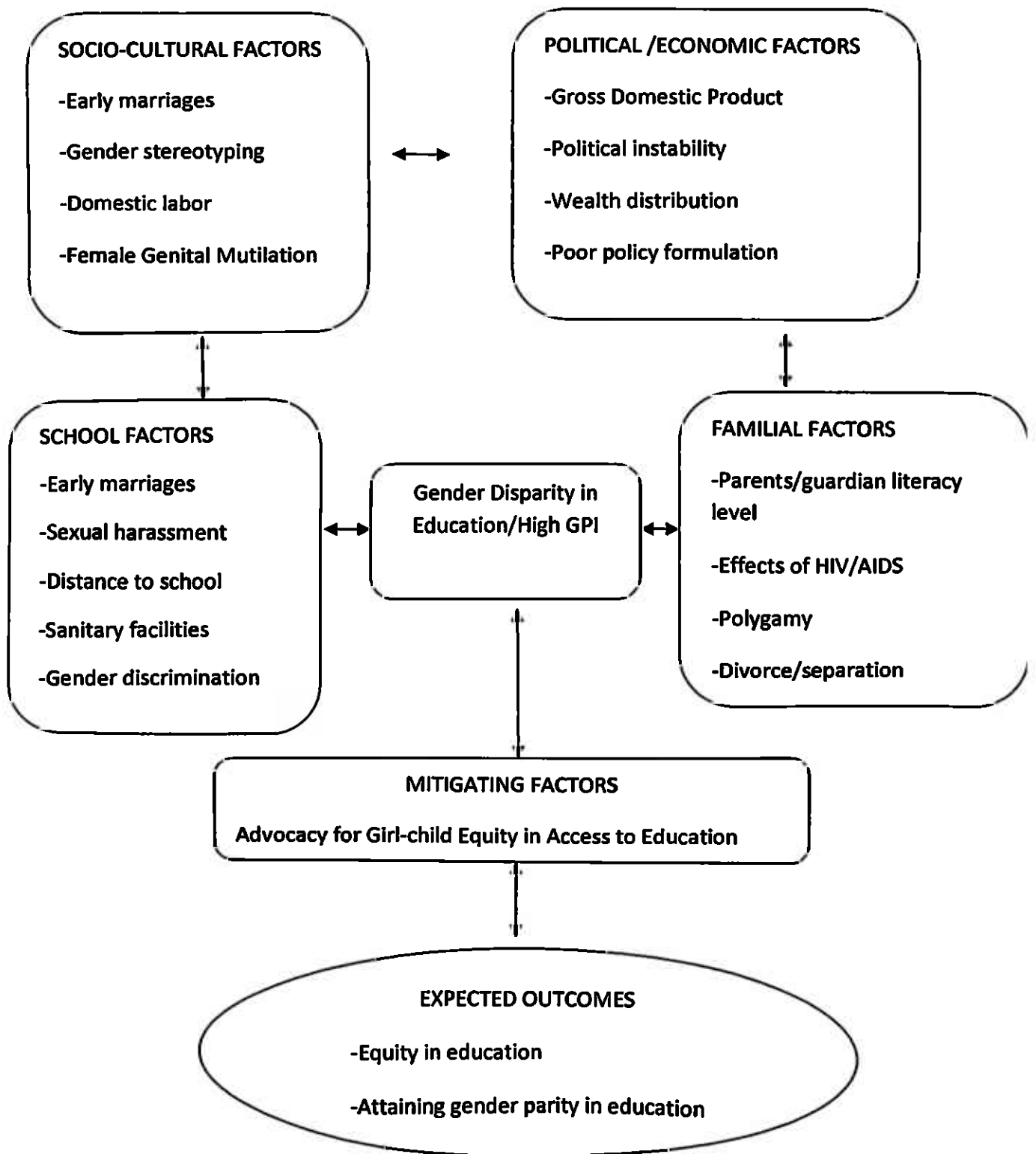
From 1999 to 2003, Save the Children facilitated three countrywide consultations in Vietnam that brought together 465 children between the ages of 6 and 18. They emphasized the importance of psychological well-being, as well as raising issues concerning cash income. For many, poverty raised feelings of insecurity (for the present and future), despair, injustice and fear. The most important means of overcoming these feelings were love and support from parents, good health and access to education and recreation. They were hit hard by the lack of education and the feeling of inadequacy they experienced by not being able to attend school and wear decent clothes. Those that could attend spoke of being concerned about the burden of the cost of education.

(Uniforms, school maintenance) on their parents, and how this contributed to the families' overall indebtedness. In addition to expressing how poverty affected them, children spoke openly of how poverty impacted their parents. Many of the issues raised – such as indebtedness, divorce, alcoholism, drugs, and gambling- are not openly discussed among adults in Vietnamese society. (CHIP, 2004).

The Kenya Education Sector Support Program (KESSP) 2005-2010 shows that each year, 45% of the 600,000 children who finish primary school do not join secondary schools. At the end of the secondary cycle, over 200,000 do not enter university (MOEST 2005). The extent to which politicians will stay faithful to programs such as KESSP is a tall order due issues of accountability . Experience shows that they are not likely to feel bound by such a program regardless of how well thought out it may be. The case of free secondary education illustrates this. In 2008, the government

announced a “blanket” fee subsidy for all students in public schools, to fulfill a pre-election pledge. However, this policy decision conflicts with the five-year plan under the KESSP. The KESSP proposed increasing access by targeting the neediest students with bursary support and increasing the bursary base itself to reach more needy students. It had also proposed a number of other low cost initiatives that would free funds to expand space at secondary level (MOSET, 2005). It may well be that this single policy decision has derailed the whole secondary education program under the KESSP. Research done by Hanushek, E and Woessmann, L (2007) to establish the causal relationship between education and economic development noted that increased investment in education in developing countries had failed to yield the expected economic outcomes because quality aspects of education were not considered. The political advantage of the ruling class was found to be of necessity in formulation of educational policies.

Figure 2. 1: Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the research methodology used in the project. The components of the chapter include the research design, target population, target sample and sampling procedure, data collection and data analysis procedures.

3.1 Research Design

The study investigated the factors contributing to gender disparity in secondary school education in relation to MDGS/EFA goals in Mbooni West District. It is thus a descriptive survey study that employs an *exposit facto* research design, which examines variables in retrospect to establish events which have already occurred. In this case the independent variables are investigated after they have caused effect on the dependent variables (Kerlinger,1976).The independent variables in this study are the factors that contribute to persistent gender disparity, while the dependant variables are the indicators/pointers of gender disparity (high GPI, dropout rates, low enrollment rates). The phenomenon being observed is was available, that is, situations that create gender disparity had already occurred.

3.2 Location of the Study

Mbooni West District in Makueni County is part of the ASAL areas that is faced with the challenge of persistent gender disparity in secondary education participation. Factors that range from socio-cultural, economic to political affiliations have

contributed to the said disparity. This has hindered the achievement of MDGs on education and hence the attempt to carry out this study to mitigate towards the set goal of 2015 on gender parity in education.

3.3 Target Population

Mugenda and Mugenda, (2003), define a population as a complete set of individual, cases or objects with some common observable characteristics. The target population for this study included the 16 mixed secondary schools in Mbooni West District, a total of 768 form four students in the mixed sex secondary schools, 153 teachers, 16 head teachers, 5 zonal quality assurance officers and 1 education officer in the district. Form four students were chosen for the study because they had been in the school longest and interviewing them would give a broader picture than interviewing the lower grades. It was assumed that they will understand the items and give appropriate responses.

3.4 Sample and Sampling Procedure

Kothari (2008), defines a sample as the selection of some part of an aggregate or totality on the basis of which a judgment or inference about the aggregate or totality is made. It is the process of obtaining information about an entire population by examining only a part of it. The sample is therefore used to make a generalization of the characteristics being investigated within the entire population. Kane (1995) says “When you study the characteristics of people, situation or items within a population you take a sample.”

To select the participating schools, the researcher used purposive random sampling. This is because the study was persistent gender disparity in secondary education and this can only be observed well in mixed schools. From the 16 mixed sex schools in the District, purposive random sampling was used to select 10 schools. Two schools were selected from each educational zone. It is from these 10 schools that respondents who participated in the study were selected from.

Samples of 10 Form four students were selected from each school to participate in the study. The researcher obtained a list of all form four students from the class teachers, from which two lists, one for girls and one for boys were drawn. Using random sampling procedure of picking the *kth* student, 5 girls and 5 boys were selected from each of the ten schools. This gave a total of 100 Students, on whom the questionnaire was administered.

The participating teachers were selected using the same sampling procedure. A list of female and another of male in each one of the schools was drawn and systematic random sampling was used to select two female and two male teachers from each of the schools. This gave a total of 40 teachers, who participated in the study. All the head teachers from the selected schools and all zonal quality assurance officers participated in the study.

The total sample thus consists of 100 form four students (50 girls and 50 boys); 40 teachers (20 female and 20 male); 10 head teachers; 5 zonal quality assurance officers and 1 District education officer.

3.5 Research Instrument

The main instrument for collecting data was the questionnaires. The questionnaires were in four categories; one for the education officers, one for the class teachers, one for head teachers, and one for students. All the questionnaires had both closed and open-ended questions and the questions were formulated to provide information that answers the research questions: compare female and male GPI; enrollments, retention rates, establish factors leading to persistent gender disparity and suggest ways of alleviating the problem. The questions varied depending on the category of the respondent.

3.5.1 Piloting

Mulusa (1988), states that ‘A pilot study will be conducted on a sample similar in characteristic to the population....’This is targeted at assessing the clarity of the instrument, items so that those that failed to measure the variables they are intended to measure can be modified or discarded to ensure the validity of the instrument. Validity was further improved by getting expert advice from the supervisor.

3.5.2 Validity

Validity is concerned with the question of whether what the researcher is measuring is what was intended to be measured (Machene, 1996). It is also concerned with the researchers' interpretation of data. On the broadest sense it addresses issues about the quality of the data and the appropriateness of the methods used in carrying out a research project.

Taylor, et al (2008) has it that validity is meant to be the success of a method in probing and/or assessing what it set out to probe or success. If a method is valid then differences in results between individuals or groups or organizations can be taken as representing true differences in the characteristics under study. Validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda and Mugenda,2003). This is particularly important in the social sciences due to the different philosophical and methodological approaches to the study of human activity. The piloting of the instrument gave the researcher an opportunity to improve the process to achieve validity.

3.5.3 Reliability

Reliability refers to the consistency of the research instruments and the extent to which the study can be replicated (Wiesma, 1986). The use of multiple methods in order to corroborate data sources increases reliability. It is a criterion that refers to the consistency of data stemming from the use of a particular method. A measure is reliable

to the extent that repeated application of it under the same conditions (by different researchers, for example) gives the same results (Taylor B *etal* , 2008). Reliability in research is influenced by random error. As random error increases reliability decreases .Random error is the deviation from a true measurement due to factors that have not been addressed effectively by the researcher (Mugenda and Mugenda, 2003). The reliability of a standardized test is usually expressed as a correlation coefficient which measures the strength of association between variables. Such coefficient varies between 0.00 and 1.00 with the former showing that there is no relationship and the later showing that there is a perfect relationship which is an ideal situation. Reliability was ascertained by use of the Karl Pearson’s coefficient of correlation formula given below (Kothari, 2000).

$$R = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2 \times \sum (Y_i - \bar{Y})^2}}$$

3.6 Data Collection

Data was collected from the sampled schools after obtaining research permit from the Ministry of Education Science and Technology (MOEST). The permission of the head teachers was sought before data was collected from the students. During the administration of the questionnaires, the researcher made a brief introduction explaining the questions and the importance of the study, and assuring the respondents of confidentiality. The participants were then given time to respond to the questions in the questionnaires. The researcher was available in case any of the respondents needs clarification.

3.7 Data Analysis Techniques

Data analysis was based on the research questions .The information obtained through the questionnaires was analyzed and tabulated using descriptive statistics. The results were displayed in frequency tables showing the percentages, means, and modes. Other graphic presentations were used as required. For the statistical analysis the researcher used the S.P.S.S (Statistical Package for Social Sciences).

The responses to the open-ended questions were analyzed thematically. The findings of the study were discussed in relation to the research questions and to what is documented in the literature as causes of persistent gender disparity in relation to the MDGs on education.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter discusses the interpretations and presentations of the findings based on the objective of the study. The objectives of this study were to establish the Gender Parity Index (GPI) on secondary school enrollment rate, to identify the socio-economic and cultural factors which lead to persistent gender disparity, and to propose ways of improving female student's retention rates in secondary school in Mbooni West District in light of MDGS. This chapter focused on data analysis, interpretation and presentation and presents the discussion and conclusion of the study.

4.1 Respondents Background Information

4.1.1 Response Rate

From the study population as indicated in the Table 4.1 the sample population was composed of 156 respondents where all the 156 respondents responded and returned the questionnaire, constituting 100% response rate. The respondents were form four students, class teachers, head teachers, zonal quality assurance officers and a District education officer.

Table 4. 1: Response Rate

Respondents	Questionnaire administered	Questionnaire Filled	Response Rate
Form four students	100	100	100
Teachers	40	40	100
Head teachers	10	10	100
District education officer	5	5	100
Total	156	100.0	100

4.2 Demographic Information of Students

4.2.1 Appropriate Age group

The study sought to know the age of the respondents as indicated in the Table 4.2. From the findings majority 65% of the respondents indicated that they were aged between 17-18 years 25% were between 16-17 years of age while most 10% of the respondents indicated that they were over 18 years of age. This implies that majority of the respondents were termed as mature in age and therefore information collected from them validated.

Table 4. 2: Appropriate age group

	Frequency	Percent
16-17	25	25
17-18	65	65
Over 18	10	10
Total	100	100.0

4.2.2 Respondents' Position of Birth

The respondents were asked of their respondent's position of birth in their families as indicated in the Table 4.3. From the findings, most, 37% of the respondents were 5th born, 22% were 3rd born, 19% were 4th born and 12% of the respondents indicated that they were first born while 10% of the respondents specified that they were last born in their families.

Table 4. 3: Respondents' Position of Birth

	Frequency	Percent
1st born	12	12.0
3rd born	22	22.0
4th born	19	19.0
5th born	37	37.0
Others	10	10
Total	100	100.0

4.2.3 Number of Children Aged Between 13-18 Years in the Family

The respondents were requested to state the number of children in their family that were aged between 13-18 years. From the findings, most 45% of the respondents indicated that they were 4-6 children in their family.

4.2.4 Number of the Children Aged 13-18 Years in Secondary Schools

The study requested the respondents to indicated the number of the children in the age group of 13-18 years were in secondary schools. From the findings, respondents indicated that they had 3 to 4 children in their home whose aged was suitable to be in Secondary School.

4.2.5 Number of Children Aged Between 13-18 Years Dropped Out of School

The study further sought to know the number of children in respondent's family that were aged between 13-18 years had dropped out of school. From the findings, 25% of respondents indicated that they had 1 of their siblings who had dropped out of

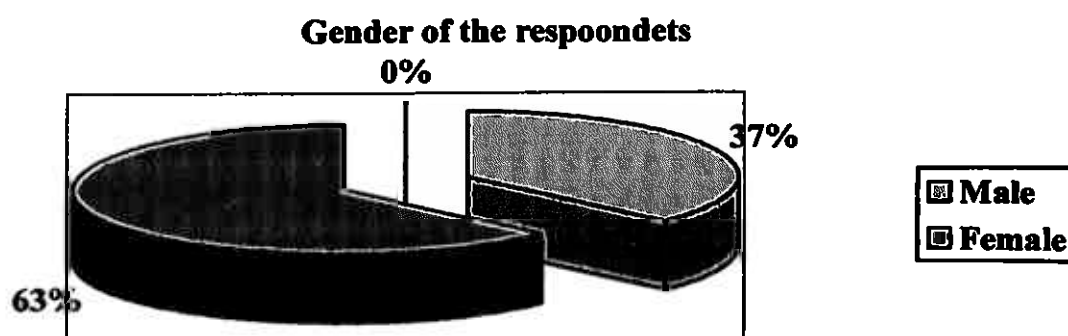
secondary school citing challenges such as lack of school fees, early marriage, pregnancies and poor performance in school.

4.3 Demographic Information of Class Teachers

4.3.1 Class Teacher, Respondents Gender of the Respondents

The study sought to know the gender of the respondents (class teacher) as indicated in the Figure 4.1. From the findings, 63% of the respondents were male while 37% of the respondents were female. This implies that both male and females teachers were employed in the secondary school, with minority being female teachers.

Figure 4. 1: Class Teacher, Respondents Gender of the Respondents



4.3.2 Period of Time in Teaching since Employment

The study sought to know the period of time the respondents (class Teacher) had been in the teaching service since employment. From the findings, respondents had been in the teaching services for 2 years, years, 5 years, 10 years and for 21 years. This implied that the respondents (class teachers) had experience in their teaching and also on factors that hindered higher secondary education participation.

4.3.3 Whether the Respondent was a Class Teacher

The study sought to know whether the respondent's had been the class teacher for the form four classes since they were in form one as indicated in Table 4.4 . From the findings, most 56% of the respondents were the same class teachers since form one while 43% of the respondents indicated that they had not been the class teachers for the form four class since they were in form one.

Table 4. 4: Whether the Respondents was a Class Teacher

	Frequency	Percent
Yes	9	56.3
No	7	43.8
Total	16	100.0

4.3.4 Gender of the Respondents

From the findings in Table 4.5, 53.8% of the respondents were female while 46.2% were male. This implied that majority of the secondary schools were female. This implied that there was gender balance in deployment of head teachers in the district.

Table 4. 5: Gender of the Respondents (the Head teachers)

	Frequency	Percent
Male	6	46.2
Female	7	53.8
Total	13	100.0

4.3.5 Period of Time in Teaching since Employment

The study sought to know the period of time the respondents (head teachers) had been in the teaching service since employment. From the findings, respondents (head teachers) had been in the teaching services for 2 years, 4 years, 5 years, 10 years, 15 year, 20 years and for 25 years. This clearly indicated that the respondents (head teachers) were aware of the factors that hindered accessibility of secondary education by the students.

4.3.6 Period of Time as a Head Teacher

The study sought to know the period of time the respondents had been a head teacher. From the findings, respondents had been a head teacher for 1 year, 2 years, 6 years, 5 years, 10 years, 15 year, 20 years and for 25 years.

4.3.7 Period of Time Served in the Current Station

The study sought to know the period of time the respondents had served in the current station. From the findings, respondents had served as head teacher in the current station for 1 year, 2 years, 6 years, 5 years, and 10 years.

4.4 Findings from Education Officers

The study requested the respondents to indicate their gender as indicated in the Table 4.6. From the findings, all 5(100%) of the respondents were male. This clearly indicated that there is a need for Ministry of Education to deploy female education Officer to act as role model to the girl and improve their morale to complete their secondary

education. From the MOEST, Mbooni West District, (2010) senior women personnel in education were very few come from the districts and that of the 153 teachers in the District only 45 are female, representing an average of less than 3 female teachers per school in the 21 secondary schools.

Table 4. 6: Gender of the Respondents (Education officers)

	Frequency	Percent
Male	5	100
Total	5	100.0

4.5 Period in Service as an Education Officer

The study requested the respondents to indicate the period of time they had served as an education officer since left classroom teaching as indicated in Table 4.7. From the findings, majority 58% of the respondents had served for 5-10 years since they had left classroom teaching while 42% had worked for 5 years and below as education officers.

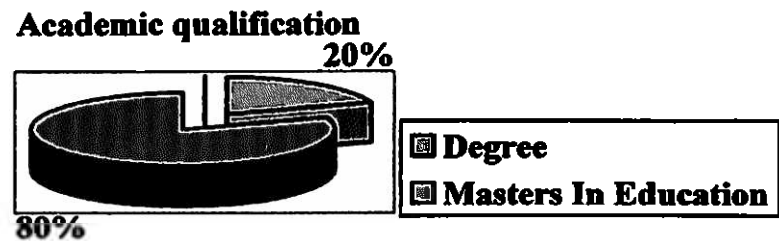
Table 4. 7: Period in Service as an Education Officer

	Frequency	Percent
5-10 years	3	58
Below 5 years	2	42
Total	5	100

Figure 4. 2: Academic Qualification

The study sought to know the academic qualification of the respondents (education officers) as shown in the figure 4.3. From the findings, majority 80% of the respondents

had attained master's in Education, while 20% of the respondents were university degree holders in education.



4.6 What is the Gender Parity Index in Secondary Schools in Mbooni West District in Relation to Millennium Development Goal 3

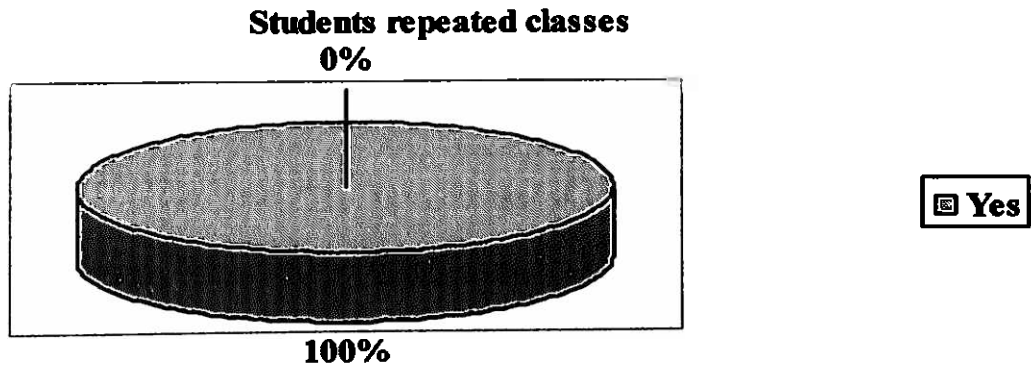
4.6.1 Number of Boys and Girls in the Class

The respondents were requested to give the number of boys and girls that were there in the class. From the findings there were 17, 25, 40, 60 boys in the form four class and 29, 37, 49 and 66 girls.

4.6.2 Student Repetition of Classes

On whether there were student who had repeated classes, all 100% of the respondents accepted there were students who had repeated classes. Indicating that 1 to 13 boys and 1 to 20 girls had repeated the classes.

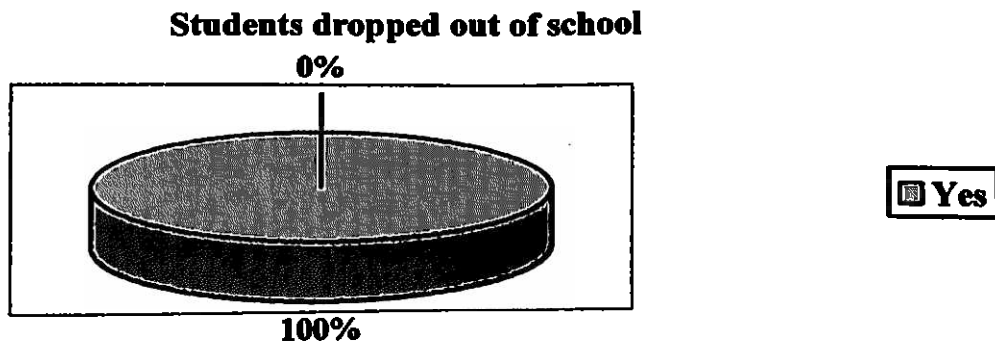
Figure 4. 3: Students who have Repeated Classes



4.6.3 Student School Droop Out

The respondent were asked whether there were any students who had dropped out of school from the findings, all 100% of the respondents indicated that there were some students who had dropped out of school indicating that 1 to 7 boys and 1 to 15 girls had dropped out of school.

Figure 4. 4: Students who Dropped out of School



4.6.4 Student Enrollment from 2002 to 2010

The table indicates the enrollment of students in the school from 2003 to 2010 in each class. From the findings, the number of both boys and girls enrolment had increased from 87 to 192 for boys increase of 105% while that of girls had increased from 75 in the year 2003 to 167 in the year 2010 an increase of 122%.This clearly indicated that The enrolment of boys and girls had increased each year from year 2003 to 2010.

Table 4. 8: Student Enrollment from 2002 to 2010

Year	No. Of boys	No. Of girls
2003	87	75
2004	131	99
2005	155	125
2006	170	162
2007	192	166
2008	182	144
2009	192	143
2010	179	167

4.6.5 Number of Student Dropping out of School Per Annum

The study sought to know the number of student who has been dropping out of school per annum. From the findings, there were a total of 11 boys who had dropped out of school while from year 2003 to 2010 while there were 17 girls who had dropped out of school over the same period. This implied that there were more girls dropping out of school in Mbooni West District than boys hence measures should be taken to reduce dropping rate for the boys and specifically girls too.

Table 4. 9: Number of Student Dropping out of School Per Annum

Year	No. Of boys	No. Of girls
2003	3	5
2004	1	0
2005	2	4
2006	0	1
2007	4	5
2008	0	0
2009	0	0
2010	1	2
Total	11	17

4.6.6 Enrollment of Students in Mbooni West District

The table 4.10 indicates the enrollment of students in Mbooni West District in the given years. From the findings, the number of boy and that of girl were also equal but boys were more by 584. This clearly indicated that both boys and girls were being educated in Mbooni West District due to high increase in enrollment over the years.

Table 4. 10: Enrollment of Students in Mbooni West District

Year	No. Of boys	No. Of girls
2009	13,991	13,677
2010	15,053	14,862
Total	29,044	28,620

4.6.7 Number of Candidates who sat For K.C.S.E in Mbooni West District

The Table 4.11 indicates the number of candidates who sat for K.C.S.E in Mbooni West District between 2009 and 2010. From the finding, there were more boys than girls who completed their secondary Education having sat for their K.CSE successfully. More 2116 boys completed their secondary Education Compared to girls, there were slightly

less girl 1483 girl who completed secondary education through sitting for their KCSE between 2009 and 2010. This clearly indicated that school drop rate for girls was more compared to that of boys.

Table 4. 11: Number of Candidates Who Sat For K.C.S.E in Mbooni West District

Year	No. Of boys	NIR:boys	No. Of girls	NIR:girls
2009	1053		753	
2010	1063		730	
Total	2116	58.79%	1483	41.21%

4.6.8 Gender Parity Index

$$\text{GPI} = \frac{\text{Net Intake Rate for Girls}}{\text{Net Intake Rate for Boys}}$$

A GPI value of less than one indicates differences in favor of boys, whereas a value near one indicates that parity has been more or less achieved. Gender parity is sometimes considered to have been attained when the GPI lies between 0.5 and 1.0. The GPI of the study was **0.7000** which was less than 1 indicating that boys are favoured but since the GPI lies between 1 and 0.5 the GPI for Mbooni West District was achieved.

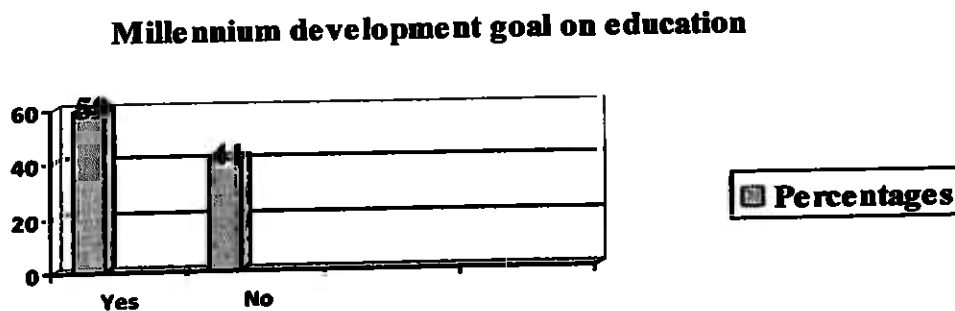
$$\text{GPI} = \frac{41.21}{58.79} = \underline{\underline{0.7000}}$$

The finding revealed that gender disparity continues to persist in Kenya as also indicated by Kenya National population census centers, Bureau of statistics (2010) which indicated the gender disparity in secondary education of students aged between 15-18 years was at 41%.

4.6.9 Awareness of Millennium Development Goals on Education

The Figure 4.6 indicated the responses on whether the respondents were aware of millennium development goals on education. From the findings, majority 59% of the respondents were aware of millennium development goals on education while 41% of the respondents were not aware of millennium development goals on education. From the findings, the respondents were aware of the millennium development goals of achieving education for all by 2015 in Kenya, achieving gender equity in Kenyan schools, combating illiteracy and discrimination against the girl child, achieve universal primary education and eradicate extreme poverty.

Figure 4. 5: Awareness of Millennium Development Goals on Education



4.7 What are the socio-economic and cultural factors that contribute to persistent gender disparities in Public Secondary Schools in Mbooni West District?

The study sought the socio-economic and cultural factors that contribute to persistent gender disparities in Public Secondary Schools in Mbooni West District.

From the findings, majority of the respondents indicated that children were most likely to move to urban areas in search of jobs, get married, join village polytechnics or become casual laborers as indicated by a mean of 4.88, 4.86, 4.70, and 4.53 with the

standard deviation of 0.87, 0.92, 0.76 and 0.71 respectively. The study also found that most of the respondents indicated that children were likely to become criminals, members of outlawed gangs and self-employed after dropping out of school or never joining form one as indicated by a mean of 4.47, 4.06 and 4.01 with standard deviation of 0.556, 0.42 and 0.33. Poverty as indicated from the study poise a great threat to girl education. The findings concurred with World Bank, (2007) which indicated that the foremost factor limiting female education was poverty as economics power plays a key role when it comes to coping with directs costs such as tuition fees, cost of textbooks, uniforms, transportation and other expenses and when these costs exceed the income of the family, girls were the first to be denied schooling.

Table 4. 12: Activity Student Engage in after Dropping out of School

	Least likely	Likely	Most likely	Mean	Standard deviation
Got married	0	47	53	4.86	0.92
Casual laborers	19	34	47	4.53	0.71
Self employed	33	19	48	4.00	0.33
Village polytechnics	14	34	52	4.70	0.76
Criminals	66	34	29	4.47	0.56
Members of outlawed gangs	66	34	35	4.06	0.42
Move to urban in search of jobs	0	27	73	4.88	0.87

4.7.1 Respondents' Father's Level of Education

The respondent was requested to indicate the level of education of his/her father. From the finding 35% of the respondents indicated that their fathers had secondary level of education, 29% of the respondent's father's had primary level of education, and 25%

had university level of education while 11% of the respondents indicated that their father's had non-formal education.

Table 4. 13: Respondents' Father's Level of Education

	Frequency	Percent
Non-formal	11	11.0
University	25	25.0
Primary	29	29.0
Secondary	35	35.0
Total	100	100.0

4.7.2 Respondents' Mother's Level of Education

The study sought to know the level of education of respondent's mothers. From the finding 41% of the respondents indicated that their mothers had secondary level of education, 38% of the respondent's father's had primary level of education, and 12% had non-form education while 9% of the respondents indicated that their mothers had university level of education. It was evident that parent level of education was low with majority attaining primary and secondary education as their highest academic qualification. UNICEF (2004) indicated that children of educated women were more likely to go to school and access to education as their parents/ guardians literacy level was higher clearly revealing that education level of parent influence education accessibility for their children.

Table 4. 14: Respondents' Mother's Level of Education

	Frequency	Percent
University	9	9.0
Non-formal	12	12.0
Primary	38	38.0
Secondary	41	41.0
Total	100	100.0

4.7.3 Parent's Occupation

The study sought to investigate the respondent's parent(s) source of livelihood/income. From the findings, majority of the respondents indicated that their parents were in self-employment and casual workers as indicated by a mean of 4.86 and 4.81 with standard deviation of 0.86 and 0.78. Most of the respondents indicated that their parents were in formal employment, and subsistence farming as indicated by a mean of 4.25 and 4.11 with standard deviation of 0.69 and 0.65 while most of the respondents said their parents were in commercial farming as indicated by a mean of 3.57 and standard deviation of 0.46.

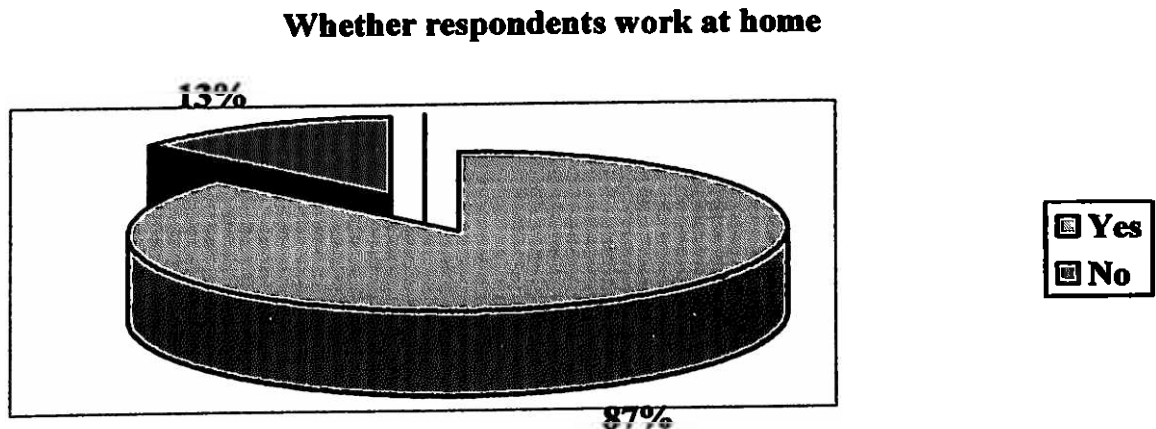
Table 4. 15: Parent's Occupation

	Father	Mother	Mean	Standard deviation
Self-employment	42	16	4.89	0.86
Casual workers	19	44	4.81	0.78
Formal employment	25	11	4.25	0.69
Subsistence farming	6	24	4.11	0.65
Commercial farming	8	5	3.57	0.46

4.7.4 Duties Done by Student at Home

On whether the respondents (Students) used to work while at home. From the findings majority 87% of the respondents work while at home while 13% of the respondents did not work while at home.

Figure 4. 6: Whether Student Respondents Work While at Home



4.7.5 Home based Activities

The study sought to investigate the kind of work done at home. From the findings, majority of the respondent strongly agreed that they were working on house hold chores, taking care of the sick or old relatives, family business and shamba work as indicated by a mean of 4.86, 4.84, 4.73 and 4.64 with standard deviation of 0.87, 0.78, 0.69 and 0.43. Most of the respondents agreed that they were fetching water and firewood, herding, going on errands and baby sitting as indicated by a mean of 4.41, 4.31, 4.23 and 4.04 with standard deviation of 0.44, 0.37, 0.39 and 0.33.

Table 4. 16: The Kind of Work Done at Home

	Neutral	Agree	Strongly agree	Mean	Std deviation
House hold chores	0	34	66	4.86	0.87
Herding	20	29	47	4.31	0.37
Shamba work	17	30	53	4.64	0.43
Baby sitting	34	40	26	4.04	0.33
Family business	18	29	55	4.73	0.69
Going on errands	23	41	36	4.23	0.39
Fetching water and firewood	42	30	28	4.41	0.44
Taking care of the sick or old relatives	13	36	51	4.84	0.78

4.7.6 Effects of Home base Activities

On whether chores affected the respondent's studies in any way, the study found that majority 97% of the respondents indicated that the kind of chores they do while at home affected their studies while 3% of the respondents indicated that chores never interrupted their studies. This clearly indicated that the duties and chores given to the student at home affected their academic performance and may lead to dropping out of school later on.

Table 4. 17: Whether Chores Affected Students Studies

	Frequency	Percent
Yes	97	97.0
No	3	3.0
Total	100	100.0

4.7.7 Siblings who never Attended Secondary Education

On whether the respondents had any other brother or sister who never went to secondary school, 63% of the respondents indicated that they had other brothers and sisters who never went to secondary school while 37% of the respondents said did not have other brothers and sisters who never went to secondary school

Table 4. 18: Any Brother or Sister Who Never Went to Secondary School

	Frequency	Percent
Yes	63	63.0
No	37	37.0
Total	100	100.0

4.7.8 Any Brother or Sister who had Drop out of School

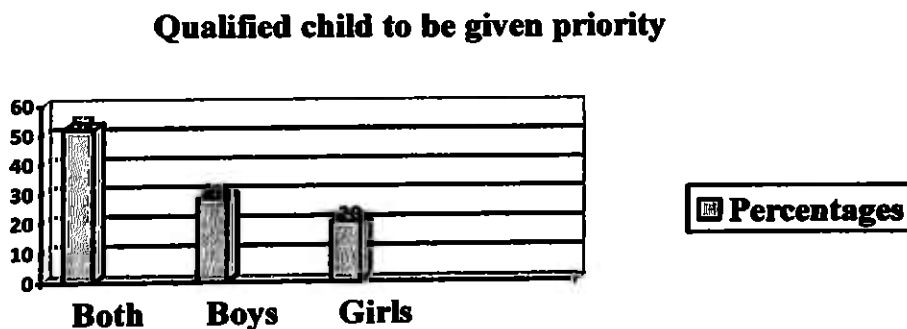
The respondents were requested to give information on whether there were any of their brother(s) or sister(s) who had drop out of school and what could have been the cause. From the findings, respondents stated that they had some of their brother and sisters who had drop out of school due to:-

4.7.9 Qualified Child to be Given Priority

The study requested respondents to give information who could be given the priority among their brothers and sisters if they happen to qualify to join a secondary school. From the findings, majority 52% of the respondents indicated that both boys and girls would be given priority, 28% indicated boys would be more prioritized while 20% of the respondents indicated that girls would be given priority in case they qualify to join

form one. On giving the reasons for their responses, respondents stated that girls were seen to mature faster than boys and delaying them in school would make them feel ashamed of the older age compared to their colleges and opt to drop out of school.

Figure 4. 7: Priority Given to Student on Qualification child



4.7.10 Opportunities of Joining a College

On the respondent's chances of joining a college after form four, the study found that majority 66% of the respondents indicated that they had 100% chances of joining a college while 34% of the respondents indicated to have 50% chances of joining a college after form four. The 50% chances of joining the college would be due to the poor financial status of the parents and the other siblings' requirements

Table 4. 19: Chances of Joining a College

	Frequency	Percent
50%	34	34.0
100%	66	66.0
Total	100	100.0

4.7.11 Reasons for never Joining to Secondary School

Majority of the respondent strongly agreed that lack of school fees, early marriages, love affairs and to engage in child labor were most likely to cause the children from never joining form one as indicated by a mean of 4.96, 4.73, 4.64 and 4.57. Most of the respondents strongly agreed that the unemployment even after secondary school, poor performance, family dispute, long distance to school and house hold chores were likely the reasons why some of the pupils never join the secondary school as indicated by a mean of 4.48,4.45. 4.35.

Table 4. 20: Reasons for never Joining to Secondary School

Statement	Least likely	Likely	Most likely	Mean	Std deviation
Lack of school fees	13	19		4.96	0.80
To engage in child labor	13	30		4.57	0.67
Love affairs	7	49		4.64	0.61
Early marriages	16	40		4.73	0.69
House hold chores	15	27		4.64	0.71
Unemployment even after secondary school	9	35		4.45	0.51
Poor performance	23	8		4.35	0.25
Long distance to school	6	11		4.48	0.37
Family dispute	20	26		4.72	0.84

4.7.12Reasons for Boys Dropping out of School

The study sought to know the reasons for the boys dropping out of school as indicated in the Table22. From the findings, majority of the respondents indicated that class repetition, lack of school fees, poor performance, conflict with teachers, school administration and to engage in child labor were the most likely reasons for the boys to

drop out of school and indicated by a mean of 4.78, 4.73, 4.69, 4.52 and 4.50 with the standard deviation of 0.62, 0.75, 0.53, 0.47 and 0.40. Most of the respondents indicated that house hold chores, love affairs and early marriages reasons likely made the boys to drop out of school as indicated by the mean of 4.40, 4.29 and 4.11. The findings concurred with UNESCO (2005) which revealed that Teachers reported that although UPE program was introduced in early 2003, there were massive enrolments but children soon dropped out due to poverty and lack of basic provisions; poor learning environment; child labor and HIV/AIDS.

Table 4. 21: Reasons for Boys Dropping out of School

	Mean	Std dvt
Lack of school fees	4.73	0.75
To engage in child labor	4.50	0.40
Love affairs	4.29	0.33
Early marriages	4.11	0.24
House hold chores	4.40	0.38
Conflict with teachers/school administration	4.52	0.47
Poor performance	4.69	0.53
Class repetition	4.78	0.62

4.7.13 Causes of Girl School Drop out

The study sought to know the reasons for the girls dropping out of school as indicated in the Table 4.23. From the findings, majority of the respondents indicated that pregnancy, love affairs, early marriages, lack of school fees, poor performance and to engage in child labor were the most likely reasons for the girls to drop out of school and indicated by a mean of 4.87, 4.76, 4.68, 4.56, 4.54 and 4.51. Most of the respondents indicated

that preference of the boy-child to the girl child, class repetition, conflict with teachers/school administration and House hold chores reasons likely made the boys to drop out of school as indicated by the mean of 4.49, 4.33, 4.27 and 4.16 respectively.

Table 4. 22: Reasons for Girls Dropping out of School

	Mean	Std dev
Lack of school fees	4.56	0.59
To engage in child labor	4.51	0.45
Love affairs	4.76	0.77
Early marriages	4.68	0.66
House hold chores	4.16	0.22
Conflict with teachers/school administration	4.27	0.39
Poor performance	4.54	0.48
Class repetition	4.33	0.48
Pregnancy	4.87	0.88
Preference of the boy-child to the girl child	4.49	0.55

4.7.14 Gender Discrimination

The study sought to know whether there was any gender discrimination by teachers to students. From the findings, 61.5% of the respondents indicated that there was no gender discrimination by teachers to students while 38.5% of the respondents said there was gender discrimination by teachers to students. This clearly indicated that there were discrimination of gender in education where girls seemed discriminated more than boy and had a high chance of dropping out of school.

Table 4. 23: Any Gender Discrimination by Teachers to Students

	Frequency	Percent
No	8	61.5
Yes	5	38.5
Total	13	100.0

4.7.15 Discrimination Issues

The Table 4.25 indicates the extent to which the respondents agreed on the given aspects of discrimination towards girl's students that were seen among teachers in the school. From the findings, majority of the respondents strongly agreed that associating certain careers as "girls oriented" e.g. nursing, receptionist, use of terms that are gender biased e.g. chairman, policeman and portraying female as an inferior gender in their speech were the discrimination aspects towards girl's students among teachers as indicated by a mean of 4.77, 4.67 and 4.61 with standard deviation of 0.73, 0.59 and 0.52. Most of the respondents agreed to the usage teaching materials that favor male students, open preference for male students and failure to encourage girls to perform well in class were the discrimination aspects towards girl's students among teachers as indicated by a mean of 4.41, 4.37 and 4.06 with standard deviation of 0.44, 0.29 and 0.18.

Table 4. 24: Aspects of Discrimination towards Girls

	Mean	Std dev
Portraying female as an inferior gender in their speech	4.61	0.52
Using teaching materials that favors male students	4.41	0.44
Failure to encourage girls to perform well in class	4.06	0.18
Use of terms that are gender biased e.g. chairman, policeman	4.67	0.59
Open preference for male students	4.37	0.29
Associating certain careers as "girls oriented" e.g. nursing, receptionist	4.77	0.73

4.8 Teacher Respondents Views on Boy Drop Out

The study sought to know the reasons for the boys dropping out of school as indicated in the Table 4.26. From the findings, majority of the respondents indicated that class repetition, lack of school fees, poor performance, conflict with teachers, school administration and to engage in child labor were the most likely reasons for the boys to drop out of school and indicated by a mean of 4.88, 4.80, 4.75, 4.62 and 4.60 with the standard deviation of 0.81, 0.71, 0.51, 0.50 and 0.70. Most of the respondents indicated that house hold chores, love affairs and early marriages reasons likely made the boys to drop out of school as indicated by the mean of 4.48, 4.34 and 4.21 with a standard deviation of 0.58, 0.29 and 0.26.

Table 4. 25: Reasons for the boys dropping out

	Mean	Std dvt
Lack of school fees	4.80	0.81
To engage in child labor	4.60	0.70
Love affairs	4.34	0.29
Early marriages	4.21	0.26
House hold chores	4.48	0.58
Conflict with teachers/school administration	4.62	0.50
Poor performance	4.75	0.51
Class repetition	4.88	0.71

4.8.1 Teachers Respondents Views on Girl School Drop Out

The study sought to know the reasons for the girls dropping out of school as indicated in the Table 4.27. From the findings, majority of the respondents indicated that pregnancy, love affairs, early marriages, lack of school fees, poor performance and to engage in child labor were the most likely reasons for the girls to drop out of school and indicated by a mean of 4.96, 4.84, 4.71, 4.66, 4.65 and 4.50 with the standard deviation of 0.90, 0.74, 0.54, 0.59, 0.51 and 0.50. Most of the respondents indicated that Preference of the boy-child to the girl child, Class repetition, Conflict with teachers/school administration and House hold chores reasons likely made the boys to drop out of school as indicated by the mean of 4.46, 4.38, 4.32 and 4.08 with a standard deviation of 0.43, 0.38, 0.50 and 0.28.

Table 4. 26: Reasons for Girls Dropping out of School

	Mean	Std dvt
Lack of school fees	4.66	0.59
To engage in child labor	4.50	0.50
Love affairs	4.84	0.74
Early marriages	4.71	0.54
House hold chores	4.08	0.28
Conflict with teachers/school administration	4.32	0.50
Poor performance	4.65	0.51
Class repetition	4.38	0.38
Pregnancy	4.96	0.90
Preference of the boy-child to the girl child	4.46	0.43

Table 4. 27: Immediate Community Interest in Girl-Child Education

	Frequency	Percent
Yes	7	53.8
No	6	46.2
Total	13	100.0

The study sought to know whether there was immediate community interest in girl-child education. From the findings, 53.8% of the respondents indicated that the immediate community had interest in girl-child education while 46.2% of the respondents indicated that immediate community had no interest in girl-child education .

4.8.2 Reasons Contributing to Dropout Rate for Girls in Mbooni West District

The study sought to investigate the reasons that contributed to dropout rate of girls in Mbooni West District. The study found that poverty leading to seeking for employment,

pregnancies, early marriages, lack of school fees, poor performance and to engage in child labor as well as illiteracy among parents highly contributed to the dropping out of school of girls in Mbooni West District. Other respondents indicated that some parents do not value educating of girls and therefore fail to be involved in educating the girl child leading to drop out.

4.8.3 Factors Hindering Accessibility of Secondary Education

The Table 4.29 indicates the responses on the extent to which the respondents agreed on the given factors concerning the reasons that made pupils not to access secondary education. From the findings, majority of the respondents accepted that poor performance in K.C.P.E, lack of school fees, early marriages and engagement in child labor were reasons which hindered students from accessing secondary education as indicated by a mean of 4.60, 4.28, 4.20, 4.17 and 3.98. Other reasons which hindered student from accessing secondary education were indicated scarcity of jobs even after secondary education, love affairs, distance of secondary school from home and Inadequate secondary schools in the District as indicated by a mean of 4.01, 3.98, 3.20 and 3.20. This clearly indicated that poor performance in primary education, lack of school fees and child labor and early marriages greatly hindered students from accessing and participating in secondary School Education.

Table 4. 28: Reasons for Pupils not Accessing Secondary Education

Factors	Mean	Std. Deviation
Poor performance in K.C.P.E	4.60	0.72
Lack of school fees	4.28	0.62
Engagement in child labor	4.17	0.56
Early marriages	4.20	0.49
love affairs	3.98	0.41
Inadequate secondary schools in the District	3.08	0.23
Distance of secondary school from home	3.20	0.40
Parents not willing	3.60	0.22
Due to scarcity of jobs even after secondary education	4.01	0.57

4.8.4 Economic Activities Hindering Student from Participating in Secondary Education

On whether there were any economic activities that attract pupils thus hindering their participation in secondary school, 3(60%) of the respondents indicated that economic activities that hinders student from participating in secondary education were sand harvesting, bar attendants and being house girl or shamba boys.

4.8.5 Awareness of Millennium Development Goal/Education

The respondents were asked whether they were aware of aware of any Millennium Development Goals on Education, 4(80%) of the respondents indicated that they were aware of any Millennium Development Goals/Education while 20% of the respondents indicated that they did not know of any Millennium Development Goals/Education. This clearly indicated that education stakeholders in Mbooni west District were aware of aware of any Millennium Development Goals/Education.

Table 4. 29: Awareness of any Millennium Development Goals on Education

Frequency	Percent
4	80.0
1	20.0
5	100.0

4.9 To Propose Ways of Improving Female Students Retention Rates in Secondary School in Mbooni West District in Light Of MDGS

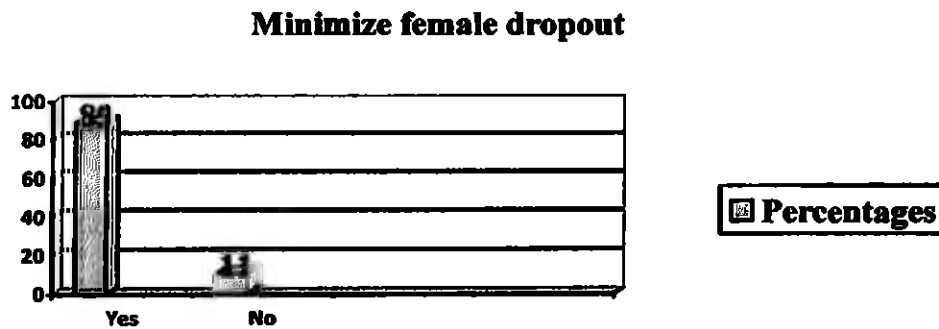
The study sought measure that could be adopted to improve female student's retention rates in secondary school in Mbooni West District in light of MDGS

Measures taken to minimize female dropout

The study sought to investigate the measures taken to minimize the female school drop outs. From the findings, respondents indicated that mass education on the importance of girl child should always been conducted, offering guidance and counseling, imposing rules and regulations and encouraging of the boarding of the female students.

On whether there were any programs uninitiated in attempt to try and minimize female dropout, majority 89% of the respondents indicated that there were programs initialized in attempt to try and minimize female dropout while 11% of the respondents indicated that there were no programs initialized in attempt to try and minimize female dropout.

Figure 4. 8: Initiatives to Minimize Female Dropout



On explaining the initiatives taken to minimize female dropouts, the study found that the school administration was encouraging the parents to bring back their girls back to school even after pregnancy and delivery, working together with the provincial administration to rescue girls who drop as a result of early marriages, involving them in administration duties, sensitizing teachers on the need to avoid any form of gender discrimination.

4.10 Opinion on Measures to be Taken

On the opinion on what should be done to increase the chances of girls accessing education up to completion, the study further found that the communities need to be enlightened to invest heavily on accessing of education of girls as that of boys, encourage girls to identify women in the society who has been successful in life and make them their role models.

4.11 The Child that Parents are Keen on Keeping in School

The study sought to know if a brother and a sister are in the same class who the parents

are keen on keeping in school. From the findings, parents kept on being keen to the both gender without preference to either

4.12 Measure to be taken to Increase Girl-Child Chances

On the opinion on measures that should to taken to increase the girl-child chances of accessing and completing secondary school education, respondents stated that the community need to be enlightened on the importance of educating the girl child just like the boy child, there should be equal chances of admission of girls into secondary schools .

On measures that were taken towards attaining the awareness of any Millennium Development Goals on Education, the respondents indicated that establishing of more school in the district, expanding existing school structures and campaigning in church and in public barazas on need to educate both boys and girls . The respondents also indicated that effective utilization of Constituency Development Fund and Constituency Bursary Fund toward building new or improving school infrastructure could lead toward attainment of the awareness of any Millennium Development Goals on Education for all in Mbooni West District.

Table 4. 30: Student Aspiration For future Career

	Frequency	Percent
Subsistence farmer	2	2
Business woman/man	5	5
Politician	7	7
Teacher	26	26
Nurse	60	60
Total	100	100

The study sought to know what the respondent's (students) inspirations to be in future were. From the findings, majority 60%, 26%, 7%, 5% and 2% of the respondents indicated that they were inspired to be nurses, teachers, politicians, business men/women and subsistence farmers.

4.13 Career Guidance

On whether the respondents (students) got any career choices guidance in their schools, the study found that majority 91% of the respondents got career choice guidance in the school while 9% of the respondents did not.

Table 4. 31: Program for Career Guidance

	Frequency	Percent
Yes	91	91.0
No	9	9.0
Total	100	100.0

The study sought to know how often the respondents got the career choice guidance in school. From the findings, majority 63% of the respondents indicated that they got the career guidance weekly, 25% got monthly while 12% of the respondents got once per term. This implied that there was the need to enhance career guidance in school to help girl as well as boys toward remaining focus in school

Table 4. 32 : How Often Respondent got Career Guidance

	Frequency	Percent
Weekly	63	63.0
Monthly	25	25.0
Once per term	12	12.0
Total	100	100.0

4.14 Interventions towards Accessing Secondary Education

The study sought to know the importance of the given issues concerning the intervention towards accessing and completion of secondary education. From the findings, majority of the respondents indicated that offering motivation talks in schools, discouraging repetition of classes and educate parents on importance of education are most important intervention towards accessing and completion of secondary education as indicated by a mean of 4.67, 4.61 and 4.54 with standard deviation of 0.63,0.53 and 0.41. Most of the respondents indicated that Campaign against child labor and increasing the bursaries is important for the intervention towards accessing and completion of secondary education as indicated by a mean of 4.33 and 4.13 with standard deviation of 0.44 and 0.35

Table 4. 33: Interventions towards Accessing Secondary Education

Statement	Least important	Important	Mean	Std deviation
Increase bursaries	12	32	4.13	0.35
Education parents on importance of education	7	30	4.54	0.41
Offer motivation talks in schools	11	29	4.67	0.63
Campaign against child labor	13	33	4.33	0.44
Discourage repetition of classes	12	28	4.61	0.53

4.15 Measure taken to Increase Higher Participation of Both Genders in Secondary Education towards Attainment of Millennium Development Goals/Education in 2015

The respondents (Education officers) were requested to indicate their opinion on measures that could be taken to increase both genders participation in secondary education towards attainment of the Millennium Development Goals/Education by the year 2015. The respondents indicated that increasing bursary, taking campaign in all forum on the need to educate both boys and girls and taking action against parents who fail to take their children to school. The respondent further indicated that increased in sponsorship would lead to increase in participation of school participation in secondary education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provided the summary of the findings from chapter four, conclusions and recommendations of the study based on the objectives of the study. The main objective of this study was to establish factors that lead to persistent gender disparity in secondary school education in Mbooni West District in light of the MDG's on education.

The chapter was guided by the study objectives which were

1. To establish the Gender Parity Index (GPI) on secondary school enrollment rate in Mbooni West District
2. To identify the socio-economic and cultural factors which lead to persistent gender disparity in Mbooni West District
3. To propose ways of improving female students retention rates in secondary school in Mbooni West District in light of MDGS

5.2 Summary of the Findings

5.2.1 To Establish the Gender Parity Index (GPI) on Secondary School Enrollment Rate in Mbooni West District

From the findings there were boys and girls in form four. At this level, the gender parity index was computed as

$$\text{GPI} = \frac{41.21}{58.79} = 0.7000 \text{ (See chapter4;4.6.8)}$$

This was three points less from the acceptable United Nations Education For All standards. Some student had repeated classes, as all 100% of the respondents accepted

there were students who had repeated classes with 1 to 13 boys and 1 to 20 girls having repeated the classes.

The study found that there were students who had dropped out of school as indicated by all 100% of the respondents with 1 to 7 boys and 1 to 15 girls having had dropped out. From the findings, the number of both boys and girls enrolment had increased from 87 to 192 for boys increase of 105% while that of girls had increased from 75 in the year 2003 to 167 in the year 2010 an increase of 122%. This clearly indicated that The enrolment of boys and girls had increased each year from year 2003 to 2010.

Although there had been increase in enrollment for both boys and girls, there were drop out cases for both genders with a total of 21 boys and 37 girls dropping out of school. More girls were dropping out of school in Mbooni West District than boys hence measures should be taken to reduce dropping rate. This clearly revealed that there were persisted constraints that continue to hinder girls from completing secondary education and there was need for measure to be constituted to help in reducing dropout rates in order to achieve equality in access to secondary education.

The enrollment of boy and that of girl were also equal but boys were more clearly indicated that both boys and girls were being educated in Mbooni West District due to high increase in enrollment over the years. This concurred with Save the children Fund (2005 report) findings which had indicated that girl's participation in schooling remains low with only 76 percent completing primary school as compared to 86 percent of boys

The study found that more boys than girls had completed their secondary Education having sat for their K.CSE successfully. 2,116 boys completed their secondary Education Compared to 1,483 girls who completed secondary education through sitting for their KCSE between year 2009 and 2010. This clearly indicated that school drop rate for girls was more compared to that of boys.

The study established that education stakeholders knew about the millennium development goals which were achieving gender equity in Kenyan schools, to combat illiteracy and discrimination against the girl child, achieve universal primary education and eradicate extreme poverty. A portion of the education players in the district 41% of the respondents were not aware of millennium development goals on education and probably also made them loss focus in promoting and encouraging participation of education by both boys and girls.

5.2.2 To Identify the Socio-Economic and Cultural Factors Which Lead to Persistent Gender Disparity in Mbooni West District

The study revealed that the socio-economic and cultural factors that contribute to persistent gender disparities in Public Secondary Schools in Mbooni West District. These were portrayed by the socio economic activities in the districts, parent status of employment and poverty level in the district.

From the findings, the study revealed that children were most likely to move to urban areas in search of jobs, get married, join village polytechnics or become casual laborers.

The study also found that most of the respondents indicated that children were likely to become criminals, members of outlawed gangs and self-employed after dropping out of school. This clearly indicated that

It was evident that parent level of education was low with majority attaining primary and secondary education as their highest academic qualification. The occupation of the parents was self-employment and casual workers and sub sentence farmer with a few who were in formal employment. The nature of employment of the parent occupation in the district and the level of education could be factor hindering parent from fully involvement in educating their girls in secondary school.

The student was also offer work to do which could also affect their participation in education. From the findings, majority of the respondent strongly agreed that they were working as house hold chores, taking care of the sick or old relatives, family business and shamba work as well as fetching water, firewood, herding, going on errands and babysitting. The kind of chores they do while at home affected their studies as only 3% of the respondents indicated that chores never interrupted their studies. This clearly indicated that the duties and chores given to the student at home affected their academic performance and may led to dropping out of school later on.

The study established that lack of school fees, early marriages, love affairs and to engage in child labor were most likely to cause the children from never joining form one. Study found that Most of the respondent's unemployment even after secondary

school, poor performance, family dispute, long distance to school and house hold chores were likely the reasons why some of the pupils never join the secondary school.

From the findings, boys dropped out of school due to class repetition, lack of school fees, poor performance, conflict with teachers, school administration and to engage in child labor .The study found that girls dropped out of school due to pregnancies, love affairs, early marriages, lack of school fees, poor performance and to engage in child labor such as baby sitting, fetching of water and firewood.

From the findings, the study revealed that there existed gender 38.5% of the respondents agreed that there was gender discrimination by teachers to students through associating certain careers as "girls oriented" for nursing, receptionist, use of terms that are gender biased e.g. chairman, policeman and portraying female as an inferior gender in their speech were the discrimination aspects towards girl's students among teachers.

Most of the respondents agreed the use of teaching materials that favor male students, open preference for male students and failure to encourage girls to perform well in class as some of the discrimination aspects towards girl's students among teachers.

The study found that, pregnancies, early marriages, lack of school fees, poor performance and to engage in child labor as well as illiteracy among parents highly contributed to the dropping out of school of girls in Mbooni West District.

From the findings the study established that poor performance in K.C.P.E, lack of school fees, early marriages and engagement in child labor were reasons which hindered students from accessing secondary education .Other reasons which hindered

student from accessing secondary education were indicated scarcity of jobs even after secondary education, love affairs, distance of secondary school from home and Inadequate secondary schools in the District .This clearly indicated that poor performance in primary education, lack of school fees and child labor and early marriages greatly hindered students from accessing and participating in secondary School Education. Economic activities such as sand harvesting, bar attendance and being house girl or shamba boys affected student participating in secondary education.

5.2.3 To Propose Ways of Improving Female Students Retention Rates in Secondary School in Mbooni West District in Light of MDGS

Various ways could be adopted to increase female student participation in secondary education. From the findings, mass education on the importance of girl child should always been conducted, offering guidance and counseling, imposing rules and regulations and encouraging of the boarding of the female students. The study found that the school administration was encouraging the parents to bring back their girls back to school even after pregnancy and delivery, working together with the provincial administration to rescue girls who drop a result of early marriages, involving them in administration duties, sensitizing teachers on the need to avoid any form of gender discrimination. Educating a girl child is critical toward achieving gender equality, reducing poverty and improving the overall well-being of children and families as also indicated by The Save the children Fund (2005).

The communities need to be enlightened to invest heavily on accessing of education of girls as that of boys encourage girls to identify women in the society who has been successful in life and make them their role models. The study further found that students should be encourage to achieve their dream career in life either becoming nurses, teachers, politicians, business men/women and doctors increase girl participation in school, career guidance should be provided effectively and more often. to help girl as well as boys toward remaining focus in school.

From the findings, offering motivation talks in schools, discouraging repetition of classes and educate parents on importance of education were ranked as most effective intervention towards accessing and completion of secondary education. Campaign against child labor, early marriage and increasing the bursaries were also critical intervention towards accessing and completion of secondary education by the girl child.

The study finally revealed that measures that could increase both genders participation in secondary education towards attainment of the Millennium Development Goals/Education by the year 2015 were increasing bursary, taking campaign in all forum on the need to educate both boys and girls and taking action against parents who fail to take their children to school and increasing sponsorship would led to increase in participation of school participation in secondary education.

Other measures that could be taken to enhance attainment of Millennium Development Goals/Education for all were establishing of more school in the district, expanding existing school structures and campaigning in church and in public barazas on need to

educate both boys and girls. Effective utilization of Constituency Development Fund and Constituency Bursary Fund were measure undertaken toward building new or improving school infrastructure which could result to attainment of Millennium Development Goals/Education for all in Mbooni West District. The findings were in line with KNBS,(2000) which found that the rapid expansion at the secondary level had been the result of the vigorous harambee schools movement that has led to the establishment of numerous community secondary schools, sensitizing on the importance of educating children and taking action against parent who fail in their responsibility of educating their children.

5.3 Conclusions of the Study

5.3.1 To Establish the Gender Parity Index (GPI) on Secondary School Enrollment Rate in Mbooni West District

The study concluded that the GPI = $\frac{\text{Net Intake Rate for Girls} = 41.21}{\text{Net Intake Rate for Boys} = 58.79} = 0.7000$

which was less than 1 indicating that boys are favored but since the it lies between 1 and 0.5,the GPI for Mbooni West District was considered achieved with a room for improvement to have more girls accessing secondary education.

5.3.2 To Identify the Socio-Economic and Cultural Factors Which Lead to Persistent Gender Disparity in Mbooni West District

The study concluded that Parents/guardian literacy level, occupation status, employment and family conflicts hindered girl child from accessing secondary education.

The study concluded that factors such as lack of school fees, school poor performance, conflict with teachers and school administration. The study concluded that factors such as distance to school and gender discrimination greatly affected girl participation in Secondary school.

From the findings, the study concluded that pregnancies, early marriages, lack of and engage in child labor hindered students from accessing secondary education.

5.3.3 To Propose Ways of Improving Female Students Retention Rates in Secondary School in Mbooni West District in Light of MDGS

The study concluded that promoting mass education on the importance of girl child, offering guidance and counseling, imposing rules and regulations and encouraging of the boarding of the female students were effective measures that could be adopted to increase participation of a girl child in secondary school.

The study concluded that other measures that could be taken to increase girl child participation in secondary education were school administration encouraging the parents to bring back their girls back to school even after pregnancy and delivery, taking action on the parent who failed to educate their children, rescue girls who drop a result of early marriages, sensitizing teachers on the need to avoid any form of gender discrimination and educating communities on the need to be enlightened and invest heavily on accessing of education of girls as that of boys

The study finally concluded that measures that could increase both genders participation in secondary education towards attainment of the Millennium Development Goals/Education by the year 2015 were increasing bursary, taking campaign in all forum on the need to educate both boys and girls and taking action against parents who fail to take their children to school and increasing sponsorship would led to increase in participation of school participation in secondary education.

5.4 Recommendations

The study recommends that to achieve the Millennium Development Goals/Education by the year 2015 the government and all the education stakeholder should put up measures to reduce gender parities in education to eliminate illiteracy and poverty facing girls in the country.

The study recommend that all parties in education sector should seek to minimize the influence of Parents/guardian literacy level, occupation status, employment and family conflicts hindered girl child from accessing secondary education lack of school fees, school poor performance, conflict with teachers and school administration, distance to school and gender discrimination to increased girl child accessibility to secondary education.

To achieve MDG on education, both boy and girls need to be educated and their participation in education enhanced. The study recommend therefore that measures such as increasing bursary, taking campaign in all forum on the need to educate both

boys and girls and taking action against parents who fail to take their children to school, increasing sponsorship would led to increase in participation of school participation in secondary education.

5.5 Recommendation for Further Study

The study investigated gender disparity in secondary education in the context of Millennium Development Goals focusing on a case of Mbooni West District, Kenya. A further study should be conducted to establish effects of the measures of increasing secondary school education participation versus academic performance.

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APPENDICES

APPENDIX I: LETTER TO HEADTEACHERS

UNIVERSITY OF NAIROBI
Department of Educational Foundation
P.O. BOX 92, KIKUYU.
TEL;

THE PRINCIPAL,

.....Secondary School.

Dear Sir/Madam,

RE: STUDY ON GENDER DISPARITY IN RELATION TO MDGs IN MBOONI WEST DISTRICT.

I am a postgraduate student in the University of Nairobi pursuing a Master of Education degree in Educational Foundations.

I kindly request for your permission to interview you and your form four classes using a questionnaire on the factors causing persistent gender disparity in secondary school education. This is in relation to MDGs/EFA goals. The research is scheduled to run from October 2010.

The questionnaire is designed for this research purpose only, thus the response shall be absolutely confidential and anonymously given, no name shall be required from any respondent or institution.

Thank you.

Yours faithfully,

Collins ,S.K.

APPENDIX II: LETTER TO EDUCATION OFFICER

UNIVERSITY OF NAIROBI
Department of Educational Foundation
P.O. BOX 92,KIKUYU.
TEL;

The District Education Officer,
Mbooni West District.

Dear Sir /Madam,

Re: STUDY ON GENDER DISPARITY IN RELATION TO MDGs IN MBOONI WEST DISTRICT.

I am a postgraduate student in the University of Nairobi pursuing a Master of Education degree in Educational Foundations.

I kindly request for your permission to interview you, secondary school head teachers and their form four classes using a questionnaire on the factors causing persistent gender disparity in secondary school education. This is in relation to MDGs/EFA goals. The research is scheduled to run from October 2010.

The questionnaire is designed for this research purpose only, thus the response shall be absolutely confidential and anonymously given, no name shall be required from any respondent or institution.

Thank you,

Yours faithfully,

Collins ,S.K.

APPENDIX III: QUESTIONNAIRE FOR FORM 4 STUDENTS

Kindly fill in this questionnaire. The answers provided will be useful for this study on persistent gender disparity in education in secondary schools in light of the MDGS, in Mbooni West District. Kindly answer all questions and note that there is no answer that is right or wrong. Your response will be treated confidentially. Do not write your name or the name of your school in the questionnaire. Put in a tick () in the boxes and fill in the blank spaces provided. Where applicable please give your opinion as requested by the question.

SECTION A

1. Gender: Male () Female ()

2. Please tick your () your appropriate age group:

Less than 16 ()

16-17 ();

17-18;

Over 18 years ()

3. What is the position of birth in your family?

1st born ()

2nd born ()

3rd born ()

4th born ()

5th born ()

6th born ()

Any other please specify.....

4. How many children in your family are aged between 13-18 years?

.....
.....

5. How many children in the age group in number 4 above are in secondary school?.....

6. How many children in your family aged between 13-18 years have dropped out of school?
.....

7. If any of your brother(s) or sister(s) has dropped out of school, what could have been the cause? Please explain.....
.....

SECTION B

8. If your brother or sister qualified to join a secondary school, who between the two could your parent(s) give priority?

Boy ()

Girl ()

Both ()

9. Why do you think your parent(s) would make the choice in no 8? Please explain
.....
.....
.....

10. What are your chances of joining a college after form four?

0% (); 50% (); 100% ()

11. If your answer to no. 10 above is 0% or 50%, please state the reason(s)
.....
.....
.....

12. Of the boys and girls who dropped out of school or never joined form one, what do they do?

Got married ()

Casual laborers ()

Self-employed ()

Any other (specify).....

13. Which is the highest level of education you would like to attain?

Secondary ()

University ()

Any other (specify)

14. What is your father's level of education?

Non-formal ()

Primary ()

Secondary ()

University ()

Any other (specify).....

15. What is your mother's level of education?

Non-formal ()

Primary ()

Secondary ()

University ()

Any other (specify).....

16. What is your parent(s) source of livelihood/income?

OCCUPATION	FATHER	MOTHER
Formal employment		
Self-employment		
Casual workers		
Subsistence farming		
Commercial farming		
Others(specify)		

17. When at home, do you work? Yes (); No ()

18. If yes to question 17 above, what kind of work do you do?

Household chores ()

Herding ()

Shamba work ()

Baby- sitting ()

Any other (specify).....

19. Do you think that the chores in 18 above affect your studies in any way?

Yes ()

No ()

20. If yes in 19 above, please state in what ways you affected

21. Do you have a brother or sister who never went to secondary school?

Yes ()

No ()

22. If yes in 21 above, in order of priority and by numbering (0- irrelevant, 1-least important up to 10-most important), rank them below as provided

Poor performance in KCPE ()

Lack of school fees ()

Inadequate secondary schools ()

Pupil engaged in child labor ()

Early marriage ()

Family disputes ()

Cultural practices e.g. F.G.M ()

Distance of secondary school from home ()

Unemployment even after secondary school ()

Any other reasons please state and indicate numerical value.....

.....

.....

23. What do you aspire to be in future?

- Subsistence farmer ()
- Business woman/man ()
- Politician e.g. M.P, Senator, Councilor ()
- Teacher ()
- Nurse ()
- Lawyer ()
- Doctor ()

Any other, please specify.....

24. Do you get guidance on career choices in school?

- Yes ()
- No ()

25. If yes to question 24 above, how often?

- Weekly ()
- Monthly ()
- Once per term ()

Any other (please specify)

26. In your own opinion, what can be done to have more pupils of either gender to attend secondary school?.....

.....

APPENDIX IV: FORM FOUR CLASS TEACHERS QUESTIONNAIRE

Instructions

The aim of this questionnaire is to investigate factors leading to persistent gender disparity in secondary education in light of MDGs in Mbooni West District. Kindly provide answers to the questions truthfully and to the best of your knowledge. Confidentiality will be observed and the answers you provide will be used for the purpose of the study.

Do not indicate your name or the name of your school anywhere on this questionnaire.

PART A

Background information

1. What is your gender? (Tick appropriately)

Male () Female ()

2. For how long have you been teaching since employment? _____

3. Have you been the class teachers for this class from form one?

Yes () No ()

PART B

1. How many boys and girls are there in the class?

Boys () Girls ()

2. Do you have students who have repeated classes?

Yes () No ()

If yes above how many Boys () Girls ()

3. Are there students who have dropped out of school in this cohort?

Yes () No ()

Please indicate the number of boys and girls who have dropped out in this cohort?

No. of Boys () No. of Girls ()

4. In your opinion what are the reasons for boys dropping out of school? Tick next to the reason that is applicable to boy's students in your school. You may tick several indicators.

a) Lack of school fees ()

- b) To engage in child labor ()
- c) To participate in cultural activities ()
- d) Early marriages ()
- e) To assist parents in household chores ()
- f) Conflict with teachers/school administration ()
- g) Due to poor performance ()
- h) When forced to repeat particular classes ()

Any other reason (please specify).....

.....

5. What are the reasons for girls dropping out of school? Tick next to the reason that applies to girls in your school. You may tick several indicators.

- a) Lack of school fees ()
- b) To engage in child labor ()
- c) To participate in cultural activities e.g. FGM ()
- d) Early marriages ()
- e) To assist parents in household chores ()
- f) Conflict with teachers/school administration ()
- g) Due to poor performance ()
- h) When forced to repeat particular classes ()
- i) Pregnancy ()
- j) Preference of the boy-child to the girl-child ()

Any other reason (please specify).....

6. What measures do you take to minimize female dropout in your school?

.....

.....

.....

7. If a brother and a sister are in the same class who do you think the parents are keen on keeping in school?

Boy ()

Girl ()

Please give reason(s) for your opinion.....

.....

APPENDIX V: HEAD TEACHERS QUESTIONNAIRE

Instructions

The aim of this questionnaire is to investigate factors leading to persistent gender disparity in secondary education in light of MDGs in Mbooni West District. Kindly provide answers to the questions truthfully and to the best of your knowledge. Confidentiality will be observed and the answers you provide will be used for the purpose of the study.

Do not indicate your name or the name of your school anywhere on this questionnaire.

PART A

BACKGROUND INFORMATION

1. What is your gender? (Tick appropriately)

Male ()

Female ()

2. How long have you been teaching since employment?

.....

3. How long have you been a Head teacher?

.....

4. How long have you served in your current station?

.....

PART B

ENROLLMENT

1. Kindly fill in the enrollment for the year 2010 in each class

FORM	NO.OF BOYS	NO. OF GIRLS
1		
2		
3		
4		

2. Do you have any students who have repeated classes in the year 2010?

Yes ()

No ()

If yes give the number of repeaters per class in the year 2010

FORM	NO. OF BOYS	NO. OF GIRLS	TOTAL
1			
2			
3			
4			
TOTAL			

3 .Are there students who have dropped out of school in the course of the year 2010?

Yes ()

No ()

4. Kindly indicate the number of boys and girls who have dropped in the year 2010

FORM	NO. OF BOYS	NO. OF GIRLS	TOTAL
1			
2			
3			
4			
TOTAL			

5. Are you aware of the Millennium Development Goals on education?

Yes ()

No ()

If yes above, kindly list any two of the goals below;

.....

6. In your view what are the reasons for boys dropping out of school?

Tick next to the reason that applies to boys students in your school. You may tick several indicators

- a) Lack of school fees ()
- b) To engage in child labor ()
- c) To participate in cultural activities ()
- d) Early marriages ()
- e) To assist parents in household chores ()
- f) Conflict with teachers/school administration ()

g) Due to poor performance ()

h) When forced to repeat particular classes ()

Any other reason (please specify)

.....

.....

7. What are the reasons for girls dropping out of school? Tick next to the reason that applies to girls in your school. You may tick several indicators.

a) Lack of school fees ()

b) To engage in child labor ()

c) To participate in cultural activities e.g. FGM ()

d) Early marriages ()

e) To assist parents in household chores ()

f) Conflict with teachers/school administration ()

g) Due to poor performance ()

h) When forced to repeat particular classes ()

i) Pregnancy ()

j) Preference of the boy-child to the girl-child ()

Any other reason (please specify).....

.....

.....

8. Can you kindly comment on male teacher discrimination on girls in their teaching

.....

.....

9. Which of the following aspects of discrimination towards girl's students do you see among teachers in your school?

Portraying female as an inferior gender in their speech ()

Using teaching materials that favors male students ()

Failure to encourage girls to perform well in class ()

Use of terms that are gender biased e.g. chairman, policeman etc. ()

Open preference for male students ()

Associating certain careers as "girls oriented" e.g. nursing, receptionist etc.()

10. Do you have programs/activities/initiatives in attempt to try and minimize female dropout from your school?

Yes ()

No ()

If yes above, kindly indicate the initiatives taken to minimize female dropout

.....

PART C

11. Please indicate the number of students who sat for K.C.S.E from 2004 to 2009

YEAR	NO. OF BOYS	NO.OF GIRLS
2004		
2005		
2006		
2007		
2008		
2009		

12. Please indicate the number of boys and girls enrolled in your school from 2004 to 2009.....

ENROLLMENT

YEAR	NO. OF BOYS	NO.OF GIRLS
2004		
2005		
2006		
2007		
2008		
2009		

13. Which class has the highest number of dropouts in your school?

FORM	NO. OF DROPOUT	MAJOR REASON FOR DROP OUT
1		
2		
3		
4		

14. In your own considered opinion, what measures should be taken to increase and retain girl- child access to secondary education.....

.....

15. When parents have challenges in promptly paying school fees, what reasons do they sight.....

.....

16. Do you think the immediate community has interest in girl-child education?

Yes ()

No ()

17. If your answer above is no, please state the reasons why the community is not keen on girl-child education.....

.....

APPENDIX VI: QUESTIONNAIRE FOR EDUCATION OFFICERS

The aim of this questionnaire is to enable the researcher obtain information about the persistent gender disparity in secondary education in relation to MDGs in Mbooni West District. Please fill in the questions and your response will be used for the purpose of this study only. Confidentiality is assured and do not indicate your name or that of your Division/zone anywhere in the questionnaire.

Kindly tick appropriately or fill in your opinion in the spaces provided where applicable. Note that there is no right or wrong answer. The information you give will be useful in increasing and retaining girl-child participation in secondary education in Mbooni West District and beyond.

SECTION A

Tick appropriately

1. Kindly indicate your gender

Male

Female

2. For how long have you served as an education officer since you left classroom teaching?

Below 5 years

5-10 years

10-15years

Over 15 years

3. For how long have you served as an education officer in this area?

Below 5 years

5-10 years

10-15years

Over 15 years

4. What is your academic qualification?

Diploma holder

Degree holder

Another (please specify).....

SECTION B

1. Complete the table below by filling in the number of students enrolled in Mbooni West District in the given years

YEAR	BOYS	GIRLS
2000		
2001		
2002		
2003		
2004		
2005		
2006		
2007		
2008		
2009		
2010		
TOTAL		

2. Complete the table below by filling in the number of candidates who sat for K.C.S.E in Mbooni West District in the listed years.

YEAR	BOYS	GIRLS
2004		
2005		
2006		
2007		
2008		
2009		
2010		
TOTAL		

3. Who has the higher chance of going to secondary school given that they both qualify?

Boys ()

Girls ()

4. Please explain your answer in 3 above.....

.....

.....

5. In order of strength, rank the listed factors from the least to the most cited as reason for pupils not accessing secondary education.

FACTOR	RANK
Poor performance in K.C.P.E	
Lack of school fees	
Engagement in child labor	
Early marriages	
Cultural practices	
Inadequate secondary schools in the District	
Distance of secondary school from home	
Parents not willing	
Due to scarcity of jobs even after secondary education	

6. Cite any five measures that are in place towards attaining the Millennium Development Goals/Education For All in Mbooni West District?

.....

.....

.....

7. Cite any five main economic activities for the local community.

i).....

ii).....

iii).....

iv).....

v).....

8. Are there any economic activities that attract pupils thus hindering their participation in secondary education?

Yes ()

No ()

If yes above, please list them down below.....

.....

.....

9. In your own considered opinion, what should be done to increase higher participation of both genders in secondary education towards attaining the MDGs on education by 2015?.....

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