

**A SURVEY OF FACTORS INFLUENCING GIRLS' ATTITUDE
TOWARDS SECONDARY EDUCATION IN WAJIR DISTRICT,
KENYA**

By

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DECLARATION

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

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DEDICATION

In memory of my late mother Halima Dambala Sora

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune-Deficiency Syndrome
ASAL	Arid and Semi-Arid Land
FAWE	Forum for African Women Educationist
FNIL:	Florence Nightingale International Foundation
GoK	Government of Kenya
HIV	Human Immuno Virus
KCPE	Kenya Certificate of Primary Education
MDGs	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NEP:	North Eastern Province
ODA	Overseas Development Agency
PDE:	Provincial Director of Education
SPSS	Statistical Package for Social Scientist
UK:	United Kingdom
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nation Children Education Fund

USA: United States of America

ABSTRACT

The aim of this study was to investigate the factors influencing girls' attitude towards secondary education in Wajir District. The research objectives included establishing how availability of learning facilities at schools influence girls' attitude towards secondary education in Wajir District; how girls relationship with teachers influence their attitude towards secondary education in Wajir District as well as determining how economic status of a family influence girls' attitude towards secondary education in Wajir District. The study also sought to establish the relationship between parents' level of education and girls' attitude towards secondary education in Wajir District. The study employed descriptive survey research design utilizing both quantitative and qualitative approaches where the target population included all the 5 girls' secondary schools with a population of 1120 girls in Wajir district 5 principals and 33 class teachers totalling to 1158 people. A sample of 25 percent students, 5 guidance and counselling teachers, 28 class teachers and the 5 principals yielding a total of 318 respondents. Each girls name in attendance register was written on a piece of paper, folded and put in a basket. One girl was blind-folded and asked to pick the folded papers. The papers were then unfolded and the girls whose names appeared on the papers participated in the study

Questionnaires were used for data collection. There were four different sets

of questionnaires for the study. These were questionnaires for the principal, guidance and counseling teachers, class teachers and students. For the questionnaires were piloted in Moyale girls' secondary school and Sololo Girls Secondary School in the neighboring Moyale District which had similar characteristics with Wajir district. The questionnaires were administered to 10 students from each school who were randomly selected, the principal and the guidance and counseling teacher and class teacher. The results of the piloting were used to adjust any ambiguity in the questionnaires.

Once the questionnaires were collected, the researcher embarked on the data analysis. Qualitative and quantitative analysis of data was applied. The analysis of data was guided by the objectives of the study. Qualitative data were put and categorized according to themes and where applicable presented in the form of frequency tables. Quantitative data was analyzed using descriptive statistic such as percentages means, graphs and charts and the coded data was used to present information facilitated by Statistical Package for Social Sciences (SPSS).

Findings of the study: From the study, inadequate teaching materials in schools, and girls' illicit relationships with teachers as well as poverty in families negatively affect girls' attitude towards secondary education. In addition, the majority of students' parents do not have formal education regardless of their gender. Their illiteracy was however found to negatively affecting girls' attitude towards secondary education. The researcher therefore recommends that, government should ensure adequacy of teaching materials in schools to lessen

hardships encountered by students when learning. Girls' illicit relationships with teachers should also be curbed through appropriate punitive measures while both teachers and parents should take up the role of educating students with mentality that, there are no readily available jobs and therefore negative attitude on secondary education. Poverty eradication should be enhanced by the government through effective adoption of relevant policies.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education provides foundation for alleviating poverty and improving socio-economic development. The benefit of education is well established as it raises the quality of life, improves health and increases productivity to market and non market work (FAWE, 2004). It has been noted that education is a prime mover of social, political, and economic growth of a country in general and of families in particular (Mutua and Namaswa, 1992). Education improves international understanding in the world community (UNESCO,1968). Education is therefore recognised globally as the ultimate backbone of successful operations in all sectors in a country.

Education is very important to girls. According to FNIL (2006) education improves girls' lives in various ways, it leads to; improved family planning, lower infant mortality: fewer maternal deaths in childbirth and lower HIV/AIDS infection rates. Education of girls' leads to greater participation in the work force and increased family incomes: for each additional year a girl is in school and greater chance that their own children will be educated: children whose mothers have no education are more than twice as likely to be out of school as children whose mothers have some education.

Education of women has been low not only in the science based fields. In 1970 the percentage of Japanese women enrolled in undergraduate science programs

was 2.3 percent and by 2004 this percentage had not changed. Women increased in engineering from less than 1 percent in 1970 to nearly 6 percent in 2004. One effort to change this situation occurred in the early 1990s, when a survey of female scientists and engineers recommended the implementation of affirmative action programs in science and engineering, mentors for women in science and engineering departments and an increase in the number of female secondary science teachers. During this time the percentage of women in education and teacher training declined from 19 percent in 1970 to 8.5 percent in 2004 (Scantlebury *et al*, 2007).

Nations in the Middle East and Asia displayed a lower representation of doctoral female recipients in science and engineering in the 2000/2001 year. The numbers of female engineering researcher in academic in some of the countries stands at 8 percent in the United States of America (USA) and Germany, 12 percent in the European Union, 18 percent in Sweden and 14 percent in the United Kingdom (UK). The United Kingdom (UK) and Sweden's indicators reflect progress in achieving a more equitable balance of women participating in science and engineering (Mody and Brinard, 2005).

In 2000, the international community was committed to achieving Millennium Development Goals (MDGs) by the year 2015 and had two goals specifically related to education: MDG 2 focuses on universal primary education and MDG 3 aims to reduce the gender gap in education. While notable progress has been made in the category of enrolment, much progress is still needed, especially in addressing gender parity (UNESCO 2003). The UNICEF (1998) underscored the link between child labour and a lack of education.

The secondary cycle in Kenya is the middle of the three cycles of the 8.4.4 system of education and it represents transition for students. It prepares learners for further education and training as well as grooming them for the world of work and responsibility to society. In view of this, the curriculum offered is broad-based and with a technical bias. This vocationalisation of the learning programme ensures the production of well-rounded school leavers who are useful to themselves, their societies and the nation of Kenya. As a result of this practical approach, the system is geared towards developing skills for self-reliance, self-employment and salaried employment. Pupils who join secondary schools must have passed KCPE and will normally be aged between 13-15 years. They complete form four at the age of 17-19 years. Expansion of secondary schools has been impressive (Ministry of Education, Science and Technology, 2007).

In 1963 (when Kenya attained Independence from Britain), there were only 151 secondary schools with a total enrolment of 31,120 pupils compared with 628 maintained secondary schools, 1,466 assisted and 302 private with a total enrolment of almost half a million pupils. In 1992, the enrolment had risen to 642,336 with girls forming 42.9 percent of total enrolment. The total number of secondary schools at present is over 3,000. Secondary education plays crucial role in national development. The Kenya government's long term policy is to provide a frame work for sustainable and competitive system (MOEST, 2007). The educated self employed will cope with business better than those uneducated (Namadu, (1992)).

Kenya has continued to experinece growth and decvelopment in secondary sub sector.However the North Eastern Province has registered low enrolements

especially for girls. The proportion of girls to boys shows that most girls do not make it to secondary schools. The improvement is more noticeable in 2006 and 2007 in the province since there were increased in enrolment and number of schools increased. Gender disparity is more prevalent and wider in secondary and higher education than at primary level.

Tables 1.1, Table 1.2, Table 1.3, Table 1.4 and Table 1.5 illustrate the enrolment in secondary schools nationally by gender 2004 -2008, North Eastern Province total enrolment 2004-2008, Wajir District total enrolment 2004-2008, Wajir District girls' secondary schools retention of the 2006 cohort as well as Drop out in North Eastern Province for the 2006 form 1 cohort respectively

The total enrolment in secondary schools nationally by gender between 2004 and 2008 was higher for girls than boys and the grand enrolment consistently increased over the entire period as illustrated by Table 1.1.

Table 1.1: Total enrolment in secondary schools nationally by gender 2004 -2008

	2004		2005		2006		2007		2008	
	Boys	girls	Boys	girls	Boys	girls	Boys	girls	Boys	girls
Total	49050	43564	49415	43999	54607	484008	63869	54157	74651	635698
G.Tot	926149		934149		1030080		1180267		1382211	

Source : Economic Survey 2008

In North Eastern Province, total enrolment between 2004 and 2008 for both girls and boys increased consistently over the entire period though enrolment for boys was higher than that of girls as illustrated by Table 1.2.

Table 1.2: North Eastern Province total enrolment 2004-2008

Year	No of schools	Boys	Girls	Total
2004	26	4587	1612	6199
2005	27	4798	1772	6570
2006	32	5025	1993	7019
2007	38	6279	2488	8767
2008	42	7964	4080	12044

Source: PDE s Office North Eastern Province (2009)

Wajir District total enrolment 2004-2008 increased consistently over the entire period though enrolment for boys was higher than that of girls.

Table 1.3: Wajir District total enrolment 2004-2008

Year	No of schools	Boys	Girls	Total
2004	9	1693	579	2272
2005	10	1792	694	2486
2006	11	1867	860	2727
2007	14	2159	954	3113
2008	15	2620	2059	4679

Source: DEO's Office Wajir District (2009)

In Wajir district, most of the factors that affect the girl education are also prevalent as illustrated by table 1.4 and most worrying factor is the high percentage

dropout that stand at 40 percent of the girls enrolled from one cohort.

Table 1.4: Wajir District girls' secondary schools retention of the 2006 cohort

School	Form 1 (2006)	Form 2(2007)	Form 3 (2008)	Form 4(2009)	No Drop out
Bute Girls	50	42	34	29	21
Wajir Girls	92	84	70	60	32
Habaswein Girls	50	44	37	26	24
Hon-Khalif Girls	50	40	40	37	13
Kutulo Girls		50	45	38	12

Source: Schools' Attendance registers for the years stated.

Attitude towards secondary education may be the factor responsible for the high drop out rate among secondary school girls in Wajir district. This attitude is attributable to the factors that the proposed study intends to address. Availability of teaching learning resources in a school may influence girls' attitude towards secondary education. Equally important is the girls relationship with teachers which may also either discourage or motivate a girl to remain in school and pursue her studies. The economic status of a family may influence girls' attitude towards secondary education. Affluent parents may be in a position to provide the girls with the school requirements thus raising the morale of the girl and positive attitude towards secondary school education. It is this positive attitude that will make the girls remain in school and pursue her studies. Parents' level of education may also

influence the girls' attitude towards secondary education. Educated parents are likely to encourage the girls to pursue her studies which may inturn influence the girls attitude towards secondary school education. It is therefore against this background that the resercher determined the extent to which each of them influence girls' attitude towards secondary school education in Wajir District.

1.2 Statement of the Problem

The commitment and determination of Kenya government is to provide education as a means of developing human resource cannot be challenged (Asingo, 2000). In order to provide free basic education, the Kenyan government introduced free tuition in 2008 to secondary school education to help increase access. Despite the government's effort to address the situation, girls' dropouts from secondary schools from North Eastern Province, Wajir district girl's secondary schools in particular leads as Table 1.5 illustrates.

Table 1.5: Drop out in North Eastern Province for the 2006 form 1 cohort

School	Form 1 (2006)	Form 2(2007)	Form 3 (2008)	Form 4(2009)	percent drop
Mandera	260	240	230	169	35
Garissa	360	320	300	252	30
Wajir	200	180	150	120	40

Source: Provincial statistics Garrissa -NEP – (2009)

The UNICEF/GoK have been offering scholarship to girls in Wajir District with a mean score of 300 marks and above in KCPE. By 2010, twenty-nine girls had benefited from this program in the region. If such assistance is offered to girls from poor families they could develop positive attitude towards secondary education, but despite the assistance, a large number of girls dropout of school causing a great concern to all education stakeholders. It is against these background that the researcher investigated the factors that could influence girls attitude towards secondary school education in Wajir District.

Ambia (2003) studied the factors affecting access and retention of girls in schools in Wajir District, while Jama (1993) investigated the strategies on nomadic education delivery. However no in-depth study has been carried out to investigate the attitude of girls towards secondary education in Wajir district. Nonetheless, past studies have not focused on both schoolbased and social based factors influencing girls attitude towards secondary education. Towards this end, the researcher

investigated factors that could be influencing girl's attitude towards secondary schools education in Wajir District.

1.3 Purpose of the study

The purpose of the study was to investigate the factors influencing girls' attitude towards secondary education in Wajir District.

1.4 Objectives of the study

The proposed study was guided by the following objectives:

- i. To establish if availability of learning facilities at schools influence girls' attitude towards secondary education in Wajir District.
- ii. To investigate whether girls' relationship with teachers influence their attitude towards secondary education in Wajir District.
- iii. To find out if economic status of a family influence girls' attitude towards secondary education in Wajir District.
- iv. To determine the relationship between parents' level of education and girls' attitude towards secondary education in Wajir District.

1.5 Research questions

The study answered the following research questions, which have been derived from the objectives:

- i. Does the availability of learning facilities at schools influence girls' attitude towards secondary school education in Wajir District?.
- ii. To what extent does the girls' relationship with teachers influence girls' attitude towards secondary education in Wajir District?.
- iii. How does economic status of a family influence girls' attitude towards secondary school education in Wajir District?.
- iv. What is the relationship between parents level of education influences girls' attitude towards secondary education in Wajir District?.

1.6 Significance of the study

The findings of the study may be beneficial to education administrators both at national and regional levels to develop administrative mechanism that are gender sensitive and set strategies in place in order to enhance increased enrolment and retention of girls in schools. The study also intended to sensitize teachers, Ministry of Education officials, school principals, district administrators, local leaders, and students on factors influencing girls' attitudes towards secondary education among the nomadic pastoralist. The findings of the study may provide data for further studies on the area of girl child education among the nomadic pastoralist.

1.7 Delimitation of the study

The study was paid focus only to Wajir district among other ASALs in Kenya. The study in addition concentrated to secondary school girls, guidance and counseling teachers, class teachers and principals and schools in Wajir District. These categories were identified and introduced into this study based on the ability to answer the research questions for the research. The study was also delimited to factors that influence girls' attitudes towards education in Wajir District.

1.8 Limitations of the study

Due to the vast and rough terrain of the area it was very difficult for the researcher to get to all the schools. The culture and the nomadic life style of the respondents affected data collection.

1.9 Basic assumptions of the study

The study was conducted under the certain assumptions including: home and school-based factors have direct influence on girls' attitude formation towards secondary school education; ; the sampled schools would be easily accessible to the researcher as well as girls in secondary schools are responsible for making their own judgment (decision) about their education. The researcher also assumed that, respondents would give accurate honest and relevant information willingly, had the relevant knowledge to answer comfortably all the questions provided in the questionnaires and would keep all the information provided in the questionnaires as confidential as possible.

1.10 Definitions of significant terms

Attitude. This is a complex mental state involving beliefs and feelings and values and dispositions to act in certain ways.

Dropout refers to students who enroll in school and leave without completing the prescribed course.

Education refers to developmental process provided by a school or other institutions for acquisition of knowledge skills and attitude.

Gender Parity refers to a numerical concept referring to equal number of girls and women, boys and men relative to their respective numbers in the population.

Home based factors refer to the conditions inherent in the home environment such as parental academic level economic status of the family, peer pressure and religious believe.

Schools based factor refers to the conditions inherent in the school program such as syllabus, timetable, classroom size and teacher's attitudes.

1.11 Organization of the study

The study was organized into five chapters. Chapter one give the introduction to the study detailing the background of the study, statement of the problem, purpose of the study, objectives of the study and the research questions which the study hopes to answer. The chapter also contained the significance of the study, assumptions, limitations and scope of the study.

Chapter two contains the review of related literature. It showed what had been done in the area of study. Specifically, the chapter focused on the literature

review and has introduction, concept of the term attitude as well as school based and home based factors influencing girls attitude towards secondary education which include girls' relationships with teachers and attitude toward secondary education; family's economic status and girls' attitude towards secondary education and the parents' level of education and girls' attitudes towards secondary education. The chapter also gives the summary of the literature review, theoretical review, as well as the conceptual framework. Chapter Three deals with the research methodology and had introduction, research design, variables, location of the study, instrument reliability, instrument validity, target population, sample size and sampling procedures, research instrument, data collection procedures and data analysis techniques. Chapter Four has analysis of the data and interpretation of findings. Chapter five contains summary of the research findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, related literature that touches on the education of girls and the theoretical framework on which the study is based are presented. The home and school based factors that influences the girl attitude toward secondary education and gives a summary of the literature.

2.2 Concept of the term attitude

Davidson (1993) defined the term attitude as a tendency to act in some manner toward a person, structure or idea. Attitudes amount to likes or dislikes and interest or disinterest. They can be private or shared. They are cultural in nature and as a rule are formulated through socialization process. Once formed they in turn influence further socialization. Attitude is seen as a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object, event or situation. Attitude exists within all persons in regard to every topic, object or concept in human being that a person evaluates. This means that any one time, an individual is able to selectively respond to an object within the environment either positively or negatively.

2.3 Availability of teaching learning material and girls attitude toward secondary education

According to UNESCO (2003), children from poor, indigenous and disabled populations are at a systematic disadvantage, as are those living in slums. Additionally, girls are less likely to have access to education. UNESCO noted that inadequate sanitation that adversely affects girls' self-esteem, participation and retention. Textbooks, curricula and teacher attitudes have sometimes enforced negative stereotypes and have kept girls from receiving the education they need and deserve. Maleche (1972) notes that inefficient teaching, lack of learning resources make girls lose interest in learning and look forward to marriage. The classroom dynamics greatly affect the access to and retention of girls in secondary education (Juma, 1994).

Schools in Wajir district lack what constitutes good learning environment; that is, ample instructional materials, text books and other leaning materials. Learning is tempered with when students learn in dilapidated buildings which are no well lit or ventilated. Boys and girls alike need access to clean water and latrines or other sanitary facilities at school (MOE, 2001).

2.4 Girls' relationships with teachers and attitude

School is considered as an important agency of socialization (Anderson, 1994). According to Anderson (1994) attitudes are formed to a large extent by attitudes of parents and teachers. The school environment makes a difference in education of girls in Kenya as more parents are sending children to educational centers (Gakuru, 1979). School related factors such as teaching methods has a significant implication on retention of girls in school (Waweru, 1994). Teachers' attitudes towards their female students is a reflection of the broader

social biases about the role of women in society and the academic capacity of girls (Brock and Cammish, 1991). Distribution of female teachers has an important impact on girls' attitude towards school and education. Their presence provides girls with role model who also guide and counsel them especially on issues related to puberty. Girls shy off from approaching male teachers and when male teachers advise them on sexual matters, this is sometimes seen as sexual provocation (Kasenye, 1995).

Hallam (1994) notes that there is a pandemic of sexual harassment in education institutions in Africa. The subject of sexual harassment and violence in education institutions is largely being discussed and little is being done about it. The perpetrators are mainly male students. Male teachers also prey on their female students threatening to make them fail in the examination or humiliate them publicly to coerce them into sexual liaisons. A worrying development, which is on the increase, is sexual abuse of schoolgirls by older men. In Kenya the mass rape of 75 secondary school girls and death of 19 more during an attack by their male school mates at Saint Kizito mixed secondary school in July 1991 brought sexual harassment in education institution in Africa to an international attention. These accounts of sexual harassment and violence indicate that the girl child and young women face an extremely hostile and uncomfortable learning environment in schools (MOEST, 1999). The proposed study aims at investigating their effect on girls' attitude towards secondary education in Wajir District.

2.5 Family's economic status and girls' attitude

Waweru (1994) observes that girls from poor families feel obliged and are forced by their parents to get involved in income generating activities so as to contribute to the family income. Parents especially mothers depend on their adult sons during old age, investment in sons education is seen as security in old age (Psacharopoulos, 1995; Woodhall, 1993). They also rely on their daughters labour before marriage. Therefore, taking a girl to school would be a waste of time. Female enrolment patterns in patriarchal societies is affected by patridineal descent system which give preference for investment in schooling to boys who are believed to retain responsibility for their parents when they grow older compared to girls who are incorporated into their husband's families (Eshwani, 1993). Education is viewed as an investment; hence the lack of employment after completion of secondary education decreases interest in schooling. Therefore, the region with most employment opportunities and greater agricultural activities, especially of cash crops are also the regions of greatest educational progress and proportionally greater participation of girls in secondary education (Eshwani, 1993).

Koppel, *N.B, Cano, R.M Heyman S.B.* (2002) investigated the role of child's, parent's, household's and community's characteristics in urban, rural as well as north and south zones on increasing or decreasing child school attendance in Nigeria. Child participation in schooling is influenced by sector, age, gender household poverty status and regional differences. For instance, more children participate in schooling in urban, south and non-poor households. The urban advantage in child schooling merits comment. The result shows also that more male children are

enrolled than female children. The fact that girls suffer from disadvantage relative to boys is not enough to conclude gender discrimination in child schooling in Nigeria. However, the disadvantages facing girls are eased to some degree in urban Nigeria, but no systematic evidence emerges to this effect in rural Nigeria. Specifically, female children are more disadvantaged in attending school than male children. This disadvantage is probably occasioned by the perception of parents in a male child as their only representative identity that will ensure the family continuity when the parent dies (Koppel *et al*, 2002).

2.6 Parents' level of education and girls' attitudes

While investigating the influences of mothers' level of education and income on their children's primary school participation in Luanda Division, Vihiga District (Gichane, 2008) found that those mothers with higher level of education and income were able to support good schooling of their children. Those with low level of education were not capable of supporting schooling since they were not able to assist their children in education. Children whose parents (mothers) have higher education had a higher level of school attendance. An educated head of household, whatever the level of education he/she has attained, formal or informal, encourages the enrolment of children (UNICEF 2008; Namadu, 2003). The higher the educational level, the more children they send to school. However, despite this, the most educated heads of household still send more boys (95.6 percent) to school than girls (72.8 percent).

Koppel *et al*, (2002) found out that children from female-headed households are more likely to attend school. Education of the father has stronger marginal effect on girl's education than boy's education while education of mothers has stronger effect on school attendance by girls. Household poverty status has a stronger effect on girl's education than boy's education in urban Nigeria. According to Anderson (2006) the parental level of education, occupation and income levels play a significant role towards girls' attitude towards education. Educated parents enroll their children in schools and encourage them to study by availing relevant books and ensure completion of their education

2.7 Summary of literature review

From the aforesaid literature review it was evident that girls in secondary school education, despite being an inalienable right, is faced with various intricate and diversified issues that have an impact on their attitude which needs to be investigated in depth . This will provide insight on how gender disparity in schools can be rectified (Kasenya, 1995; Juma, 1994). From the literature review it is also evident that there are a variety of factors that could predetermine girls attitude towards secondary education.

2.8 Theoretical review

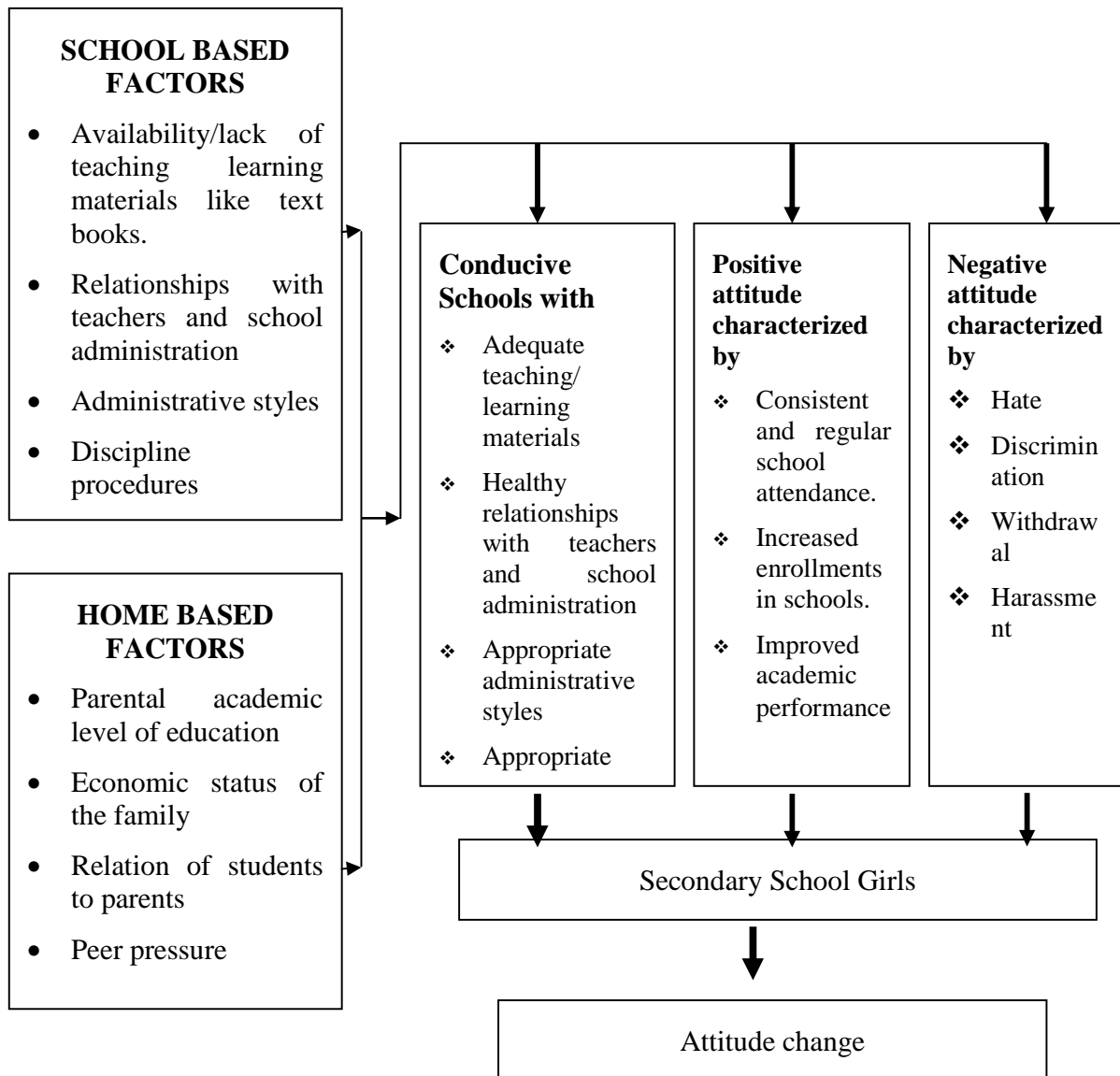
The study will be based on the Functionalist Theory of Attitudes advanced by Daniel Katz (1903 - 1998). Katz (1998) takes the view that attitudes are determined by the functions they serve for us. People hold given attitudes because these attitudes help them achieve their basic goals. Katz identifies one major type of Administrative function that attitudes meet. That is, instrumental function.

According to the theorist, people develop favorable attitudes towards things that aid or reward them. People want to maximize rewards and minimize penalties. Katz says that people develop attitudes that help them meet this goal. People favor political parties that will advance their economic lot - if in business, people favour the party that will keep their taxes low and if unemployed people favour one that will increase social welfare benefits. People are more likely to change their attitudes if doing so allows them to fulfill their goals or avoid undesirable consequences. Likewise girls will develop positive attitudes towards secondary education and pursue it, if they regard it instrumental in the attainment of their goals in life.

Katz's (1998) functionalist theory also offers an explanation as to why attitudes change. According to Katz, an attitude changes when it no longer serves its function and the individual feels blocked or frustrated. That is, according to Katz,(1998) attitude change is achieved not so much by changing a person's information or perception about an object, but rather by changing the person's underlying motivational and personality needs. For example as a person's social status increases, their attitudes toward their old car may change – one needs something that better reflects their new status.

2.9 Conceptual framework

Figure 2.1: Interrelation of the factors influencing girls' attitude towards secondary education



The conceptual framework examines the variables which have an influence on girl's attitude towards secondary education. The variables which are found here include; home based and school based factors. Each factor represents a

complex system within itself. School based factors and home based factors interact and influence the girls' attitude towards secondary education either positively or negatively. Where the school environment is conducive for learning, with the required learning facilities and teachers relate cordially with the students and the home environment is encouraging then girls develop positive attitude towards secondary education. This eventually leads to consistent and regular school attendance, increased enrollments in schools and improved academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section focuses on the methods that were applied in carrying out the study. It entails; research design, target population, sample size and sampling technique, research instruments, reliability of the research instruments, validity of the research instruments, data collection procedures and data analysis.

3.2 Research design

Orodho (2003) defines research design as the scheme; outline or plan that is used to generate answers to research problems. The study employed descriptive survey research design utilizing both quantitative and qualitative approaches. This design seeks to ascertain respondents' perspectives or experiences on a specified subject in a predetermined structured manner. Babbie (1973) notes that, descriptive studies of the survey nature can be used not only for the purpose of description but also for the determination of relationships of variable at the time of the study. Mugenda and Mugenda (1999), notes that descriptive studies are concerned with events that have already taken place and the researcher only describes them without manipulating the variables of the study.

3.3 Target population

Mugenda and Mugenda (1999) define population as an entire group of

individuals, events or objective having common observable characteristics. The target population for this study included all the 5 girls' secondary schools with a population of 1120 girls in Wajir district 5 principals and 33 teachers as illustrated by Table 3.1. All with the total of 1158

School	Form 1 (2006)	Form 2(2007)	Form 3 (2008)	Form 4(2009)	No Drop out	Total
Bute Girls	50	42	34	29	21	176
Wajir Girls	92	84	70	60	32	338
Habaswein Girls	50	44	37	26	24	181
Hon-Khalif Girls	50	40	40	37	13	180
Kutulo Girls	0	50	45	38	12	145
Total	242	260	226	190	102	1020

Source: Schools' Attendance registers for the years stated.

3.4 Sample size and sampling technique

Mugenda and Mugenda (1999) define sampling as a systematic selection of representative cases from the larger population. Gay (1992) suggests that when dealing with a large population a descriptive study could work with a minimal sample of 10 percent of the population and at least 20 percent for smaller population. The population involved being a smaller one, 25 percent of the students, the 5 guidance and counselling teachers, 28 class teachers and the 5 principals were included in the study sample.

Random sampling was used in the selection of the students involved in the study. This is a technique concerned with the selection of an unbiased or random subset of individual observations within a population of individuals intended to yield some knowledge about the population of concern, especially for the purposes of making predictions. Random sampling provide more accurate results and lends

themselves to a variety of statistical features. From each class 10 students were randomly selected. Thus the sample size for the study comprised of 280 students, 5 guidance and counselling teachers, 28 class teachers and the 5 principals yielding a total of 318 respondents. Each girls name in attendance register was written on a piece of paper, folded and put in a basket. One girl was blind-folded and asked to pick the folded papers. The papers were then unfolded and the girls whose names appeared on the papers participated in the study (Nzuve, 1999). Table 3.1 shows the target population and sampled population.

Table 3.1: Target population and sample size

Category of respondents	Target Population	Sample size	percent
Students	1120	280	25
Guiding & Counselling teachers	5	5	100
Class teachers	28	28	100
Principals	5	5	100
Total	1158	318	325

3.5 Research Instruments

Questionnaires were used for data collection. The questionnaires were developed based on the research objectives. There were four different sets of questionnaires for the study. These were questionnaires for the principal, guidance and counseling teachers, class teachers and students. Through questionnaires, the participants freely expressed themselves (Mugenda and Mugenda, 1999). The questionnaires consisted

of two sections, A and B. Section A sought for respondents background information while section B consisted of items that addressed the research questions. The questionnaire items were open-ended and closed-ended (Appendix 1, II, III and IV).

3.6 Piloting of the research instruments

According to Orodho (2003), piloting is a necessary process as it ensures that the measurements are of acceptable reliability and validity. The questionnaires were piloted in Moyale girls' secondary school and Sololo Girls Secondary School in the neighboring Moyale District which had similar characteristics with Wajir district. This is because all the five secondary schools in Wajir district were used in the study. Moyale district had similar characteristics with Wajir district both of them being in ASAL. The questionnaires were administered to 10 students from each school who were randomly selected, the principal and the guidance and counseling teacher and class teacher. The results of the piloting were used to adjust any ambiguity in the questionnaires. This was used for the likert type items. Piloting in this study was crucial to give advance warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated.

3.6.1 Validity of the research instruments

According to Orodho (2003) validity is the degree to which results obtained from analysis of data actually represent the phenomena under study. To ascertain the content validity of the research instruments further expert advice was sought from the supervisors who critically examined the items of the instruments. These experts

advised on further improvements of the research instruments as suggested by Mugenda and Mugenda, (1999). All changes recommended were incorporated in the revision of the research instruments.

3.6.2 Reliability of the Research Instruments

Mugenda and Mugenda (1999), define reliability as the degree of consistency a given instrument demonstrates when it is used to measure a particular phenomenon. Test-retest method was used to measure the reliability of the developed questionnaires. The questionnaires were administered to the pilot group and the responses scored. After a period of two weeks, the questionnaires were re-administered to the same group of respondents and responses scored. A Split half technique was used at piloting to determine the reliability of the questionnaire. This was used for the likert type items. According to Cohen, and Manion, (1989) split half technique involves splitting the statement of the test into two halves (odd and even items), then calculating the Pearson's correlation coefficient (r) between the two halves of the test. The Pearson Product Moment formula was applied to establish the extent to which the contents of the questionnaires were consistent.

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Where X = first set of scores; Y = second set of scores; $\sum X$ = the sum of the first set of scores; $\sum Y$ = the sum of second set of scores; $\sum X^2$ = the sum square of first set of scores; $\sum Y^2$ = the sum square of second set of scores; $\sum XY$ = the sum of

cross product of X and Y and n = total number of respondents. However according to Mugenda 1999 the computed coefficient (r) does not reflect the reliability of the whole instrument. To obtain the correct coefficient, Spearman-Brown prophecy formula would be used. The Spearman Brown Prophecy helped in understanding the nonlinear relationship between test reliability and test length.

$$Re = \frac{2r}{1+r}; \text{ where } Re = \text{reliability coefficient between the two sets of scores.}$$

Reliability coefficient above + 0.6 is acceptable.

Reliability of an instrument is strong when the coefficient is close to 1, while the instrument is unreliable if the co-efficient is close to 0. A correlation co-efficient of about 0.8 from each questionnaire indicated that the questionnaires were reliable for the study (Orodho, 2004).

3.7 Data Collection Procedures

Permission was sought from the National Council for Science and Technology to conduct the research in Wajir district. The researcher then visited the schools to make appointments with the headteachers. On the agreed dates, the researcher administered the questionnaires to the students, teachers and principals in person. All categories of respondents were given two weeks to give their responses. Nonetheless, some respondents were not willing to divulge information for fear of reprisal. However, the researcher assured them that the information availed by them would not whatsoever be revealed to other parties. The questionnaires were then collected immediately after they were filled by the respondents.

3.8 Data analysis

Once the questionnaires were collected, the researcher embarked on the data analysis. Qualitative and quantitative analysis of data was applied. The analysis of data was guided by the objectives of the study. Qualitative data were put and categorized according to themes and where applicable presented in the form of frequency tables. Quantitative data was analyzed using descriptive statistic such as percentages means, graphs and charts and the coded data was used to present information facilitated by Statistical Package for Social Sciences (SPSS). SPSS tools were analyzed only questions with multiple responses and Likert Scale questions.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter discusses data analysis, findings, presentation and interpretation. The purpose of the study was to investigate the factors influencing girls' attitude towards secondary education in Wajir District. Frequency distribution tables were used to present data while percentages were used to discuss the findings. The presentations of the research findings of the study attempted to answer the research questions. The return rate for the study is as illustrated by Table 4.1

The chapter is organized into five sections according to the objectives of the study. First section contains the demographic outlook of the respondents, the second section establishes how availability of learning facilities at schools influence girls' attitude towards secondary education in Wajir District while the third section is an investigation of how girls relationship with teachers influence their attitude towards secondary education in the district. Other areas include the fourth section seeking to establish how economic status of a family influence girls' attitude towards secondary education while the fifth section determines the relationship between parents' level of education and girls' attitude towards secondary education in Wajir District

Table 4.1: Return rate

	Frequency	Percent
Students	278	99
Principals	3	60
Guidance and counselling teachers	5	100
Teachers	13	46
Total	299	94

4.2 Demographic Information

Demographic information was based on the age of the student; their class and whether their parents are alive as illustrated by Tables 4.2; Table 4.3; Figure 4.1 and Figure 4.2. Other demographic information involved the gender of the principals; their teaching experience, age as well as their academic qualification (shown by Table 4.4; Figure 4.3; Table 4.5 and Table 4.6. At the same time, the gender and age of the guidance and counselling teacher was also determined as shown under Table 4.7 and Table 4.8. Finally under the demographic outlook of the respondents is the gender of the class teacher (Table 4.9) and their age (Figure 4.4).

4.2.1 Gender

The gender of the principals is shown in Table 4.2

Table 4.2: Gender of the principal

Gender of the principal	Frequency	Percent
Male	2	67
Female	1	33
Total	3	100

On the gender of the principals as illustrated in Table 4.2, majority (67 percent) of the principals were men while 33 percent were female. This shows that there was no biasness while picking the principals to be interviewed. It shows more males are in management.

Table 4.3: Gender of the guidance and counselling teacher

Table 4.3 illustrates the gender of guidance and counselling teachers.

Gender of the guidance and counselling teacher	Frequency	Percent
Male	2	38
Female	1	8
No response	3	54
Total	6	100

The findings in Table 4.3 shows that 38 percent of the guidance and counselling teachers were men while 8 percent were female. However 54 percent did not disclose their gender. The results contracts provisions of the literature. According to Kasenyne, (1995), distribution of teachers by gender has an important impact on girls' attitude towards school and education. Presence of female teachers provides girls with role model who also guide and counsel them especially on issues related to puberty.

Kasenyé, (1995) argues that, girls shy off from approaching male teachers and when male teachers advise them on sexual matters, this is sometimes seen as sexual provocation.

4.2.2 Age of respondents

Age of the respondents was based on the age of students, age of the principals as well as the age of guidance and counselling teachers as illustrates by Tables 4.4, 4.5 and 4.6 respectively.

Table 4.4: Age of the student

Table 4.4 illustrates the age of the students

Age of the student	Frequency	Percent
No response	15	5
14-15 years	81	29
16-17 years	141	51
18-19 years	38	14
20 years and above	3	1
Total	278	100

Findings in Table 4.4 indicate that 51 percent of the students were aged between 16-17 years. In addition 29 percent were between 14-15 years and 14 percent were between 18-19 years. Moreover 1 percent were above 20 years and 5 percent did not reveal their age. This indicates that majority of students were aged less than 20 years. The age of the principals is shown in Table 4.5

Table 4.5: Age of the principals

Age of the principals	Frequency	Percent
35-40 years	2	67
Above 40 years	1	33
Total	3	100

Regarding the age of the principals, the findings revealed that 67 percent of the principals were aged between 35-40 years while 33 percent were above 40 years. The principals in that age bracket were appropriately targeted because they had better understanding of the girl students than their colleagues who were younger.

Table 4.6: Age of guidance and counselling teachers

Age of guidance and counselling teachers	Frequency	Percent
30-35 years	5	38
36-40 years	1	8
No response	3	54
Total	9	100

On the age of the guidance and counselling teachers, the findings revealed that 38 percent of the guidance and counselling were aged between 35-40 years while 8 percent were between 36-40 years. However 54 percent did not reveal their age.

4.2.3 Level of education of the students

The level of education of the students was based on the form where the respondent had reached as illustrated in Table 4.7

Table 4.7: Class of the students

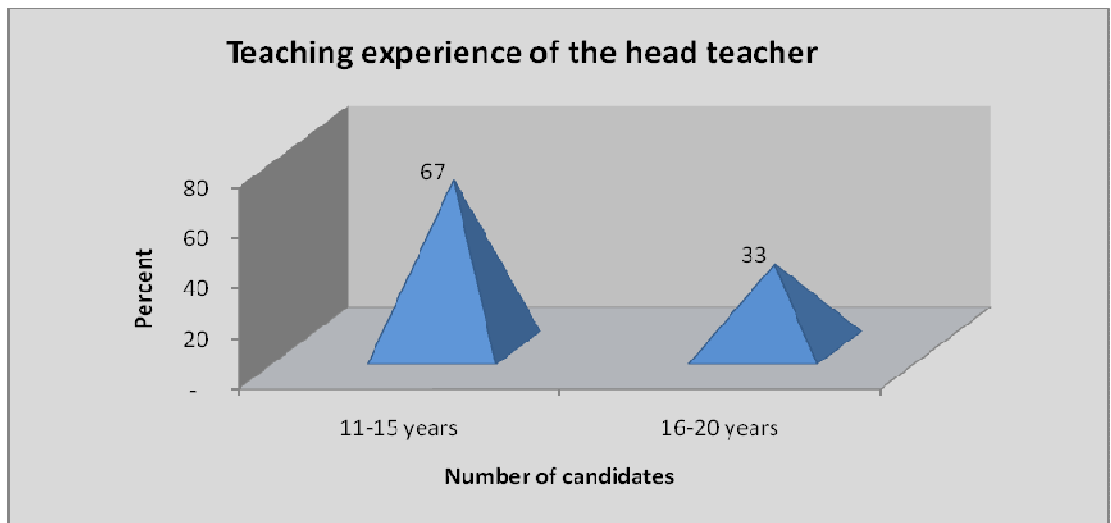
Level of education of the students	Frequency	Percent
Form 1	67	24
Form 2	74	27
Form 3	65	23
Form 4	72	26
Total	278	100

Regarding the level of education of the students as illustrated in Table 4.7, 27 percent were in form two, 26 percent were in form four, 24 percent were in form one while 23 percent were in form three. This is an indication that there was more or less equal distribution in the number of student in each form as there was no much disparity in percentages.

4.2.4 Teaching experience

Teaching experience was based on the number of years the principals had taught as illustrated by Figure 4.1.

Figure 4.1: Teaching experience of the principals



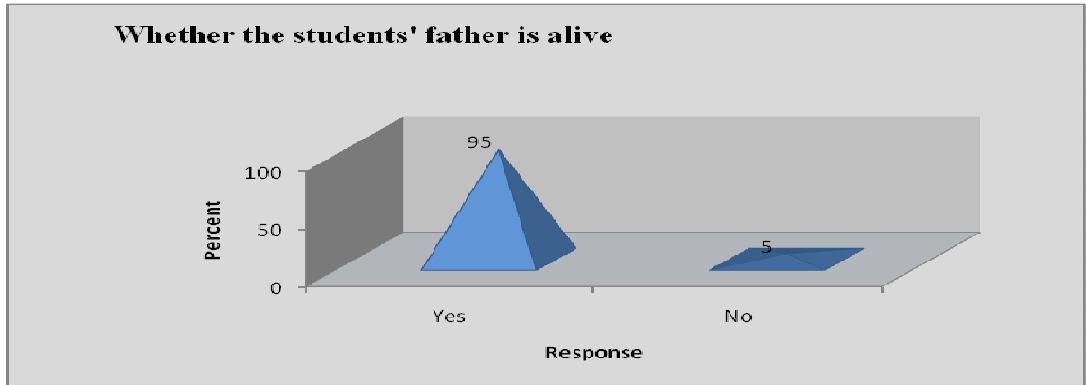
In addition the findings illustrated in Figure 4.1 revealed that majority (2 principals or 67 percent) had taught for 11-15 years while 1 principal (33 percent) had taught for 16-20 years. This shows that the principals interviewed had relevant information having worked for lengthy time.

4.2.5 Parents of the students

Parents have responsibility of paying fees and discipline their children. It was therefore important for the researcher to establish if both parents were alive or not and also to determine who pays their fees as illustrated by Figure 4.2 and Figure 4.3.

Figure 4.2: Whether the students' fathers were alive

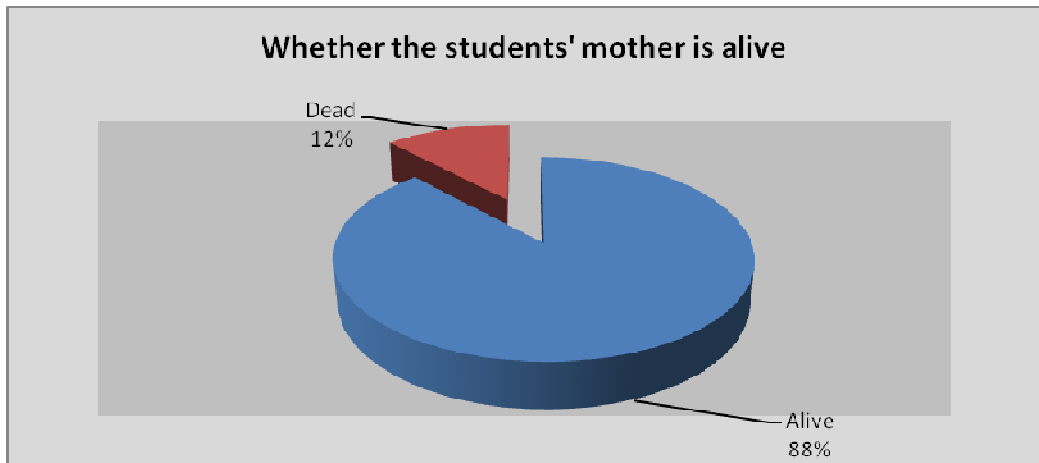
Figure 4.2 illustrates whether the student's father was alive or not.



Findings illustrated in Figure 4.2 revealed that 270 respondents or 95 percent of the students' fathers were alive while 8 respondents (5 percent) were dead.

Figure 4.3: The students' mothers were alive

Figure 4.3 illustrates whether the students' mothers were alive or not.



Further analysis sought if the students' mothers were alive. The researcher found out that 245 respondents or 88 percent of the students' mothers were alive

while 33 respondents (12 percent) were dead.

Table 4.8: Gender of class teachers

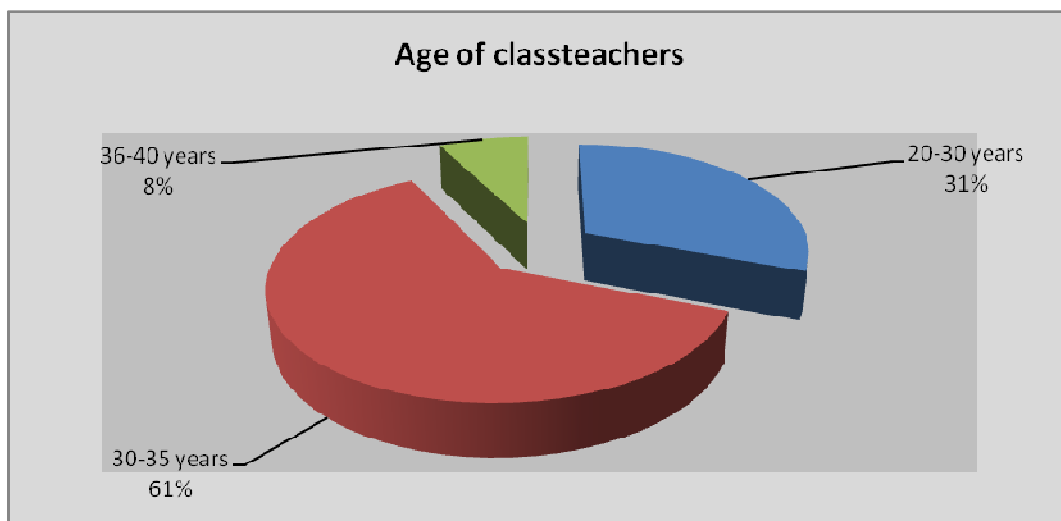
Table 4.8 illustrates the gender of the class teachers

Gender of class teachers	Frequency	Percent
Male	11	85
Female	2	15
Total	13	100

According to the findings illustrated in Table 4.8, majority (85 percent) of the class teachers were men while 15 percent were female. This shows that there was no biasness while picking the class teachers to be interviewed.

Figure 4.4: Age of class teachers

Figure 4.4 shows pie chart representing the age of class teachers



Regarding the age of the class teachers, the findings revealed that eight (61 percent) of the class teachers were aged between 30-35 years while four (31 percent) were between 20-30 years. The remaining one (8 percent) was between 36-40 years. This show that the class teachers were picked from all age groups (young and old).

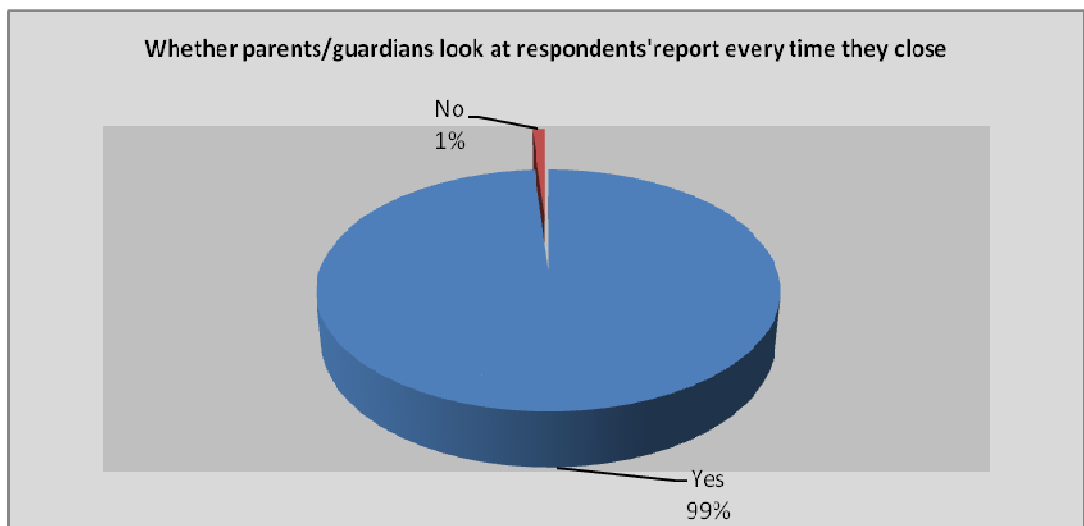
Findings on demographic outlook indicated that most students, whose age fall between 16 and 17 years have both of their parents arrive. Most of the head teachers are male (67 percent), between 35 and 40 years and with teaching experience of over 10 years. As per their academic qualifications, all principals are graduates. Guidance and counselling teachers were not comfortable in revealing their gender although majority apparently were male. At the same time class teachers were men.

4.3 Availability of learning facilities at schools

Availability of learning facilities at schools was based on whether the students' parent look at the students' report book every time she closes school; whether the parents encourage the students to study while at home; whether parents tell the students that she should complete secondary education and whether parents are interested in the respondents' education as illustrated by Figure 4.5; Figure 4.6; Table 4.10 and Table 4.11.

Figure 4.5: Parent look at the students' report book

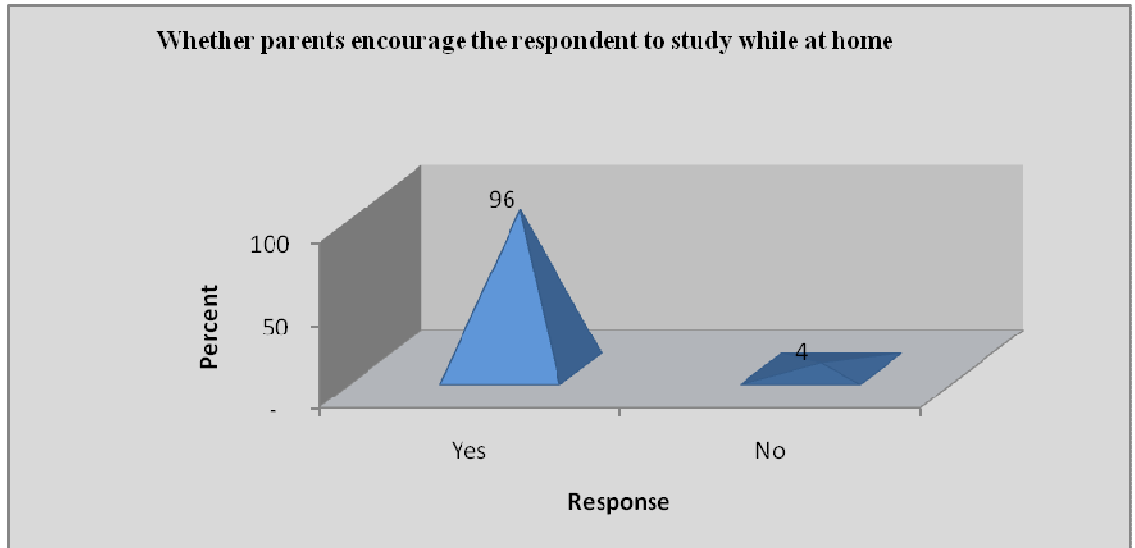
Figure 4.5 illustrates whether the students' parents looked at the students' report every time they closed.



The majority (275 respondents or 99 percent) of the students' parents looked at their reports every time they closed school while 3 respondents (1 percent) did not look at the report.

Figure 4.6: Parents encourage the students to study while at home

Figure 4.6 illustrates whether or not the parents encourage the students to study while at home



On whether the students' parents encouraged the students to study while at home. The majority (268 respondents or 96 percent) of the students parents encouraged them to study while at home and 10 respondents (4 percent) did not. This was illustrated in Figure 4.6.

Table 4.9: Parents encourage students to complete secondary education

Table 4.9 illustrates if the students' parents told them they should complete secondary education.

Parents encourage students to complete secondary education	Frequency	Percent
Yes	275	99
No	3	1
Total	278	100

According to the findings illustrated in Table 4.9, majority (275 students or 99 percent) of the students' parents told their children that they should complete secondary education while 3 students (1 percent) did not.

The researcher also found out that all (100 percent) of the students' parents were interested in their studies. Girls' attitudes towards secondary education was based on various statement addressing the objectives as illustrated under Table 4.10

Table 4.10: Girls' attitudes towards secondary education

Bearing on girls' attitude	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Std Dev
I would like to complete my education to university level	88	11	1	0	-	4.86	0.39
Parents support makes me love the school	70	26	1	1	2	4.61	0.75
Principals concern about my learning makes me like school	60	29	5	2	3	4.42	0.91
Lack of employment after school makes me hate school	22	14	9	15	40	2.62	1.61
Inadequate learning materials in school negatively affect girls' attitude towards secondary education	24	25	5	12	34	2.94	1.64
Inadequate sanitary facilities negatively affect girls' attitude towards secondary education	31	26	5	12	27	3.21	1.62
Girls illicit relationships with teachers negatively affect girls' attitude towards secondary education	29	26	8	7	29	3.19	1.63
Teachers molest girls and this negatively affect girls' attitude towards secondary education	31	14	13	14	29	3.04	1.63
Poverty in families negatively affect girls' attitude towards secondary education	48	25	6	6	15	3.85	1.45
Illiterate parents negatively affect girls' attitude towards secondary education	47	19	5	7	22	3.62	1.63

Table 4.10 is an illustration of the bearing on girls' attitude from the students' perspective. 5-point Likert scale was used where strongly agree had 5 points while strongly disagree had only 1 point. Mean and standard deviation were then calculated for data interpretation. From the findings, the most prevalent factors were the

students' affirmation that, they would like to complete their education to university level; their parents support makes them love the school and that the principals concern about their learning makes them like school with means of 4.86, 4.61 and 4.42 respectively. The students however disagreed with the statement that, inadequate learning materials in school negatively affect girls' attitude towards secondary education (mean of 2.94) and that lack of employment after school makes them hate school mean of 2.62.

Table 4.11: Factors influencing girls' attitude towards secondary education

Table 4.11 illustrates factors that influence girls' attitude towards secondary education positively or negatively

Factors influencing girls' attitude towards secondary education	Frequency	Percent
Environmental conditions	1	33
Teacher attitude	2	67
Total	3	100

Factors which influence girls' attitude towards secondary education positively or negatively were researched. According to the findings illustrated in Table 4.11, majority (67 percent) of the principals said it was teachers' attitude while 33 percent said it was environmental conditions.

Table 4.12: Aspects on girls' attitude towards secondary education

Table 4.12 illustrates various aspects on girls' attitude towards secondary education as given by the principals

Bearing on girls' attitude	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Std Dev
Girls are less capable academically	-	33	-	33	33	2.3	1.25
Girls need more support than boys to do well in schools	33	67	-	-	-	4.3	0.47
Inadequate teaching materials in schools negatively affect girls attitude towards secondary education	67	33	-	-	-	4.7	0.47
Inadequate sanitary facilities in schools negatively affect girls attitude towards secondary education	67	33	-	-	-	4.7	0.47
Girls illicit relationships with teachers negatively affect girls attitude towards secondary education	100	-	-	-	-	5.0	-
Teachers molest girls and this negatively affect girls attitude towards secondary education	-	33	33	33	-	3.0	0.82
Poverty in families negatively affect girls attitude towards secondary education	100	-	-	-	-	5.0	-
Illiterate parents negatively affect girls attitude towards secondary education	67	-	-	33	-	4.0	1.41

Principals also gave their bearing on girls' attitude towards secondary education. From the findings, girls' illicit relationships with teachers negatively affect their attitude towards secondary education and poverty in families negatively affect girls attitude towards secondary education with a mean of 5 and a standard deviation of zero. Other important factors included the claim by the principals that, inadequate teaching materials in schools and inadequate sanitary facilities in schools negatively affect girls' attitude towards secondary education with a mean of 4.7.

Table 4.13: Girls' drop out before completing secondary school

Table 4.13 illustrates if the girls drop out from their schools before they complete their secondary education

Girls' drop out before completing secondary school	Frequency	Percent
Yes	4	80
No	2	20
Total	6	100

The researcher also wanted to know if the girls in the guidance and counselling teachers' respective schools dropped out of school. According to the findings illustrated in Table 4.13, 80 percent of the guidance and counselling teachers said the girls dropped out of school, while 20 percent, said the girls did not drop out of school.

Table 4.14: Why girls drop out of school

The researcher sought out from the guidance and counselling teachers why girls dropped out of school as illustrated by table 4.14

Why girls drop out of school	Responses	Percent
Teenage pregnancy	3	60
Got married	2	40
Help parents with domestic chores	2	40
Total	7	140

Majority (60 percent) of the guidance and counselling teachers said the girls dropped out of school due to teenage pregnancy. In addition, 40 percent of the guidance and counselling teachers said the girls dropped out to get married while 40 percent said the girls dropped out to help parents with domestic chores.

Table 4.15: Aspects on girls' attitude towards secondary education

Teacher counsellors also gave their bearing on the girls' attitude towards secondary education as illustrated by Table 4.15

Bearing on girls' attitude	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Std Dev
Girls are less capable academically	8	-	8	-	31	0.9	1.44
Girls need more support than boys to do well in schools	-	31	-	-	15	1.4	1.78
Inadequate teaching materials in schools negatively affect girls attitude towards secondary education	23	23	-	-	-	2.1	2.27
Inadequate sanitary facilities in schools negatively affect girls attitude towards secondary education	23	8	-	8	8	1.7	2.13
Girls illicit relationships with teachers negatively affect girls attitude towards secondary education	15	15	8	-	8	1.7	2.05
Teachers molest girls and this negatively affect girls attitude towards secondary education	15	-	8	8	15	1.3	1.81
Poverty in families negatively affect girls attitude towards secondary education	8	23	8	-	8	1.6	1.94
Illiterate parents negatively affect girls attitude towards secondary education	15	-	8	15	8	1.4	1.82

Teacher counsellors gave their aspects which have bearing on girls' attitude towards secondary education as shown in Table 4.17. From the findings, teacher counsellors strongly denied the allegations that, girls are less capable academically, teachers molest girls and this negatively affect girls attitude towards secondary education, and that illiterate parents negatively affect girls attitude towards secondary education with means of 0.9, 1.3 and 1.4 respectively. Class teachers'

opinion on whether girls drop out before completing school is illustrated by Table 4.16

Table 4.16: Girls drop out before completing school

Girls drop out before completing school	Frequency	Percent
Yes	7	54
No	2	15
Not sure	4	31
Total	13	100

The researcher was interested in knowing if the girls in the class teachers' respective schools dropped out of school. According to the findings illustrated in Table 4.16, 54 percent of the class teachers said the girls dropped out of school, 15 percent, said the girls did not drop out of school while 31 percent were not sure if the girls dropped out of school. Table 4.17 illustrates teachers' opinion on why girls drop out of schools

Table 4.17: Why girls' drop out of school

Why girls' drop out of school	Responses	Percent
Teenage pregnancy	3	33
Got married	5	56
Help parents with domestic chores	1	11
Take care of young siblings	1	11
Lack of school fees	4	44
Total	13	100

Moreover it was sought out why the girls dropped out of school. Most (56 percent) of the class teachers said the girls dropped out of school to get married, 44 percent due to lack of school fees and 33 percent due to teenage pregnancy. In addition, 11 percent of the class teachers said the girls dropped out to take care of

young siblings while 11 percent said the girls dropped out of school to help parents with domestic chores. Table 4.18 illustrates teachers' aspects which have bearing on girls' attitudes towards secondary education

Table 4.18: Aspects on girls' attitudes towards secondary education

Bearing on girls attitudes	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Std Dev
Girls are less capable academically	-	8	-	8	85	1.3	0.82
Girls need more support than boys to do well in schools	23	62	-	-	15	3.8	1.25
Inadequate teaching materials in schools negatively affect girls attitude towards secondary education	31	46	-	-	46	3.8	0.86
Inadequate sanitary facilities in schools negatively affect girls attitude towards secondary education	38	54	-	-	8	4.2	1.03
Girls illicit relationships with teachers negatively affect girls attitude towards secondary education	38	31	15	15	-	3.9	1.07
Teachers molest girls and this negatively affect girls attitude towards secondary education	15	23	8	8	46	2.5	1.6
Poverty in families negatively affect girls attitude towards secondary education	62	23	-	8	8	4.2	1.25
Illiterate parents negatively affect girls attitude towards secondary education	38	54	8	-	-	4.3	0.61

Regarding the class teachers' opinions on aspects which have bearing on girls' attitude, illiterate parents negatively affect girls' attitude towards secondary education, inadequate sanitary facilities in schools also negatively affect girls' attitude towards secondary education and poverty in families negatively affect girls attitude towards secondary education with means of 4.3, 4.2 and 4.2 respectively. At

the same time, girls' illicit relationships with teachers negatively affect their attitude towards secondary education with a mean of 3.9.

4.4 Girls relationship with teachers

In this study, girls relationship with teachers was based on how the principal would describe girls' attitude towards secondary education and those who affect girls' attitude towards secondary education more as illustrated by Table 4.19 and Table 4.20.

Table 4.19: Girls' attitude towards secondary education

Table 4.19 illustrates how the principal would describe girls' attitude towards secondary education

Girls' attitude towards secondary education	Frequency	Percent
Positive	1	33
Negative	2	67
Total	3	100

Regarding the girls' attitude towards secondary education, majority (67 percent) of the principals described it as negative while 33 percent described it as positive. Table 4.20 illustrates those who affect girls' attitude towards secondary education more

Table 4.20: Those affecting girls' attitude towards secondary education more

Those affecting girls' attitude towards secondary education more	Frequency	Percent
Parents	2	67
Government	1	33
Total	3	100

Majority (67 percent) of the principals said that girls attitude towards secondary education was mostly affected by parents while 33 percent said, girls' attitude was affected mostly by the government.

From the findings, principals, teacher counsellors and class teachers had the opinion that, girls' illicit relationships with teachers negatively affect their attitude towards secondary education and poverty in families negatively affect girls' attitude towards secondary education with a mean of 5 and a standard deviation of zero.

From the literature, school is considered as an important agency of socialization Anderson, (1994). According to Anderson (1994) attitudes are formed to a large extent by attitudes of parents and teachers. The school environment makes a difference in education of girls in Kenya as more parents are sending children to educational centers (Gakuru, 1979).

4.5 Economic status of a family

Economic status was based on the person responsible for paying the student fees as well as the most frequent way which parents make the students fail to attend school as illustrated by Table 4.21 and Table 4.22.

Table 4.21: Who pays respondents fee

Who pays respondents fee	Frequency	Percent
Father	149	54
Mother	44	16
Guardian	75	27
Scholarship	10	4
Total	278	100

The researcher wanted to know who paid the students fees. Majority (54 percent) of the students' fees was paid by their fathers and 16 percent of the students' fees was paid by the mothers. Moreover, 27 percent of the students, their fees was paid by guardians while 4 percent were given scholarship.

Table 4.22: Most frequent way which parents make the students fail to attend school

Most frequent way which parents make the students fail to attend school	Frequency	Percent
Not applicable	52	19
Take care of the siblings	47	17
Help in the business	50	18
Look after animals	47	17
Take care of sister or brother's child	82	29
Total	278	100

Regarding the most frequent ways which parents made the students fail to attend school, the findings were illustrated in Table 4.22. According to the findings, 29 percent were made to take care of sister/ brother's child instead of attending school, 18 percent helped in the bussiness, 17 percent looked after the animals and 17 percent took care of the siblings.

4.6 Influence of parents' level of education on girls' attitude to secondary education

Parents' level of education was based on the father's highest level of education as well as the mother's highest level of education. The information is illustrated by Table 4.23 and 4.24

Table 4.23: Father's highest level of education

Table 4.23 illustrates the father's highest level of education

Father's highest level of education	Frequency	Percent
Not applicable	46	17
No formal education	164	59
Primary	20	7
Secondary	23	8
Diploma	8	3
University	11	4
Masters	6	2
Total	278	100

Concerning the highest level of education of the student's father, findings revealed that 59 percent of the students' fathers had no formal education, 8 percent had achieved secondary education and 7 percent had achieved primary education. In addition, 4 percent of the students, fathers had gone up to university level, 3 percent had a diploma while only 2 percent had a masters. The study indicates that, majority of students' fathers have no formal education. According to Koppel, *et al* (2000) education of the father has stronger marginal effect on girl's education than boy's education while education of mothers has stronger effect on school attendance by girls. Table 4.24 illustrates the mother's highest level of education

Table 4.24: Mother's highest level of education

Mother's highest level of education	Frequency	Percent
Not applicable	21	8
No formal education	223	80
Primary	24	9
Secondary	6	2
University	3	1
Masters	1	0
Total	278	100

Regarding the students' mothers' highest level of education, majority (80 percent) of the students' mothers had no formal education, 9 percent had gone up to primary level and 2 percent had gone up to secondary level. In addition, 1 percent had a gone up to university while none had achieved a masters. The results indicate that, for those students who were respondents, more of their female parents had no formal education (80 percent as compared to their male parents (59 percent). This also indicates that majority of students' mothers do not have formal education

Nonetheless, Gichane, (2008) found that those mothers with higher level of education and income were able to support good schooling of their children. Those with low level of education were not capable of supporting schooling since they were not able to assist their children in education. Children whose parents (mothers) have higher education had a higher level of school attendance. An educated head of household, whatever the level of education he/she has attained, formal or informal, encourages the enrolment of children (UNICEF 2008; Namadu, 2003).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter outlays the summary of the study, conclusions and also recommendations. The chapter also gives suggestion for further studies in fields related to this study.

5.1 Summary of the study

The aim of this study was to investigate the factors influencing girls' attitude towards secondary education in Wajir District. The research objectives included establishing how availability of learning facilities at schools influence girls' attitude towards secondary education in Wajir District; how girls relationship with teachers influence their attitude towards secondary education in Wajir District as well as determining how economic status of a family influence girls' attitude towards secondary education in Wajir District. The study also sought to establish the relationship between parents' level of education and girls' attitude towards secondary education in Wajir District. The study employed descriptive survey research design utilizing both quantitative and qualitative approaches where the target population included all the 5 girls' secondary schools with a population of 1120 girls in Wajir district 5 principals and 33 class teachers totalling to 1158 people. A sample of 25 percent students, 5 guidance and counselling teachers, 28 class teachers and the 5 principals yielding a total of 318 respondents. Each girls name in attendance register was written on a piece of paper, folded and put in a basket. One girl was blind-folded

and asked to pick the folded papers. The papers were then unfolded and the girls whose names appeared on the papers participated in the study

Questionnaires were used for data collection. There were four different sets of questionnaires for the study. These were questionnaires for the principal, guidance and counseling teachers, class teachers and students. For the questionnaires were piloted in Moyale girls' secondary school and Sololo Girls Secondary School in the neighboring Moyale District which had similar characteristics with Wajir district. The questionnaires were administered to 10 students from each school who were randomly selected, the principal and the guidance and counseling teacher and class teacher. The results of the piloting were used to adjust any ambiguity in the questionnaires.

Permission was sought from the National Council for Science and Technology to conduct the research in Wajir district. The researcher then visited the schools to make appointments with the respondents. On the agreed dates, the researcher administered the questionnaires to the students, teachers and principals in person. The questionnaires were then collected immediately after they were filled by the respondents. Once the questionnaires were collected, the researcher embarked on the data analysis. Qualitative and quantitative analysis of data was applied. The analysis of data was guided by the objectives of the study. Qualitative data were put and categorized according to themes and where applicable presented in the form of frequency tables. Quantitative data was analyzed using descriptive statistic such as percentages means, graphs and charts and the coded data was used to present information facilitated by Statistical Package for Social Sciences (SPSS).

5.2 Research Findings

Demographic findings were based on the age of the student; their class and whether their parents are arrive which indicated that, indicated that majority (51 percent) were aged between 16-17 years. Findings revealed that 95 percent of the students' fathers were alive while 88 percent of their respective mothers were alive. 27 percent of the students were in form two, 26 percent were in form four, 24 percent were in form one while the remaining 23 percent were in form three. On the gender of the principals, majority (67 percent) of the principals were men while 33 percent were female. 67 percent had taught for 11-15 years while 33 percent had taught for 16-20 years. At the same time 67 percent of the principals were aged between 35-40 years while 33 percent were above 40 years.

All principals had at least a graduate degree. Findings on the age of the guidance and counselling teachers revealed that 38 percent were aged between 35-40 years while 8 percent were between 36-40 years where 38 percent were men; 8 percent female while the remaining 54 percent did not disclose their gender. Further analysis on respondents' demographic information indicated that, majority (85 percent) of the class teachers were men while 15 percent were female where 61 percent were aged between 30-35 years while 3 percent were between 20-30 years, while 8 percent were between 36-40 years.

Availability of learning facilities at schools

On whether the students' parents looked at the students' report every time they closed, an overwhelming majority (99 percent) of the students' parents looked

at their reports. Regarding whether the students' parents encouraged the students to study while at home. Majority (96 percent) of the students parents encouraged them to study while at home and 4 percent did not. This was affirmed by the findings that, majority (99 percent) of the students' parents encouraged their children to complete secondary education. Students said that, they would like to complete their education to university level; their parents support makes them love the school and that the principals concern about their learning makes them like school with means of 4.86, 4.61 and 4.42 respectively.

From the principals' perspective, girls' illicit relationships with teachers negatively affect their attitude towards secondary education and poverty in families negatively affect girls attitude towards secondary education with a mean of 5 and a standard deviation of zero. Teacher counsellors strongly denied the allegations that, girls are less capable academically, teachers molest girls and this negatively affect girls attitude towards secondary education, and that illiterate parents negatively affect girls attitude towards secondary education with means of 0.9, 1.3 and 1.4 respectively.

Regarding the class teachers' opinions on aspects which have bearing on girls' attitude, illiterate parents negatively affect girls' attitude towards secondary education, inadequate sanitary facilities in schools also negatively affect girls' attitude towards secondary education and poverty in families negatively affect girls attitude towards secondary education with means of 4.3, 4.2 and 4.2 respectively. At the same time, girls' illicit relationships with teachers negatively affect their attitude towards secondary education with a mean of 3.9.

Girls relationship with teachers

Regarding the girls' attitude towards secondary education, majority (67 percent) of the principals described it as negative while 33 percent described it as positive. Majority (67 percent) of the principals said that girls attitude towards secondary education was mostly affected by parents while 33 percent said, girls' attitude was affected mostly by the government. At the same time, principals, teacher counsellors and class teachers had the opinion that, girls' illicit relationships with teachers negatively affect their attitude towards secondary education and poverty in families negatively affect girls' attitude towards secondary education with a mean of 5 and a standard deviation of zero.

Economic status of a family

Regarding who paid the students fees, majority (54 percent) of the students' fees was paid by their fathers and 16 percent of the students' fees was paid by the mothers. Moreover, 27 percent of the students, their fees was paid by guardians while 4 percent were given scholarship. On the most frequent ways which parents made the students fail to attend school, 29 percent were made to take care of sister/brother's child instead of attending school, 18 percent helped in the bussiness, 17 percent looked after the animals and 17 percent took care of the siblings.

Parents' level of education

Concerning the highest level of education of the students' father, findings revealed that 59 percent of the students' fathers had no formal education, 8

percent had achieved secondary education and 7 percent had achieved primary education. Regarding the students' mothers' highest level of education, majority (80 percent) of the students' mothers had no formal education, 9 percent had gone up to primary level and 2 percent had gone up to secondary level.

5.3 Conclusion

Availability of learning facilities at schools

Inadequate teaching materials in schools negatively affect girls' attitude towards secondary education. Maleche (1972) notes that inefficient teaching, lack of learning resources make girls lose interest in learning and look forward to marriage. According to UNESCO (2003), children from poor, indigenous and disabled populations are at a systematic disadvantage, as are those living in slums. Inadequate sanitary facilities in schools negatively affect girls' attitude towards secondary education

Girls relationship with teachers

Girls' illicit relationships with teachers negatively affect girls' attitude towards secondary education. According to Brock and Cammish, teachers' attitudes towards their female students is a reflection of the broader social biases about the role of women in society and the academic capacity of girls. At the same time, Girls shy off from approaching male teachers and when male teachers advise them on sexual matters, this is sometimes seen as sexual provocation.

Economic status of a family

Waweru (1994) observes that girls from poor families feel obliged and are forced by their parents to get involved in income generating activities so as to contribute to the family income. From this study, girls' attitude on education is not rested on whether they will get employment after school and they would like to complete their education to university level their parents support makes them love the school and that the principals concern about their learning makes them like school. Nonetheless, poverty in families negatively affect girls attitude towards secondary education

Parents' level of education

Majority students parent do not have formal education regardless of their gender. Illiterate parents negatively affect girls' attitude towards secondary education. Koppel, *et al* (2000) found out that children from female-headed households are more likely to attend school. At the same time, education of the father has stronger marginal effect on girl's education than boy's education while education of mothers has stronger effect on school attendance by girls.

5.4 Recommendations

Based on the findings of the study, the researcher recommends that:

- a) Government needs to ensure adequacy of learning facilities in schools. This would lessen hardships encountered by students and hence positively change girls' attitude towards secondary education. At the same time, availability of sanitary facilities in schools, especially in girls' secondary schools would ensure a conducive learning environment for students
- b) Girls' illicit relationships with teachers should also be curbed by the school management through defining appropriate punitive measures for any teachers caught in such an act.
- c) Since girls' attitude on education are not rested on whether they will get employment after school, both teachers and parents should take up the role of educating students with mentality that, there are no readily available jobs and therefore negative attitude on secondary education. Gender equality should be employed in full to give student morale that employment opportunities are available for grab depending on the academic qualifications among other screening factor
- d) Government and other policy makers also have the role of eradicating poverty and improving the purchasing power for the parents to afford costs for taking their children's education level to a high level
- e) Teachers should encourage the students that, parents' level of formal

education does not matter at all and should not determine their attitude towards secondary education. This applies especially for the girl students

5.5 Suggestion for further studies

From the research objective for this study as well as the existing research gap identified, the researcher recommends further study on the following area:

- a) Factors influencing boys' attitude towards secondary education in Wajir District
- b) Factors influencing students transition from primary to secondary schools in Wajir District
- c) Factors influencing girls' attitude towards secondary education in other districts, especially the non-ASAL prone

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi

P.O. Box 30197

Nairobi

Dear Respondent

I am a post-graduate student in the school of Education, Department of Educational Administration and Planning of the University of Nairobi.

As part of my Master of Education course, I am required to collect data and write a project. My project will be on *Factors Influencing Girls Attitude Towards Secondary Education in Wajir District, Kenya*. In this the regard, I request your cooperation to enable me to collect the requisite data by giving honest response to the items.

I wish to assure you that the information obtained in this exercise is purely for research purposes and your identity will be treated with utmost confidentiality.

Yours sincerely

Aldawid Omar Enow

APPENDIX II

PRINCIPALS' QUESTIONNAIRES

This is a study being carried out to investigate the School-based and home-based factors influencing girls attitude towards secondary education. You were chosen as a respondent since you are a stakeholder in education. Your identity will be treated confidentially. Please indicate by putting a tick (✓) on responses that applies to you or otherwise required.

SECTION A

1. Gender (A) Male [] (B) Female []
2. What is your teaching experience?
3. Your age bracket 20 yrs – 30 yrs [] 30-35 [] 36-40 [] above 40 yrs []
4. Please indicate your highest academic qualifications.
A) KCSE [] B) KCSE/KCE [] C) A level [] D) Diploma []
E) Degree [] F) Masters []
5. A) In general how would you describe girls' attitude towards secondary school education? Positive [] Negative []
B) Please give reasons for your answer above.....
6. What do you think the following to do in order to achieve point No.5
(a) Parents (b)Teacher (c)School (d)Government (e)Religious group
7. What are school based factors that influence girl's attitude towards

secondary education either positively or negatively in your school.

i.....

SECTION B

The following statements are explanations on certain aspects which have bearing on girls' attitude towards secondary education. Indicate with a tick (✓) against each statement your most appropriate feelings.

Key

Strongly agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2

Strongly Disagree (SD) = 1

	STATEMENT	SA	A	U	UD	SD
8	Girls are less capable academically					
9	Girls need more support than boys to do well in school.					
10	Inadequate teaching/ learning materials in schools negatively affect girls' attitudes towards secondary education.					
11	Inadequate sanitary facilities in schools negatively affect girls' attitude toward secondary education					
12	Girls' illicit relationships with teachers negatively affect girls' attitude toward secondary education					

13	Teachers molest girls and this negatively affect girls' attitude toward secondary education					
14	Poverty in families negatively affect girls' attitude toward secondary education					
15	Illiterate parent negatively affect girls' attitude toward secondary education					

16. Please give suggestions on how girls' attitude towards secondary education can be improved.

.....

.....

THANK YOU FOR YOUR COOPERATION.

APPENDIX III

QUESTIONNAIRES FOR GUIDANCE AND COUNSELLING TEACHERS

Please answer all the questions in the questionnaire as honestly as you can. Your identity will be treated confidentially and all the information given is only for the purpose of the research. Please indicate by putting a tick (✓) on response that applies to you. Or fill in the blank space as the case may require.

SECTION A

1. Your gender: Male [] female []
2. Your age bracket 20 yrs – 30 yrs [] 30-35 [] 36-40 [] above 40 yrs []
3. Do girls from your drop out of school before completing secondary school?

(A) Yes [] (B) No [] (C) Not Sure []. If yes, for what reason?

A) Teenage pregnancy [] (B) Got marriage [] C) Got Employed as house girls [] (D) Help parents/guardian with domestic chores [] (E) Take care of young sibling [] (F) any other specify.....

SECTION B

The following statements are explanations on certain aspects which have bearing on girls' attitude towards secondary education. Indicate with a tick (✓) against each statement your most appropriate feelings.

Key

Strongly agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2

Strongly Disagree (SD) = 1

	STATEMENT	SA	A	U	UD	SD
4	Girls are less capable academically					
5	Girls need more support than boys to do well in school.					
6	Inadequate teaching/ learning materials in schools negatively affect girls' attitudes towards secondary education.					
7	Inadequate sanitary facilities in schools negatively affect girls' attitude toward secondary education					
8	Girls' illicit relationships with teachers negatively affect girls' attitude toward secondary education					
9	Teachers molest girls and this negatively affect girls' attitude toward secondary education					
10	Poverty in families negatively affect girls' attitude toward secondary education					
11	Illiterate parent negatively affect girls' attitude toward secondary education					

12. Please give suggestions on how girls' attitude towards secondary education can be improved.

THANK YOU FOR YOUR COOPERATION.

APPENDIX IV

QUESTIONNAIRES FOR CLASS TEACHERS

Please answer all the questions in the questionnaire as honestly as you can. Your identity will be treated confidentially and all the information given is only for the purpose of the research. Please indicate by putting a tick (✓) on response that applies to you. Or fill in the blank space as the case may require.

SECTION A

1. Your gender: Male [] female []
2. Your age bracket 20 yrs – 30 yrs [] 30-35 [] 36-40 [] above 40 yrs []
3. Do girls from your drop out of school before completing secondary school?
(A) Yes [] (B) No [] (C) Not Sure []. If yes, for what reason?
A) Teenage pregnancy [] (B) Got marriage [] C) Got Employed as house girls [] (D) Help parents/guardian with domestic chores [] (E) Take care of young sibling [] (F) any other specify.....

SECTION B

The following statements are explanations on certain aspects which have bearing on girls' attitude towards secondary education. Indicate with a tick (✓) against each statement your most appropriate feelings.

Key

Strongly agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2

Strongly Disagree (SD) = 1

	STATEMENT	SA	A	U	UD	SD
4	Girls are less capable academically					
5	Girls need more support than boys to do well in school.					
6	Inadequate teaching/ learning materials in schools negatively affect girls' attitudes towards secondary education.					
7	Inadequate sanitary facilities in schools negatively affect girls' attitude toward secondary education					
8	Girls' illicit relationships with teachers negatively affect girls' attitude toward secondary education					
9	Teachers molest girls and this negatively affect girls' attitude toward secondary education					
10	Poverty in families negatively affect girls' attitude toward secondary education					
11	Illiterate parent negatively affect girls' attitude toward secondary education					

12. Please give suggestions on how girls' attitude towards secondary education can

be improved.

THANK YOU FOR YOUR COOPERATION.

APPENDIX V

STUDENTS' QUESTIONNAIRE

General Instruction

Please answer all the questions in the questionnaire as honestly as you can. Your identity will be treated confidentially and information given is only for the purpose of the research. Please indicate by putting a tick (✓) on response that applies to you. Or fill in the blank space as the case may require.

SECTION A

This section requires the very basic information about you.

In what bracket does your age fall? (1.) (A)14-15 [] (B) 16-17 [] (C) 18-19 D) 20 and above [] (2) In what class are you?

(A) Form 1[] (B) Form 2 [] (C)Form 3 [] (D) Form 4[]

1. Is your father a live or dead?- A)Alive [] B) Dead []

2. Is your mother alive or dead? –A) Alive [] (B) Dead []

3. What is your father's highest level of education?(If alive)

A. No formal education [] B) Primary [] C) Secondary []

D) Diploma [] E) University [] F) Master []

G) Any other (Specify).....

4. What is your mother's highest level of education?(If alive)

A. No formal education B) Primary C) Secondary

D) Diploma E) University F) Master

G) Any other (Specify).....

5. Who pays your school fees?

A) Father B) Mother C) Guardian D) Any others specify

6. Indicate the most frequent way in which your parents/guardian makes you fail to attend school.

A. To take care of your sister and brothers (sibling)

B. Help in the business (E) Help in domestic chore

C. Look after animals (F) Take care of sister or brother's child

D. Any other reason (specify).....

SECTION B

The following questions seek information about your studies. Please answer each question as honestly as you can.

7. Does any of your parents/guardian look at your reports every time you close school? A Yes B. No

8. Does your parents/guardian encourage you to study while at home?

A) Yes B No

9. Does your parent/guardian tell you that you should complete secondary education? A) Yes [] B) No []

10. Generally would you say your parents/guardians are interested in your studies?

A. Yes [] B) No []

The following statements are explanations on certain aspects which have bearing on girls' attitude towards secondary education. Indicate with a tick (✓) against each statement your most appropriate feelings.

Key

Strongly agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2

Strongly Disagree (SD) = 1

	STATEMENT	SA	A	U	UD	SD
11	I would like to complete my education up to university level					
12	Parental support I get make me love the school					
13	The principal's concern about my learning makes me like school.					
14	Lack of employment after school makes me hate school.					
15	Inadequate teaching/ learning materials in schools negatively affect girls' attitudes towards secondary education.					

16	Inadequate sanitary facilities in schools negatively affect girls' attitude toward secondary education					
17	Girls' illicit relationships with teachers negatively affect girls' attitude toward secondary education					
18	Teachers molest girls and this negatively affect girls' attitude toward secondary education					
19	Poverty in families negatively affect girls' attitude toward secondary education					
20	Illiterate parent negatively affect girls' attitude toward secondary education					

21. Please give suggestions on how girls' attitude towards secondary education can be improved.....

THANK YOU FOR YOUR COOPERATION