

**FACTORS AFFECTING PARTICIPATION OF THE GIRL-CHILD IN
SECONDARY SCHOOL EDUCATION IN MIGORI DISTRICT, MIGORI
COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirement for
the Degree of Master of Education in Educational Administration,
University of Nairobi**

2013

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DECLARATION

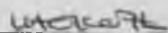
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E55/66146/2010

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



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DEDICATION

I dedicate this research work to my late Father, Peter Oguta Ong'ok, late brother, Leonard Gerald Okeyo Oguta and late sister Anjelina Achola.

ACKNOWLEDGMENT

I would like to express my sincere gratitude to all those who supported and encouraged me to complete this project paper with special thanks to Dr. Grace Nyaga the chairman of the Department of Educational Administration and Planning University of Nairobi for her wisdom, encouragement and remarkable guidance.

I am deeply indebted to my supervisors Dr. Ursulla Okoth and Mr. Edward Kanori whose help, stimulating advices, suggestions and encouragement helped me during the research and final writing of this project.

I appreciate all my relatives for the continued encouragement and support throughout the schooling period especially brothers in law Samuel Orando Akede and Charles Asewe Ogut. I would like to give special thanks to my wives Janet Ouma and Jane Ouma whose patience, love and encouragement directly or indirectly enabled me to complete this work.

I recognize my sisters Rose Asewe, Petnala Orando, Consolata Amolo, brother Willsencius Odidi, brother's son Samuel Orando for their concern at my times of studies.

And great appreciation goes to my daughters Mercy Anyango, Isabellah Akoth, Jael Apiyo, Nancy Adongo, Jemillen Abong'o, Violet Adhiambo and sons Peter Oguta, James Ong'ok for their support, encouragement and perseverance during my absence at the time of my studies.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ASAL	Arid and Semi-Arid Lands
D.E.O	District Education Officer
EFA	Education For All
ERG	Existence relatedness and growth needs
HIV	Human Immune Virus
MDG	Millennium Development Goals
MOE	Ministry of Education
NGOs	Non Governmental Organizations
QUASO	Quality Assurance and Standard Officer
UNESCO	United Nations Environmental Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNO	United Nations Organization

ABSTRACT

Enhancing girl-child participation in secondary education is majorly based on socio-economic, socio-cultural, parents level of education and distance from school factors. The study purposed to establish the extent to which the factors affect girl-child participation in secondary education in Migori district, Migori county, Kenya. Four research questions were formulated to guide the study. Literature reviewed was discussed in the light of the variables affecting girl-child participation in secondary education. The study reviewed literature based on four objectives; effect of socio-economic, socio-cultural, parents level of education as well as distance from school factors on girls participation in secondary school education. The study was anchored on the Needs Hierarchy Theory developed by Abraham Maslow an American psychologists (Maslow, 1954).

The study used descriptive survey. The target population of the study was the principals of 33 public secondary schools in Migori district, 66 class teachers and 66 head girls and deputy head-girls. The census sampling was used to get 33 principals and 66 head girls and deputy head girls but systematic random selection was used to get the 66 class teachers two from every school. The response rate of the respondents was 100 percent. The study used questionnaires for data collection collected data were analyzed using computer.

The findings from the study showed that socio-economic factors affect participation of girl child in secondary education. This resulted to lack of school uniform, lack of school fees, lack of teaching learning materials, high rate of drop-out and lack of personal effects for those with poor socio-economic background. The socio-cultural factors result to early marriages, male preference in family, community initiation into adulthood, negative attitudes of girls in education, cultural practices and feeling of being adults which do affect participation of girl child in secondary education. Parents' level of education as a factor affects girl child participation in secondary education because it can promote or lower their participation in education. Educated parents do support their girls in their educational requirements. They also become roll models to their daughters' participation in education they most understand what their daughters want and they do provide them with unlike the uneducated parents. Distance from school as a factor has effect on girl child participation in education. The wider the distance the more insecure the girls are in their participation in secondary education. Distance from school, makes the girl child to become fatigued due to long walking. This also result to early pregnancies as the girls meet a lot of challenges on their way to school when they walk to and fro as in case of day scholars or when they are sent home as in cases of boarders. The researcher suggests the need to carry out the study to determine other factors affecting girl child participation in secondary education. The researcher also suggests similar studies to be carried out in other districts, in private girls and mixed secondary schools and in public primary schools in the district.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education in its general sense is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching training, research or simply through autodictatism (Mbilingi 1991). Education for girls is one of the criteria path ways to promote social and economic development (World Bank 2009). According to EFA global monitoring report 2003/04 increasing the educational level of girls has a favourable impact on economic growth. Since 2002, United Nations Educational Scientific and Cultural Organization (UNESCO) and the global community have been striving to attain the Dakar Education For All (EFA) goals.

Considering the fact that education for girls and women is an urgent priority, the Darker Frame work for Action contained a time-bound goal (Goal 5) devoted specifically to gender parity and equality in education. Moreover, special attention had been paid to women and girls in other goals; for example, goal two stipulates that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities will have access to a complete free and compulsory primary education of good quality.

At the Pan African Conference held at Ouagadougou, Burkina Faso, in March/April of 1993, it was observed that Africa was still behind other regions of the world in female participation in education. Gender disparity was attributed to the age long belief in male superiority and female subordination (Okojie, 1996).

Discrimination of girls in education furthermore persists in many African societies due to customary attitude; gender biased and prioritized child education systems (Kabira, 1992). Lack of education affects other aspects of the life of a woman and that of children in Africa. It was estimated that every additional education a girl receives after primary education, child's survival rates increases by about 5%. In Africa, about 18 million girls are without education and more than 2/3 of Africa's 200 million illiterate adults are women. To enable girls participate in education parents are expected to provide adequate teaching and learning facilities, protection against early pregnancy and marriages, personal effects like pads, less housework to enable them have humble time for school homework, prompt school fees payment, clothing and nutrition, positive motivation to change attitude, good accommodation at home and above all be role model in all actions and talks that parents portray (GCN, 2004).

Socio-cultural factor, socio-economic and attitude of parents on girls' education have not kept pace with modernity (United Nations, 1993). Education is an investment whose returns are highly valued throughout the world. Worthen and

Sanders (1987) observed that in most nations' education is increasingly reviewed as a primary means of solving social problems. Through education, people acquire knowledge, skills and attitudes necessary for sustainable economic growth and general development. In Kenya, as in many developing countries, trends of gender inequality, not only in education but also in the labour market, political leadership and social and economic spheres. Education is a key factor in determining development trends, particularly in contemporary world. National governments have embraced the idea of equal education for all as a matter of priority.

Over the last decade the politics of gender in developing countries like Kenya have been carried out with the context that women deserved better in terms of numerical representation. Though women constitute slightly over half of Kenyans population majority are poor. Education Report of Kenya (1964) mostly known as Ominde Commission and other education reports made recommendation to the need for accelerating the education of the girl child. Republic of Kenya (2003) recognised the tremendous efforts made by the Kenya government to improve girls' education including affirmative action on the expansion of facilities to enable the girl child to study science subjects and a policy to allow a girl who drops out of school due to pregnancy to continue with education (Koringura, 2004). World Bank (2006), noted that the only way to reduce the disparities in women's involvement in economic activities is to involve girls in education by

developing girl friendly measures and packages which should include locating many schools to the communities, waiving school fees, having locally based female leaders as role models and flexible school calendar that could cater for girls domestic duties and responsibilities.

The general participation of girls in secondary school education had lagged behind compared to that of the boys in Migori District in terms of their participation in secondary education as enrolment percentage rates at the District Education office reveals. It is to this effect that it became a great concern to encourage girls in the secondary institutions to work hard to prepare them for adulthood responsibilities (Republic of Kenya, 2003) and enable them to fit well and compete favourably in the job market. The participation of girls in secondary education is of great importance to the nation's socio-economic development, social-cultural growth and for women empowerment. It shapes the whole destiny of a person hence a lot of values are added to life style. This calls for the participatory involvement of parents, teachers, government and other stake holders in enhancing girl-child participation in secondary education through provision of basic requirements which to a greater extent should come from the parents. Table 1.1 indicates that boys' enrolment in secondary schools was above that of the girls enrolment in secondary schools in Migori district.

Table 1.1 : Enrolment in secondary schools in Migori District

Year	2010	2011	2012	Total
	Enrolment	Enrolment	Enrolment	Enrolment
Boys	2988	3649	3750	10387
Girls	2515	3369	3520	9404

Source: District Education Office (2013)

From Table 1.1, the boys' enrolments as for the three years were above that of the girls and it indicated that girls' participation in secondary education was not matching that of the boys.

1.2 Statement of the problem

There were more boys than girls participating in secondary schools education in Migori district, in Migori County in Kenya. Despite the growth of education in Kenya since independence in 1963, the introduction of FPE in 2003 and the legal policies concerning education, gender disparity in education still continue to prevail with regard to enrolment of girls, their retention, as well as girls' participation in education (Republic of Kenya, 2007). This therefore causes a lot of concern to the researcher and call for gender diagnosis.

1.3 The purpose of the study

The purpose of carrying out this research was to investigate the factors affecting participation of girl child in secondary education in Migori district, Migori County.

1.4 Research objectives

In order to achieve the purpose of this study, the following objectives were identified:-

- i) To establish the extent to which socio-economic factors affect girl-child participation in secondary education.
- ii) To determine the extent to which socio-cultural factors affect the participation of girl-child in secondary education.
- iii) To determine extent to which parents' level of education affects girl-child participation in secondary education.
- iv) To establish the extent to which distance from school affects girl-child participation in secondary education.

1.5 Research questions

The following research questions had been formulated to guide the study:-

- i) How are socio-economic factors affecting participation of girl child in secondary education?
- ii) To what extent have socio-cultural factors affected participation of girl-child education in secondary schools?

- iii) To what extent has the level of parents' education affected participation of girl-child in Secondary Education?
- iv) To what extent has distance from school affected participation of girl-child in secondary education?

1.6 Significance of the study

The result of the study could be used by the school administrators and teachers in understanding girl-child socio-economic, socio-cultural, parents' level of education and distance from school factors and give them necessary guidance and counseling to improve principals' influence on girl child participation in secondary education. The information may be used by the educators like the QUASO to sensitize teachers on how to make girls to have a positive attitude towards participation in education. The findings may also be used by the Ministry of Education to enhance provision of teaching learning resources to enable girls to participate well in secondary education. The findings may sensitize parents to be aware of their roles in supporting the girl- child participation in education. Finally the results of the study may add to the existing knowledge on factors affecting principals' influence on girl-child participation in secondary education.

1.7 Limitation of the study

According to Best and Kahn (1998) limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their applications to other situations. The researcher assured the respondents of their confidentiality and convinced them that the information was only for the purpose of research work in the district. Some of the variables in the study such as attitudes of the respondents were not observed directly but only inferred. The research tools were administered to the school principals, class teachers, head girls and deputy head girls who were available at the time of administering the research questionnaire.

1.8 Delimitations of the study

Delimitations are boundaries of the study (Mugenda and Mugenda, 1999). The study was conducted in Migori District, Migori County. The study investigated how the socio-economic, socio-cultural, parent level of education and distance from school factors affect participation of girl child in secondary education. It concentrated only on school principals, head girls, deputy head girls and class teachers within the area of study so as to make the study manageable. The study covered only public girls' school and mixed schools.

1.9 Basic assumptions of the study

This research study was based on the following assumptions:-

- i) That factors like socio-economic, socio-cultural, parent's level of education and distance from school affect girl-child participation towards secondary education.
- ii) That all girls are free to go and participate in secondary school education under same environmental factors.
- iii) That the respondents would give correct information without being manipulated as per the questionnaire.

1.10 Definition of significant terms

Attitude refers to negative or positive predisposition, to think, to perceive, to feel or to behave in a certain way towards people, objects, events or situations or participation.

Economic factors refer to business activities, farming practices and other jobs which earn salaries or wages or income.

Girl – child refers to the female between fourteen (14) years and twenty (20) years. Typically these are the ages of girls who are supposed to be in secondary school.

Influence refers to contributing or playing a role towards something's success or failure like contributing towards the girl – child's participation in secondary education.

Participation refers to taking part, as in the action or attempt like girl-child participation in secondary school education.

Socio-cultural refers to large scale forces within cultures and societies that affect the thoughts, feelings and attitudes.

Socio-economic refers to combination of social and economic factors.

1.11 Organization of the study

The study is organized into five chapters. Chapter one is introduction consisting of background information of the study, statement of the problem, the purpose of the study, objectives of the study, delimitations of the study, basic assumptions of the study and definition of significant terms. Chapter two comprises of literature review on socio- economic, socio- cultural, parents level of education and distance from school factors affecting participation of girl-child in secondary education. The chapter also include theoretical framework and lastly conceptual framework of the study. Chapter three covers the research methodology consisting of research design, the target population, sample and the sampling procedure, research instruments, validity of the instruments and reliability of the instruments. Chapter four consists of data analysis and interpretation. Chapter five has the summery of the study findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is organized to include the findings of past researchers and how various scholars have looked at the problems of participation of girl – child in secondary education. Some of the issues to be addressed will be; girl–child socio – economic, socio–cultural, parents level of education and distance from school factors affecting girl-child participation in secondary education, theoretical framework and conceptual framework.

2.2 Effects of Socio–economic factors on participation of girl child in secondary school education.

Low income is a function of poverty. The level of family income is one of the most influences on demand on secondary education and translates on participation of secondary education (FAWE 2009).According to Republic of Kenya (2003) parents, especially poor ones increasingly neglect their daughters demands. Poor families would certainly find it difficult to pay fees for girls and even carter for pocket money besides the basics like sanitary towels, clothes among others. Poor families tend to have a large population of siblings as opposed to high income families (Chepchieng, 2004). In many areas parents were reluctant to send their daughters to school for fear of losing income. Their schooling was not seen to add any value to bride wealth but instead lowered it making girls to be denied

education even in wealthy households; they were valued and categorized as part of household property (Mbilingi & Mbughuni, 1991). Republic of Kenya (2003) reported that girls' participation in Secondary education had been negatively affected due to socio-economic factors that 50% were below the poverty line. In view of this, the prohibitive fees and other levies charged by educational institutions have had a negative impact on girls effective participation on effective secondary education. In Kenya, a practice which is as a result of poverty is the issue of child labour. According to Republic of Kenya (2003) child labour is a rampant practice that continues to keep children particularly the girl-child out of school. Many school age girls are employed as house girls and baby sitters in both urban and rural areas in order to meet their own and their parents economic needs. Such children cannot effectively participate in secondary education (Nacobile, 2012). The above affect the principals' influent on participation of girl child in secondary education.

After enlisting the various constraints hindering girls' participation in secondary education in most parts of the country, Republic of Kenya (2003) recommended that the most urgent was to ensure participation and improvement of quality of education for girls and removal of obstacles that hamper their active participation in secondary education. Children enrolled in Kenyan schools come from different socio-economic groups which may be high, moderate or low as reflected by family income, level of parental education and occupation. Apparently the lower

class families are likely to have a limited provision of school books and other necessary materials for the successful acquisition of secondary education (Chepchieng & Kiboss, 2004). On the other hand, socio-economic conditions within the home or family can also expose children, more so, the girl-child to experiences which may render them more vulnerable to learning and behavior problems.

According to the Kenya National Development plan (2002), transition and completion rates in schools remained below 50% essentially due to poverty and increased cost of education. In most families, limited economic resources were a hurdle to offering their children education. Paparek (1985) observed that in countries where students' schooling faces many barriers, family's decisions about children depend not only on available resources but also what education is expected to yield to the individual children and the family at large. The level of family income is another powerful influence on demand for secondary education in Kenya and ASAL area in particular. Meyerhoff (1983) noted that among the Pokot, the household is the basic unit of production and reproduction. According to UNESCO (2002), poverty levels have been increasing with time and 52% of the population lives below poverty line thus poor people tend to give priority to essential needs such as food, shelter, clothing and education is placed at a distance. This is due to declining income and escalating cost of education

materials which have made most of the parents to be unable to educate their children even though they may be willing to do so.

2.3 Effects of socio-cultural factors affecting participation of girl-child in secondary school education

The socio-cultural factors refer to the people's way of life as expressed through out their attitudes, virtual beliefs, values and pedagogy systems from generation to generation through the community's socialization systems, (Brock and Cammish, 1991) Girl child network (GCN), 2004 mentioned culture and traditions as inhibiting factors affecting girls' participation in secondary education and the main aspects being female Genital Mutilation (FGM) and early marriages. This is particularly common in certain districts such as Keiyo, Mandera, Transmara, Kuria, Kisii and Nyamira Districts (Omare, 2007). The socio-cultural factors and its influence on the education of girls and issues on poor attitude or low participation in the system had been expressed well in Mbiti (1981) who alludes that there are four major reasons that lead to girls withdrawal from education system which include greater demand made on girls by their families in connection with household duties, pre-arranged marriages leading to drop-out of girls from school, the girls who were circumcised become rude to teachers seeing female teachers as their equals and uncircumcised teachers (female and male) as children thus affecting girls' participation in secondary education in Migori district, Migori county, Kenya.

Once the girls undergo FMG, they were made to feel that they had become adults and mature. In school they become shy and uninterested and most of them get married and others simply drop out of school and stay at home awaiting marriage. In Kenya initiation/circumcision ceremonies are scheduled to take place during the school holidays but the process begins earlier, leading to absenteeism from school. The circumcised children also take longer to heal before they can go back to school. Initiation ceremonies involve both boys and girls but the expectations after the ceremony are more on girls than on boys because girls are engaged for marriage after initiation in some community (Republic of Kenya, 2003).

A study carried out in Malawi by Kapakasa (1992) shows that initiation brings several problems for girls. These dilemmas affect their school attendance leading to drop-out. The schedule for initiation ceremonies conflict with the school calendar, leading to absenteeism from school. Initiated girls also find it difficult to return to school or concentrate on their studies because their next expectation is marriage. The study also revealed that some parents were more willing to cover the cost of initiation than to cover the cost of schooling thus showing the importance attached to initiation ceremonies. Retrogressive ceremonies like female genital mutilation (FGM) and thereafter engagement for marriage results to low attitude towards education by girls. Initiation ceremonies were still important in some African communities because they mark the passage from childhood to adulthood. During initiation ceremonies, knowledge and value

concerning procreation, morals and sexual skills, birth control and pregnancy were passed to the girls. After initiation it is considered shameful for girls to return to school unlike the boys (Omare, 2007). Most girls view themselves as adults.

Pregnancy before marriage not only leads to girls dropout of school but also brings shame to the family. In their study on factors affecting principals' influence on girls' participation in secondary education in six developing countries, Brock and Cammish (1991) reported that teenage pregnancy reduces the bride price, parents therefore fear allowing their daughters to stay in school for too long. Marriage is also seen as making one gain a high social status, some parents also are not willing to educate their daughters due to the change of allegiance after marriage to their husband's family. Due to this, parents turn to educating boys. In societies where marriage of girls tend to occur at a much younger age than that of the boys, where religious or customary beliefs discourage social interaction between the societies or where conventional opinions encourage women to see their future as being centered on the home and the family, the incentive for girls to attend school is lower than that of the boys.

A participatory poverty assessment done in Zambia by Norton, Owen & Milimo (1994) revealed that girls are withdrawn from school after grade four because of bride wealth payment which is alleged to diminish for an educated girl. Gender

disparities begin early in life with parents ascribing lower aspirations and expectations to a girl child than a boy child. These lowered expectations and aspirations have continued to affect girls' educational achievement despite the many interventions and programmes put in place to encourage their participation in secondary schooling. As boys grow up they socialize differently, with girls being taught one set of values and boys another. At a very young age, girls begin to understand and imbibe the culture of meekness, subservience, conformity and domesticity. They accept duties assigned in accordance with traditional gender specific advisor of labour. Son preferences and parents perceptions and attitudes towards schooling of girls give education in Africa and elsewhere have long been plagued with pedagogy of difference by way of education that stresses the difference between boys and girls even men and women rather than similarities (FAWE, 2009), such pedagogy differences start at home and end in community. It is here that the notions of gender relation are transmitted from one generation to the next.

In Migori district where the community is cosmopolitan, F.G.M is not practiced, sons and daughters were taken to be equal, and those who drooped out of school were encouraged to go back to school. The research was therefore needed to find out other socio-cultural factors affecting participation of girl child in secondary education. The researcher need to find out what other traditional practices prevailing in the research region that contributes to low participation of girls in

secondary education. Among some factors which the researcher had to study are associated with funerals which lead to poverty on the bereaved families, after burial rituals such as “ke nyinyo” that is giving out the belongings of the diseased. The researcher tends to determine the extent to which other socio-cultural practices affect girls’ participation in secondary education.

2.4 Effects of parents level of education on girl-child participation in secondary school education

The parents’ level of education has exceeding role to play in principals’ influence on girl-child participation in secondary education. Okwara (1992) observes that those girls whose parents had received formal education tend to have positive attitude in participation in secondary education than those girls whose parents did not go to school at all. Mworio (1993) comments that for a child to make the most of his/her educational needs she/he should have an easy access to the basic instruments of education like books, news papers, light and silence for convenient study and all these needs could only be understood by those parents who had undergone formal education; the home environment must be supportive towards girl child academic participation for a positive self-esteem.

The likelihood that girls would remain in school could also be influenced by cultural attitudes with the family. Parents who themselves were educated other things being equal were highly positive to impart a view of schooling among their children. Studying in other parts of less industrial world, almost invariably report

that the educational experience and outlook of parents was transmitted to their offsprings in many instances, parental education was more significant predictor than any other factor. A study of the determinant of education participation among a large sample as the rural population of Botswana in 1974 for example found that the education of the household was the single most important determinant factor (Chemichorsky, 1985). Research carried by UNICEF (2004) in 55 countries and two Indian states found that children of educated women were much likely to go to school and the more schooling the women had receive the likelihood of their children benefiting more from education. To add on, if educated girls become mothers, there was a high chance that they would send their children to school thereby passing on and doubling benefits both for themselves and society.

Borrow (1984) backs this by his research that revealed a relationship between students' socio-economic status in terms of their parents level of education and type of occupation. The study confirmed that there was a strong relationship between students' occupation aspirations and their parents' socio-economic status as well as parents' level of education. Essentially, parents tend to become role models for their children and therefore it is not surprising that students tend to take careers resembling those of their parents.

2.5 Effects of distance from school on participation of girl-child in secondary education

Distance from school is a factor which is noted to affect girl-child participation in schooling (G.C.N 2004). There were many cases of girls reported missing without trace in towns (Odaga, 1994). Girls being raped on the way to or from school (Daily Nation, September 26, 2008) reported that “Child rapist lynched by mob in city estate”). Officers at the local police station rushed the girl to Nairobi Women’s Hospital. There is commonly fear of danger that girls could be exposed to rape, abduction or even being killed, all these affect principals’ influence on girl-child participation in secondary education. GCN report these as common in ASAL areas of North Eastern, Eastern, Rift valley and Cost provinces. The researcher tends to investigate whether this was also the case within Migori district, Migori County.

2.6 Summary of literature review

The literature review had identified a number of factors affecting girl-child participation in secondary education. The factors include socio – cultural, socio-economic, parents or family level of education and distance from school. This research was meant to investigate the factors affecting participation of girl-child in secondary education in Migori district and possibly come up with way forward on how to improve in their attitudes for them to take part in participation in a larger percentage and even more than that of the boys. Most researchers have done much on girl-child retention, access and performance but very little has been

studied on girl-child participation in secondary education. The low girl-child enrolment may have been attributed to low girl-child or women empowerment. This has been noted in gender disparity due to patriarchal system of men dominance in most African communities. The poor infrastructure and unconducive environment both at home and in school should be addressed with urgency and secondary education be compulsory to girls. It is from this point of view that Ministry of Education in collaboration with its partner has developed gender policy to address critical issues related to gender and education (Republic of Kenya 2007).

2.7 Theoretical framework

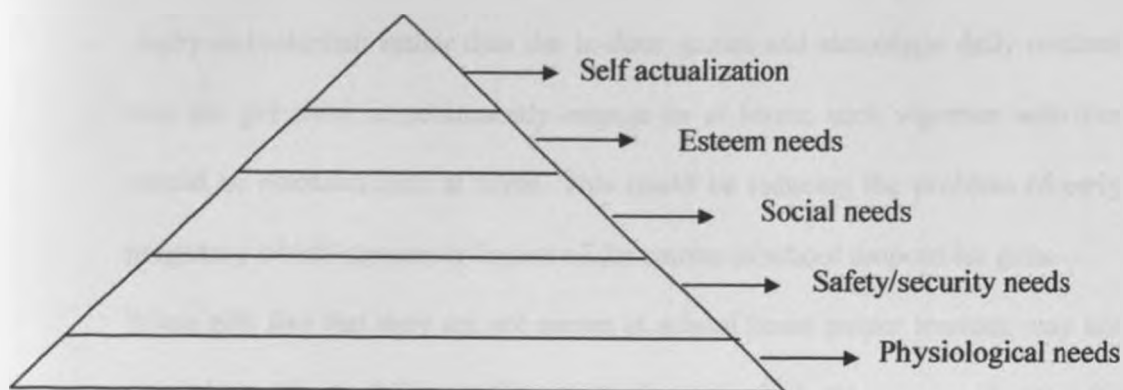
The theoretical framework adopted for the study is derived from the Needs Hierarchy Theory developed by Abraham Maslow, an American psychologist (Maslow 1954). This theory relates to human growth and personal development and is also referred to as Theories of motivation. Maslow came up with five ladders of needs which are arranged in hierarchical form as follows:

1. Physical needs: hunger, thirst, shelter, sexual drive and sleep
2. Safety needs: security and protection from physical and emotional harms
3. Social needs: affiliation, belonging, acceptance and companionship.
4. Esteem needs: Internal esteem factors such as self- respect, autonomy and achievement; and external esteem factors such as status, recognition and attention

5. Self actualization: growth, achieving ones potential and fulfillment: The drive to become what one is capable of becoming.

As each need is substantially satisfied the next need becomes dominant. As shown in Figure 2.1, the individual needs to move up the hierarchy.

Figure 2.1 Abraham Maslow's the Needs Hierarchy



At the base level of need hierarchy are the physiological needs essential for the survival of human life. These are supposed to be socio- economic set up or rural areas tend to deprive children of these basic needs and in such a situation the girl – child is more disadvantaged then the boy – child (GCN, 2004). This is because of the preferences accorded to the boy child.

Maslow's theory is therefore relevant in this study because its emphasis and considerations are on the provisions of the basic needs for one to achieve the higher needs. The theory is concerned with achievement of self –actualization at the top of the pyramid which can only be attained through education.

Unfortunately the girl- child is not always motivated at home and at school. They are often deprived of these basic needs by the society. The schools and the entire environment settings should endeavour to provide all the learners with these physiological needs or else the individual may end up in disillusionment.

In school setting teachers should be careful to guide girls to divert their sexual libido at adolescence to some vigorous school activities and games like soccer, rugby or basketball rather than the in-door games and stereotype daily routines that the girl child is permanently engage in at home; such vigorous activities should be extended also at home. This could be reducing the problem of early pregnancy which happens to be one of the causes of school dropout for girls.

When girls feel that they are not secure at school home proper learning may not take place. The buildings, toilets and other physical structures and even the distance to school should be secure and adequate. According to Maslow safety needs come, after hunger has been satisfied and clothing provided.

Another level of needs that the girl-child seems to lack is the love and affiliation need. The girl-child is often given names and made to feel that they are worthless. They are often grouped separately from boys and made to compete with them in activities that are likely to favour boys to win making the girls a laughing stalk. Teachers should therefore facilitate and encourage fair groupings and group activities that favour on the learners and award the good effort made by them towards their education. Such negative comments common at home that sound

negative to girls' motivation should be avoided in order to encourage the girls to work hard in academics for attainment of self actualization. The teachers and parents should show acceptance to the girl child so that she can feel recognized, have a sense of self worth and belongingness.

The overall implication of Maslow's Theory is that education may be considered to be the key to self actualization. If the girls are denied the basic needs and opportunity of participation in secondary education then their self- actualization is consequently hampered. It further advocates that the physiological, security and social needs to be met in the first place in order for the girl-child to transcend self-esteem and self actualization.

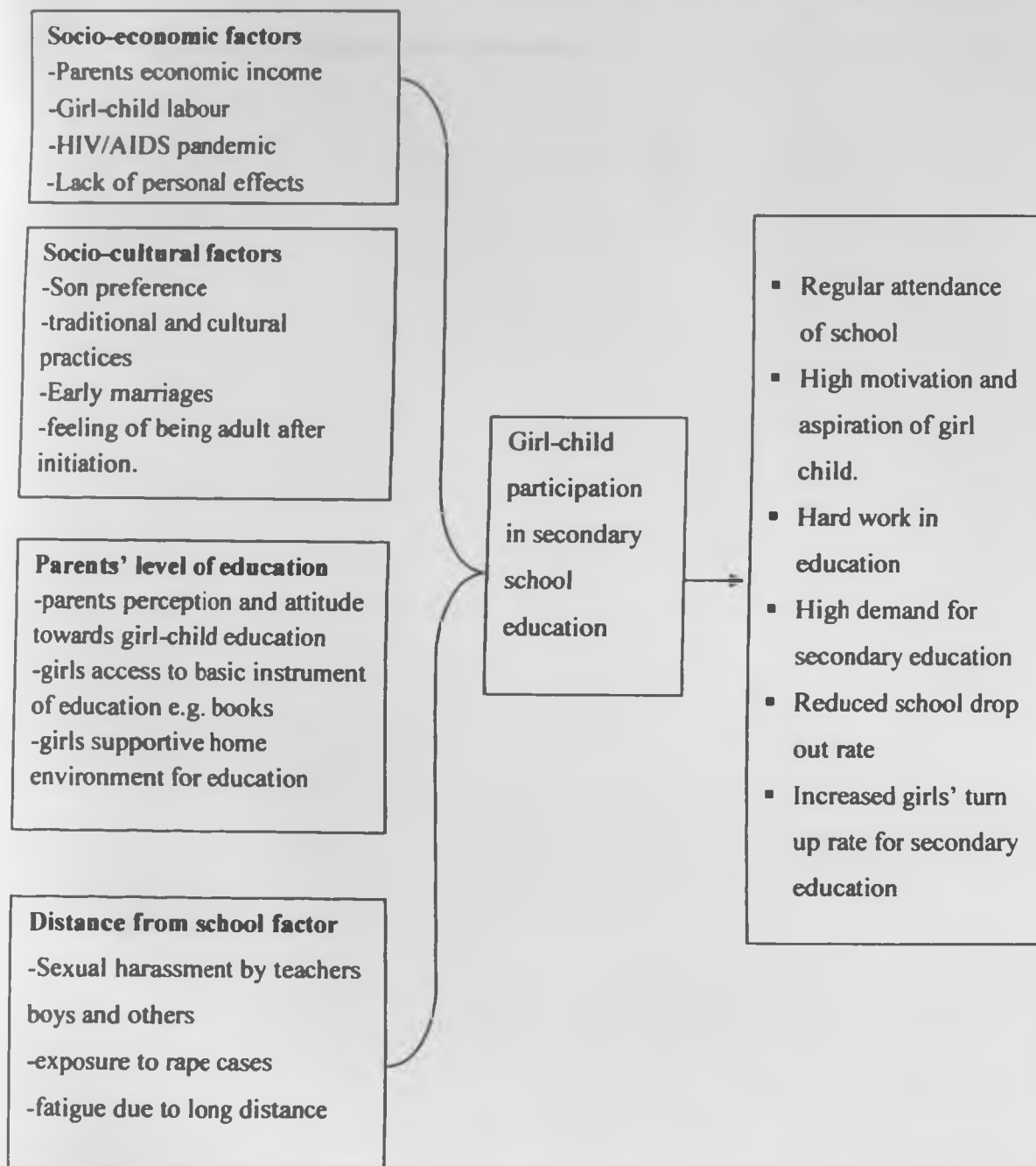
However, in adopting Maslow's theory the researcher is aware of its limitations that the hierarchy of human needs are not always fixed and the consequence in which needs arise may differ from one person to another person but the parents and teachers should try the much they can to put the conditions necessary for the girls to participate in secondary education in place.

2.8 Conceptual frame work

The study shows the factors affecting girl-child participation in secondary education in Migori district, Migori County, Kenya. In the conceptual framework depicted in Figure 2.1 the factors; socio-economic, socio-cultural, parents' level

of education and distance from school affect the girl-child participation in secondary education.

Figure 2.2: Conceptual framework



The factors affecting girl child participation in attendance, turn up for education, reduced drop-out rate, motivation and aspiration, expectations in life and even the girl-child total participation in secondary education. The conceptual frame work was developed by the researcher after the review of factors affecting participation of girl-child in secondary school education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology was divided into sub-sections which focuses on:- research design, target population, sample size and sampling technique, research instruments, validity and reliability of the instruments, data collection procedure and data analysis technique.

3.2 Research design

This study adopted a survey research design. Sapsford (2007) defines survey research as the collection of quantifiable data from a population for purposes of description on identify verifications that may point to casual relationships. This design was appropriate for the study because it captured people's opinion, beliefs and attitudes about factors affecting participation of girl-child in secondary education. The descriptive survey design was suitable because it involved collection of information, then assessing, finally, describing the data analysis regarding the effect of girl-child participation in secondary education in shortest time possible.

3.3 Target population

According to Mugenda & Mugenda (1999) target population is the group of individuals, events or objects which a researcher wants to generalize the result of a study. The target population included 33 principals of girls and mixed secondary schools in Migori district, 66 class teachers, 33 head girls and 33 deputy head girls. This formed the target population from which research sample was drawn (District Education Office, 2013). Table 3.1 illustrates categories of sample schools.

Table 3.1: Sampling frame, categories of sample schools

Categories of schools	Schools	Sample
Girls' schools	4	4
Mixed secondary schools	29	29
Boys secondary school	1	
Total	34	33

Source: District Education Office (DEO) – 2013

As the table indicates, the sample schools for this study consisted of all the 4 girls' schools and all 29 mixed secondary schools.

3.4 Sample size and sampling procedure

A sample is part of the target population that has procedurally been selected to represent it. Briken (1998) defines sampling as a systematic selection of representative cases from the larger population. According to Kerlinger (1973)

sampling is a procedure of selecting a part of the population on which research can be conducted which ensures that conclusions could be generalized to the population. For the selection of 33 principals 33 head girls, 33 deputy head girls census sampling was employed for data collection. Two class teachers were selected from schools using systematic random selection, this was school 1, form 1 and form 3 class teachers, school 2, form 2 and form 4 class teachers respectively. Class teachers, head girls and deputy head girls were purposively sampled for they had a lot of knowledge about factors affecting girl child participation in education (Cohen & Manion, 1992).

3.5 Research instrument

The major instrument for collecting data from the respondents was questionnaire. Two types of question items were used in the questionnaire closed ended questions and open-ended questions. In the open ended questions, the respondents were required to give their opinion in the spaces provided. In the closed ended questions the respondents specifically responded using tick for their answers. The closed ended questions were easier to administer because each item was followed by alternative answers and were economical to use in terms of duration.

3.6 Instrument validity

The validity of the instrument represents the extent to which the instrument measures what it purports to measure. The questionnaire that were instruments of collecting data for the study were appraised by two supervisors of the University

of Nairobi who were experts in the area of education administration. The ratings of the two supervisors were then compared and the necessary adjustments made. To enhance instrument validity, a pilot study was carried out within the area of study. During pilot study in four randomly selected schools, two girls' public secondary schools, and two mixed public secondary schools in Migori district were selected. The questionnaire administered in pilot study were then analyzed and correlated. The inadequate items were modified and others discarded, in order to improve the quality of the instrument. The administered questionnaire for pilot study were well kept and re-used at the time of the analysis of all girls public secondary schools and mixed secondary public schools.

3.7 Instrument reliability

Reliability is a measure of the degree to which a research instrument yields consistent results after a repeated trial. There are many techniques of accessing instrument reliability but in this research, split-half technique was used. The advantage of this method is that it requires one testing session and this eliminates chance error due to differing test conditions. The test was administered in four schools in Migori district as stated above in instrument validity. The scored items were then divided into two groups using odd and even numbered items. The two scores for each subject were correlated using Pearson's product moment coefficient correlation formula and Spearman Brown Prophecy (Re) formula.

i) Pearson's product moment coefficient correlation formula

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

n = number of pairs of scores

$\sum xy$ = sum of the products of paired scores

$\sum x$ = sum of x scores

$\sum y$ = sum of y scores

$\sum x^2$ = sum of square x scores

$\sum y^2$ = sum of square y scores

ii) The correlation (r) of the two halves used Spearman Brown Prophecy (Re) formula.

$$Re = \frac{2r}{1+r}$$

Where Re = reliability coefficient r = the reliability.

A correlation coefficient (r) of 0.7 was obtained which indicated that the two sets of data (odd and even halves in the pilot sample) were correlated and it was an indication that the instrument was reliable. It should be noted, however that this calculation was based on only the close ended part of the questionnaire.

3.8 Data collection procedure

The researcher obtained permit from the National Council of Sciences and Technology. The researcher sought permission from the District Education Office (DEO), Migori District to carry out research in the District. The researcher then visited the selected schools and personally administered the questionnaires to the respondents. There was allowance of one day for the collection of the questionnaires which gave the respondents ample time to complete filling in the questionnaires.

3.9 Data analysis techniques

Questionnaire were checked to identify those items wrongly responded to, spelling mistakes in the responses and any blank spaces left unfilled by the respondents. The data was organized and then analyzed with the use of computer. Descriptive statistics were used to analyze the data. Data was presented in tables, charts and graphs with emphasis to frequencies and percentages then results were reported by restating objectives on selected variables.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on information of the respondents. The respondents include the principals, the class teachers, the head girls and deputy head girls. The chapter further presents the research findings, discusses them and draws conclusions for each research questions. In this chapter a presentation is made of the data collected from secondary schools, the analysis and interpretation procedures employed to drive at answers of the research questions guiding the study. The presentation done based on research objectives.

The purpose of the study was to investigate the socio-economic, socio-cultural, parents' level of education and distance from school factors affecting girl-child participation in secondary school education in Migori district, Migori County, Kenya. To attain this purpose, the analysis was conducted in the light of the following research questions:

- i) How are socio-economic factors affecting participation of girl-child in secondary education?
- ii) To what extent has socio-cultural factors affected participation of girl child in secondary education?
- iii) To what extent has the level of parents' education affected participation of girls in secondary education?

- iv) To what extent has distance from school affected participation of girls in secondary education?

Below are the presentations of the data analysis procedures and findings arrived at from the questionnaire administered to the respondents who included principals, class teachers and head girls and deputy headgirls. The findings of the study were presented in tables and figures based on the study objectives.

4.2 Questionnaire completion rates

Completion rate is the proportion of the sample that participated as intended in all the research procedures. In this study, all the questionnaires were filled and the response rate was 100 percent. This was as presented in Table 4.1

Table 4.1 – Questionnaires response rate

Category	Distributed questionnaires	Returned questionnaires	Percentage
Principals	33	33	100
Class teachers	66	66	100
Head girls and Deputy head girls	66	66	100
Total	165	165	100

Out of the distributed 165 questionnaires the researcher managed to have a return of 165 questionnaires. This was mainly because the researcher's approach to the

respondents was ethical. Table 4.2 illustrates distribution of secondary school teachers who handle the girl child in her education.

Table 4.2 Distribution of teachers by gender

School teachers	Number	Percentage (%)
Male	331	71
Female	137	29
Total	468	100

Table 4.2 indicates that highest proportion of secondary teachers are male (71%) and female teachers are few (29%). This was one of the results of the poor participation of girls in secondary education which need to be improved by the government together with the stake holders of different schools. Concerning enrolment of girls in secondary schools in Migori district, the result of the research findings were as illustrated in Table 4.3.

Table 4.3: Enrolment of girls in schools in the year 2013

Class	No.	Percentages (%)
Form 1	1523	32
Form 2	1359	28
Form 3	1090	23
Form 4	853	17
Total	4825	100

Table 4.3 illustrates that the number of girls who were enrolled in form one in the year 2013 was the highest compared to other classes. The number kept on going down and the enrolment in form four class was the lowest, in the year 2013. Table 4.4 illustrates principals work experience in their administrative work.

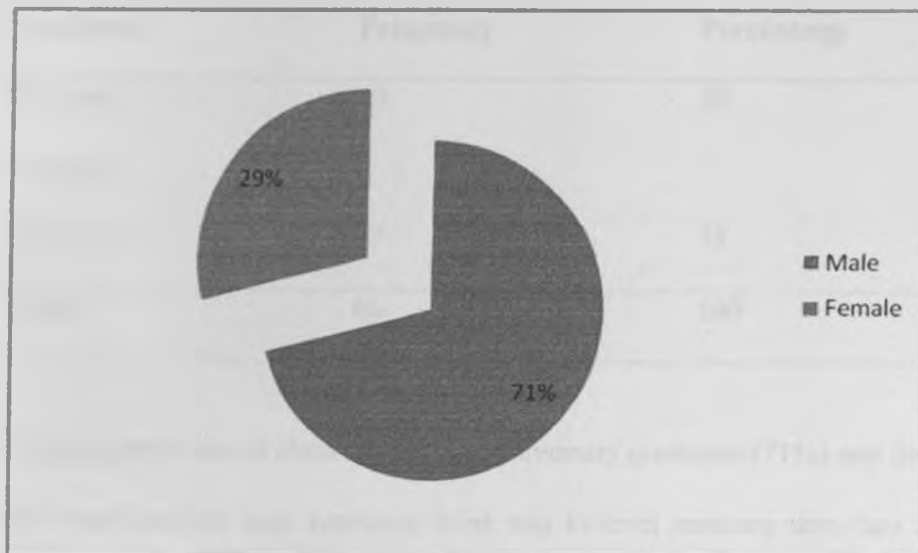
Table 4.4: Principals work experience

Years	No	Percentage (%)
0-2	9	27
3-5	15	46
6- and above	9	27
Total	33	100

Highest proportion of the principals' work experience was between 3-5 years.

Those who had served for a period between 0-2 years were 27 percent of the total number same to the number who had served for 6 years and above. Those with more years of work experience turned to be lacking self motivation thus affecting girl-child participation in secondary education. Figure 4.1 illustrates that more class teachers are male.

Figure 4.1. Class teachers response in terms of gender.



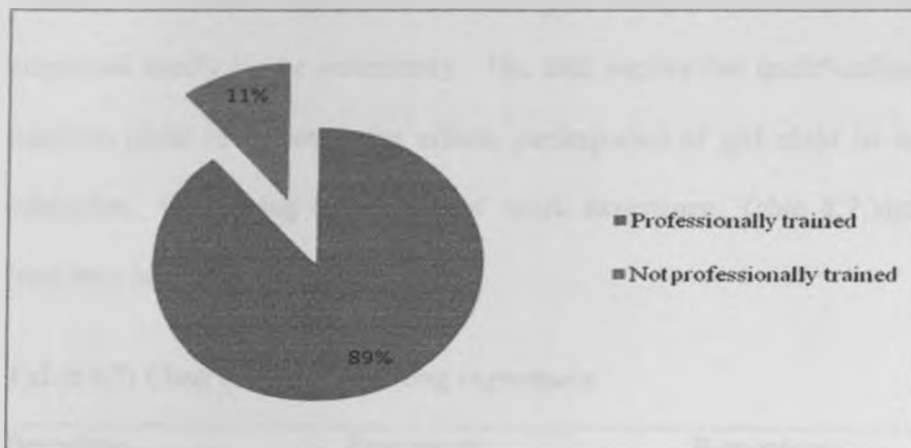
From data collected on their gender indicate that highest proportion 48(71%) of the class teachers were male while only 18(29%) of the teachers were female. Figure 4.1 shows a big different in gender illustrating that more class teachers were male making the girls to lack role model in their participation in education. Table 4.5 indicates research findings on teachers' academic levels.

Table 4.5 Class teachers academic levels

Academic	Frequency	Percentage
O-Level	19	29
A-level	-	-
University	47	71
Total	66	100

Highest proportion of class teachers are university graduates (71%) and the rest of the class teachers their academic level was O-level meaning that they had not been trained and were community teachers. There were no A-level teachers as secondary class teachers showing that majority of the class teachers had obtained university education. This could be a factor affecting girls' participation in secondary education. Figure 4.2 denotes that professionally trained class teachers form the highest proportion.

Figure 4.2 Professional Training of class teacher



Out of 66 class teachers in public secondary schools in Migori district 59(89%) had received professional training and 7(11%) had not received professional training which is an indicator that the number of professionally trained class teachers outweigh those that were not professionally trained and girls were handled mostly by professional class teachers. Table 4.6 illustrates that most of secondary class teachers are graduates (68%) and just a smaller fraction are either diploma or certificate class teachers.

Table 4.6 Qualification level of class teachers

Qualification	Frequency	Percent (%)
Graduate	45	68
Diploma	11	17
Certificate	10	15
Total	66	100

Highest proportion (68%) of the class teachers were graduate teachers, diploma teachers took number two (17%) and the rest of teachers were untrained who were employed locally by the community. The data implies that qualification of class teachers could be a factor that affects participation of girl child in secondary education. Concerning class teachers' work experience, Table 4.7 shows how long they have been teaching.

Table 4.7: Class teachers' working experience

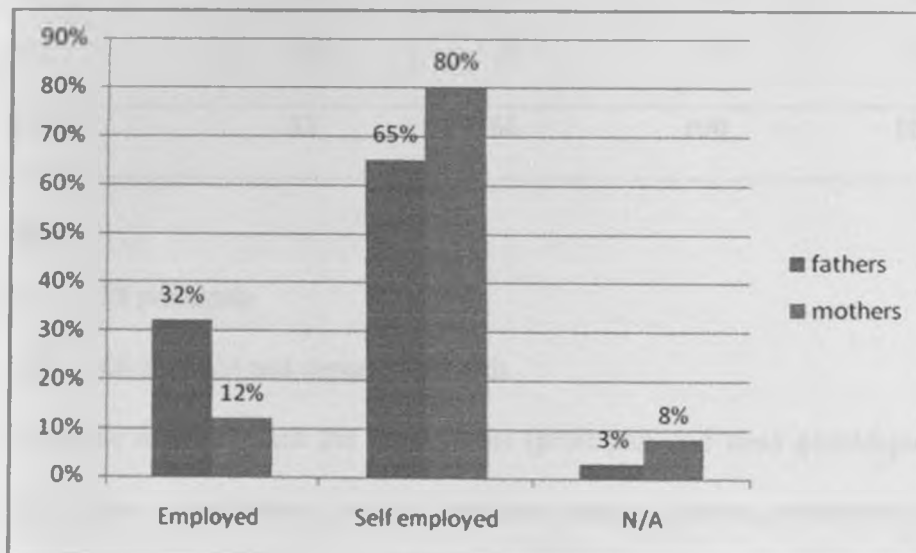
Duration	Frequency	Percentage
0-2	40	61
3-5	22	33
6 and above	4	6
Total	66	100

Highest proportion of class teachers (61%) had not taken long period in the schools they were in meaning that they were mostly new in those particular schools making them to work hard. They were still a subject to self motivation to make the girl child to participate in secondary education. Almost (33%) of the class teachers had taken longer in their stations but only (6%) of the teachers had taken longest period. This had affected participation of girl in secondary education.

4.3 Effect of socio- economic factors on participation of girl child in secondary education

Concerning parents (mother and father) source of income a small proportion are employed as figure 4.3 illustrates

Figure 4.3: Fathers' and mothers' source of income



Highest proportions of the parents (fathers/mothers) are self employed in the villages or in other areas. Minority were working class (fathers 32% and mothers 12%). Some girls were not having fathers or mothers or both due to one reason or another. This one means that the parents need to work hard in order to get for their daughters' school fees and the personal effects because employment is not a source of income for the parents

In table 4.8 data collected from the respondents illustrates that personal effects had effect on participation of girls in secondary education.

Table 4.8 Personal effects

Response	Frequency		Percentage	
	P	HG	P	HG
Yes	20	40	61	61
No	13	26	39	37
Total	33	66	100	100

Key

P – 33 principals

HG – 66 head girl and deputy head girls

From the data collected the respondents (principals and head girls/deputy head girls) there was relevancy in their responses making highest proportion (61%) to accept that personal effects affect girl child participation in secondary education.

A few of the parents and head girls and deputy head girls never accepted that it was a factor. This was due to the fact that some of them were having a good socio-economic background enabling them to be getting enough personal effects.

Below the researcher wanted to find out if poverty at home had got effect on girls' participation in secondary education. The respondents reacted as tabulated in Table 4.9. These were 33 principals of public girls and mixed secondary schools.

Table 4.9 Poverty at home

Response	Frequency	Percentage
Strong Agree	19	58
Agree	10	30
Undecided	2	6
Disagree	2	6
Strongly disagree	33	100

Highest proportion of principals (88%) generally agrees that poverty was a factor that affects girl child participation in secondary education, only a few of the principals (6%) disagreed with this factor which had been approved to be very true from the questionnaires administered. This was because majority of the parents/guardians were poor and the girls come from very poor homes. Among the 33 principals, it was still found that lack of school uniform affect girls' participation in secondary education as illustrated in Table 4.10.

Table 4.10 Lack of school uniform

Rate	Frequency	Percentage
Strongly agree	4	12
Agree	12	36
Undecided	3	9
Disagree	9	27
Strongly disagree	5	15
Total	33	100

From the 33 principals, those who agreed were 16 and those who disagreed were 14 in number and the undecided were 3 in number. This meant that more than a half of the principals accepted that lack of school uniform affects participation of girl child in secondary education. From the principals it was found that lack of school fees has effect on participation of girls in secondary education as tabulated in Table 4.11.

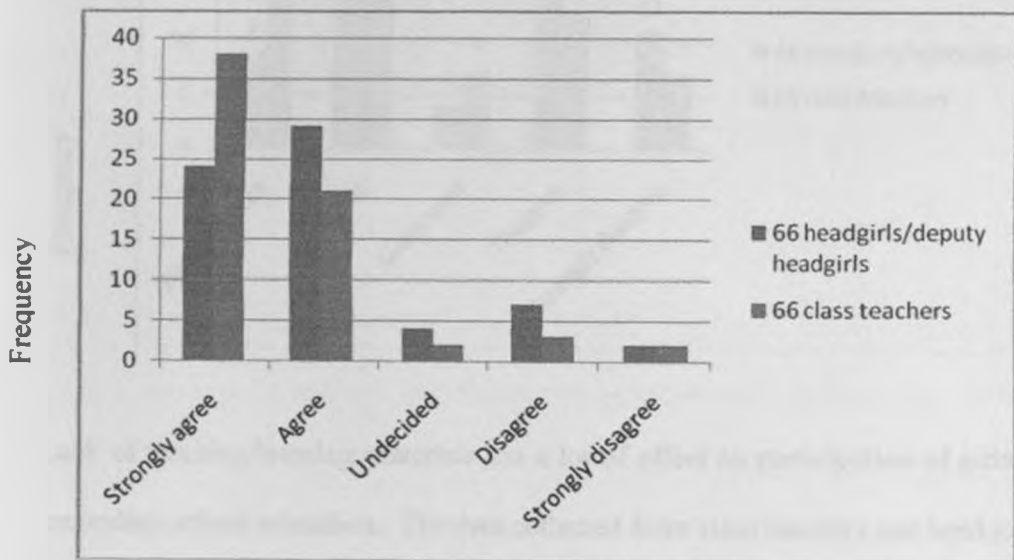
Table 4.11 Lack of school fees

Rating	Frequency	Percentage
Strongly agree	10	30
Agree	15	45
Undecided	5	15
Disagree	1	3
Strongly disagree	2	6
Total	33	100

Highest proportion (45%) of the principals agreed, 30%, of the principals also strongly agreed making the number to be 25 out of the 33 principals. Only 3 out of 33 principals disagreed or strongly disagreed and 5 of them were undecided. This one came about due to difference in environment of the girls' origin in those particular schools but it is clear that lack of school fees affect participation of girls in secondary education. From the study carried out among 66 head girls and

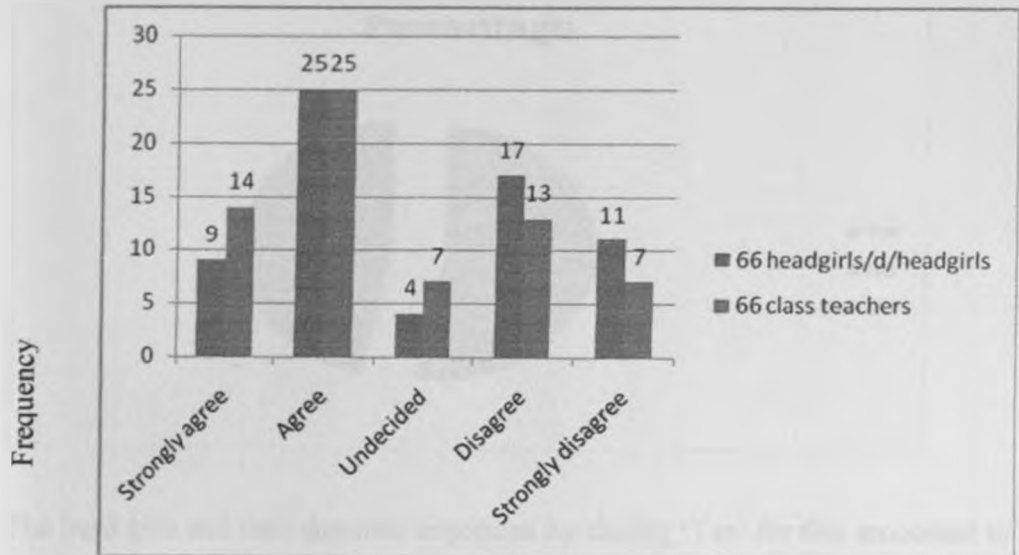
deputy head girls and 66 class teachers the results illustrate that socio economic background of the girls affect participation of girls in secondary education as illustrated in Figure 4.4.

Figure 4.4 Socio-economic background



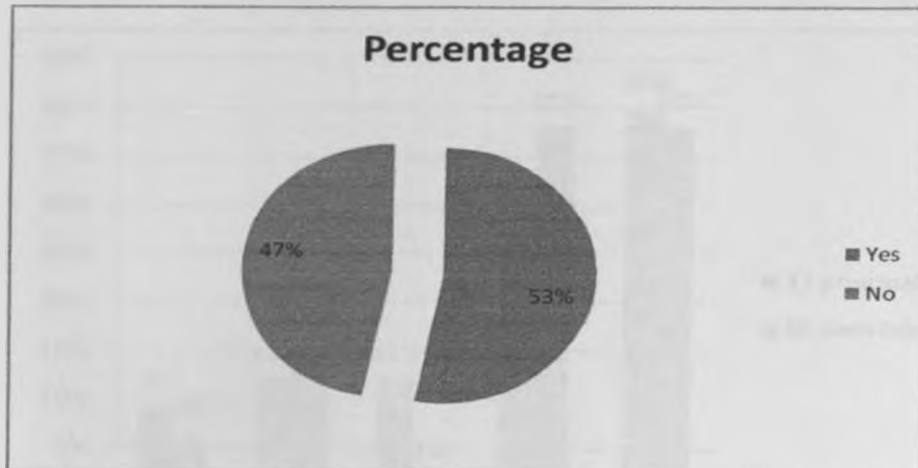
From the class teachers, head girls and deputy head girls there was a clear indication that socio-economic background of the girls affected participation of the girls in secondary education. This was because most girls come from poor homes thus resulting to their school dropouts, their absenteeism and even resulting to unwanted pregnancies and others. From the research carried out from the 66 head girls and deputy head girls and 66 class teachers it was discovered that lack of teaching/learning materials affect participation of girls in secondary education. The respondents responded as presented in Figure 4.5.

Figure 4.5 : Lack of teaching learning materials



Lack of teaching/learning materials has a lot of effect on participation of girls in secondary school education. The data collected from class teachers and head girls and deputy head girls shows this as illustrated in the figure 4.5. Most schools lack computers, books, radios and other necessary teaching learning materials thus making participation of girls in secondary education not to be strongly effective. From the research carried out among the head girls and deputy head girls concerning payment of school levies it was discovered as Figure 4.6 shows. There was a slight difference in this area as illustrated by Figure 4.6. Some parents readily pay school levies. The figure illustrates that highest proportion responded positively.

Figure 4.6: Payment of schools levies

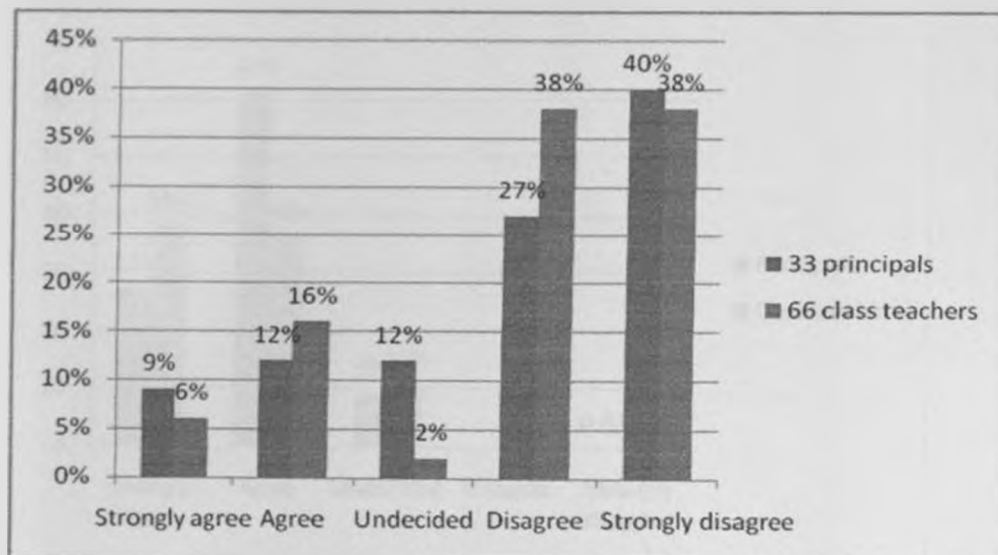


The head girls and their deputies responded by ticking 'Yes' for this amounted to 31(47%) out of 66 of them and those who responded by ticking 'No' for this amounted to 35 (53%) of them. This means that parents/guardians were trying even though poverty and other responsibilities were making the payment of the school levies to be slightly above average in readiness in payment of levies.

4.4 Effect of socio-cultural factors on girls participation in secondary education

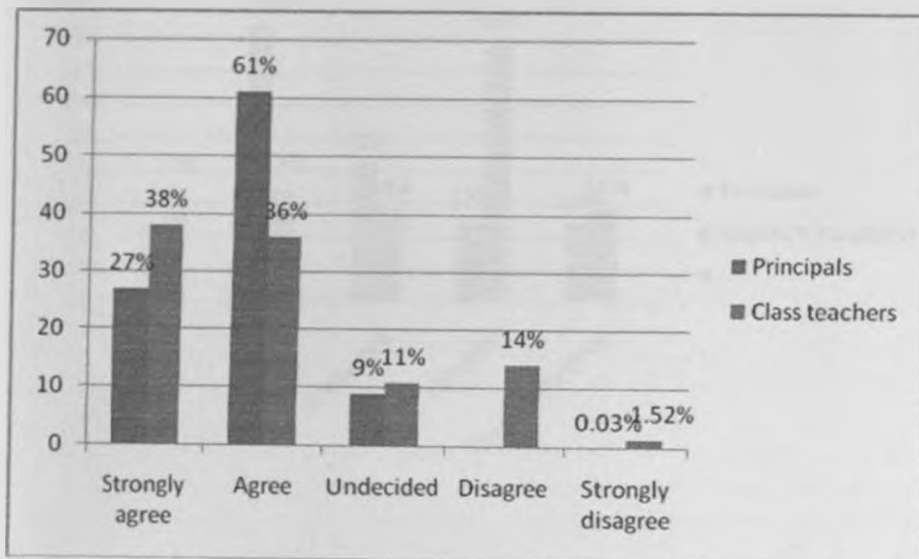
Among the 33 principals and 66 class teachers' respondents, female genital mutilation has a little effect on participation of girls in secondary education as Figure 4.7 shows.

Figure 4.7 Female Genital Mutilation (FGM) effect on principals' influence



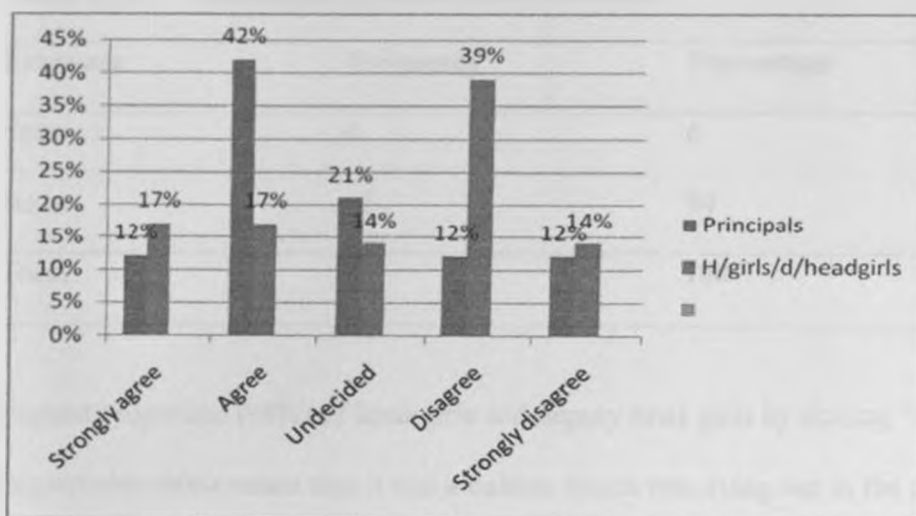
As the bar graph illustrates, FGM, highest proportion of the principals disagree generally that it was not affecting girl child education. This was also clear with the class teachers who also mostly disagree. This means that FGM was dying out in the district. From figure 4.8 it is clear that early marriages factor affect participation of girls in secondary education as the figure illustrates.

Figure 4.8 Early marriages



From Figure 4.8, a greater percentage of the principals' and the class teachers agree that early marriages affect the participation of girlchild in secondary education. From figure 4.9 below there are illustrations from the data collected from principals and head girls and deputy head girls about male preference in the family.

Figure 4.9 Male preference in family



Male/son preference was a factor affecting participation of girls in secondary school. There were some parents who were holding that in their actions even though it was coming down and would fade away that boys were to be given first preference when it came to education. Generally, 54% of the principals were supporting this but 52% of the girls were oppsoing it. This meant that it was not being felt much today. The researcher wanted also to find out how communitcy initiation into adulthood affect girls participation in secondary education. The 66 head girls and deputy head girls responded as presented in Table 4.12.

Table 4.12: Community initiation into Adulthood

Response	Frequency	Percentage
Yes	4	6
No	62	94
Total	66	100

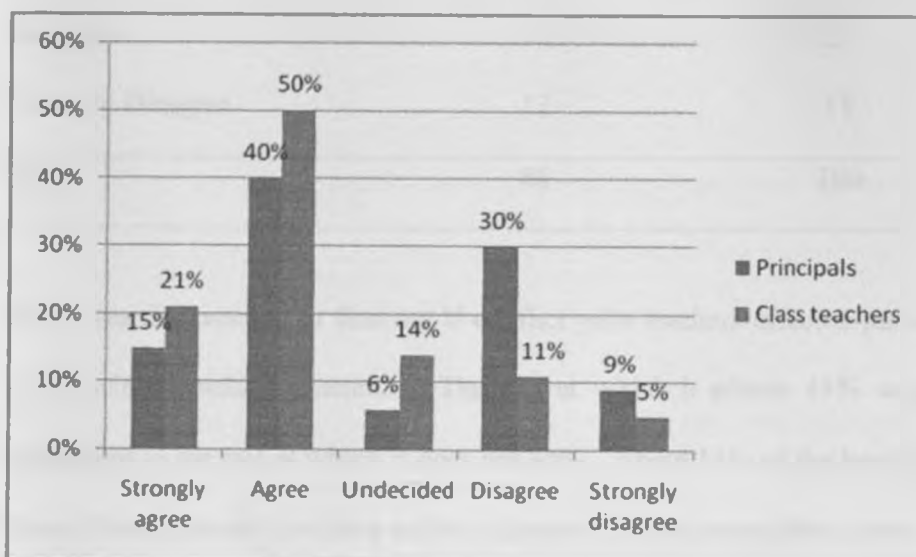
Highest proportion (94%) of head girls and deputy head girls by ticking “NO” to this activity which meant that it was a culture which was dying out in the district. It was taking place a little, in the district making it not to be a factor affecting girl child participation in secondary education. From the table 4.13 it is clear that negative attitude among the girls towards education affect participation of girls in their secondary education.

Table 4.13 Negative attitude of girls in education

Rate	Frequency	Percentage
Strongly agree	4	12
Agree	13	49
Undecided	6	18
Disagree	8	24
Strongly disagree	2	6
Total	33	100

The researcher wanted to know if negative attitude to girls education affect participation of girls in secondary education. However, Table 4.13 illustrates, that a larger number of the principals (respondents) agreed that the girls' attitude made them not to participate in secondary education. Figure 4.10 illustrates that socio-cultural practices had effect on participation of girls in secondary education from data collected among the respondents.

Figure 4.10 Socio cultural practices



As from figure 4.10 data collected from the principals and class teachers, socio-cultural practices, the rate at which they affects participation of girl child participation in secondary education was still high. This was because the community in the district was still loyal to their culture to some extent. From the

respondents according to Table 4.14, conflict with teachers was not a strong factor that affects participation of girls in secondary education.

Table 4.14 Conflict with teachers,

Rate	Frequency	Percent
Strongly Agree	6	9
Agree	21	32
Undecided	9	14
Disagree	18	27
Strongly Disagree	12	18
Total	66	100

The researcher wanted to find out if conflict with teachers affected participation of girls in secondary education. The rate at which it affects 41% was almost equivalent to the rate at which it does not 45%. About 14% of the head girls and deputy head girls did not have a place to place it. This meant that it was a factor and could not be left without consideration. Its effect was averagely felt. It was found from the data collected from 66 head girls and deputy head girls. Among the 66 head girls and deputy head girls respondents on the study, feeling of being adult had effect on girls' participation, they responded as tabulated in Table 4.15.

Table 4.15 – Feeling of being adult

Rate	Frequency	Percentage
Strongly Agree	7	10
Agree	13	20
Undecided	11	17
Disagree	23	35
Strongly disagree	12	18
Total	66	100

Out of 66 head girls and deputy head girls 21 of them generally agree/accept this to be a factor affecting girl child participation in secondary school education but highest proportion 35 of them had disagreed meaning that it is not a strong factor.

4.5. Effects of parents' level of education on girl child participation in secondary education

From Table 4.16 we find that level of education of the parents is not bad and highest proportion have attained O'level and above education.

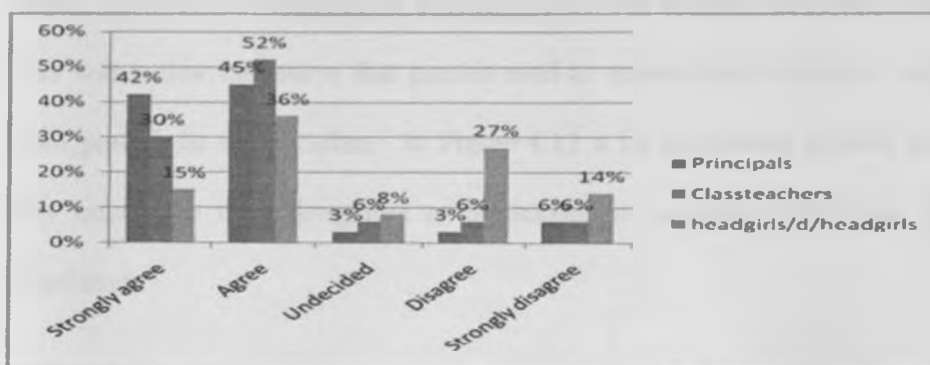
Table 4.16 Fathers' and mothers' level of education

Level of education	Frequency		Percent	
	Father	Mother	Father	Mother
Before class 7/8	16	19	24	28
Class 8	15	26	23	31
O'level	21	13	31	20
A'level	7	3	11	5
Degree	7	5	11	8
Total	66	66	100	100

Most fathers/ mothers are educated and only (24%) of the fathers had not reached class 7 or 8 and (28%) of mothers same. This is a major contribution on girls' participation in secondary education. They play a role in support of girl's participation in secondary education.

Figure 4.11 indicates that parents' level of education had a lot of effect on girl child participation in secondary education.

Figure 4.11 Parents level of education



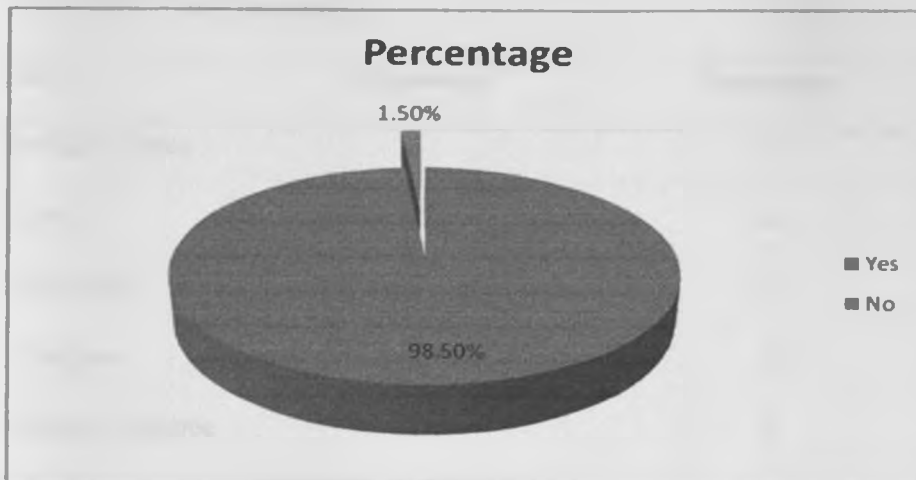
Parents' level of education is a factor that affects the girl child participation in secondary education. Highest proportion of the respondent generally agrees that it affects. This meant that educated parents know the need for educating their girls thus improving the girls' level of participation in secondary education. Table 4.17 a lot had been illustrated concerning effects of lack of parents support on participation of girl child in secondary education.

Table 4.17 Lack of parents' support

Rate	Frequency	Percentage
Strongly Agree	19	58
Agree	10	30
Undecided	2	6
Disagree	2	6
Strongly disagree	-	-
Total	33	100

Results from the data collected from the principals illustrates that it was a stronger factor. 88% of the respondents accepted and those against these were only 6%. This was a clear indication that parents need to support their girls fully to enable them participate in education. In Figure 4.12 a lot concerning parents and how they encourage their daughters to participate in secondary education is well illustrated.

Figure 4.12 Parent encouragement of girls to work hard in school



Highest proportion 65(98.5%) of the parents, from the data collected from the 66 head-girls and deputy head-girls, parents encourage their girls to participate in secondary education. This meant that parents were very positive to girls' education. Those that did not were very minimal. They had known the importance of educating a girl in Migori district.

4.6 Effects of distance from school on girl child participation in secondary education.

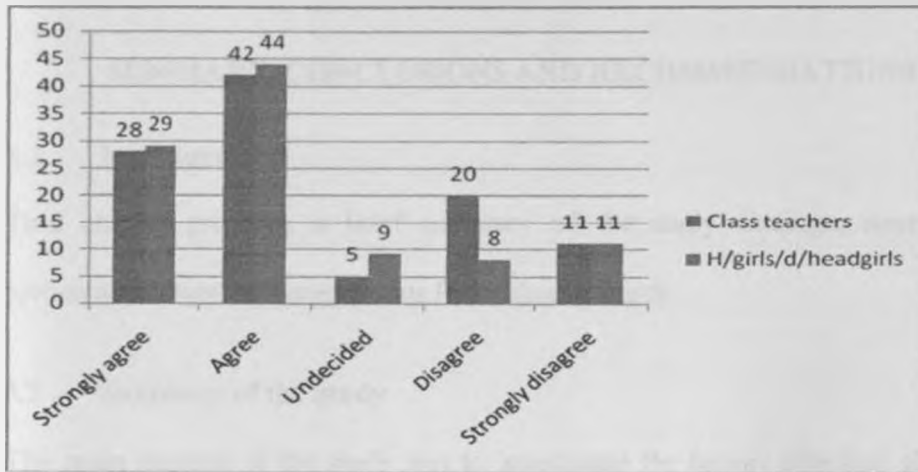
The researcher wanted to find out from the respondents the rate at which they agree that girls' insecurity (lack of protection) and distance from school affect girl's participation in secondary education. Table 4.18 deals much with girls insecurity effects on principals' influence on participation of girls in secondary school education.

Table 4.18: Girls Insecurity

Rate	Frequency	Percentage
Strongly Agree	6	18
Agree	15	45
Undecided	2	6
Disagree	7	21
Strongly disagree	3	9
Total	33	100

Out of the 33 principals, highest proportion (64%) accepted this to be a factor affecting girls' participation in secondary education. (30%) of the respondents disagreed with this factor and only (6%) were undecided. This makes it to be a factor which highly affects the girl child participation in secondary education. Concerning Figure 4.13 distance from school affect girl child participation in education as the figure illustrates.

Figure 4.13 – Distance from school



Highest proportion of the respondents accepted that distance from school affect girls participation in secondary education. A few of the respondents as illustrated Figure 4.13 disagreed with what the researcher wanted to find out. This was a clear indicator that girls' security was not to the requirement within the district. Girl's participation is affected by distance from schools. Majority of the girls cover a long distance as they go to school making them to lack security. Because girls were vulnerable, cases like rape and peer influence may make them be at risk of contracting diseases like HIV/AIDS and other sexually transmitted diseases making distance from school to affect participation of girl-child in secondary education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

The main purpose of the study was to investigate the factors affecting girl-child participation in secondary school education. The research objectives sought to establish the extent to which socio – economic, socio-cultural, parents level of education and distance from school factors affect girl child participation in secondary education in Migori district. To generate and refine the study ideas literature review was essential. The variables of the study were discussed in relation with the Needs Hierarchy Theory which was developed by Abraham Maslow, an American Psychologist (Maslow 1954).

The study adopted the descriptive to survey design. The instrument used were questionnaires for 33 principals, 66 class teachers and 66 head girls and deputy head girls in secondary schools in Migori district in Migori county. Census sampling was applied to select the principals and head girls and deputy head girls' respondents. Systematic random sampling was used to select the class teachers

The validity of the instruments was tested by carrying out a pilot study in 2 girls' public secondary schools and 2 mixed public secondary schools. For the reliability of the instruments, the scored item for pilot study, through speed half technique and the use of person's product coefficient and spearman prophecy (Re) formulae was calculated and a coefficient (r) of 0.7 was obtained. The research was carried out and the findings of the study on different research questions were as reported below:

Socio-economic factors affecting girl-child participation in secondary education

The study was to establish the extent to which socio-economic factors affect girl-child participation in secondary education. A fairly good percentage (60.6%) of respondents accepted that personal effects affect participation of girls in secondary school education. This supported that socio economic factors were having effect on girls' education.

Others that affects girl-child participation in secondary education include: poverty at home (58%), socio-economic background 80%, lack of teaching/learning materials 50%, lack of school fees 75% and other more that affect slightly like payment of levies 47% and lack of school uniform 48% and others fall under socio economic factors that affect girl child participation in secondary education.

Socio cultural factors effect on participation of girl-child in secondary education

The study was to establish the level to which socio-cultural factors affect participation of girls in Secondary education. The study revealed that early marriages 64%, affect the girls participation in education on higher note others that affect include-negative attitude to girls education 51%, cultural factors affecting girls participation 52%, socio culture factor 51%, male preference in family 55%, others have effect but not so great as was the above mentioned. These include conflict with teachers 41%, feeling of being adult, 31% and other more.

Parents' level of education affecting participation of girl-child in secondary education

The study revealed that parent level of education affect girl participation at the rate of 87%, lack of parents support affect at the rate of 88% and parents (98%) encourage girls to work hard in school. It is better if parents are educated because there was a clear indication that parents need to be educated to make their children also to receive it as the research findings proved.

Distance from school factors affecting girls-child participation in secondary education

The study was to establish the extent to which distance from school affect girls participation in secondary education. The study reveals that girls insecurity was a factor that affect girls participation in secondary education at the rate of 63%

other factors include girls distance from school forming 76% apart from these, there were other factors affecting girl-child participation in the secondary education like peer influence on the way to school, rape issues on the way, becoming fatigued due to distance and other more.

5.3 Conclusion

Based on the findings, it is concluded that socio- economic factors affect participation of girl child in secondary education by causing lack of school uniform, personal effects, school fees and teaching learning materials. It also results to poor payment of school levies and high rate of girl child school drop out. It's also concluded that socio- cultural factors affect girl child participation in secondary education through early marriages, male preference in the family, and community initiation into adulthood, negative attitude of girl child in education, cultural practices and feeling of being adults.

Parents level of education affect participation of girl child in secondary education by making them to support their daughters in participation in education by providing what their daughters require for personal effects and other educational requirements. Finally distance from school affects girl child participation by making the girl child fatigued after walking, encounter challenges on the way to school like rape, abduction, early marriages, peer pressure and early pregnancies due to lack of security as they travel to school

5.4 Recommendations

The study has established that to improve the participation of girls in secondary education, the researcher suggests that the following could be done:

The Ministry of Education (MOE) should put in more effort to support girls since they are equally needed to participate fully just like boys. This should be done through implementing policies that are already in existence. Some of these policies are provision of sanitary pads/towels which the Ministry of Education had committed itself to provide. The enforcement of girls' re-enrolment back to school after delivering babies should also be implemented Tjombonde, 2002.

The Board of Governors (BOG) should also give priority to buying books, radios, computers and other necessary learning and teaching materials so as to increase girls' participation in secondary schools education. The board should tally with the five year strategic plan that was set at the onset of free secondary education that every school should have a book ratio of 1:2 and where possible 1:1 by the end of the first five years of free secondary.

Parents should also be educated and sensitized by the school B.O.G that the Ministry of Education is not fully responsible for the payment of levies. The Ministry of Education only carters for tuition fees and the parents have to come in and pay the development fees as well as feeding programme fees.

The Non Governmental Organizations (NGOs) should give M.O.E support in provision of girls' personal effects like sanitary pads/towels, school fees and other levies and learning materials like text books for the needy girls for their participation in secondary education. The head teachers (principals) should ensure that in their schools there are female teachers forming 1/3 of the teachers in staff. The female teachers are to act as the role model for the girl child participation in secondary education this female teachers should be sensitized by the principals that they should encourage the girls to participate n education and also tell them the importance of their education for their future.

The teachers together with the principals with the principals should sensitize both the boys and the girls that on the side of education all are the same and they need to compete in participation in education with regardless of gender

5.5 Suggestions for further research

The researcher proposes that further research be carried out on the following:-

- (1) A study to be carried out to determine other factors affecting participation of girl-child in secondary school education in the district.
- (2) A similar study to be carried out in other districts and findings compiled for general view on girl child participation in secondary education.

- (3) A similar study to be carried out in private girls and mixed secondary schools in Migori district.
- (4) A similar study to be carried out in public primary schools in the same district and other districts.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

Oguta Gervas Ouma
Department of Educational
Administration and Planning
University of Nairobi
P.O Box 92
KIKUYU.

The Principal,

_____ Secondary School,

Migori District

Dear Sir/Madam,

RE: RESEARCH PROJECT

I am a post graduate student of the Department of Educational Administration and Planning, University of Nairobi. I am currently carrying out research on **Factors affecting participation of girl-child in secondary school education in Migori District, Migori County, Kenya**. The questionnaires are designed for this research only and some of my respondents are within your school like class teachers, head girls and deputy head girls. All the respondents will be treated in confidence.

Thanks for your cooperation.

Yours faithfully,

Oguta Gervas Ouma.

APPENDIX II

PRINCIPALS QUESTIONNAIRE

Answer all the questions by filling in blank spaces OR ticking (✓) where necessary. All your responses are meant for research purposes only. Do not write your name.

Part I: Demographic background information

1. How many male and female teachers do you have in your staff?

Male _____ Female _____

2. What is the total enrolment of girls in your school?

Form I _____

Form II _____

Form III _____

Form IV _____

3. How long have you served as a principal in this school? _____ years

4. How can you rate the trend of girl child participation over the last three years?

Poor () Average () Good () Excellent ()

Part 2: The factors affecting girl child participation in secondary education

5. Is lack of girls' personal effect affecting your influence on participation of girl-child education?

Yes () No ()

If yes specify and state how. _____

6. Indicate the rate at which the following factors affect participation of girl child in secondary school education. Give your opinion by ticking the most appropriate column in the table below.

	Strongly agree	Agree	Undecided	Disagree	Strong disagree
Parents level of education					
Early marriage					
Poverty at home					
Lack of parents support					
Female Genital Mutilation (FGM)					
Male preference in the family					
Negative attitude to girls education					
Lack of school uniform					
Lack of school fees					
Girls' insecurity					
Cultural practices					

7. a) Do you think parental level of education affect their children education?

Yes () No ()

b) If yes please explain how _____

8. a) Does distance from school affect participation of girl-child in secondary education?

b) If yes, explain how _____

APPENDIX III

HEAD GIRLS' AND DEPUTY HEAD GIRLS' QUESTIONNAIRE

Answer all the questions by filling in blank spaces OR ticking (✓) where necessary. All your responses are meant for research purposes only. Do not write your name.

Part 1 : Demographic background information

1) a) What is your father's level of education?

Below class 7/8 ()

Class eight ()

'O' Level ()

'A' level ()

Degree ()

b) What is your father's source of income? _____

2) a) What is your mother's level of education? _____

Below class 7/8 ()

Class eight ()

'O' level ()

'A' level ()

Degree ()

b) What is your mother's source of income? _____

Part 2 : Factors affecting girl child participation in secondary education

3. Are your school levies paid in time by your parents/guardian?

Yes () No ()

4) Do your parent(s) readily provide you with personal effects and learning materials? Yes () No ()

5. Do your parents encourage you to work hard at school?

Yes () No ()

6. a) Are there cultural factors that girl- child participation in secondary education?

Yes () No ()

b) If yes please Specify? _____

7. a) Indicate the rate at which you agree the following factors affect participation of girl-child in secondary education in your school.

	Strongly agree	Agree	Undecided	Disagree	Strong disagree
Son preference for secondary education					
Socio- cultural practices					
Socio-economic income					
Distance from school					

Conflict with teachers					
Female genital mutilation					
Low parental level of education					
Lack of teaching learning materials at school					
Lack of personal effects					
Feeling of being adult					

b) If others, specify and explain how they affect girl-child participation in Education.

APPENDIX IV

CLASS TEACHERS' QUESTIONNAIRE

Answer all the questions by filling in blank spaces OR ticking (✓) where necessary. All your responses are meant for research purposes only. Do not write your name.

Part 1 : Demographic background information

1. What is your gender? _____
2. What is your highest level of education? _____
3. Have you received professional training Yes () No ()
4. If yes what is your qualification? Graduate () Diploma () Certificate ()
5. How many years have you been teaching in this school? _____

Part 2 : Factors affecting girl child participation in secondary education

6. Please indicate the rate at which you agree the following factors affect participation of girl-child education in your class.

	Strongly agree	Agree	Undecided	Disagree	Strong Disagree
Socio-cultural practices					
Socio-economic background					

Distance from school					
Early marriages					
Female Genital Mutilation					
Low parent's level of education					
Lack of teaching learning materials at school					

7. a) Does the community around the school have initiation into adulthood among girls? Yes () No ()

b) If yes state how it affects girl child participation in education?

APPENDIX V

AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
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When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/620

Date:

3rd May, 2013

Gervas Ouma Oguta
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated *24th April, 2013* for authority to carry out research on "*Factors affecting principals' influence on participation of girl-child in secondary school education in Migori District, Migori County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Migori District for a period ending *31st July, 2013.*

You are advised to report to the **District Commissioner and the District Education Officer, Migori District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Migori District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

