

**SCHOOL BASED STRATEGIES TO PROMOTE GIRL CHILD  
PARTICIPATION IN SECONDARY EDUCATION IN KARUNGU  
DIVISION, NYATIKE DISTRICT KENYA**

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the Masters of Education Degree in Economics of Education,**

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## **DECLARATION**

This Research Report is my original work and has not been presented for a degree anywhere.

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## **DEDICATION**

I dedicate my work to my parents Benjamin Otieno and Annah Otieno for their love for Education concern, sacrifice and patience over my study period. The crown for this work is true realization of their cherished dream.

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## **LIST OF ABBREVIATIONS**

BOG- Board of Governors

CDF-Constituency Development Fund

D.E.O- District Education Officer

EFA-Education for All

FAWE- Forum for African women education

GDP-Gross Domestic Product

K.C.S.E –Keya Certificate of Secondary Education

MEST –Ministry Of Education Science and Technology

NGO- Non - Governmental Organization

PTA- Parents Teachers Association

SPSS- Statistical Programme For Social Sciences

UDP-United Nations Development Program

UGEI- United Nations Girls Education Initiative

UNICEF-United Nations Children Education Fund

UNESCO- United Nations Educational Scientific Cultural Organization

## ABSTRACT

The study aimed at finding school based strategies laid to promote girl child participation in secondary education in Karungu Division Nyatike District. Many secondary schools have put different strategies that aim at increasing participation of girls in secondary education however, the division still experiences poor participation of girls in secondary education. To investigate this the researcher used ex-post facto research design in 11 secondary schools sampled in the division interview schedules and questionnaire were developed and administered to 6 male head teachers, 4 female head teachers, twenty nine female teachers, seventy male teachers and two hundred and thirty students (girls) who were sampled for the study. K.C.S.E result analysis between 2010 to 2012 from 10 secondary schools were observed and further analyzed to substantiate if the findings from the interview schedules and questionnaires were true. The collected data was then analyzed using qualitative and quantitative techniques. This included tables, percentages, bar graphs and pie-charts the findings of the study were based on objectives. Out of the eleven secondary schools studied only 2 schools had above average or good physical facilities while five schools were rated as average and three schools were rated as below average on guidance and counseling, five schools had effective guidance and counseling sections whereas six schools had no effective guidance and counseling sections. 35.78 percent of the respondents agreed that guidance and counseling has increased participation of girls in secondary education. About involvement of NGOS and international organizations. 8 schools in the division out of eleven have benefited from them and this represents 59.63 percent of the respondents who agreed that it has increased participation of girls in secondary education by either putting up school infrastructure, paying students' fees and providing science equipments. The study further revealed that the following international organizations i.e. Catholic Relief Agency, World Vision Kenya and African Development bank, while local NGOs include banking institutions I.E. equity bank and co-operative bank which are involved in education in Karungu Division. On curriculum many girls students who do opt for humanities and 66.97 percent of the respondents agreed it has increased participation of girls between 2010-2012 majority of the head teachers and teachers agreed with the gender policies in education and 64.22 percent of the respondents agreed that they have increased participation of girls secondary in education. In conclusion the study found out that majority of schools have put up appropriate strategies which to some extent have yield effects in participation of girls in secondary education. It was therefore recommended that the government, P.T.A, and other financial partners to increase funding for schools in order to put up appropriate facilities and also the MoEST to ensure that educational policies are strictly adhered to in order to promote girls participation in secondary education.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education is the core element of economic, political and social development of an individual and the nation (Mutua and Namaswa, 1992). It equips individuals with desirable knowledge, skills and attitudes which make one to be economically productive develop skills for good governance and also supports emotional and moral development of an individual. According to Schultz (1982), education is human capital, which is essential for one to be socially productive in the society. Therefore, education and training invested in an individual are meant to improve the GDP and growth index of a nation. A person with education is liable to earning benefits of education in future, (Psacharopolus and Woodhall 1985) and therefore the provision of education to a population is geared to increase socio-economic growth of a country.

Therefore, girls' education is one of the most effective strategies in promoting development and economic growth of a country. Educated mothers tend to have healthier and better-nourished babies and attend well to their children's education and breaking vicious circle of poverty. They also increase their household income by strengthening family output through Agriculture and other economic activities. (UNDP, 2005 report).

However, 75 million children are out of school in both developing and developed countries where the majority of this number are girls who face challenges such as inadequate physical facilities and social cultural factors like early marriages, unwanted pregnancies, insecurity in and on the way to school, risk of rape and child labour. Many girls are laden with several domestic chores like child rearing, caring for the sick parents, food preparation and sometimes offering economic support to the poor families (UNESCO, 2008).

Despite numerous challenges facing girl child education, a number of aspects have been considered in reinforcing girl child participation in education. These aspects include appropriate educational policies, adequate resource a location, curriculum and recruitment (UNGEI, 2000). This also includes deployment of professional teachers in handling girl's education as reported by Walker (2007), teaching staff in possession of high knowledge of power to discharge their duties promptly and in time is a major force in teaching industry.

NGOs and UNICEF Organizations such as FAWE, UNGEI and other partners in education have tremendously contributed to education through funding, sensitizing the community about the importance of girl child education and also formulating and implementing policies that will promote girl child education (UNICEFF, 2000). One of the major objectives of these organizations is to narrow the gender gap existing between girl child and boy child education.



Repetition of a given level of learning is another challenge facing girl child participation in secondary education. As girls repeat a given level of education, their ages advance and they end up dropping out of education system before completion. Hadad (1979) has suggested that there is no educational advantage to be derived from making low achievers repeats a grade as this has only resulted into educational wastages and dropouts. Students should be automatically allowed to transit to the next grade of learning without making them repeat a grade (Kenya Daily nation, 2006). This will enable particularly many girls to complete their secondary education within the legal age bracket.

Many developing countries have put in place re-enrolment policies for teenage mothers in secondary education (UNICEF 2000). This has increased the number of girl's graduates at secondary level. Moreover, there has been a policy aiming at promoting gender budgeting in education in developing countries (MoEST, 2006). Analysis done in (1981) data on secondary schools in Tanzania found out that direct private costs for girls education were significantly higher than that of boys in both government and private schools (Tan, 1985). Therefore, girl's household budgeting in education takes relatively a higher cost than that of boys due to their safety condition, which is required, and other social needs like sanitary pads, water and health care services. Although most developed and less developed countries have made considerable progress in reducing the gender gap

in school enrolment, significant gender gap still remain a challenge to girl child enrolment.

In USA, as a result of education, many opportunities have been created making it easy for both girls and boys to make life choices. Still 42 million of girls remain out of school, which represents 55 percent of all children out of school. USA has been working tentatively to close the gap between boys and girls by assessing the disadvantages that girls face, identify gender related obstacles and implementing strategies to remove and overcome them. (UNDP, 2000).

In sub-saharan Africa, developing countries like Rwanda have been experiencing low girl child participation in secondary education for the last 3 years (UNDP, 2004). However, girls' participation in secondary education has become a priority policy and they have come up with numerous strategies to increase girl's participation in secondary education. The country has adopted education for all policy (EFA in 2000) with an aim of achieving gender participation in higher education and affirmative action to promote women's education.

Kenya as a state has taken a keen interest in ensuring that every individual gain access to education since independence. At the eve of independence, Ominde (1964) advocated for a stronger restructuring of the education system that would provide equitable distribution of education opportunities and quality education. This majorly targeted improvement of access to education for both girl child and boy child in equal capacities nevertheless; child labour, drug and substance abuse,

cultural practices and the effects of HIV and AIDs are some of the constraints in access to girl's education in Kenya (MoEST, 2006). The government has put emphasis in constructing effective counseling sections in secondary schools to improve the participation of girls in secondary education. Kamunge (1988) advocated for establishment of guidance and counseling sections in secondary schools. This has therefore, improved girls participation in secondary education as shown in the table below.

**Table 1.1. National data on enrolment of girls in secondary education (2008-2011)**

<b>Years</b>		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Girls enrolment in Kenya	(000)	615.4	648.7	767.8	819.0
Girls enrolment in Karungu	(000)	907	1117	1,122	1,138
National rate of participation of girls in Karungu division	(%)	0.147	0.17	0.146	0.138

*Source: (KNBS on education & data on statistic report D.E.Os office Nyatike 2012)*

The Kenyan government has laid strategies on improvement and expansion of the existing physical facilities and has also emphasized on policies regarding construction and utilization of these facilities for example there is a policy regarding construction of latrines for girls, water sources and even the size and nature of classrooms (Republic of Kenya 2007).The government has also

introduced a policy of prosecution of early marriages, re-enrolment of teenage mothers and one-third rule for all vacant positions to be filled by a third of women (Kenya Constitution 2010). This is targeting increasing participation of girls so that they can in future occupy vacant posts in employment.

**Table 1.2 Data on the enrolment of girls in secondary education in Nyatike district (2009-2011)**

<b>Divisions</b>	<b>FI</b>	<b>FII</b>	<b>FIII</b>	<b>FIV</b>	<b>GRAD</b>
09 Karungu	352	257	230	178	156
09 Nyatike	401	368	307	283	248
09 Muhuru	376	324	284	233	207
010 Karungu	361	339	239	183	163
010 Naytike	414	380	357	303	276
010 Muhuru	387	354	296	259	227
011 Krungu	363	248	321	206	165
011Nyatike	420	394	369	315	293
011 Muhuru	390	361	345	287	246

*Source: (Nyatike D.E.Os office report 2011)*

According to the data, a steady drop in the number of girls' enrolling in secondary education has been noticed in Nyatike District for the last three years and the annual rates of girls participation in education in the district is shown below

**Table 1.3. The annual rate of girls enrolment in Secondary education in the divisions found in Nyatike District**

	<b>Year</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Karungu	%	26.67	27.05	26.68
Nyatike	%	35.76	41.71	35.12
Muhuru	%	37.47	31.24	38.19

*Source: (Nyatike D.E.Os office 2012)*

This has raised concern to the parents, teachers and other parties in education in the district. Karungu division has been experiencing the lowest rate of girls' participation in secondary education of 27% as compared to other divisions in the district. According to statistical data report on enrolment and completion rate of girls in secondary education in the division, the number of girls enrolling in form one keep on dropping as they move from one level of learning to another which makes just a smaller percentage graduate in secondary education annually. Strategies to promote participation of girls in secondary education system have become matters of concern internationally, nationally and regionally to eliminate gender disparities that may burr girls from accessing secondary education.

## 1.2 Statement of the problem

**Table 1.4. Cohort analysis table between 2008-2011in Karungu Division Nyatike District**

<b>YEARS</b>	<b>FI</b>	<b>FII</b>	<b>FIII</b>	<b>FIV</b>	<b>Graduates</b>
2008	268	253	221	165	142
2009	352	257	230	178	156
2010	361	339	239	183	163
2011	363	248	321	206	165

*Source: (Nyatike D.E.Os office 2012)*

The figures from the table denote enrolment of the students in different level of learning at the beginning of the year and the graduates at the end of the year. Therefore, according to the statistical data report 2009 -2011 above, the number of girls enrolling in form one keep on dropping from one level to another as they move in the educational cycle. This makes just only a smaller percentage graduate in secondary education where Karungu division has been recording the lowest average rate of 27% as compared to Muhuru and Nyatike divisions, which record 35% and 37.6% respectively of girls' enrolment in the district. Moreover, Karungu division participation rate of girls in secondary education is 0.15% of the total number of girls participating in secondary education nationally between 2008 – 2011 (KNBS & Nyatike D.E.Os office data report 2012).

In spite of enormous effort made by the ministry of education, teachers, parents and other educational stakeholders to increase the number of girls participating in secondary education, this problem still remained a great challenge in Karungu Division Nyatike District. Moreover, no related study has been conducted in the Division to establish the causes of low girl child participation in secondary education. Therefore, this study was intended to fill this gap.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the school based strategies to promote girls' child participation in secondary education in Karungu Division Nyatike District Kenya.

### **1.4 Objectives of the study**

The study was guided by the following objectives;

- i. To establish the nature of physical facilities set up by secondary schools in Karungu Division.
- ii. To determine how school curriculum affect participation of girls in secondary schools in the Division.
- iii. To assess the effect of guidance and counseling on participation of girls in secondary education in Karungu Division.
- iv. To examine the influence of funding bys the International Organizations and NGOs in participation of girls in secondary education in the division.

- v. To investigate the impacts of educational gender policies in participation of girls in secondary education in the division.

### **1.5 Research questions**

The following research questions were addressed so as to achieve the objectives of the study.

- i. What is the nature of physical facilities set up by secondary schools in the division?
- ii. What are the effects of guidance and counseling in participation of girls in secondary education in Karungu Division?
- iii. What is the impact of school curriculum on participation of girls in secondary schools in the Division?
- iv. What is the influences of funding by the International organizations and NGOs in participation of girls in secondary education in Karungu Division?
- v. What are the impacts of educational gender policies in participation of girls in secondary schools in Karungu Division?

### **1.6 Significance of the study**

The findings of this study may be very useful to the MOE to increase funding and also improve in areas where findings are not equitable and adequate to meet the needs of the learners especially the girl child. Findings may be very useful for the



government for it would produce more of girl's graduates with varied knowledge, skills and attitudes who will be more innovative and economically productive to promote growth and development of the country. The finding on MOE side would also assist the quality assurance and standards in monitoring the level of curriculum implementation by different principals, interview teachers and modify curriculum that would highly support girl child education. The findings will also be useful to K.I.E to come up with a program that will take care of the varied needs of girl child education in order to expand their access and participation.

### **1.7 Limitations of the study**

According to Orodho (2005), limitation in a research study is any aspect of the study that may adversely affect the results or generalizability, which the researcher has no control over. Therefore, the researcher used both questionnaire and interview schedules to gather data from head teachers, teachers and students. However, one head teacher and some teachers from different schools gave minimal cooperation due to their personal commitments and fear that the study would detect their incompetence and weaknesses. Moreover, a few schools in the division did not have enough government teachers and some of the teachers found in some schools were untrained and inexperienced, this affected sampling of the respondents.

### **1.8 Delimitations of the study**

The study would confined itself to students and teachers of public secondary schools in Karungu division Nyatike district. Although secondary education is provided by both parents and communities, NGOs and the government. The teachers and students involved were from state sponsored institutions. The B.O.G., PTA and the school communities were not involved in the study because of their scattered nature of living and personal commitment but could have some information about the strategies laid to promote girl child participation in secondary education.

### **1.9 Basic assumptions of the study**

The following basic assumptions were made in the study;

1. That the information given by the respondents were accurate and reliable.
2. That all the respondents understood the issues involved in the strategies to promote girl child participation in secondary education.
3. That the governments, parents and other educational stakeholders are concerned about laying appropriate strategies that would promote participation of girls in secondary education.

### **1.10. Definitions of significant terms**

The following significant terms are used in the study

**Board of governance (B.O.G.)** refers to person appointed by the ministry of education to be involved in management of secondary schools.

**Curriculum:** it refers to an organized plan or program designed to fulfill a particular objective within a stipulated period of time.

**Participation:** it refers to enrolling in any level of learning, performing successfully and transiting from one level of learning to the other still completing or graduating in any given educational cycle.

**Public secondary schools,** refer to post primary school, which is developed, equipped and provided with staff from public funds by the government, parents and community. They are state owned institutions.

**School based strategies:** these are both human and the material resources put in place by school to fulfill a particular objective.

**School physical facilities:** This are school infrastructure constructed purposely to aid teaching and learning process by providing shelter for learners, teachers and even storing school materials and equipments.

**Strategies –** this are plans that have been laid down by an organization to fulfill a particular objective.

### **1.11 Organizations of study**

The study is organized into five chapters. Chapter one covers the background of the study, statement of the problem, purpose, objectives, research questions, significance, limitations, definition of significant terms and the organization of the study. Chapter two covers literature review which is further sub-divided into different strategies to promote girl child participation in secondary education, summary of literature review, theoretical framework and finally conceptual framework. The third chapter covers research methodology, which includes research design, target population, sample population sampling procedure research instruments, data collection and data analysis. Chapter four presents research findings, analysis and discussions of those findings. Chapter five provides summary of the study, conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter captures literature review related to the study. The literature review will be presented in the following sub-topics; the concept of girls participation in secondary education, importance of girls education, school based strategies to promote girl child participation in secondary education which will include activities to promote girls participation in secondary education and gender equality promotions in policy development, theoretical framework, and conceptual framework.

#### **2.2. The concept of girl's participation in secondary education**

**Participation:** it refers to enrolling in any level of learning, performing successfully and transiting from one level of learning to the other still completing or graduating in any given educational cycle. Every year, girls enroll in secondary education upon completion of primary schooling. However, they face many challenges that force them to drop out of the education system. Therefore, participation of girls in secondary education has become one of the major objectives of education for all (World conference on education for all in Jontien 1990). Girls enrolling in form one are expected to move through the cycle till they complete form four.

### **2.3. Importance of girl's education**

The inter-linkages between gender inequalities, economic growth and poverty are the main reasons why girl's education is a smart investment. For developing countries to reap these benefits fully they need to unleash the potential of human mind. Educating all their people, not just half of them, makes the most sense for future economic growth USAID (2011 - 2015). Evidence across countries suggests that countries with better gender quality are more likely to have higher economic growth. According to Hara and Leslie (1980), there is evidence that education affects health and therefore mortality both directly and indirectly. Educated women improve the status of their families and hence their life expectancy through proper healthcare and nutrition.

### **2.4. Strategies to promote participation of girls in secondary education**

Girls education has become a global concern despite numerous challenges facing girl child education such as inadequate school physical facilities and social cultural factors like early marriages, unwanted pregnancies, insecurity in and on the way to school, risk of rape and child labour. As reported by UNESCO, 2008 many girls are laden with several domestic course like child rearing, caregiving for the sick parents, food preparation and sometimes offering economic support to their poor families. However, several activities and gender policies have been initiated by parents, governments and other educational stakeholders to improve access and participation of girls in education. These are aimed at eliminating

gender disparity in education by 2015 and achieving gender equality in education (UNESCO, 2005). Therefore, the school based strategies initiated include;

### **2.5. Physical facilities and participation of girls in secondary education**

These facilities in school include; classrooms, latrines, school bus, science laboratories, health facilities and the entire school environment. Direction and position of latrines in school environment should be conducive for girls' use (Republic of Kenya 2006). Science equipments and facilities should be availed to encourage more girls register for science subjects (UNICEFF, 2004). These are intended to make a conducive school environment for effective teaching and learning processes.

### **2.6. Curriculum and participation of girls in secondary education**

Restructuring of the curricula where the technically and vocationally oriented subjects like industrial education, business education, agriculture, home science, music arts and craft (Gachadhi, 1975) be included in the syllabus. This has encouraged girls to opt for subjects like home science and music, areas of their interest where they could easily excel. (UNESCO, 2003) focuses on curriculum and pedagogy to highlight good practice and bring together the different actors striving for gender equitable education. This is mainly targeting increasing number of girls participating in education by 2005 – 2015.

## **2.7. Counseling and participation of girls in secondary education**

Guidance and counseling should be established and utilized in secondary schools, Kamunge (1988). The guidance and counseling section in secondary schools play a role in advising girls on their career opportunities, social life like protection against HIV/Aids, early pregnancies and other protective devices. This section has greatly encouraged girl child participation in secondary education and improved their performance.

## **2.8. Activities of the international organizations and NGOs**

UNICEF partners like United Nations Girls Education (UNGEI Dakar 2000), forum for African Women Educationalists (FAWE 1992) and NGOs have tried to narrow the gender gap in secondary education hoping to realize 2015 EFA goals. These organizations continue to promote gender equality by empowering women, educating people about the importance of girl's education and collaborate with the government to rescue girls from early marriages and counsel them before taking them back to school particularly girls dropping out of school before attaining secondary education. Empowering women through literacy reflect approach to social change by challenging and transforming the socio-economic and political factors keeping girls out of school (Action Aids Right Based Approach to Education). They are working together with children community, parents, unions and teachers to protect girl child while acquiring education. The above meetings and organizations have adversely improved girl child participation in education.



## **2.9. Gender policies in education**

### **Introduction of automatic promotion between grades**

Studies reviewed by Hadad (1979) have suggested that there is no educational advantage to be derived from making low achievers repeat a grade. This has compelled many less developing and developed countries to make students transit from one level of learning to another immediately after completion of that grade. The ministry of education has insisted on automatic promotion to enhance girls complete their secondary education within the legal age bracket. (Kenya Republic, 2011). This has encouraged high completion rate amongst the girl child and reduced dropout rate.

### **2.10. Re-entry policy for teenage mothers in secondary education**

Re-entry has a positive impact on participation at secondary level. An NGO that works on reproductive health, gender, and social policy for teenage (Nairobi report 2010) works in collaboration with the government to ensure that teenage mothers are re-enrolled in schools. This aims at increasing the number of girls to match the rising number of boys in order not to perpetuate the inequality.

### **2.11. Promotion of gender budgeting in education**

Besides of the important role of private and public resources used in supporting education production, empirical studies indicate that private financing of education can exacerbate existing inequality education. A proper balancing has to

be maintained between public and private financing of education. Analysis (1981) data on secondary schools in Tanzania found that direct private cost for girls were significantly higher than for boys for both government schools and private schools (Tan 1985). Girls budgeting do take relatively a high cost due to their safety condition which is highly required and other social needs like sanitary pads, water and healthcare services.

### **2.12. Theoretical framework**

The proposed study was based on input output theory which was postulated by Leontief in 1951 (Jhingan, 2007 39<sup>th</sup> Edition). However, this theory has been reviewed by Psacharopoulos and Woodhall (1985) as education production function, which refers to the relationship between inputs and outputs. Therefore, according to Psacharopoulos and Woodhall (1985), education is a process, which incorporates inputs and produces output. Below is an education production function equation:

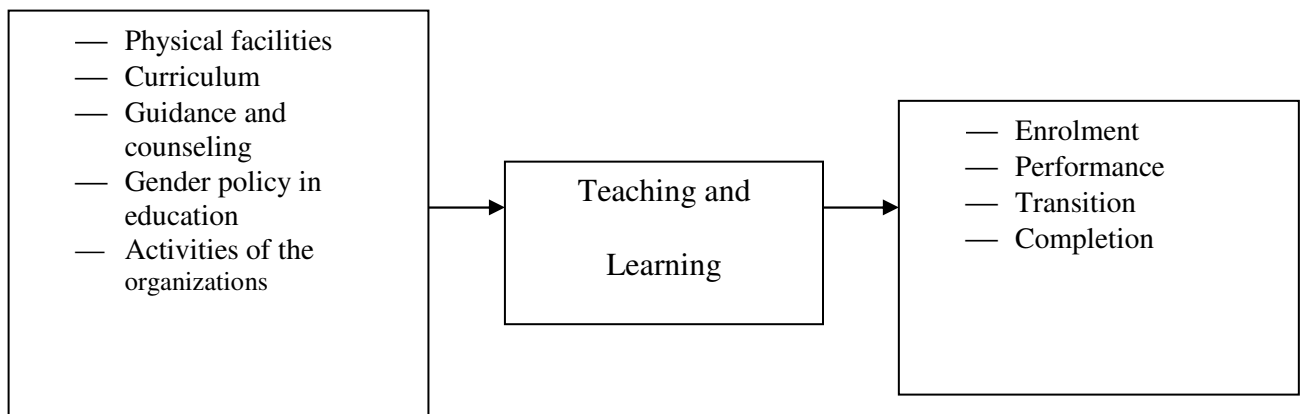
$$A_{it} = f [F_{it}, S_{it}, P_i(t), I_{it}]$$

Where  $i$  refers to  $i^{\text{th}}$  student,  $t$  refers to time and  $(t)$  refers to an input cumulative to  $t$ .  $A$  denotes education output which will be an academic achievement,  $F$  family background characteristics,  $S$  school inputs like physical facilities, curriculum, guidance and counseling, activities of the organizations and educational policies,  $P$  peer group influence and  $I$  represents re-pre-school age abilities performance and the input categories  $F$ ,  $S$ ,  $P$  and  $I$  represent school inputs.

Education is a process that produces graduate or learners with desirable knowledge, skills and attitude, nevertheless, there must be some inputs exerted in the learning environment include; physical facilities, curriculum, guidance and counseling and educational policies as vital factors promoting participation of girls in secondary education.

### 2.13. Conceptual framework based on input output theory

The conceptual framework on school based strategies to promote girl child participation in secondary education



**Figure 2.1 Conceptual framework**

The study focused on school based strategies laid down to promote participation of girls in secondary education. The independent variables included physical facilities, curriculum, guidance and counseling, gender policies in education and activities of international organizations and NGOs. While the dependent variables

were; an increase in number of girls enrolling, transiting, and completing in an educational cycle. Moreover, there would be an improvement in performance of girls in secondary education. However, all these inputs have to undergo teaching and learning processes before yielding these outputs.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter focused on the methodology to be used in carrying out the study. It was further sub-divided into, research design, target population, sample size and sampling procedure, research instruments, piloting, validity, instrument reliability, data collection procedures and data analysis techniques.

#### **3.2. Research design**

This study adopted ex-post facto research design. According to Scott and Usher (1996), ex-post facto research design searches for relationships among phenomenon by retrospectively restructuring what happened. The researcher in this study focused on the independent variables such as the school inputs namely; physical facilities, curriculum, guidance and counseling, educational policies and activities of organizations. In the context of the school environment, the researcher cannot manipulate the availability, quality and utilization of these inputs in school since they already exist. Kerlinger (1973), states that an ex-post facto design is a system of empirical inquiry in which the scientist does not have direct control of independent variables because their manifestation have already occurred. The researcher in this study investigated the school strategies in retrospect for the possible relationship to the dependent variables on promoting girl child participation in secondary education. Similarly, inferences about the

relationships will be made without direct intervention on the independent and dependent variables.

### **3.3. Target population**

According to Mugenda & Mugenda (2003), population refers to an entire group of individuals or objects having common observable characteristics. Therefore, the target population in this study included 11 head teachers, 138 teachers and 346 girls students of public secondary schools in Karungu Division Nyatike District.

### **3.4. Sample size and sampling procedures**

According to Best and Kahn (1988), the larger the sample the smaller the magnitude of sampling error and greater the likelihood that the sample is a representative of the population, since there are 11 public secondary schools in the division which were involved in the study. Purposive sampling technique was used to sample both headteachers and teachers because they are the custodians of school policy documents also believed to have required information based on the objective of the study. Systematic random sampling procedure was used to sample 232 girls out of the 346 so as to achieve fair representation of girls population in the division.

**Table 3.1. The target and sampled population of the study**

<b>Participants</b>	<b>Target population</b>	<b>Sample Population</b>
Male head teachers	7	7
Female head teachers	4	4
Male teachers	97	78
Female teachers	41	32
Students (Girls)	346	232
<b>Total</b>	<b>495</b>	<b>350</b>

Therefore, sampling technique enabled the researcher to come up with teachers and girls who were to be involved in the study. The researcher got the names of the teachers from the head teachers' office and names of the students from teachers. The researcher confirmed that all were present and wrote their names on pieces of papers as read by the head teacher and randomly picked the pieces without replacement. The names picked were written in a clean piece of paper and conformed to the number of teachers to be involved in the study.

### **3.5. Research instruments**

The researcher used questionnaires to solicit information from both teachers and students (girls) and interview schedules to gather information from head teachers. The type of questionnaires used were structured and unstructured questionnaires because they are easy to administer to respondents and are also convenient for collecting information within a short time, Mulusa (1990). While the interview

schedules were used to gather information from head teachers because they give more detailed information about the school. The teachers' questionnaires consisted of three sections where section A was used to gather background information about the respondents. Section B had three items about the strategies laid to enhance girls' participation in secondary education. And section C was a likert scale with 7 items. The questionnaires were very suitable for this study because they enabled the researcher to collect the information conveniently within a shorter time.

The head teachers interview schedules were used majorly to ascertain the information gathered from teachers. The researcher used the structured interview schedule because they could be modified to fit the needs of the situation. According to Kane (1995), the structured interview schedule can be modified to fit the needs of the situation, convey empathy, build trust, collect rich data and provide the understanding of the respondent own view point. The researcher will as well use the unstructured interview schedule to gather more information from head teachers. According to Kerlinger (1973), more people are willing to communicate orally than in writing. Therefore, it was ideal for gathering more detailed data. It had 5 research items related to research questions.



### **3.6. Piloting**

In piloting, this of study was tested in one public secondary school neighboring the division because being a public secondary school, it revealed similar characteristics to those other public secondary schools in the division such as similar management, administrative issues and even financing. It also shares similar environmental influences with other schools in the division since they are servicing the same community. The pilot study involved one head teacher and 8 teachers from the neighboring school. According to Mugenda & Mugenda (1999), a pretest sample should involve between 1% to 10% of the sample size. Questionnaires and interview schedule were identical to that which would be used during data collection. The purpose of piloting was to test whether the questionnaires are measuring what they are supposed to measure if the respondents interpreted the questionnaire the same way. This technique was used to determine if the anticipated analytical techniques were appropriate. Orodho (2004). The tested questionnaire will analyzed manually where the items will be found unsuitable, they will be discarded and changed or additional items will be included in the questionnaire and the interview schedules.

### **3.7. Instrument validity**

Validity is defined as the accuracy and meaningfulness of the inferences, which are based on the research results (Mugenda & Mugenda, 2003). Again, validity is the ability of the instrument to measure what it is intended to measure. Therefore,

the questionnaire and the interview schedule were pretested before the researcher commenced to check, correct and assess their content and construct validity. This enabled the researcher to assess whether the respondents have understood the questions or not and whether the questionnaires and interview schedules enabled the researcher to realize the study objectives. The researcher would also have research instruments appraised by the project supervisors who are the Lecturers at the Department of educational Administration and Planning at the University of Nairobi. Their contributions and suggestions will be made use of ambiguous questions will be clarified and new questions added that could have been omitted.

### **3.8. Instrument reliability**

Reliability is the degree of consistency that the instrument or procedure demonstrates whatever is measurable (Bryman and Bell, 2003). For the purpose of reliability, the test-retest method of reliability was appropriate for the study. The instruments were administered for the time then after a period of two weeks the same instruments were administered among the same respondents. Reliability coefficient was computed using the Pearson's moment giving a coefficient  $r = 0.79$  and as an estimate of reliability.

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

$N$  = number of points  $X$  and  $Y$  scores,  $\sum X$  = sum of scores in  $X$  distribution,  $\sum Y$  = sum of scores in  $Y$  distribution,  $\sum X^2$  = sum of squared scores in  $X$  distribution,

$\sum Y^2$  = sum of squared scores in Y distribution,  $\sum XY$  = sum of the products of point X and Y scores.

### **3.9. Data collection procedure**

The researcher sought for permission from them National Council for Science and technology. Teachers were informed in writing as shown in appendix 1. The researcher delivered the questionnaire and the interview scheduled during the pilot study. The researcher then administered the questionnaires and the interview schedules to the sampled schools where the teachers and students were given the questionnaires while the head teachers were to be interviewed. The responses were treated with a lot of confidentiality.

### **3.10. Data analysis**

The collected data was edited first by identifying items that were wrongly responded to and mistakes corrected. Quantitative data generated were tabulated and analyzed using descriptive statistics like frequency distribution and percentage table. Whereas the qualitative data obtained in this study was analyzed by organizing it in similar themes and tallying the numbers of similar responses finally reporting the data thematically according to research questions. The results were represented in frequency tables, bars, and pie charts. According to Mugenda & Mugenda (2003), in order to save time and increase the accuracy of the result, a computer should be used. Hence responses will be corded and processed by a

computer through the statistical package for social science (SPSS) Software. Tables were constructed that would indicate responses for each item used. Number of persons among the total groups selecting each response were converted to percentage values which were finally compared with the responses of other respondent.

## **CHAPTER FOUR**

### **DATA ANALYSIS, DISCUSSION AND INTERPRETATION**

#### **4.1. Introduction**

This chapter presents the research findings as was collected from different respondents. It begins with data analysis, interpretation, discussion and presentations of responses. The chapter provides the demographic characteristics of respondents and discussion of main findings of the study. The study investigated the school based strategies laid down by secondary school to promote girl child participation in secondary education in Karungu Division Nyatike District. The study findings are sub-divided into sub-topics based on the objectives of the study. These include the nature of school physical facilities, the effect of school curriculum on participation of girls, effect of guidance and counseling on participation of girls, Impact of interventional activities carried out by the international organization and local NGOs on participation of girls and the outcome of current gender policies on participation of girls in secondary education.

#### **4.2. Interview schedules and the questionnaire response rates**

The researcher sent out 350 questionnaires and received back 341 representing 97.43-%, which is far above the average and therefore provided the researcher with adequate data for analysis, discussion and findings and presentation. The responses received from cross sections of the respondents were distributed as in Table 4.1 below.

**Table 4.1. Interview schedules and questionnaires respondents' rates  
interview questionnaires**

<b>Respondents</b>	<b>Issued</b>	<b>Received</b>	<b>Percentages (%)</b>
Male headteachers	7	6	85.71
Female headteachers	4	4	100.00
Male teachers	78	70	89.74
Female teachers	32	29	90.63
Students	232	232	100.00
<b>Total</b>	<b>353</b>	<b>341</b>	

The study used interview schedule and questionnaires to gather information. The researcher administered the two study instruments by presenting them to the respondents for filling and interviews and immediately collected the filled questionnaires as shown in table 4.1. The results in the table above show that females head teachers' responses were higher than male head teachers. All female head teachers responded for the interview while only 85.71 percent of male head teachers to responded. One male head teacher was reached for an interview however; he was reluctant to respond for the interview. When asked why he could not respond for the interview, he responded he was busy instead he directed the researcher to work with his deputy. It was therefore possible to ascertain that given the nature of the study that is based on girl child education; female head teachers became more cooperative and responded for the interview more positively than male head teachers. Questionnaire became a useful tool in data

collection. The two sets of questionnaire were used in which one was administered to teachers and the other one to girl students.

The outcome of the questionnaires as shown in table indicated that more female teachers responded and answered their questions than female teachers. This could be because of the nature of the topic, which was based on a girl child participation in secondary education, which prompted more female to cooperative and respond more positively than male teachers. However, the response rate of the girl students was 100 percent even though many girls felt shy to answer questions. Nevertheless, after a thorough explanation from the researcher many of them responded positively as the study was specifically targeting them.

#### **4.3. Data collection challenges**

Some male head teachers were realized to be quite reluctant during the interview that paused great challenge during the study they either seemed to be very busy or just unwilling to be interviewed. This however, was overcome by persistent visit to those schools and explaining to them that that the interview schedules were mainly meant for educational purposes and not for something else. The other challenge was adverse weather conditions, the study was carried out during rainy season, and most of the roads connecting schools are all weather roads, which become muddy when it rains therefore, cycling to those schools after it had rained most of the times was difficult. However, all these challenges were overcome by

patience and staying focused to the study. Some respondents also kept the researcher waiting almost a whole day to have questionnaires and interviews done and collected.

#### **4.4. Demographic profile of secondary school in Karungu Division**

The study revealed that gender, age, educational level, student's population and the teachers' experience were very important for this study. The researcher therefore sought the demographic profile of the respondents to provide the basis of current, future gender composition with respect to educational capacity in the division.

##### **4.4.1. Gender composition of the respondents**

The study used head teachers, teachers and girl students from different schools in the division as the core informants during the study with the results distributions as follows in the Table 4.2:



**Table 4.2 Gender respondents of the study**

<b>Respondents</b>	<b>Male</b>		<b>Female</b>	
	Number	Freq (%)	Number	Freq (%)
Head teachers	6	85.71	4	100
Teachers	70	89.7	29	90.63
Students	-	-	232	100

The finding of this study showed that the leadership position in the public secondary school in Karungu Division is dominated by males. In across examination with the respondents, it emerged that most school (100%) of the schools in the division are mixed secondary school and females teachers feel challenged in handling boys. Furthermore, secondary schools in the division and the neighbouring divisions in most parts of Nyatike district were dominated by male teachers and head teachers. To acquire appropriate data from girls (students), the researcher involved, majority of form three and form four girls whom the researcher believed had adequate knowledge about school infrastructure, school routines, rules and regulations. Given that, all the female head teachers and 85.71% of male head teachers were involved in the study. This made it possible for the researcher to achieve adequate cross-examination with the respondents who had right knowledge and core inputs about the state of physical facilities in secondary schools, gender policies in education, funding agents and their implication on performance of girls in the division. The researcher therefore

had all the valid professional ground to continue with analysis, discussion and presentation of data provide by the sampled respondents.

#### 4.4.2. Age and experience of the respondents

**Table 4:3. The age bracket of study respondents**

Male head teachers	Freq (%)	Female Head teachers	Freq (%)	Male teachers	Freq (%)	Female teachers	Freq (%)	Girl students	Freq (%)	Age Bracket
								230	99.14	14 – 23
				09	12.86	06	20.68	2	0.86	24 – 33
01	16.7	01	25	38	54.29	17	58.62	-	-	34 – 43
05	66.67	02	50	20	28.57	04	13.79	-	-	44 – 53
01	16.67	01	25	03	4.29	01	3.54	-	-	54 – 63
07		04		70		28		232		TOTAL

The study focused on the experience with motive of seeking to verify the age of the academic personnel at secondary level to come up with the current and potential feature of the academic performance of the division based on the experience and wisdom to guide girl students. These findings therefore made it possible for the researcher to infer that there is notable age gap. This age generation gap between the head teachers and teachers influences participation of girls in education in either way. The age bracket of head teachers shows that they have vast experience in teaching and can offer appropriate guidance and counseling to girls in matters that affect their social life while in learning

environment. The age bracket of other teachers nonetheless shows that they are likely to have very little experience that may not enable them to effectively encourage girls' participation in secondary education.

Likewise, majority of the girl students' fall in the age bracket between 14 – 23 years old. At this age, most of the girl students contacted admits having had several challenges in education such as lack of school fees, inability to make appropriate choice of subjects and even inadequate provision of personal requirements. However, (0.86%) of the respondent girls fall in the age bracket of 24-33 and in an interview and discussion with them, they reported having faced severe educational challenges than the first category which fall in the age bracket of 14-23 years. They admitted that they are facing socio-economic problems like school fees, inadequate physiological need sand family labour. The results show that teaching personnel in the division have wide range of experience varying from 24 years old to 60 with majority of male and female teachers falling within the age bracket of 34 – 43 (%), 28.57% of the male teachers are serving at a range between 44 – 53 years and 13.97 % of female teacher are serving between 44-53 only a minority 1.76% with experience between 54 – 63 years as shown in table 4.3.

#### **4.4.3. Professional qualification of the respondents**

Professional qualification of the respondent was very important for this study. A highly qualified officer is bound to perform his work professionally hence increasing efficiency in their work. However, individuals with low qualification are likely to have dismal performance of their duty, over the study; hence in recommendation of Walkers (2007), teaching staff in possession of high knowledge and power to discharge their duties in time and promptly is a major force in the teaching industry as the process is technologically and managerially demanding the reputation and track record of the of the knowledge providers. Teachers' knowledge and power give them advantage of ensuring execution of knowledge delivery and guiding role to students who have to conform to receive as long as the environment is conducive for the learning process as displayed in the professional work policy and code of ethics. The researcher therefore sought to establish the professional qualification of the teaching staff in Karungu Division and the outcomes were as in table 4.4

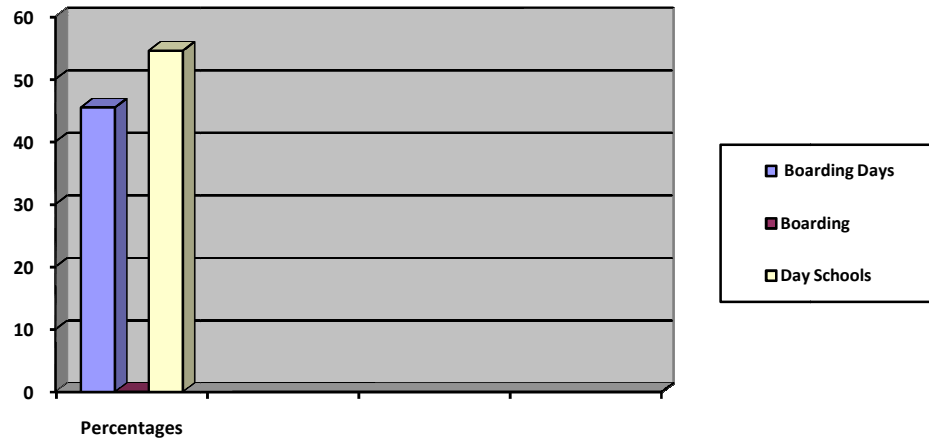
**Table 4.4. Professional qualifications of the respondents**

<b>Teachers</b>	<b>Masters</b>	<b>Degree</b>	<b>Diploma</b>
Male Head Teachers	–	07	–
Female Head Teachers	–	04	–
Male Teachers	01	64	05
Female Teachers	-	27	01
<b>TOTAL</b>	<b>01</b>	<b>102</b>	<b>06</b>

#### **4.4.4. Category of school**

Data concerning school category constituted core element of the study to establish whether there is any relationship between school category and the eventual participation of girl students in secondary education. As a result, boarding schools are very efficient and important for girl's education as it limits certain risks that girls encounter in the course of their trips to and from schools every day. They are even more liable to have an ample opportunity for study at school than at home where they are bound to so many household duties. Nevertheless boarding fees is more expensive than in day schools this limits the number of girls participating in secondary education especially the orphaned girls and those from poor families. The researcher therefore sought to establish the school categories and the outcome were as in figure 4.1.

**Figure 4.1. School category**



Girls' enrolment in a school is usually influenced by school category. Most able families worldwide prefer taking their children to girls' boarding schools. The results above nevertheless indicate that there no girls boarding in Karungu Division an issue, which became a major concern among the respondents. High enrolment consequently lead to a higher number of teachers and construction of good school physical facilities nevertheless low enrolment is bound to make schools have a small number of teachers which at times lead to lack of good facilities due to small collection of school development fee. The study discovered that 10 schools in the division had population of girls below 100 except 1 school with a 104 girls. As a result of this, about 221 girls who are day scholars are prone to many social problems like dropping out of school before completing due to pregnancy and early marriages. On across examination with the days scholars contacted during the study, the respondents confirmed and concurred on the

following problems as some of the problems they faced when at home. Inadequate study, time due to too much domestic work, lack of discussion group with their peers and inadequate provision of physiological needs. From the figure above it is evident that there were more days' schools than boarding day schools. The respondents admitted that the presence of more days' secondary schools in the division has enhanced more enrolment of girls in secondary education but poor participation and performance in education as it exposes girls to several risks. The results clearly show that there is no boarding school because of the high cost, which the socio – economic status of the parents may not withstand.

#### **4.4.5. Girls enrolments in schools**

In an interview and discussion with the respondents, it was discovered that most girls in the division were day schooling. It became apparent that the division has about 356 girls enrolled in secondary education compared to 1008 boys. Of the 356 girls in secondary education 221 were reported to be day scholars. The responses from the questionnaires, interview schedules, discussion and probes revealed that most girls are day schooling due to lack of boarding facilities and school fees among others. It is therefore clear from the study that day schooling in the division need be urgently attended so as to improve the security of students.

#### 4.5. The secondary schools physical facilities in Karungu Division

The Government of the republic of Kenya has stressed on improvement and expansion of the existing physical facilities. The Government has further instituted policies regarding construction and utilization of standardized latrines and classrooms (Republic of Kenya, 2007). This aimed at establishment of efficient physical facilities that meet physiological and mental satisfaction of users when sessions are on progress which consequently improve the steady participation of girls in secondary education. The researcher therefore sought to establish the nature of physical facilities that schools have put in place to enable girls to participate in education. The responses were as in table 4.5.

**Table 4.5. Respondents rating on the nature of school facilities in Karungu division**

Category of the Respondents	No. of Responses	Extremely Poor	Below Average	Average	Above average	Excellent
Male head Teachers	6	0	2	3	1	0
Female Head Teachers	4	0	1	2	1	0
Male Teachers	70	0	22	35	13	0
Female Teachers	29	0	7	16	6	1
Girls Students	232	0	61	118	52	1
	341	00%	27.27%	51.03%	17.6%	0.29%



From the findings, majority of the respondents comprising of head teachers, teachers and students (51.03%) felt that the existing physical facilities in schools are average. Majority of the head teachers under this category confirmed to the researcher that the physical facilities in most schools are not yet completed due to inadequacy of funds in place to undertake these projects. Majority of the teachers nonetheless confirmed that repairs and maintenance of the facilities have not been done for several years and some of the buildings were noted by the researcher as confirmed by the respondents to be sub standard. This contradicts (Republic of Kenya, 2006) report, which gives guideline on policies regarding construction and utilization of school physical facilities. Its outline the size and nature of physical facilities to be constructed in schools for efficiency and effective participation of students. However, most of the schools in Karungu Division are yet to meet the required expectation of the government.

At another level 27.27% of the respondents contacted rated the facilities below the average. Most teachers under this category confirmed that most of the buildings are semi- permanent. Majority of teachers in this group confirmed as verified by the researcher that building structures like girls' dormitories, latrines, and some administrative building in about two schools visited have walls made up of iron sheets. It was also observed and revealed by a few of the contacted students that most of the classrooms and dormitories were congested.

It was however noted by only 17.6% of the respondents that building structures in the division were above the average. In an interview meeting, a teacher asserted that even though some classrooms were congested, they were above the average in quality due to frequent repair and maintenance. During discussion with the respondents, the researcher discovered that the rare phenomenon in the division was attributed to funding from an NGO working. The probe revealed elements of NGOs participation in the region that has enabled some schools to improve state of some facilities and has made them appropriate for learning.

The results reveal the inadequacy of funding from the government, PTA, and other financial based institutions. It is nonetheless learned that, NGOs and UNICEF organizations such as FAWE and UNGEI have tremendously contributed to the education through funding, (UNICEF, 2000). Still majority of physical facilities in most schools hardly meet the physiological and mental needs of girls in the teaching and learning environment. The results are indication that most schools in Karungu Division have not reached the goal of availing suitable and appropriate physical facilities that would encourage participation of girls in secondary education. Therefore, there is still need for the Government , PTA, and other financial partners in education to increase funding to the sector at secondary level to enable schools to provide the required physical facilities to enhance participation of girls in secondary education in the division and so the country as a whole.

#### 4.6. Girls subject choice

##### Girl's choice of subjects in national examination

The researcher sought to verify girl's choice of two categories of subjects in national examination. The document analysis from 10 secondary schools revealed the following as shown in table 4.6.

**Table 4.6. Form 3 K.C.S.E girl's enrolment for sciences and humanities in 2011**

<b>Girls enrolment (bracket)</b>	<b>No of schools</b>	<b>Humanities</b>	<b>Sciences</b>
20-29	6	117	14
30-39	3	71	27
40-49	1	29	14
<b>Total</b>	<b>10</b>	<b>217</b>	<b>55</b>
Percentage (%)		79.78	20.22

It is evident that the records analysis from the 10 head teacher s offices revealed that majority of the girls i.e. 79.78 percent of students in F3 2011 enrolled for humanities and 20.22 percent enrolled for sciences in F3 2011. This indicated that more girls enrolled for humanities than in sciences. On cross scrutiny of KCSE result analysis 2011, majority of the schools i.e. results from 8 secondary schools indicated girls better perform in humanities than sciences. In private discussion with most of the head teachers, many of them argued that girls have developed

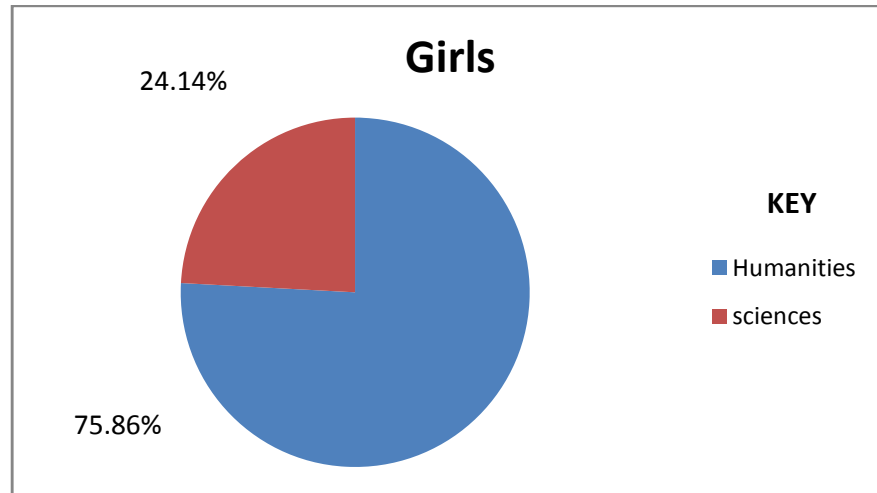
choice for humanities in national exams as an altitude and this contributes to their better performance in humanities than sciences. Nevertheless, results analysis from one secondary school revealed an average performance in both humanities and sciences, further discussion with the head teacher from this secondary school revealed that the school is well equipped with science facilities and teachers.

From the statement, it is clear that better performance intrinsically motivate participation and poor performance demoralizes participation and as a result of this many girls participate in secondary education with a view of enrolling in humanities where they feel they would perform better than sciences. This conformed to (daily newspaper of Kenya, 2011) that reported many girl enroll in humanities because they perform better in humanities than in sciences. Therefore, the current curriculum which has made some subjects optional for students has in a great extent encouraged many girls to participate in secondary education to equalize the number of boys (UNESCO, 2008).

#### **4.7. Attitude of girls towards sciences and humanities**

The researcher sought to verify the attitude of girls toward science and humanities and the responses were as in Figure 4.2.

**Figure 4.2. Attitude of girls towards science and humanities**



The result indicated the 75.86 percent of girl's student have positive attitude towards science and 24.14 percent of girls have positive attitude toward humanities. The data revealed that majority of the girls students have a positive attitude towards humanities, when asked why they reasoned lack of laboratories and science equipment made them opt for humanities however ,a few pointed out lack of enough science teachers. Nevertheless, majority of the 24.14 percent reasoned that they have enough science equipment and from experiences, they had seen some of their colleagues excelling in sciences while others opt for sciences because of their career aspirations. This indicates that most girls' schools do not only opt for humanities because of their negative towards sciences but also lack of science equipment and science teachers are contributing factors towards their choice for humanities.

#### 4.8. The effect of school curriculum on secondary education

The researcher sought to establish if the existing school curriculum has an effect on participation of girls in secondary education. The interview and questionnaire responses from the head teachers and teachers' responses are revealed in the table 4.7.

**Table 4.7. Effects of school curriculum on participation of girls**

<b>Respondents</b>	<b>Responses</b>	<b>Increased No. of girls graduates</b>	<b>Not increased No. of girls graduates</b>
Male h/teachers	6	5	1
Female h/teachers	4	3	1
Male teachers	70	47	23
Female teachers	29	18	11
Total	109	73	36
Percentage %		66.97%	33.03%

From table 4.7, it is evident, that majority of the respondents i.e. 66.97% agreed that the current curriculum has increased the number of girls graduates between 2010-2012. Five Male and three female head teachers under this category agreed with the findings when asked why three male teachers responded they do not have enough science equipments and this has encouraged majority of girls to opt for humanities where they excel better. While the other two female head teachers argued past records reveal girls exemplary performance in humanities therefore, majority of them have developed positive attitude towards humanities. However, one female head teacher commented that any of the two categories of subjects

have encouraged more girls to participate in secondary education. Nevertheless 33.03 percent of the respondents disagreed with the findings. Majority of the respondents under this category reasoned the two classes of subjects have not encouraged girl's participation so much since their schools have proper science equipments and girls perform averagely in both sciences and humanities.

From the foregoing findings and discussions, it is possible to conclude that girls are interested in humanities as opposed to sciences. The results above confirm the Ominde's (1964) early observations and advocacy for the restructuring of the secondary education curriculum to enhance gender equitable educational opportunities. In the above view, the new structuring system reviewed curriculum to make it friendly for the girls by incorporating girls' friendly subjects and making examinable subjects optional.

#### **4.9. Existence of guidance and counseling sections in secondary schools**

The researcher sought to verify the existence of guidance and counseling sections in secondary schools in Karungu Division and the responses were as follows:

**Table 4.8. Existence of guidance and counseling sections in secondary schools**

<b>Respondents' Category</b>	<b>No of respondents</b>	<b>(Yes)</b>	<b>(No)</b>
Male H/teachers	6	2	4
Female H/teachers	4	3	1
Male teachers	70	32	38
Female teachers	29	13	16
Students (girls)	232	109	123
<b>Total</b>	<b>341</b>	<b>159</b>	<b>182</b>
Percentage %	100	46.63%	53.37%

From table 4.8, 46.63 percent of the respondents confirmed that they had guidance and counseling sections in their schools. Majority of the headteachers under this category reasoned greater percentage of girls in their schools are day scholars and therefore prone to a greater risk on their way to and from schools. This has forced them to establish strong guidance and counseling sections in their schools whereas one female head teacher argued that her school was purposely established for orphans who need a lot of guidance and counseling, while 53.37 percent confirmed that they had no guidance and counseling sections in their schools. 4 schools and 1 school headed by male head teachers and female head teacher respectively had no guidance and counseling sections in their schools. This contradicts Kamunge, (1988) that advocated for establishment of guidance and counseling sections in secondary schools. This is to enhance participation of girls in secondary education.



Majority of the head teachers under this category reasoned lack of physical facilities and congestion in classes as some of the problems leading to poor participation of girls. They went ahead and highlighted that all the girls are compulsorily forced to board however, for boys it is optional therefore, they do not feel much about counseling their students since girls are confined in their school environment and are not so much exposed to risk at home and on their way to school. Nevertheless, 1 female head teacher who was newly posted to a particular school did not have a lot of information about the school. Majority of girls who do not have guidance and counseling sections in their school felt shy to give out their responses towards the findings.

The responses from teachers and students conformed to those of their respective head teachers. The data collected from 3 schools headed by female head teachers indicated that guidance and counseling was being done once in a week and in three school headed by male head teachers showed that guidance and counseling is being done once in a month and in one school it is done irregularly. The findings indicated that 5 secondary schools in the division have no counseling units within their schools vicinity this makes most students not to benefit from guiding and counseling services. In an isolated discussion with the respondents, the study discovered that 2 secondary schools in the division have no formalized guiding and counseling. The students receive impromptu guiding and counseling services on rare occasions prompted by an apparent event which forces the

students to be before unorganized guiding and counseling teachers committee as need may provide for the services which sometimes may not be fruitful as in most cases they are mainly disciplinary committee which most students see as a way of punishing them. The finding provided a ground for respondents who discussed and unanimously concurred that guiding and counseling facilities in the division need be enhanced if the students are to benefit and further to help most needy girls come to normal terms and balance social and academic needs. The outcome is in line with the findings of Clark (2006). Most schools in less developed countries are unable to provide more classrooms for learners with just some rooms for storing few equipment as teachers staff rooms are equally expensive investment for most schools. It is therefore necessary the government through central government come up with a modality to improve physical facilities. The researcher therefore recommends that schools should ensure guiding and counseling sections are factors in when learning facilities are being budgeted for and that specialization-guiding services be incorporated in school routine and daily life of schooling to make its benefits clear.

#### **4.10. Effect of guidance and counseling on participation of girls in secondary schools**

The researcher further sought to find out the effect of guidance and counseling offered by secondary schools in Karungu Division on participation of girls in secondary education and the responses were as in table 4.9.

**Table 4.9. Effect of guidance and counseling of participation of girls**

<b>Respondents</b>	<b>No of respondents</b>	<b>Increased participation</b>	<b>Not increased participation</b>	<b>undecided</b>
Male H/teachers	6	1	1	4
Female H/teachers	4	3	0	1
Male teachers	7	25	7	38
Female teachers	29	10	3	16
<b>Total</b>	<b>109</b>	<b>39</b>	<b>11</b>	<b>59</b>
Percentage %		35.78%	10.09%	54.13%

The data collected indicated that majority of the respondents i.e. 54.13 percent did not respond to the findings because they do not have guidance and counseling sections in their schools. Out of 5 schools which had guidance and counseling sections, 37.78 percent of the respondents agreed with the findings. 1 male head teacher and 3 female head teachers reasoned it has reduced dropout rates of girls that used to arise due to early marriages and unwanted pregnancies by nearly 70 percent between 2010 – 2012. Twenty five male and 10 female teachers too agreed with the findings, majority of this numbers argued that it has improved performance and the number of girls graduate between 2010- 2012.

However, out of 5 schools with effective guidance and counseling sections, one school headed by male head teacher contradicted the findings he reasoned the number of girls has increased in his school due to a local donor who had sponsored most of the girls education in his school, 7 male and 3 female teachers also conformed with their head teacher findings. These constituted to 10.09

percent of the respondents who contradicted the findings of the study while 25 female teachers also agreed that guidance and counseling has increased girls participation in secondary education. However, 4 female teachers who were from the same school gave a contradictory response to the findings. They answered it has not achieved much since they do not have an effective guidance and counseling section in their school. Therefore majority of the respondents rated guidance and counseling positively as a strategy that secondary schools should put in place to enhance more girls to participate in secondary education.

#### **4.11. The influence of funding by the international organizations and NGO's in education**

Girl's education has become a global concern and therefore the international organizations and NGO's play a vital role in enhancing girl's participation in secondary education. The findings revealed that the international organization involved in education in Karungu Division include World Vision, Kenya, African Development Bank and Catholic Relief Agency, while the local NGOs include: Local banking institutions i.e. Equity Bank and Cooperative bank. However, from interviews it was revealed that the findings from such organizations are inconsistent and inadequate in that they do not fully sponsor student's upto completion of education except the physical structure, which they normally start and complete.

#### 4.12. Involvements of NGO's and international organizations in education

The researcher sought to verify secondary schools that are funded by NGO's and international organizations in Karungu Division and the responses were as in table 4.10:

**Table 4.10. Involvement of NGO's and international organizations in education**

<b>Respondents</b>	<b>No of Respondents</b>	<b>(Yes)</b>	<b>(No)</b>
Male H/teachers	6	4	2
Female H/teachers	4	3	1
Male teachers	70	38	32
Female teachers	29	17	12
<b>Total</b>	<b>109</b>	<b>61</b>	<b>47</b>
<b>Percentage</b>		<b>55.96</b>	<b>44.04</b>

The finding from head teachers and teachers indicated that out of 6 school headed by male head teachers 4 schools have benefited from different NGO's and various international organizations. Three schools under this category the head teachers explained that the Catholic relief agency has constructed some classrooms in their schools while in one secondary school the contacted head teacher cited construction of school library by African Development Bank. Three out of four schools headed by female head teachers have too benefited from the services of NGO's and international organizations. Two female head teachers cited science

laboratories which have been constructed by World Vision, Kenya, while as one female head teacher cited an administrative block put up by Catholic Relief Agency in her school in the year 2011. This represents 55.96 percent of the respondents who agreed that they have benefited from local NGO's or various international organizations. When the Head teachers were asked where the NGO's and international organization funds were majorly targeting, majority responded that the bulky part of the funds from world vision Kenya, catholic relief agency, Banking institutions and other financial partners go for construction of school infrastructure and schools equipment while very little allocation goes for girls fee.

They also offer some services that are meant to uplift girls' child participation in secondary education. NGO's and UNICEF organization such as FAWE, UNGEI and other partners in education have tremendously contributed to education through funding, sensitizing the community about the importance of girl child education (UNICEF, 2000) therefore, the above findings from different schools confirm that majority of the schools are beneficiaries of NGO's and international organizations. However, out of 6 schools in the Division headed by male head teachers, 2 have not benefited from either NGO's or international organizations when asked why one of them responded that his school was registered by the Ministry of Education early this year and has not yet benefited from either local NGOs or international organizations while the other responded he had applied for

infrastructure funds from African development bank and has not receive feedback.

On the same note one school out of 4 schools headed by female head teacher has not benefited from the services of either NGO's or international organizations when asked why, she responded that they were yet to benefit for a grant from the Catholic Relief Agency for construction of school laboratory before the end of 2013. Therefore 30 percent of schools in the Division have not benefited from either NGO's or international organization. This indicates they still rely on P.T.A and government funds which may be inadequate to avail the necessary facilities and services that may enhance girl child participation in secondary education nevertheless, PTA and government funds provided girls fund's and boys funds in equal ratio but analysis done in 1981 on secondary schools in Tanzania found out that direct private cost for girls education were significantly higher than that of boys in both government and private schools (Tan 1985). Girls household budgeting in education takes relatively a higher cost than that of boys due to their safety conditions that is required and other social needs like sanitary pads, water and health care services. However, the government has put in place a policy aiming at gender budgeting in education is less developed countries (Republic of Kenya 2006). This aims at taking care of the more varied needs of girls in education than boys so that they can effectively participate in education.

Data collected from teachers indicated that out of 70 male teachers 38 teachers confirmed to the researcher the involvement of NGO's and international organizations in their schools. Majority of the number confirmed that they have been involved in seminars; workshops organized by different NGO's and international organizations about life skills and HIV AIDS. They are also involved in tendering committee of infrastructures whose funds have been disbursed by such organizations from their respective schools. Out of 29 male teachers contacted 17 agreed that their schools have benefited from the NGO's and international organization services. Majority of this number have been sensitized by various NGO's and international organizations about certain girls risk like rape and how to care for girls in teaching and learning environment. While a majority argued that, they were involved in procurement of laboratory equipment. This represent 55.96 percent of teachers whose schools are beneficiaries of NGO's and international organizations services. However, 32 male teachers out of 70 male teachers explained their schools have not benefited from either NGO's or international organizations services. Majority of these teachers are from newly registered schools, which have applied for funds from such organizations out of 21 female teachers 12 confirmed to the researcher that their schools have not benefited from NGOs or international organization. This represents 44.4 percent of teachers whose schools have not benefited from NGOs or international organization. Majority of this group have not been involved in any activity of such organization.



#### 4.13. Students sponsored by either local NGOs or international organisation

The researcher further sought to verify the number of girls who are fully or partly sponsored by either NGOs or international organization and the results obtained from 232 girls in the Division were as in table 4.11.

**Table: 4.11. Distribution of girls' sponsored by NGOs and international organization**

<b>Name of the organization/ sponsor</b>	<b>No. sponsored</b>	<b>Freq(%)</b>	<b>Not sponsored</b>	<b>Freq(%)</b>
NGO's or local organization	73	31.47%	-	-
International organization	44	18.97%	-	-
<b>TOTAL</b>	<b>117</b>	<b>50.44%</b>	<b>115</b>	<b>49.56%</b>

The findings revealed that out of 232 girls 73 are sponsored by NGOs or local organizations which represent 31.47 percent. Majority of sponsors for this group are local banking institutions i.e. Cooperative and Equity banks, however the contacted girls who are sponsored by such organizations commented that one could only win sponsorship of such institutions upon excellent performance in K.C.P.E and consistent excellent performance in secondary education, otherwise they sometimes withdraw in case a sponsored student fails to effectively perform in secondary education, not minding that performance is also influenced by

certain environmental factors which the students may not have control over. This affects effective participation of girls in secondary education. 44 girls out of 232 are sponsored by international organization where the greater sponsor is Mercy Orphan which is Catholic Relief Agency and a few girls under this category are sponsored by World Vision, Kenya. However, girls under this category similarly commented that winning such sponsorship depended on student's exemplary performance in K.C.P.E, which now becomes a barrier to majority girls who may wish to get entry into secondary education through sponsorship but fail to meet the sponsor's requirements. This represents 18.97 percent of girls sponsored by Catholic Relief Agency or World Vision Kenya, which are international organizations. Therefore, 50.44 percent out of the total population of the girls are either sponsored by NGOs or international organization and 49.56 of girls have not benefited from either NGOs or international organization. The above findings indicated that majority of the girls in the division are sponsored by either local NGOs or international organizations. This conformed with (UNGEI, 2000) that reported both the local and the international organization have considered reinforcing girl child participation in education through resource allocation. This is intended to uplift girl child participation in education.

**4.14. The effect of international organizations and NGOs in secondary education**

The researcher sought to investigate the effect of international organizations and Ngo’s on participation of girls in secondary education. The questionnaire and interview responses were as in table 4.12.

**Table 4.12. The influence of funding by international organizations and NGOs in secondary education**

<b>Respondents</b>	<b>Responses</b>	<b>Improved participation between 2010-2012</b>	<b>Has not improved participation between 2010-2012</b>
Male h/teachers	6	4	2
Female h/teachers	4	3	1
Male teachers	70	39	31
Female teachers	29	19	10
Total	109	65	44
Percentage %		59.63	40.37

The findings revealed that majority of the teachers and head teachers, 59.63% of them felt that the international organization and NGO’s have improved participation of girls in secondary education while 40.37 percent felt these financial partners in education have not improved participation of girls in secondary education. The two male head teacher and one female head teachers who contradicted with the findings reasoned that their schools have not benefited

from NGOs and any other international organization and therefore they were unable to explain a lot from them. However, majority of head teachers agreed that they are beneficiaries of these organizations and local NGO's. They confirmed to the researcher that the number of girls participating in secondary education has increased between 2010-2012. Therefore, it is evident that even though international organizations are sponsoring girls' education, the biggest portion of their funding go to schools' infrastructure and the local financial institutions majorly sponsor girls' education in the division even if winning sponsorship in any of the categories is sometimes difficult to girls because of the measures put in place. It is apparent that international organizations and NGO's have made an average contribution to girls' education in Karungu Division, Nyatike District for the last three years.

#### **4.15. Gender policies in education**

The researcher sought to investigate the headteacher and teachers' opinion on the educational policies instituted by schools and the government to improve participation of girls in secondary education in Karungu Division and the following were the result.

**Table 4.13. Gender policies in education**

	Male head teacher					Female head teachers						
	Disagree	Freq %	Agree	Freq %	Strongly agree	Freq %	Disagree	Freq %	Agree	Freq %	Strongly agree	Freq %
Prosecution of early marriage and unwanted pregnancies	1	16.67	3	50	2	38.33			3	73	1	25
Automatic of promotion of girls to next level of learning	3	50.0	2	33.33	1	16.67	2	50	1	25	1	25
Teenage mothers be registered back to school	1	16.67	3	50	2	33.33	1	25	2	50	1	25
Entry marks for girls in secondary education should be lower than that of boys			4	66.67	2	33.33			2	50	2	50
All girls board in schools			4	66.67	2	33.33			3	75	1	25
Compulsory life skills education for girls	1	16.67	3	50	2	33.33	1	25	3	75	1	25
Girls /mixed schools must have female teachers	-		4	66.67	2	33.33	1	25	2	50	1	25
<b>Total</b>	<b>06</b>		<b>23</b>		<b>13</b>		<b>05</b>		<b>16</b>		<b>18</b>	

	Male head teacher					Female head teachers						
	Disagree	Freq %	Agree	Freq %	Strongly agree	Freq %	Disagree	Freq %	Agree	Freq %	Strongly agree	Freq %
Prosecution of early marriage and unwanted pregnancies	14	20	32	45.71	24	34.29	1	23	79.31	5	17.24	
Automatic of promotion of girls to next level of learning	28	40	24	34.29	18	25.71	14	12	41.58	3	10.34	
Teenage mothers be registered back to school	4	5.7	36	51.43	30	42.86	3	21	72.4	5	17.24	
Entry marks for girls in secondary education should be lower than that of boys			42	60.00	28	40	26	26	89.66	3	10.34	
All girls board in schools	19	27.14	31	44.29	20	28.57	2	25	86.21	2	7	
Compulsory life skills education for girls	25	35.71	38	54.29	7	10.0	3	18	62.07	8	27.9	
Girls /mixed schools must have female teachers	11	15.71	41	58.57	18	25.71	4	13.79	21	72.41	4	13.79
<b>Total</b>	<b>101</b>		<b>244</b>		<b>147</b>		<b>27</b>		<b>116</b>		<b>30</b>	

From table 4.13, it is evident that the majority of male and female head teacher agreed with policies instituted by the government and school administration to uplift the girl child participation in secondary education. The majority of male and female teacher too accepted the government and school administration policies put in place to promote girls child participation in secondary education .This findings concurs with (UNICEF, 2000) report that formulated and implemented appropriate policies that promote girls child education however only a fewer number of female head teacher and disagreed with the findings than male head teacher and teachers, because the findings were based on girls and many female teachers are interested in promoting girls education however, many male teachers are shy to give their feelings about girls (students) because sometime they get involved in malpractices with girls students or behave unprofessionally with girls students and fall victims of the policies regarding girls education.

#### **4.16. The impact of gender policies in secondary education**

The researcher sought to investigate the impacts of gender policies in participation of girls in secondary schools in Karungu Division. The data was gathered from headteacher and teachers and the results were as in table 4.14.

**Table 4.14. Impact of gender policies in education**

<b>Respondents</b>	<b>No of responses</b>	<b>Increased the No. of girls graduates between 2010-2012</b>	<b>Not increased No. of girls graduates between 2010-2012</b>
Male h/teachers	6	4	2
Female h/teachers	4	3	1
male teachers	70	44	26
Female teachers	29	19	10
<b>Total</b>	<b>109</b>	<b>70</b>	<b>39</b>
<b>Percentage</b>		<b>64.22</b>	<b>35.78</b>

From table 4.14, it is evident that 64.22 percent of the respondents confirmed to the researcher that the gender policies instituted by the government have increased the number of girls graduates between 2010- 2012 out of ten headteachers, 4 male head teachers and 3 female head teachers agreed with the findings. Two female head teachers reasoned the policies have helped them improve the girls performance, others argued that registration of teenage mothers has encouraged majority of girls to complete their education. This conformed (UNICEF, 2000) report that advocated for the enrolment of teenage mothers in education. However, majority of male head teachers under this category reasoned that automatic promotion as a policy has increased the number of graduates but of poor performance. This contradicts the findings of Hadad (1979) who suggested



that there is no educational advantage to be derived from making low achievers repeat a grade. This only result into educational wastages and dropouts.

Majority of the male teachers under this category reasoned lowering secondary entry marks for girls has led to poor competition between boys and girls making girls develop an altitude of performing or attaining marks lower than that of boys. While majority of female teachers under this category argued that prosecution, of early marriage and unwanted pregnancies have adversely improved participation and has too lowered the cases of unprofessional social relationship between male teachers and girls students. This conforms to the (Republic of Kenya, 2007) reported that the government introduced a policy of prosecution of early marriage and unwanted pregnancies to make many girls access education at different levels. However, 35.78 percent of the respondents confirmed to the researcher that the policy have not improved participation of girls in secondary education out of 6 male head teacher, 2 head teachers under this category confirmed that the number of girls graduates has improved between 2010- 2012 because of sponsorship from an NGO's payment of school fees by February 2012. The sponsorship had been offered in those two schools while female head teacher reasoned she had been newly posted in that school and therefore was not sure of the effective implementation of the policies in their school for the previous three years.

The finding of majority of male and female under this category conformed to that of their respective head teachers. They quoted other factors that promoted girls participation like sponsorship of secondary education by the government and other financial partners in the schools. From the findings above the policies instituted by schools, local and international organizations and the government have reduced social-cultural practices facing girls like early marriages and pregnancies, insecurity in and on the way to school, risk of rape and child labour as reported by UNESCO, 2008. This has greatly improved participation of girls in secondary education in the division for the last three years.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter focuses on the summary, conclusion and the recommendation based on the findings of the study. This is derived from the objectives of the study. The chapter has five objectives from which it drew its findings, conclusions and major recommendations.

#### **5.2. Summary of the study**

The study sought out school based strategies laid in secondary schools to promote girls child participation in secondary education in Karungu Division of Nyatike District. It is explicit as the study discovered that even though the governments have well instituted policies on strategies to be put in place by school administrations, PTA, local NGOs and international organizations to uplift girl child secondary education and as captured in a report of UNESCO of 2008 which in parts states that 75 million children are out of school in both developing and underdeveloped countries where majority of the most affected are girls who face challenges such as inadequate and poor physical facilities and socio-cultural factors like early marriage, unwanted pregnancies, insecurity in and on the way to school and the child labour at the time of acquisition of education.

Many girls are laden with several domestic chores like child rearing, caring for the sick parents, food preparation and some cases offering economic support to their poor families. The objectives of the study were amongst others to establish the nature of physical facilities set up by secondary schools in Karungu Division, establishing the effect of school curriculum on participation of girls in secondary school, and assessing the affects of guidance and counseling. The study further examined the effects of strategies laid by the international organizations and local NGOs in harnessing participation of girls in secondary education and also to investigate the impacts of gender policies in participation of girls in secondary studies in Karungu Division.

To conduct this study, the researcher used expost-facto research design. Eleven secondary schools were sampled for the study. The questionnaire and interview schedules were used to collect data .The interview schedules were administered to head teachers who are the policies holders as well as school managers. The questionnaires were administered to male teachers and female teachers who by the nature of their position are suppose to implement educational policies and curriculum on strategies laid by different educational stakeholders and other financial partners to uplift girl child education. The other questionnaires were administered to students who by their nature are suppose to give information concerning this strategies. 10 secondary schools were further interviewed to establish strategies that they have laid down to promote girl child participation in

secondary education. The findings were then analyzed based on the objectives of the study. The data collected were coded, analyzed, discussed and presented in tables, charts and bar graph as illustrated by the key themes of the study.

### **5.3. Findings of the study**

The findings revealed that the nature of majority of school physical facilities in the division are average i.e. 51.03%, a few are above average i.e. 17.06% however; none was found to be of poor quality. Majority of the contacted respondents reasoned that most secondary schools are not up to date and are of poor quality due to failure of repair and maintenance with glaring evidence of semi-permanent building in most schools as a result of inadequate funding. The situation is worsened by congestions due to over enrolment in some schools. The situation in Karungu Division calls for MoEST, PTA and other financial partners to improve their policies and financial supports for secondary education in Karungu Division and the country at large.

On curriculum, the records analysis from the ten head teachers' offices revealed that 79.78 percent of girl's students in form 3, 2011 enrolled in humanities whereas 20.22 percent enrolled in science. This indicated that more girls enrolled in humanities than in science because majority of girls excel better in humanities than in science. The findings moreover, indicated that 75.86 percent of the girls have positive attitude towards humanities and 24.14 percent had positive attitude

towards science. Girls who opted for humanities, majority of them argued they did not have proper science equipments and science teachers.

As supported by table 4.8, the findings further revealed that Head teachers and teachers (66.97%) agreed that there has been an increase in the number of girls graduates between 2010 – 2012 but they equally concurred that most of the schools have not been equipped with science equipments with only 33.03 percent of the them disagreeing with the findings. In matters of curriculum, it is accepted that the existing curriculum encourage girls enrolments due to considerable number of optional subjects that enhances participation of girls in secondary education possibly as most students always go for choice of subjects where they excel better.

The concept of guidance and counseling and its role promoting participation of girls in secondary education became central to this study. The outcome showed that out of the 11 secondary schools in the Division, only 5 schools have effective guidance and counseling sections while the remaining 6 schools have no guidance and counseling sections. As a result, they have not been able to provide the much needed guidance and counseling services to girl students in the division and therefore, 35.78 percent of the respondents were of the opinion that it has increased participation of girls in secondary education. Nonetheless, 10.09 percent of them were of the feelings that it has no effect on girls' participation in

education. Nevertheless, majority 54.13 percent of the respondents remained neutral as they had no opinion towards guidance and counseling since most of them in this category did not have proper guidance and counseling sections in their schools. Hence, had no idea of guiding and counseling services in schools and therefore had not benefited from guiding and counseling. Only those schools that have instituted guidance and counseling sections had the knowledge and hence, testified that the section improved participation of girls in secondary education in Karungu Division.

On involvement of NGOs and international organizations the findings revealed that 55.96 percent of respondents agreed that they have benefited from either NGO's or international organizations funding to put infrastructure and payment of school fees for the students. However, 44.04 percent of respondents claimed that they have not benefited from these organizations. The data collected from majority of teachers conformed with the reports from their respective Head teachers in general, many schools in the division have benefited from NGO's. The finding further revealed that out of 232 girls contacted during the study, 50.44 percent are either sponsored by NGOs or International organizations and 49.56 percent are not sponsored by any of the above organizations. This indicates that an average number of girls in the division benefit from these organizations.

Therefore, 59.63 percent of the respondents felt that the NGOs and international organizations have improved participation of girls in secondary education in Karungu Division. However, 40.37 percent felt that these organizations have not improved participation of girls in secondary education. This indicates that majority of schools and students have in one way or the other benefited from the international organization and NGO's to uplift the standard of participation of girls in secondary education.

About the gender policy in education, the findings revealed that majority of male and female head teachers agreed on gender policies that have been instituted by schools and the government to improved participation of girls in secondary education. However, a few female and male head teachers did not agree with the policies instituted by the government and schools to uplift girls' participation in education. Similar feelings were reported by a few male and female teachers. The study finally revealed that 64.22 percent of the respondents agreed that it has increased participation of girls in secondary education whereas 35.78 percent of the respondents confirmed to the researcher that it has not increased participation of girls in secondary education. This indicates that the gender policies instituted by the government and schools have increased participation of girls in secondary education.



#### **5.4. Conclusion**

The findings of the study have several implications of girls in secondary education. The study has revealed that many schools have not instituted effective strategies in promoting girls child education in secondary schools in Karungu Division. From literature review to the research findings pointed several counties experiencing a notable reduction in the number of girls participating in secondary education due to lack of effective strategies. This study has made the following conclusion from the findings.

#### **5.5. The nature of physical facilities**

The study found conforming responses from head teachers, teachers and students opinion towards the nature of the physical facilities. Majority of the physical facilities were rated at an average standard. This effect was a pointer to the fact that the facilities are not in good quality to most of the schools in the Division, which can yield an adverse affect in participation of girls in secondary education.

##### **5.5.1. Effect of school curriculum in secondary education**

The findings show that the government policy of making some examinable subjects optional in the school curriculum has encouraged many girls to participate secondary education. Many girls opt for humanities where they perform better than sciences however; a few girls who are interested in science

subject are due to their career choice, availability of science equipments and science teachers.

### **5.5.2. Effect of funding by the international organizations and NGO's in secondary education.**

The study revealed that an average number of girls in the division are either sponsored by NGO's or international organizations. It has too revealed that an average number of schools in the division have benefited from these organization in construction of school infrastructures, school fees for students and supply of school equipments. These have increased the number of girl's participation of girls in secondary education.

### **5.5.3. The influence of guidance and counseling in secondary education**

The findings of the study revealed that 5 schools had effective guidance and counseling sections out of 11 secondary schools in the division. This indicates that proper guidance and counseling sections are still lacking in most schools and this has lowered the participation of girls in secondary education. It shows majority of schools do not carry guidance and counseling to girls who face a lot of risk both within and outside the school compound.

#### **5.5.4. The impact of gender policies in secondary education**

The findings of the study indicated that the gender policies instituted by both the school and the government have adversely increased girls participation in secondary schools. These findings revealed that majority of the female head teachers and teachers agreed with these policies since they take fore front in implementing these policies to encourage many girls participate in secondary education.

#### **5.6. Recommendations**

The study came up with the following recommendations to enable many girls participation in secondary education. These recommendations were to be carried out in schools and at national level.

##### **5.6.1. National level**

Since the government is the chief funding agent in education, it should increase funding targeting putting up appropriate schools infrastructure and at the same time negotiate for funding either from the international organization and local donors to put up proper school facilities. All policies governing education are found in the education act in the Kenya constitution therefore it should be the sole of responsibility of the government to ensure that educational policies are implemented by the educational officers and sometimes prosecute if necessary any act violating the right of girls in acquiring education. The government should

organize workshops and seminars to equip head teachers and teachers with the necessary skills in handling girls within and outside school environment. This is to reduce the risk that girls do face in the course of acquiring education. The government should also mobilize and sensitize the communities about the importance of girls' education.

### **5.6.2. School level**

The head teacher should mobilize the community PTA and other financial partners to fund the school in order to put up appropriate physical facilities that would enhance participation of girls in secondary education. This is due to lack efficient school infrastructure to cater effective for girls needs in the teaching and learning environment. The head teachers and teachers should institute efficient counseling and guiding sections in their schools and carry out guidance effectively to counter react the girl's ricks within and outside school environment. Head teachers should guide girls in good career choice by identifying girls' talents, abilities and assisting to choose examinable subjects appropriately as per their future respirations. These arose due to the fact that girl do not perform better in sciences and therefore many of them lose hope in education and consequently do not actively take part in education.

### **5.7. Areas for further study**

With reference to the findings of this study, further studies are recommended in the following areas;

- (a) Effectiveness of the strategies laid by secondary schools to promote participation of girls in education. Are the strategies laid by secondary schools effective? Its findings will help to assess the extent of effectiveness of the strategies and thereby look for means of making them more effective to cater for girls education
- (b) Causes of high dropout rates of girls in secondary schools in Karungu Division. This would investigate the factors that may lead to a greater number of girls dropping before completing secondary education and pave room to come up with strategies that would encourage participation of girls in secondary education
- (c) Since the study was done in a rural setting similar study could be carried out in an urban setting for comparison purposes.

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## APPENDICES

### APPENDIX I: INTRODUCTION LETTER

Joseph Ambiro Otieno,  
University of Nairobi,  
P.O. Box 92,  
Kikuyu.

2013

The Principal,

#### **RE: REQUEST TO FILL QUESTIONNAIRE FOR RESEARCH PURPOSE**

I am a postgraduate student in the department of Education Administration and Planning, carrying out Research on strategies to promote participation of girl child in Secondary Education in Karungu Division Nyatike district in Migori County.

Your school has been selected to take part in the study. I kindly request your permission to gather the required information from your institution.

Thank you in advance for the anticipated co-operation.

Yours Sincerely,

**Joseph Ambiro Otieno.**

**APPENDIX II: HEAD TEACHERS' INTERVIEW SCHEDULE**

**SECTION A: GENERAL INFORMATION**

1. What is the composition of your staff in terms gender?

Male ( ) Female ( ) Total ( )

2. What is the highest professional qualification of your staff?

Diploma ( ) University Degree ( ) Masters ( )

3. Type of the school

Boys only ( ) Girls only ( ) Mixed ( )

(ii) How many girls are boarders? ( )

4. Which is your age bracket?

<b>Below 24</b>	<b>25-29</b>	<b>30-34</b>	<b>35-39</b>	<b>40-44</b>	<b>45-50</b>	<b>51-54</b>	<b>55-60</b>

5. What is the category of your school?

.....

**SECTION B: PHYSICAL FACILITIES**

6. (i) What is the nature of your school physical facilities

Extremely poor ( ) Below average ( ) Average ( )

Above average ( )

(ii) Briefly explain the choice of your answer above

.....  
.....

7. (i) Do you have guidance and counseling section in your school?

Yes ( ) No ( )

(ii) Briefly comment on the choice for your answer above

.....

(iii) How many times do you carry out guidance and counseling in a term

Day ( ) Boarding ( ) Boarding and Day ( )

(iv) How effective is guidance and counseling section in your school?

.....  
.....

(v) Has guidance and counseling increase participation of girls in your school between 2010-2012

.....  
.....

8. What is the mode of promotion of students from form one level of learning to the other Promotion of girls pegged on what grade or marks?

.....

**SECTION C: INVOLVEMENT OF LOCAL NGOs AND INTERNATIONAL ORGANIZATION EDUCATION**

9. (i) Is there any structure in your school that has been put up by either local NGO or International Organization?

Yes ( ) No ( )

(ii) Which structure (S)? Specify

.....

(iii) Is there any other services offered by either international organization or local NGOs in your school apart from funding?

.....

- .....
10. i. How many students (girls) pay their school fees through C.D.F [ ] other sponsorship C.D.F Bursary [ ] Local donor [ ] and International organization [ ]. Any other, specify
- .....
- .....
- ii. Briefly comment on payment of girls' fees in your school.
- .....
- .....
- iii. In your opinion has it increased girls participation in your school between 2010-2012?
- iv. Comment on your answer
- .....
- .....

**SECTION D SCHOOL CURRICULUM**

11. (i) What the attitude of girls towards science subject?
- .....
- ii. How many form three girls enrolled in 2011
- Humanities ( ) Science ( )
- iii. In your own opinion has the two categories of subject increased participation of girls? between 2010-2012
- Yes ( ) No ( )
- iv. Briefly comment on your answer
- .....
- .....

**SECTION E GENDER POLICIES EDUCATION**

12. Please give your opinion on the following statements

<b>D-disagree /A Agree / SA Strongly Agree</b>
--

No	Statement	D	A	Sa
i	Teenage mothers be registered back to school			
ii	Prosecution of early marriages and early pregnancies			
iii	Automatic promotion of girls to the next level without considering grade marks			
iv	All girls board in school			
v	Entry marks for girls in secondary education school in lower than that of boys			
vi	Compulsory life skill education for girls			
vii	Girls/ mixed school must have female teachers (s)			

13. How many girls drop per year due to:

Pregnancy cases ( ), inability to pay fees ( ) Early marriages ( )

14. What action do you take to minimize the above problems?

.....

15. Comparing enrolment 2010-2012 have the above gender policies improved participation of girls Yes ( ) No ( )

16. How do you compare enrolment of girls in science subjects and humanities?

*Thank you for your corporation*

### APPENDIX III: TEACHERS' QUESTIONNAIRE

#### GENERAL INSTRUCTIONS

The questionnaire is for the purpose of Research on strategies to promote participation of girl child in secondary Education in Karungu Division Nyatike District Migori County. Kindly respond to the questions with a lot of honesty.

#### SECTION A: BACKGROUND INFORMATION

1. Please Indicate your sex: male (  ) Female (  )
2. For how long have been a teacher:  
Below 5 years (  ), 6-10 years (  ), 11-15 years (  ), 16-20 years (  ), over 20 years (  )
3. Kindly indicate your highest Professional Qualification  
Diploma (  ) University Degree (  ) Master (  ) Other Specify ( .....)
4. Indicate your age bracket

Below	25-29	30-34	35-39	40-44	45-50	51-54	55-60

#### SECTION B: PHYSICAL FACILITIES

5. Indicate the nature of your school physical facilities put tick where necessary  
Extremely poor (  ) Below Average (  ) Average (  ) above average (  )  
excellent (  )  
(ii) Give reason for whatever answer you have given  
.....
6. What are the conditions of classrooms girls' latrine and dormitories?  
.....
7. Are the strategies laid to enhance girl child education in your school efficient and effective? Yes (  ) No (  )

**SECTION C: SCHOOL CURRICULUM**

8. Amongst the two categories of subject i.e. humanities in sciences which one is preferred by girls than the other

Briefly explain your answer .....

9. Do you think girls preferred choice has increased girls enrollment between 2010-2012 Yes ( ) No ( )

Comment on your answer above .....

10. How do you compare enrolment of girls in humanities and sciences between 2011- 2012 in your schools?

.....  
.....

**SECTION D: GUIDANCE AND COUNSELING**

11. Is there guidance and counseling section in your school?

12. How many times do you offer guidance and counseling to student?

Once a week ( ) once term ( ) monthly ( )

13. Indicate whether guidance and counseling has improved participation of girls in your school. Yes ( ) No ( )

Give your reasons for whatever answer you have chosen

.....  
.....



**SECTION E: INVOLVEMENT OF LOCAL NGOs AND**

**INTERNATIONAL ORGANIZATION IN EDUCATION**

1. Apart from PTA, CDF, indicate if there is any structure that is built in your school compound by either local NGO or international organization

<b>Name of the structure</b>	<b>Name of the organization</b>
------------------------------	---------------------------------

2. State other services offered by local NGOs or International organizations in your school

.....  
.....

3. Briefly comment on the services of NGOs and International organizations in your school if there is?

.....  
.....

4. Indicate whether the activities of NGOs and International organizations have improved participation of girls in your schools between 2010-2012.

**SECTION F: GENDER POLICIES IN EDUCATION**

<b>D-disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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<b>No</b>	<b>Statement</b>	<b>D</b>	<b>A</b>	<b>Sa</b>
i	Teenage mothers be registered back to school			
ii	Prosecution of early marriages and early pregnancies			
iii	Automatic promotion of girls to the next level without considering grade marks			
iv	All girls board in school			
v	Entry marks for girls in secondary education school in lower than that of boys			
vi	Compulsory life skill education for girls			
vii	Girls/ mixed school must have female teachers (s)			

(ii) Comment on enrollment of girls between 2010-2012

.....

(iii) Have the policies above improved participation of girls in your school

Yes ( ) No ( )

If yes, to what extent.....

*Thank you for your corporation*

**APPENDIX IV: STUDENTS (GIRLS' QUESTIONNAIRE)**

**Section A**

Name \_\_\_\_\_

Age \_\_\_\_\_

Class \_\_\_\_\_

**Section B**

1. How many times do you attend to the lesson of Guidance and counseling  
Once a month ( ) once a term ( )

(i) Has guidance and counseling help to increase your number 2010-2012  
.....

(ii) Briefly comment on the choice of the answer above  
.....

List down subjects of your choice for KSCE exam  
.....

2. (i) Indicate whether your attitude is positive or negative on the following  
categories of subject sciences ( ) Humanities ( )

(ii) briefly comment on your choice on answer above  
.....

3. What is the nature/conditions of your classrooms, latrines, dormitories, library  
and laboratory?

Extremely poor ( ) below average ( ) average ( )

above average ( ) excellent ( )

4. Briefly comment on the choice for your question above

5. Apart from CDF, parent /Guidance/Bursary if there any other organization  
that pay for your school fees in full whole partly? Yes ( ) No ( )

6. How many girls dropped from your class due to :

Early marriages ( ) Fee problem ( ) Due to any other ( )

***Thank you for your corporation***

**APPENDIX V: LIST OF DOCUMENTS ANALYZED IN TEN  
SECONDARY SCHOOLS**

1. KCSE Result Analysis 2011
2. KCSE Result Analysis 2012

## APPENDIX VI: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/013/556**

Date: **3<sup>rd</sup> May, 2013**

Joseph Ambiro Otieno  
University of Nairobi  
P.O BOX 92-0902  
Kikuyu

#### **RE: RESEARCH AUTHORIZATION**

Following your application dated **22<sup>nd</sup> April 2013** for authority to carry out research on **“Strategies to promote girl child participation in secondary education in Karugu Division, Nyatike District Kenya.”** I am pleased to inform you that you have been authorized to undertake research in **Nyanza Province** for a period ending **30<sup>th</sup> July, 2013**.

You are advised to report to **the District Commissioner and the District Education Officer, Nyatike 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.

  
**SAID HUSSEIN**  
**FOR: SECRETARY/CEO**

Copy to:

The District Commissioner  
The District Education Officer  
Nyatike District

*“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.*

## APPENDIX VII: PERMIT

PAGE 2 PAGE 3

**Research Permit No. NCST/RCD/14/013/556**  
**Date of issue 3<sup>rd</sup> May 2013**  
**Fee received KSH.1000**

**THIS IS TO CERTIFY THAT**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Joseph Ambiro Otieno**  
**Of (Address) University of Nairobi**  
**P.O BOX 92-0902**  
**Kikuyu**

**Has been permitted to conduct research in**

**Location**  
**District**  
**Province**

**Nyatike**  
**Nyanza**

**On the topic: Strategies to promote girl child participation in secondary education in Karugu Division, Nyatike District, Kenya**


**Applicant's Signature**  **Full Secretary**  
**National Council for Science and Technology**

**For a period ending: 30<sup>th</sup> July 2013**



**CONDITIONS**

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

**REPUBLIC OF KENYA**  
  
**RESEARCH CLEARANCE PERMIT**

**GPK6055t3m10/2011** **(CONDITIONS—see back page)**