

**INSTITUTIONAL FACTORS INFLUENCING GIRLS'
PARTICIPATION IN SECONDARY SCHOOL EDUCATION IN
CENTRAL DIVISION OF GARISSA DISTRICT-KENYA**

By

Musa Ibrahim Dugow

**A Research Project Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Education in Educational
Administration**

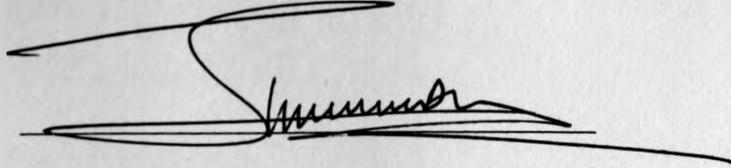
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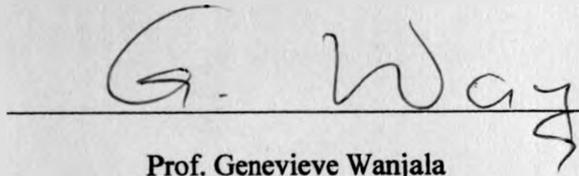
DECLARATION

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



Musa Ibrahim Dugow

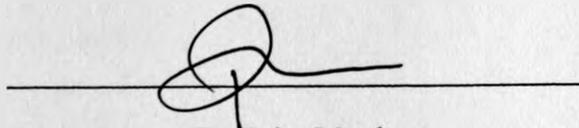
This research project has been submitted for examination with our approval as University Supervisors.



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DEDICATION

I dedicate this work to my family, friends and the lecturers for their support and continuous encouragement in the success of my academic ambition.

ACKNOWLEDGEMENT

I would like to sincerely express appreciation to all the university lecturers who took part in the course of my study throughout the period. I particularly give special thanks to my project supervisors Dr Genevieve Wanjala and Dr Daisy Matula for their tireless and continuous encouragement and understanding since I am working out of the country and which has been inconveniencing the supervisors. I would also like to thank my father, my wife, my children and relatives who missed me during the period my study at the university. I would also like to thank my employer Kinderdorf International SOS children's villages Mogadishu-Somalia particularly the National director Mr Ahmed Mohamed Ibrahim for giving me the time to study despite the tight schedules of the emergency programmes of the organisation in Somalia.

TABLE OF CONTENTS

Content	Page
Declaration.....	ii
Dedication	iii
Acknowledgements	iv
Table of Contents.....	v
List of Tables.....	ix
List of Figures.....	x
Abbreviations and Acronyms.....	xi
Abstract.....	xii

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem.....	1
1.2 Statement of the Problem	5
1.3 Research Objectives.....	6
1.4 Research Questions.....	6
1.5 Significance of the Study.....	7
1.6 Limitation of the Study.....	8
1.7 Delimitations.....	8
1.8 Assumptions of the Study.....	8
1.9 Definition of Terms.....	9
1.10 Organization of the Study.....	9

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	11
2.2 Gender Disparity in Education	11
2.3 Education of girls.....	12
2.4 Socio-economic factors affecting girls education	13
2.5 School environment factors.....	14
2.6 Effects of staffing levels on education of girls.....	16
2.7 Influence of gender of teachers on education of girls.....	18
2.8 Socio-cultural factors affecting girls' education.....	19
2.9 Summary of the literature review.....	21
2.10 Theoretical Framework.....	22
2.11 Conceptual Framework.....	22

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	24
3.2 Research Design	24
3.3 Target Population.....	24
3.4 Sample and Sampling procedure.....	25
3.5 Research Instruments	25
3.5.1 Interview schedule.....	25
3.5.2 Questionnaire.....	26
3.6 Piloting.....	26
3.6.1 Instrument Validity	27

3.6.2 Instrument Reliability	27
3.7 Data collection Procedure	28
3.8 Data Analysis	28

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction.....	30
4.2 Response Rate.....	30
4.3 Demographic Information of Respondents.....	30
4.3.1 Demographic information of the headteachers.....	31
4.3.2 Demographic information of teachers.....	31
4.3.3 Demographic Information of students.....	35
4.4 Socio economic Factors on Participation of Girls in Secondary School.....	36
4.5 Influence of socio cultural factors on participation of girls in education.....	41
4.6 School Environment Challenges.....	45
4.7 Staffing Levels Related factors.....	48
4.8 Other Related factors.....	52
4.9 Suggestions to Promote girl Child Education.....	53
4.10 Summary.....	53

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	54
5.2 Summary of Study	54
5.3 Summary of findings.....	54

5.4 Conclusions	55
5.5 Recommendations.....	56
5.6 Suggestions.....	56
REFERENCES.....	57
Appendix I: Letter of Introduction.....	61
Appendix II: Questionnaire for the Headteachers.....	62
Appendix III: Questionnaire for teachers.....	67
Appendix IV: Questionnaire for secondary school girl students.....	70

LIST OF FIGURES

Figure	Page
Figure 1.1. An interplay factors influencing girl's participation in secondary education.....	23

ABBREVIATIONS AND ACRONYMS

AA	Affirmative Action
ASAL	Arid and Semi Arid Lands
CDF	Constituency Development Fund
DEO	District Education Officer
EFA	Education for All
FAWE	Forum for African Women Educationists
FGM	Female Genital Mutilation
FPE	Free Primary Education
MDG	Millennium Development Goals
MOE	Ministry of Education
NEP	North Eastern Province
NGOS	Non Governmental Organizations
PDE	Provincial Director of Education
PRSP	Poverty Reduction Strategy Paper
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission.
UN	United Nations
UNICEF	United Nations International Childrens' Fund

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ABSTRACT

The purpose of the study was to find out institutional factors that influence girls' participation in secondary school education in secondary school education in central division of Garissa district Kenya. Five research questions were formulated to guide the study. The study employed the descriptive survey research design. The sample was therefore 360 students, 3 headteachers and 36 teachers. Data was collected by use of questionnaires for the headteachers, teachers and students.

Findings revealed that socio economic factors contributed to low participation of girls in school. For example parents were not able to pay school fees, girls did not have the basic necessities which made them not come to school. Majority of the headteachers indicated that the community practice on rites of passage such as FGM which was very prevalent in the area had an effect on girl's participation in education. The findings also revealed that staffing levels was another challenge faced by headteachers in promoting girl child education. The findings also revealed that lack of physical facilities was a factor that influenced headteachers in promoting access to girls' education. Findings also revealed that lack of female teachers affected girls' education. Girls therefore did not have role models; they did not have teachers to go for in matters that were particular to them.

Based on the findings of the study it was recommended that there is need for the government through the teachers service commission (TSC) to post more female teachers to the area to act as role models for the girls. There is need for the government through local area chiefs to discourage the marriage of girls while in school through civic education in meetings and gatherings. There is need for the government through the CDF and NGOs to give more bursaries for the girls in the

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area to encourage them. Taking into consideration the limitations and delimitations of the study suggested that an investigation on the influence of gender policy on girls' participation in schools should be conducted. It was also suggested that a study on an investigation in the impact of CDF in enhancing girls' participation in schools should be conducted. There is also need to conduct a study on the effects of boarding schools on girls' participation in secondary schools in the district.

CHAPTER ONE

INTRODUCTION

1.1 Background to the problem

Education has been held universally as mankind's asset which upholds and perpetuates time honoured virtues. It has been viewed as concerned machinery for society, institutions and values. It is in the act of educating society that men and women become aware of their circumstances and prepare to participate in the development of the community (Filmer, 2005). According to world conference on education for all (EFA) in Jomtien (1990), it was declared that basic education for all to be fundamental human rights. In this conference it was decided that there is need to revive the international community's commitment to the development of basic education for all.

According to Henereld (2006), education is life requirement for all human beings since it is part and parcel of their day to day activities. This means that education is required by all human beings regardless of their gender and nationality. There is an international understanding that education is the beginning of fighting against poverty and improving the standard of people's life. It increases productivity to the world market (Republic of Kenya, 2006). Importance of education is critical given that nearly a billion people cannot read and write and 300 million of world school aged children are not in school. Two thirds of those who cannot read and write are women. 60% of the children not in school are girls (World Bank, 2003).

The need for better education seems unlimited. Ignorance, narrowness of outwork, inability to cope with personal and social problems, among other symptoms of

insufficient education is dominant features of contemporary life (United Nations Educational Scientific and Cultural Organisation [UNESCO], 2005). This means as societies develop and become more complex and artificial, the need for holistic education increases. No wonder this is why UNESCO (2005), maintains that survival, internal balance and economic growth depend on education as a means to enjoy life and participate in cultural development.

The World Education Forum (WEF) held in Dakar Senegal, in April 2000, highlighted some items on women education which were later included in millennium development goals (MDG), among these were gender equity. The gender goal was judged to be achieved urgently, requiring the achievement parity. This came as a result of many years United Nations (UN) campaign over the disadvantageous position of women in education. According to Summers (2004), in Africa although women form half of the total population, adequate opportunities have not been provided for them and illiteracy rates are higher among women than among men. School enrolments are lower for girls than for boys (Summers, 2004). To attain gender equity in education, it is necessary for the presence of women as administrators and professors in educational institutions which give women direct access to decision making position as well as providing role models for female students (Weinner, 2004). The challenge facing education in Africa is how to overcome the gap between traditional cultures and modern nations of technologically developed world.

In Kenya, since independence the government has been concerned about inequalities that exist in the provision and distribution of educational opportunities at all levels, such inequalities manifest themselves between gender, regions and households, MOE

(2001). In another report on gender education indicates that gender disparity in favour of boys exist at all levels of education in Kenya. The report further states that the gap broadens from the lower level to the higher levels. These disparities take different manifestation (MOE, 2003) in each region and district, North Eastern Province being one of the areas that are affected in terms of development, climate and the nomadic way of life, there is need to address the factors influencing the participation of girls in secondary schools in the region.

As girls ascend from one level of education to another, their proportion of the total enrolment in the institutions decreases while on the other hand the proportion of boys increases (Obura, 2004). This problem needs serious investigation because it hinders forms a serious hindrance to a girl's ability to move upwards in educational system. Despite several interventions, gender disparities are observed in performance, access, retention, transition and academic achievement at all levels of education with a serious impact being experienced in arid and semi arid lands (ASAL). The access to school among the Somali community is still very low compared to other settled communities in Kenya, (Juma 2003). Number of factors seems crucial in the process of girls' participation in education.

North Eastern province has been identified to be one of the areas which are highly affected in the participation of girls in secondary education in Kenya (Konkonge 2001). Central division being one of the Districts in North Eastern Province has had a myriad of challenges facing the education of girls. There is need to carry a research on this in order to contribute in addressing the low level of girls participation in secondary education. The study will therefore investigate the factors that are influencing girls' participation in secondary education within the Central Division of

Garissa District. In the district there are six public secondary schools for boys while there are only three public secondary schools for girls. Enrolment shows that there are few girls in secondary schools in the district than the boys and hence the need to investigate factors that are responsible for this phenomenon. This becomes even more critical given that the census (2010) (Economic Survey, 2010), showed the region has more women than men in terms of population. The following tables (1.1 and 1.2 shows the enrollment of girls and boys in schools in the district.

Table 1.1 Girl's Enrolment

School Name	Enrolment	Type	Category
Nep girls	265	Boarding	Public
Umu-salama	485	Day	Public
Iftin girls	450	Day	Public
Total	1200		

Source: Office of Provincial Director of Education (PDE), North Eastern Province (NEP)

Table 1.2 Boys' enrolment

School Name	Enrolment	Type	Category
Garissa High	656	Boarding	Public
Country high	615	Boarding	Public
Balambala	326	Boarding	Public
Boys Town	327	Boarding	Public
Tetu Boys	461	Day	Public
Sankuri	365	Boarding	Public
Total	2,720		

Source: Provincial Director of Education: North Eastern Province

It is notable from the tables that girls' enrolment is a 50% or less than the total enrolment. This is a concern not only to the government but also to the society at large because the former has pledged to attain gender parity in education. The Government has also undertaken to ensure that educational opportunities are made available to all regardless of their gender or ethnic background. Following the promulgation of the new constitution in 2010 which pronounces education as a basic human right and hence an entitlement to all children brings out the need to ensure girls do not lag behind in education.

1.2 Statement of the Problem

Education is considered to be a basic right and delivery of secondary education in Kenya has been sluggish due to several bottlenecks such as widening gender and regional disparities particularly in the arid and semi arid lands, (IPAR, 2003). The Kenyan educational policy embraces the Jomtien Declaration of 1990, which officially pronounced EFA irrespective of sex, religion, ethnic, social or economic status' (Global Campaign for Education [GCE] ,2005).The Ministry of Education (MOE) endeavors to eliminate gender disparity and promote social equity through provision of basic education to all, including girls.

The government of Kenya has put a lot of effort in promoting the education of its youth. The introduction of free primary education (FPE) in the year 2003 was in line with this. Although the government has established several schools to give opportunity to school going children, some people have not benefited effectively while others benefited partly from the government instructions in secondary schools.

Gender disparities in the district are mostly caused by high dropout rates of girls in secondary schools characterized by low retention, repetition, and non-completion. Despite the much effort to have the girls participate in schools many of them are still out of school as indicated in Tables 1.1 and 1.2. Garissa District being among the affected areas, there is a necessity to investigate factors influencing the participation of girls in secondary school education.

1.3 Purpose of the study

The purpose of the study was to find out the institutional factors that influence girls' participation in secondary school education in secondary school education in central division of Garissa district Kenya.

1.4 Research Objectives

The following objectives were formulated to guide the study

1. To identify the socio-economic factors that influence girls participation in secondary schools in Garrissa Central division
2. To establish how socio-cultural factors affect girls' participation in secondary schools in Garrissa Central division
3. To establish how school environment factors affect girls participation in secondary schools in Garrissa Central division
4. To determine how staffing levels influence girls' participation in secondary schools in Garrissa Central division
5. To assess how gender of teachers affect girls' participation in secondary schools in Garrissa Central division

1.4 Research Questions

The following were the research questions of the study:

1. What are the socio-economic factors that influence girls participation in secondary schools in Garrissa Central division?
2. How do socio-cultural factors affect girls' participation in secondary schools in Garrissa Central division?
3. In what ways does school environment factors affect girls participation in secondary schools in Garrissa Central division?
4. How do staffing levels influence girls' participation in secondary schools in Garrissa Central division?
5. To what extent does the gender of teachers affect girls' participation in secondary schools in Garrissa Central division?

1.5 Significance of the Study

The study on the institutional factors that affect the participation of girls in secondary education in Garissa Central Division is expected to benefit all the stakeholders of education in the District in particular and the province in general. The Ministry of Education may use the findings to fill the gaps that may come out in the end of the study. This will help the ministry to reach its beneficiary very well by taking appropriate action on the participation of girls in secondary education in the area. It may help the educational managers of the girls in the area. Teachers may also benefit from the study by understanding more the problems of the girls since most of them are non-locals hence have little knowledge about the community culture.

Non Government Organizations (NGO) which have educational projects in Garrissa central division will also benefit from the study in identifying the challenges that face girls and hence seek ways of addressing them. Academicians and researchers of education may also benefit from this study. Schools in the area may adopt

recommendations of the study to improve the learning environment for girls. And finally it may help the researcher himself to understand better factors affecting girls' participation in secondary education in the area.

1.6 Limitations of the Study

Limitation refers to constraints that the researcher has no control over (Kerlinger 1993). The major limitation for the study was that a direct control of independent variables such as demographic variables, staffing, physical facilities, resources and gender of the teachers by the researcher was not possible. Certain factors in the study could not be manipulated, for example demographic variables and experience. Other factors like age and grade had already occurred and the researcher could not manipulate these variables.

1.7 Delimitations of the study

A single study cannot cover all the aspects of any subject area. Delimitation is the act of restricting a study to a certain school geographical area or a certain subject (Kombo 2006). This study was therefore carried out Central division inof Garrissa District.. The study cannot be generalised to address the factors affecting the boy- child education in the said area in spite of it being an aspect of concern too.

1.8 Assumptions of the Study

In the study the following assumptions are made:-

- a) That the girls have the opportunity to be in school.
- b) That the stakeholders are informed about the right of children to education particularly the girl child with enough campaigns made both locally and internationally.

1.9 Definition of Significant Terms

Access refers to availability of chances and opportunities in the secondary school level for all who are qualified.

Enrolment rate refers to all the learners in a particular level of education

Gender refers to categorization of people according to their sex status.

Gender disparity refers differences in male and female students' access and participation in Education.

Interventions refer to specific programmes, policies, activities and other initiatives that are aimed at improving participation of girls in secondary education.

Participation refers to the chances and opportunities that girls in secondary school have.

Retention refers to the situation where students remain in school in order to learn and successfully complete secondary education level.

Social-economic factors refer to combination of economic and social aspects that influence participation of girls in secondary education.

Social Cultural factors refers to the factors that emanate from the society culture, traditional and beliefs and practices that affect participation of girls in secondary education.

School factors refer to those aspects within the school environment that affect girls education at the secondary school level.

1.10 Organization of the Study

The study is organized into five chapters. Chapter one includes introduction to the study, background of the study statement of the problem, purpose and objectives of the study, significance of the study, limitations and delimitations and defining of the key terms used in the study. Chapter two focuses on the literature review where

various studying related to the study are reviewed. This involves among others socio-economic, socio-cultural and school based factors. Chapter three presents the proposed study's methodology to be adopted in the study. This includes the research design, sample size and sampling procedures the research instruments, data collection and data analysis procedures. Chapter four presents the research findings, and finally chapter five presents the summary of the research findings, conclusion, recommendation and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The research focus in the literature review on factors affecting the participation of girls in secondary education. The purpose of this research is to find out factors influencing the participation of girls in secondary education in central division of Garissa district in North Eastern Province. This chapter focuses on the review of literature on gender disparity in education, Education of girls, factors influencing participation of girls in education which includes social economic factors, social cultural factors, school environment factors, staffing levels and the gender of teachers.

2.2 Gender Disparity in Education

Full enrollment of the primary school population does not occur rapidly. Despite efforts such as EFA and the international attention given to girls' education over the last decade, even countries with relatively high gross enrollment ratios for girls have not, on the average, reached complete primary school enrollment for either boys or girls (Appleton, 2005). Despite the generally recognized positive social and private outcomes from girls' enrollment and persistence in primary school, rates for girls are lower than that of boys in many developing countries. Although patterns may vary in individual countries the problems of girls' access to school, the number of years completed by girls, are common across many developing nations (Coleman, & Heneveld, 2006).

Although access to primary education has increased greatly for girls in most developing countries, it remains below 50% in countries where access to primary schooling has traditionally been low. In addition, girls' access, on the average, has not

increased as rapidly as that of boys' over the last three decades. This is true even in countries that have supported programs that emphasized the importance of girls' schooling (Florio & Wolf 2005).

Nomadic populations world over are often among the most impoverished of rural dwellers, their nomadic lifestyle itself seen as a major obstacle to the provision of basic services. In Sudan for example where pastoral nomads make up about 8% of the population, nomadic children have been largely excluded from education. In the mid 1990s, fewer than 5% of nomadic boys and virtually no girls were attending primary school (compared to average national total gross enrolment of about 50%) in Sudan (Kasente, 2003).

2.3 Education of girls

Literature review is gathered through four levels namely; international, regional, national and local levels. Although there were many researchers but few will be mentioned here. One of the researchers is entitled as factors affecting the standard of female education: a case study of senior secondary schools in the Kassena –Nankana District. The study gave the factors a threatening girls education in the district as, distance of students home from the school, parents attitude towards female education, parents level of education, parents occupation status, lack of parent care, poverty carried in highly urbanized area, hence the need for this current study to find out what is taking place in the remote areas (Hertz, 2005).

Another study is gender discrimination in education. This study was carried by UN in the year 2008, mainly security problem and lack of free movement for the girls was cited. In Africa some of the literature is repositioning gender parity in education: Assess secondary school education in Uganda. Among others the study found out that

access and participation in secondary schools in Uganda is a problem. Most of the Ugandans being farmers, there is need to carry a study in Horn of Africa among the Somali community who are mainly nomads with unique lifestyle (Juma, (2003).

Nationally, a study carried out by Institute of Policy Analysis and Research (IPAR) on access and participation in secondary school education in Kenya showed that boys' preference attitude towards education overrides that of the girls. The study states that ASAL communities, through traditional, religious and cultural values, tended to disregard secular education for girls who are usually withdrawn from school at tender age either to help in domestic activities or to be married off (IPAR, 2003).

At the local level, studies that were done include: report on girls education in Wajir and Mandera districts. The study was carried by FAWE-Kenya chapter and the Ministry of Education. The finding of the study was that girls' participation in secondary education in North Eastern province was very low. The study was carried through a trained team that was given designed schedule. Another study was carried out by Womankind Kenya chapter in Ijara District in North Eastern province. The study found out that the rate of girls' participation was low. Although this study will be still in NEP but it will be based in Garissa District which has an advantage of being the provincial Headquarters and which is also cosmopolitan.

2.4 Socio-economic factors affecting education of girls

The government of Kenya has given priority to education when it comes to budget allocation. In this the government is providing the facilities although not adequate and it's the parents who are supposed to top up the remaining facilities and take in charge of the education of their children. Residents of Garissa Central Division are predominantly Somali community who are pastoralists by nature although some are now

settled in towns. The main economic activity of the community is animal keeping and they move from one place to another in search of green pasture and water. Livestock keeping which is the major economic activity of the inhabitants may affect the participation of girls in education. This problem needs a study to find out the extent at which it is influencing the participation of girls in secondary education. Some families who are very poor prefer their girls to work for them instead of education and involve them in income generating activity so to earn them living (Florio and Wolf, 2005). Girls even do more work at home than boys because they nurse babies at home.

Psacharapolous (2008) suggest that parents of pastoralists rely on their daughters' labour before marriage. Therefore taking a girl to school would be waste of time. He further maintains that for those girls who are taken to school they are also required to work at home. Maleche, (2003) argues that heavy household duties and distance from school results in mental and physical exhaustion which makes learning uninteresting among the girls.

According to Kenya development plan of 2002-2007, there is a problem of unemployment in Garissa District. The plan further states that majority of district population are unskilled and eighty percent (80%) of the labour force comprises of people who are illiterate and skilled only in nomadic livestock production. The report gave an analysis that the community has developed a negative attitude towards education since the few who got education are not employed, hence the need to study the attitude of the community towards girls education.

2.5 School environment factors affecting education of girls

Clean and safe school environment attracts children to school and impacts on enrolment. Parents feel comfortable to send their children to schools with safe

environment (Kasente, 2003). This can be seen in most communities both rural and urban, where schools with high sanitation standards and cleanliness have higher enrolment (Kasente, 2003). Unfriendly school environment also serves to discourage girls from persisting in school. The school environment influences the pupil's ability to learn heavily and according to Wamahu (1995) learning occurs when there is order, good facilities and availability of teachers. Odaga and Heneveld (1995) also observe that girl participation in education is influenced by availability of place, proximity of the school to home, appropriate physical facilities, for example toilets, the school climate and the presence of female teachers. The closer the school, the less fear parents have for their daughters' safety and reputations.

Ambaji (1997) notes that physical violence in schools, particularly bullying and corporal punishment, affects boys and girls. He further noted that lack of adequate hygiene and sanitation facilities on or near school premises was a factor that led to low participation of girls in schools. This he found out presented a major problem for adolescent girls in particular. Girls are more likely to be victims of sexual violence, including rape. The traditional gender divisions of labour are mirrored in school. Girls may be made to do school maintenance tasks at the expense of learning, denied physical exercise, and may endure sexual and emotional harassment (King & Hill, 2003).

Many girls may not access education due to inadequate sanitation and hygiene facilities to cater for their needs during menstruation, few female teachers, inadequate school infrastructure such as classrooms and furniture and sexual harassment by teachers or boys (Ambaji, 2004). In her study on accessibility and retention of girls in primary schools in Wajir, (Ambia, 2001) revealed that approximately ninety-two

percent (92%) of schools in the sample had six (6) latrine stances or less and sixty-seven (67%) had no latrine stances exclusively for girls. Girls may also be forced to remain at home because of violence, gender discrimination in the classroom and poor enforcement of policies and laws regarding issues such as corporal punishment, child labour, school charges/fees and re-entry into school especially when girls have become pregnant. Management in several schools in the study stressed the lack of latrine stances for girls as a serious concern. It was also observed that mature girls had no changing facilities. They would have to move to neighboring homes to change during their menstruation periods. In addition they found that the children's worst experiences centered on water and latrines particularly for girls (Lesuuda, 2009).

2.6 Effects of staffing levels of education of girls

Staffing levels is a contributing factor to classroom management since it determines the span of control of each teacher in a given class. Inadequate teachers lead to low teacher pupil ratio leads to feedback problems due to difficulties for the teacher to access pupils frequently, regulate the number of questions a teacher could set in assignment, continuous assessment test and end of term examinations (Kimani, 2007). Individualization of the programme also become difficult as the teacher's span of control is over stretched. This leads to lack of individual attention to pupils who may consequently lack interest and choose to remain at home. Kimani, 2007) found out that where the class size was 20% in excess of the normal 40 pupils, this tended to have a negative effect on the pupils achievements which ultimately made them not go to school.

Kagwiria (2008) found that the larger the class, the lesser the learners were involved in class work and the greater the likelihood of their engaging in "deviancy" and

ultimate drop out. The quality and quantity of teacher pupil interaction is a critical dimension of effective classroom teaching. Children are curious to find out many things and this implies that their needs have to be catered for to facilitate healthy physical and mental development. Pupil -centered learning is paramount to any kind of learning. Learning should be through all senses such that the teachers should use teaching aids and encourage pupils to write on their own. This may not be possible in cases where the class size is big.

Solid learning depends on pupils' enjoyment of the work and appreciation of its utility and purposes. Therefore, it is necessary for each pupil to arrive at the truth for himself either through his senses or by reasoning and advocating methods that foster learning by experience (Onhango, 2005). Effective curriculum implementation entails a process whereby a teacher spends planned periods of time with each child at regular intervals. When much of the planning is for a small group the teacher is able to keep in mind specific intended out comes and s/he can adapt her approach and 'match' the work to different children easily.

Teachers professional practice is frequently describe in terms of two major and apparently separate tasks: one task is instruction; it involves the selection and sequencing of appropriate lesson content, the transmissions of knowledge, skill, and attitudes and the provision of feed back to pupils about their learning progress. The other task is classroom which involves the organization of pupils and materials, the establishment of classrooms procedures to facilitate the work of the class and dealing with threats and disruptions to classroom order. Both of these key functions in curriculum implementation cannot be accomplished in cases where the teacher is dealing with bloated classrooms. The pupils were also concerned about the few

teachers that were available in the schools. Other problems specific to pupils included lack of a senior woman teacher for female pupil guidance (Njenga, 2007).

2.7 Influence of gender of teachers on education of girls

Lack of female teachers who are expected to be the role models and sensitive to girls' unique problems has also affected girl participation in education. According to Obura, (2004). domination by male teachers may worry parents of possible pregnancies. Republic of Kenya (2006) observed that there are few female head teachers in Kenya especially in remote areas. The gender of teachers has an influence on girls education in that female teachers act as role models to the girls and also girls may go to them for help. Teacher attitude and views about girl participation also influence girl education. Some teachers for example may carry society's sexist attitude to school unawares and this affects pupil participation in learning (Rono, 2002).

According to Appleton (1995) girls are often discriminated against especially in co-educational institutions by teachers who believe that they are incompetent. Rono, (2002). mentions that girls in Kenya are socialized to be passive and this may be carried out at school. As a result their potentials are suppressed and ignored and their ability seldom recognized or appreciated (Republic of Kenya, 2006). A study in Nigeria revealed that girls didn't ask questions to male teachers, are not asked questions by their male teachers and generally sit in the back of the class away from boys (Appleton, 1995). Girls are sexually harassed, sometimes raped by fellow pupils, teachers or by strangers as they walk to and from school. In some cases they get pregnant. These sexual pressures and vulnerability lead to low enrolment and repetition rates for girls in the classrooms (UNESCO (2005).

2.8 Socio-cultural factors affecting girls' education

In pre-colonial days, societies enrolled and established educational systems which were intended to produce citizens who could fit into the society where they grew, lived, worked and died, Ochola (2007). Whether formal or informal the education did produce medicine men, blacksmiths, cloth weavers, rainmakers, herdsmen, agriculturalists, musicians, poets, historians, soldiers and others. Before the western education the Africans their own system of education based on their cultural set ups.

According to Sifuna and Otiende (1992) there was no unified form of indigenous education for Africans as a whole. Societies differing from each other developed different systems of education to transmit their own particular knowledge and skills. When the colonisers came to Africa they came with their own system of education. In both systems they were in agreement that indigenous political systems were not directly adaptable to the needs of modern colonial government. They argued that African authority groups should have an established role in the colonial government. These colonial systems were to be reflected in the education system of each and every country. In some communities the system was accepted while others refused and maintained that it is corrupting the thinking and sensibilities of the African and filled him/her with a colonial mentality and complexes, Sifuna and Otiende (1992).

According to Achola (2007) in Kenya some of the people who went to Makerere University in Uganda under the British system of education came back despising their local foods as well as their mother tongue. Some even went further to look down upon their illiterate parents. This is why some communities could not easily pick up with the western education to protect their own culture because they were against the idea of their children becoming westernized. On top of their African culture the Somali

communities who live in North Eastern Kenya where Garrissa is the head quarter of North Eastern Province are Muslims and they view western education as threat to their religious moral values. Therefore, there is need to study the extent at which the religious belief is affecting the participation of girls' education in the area.

Sifuna and Otiende (2006), maintains that although Muslim philosophers are for the idea of the physical, mental scientific and practical aspect of education they are mostly concerned with moral education than other types of training. Therefore the community believes that the purpose of education is not to stuff the minds of the students with facts, but refine their morals, educate their spirits, propagate virtue and prepare them for a life full of sincerity and purity.

According to UNICEF report (2004) on children and women in Somalia states that between six to ten years of age every girl in Somalia community undergoes circumcision, which is commonly being recognized around the world as a form of mutilation. It further states that, Female Genital Mutilation (FGM) is a cultural rite, considered a means of controlling sexual desire and activity in women. The practice affects the schooling of the girl in such a way that it is severe screening of the outlet of the birth canal that increased its rigidity and disrupts the coming out of blood during the menstruation period of the girl and even affects the delivery process after marriage. Parents therefore fear to enrol their girls in school for fear that they might lose their virginity which will mean shame, lose of dignity and pride for the parents. They argue that in school the girl will get enough time to interact with men whether direct or indirect contacts which may allow sexual relation before marriage.

Majority of the Somali community are nomads which can also affect the education of the girl in that the families move from place to place in search of green pasture and

water for their animals. Mostly boys are left with relatives in town including myself who was brought to hospital and finally ended in town. On the other side girls cannot be left with relatives in towns where there are schools in most cases because parents want their girls to be under their care (Lesuuda, 2009).

The religion encourages the female education but parents have some fear with the concept of free mixing whether in classroom or in festivals or games. There are some regions guidelines such as free mixing with male, mode of dress and movement of girls from one place to another that cannot be easily accommodated in modern schools (Lessuda, 2009). This even goes further to the extent of some parents not willing their girls to be taught by male teachers.

2.9 Summary of the literature review

Studies in other Sub-Saharan Africa countries have indicated that current parental, community and education managers and teachers' attitudes and behaviour impact negatively in addressing gender equity in education. Girls normally face problems in both families and school environment and thus become disadvantaged in pursuing their education to the maximum. Without gender responsive and affirmative action policies, it will be difficult to achieve the Education For All (EFA) goals and targets. It is high time that the Ministry of Education and other educational stakeholders to look into the extent to which girls are participated in secondary education in area where girls are disadvantaged in Kenya. While the researchers in the literature review have focused on other areas, the current study will be conducted in Central division hence the gap of the study.

2.10 Theoretical Framework

This study is based on the human capital theory as postulated by Adam Smith in the nineteenth century which states that investment in human being yields better returns proportional to the cost of investment. Education is commonly regarded today as an important area of investment for the society as a whole. This means that choice has therefore to be made as to where to investment resources are mostly required. Choice can only be reached when a lot of factors influencing investment is to be considered such as profit growth, income and security involved. Women are involved in a number of activities in family, community, regional and national levels, such as child rearing, house work, farming and trading. There is a need to allow girls to be educated the same way the boys are given opportunities to education.

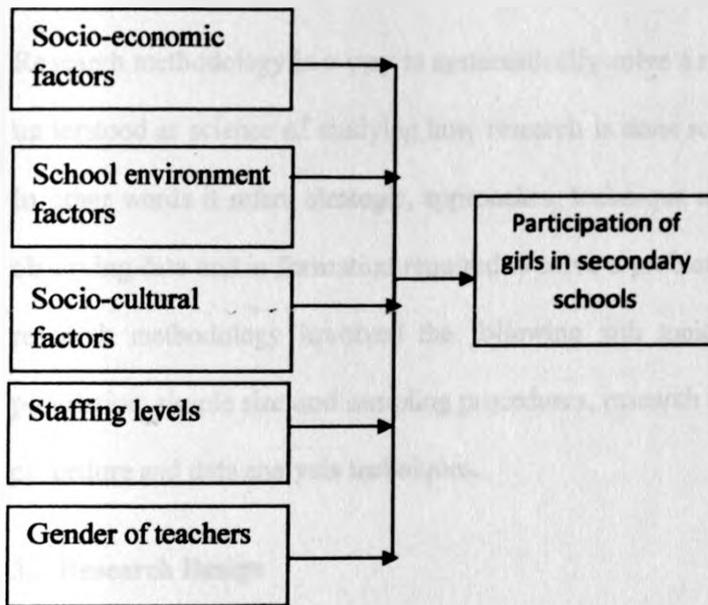
2.11 Conceptual Framework

Conceptual framework in this study involved factors affecting the participation of girls in secondary education. Participation here means giving equal opportunities for both boys and girls in secondary education. The conceptual framework sheds light on the institutional factors that are influencing the participation of girl's in secondary schools in Central Division of Garrissa District. These factors are mainly based on both external and internal environments. The external ones are such as socio- cultural, socio-economic and the community perception towards girl's education. The internal factors include school based factors such as resource availability, school sanitation, security, staffing and student's teachers' relationship.

When all these factors are put in place, it means the girls participation in secondary school will be high and when some or all these factors are not there it will hinder the

participation of girls in secondary education meaning that they will be factors influencing girls' education in secondary.

Figure1.1. An interplay factors influencing girl's participation in secondary education



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a way to systematically solve a research problem. It may be understood as science of studying how research is done scientifically (Kothari 1985). In other words it refers strategic, approaches, technique and logical organizations of observing data and information required to solve a problem in hand. In this study the research methodology involved the following sub topics: research design, target population, sample size and sampling procedures, research instruments, data collection procedure and data analysis techniques.

3.2 Research Design

Mugenda and Mugenda (1999) define research design as the plan structure and strategy of investigations concerned so as to obtain answers to research questions and control variance. In the study descriptive survey research design was used in its both qualitative and quantitative approaches. Descriptive studies aim at giving an accurate account about a specific aspect to situation, of a person or community. It is also used to determine causes and reasons for current situation which is being studied.

3.3 Target Population

Mugenda and Mugenda (2003) defined population as a complete set of individual cases or objects with same common observable characteristics. There are 3 girls' schools in the district. In this study the population included students, teachers and

school principals in the 3 girls secondary schools in Central Division of Garissa District. This comprised of 3 headteachers, 1200 students and 36 class teachers.

3.4 Sample Size and Sampling Procedure

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of information about entire population by examining only a part of it. (Kothari, 2004). Given that there were 1200 students, a sample size of 30% was selected and picked for the study. This means 360 girls students' were used for the study which represented 30% of total population of the students in the three schools. To get 360 students each school provided 120 respondents and preference was given to form four for being the most senior students in the school. Simple random sampling was used to select respondents for the study. Simple random sampling was done to select 40 form four girls from each school. To do this, class lists were obtained from each class and which the researcher used to select the girls. All the class teachers in the schools were used for the study. Since the teachers were not many to necessitate sampling, a census was taken to pick all of them.

3.5 Research Instruments

According to Mugenda and Mugenda (2003), the most commonly used instruments in social science research are questionnaire, interview schedule, observation and standardized test. In this study interview schedule guide was used for the headteachers while questionnaires were used for the teachers and students.

3.5.1 Interview schedule

According to Berg (1999) interview schedule is preserved means of data collection because it is a social encounter. In this study interview schedule was used to collect information from the headteachers. The interview focussed on the demographic data, effects of social economic factors, influence of social cultural factors, staffing levels, and the gender of the teachers on girls participation in school.

3.5.2 Questionnaire

Questionnaire is an instrument of research which is used to collect information from a bigger population who can read and write. To allow them to provide quantitative as well as qualitative data for the study in a structured manner. In this study questionnaire was used for teachers and students. The questionnaires focused on the demographic data of teachers, influence of parental level on education girls participation, influence of poverty, effect of social economic and cultural factor on on education girls participation.

3.6 Piloting

Pilot study was conducted to determine the validity of the research instruments, the relevance and the clarity to show any an appropriate question so that the questionnaires could be rephrased. The pilot study was done in Ifin Girls secondary school which was not involved in the study. During the actual study these students were left out since they participated in the pilot process.

3.6.1 Instrument Validity

Validity is the degree to which a research instrument measures what it is supposed to measure (Kothari 2004). Validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. In the study the instruments such as interview schedule guide and questionnaire must reflect area of study which is the factors affecting the participation of girls in secondary education in Garissa district central division. Content validity was used to ascertain the validity of the instruments. The researcher in consultation with the supervisors verified the validity of the instruments.

3.6.2 Instrument Reliability

Reliability is a measure of the degree to which research instrument gives constructive results after it is repeated several times. Instrument reliability enhances dependability, accuracy and clarity. Test retest was used in this study to measure the stability of the instrument. The researcher administered the instruments to the headteachers, teachers and students in the schools and after a while re administered and then compare the results. To test the reliability of the items Kuder Rihardson formula was used. Kuder-Richardson Formula 20 (KR-20) is a measure of internal consistency reliability for measures with dichotomous choices. It is analogous to Cronbach's α , except Cronbach's α is also used for non-dichotomous (continuous) measures. A high KR-20 coefficient (e.g., >0.90) indicates a homogeneous test. Values can range from 0.00 to 1.00 (sometimes expressed as 0 to 100), with high values indicating that the examination is likely to correlate with alternate forms (a desirable characteristic).

$$\chi^2 = \frac{\sigma_s^2}{\sigma^2} (n-1)$$

Where $\sigma^2 =$ Variance of the sample

$\sigma^2 =$ Variance of the population

$(n - 1) =$ degrees of freedom, n being the number of items in the sample.

The reliability analysis realized an alpha of 0.8654 for the teachers' questionnaire and a alpha of 0.782 for the students and teachers' questionnaire hence the instruments were deemed reliable. The headteachers questionnaires was deemed reliable on the basis of how the items addressed the research objectives.

3.7 Data Collection Procedure

Before the start of the data collection the researcher went to the National Council for Science and Technology (NCST) to obtain permit to carry out the research. The researcher then visited schools and made arrangements with the head teachers on when to collect data from the schools. On the material day the researcher visited each of the schools as per the appointment, created rapport with the head teachers and issued questionnaire to the teachers and conducted interview with the headteachers. The researcher then made appointments with the DEO and conducted the interview as per the appointment.

3.8 Data Analysis Techniques

After the data had been collected it was examined to ascertain its accuracy, competences and identify those items wrongly responded to, spelling mistakes and blank spaces. The Statistical Package for Social Sciences (SPSS) (Version 17 was

used to analyse data. This processed the frequencies and percentages which were used to discuss the findings. Frequency distribution tables were used to present the data while descriptive statistics such as percentages and frequencies were used to answer research questions. Qualitative data from the interview and open ended items were analyzed thematically.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on the demographic information of the respondents, presentations, interpretation and discussions of research findings. The presentations were done based on the research objectives.

4.2 Questionnaire Completion Rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. In this study, out of the 3 head teachers sampled, 3 (100%) returned the questionnaires. Out of the 360 students sampled, 350 (97.2%) of the returned the questionnaires. All the 36 teachers' questionnaires were filled and returned.

4.3 Demographic Information of Respondents

This section presents the demographic information of the respondents namely the headteachers, teachers and students

4.3.1 Demographic information of the headteachers

The demographic information sought from the headteachers focused on their gender, age, teaching experience, academic qualifications, experience as a headteacher, experience as headteacher in the current school, and a category of school that they headed. To establish their gender, headteachers were asked to indicate the same. Their

responses indicated that all the headteachers were female. This was because the study focused on girls schools and hence all were headed by female headteachers.

The headteachers were also asked to indicate their age. Their ages Data indicated that majority of the headteachers 2 (66.6%) were above 32 years. These findings show that most of the headteachers were well advanced in age which consumerate to their teaching experience. To establish their teaching experience, their responses indicated that majority 3 (66.6%) were had been teaching for between 11 and 15 years. These findings are in agreement with the age of the headteacher where most of them were advanced in age which presupposes that they had a long experience in teaching.

The headteachers were also supposed to indicate their academic qualifications. Findings on the academic qualifications of the headteachers indicated that all of them were Bachelor of Education. They were also asked to indicate their experience as headteachers in the current schools. The responses indicated that majority of the headteachers 2 (66.6%) had an experience of between 6 and 10 years. This shows headteachers had a considerable long experience in the current school and hence had information on the factors that affected participation of girls in schools. Data on category of schools revealed that all schools were public schools.

4.3.2 Demographic information of teachers

To establish the gender of the teachers they were posed with an item which required them to state their gender. Results of the teachers gender indicated that majority 25 (68.7%) were male while 11 (31.3%) were females. These data indicates that most of the schools in the district had male teachers. This is in line with a study by Fawe (1997) which found that there are few female head teachers in Kenya especially in

remote areas. The gender of teachers has an influence on girls' education in that female teachers act as role models to the girls and also girls may go to them for assistance. To find the age of the teachers, they were asked to indicate the same. The findings are presented in Table 4.3.

Table 4.3

Distribution of teachers by age

Age of the teachers	F	%
24 - 27 years	8	22.2
28 - 31 years	8	22.2
32 - 35 years	11	30.5
36 years and above	9	25.0
Total	36	100.0

Distribution of teachers by age showed that there were almost evenly distributed in all the categories of age with 8 (22.2%) being the in the age bracket of 24 and 27 years, 8 (22.2%) aged between 28 and 35 years, 11 (30.5%) in the age category of 32 and 35 years and 9 (25.0%) being in the age category of above 36 years. This implies that the teachers were in the categories of young, middle and advanced age.

To establish the teaching experience of the teachers, they were asked to indicate for how long they had served as teachers. Data is presented in Table 4.4.

Table 4.4**Distribution of teachers by teaching experience**

Experience	F	%
1 - 5 years	20	55.7
6 - 10 years	11	30.5
16 years and above	5	13.8
Total	36	100.0

Results of the findings on the teaching experience of the teachers indicated that above half the number of teachers 20 (55.7%) had been teaching for a duration of between 1 and 5 years, 11 (30.5%) had been teaching for a duration of between 6 and 19 years. These findings are in agreement with the age of the headteacher where most of them were advanced in age which presupposes that they had a long experience in teaching.

An item was placed for the teachers to indicate their professional qualifications. Their findings are presented in Table 4.5.

Table 4.5**Distribution of teachers by professional qualifications**

Qualifications	F	%
Masters degree	6	15.7
Diploma	14	40.0
B.Ed	16	44.3
Total	36	100.0

Findings on the professional qualifications of the teachers indicated that most of them 16 (44.3%) were holders of Bachelor of Education degree. Others 14 (40%) were

holders of a Diploma while 6 (15.7%) were holders of a Master of Education degree. These findings indicate that all the teachers were qualified as teachers in the secondary schools as per the TSC requirement for reemployment of teachers in secondary schools. Hence are able to provide information on the factors that influence girls participation in secondary education.

The teachers were also asked to indicate the duration of time they had been teaching in the current schools. The data is presented in table 4.6.

Table 4.6

Duration teaching in the current schools

Duration	F	%
1 - 5 years	13	36.1
6 - 10 years	17	47.2
11 - 15 years	3	8.3
16 years and above	3	8.3
Total	36	100.0

Data on the duration of teaching in the current school indicated that most of them 17 (47.2%) had taught in the current schools for a duration of between 6 and 10 years. There were teachers 3 (8.3%) who had taught in the current schools or a duration of between 11 and 15 years and other 3 (8.3%) who had taught in the current schools for above 16 years as per school records. These findings indicated that most teachers had experience teaching in the current schools for a relatively long duration and hence were informed on the factors that influence participation of girls in secondary schools.

4.3.3 Demographic Information of students

The demographic information of the students focused on their gender, the category of schools they were in, the class and their age. Findings on their gender revealed that all the students respondents were girls as had been sampled. To establish the category of schools the students were in, they were asked to indicate the same. Their responses showed that all were in girls' only schools. They were also asked to indicate their form whose responses indicated that all the student were from Form Four. They were further asked to indicate their age. The findings are shown in table 4.7

Table 4.7

Age of students

Age in years	F	%
13 – 14 years	85	24.3
15 – 17 years	199	56.9
18 years and above	66	18.9
Total	350	100.0

Data revealed that 85 (24.3%) were aged between 13 and 14 years, 199 (56.9%) were aged between 15 and 17 years while 66 (18.9%) were aged above 18 years. This shows that there were some elderly students in the schools. This could be attributed to various factors which delay students from going to school at the right age. Students who go to school late have high chances of dropping out than those who go to school at the right age.

4.4 Socio economic Factors on Participation of Girls in Secondary School

To answer the research question which sought to find out the socio economic factors that influenced the participation of girls in schools, the headteachers were asked to indicate whether the economic activity of the parents affected girls' education in school. All of them (100%) said it did. They were further asked to indicate whether the parent paid school fees and other monies required in time to which 2 (66.6%) said they did not. This they said caused students to be sent away from school and hence miss out lessons. They were further asked to indicate whether there were times when girls sent away eventually dropped out. All of them agreed.

The headteachers were also asked to indicate how some listed down socio-economic factors contributed to low participation of girls in school. Their responses showed that poverty was a likely factor to contribute to low participation of girls in school. This was rated by 2 (66.6%) headteachers. They also rated working to support the family as a factor contributing to low participation of girls in school. This was rated as a most likely factor by 1 (33.3%) and 2 (66.6%). Lack of bursary fund was also rated as a most likely factor contributing to low participation of girls in school by 2 (66.6%) while 2 (66.6%) rated it as a likely factor.

The headteachers were also asked to indicate whether girls failed to attend school due to lack of basic commodities. In this item, 2 (66.6%) said yes while 1 (33.3%) said no. Further asked to indicate whether parents were able to buy school uniforms for their daughters to which 2 (66.6%) said they were, 1(33.3%) said were was not able. Asked whether there were cases where girls did not participate in school because of lack of school uniforms, 1 (33.3%) said yes while a majority of 2 (66.6%) said no.

To further investigate how socio-economic factors contributed to low participation of girls in secondary schools, the students were asked to respond to some listed factors and the extent to which they contributed to low participation of girls in schools. Their responses are presented in table 4.8.

Table 4.8

Socio-economic factors contributing to low participation of girls

Factor	Most likely		Likely		Rarely		Not at all	
	f	%	f	%	f	%	f	%
Poverty at home	166	47.4	102	29.1	55	15.7	27	7.7
Lack of school uniform	40	11.4	43	12.3	109	31.1	158	45.1
Taking care of other family members	42	12	54	15.4	124	35.4	130	37.1
Lack of school fees	265	75.7	41	11.7	36	10.3	8	2.3

Findings revealed that 166 (47.4%) saying that poverty at home was a mostly likely factor leading to low participation of girls in schools and 102 (29.1%) saying it was a likely factor. It was further revealed that 265 (75.7%) indicated that lack of school fees was a most likely factor contributing to low participation of girls in school while 41 (11.7%) said it was a likely factor. Further findings showed that 206 (58.9%) said low socio-economic and economic background of the parents contributed to low participation of girls in schools. Domestic problems were also rated as a contributing factor to low participation of girls in schools. These findings are in line with Marphatia, and Archer, (2005, Wamahiu, (1995, Appleton (1995) who say that poverty, the cost of schooling, competing domestic responsibilities and the labour market, customary attitudes and negative traditions, early pregnancy and schooling,

the safety and security of girls, gender biased teaching, learning materials, curricula and facilities and lack of role models.

The teachers were further asked to indicate whether students were sent home for fees. Data showed that they were sent as indicated by 31 (85.1%). Teachers further indicated that students were not able to pay school fees in time as indicated by 22(61.1%). Asked whether there were girls who had dropped out of school due to poverty, majority 25 (69.4%) indicated that there were. This data shows that home background was a factor hindering girl education.

Teachers were further asked to indicate whether there were cases where girls dropped out of school to assist in family business. Data showed that they had dropped out as indicated so by 31 (85.1%). These findings further show that home background was a factor that influenced girls' participation in education.

The students respondents were asked to indicate the what kind of work they did at home that sometimes hindered them from going to school. The data is presented in Table 4.9.

Table 4.9**Student responses of work done at home preventing them from going to schools**

Type of work	F	%
Herding	207	59.6
Small business	96	27.4
Taking care of siblings	29	8.4
Earning daily bread for the family	2	0.7
Fetching water	11	3.2
Helping in house work	2	0.7
Total	350	100.0

Data showed that students performed different types of work which prevented them from going to school. For example, they took care of siblings. These findings indicate that students were forced to perform different kinds of jobs which made them miss out on schools which affected their education. These findings concur with a study in Ghana where girls and women cross over into neighboring countries to carry out trading which is often a lucrative activity. Their success has been found to lure other school girls to try this business, leading to school dropout.

To further investigate how socio-economic factors contributed to low participation of girls in secondary schools, the students were asked to respond to some listed factors and the extent to which they contributed to low participation of girls in schools. Their responses are presented in table 4.10.

Table 4.10**Socio-economic factors contributing to low participation of girls**

Factor	Most likely		Likely		Rarely		Not at all	
	F	%	f	%	f	%	f	%
Poverty at home	166	47.4	102	29.1	55	15.7	27	7.7
Lack of school uniform	40	11.4	43	12.3	109	31.1	158	45.1
Taking care of other family members	42	12	54	15.4	124	35.4	130	37.1
Lack of school fees	265	75.7	41	11.7	36	10.3	8	2.3

Findings revealed that 166 (47.4%) saying that poverty at home was a mostly likely factor leading to low participation of girls in schools and 102 (29.1%) saying it was a likely factor. It was further revealed that 265 (75.7%) indicated that lack of school fees was a most likely factor contributing to low participation of girls in school while 41 (11.7%) said it was a likely factor. Further findings showed that 206 (58.9%) said low socio-economic and economic background of the parents contributed to low participation of girls in schools. Domestic problems were also rated as a contributing factor to low participation of girls in schools. These findings are in line with Marphatia, and Archer, (2005, Wamahiu, (1995, Appleton (1995) who say that poverty, the cost of schooling, competing domestic responsibilities and the labour market, customary attitudes and negative traditions, early pregnancy and schooling, the safety and security of girls, gender biased teaching, learning materials, curricula and facilities and lack of role models

Majority of the students 181 (63.5%) indicated that their parents were not able to pay fees in time only 104 (36.5%) indicated that their parents were able to pay school fees

for their children. Majority of the students 206 (72.3%) indicated that they were frequently sent home for fees. This confirms the headteachers response that parents were not able to pay school fees time which affected their education. Asked whether there were students who had dropped out of school due to lack of fees, data showed that there were as indicated by 258 (90.5%). These findings indicate that family incapability to pay school fees was a hindrance to the participation of girls in school.

These findings agree with Njenga (2007) who found that some families in Mombasa District are unable to buy their children school uniforms and text books. This is a reflection of their poverty. Although there is no law permitting teachers to send home pupils who lack school uniform, some teachers do so. Even when such pupils are not sent away, they suffer from the psychological effect of being different from others and may dropout out of school. Most parents live below poverty levels. The burden of financing education has been shifted to parents but most parents are not able to meet the cost of secondary education. The cost of school based instruction itself is a major factor in determining retention of school pupils. In Kenya, schools require students to have uniform, textbooks and stationery, and to pay tuition and other charges. These findings further concur with (Kalter & Rembar (2004) who found that student participation in school is related to a variety of family demographic and social-economic characteristics. In general students' participation in school is lower for minority students and for those from disadvantaged family backgrounds

4.5 Influence of socio cultural factors influence participation of girls in education

The study also sought to establish the socio cultural factors and how they influenced participation of girls in secondary schools. The headteachers were therefore asked to

indicate whether the community practiced any rite of passage and whether that was a hindrance to girls' education. Data revealed that majority of the headteachers indicated that the community did practice rites of passage as was shown by 2 (66.6%).

Asked to indicate which, they responded that the community still practiced FGM which is very prevalent in the area. Asked whether the practice affected girls' education, majority 2 (66.6%) indicated that it did against 1 (33.3%) who indicated that FGM did not affect girls' education. The headteachers were further asked to indicate how strongly they agreed that girls run away from school to be married. Data showed that 3 (100%) agreed that there were cases that girls run away from school to get married. These findings show that FGM which is a socio-cultural factor prepared girls for marriage and hence girls run away from school to get married.

The headteachers were further asked to indicate how early marriages affected girls' participation in schools. Factors indicated that it was most likely to affect girls' education as indicated by 3 (100%) who rated it as most likely factor hindering girls' education. All of the headteachers 3 (100%) rated cultural rites in the community as a mostly likely or a likely factor that hindered girls from accessing education. These findings therefore imply that cultural factors hindered girls' participation in education. These findings concur with a study by Summers (1992) who noted that many communities in the study countries were reported to favor marrying off girls while still fairly young. In some communities, especially in the Muslim communities, there is the practice of betrothing girls at a very young age, sometimes at birth and marrying them off in late adolescence. The practice of early marriage often therefore leads to the end of a girls' formal education.

The teacher's respondents were also supposed to give their opinions on cultural factors that hindered girls' participation in education. They were therefore asked to indicate whether there were girls in their school who had dropped out of school due to community practices. Data showed that there were as indicated so by 31 (86.1%).

The students were also asked to indicate whether they knew some of their colleagues who had dropped out of school due to cultural practices. Their responses indicated that there were as indicated so by 184 (64.4%). The study requested the student to indicate whether cultural factors hindered girls' participation in education. Findings revealed that majority 196 (68.8%) were of the opinion that cultural factors hindered girls' education. Asked to indicate some of the cultural factors that hindered girls education, they responded as shown in Table 4.11

Table 4.11

Students responses on factors hindering girls education

Social cultural factor	F	%
Early marriages	247	70.6
FGM	58	16.5
Cultural beliefs	7	2.1
Religious practices	18	4.2
N/A	20	5.6
Total	350	100.0

Data from the students' responses showed that majority of the students 247 (70.6%) indicated that early marriages was the most common factor hindering girls education. Other factors included FGM as noted by 58 (16.5%), religious practices as noted by

20 (5.6%) and cultural beliefs as indicated by 7 (2.1%). These findings confirm the findings of the headteachers and teachers that cultural practices were some of the hindrances to girls participation in schools. The students were also asked to indicate how culture factors contributed to low participation of girls in schools. The indicated that 254 (72.6%) said it contributed most likely, 68 (19.4%) said it contributed likely and 18 (5.1%) said it rarely contributed. They also responded that FGM contributed to some extent to low participation in schools. For example, 42 (12%) said it most likely contributed, 115 (32.9%) said it likely contributed, 125 (35.7%) said it rarely contributed and 68 (19.4%) said it never contributed.

The students were also asked to indicate whether cultural factors contributed to low participation of girls to students. The findings are presented in table 4.12.

Table 4.12

Cultural factor contributing to low participation of girls in schools

Factor	Contributes		Does not contribute	
	Frequency	Percentage	Frequency	Percentage
Early marriages	318	90.9	92	26.3
Initiation to adulthood	32	9.1	258	73.7

As tabulated in table 10, a significant number of students 32 (9.1%) said that the community around the school conducted initiation into adulthood which consequently contributed drop out of girls who underwent such initiation hence low participation of girls.

The findings that cultural factors contributed to low participation of girls in school are in line with Wamahu (1995) who notes that girls' education is curtailed because early

marriages are preferable for their advantages such as avoidance of pre-marital pregnancy, preservation of chastity and acquisition of bride wealth. The findings also concur with The Beijing Platform for Action (1995) which identified the customary attitudes, early marriages, early pregnancies, inadequate and gender-biased teaching and learning materials and curricula, sexual harassment, inadequate physical facilities and other resources, competing domestic responsibilities of girls and young women and poverty as the major barriers towards education of girls.

These findings agree with a study by FAWE (1995) the practice of early marriage was found to be most pronounced in Kajiado District, where girls are married at a young age (under 15 years) and often to older, wealthy men in order to fetch a good dowry, which in this region takes the form of cattle. Female Genital Mutilation (FGM) is another factor behind girls' premature withdrawal from school. This hinders girls education on a way that once a girl has undergone it, she is considered an adult woman and ready for marriage. The age at which girls are circumcised has been declining, and their subsequent 'adult behavior includes sexual activity and lack of interest in schooling. Medical complications resulting from FGM and pregnancy contribute to drop-out rates in some communities (FAWE, 1995).

4.6 School Environment Challenges

To determine the school environmental factors that influence headteachers in promoting girl child education, the respondents were asked to respond to several items that sought to determine the same. For example the student respondents were asked to indicate how some listed factors contributed to the same. The responses are presented in table 4.13.

Table 4.13

Students' responses on school based factors contributing to low participation of girls in school

Factor	Most likely		Likely		Rarely		Not at all	
	F	%	F	%	f	%	f	%
Distance from school	32	9.1	60	17.1	45	12.8	90	25.7
Lack of teachers	165	47.1	95	27.1	50	14.2	30	8.6
Lack of toilets for girls at school	36	10.2	44	12.5	50	14.2	80	22.8
Lack of physical facilities at school	57	16.2	57	16.3	100	14.2	100	28.5
Conflicts with teachers	60	17.1	94	26.8	105	30	50	14.2

Findings presented in table 17 show that lack of teachers was rated as a factor that was most likely to contribute to low participation of girls in schools. This was rated by 165 (47.1%) students who rated it as a most likely factor and 95 (27.1%) rating it as a likely factor. Other factors that contributed to some extent were toilet facilities in the school, lack of physical facilities and conflict with teachers. The students were also asked to indicate the status of physical facilities in the schools. The findings are presented in table 4.14.

Table 4.14

Status of physical facilities in schools

Facility	Excellent		Good		Fair		Poor		Very poor	
	F	%	f	%	F	%	f	%	f	%
Laboratory facilities	30	8.6	20	5.7	30	8.6	60	17.1	80	22.8
Library services	20	5.7	30	8.6	30	8.6	24	6.8	60	17.1
Text books	14	4.0	40	11.4	60	17.1	36	10.2	40	11.4
Committed and effective teachers	90	25.7	10	2.8	93	26.6	20	5.7	15	4.28
Fields	16	4.6	50	14.2	33	9.4	50	14.2	40	11.4
Classrooms	60	17.1	66	18.8	10	2.9	15	4.3	5	1.42
Recreational facilities	30	8.6	46	13.1	18	5.1	50	14.2	40	11.4
Community school relations	50	14.3	46	13.1	30	8.6	25	7.1	10	2.8
Water	40	11.4	42	12.0	46	13.1	70	20	60	17.

Findings as presented in table 18 show that, physical facilities in the school were either poor or very poor. For example 80 (22.8%) said that laboratories very poor It was also revealed that 30 (8.6%) said that library services were fair, 24 (6.8%) said they were poor and 60 (17.1%) said they were very poor. It was also revealed that 60 (17.1%) said text books were fair, 36 (10.2%) said they were poor, and 40 (11.4%) said they were very poor. One hundred and eight (30.9%) said the fields were very poor. The headteachers responded that there were more male teachers than female teachers in their schools. Findings on the role models in the schools revealed that 218 (62.3%) said they had no role models in the school community. The above findings concur with Odaga and Henereld (1995) who found out that lack of facilities was a major factor contributing to low access of students in school. Lack of physical

facilities he says may discourage them and cause a drop out. The findings also concur with Wamahiu (1995) who says that learning occurs when there is order, good facilities and availability of teachers. The finding that distance from school contributes to low participation of girls in school concur with Odaga and Heneveld (1995) who observe that girl participation in education was influenced by availability of place, proximity of the school to home, appropriate physical facilities, for example toilets, the school climate and the presence of female teachers. The closer the school, the less fear parents have for their daughters' safety and reputations

The headteachers were also asked to indicate whether their school had adequate facilities. In this item, majority of the respondents 2 (66.6%) indicated that they did not have against 1(33.3%) who said that they had. Asked whether this issue affected their education, majority 2 (66.6%) said it did while 1 (33.3%) said the issue did not affect.

The findings that school environment affected girls access to education agree with Wamahiu (1995) who noted that the school environment influences the pupil's ability to learn since learning occurs when there is order, good facilities and availability of teachers. After establishing the school environment factors that influenced head teachers from promoting girl child education, focus was turned to finding out how staffing levels influenced the promotion of girls child education.

4.7 Staffing Levels Related factors

To establish the staffing level related challenges, the headteachers were asked to rate the staffing levels of their schools whether they had enough teachers in their schools. Findings indicated that all 3 (100%) had inadequate staffing. The data shows that all

the schools did not have adequate staffing. This was confirmed by the researcher in his observation that there were few teachers especially female teachers in the schools. The headteachers were further asked to indicate whether there were times that classes were combined for lack of teachers. Findings revealed that 2 (66.6%) said classes were combined in their classes against 1 (33.3%) who said they did not combine classes.

These findings concur with Wamahu (1996) who found that when teachers have too many students in a class, individualization of the programme also becomes difficult as the teacher's span of control is over stretched. This leads to lack of individual attention to pupils who may consequently lack interest and chose to remain at home. Findings further agree with Ambia (2001) who found out that where the class size was 20% in excess of the normal 40 pupils, this tended to have a negative effect on the pupils achievements which ultimately made them not go to school.

The headteachers were also asked to indicate whether there were cases when students were left without teachers in the classrooms. Findings indicated that 3 (66.6%) there were such cases. This was observed by the researcher and was highlighted in the focus group discussions.

The headteachers reported that reported that leaving pupils alone may make them fail to come to school which may eventually lead to drop out. This was an issue highlighted in the interview with the headteachers as cause of absenteeism in the schools.

Headteachers further indicated that lack of enough teachers in the school influenced girls drop out from schools as indicated by 2 (66.6%) of them. Asked to explain how

lack of teachers contributed to school drop out among girls, they responded that due to lack of teachers, girls may lack female teachers to take care of needs related to them. Girls may also become idle and eventually drop out of school. Parents may also withdraw their children from school on realization that they are not learning at school and have them do something else at home which may lead to drop out of girls. Lack of teachers was said to contribute to truancy due to idleness which may affect learning.

The headteachers were asked to indicate how many female teachers were there in their school. Data revealed that 2 (66.6%) indicated that male teachers were more in most schools. Only one school had more female teachers those male teachers. Majority of the headteachers 2 (66.6%) indicated that female teachers were not enough considering the number of pupils in the school. This issue was confirmed by the observation of the researcher that many schools did not have female teachers or had very few.

Inadequate female teachers would affect girls education in that there would be less advocacy on the girls rights in the school, that girls would lack guidance and counseling, lack role models and have problems unsolved. Asked whether there were pupils who had dropped out school because of lack of teachers, findings revealed that 2 (66.6%) had such case while the rest did not have cases of pupils dropping out because of lack of teachers. The findings agree with Wamahiu (1995) who noted that the school environment influences the pupil's ability to learn heavily and learning occurs when there is order, good facilities and availability of teachers. The research then focused on the influence of physical facilities on access to girls education. The same is discussed in the section below.

Findings indicated that there were fewer female teachers in the schools than males. This is in line with a study FAWA (1997) which found that there are few female head teachers in Kenya especially in remote areas. The gender of teachers has an influence on girls' education in that female teachers act as role models to the girls and also girls may go to them for assistance particular to them. Asked whether gender of the teacher affected girls access to school, 2 (66.6%) said yes while 1 (33.3%) said no. Among the headteachers who said that the gender of the teacher affected girl's education, they gave the reasons that lack of female teachers in the schools may have girls not be taken care of and not handled properly as indicated by 3 or 100% of the headteachers. Two headteachers reported that indicated that girls may lack guidance and counseling services on issues that affect them. It was also reported that lack of female teachers in the school may make the parents feel that their girls are not safe with male teachers and may withdraw them from school. This is in line with Henereld (2006) who found that schools domination by male teachers may worry parents of possible pregnancies from the teachers and boys. It was also reported by 1 (33.3%) that girls may lack role models and people to go to when they have personal problems. In a separate item, all headteachers reported that their schools did not have enough teachers to take care of girls needs.

The headteachers were asked to indicate who took care of girls especially during menstruation. Findings indicated that this was done by guidance and counseling teachers who could be male or female. Majority of the headteachers² (66.6%) indicated that there were times that issues sensitive to girls were handled by male teachers since there are no female teachers to do so. This situation affected the girls in that most of the girls were not free to share their problems hence opted to remain with

the problem which affected even their studies as reported by 2 (66.6%) of the headteachers.

It was also reported by 3 (15.8%) that when male teachers handled girls, girls felt shy and were not longer free to interact with the particular teacher in the classroom hence this affected the child's learning. Some girls also felt stigmatized and tried to avoid such teachers whom they came into contact with. It was further revealed that cultural orientation that female should not openly talk to male was another hindrance to girls participation in class. This agrees with a study in Nigeria which revealed that girls didn't ask questions to male teachers, are not asked questions by their male teachers and generally sit in the back of the class away from boys (Appleton, 1995).

4.8 Other Related Challenges

The research further aimed at establishing the administrative factors that hindered girls' access to education. The headteachers were asked to indicate the other administrative factors that hindered girls' education. Findings indicated that there were rigid rules in the schools which kept away pupils from teachers. This created a gap between pupils and teachers which affected learning. It was also reported that there was lack of proper legal system in dealing with cases of rape of the girls even by the teachers. The community itself at times opted to settle a rape case with the teachers in charge other than taking the particular teacher to court. In this way, most school girls were taken advantage of by the teachers. Another administrative challenge sighted was lack of gender balanced teaching staff which was a disadvantage to the girl child. The provincial administration was also seen as not enforcing laws pertaining to the education and protection of the girl child.

4.9 Suggestions to Promote girl Child Education

Headteachers were asked to give suggestions for promoting girl child education. Findings indicated that there was need to have boarding schools specifically for girls. There should be provision of guidance and counseling in schools, there should be provision of sanitary pads to allow girls participate fully in education. The government should employ more female teachers in the region who could be role models for girls and also handle girls' problems. The provincial administration should enforce policies on girl child education and protection by for example arresting parents who withdrew their children from schools or failed to take their children to school altogether. The community should also be sensitized on the importance of girl child education.

4.10 Summary of the Chapter

The chapter focused on the data analysis. It has specifically focused on the return rate, demographic information and data analysis on institutional factors influencing primary school headteachers in prompting girl child education. Findings revealed that there were school environmental factors that influenced headteachers in promoting girl child education. It has been revealed that inadequacy of teachers results to combined classes which leads to harassment of girls by boys, pupils were also left without teachers which also affected their learning. It has been revealed that lack of physical facilities has an influence on headteachers' in promoting access to girls education. For instance most school did not have facilities and especially those especially facilities suitable for girls. It has further been revealed that lack of female teachers who would act as role models, assist them with their special affects the girls' education.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions and recommendations, and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to find out institutional factors that influence girls' participation in secondary school education in secondary school education in central division of Garissa district Kenya. Five research questions were formulated to guide the study. Research question one sought to identify the socio-economic factors that influence girls participation in secondary schools in Garrissa Central division. Research question two aimed at establishing how socio-cultural factors affect girls' participation in secondary schools in Garrissa Central division. Research question three sought to establish how school environment factors affect girls participation in secondary schools in Garrissa Central division. Research question four aimed at determining how staffing levels influence girls' participation in secondary schools in Garrissa Central division while research question five sought to assess how gender of teachers affect girls' participation in secondary schools in Garrissa Central division. The study employed the descriptive survey research design. The sample was therefore 360 students, 3 headteachers and 36 teachers. Data was collected by use of questionnaires for the headteachers, teachers and students.

Findings revealed that socio economic factors contributed to low participation of girls in school. For example parents were not able to pay school fees, girls did not have the

basic necessities which made them not come to school. Majority of the headteachers indicated that the community practice on rites of passage such as FGM which was very prevalent in the area had an effect on girl's participation in education. There were also school environment factors that contributed to low participation of girls in secondary school. The findings also revealed that staffing levels was another challenge faced by headteachers in promoting girl child education. The findings also revealed that lack of physical facilities was a factor that influenced headteachers in promoting access to girls' education. Findings also revealed that lack of female teachers affected girls' education. Girls therefore did not have role models; they did not have teachers to go for in matters that were particular to them.

5.3 Conclusions

Based on the findings the study concluded that that socio economic factors contributed to low participation of girls in school. For example parents were not able to pay school fees, girls did not have the basic necessities which made them not come to school. Majority of the headteachers indicated that the community practice on rites of passage such as FGM which was very prevalent in the area had an effect on girl's participation in education. There were also school environment factors that contributed to low participation of girls in secondary school. It was also concluded that staffing levels was another challenge faced by headteachers in promoting girl child education. The study also concluded that lack of physical facilities was a factor that influenced headteachers in promoting access to girls' education. It was also concluded that lack of female teachers affected girls' education. Girls therefore did not have role models; they did not have teachers to go for in matters that were particular to them.

5.4 Recommendations

Based on the findings of the study it was recommended that; There is need for the government through the teachers service commission (TSC) to post more female teachers to the area girls secondary schools and also headteachers so as act as role models for the girls. There is need for the government through local area chiefs to discourage the marriage of girls while in school through civic education in meetings and gatherings. There is need for the government through the CDF and NGOs to give more bursaries for the girls in the area to encourage them.

5.5 Suggestions for further research

Taking into consideration the limitations and delimitations of the study the following areas were suggested for further research.

1. An investigation to be done on why there are more male teachers in the girls' schools than female in the area.
2. The role of the CDF in the livelihood of the community.
3. Factors behind the few girls secondary schools in the area and why they are concentrated only in the central division.
4. An investigation on the suitability of a boarding secondary school for the girls in the area.

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APPENDIX I

Letter of Introduction

UNIVERSITY OF NAIROBI

P.O. BOX 30197

NAIROBI

Dear Respondent,

**Re: questionnaire on institutional factors influencing the participation of Girl's
in Secondary school education in central division of Garissa District**

I am a post graduate student at the University of Nairobi undergoing a Master of Education Degree in Educational Administration. Currently, I am carrying out a study on factors influencing the participation of girls in secondary schools in Garissa Central Division. The information you give will only be used for research purpose and your identity will be treated confidentially. Kindly complete all the items on the questionnaire.

Thank you for your co-operation

Yours faithfully,

Musa Ibrahim Dugow

6. What is your experience as a headteachers in the current school in years?

Below 1 yr [] 2 – 5 yrs [] 6 – 10 yrs []

11-15yrs [] 16-20yrs [] 20yrs and over []

7. a) Do girls drop out of school

Yes

No

b) If yes what are the causes of their drop out, please comment

Socio economic Factors on Participation of Girls in Secondary School

1. Does the economic activity of the parents affected girls' education in school.

Yes []

No []

2. Do the parents pay school fees and other monies required in time?

Yes []

No []

3. Are there times when girls sent away eventually drop out of school?

Yes []

No []

Indicate your feelings towards the statements below:

Key: Most likely Likely Rarely Not at all

Statement	Most likely	Likely	Rarely	Not at all
Poverty contribute to low participation of girls in school				
Working to support the family contributes to low participation of girls in school.				
Lack of bursary fund contribute to low participation of girls in school				
Girls fail to attend school due to lack of basic commodities.				
Parents are able to buy school uniforms for their daughters				
Girls do not participate in school because of lack of school uniforms				
Poverty at home lead to low participation of girls in schools				
Girls do not participate in school because of lack of school fees				
Low socio-economic and economic backgrounds of the parents contribute to low participation of girls in schools.				

Domestic problems lead to low participation of girls in schools				
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Influence of socio cultural factors influence participation of girls in education

1. Does the community practice any right of passage and whether that was a hindrance to girl's education?

Yes []

No []

2. State the right of passage which the community practices?

.....

3. Girls run away from school to be married.

Strongly agree []

Agree []

Disagree []

Not decided []

4. How does an early marriage affect girls participation in schools?

.....

5. Cultural rites in the community hindered girls from accessing education?

Most likely []

Likely []

Rarely []

Not at all []

Staffing Levels Related factors

1. Do you have adequate staffing in your school?

Yes []

No []

2. Do you combine classes due to lack of teachers?

Yes []

No []

3. Are there cases when students were left without teachers in the classrooms?

Yes []

No []

4. Do lack of enough teachers in the school influence girls drop out from schools?

Yes []

No []

The gender of teachers affects girls' participation in secondary schools

1. What is the ratio female teachers and male teachers in your school?

.....

2. Does the gender of the teacher affect girls' access to school?

Yes []

No []

3. Does lack role models and people to go to when girls' have personal problems.
contribute to girls drop out from schools?

Yes []

No []

4. Who took care of girls especially during menstruation?

Thank you

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Instructions

This study is an investigation on factors influencing the participation of girls in secondary schools in Garissa Central Division. You are requested to participate in the study by filling in this questionnaire. The information you will provide will be kept confidential. Kindly give us as honest answers as possible.

1. What is your gender? a) Male b) Female

2. What is your academic qualifications?
Diploma Degree M.E.D Other

3. What is your age bracket?
18 – 25 years
26 – 31 years
32 – 39 years
Above 40 years

4. What is your teaching experience in years?
Below 1 yr [] 2 – 5 yrs [] 6 – 10 yrs []
11-15yrs [] 16-20yrs [] 20yrs and over []

5. What is your highest academic/professional qualification?
B.Ed [] P1 [] Diploma in Education []
M.Ed []
Others _____

6. What is your experience as a teachers in the current school in years?

Below 1 yr [] 2 – 5 yrs [] 6 – 10 yrs []

11-15yrs [] 16-20yrs [] 20yrs and over []

7. What is the level of education for the majority of parents?

Primary level

Secondary Level

College

University

Never gone to school

8. a) Does the level of education of parents / guardians influence girls' participation in school?

Yes

No

b) If yes in what ways

.....

9. Do students sent home for fees?

Yes []

No []

10. Are there girls who had dropped out of school due to poverty?

Yes []

No []

11. Are there cases where girls dropped out of school to assist in family business?

Yes []

No []

12. Lack of school uniform contributed to low participation of girls in schools

Most likely []

Likely []

Rarely []

Not at all []

13. Taking care of other family members contributed to low participation of girls in schools

Most likely

Likely

Rarely

Not at all

14. Lack of school fees contributed to low participation of girls in schools

Most likely []

Likely []

Rarely []

Not at all []

Thank you

APPENDIX IV

QUESTIONNAIRE FOR SECONDARY SCHOOL GIRLS STUDENTS

This study is an investigation on factors influencing the participation of girls in secondary schools in Garissa Central Division. You are requested to participate in the study by filling in this questionnaire. The information you will provide will be kept confidential. Kindly give us as honest answers as possible.

1. What is your gender? Female Male

2. What is your School category

3. Indicate your form

Form I

Form II

Form III

Form IV

4. What is your age? 13 – 14 years

15 – 17 years 18 years and above

1. a) Are your parents educated?

Yes

No

b) If yes, upto what level?

Father: Primary Secondary

College University

Mother: Primary Secondary

College University

2. What is your parent's / guardian main occupation

Father: Businessman Employee Livestock keeper
Farmer Jobless
Mother: Housewife Employee Farmer
Businesswoman Jobless

3. What is the family average monthly income?

1,000 - 3,000 4,000 - 6,000 7,000 - 9,000 Over 10,000

4. a) How many siblings are you in your family?

Boys _____

Girls _____

b) How many are attending school?

Primary: Boys _____ Girls _____

Secondary: Boys _____ Girls _____

College: Boys _____ Girls _____

University: Boys _____ Girls _____

5. a) Are you encouraged to pursue education

Yes

No

b) If yes, by who and how

c) If no, why do you think you are not encouraged

.....
.....

6. Mention some school based factors that contribute to low participation of girls in school

.....
.....
When you are at home what do you normally do?

- Cook food Wash clothes Clean the compound
Look after young children Sell shop Sell vegetables
Sell milk Only do my studies

Staffing Levels Related factors

7. Do you have adequate staffing in your school?

Yes []

No []

8. Do you combine classes due to lack of teachers?

Yes []

No []

9. Are there cases when students were left without teachers in the classrooms?

Yes []

No []

10. Do lack of enough teachers in the school influence girls drop out from schools?

Yes []

No []

11. Poverty at home contributed to low participation of girls in schools

Most likely

Likely

Rarely

Excellent [] Good [] Fair []
Poor very [] Poor []

d) Committed and effective teachers

Excellent [] Good [] Fair []
Poor very [] Poor []

e) Fields

Excellent [] Good [] Fair []
Poor very [] Poor []

f) Classrooms

Excellent [] Good [] Fair []
Poor very [] Poor []

g) Recreational facilities

Excellent [] Good [] Fair []
Poor very [] Poor []

h) Community school relations

Excellent [] Good [] Fair []
Poor very [] Poor []

i) Water

Excellent [] Good [] Fair []
Poor very [] Poor []