

**FACTORS INFLUENCING ENROLMENT AND  
PARTICIPATION OF GIRLS IN SECONDARY EDUCATION IN  
SIAYA, KENYA.**

***BY***

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## **DECLARATION**

This research project is the original work of my hands and has not been submitted to any University.

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## **DEDICATION**

This research project is dedicated to my family and friends for their moral and material support that they have accorded me throughout the long journey of my education.

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## **LIST OF ACRONYMS AND ABBRIVIATIONS.**

CBS.....	Central Bureau of Statistics.
UNESCO.....	United Nations Educational, Scientific and Cultural Organization.
UNICEF.....	United Nations Children’s Education Fund
DDP.....	District Development Fund
FEMSA.....	Female Education in Mathematics and Science Association
CEDAW.....	Convention on Elimination of Discrimination Against Women
FAWE.....	Forum for African Women Educationists
MOEST.....	Ministry of Education Science and Technology
UPE.....	Universal Primary Education
ILO.....	International Labor Organization
DC.....	District Commissioner
TSC.....	Teachers’ Service Commission
GoK.....	Government of Kenya

## **ABSTRACT**

This research project sought to investigate the factors influencing the enrolment and participation of girls in secondary education. Education for a girl, in particular, post primary education, has important individual benefits in terms of her options and resources over her life time. The benefits to society include enhanced economic development, education for the next generation, healthier families and fewer maternal deaths. These benefits extend beyond the girl to affect her family and the society as a whole. Of more than 110 million children not in school, approximately 60 percent are girls. By the age of 18, girls will have received an average of 4.4 less education than boys. This is the present picture of girls throughout the globe.

The researcher hoped to use the findings of the study to contribute to the concerted effort to improve the enrolment and participation of girls in secondary education and to provide the necessary facts needed by the ministry of education for proper planning to improve girls' education. The study was guided by the following objectives: Establish how the school environment influences the participation of girls in secondary education, determine the individual challenges that affect the enrolment and participation of girls in secondary education and Find out the contribution of the community towards the enrolment and participation of girls in secondary education.

The study adopted a descriptive survey design with both qualitative and quantitative approaches. Data collection was conducted using two instruments; that is the interview schedules and questionnaires. The quantitative data was analyzed using the Statistical package for social sciences(SPSS), While the qualitative data was analyzed in three basic steps. First, data was organized in thematic areas in line with the objectives. Secondly, data was summarized into daily briefs then the briefs were described and expanded to incorporate additional insights from the observations made in the field.

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

This chapter describes the background of the study, statement of the problem, the purpose of the study, the objectives of the study, the research questions, rationale of the study, basic assumptions of the study, scope of the study, limitations of the study, De-limitations of the study, definition of terms and organization of the study.

#### **1.1 The Background of the Study**

Education in its broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual (Wikipedia 2009). In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another (Ibid).The right to education has been described as a basic human right since 1952. Article two of the first protocol to the European convention on human rights obliges all signatory parties to guarantee the right to education at world level. United Nations International convention on economic, social and cultural rights of 1966 guarantees this right under article 13. (Ibid).

65 million girls around the world are not in school. Of that number, 39 million are between the ages of 11 and 15. Without education, girls are more likely to marry young, have children early and spend their life in poverty. Yet when girl are given the opportunity to receive an education, they are more likely to improve their own lives and those of their families, helping to break the cycle of poverty.(Plan, 2007)

Education for a girl, in particular, post primary education, has important individual benefits in terms of her options and resources over her life time. The benefits to society include enhanced economic development, education for the next generation, healthier families and fewer maternal deaths (World Bank, 2003). These benefits extend beyond the girl to affect her family and the society as a whole (UNICEF,2004).

Of more than 110 million children not in school in the world, approximately 60 percent are girls. By the age of 18, girls will have received an average of 4.4 less education than boys. This is the present picture of girls throughout the globe (UN Cyber School, 2003). It is no longer a matter of debate that females constitute more than 50 percent of the world population

(UNESCO, 2003). Nor is it in doubt that although they make immense contribution to national unity development, they still face a number of inequitable difficulties that limit their potentials in promoting personal and collective development (Assimang, 1990). A key area of concern in this regard is that of their education, which can only be described as dwindling and less than equal to that of their male counterparts (Indabawa et al, 1998).Female education in particular, with its multiplier effects has been shown to be crucial for the advancement of a nation (Beijing Declaration, 1995).

Despite education being a human right and a fulfilling experience that helps boys and girls reach their full potential, millions of children in Africa are still out of school. A majority of them are girls. Education for All (EFA) and the Millennium Development Goals (MDG'S) were put in place specifically to address concerns linked to education and development. Despite this, gender inequalities in education still persist in Sub-Saharan Africa to the detriment of girls. This is evidenced by disparities in access to school as well as enrolment, retention, completion and performance rates.(FAWE,2007).

Kenya has an impressive record in expanding access to education over the last three decades, largely by establishing a comprehensive network of schools throughout the country. (CBS, 1999). The expansion of secondary school enrolment between 1960 to 1980 was dramatic. The secondary school gross enrolment rate, which was merely 2 percent in 1960, increased more than nine fold to 19 percent in 1980 and 30 percent in 1990 (Ibid).Despite these gains and the gains made by free primary education, the government still faces challenges such as inadequate transition rates from primary to secondary schools (Education Sector Report, 2008).In addition, the gender ratio currently stands at 46 percent girls and 54 percent boys nationally (Ministry Of Education, 2008.)

An examination of school census data for gender disparities in enrolment by class reveals that the male/female ratio declines progressively. In class one; the ratio is 1.07 boys for every girl. However, at class six, there are 0.97 boys for every girl. The ratio increases through form four by which time there are 118 enrolled boys for every 100 enrolled girls. This seems to reflect higher dropout rate for girls relative to boys (Deolalikarp, 1999).In addition, only 10 percent of girls completing primary education proceed to high school (One Kid One World, 2007).

Boys and girls have equal access to education at early ages but a higher dropout rate among females in later stages results in gender differentials in educational attainment (CBS, 2002) By the year 1999 the ratio of boys and girls attending school was 48.5% female and 51.5% male in Kenya. In Nyanza province there was 47.89% female and 52.11% male. In Siaya district we have had 47.7% female and 52.29% male. Among those who left school in Nyanza province we had 52.35% female and 47.65% male. In Siaya district we had 53.55% female and 46.45% male (Ibid). The results show that for all levels of schooling except for standard six and seven, the enrolment of girls was lower than that of boys although the gender gaps were generally small (Ibid). The percentage of girls enrolled at standard eight was the same as that of form one but dropped steadily as they moved from form one to four. The proportion of boys in relation to girls increased with the dropout of girls to the extent that by form four, the girls enrolled made up about 45% of the total enrolment. That is, 81 females for 100 males had completed secondary education (Ibid).

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

## **1.2 Statement of the problem**

The girl of today is a woman of tomorrow. Therefore, if there must be a people centered sustainable development so that women and men can work together for themselves, their children and society to meet the challenges of this century and those ahead, the girl education cannot be compromised (Gabriel, 1999). Female education in particular, with its multiplier effects has been shown to be crucial for the advancement of nations (Beijing Declaration, 1995). Despite this importance, only 10 percent of girls completing primary education proceed to complete high school (One Kid One World, 2007).

Despite the fact that Kenya has made tremendous progress in secondary education in the past four years, moving from transition rate of 46 percent to 70 percent, the gender ratio currently stands at 46 percent girls and 54 percent boys nationally (Ministry Of Education, 2008). In Siaya district, among the population attending secondary school, only 47.71 percent are girls while boys are 52.29 percent. Among those who had left school, girls were 53.55 percent while boys constituted 46.45 percent (CBS, 2008). Among the 24530 students enrolled in secondary school in Siaya district, girls constitute 9330 (Ministry Of Education, 2009).

In Karemo division, the percentage of girls who complete form four in secondary schools is lower compared to other divisions in the district. For instance, among the boys and girls who enrolled in form one in 2006, only 78.62 percent of girls moved to form two in 2007. The percentage dropped to 75.43 as they proceeded to form three. By the time they sat for KCSE in 2009, the percentage had dropped further to 70.13%.(MOEST,2010). It is therefore on this basis that the study seeks to establish factors influencing enrolment and participation of girls in secondary education. A number of challenges confront progress on that front and specific measures are needed to address these concerns in order to maximize the gains that accrue to the girl child individually and to the society as a whole. There is need to increase the enrolment of girls at all levels of education system, boost retention and completion rates for girls (Republic Of Kenya, 2005). The study will contribute to the concerted efforts.

### **1.3 The purpose of the Study.**

The researcher intended to investigate the factors influencing enrolment and participation of girls in secondary education. The researcher hoped to use the findings from the study to contribute to the concerted effort to improve the enrolment and participation of girls in secondary education and to provide the necessary facts needed by the ministry of education for proper planning to improve girls' education.

### **1.4 Research Objectives**

The study was guided by the following research objectives:

1. Establish how the school environment influences participation of girls in secondary education.
2. Determine the individual challenges that affect the enrolment of girls in secondary education.

3. Establish the individual challenges that affect participation of girls in secondary education.
4. Determine the contribution of the community towards enrolment of girls in secondary education.
5. Determine the contribution of the community towards the participation of girls in secondary education.

### **1.5 Research questions**

1. How does the school management influence the participation of girls in secondary education?
2. What are the individual challenges that affect the enrolment of girls in secondary education?
3. What are the individual challenges that affect the participation of girls in secondary education?
4. What is the contribution of the community towards enrolment of girls in secondary education?
5. What is the contribution of the community towards the participation of girls in secondary education?

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

It is hoped that the findings of the study would be helpful in providing data and information on factors influencing enrolment and participation of girls in secondary education in Karemo division, Siaya district, to enable the Ministry of Education to have proper planning, policy and decision making. The research findings will also form a basis for further research.

### **1.7 Basic assumptions of the study**

The study was carried out on the basis of the following assumptions:

The study assumed that education for girls is a tool for preventing conflict and building peace (UNESCO, 2006) and thus the government should invest in it.

Education for girls is essential in the drive by the nation to achieve equitable development (Kiage et al, 2003)

### **1.8 Definition of Significant terms as used in the Study.**

**Enrolment:** Joining form one to start secondary education.

**Participation:** Taking part in secondary education, moving from form one to form four.

**School factors:** Issues within the school environment that affect the participation of girls in secondary education.

**Individual factors:** The girls' personal issues that affect their enrolment and participation in secondary education.

**Community factors:** Issues within the community that affect the enrolment and participation of girls in secondary education.

**Early marriages:** Marrying off girls before completing secondary education.

**Child labour:** Employment of girls to work before attaining the official age of 18 years.

**Socio-economic factors:** Social and economic implications that hinder the girls from enrolment and participation in secondary education.

**Gender violence:** Harassment of school going girls by their teachers, fellow students who are boys or the non-teaching staff.

**Teachers' attitude:** The feelings of teachers towards the girls and their education.

**Hidden cost of education:** Other costs apart from payment of school fees that may make girls not to enroll and participate in secondary education.

### **1.9 Limitations of the study**

There was limited willingness on the side of the respondents to give the desired information. The researcher established a rapport with the respondents and explained the need for the information.

There was also a tendency to give inaccurate information from the respondents. The researcher used a wider sample of the respondents to compare the information given about the same item.

The sources of information were limited. The researcher used the internet to supplement the available secondary data in the ministry.

### **1.10 De – Limitations of the study**

The study was carried out in Karemo division, Siaya district. It targeted secondary schools in the division to investigate the state of girls' education. The researcher chose to carry out the study in Karemo division because it is among the divisions that are highly affected by poverty, HIV/AIDS and high school dropout rates (DDP,2008). Besides the researcher is a teacher in a mixed secondary school in Karemo division and wanted to conduct a study to contribute to the concerted efforts to improve girl child education in the division.

### **1.11 Organization of the study**

The research project is subdivided into five main chapters. Chapter one introduces the study, states the problem, objectives, research questions, significance of the study, limitations, de – limitations and definitions of significant terms as used in the study.

Chapter two examines the pertinent literature related to the study which includes the school and its influence on enrolment and participation, the contribution of the community towards enrolment and participation as well as the perceived conceptual framework.

Chapter three describes the research methodology used in conduction the study. This includes the area of study, research design, target population, sample and sampling procedures, research instruments, validity and reliability of instruments, data collection procedures and data analysis.

Chapter four presents the analysis, presentation, and interpretation of data under the following thematic areas; the school and its influence on access and participation, the individual challenges and their effect on access and the contribution of community towards access and participation.

Chapter five presents a summary of the study followed by conclusion based on the results of chapter four. The recommendations and suggestions for further research based on the conclusions.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews related literature. The purpose of the review is to support and strengthen the research and acknowledge the amount of work and efforts in addressing the issue of girl – child education. It also identifies gaps in knowledge hence creates an entry point for the study. The chapter relates variables through conceptual framework.

#### **2.2.. The school and its influence**

This refers to issues in the school environment that hinder girls from participating in secondary education. The barriers to girls education at the school level include the overall school environment as well as the teaching and learning processes (Wald Education, 2001, FAWE, 2004).

##### **2.2.1.. Gender violence in schools**

Gender violence includes various forms of physical and mental abuse, exploitation and general mistreatment, humiliation and dehumanizing of another human being. Based on this, there is a general recognition that discrimination and violence against girls begins at early stages life and continues unabated throughout their lives (DAW, 2006)

In 2003, Kenya National Commission on Human Rights was set up to ensure compliance with international human rights standards. This body has played a significant role in highlighting violation in the 5years since. However, laws have not been offering adequate protection to children, women and the disabled. Findings show that violence in and around schools has been growing around the world (UNESCO, 2000; Action Aid 2004). Girls are disproportionately the victims, with men being the main perpetrators. Sexual assault is most common among young girls particularly at puberty, and is done by older males within homes and schools (Republic of Kenya. 2005)

A study by Leach et al (2003) on the abuse of girls in Zimbabwean junior secondary schools found that gender violence in form of sexual intimidation, verbal abuse, and physical assault was a significant contributor to irregular attendance and under achievement of girls. In coeducational schools studied, this abuse took the form of aggressive sexual behavior, intimidation and

physical assault by older boys, sexual advances by male teachers; and physical punishment and verbal abuse by both male and female teachers (Ibid). The study was conducted in Zimbabwe and there is need to conduct one in Karemo Division in Kenya.

Wamukoya (2007) argued that there was a significant relationship between dropout and the mode of punishment. Caning and suspension was responsible for most dropout cases of female students. This study did not identify other forms of gender violence and their effect on girls' education leaving an information gap that the study seeks to fill.

The report by Akansha, (2005) revealed that girls were also faced with sexual harassment in the school environment by education staff, teachers and male students. This exacerbated vulnerability to HIV/AIDS especially in a school environment, where the prevalence was very high and young girls were the most vulnerable. It often leads to girls' poor performance in school, which further invited corporal punishment and public shaming by school authorities and teachers, perpetuating the cycle of absenteeism, low self esteem, and violence at home and school ( Ibid). This report was the general overview of girls in the world. The study therefore intends to investigate the existence of sexual harassment in schools in Karemo division and its impacts on girls' participation in schooling.

The occurrence of armed conflict within a country greatly affects the education of girls. Girls suffer gender specific effects such as forced early marriages which intensify during conflict and are often targeted for sexual violence, raped and forced prostitution. This occurs when girls are in their communities or when they are displaced or become refugees (UNICEF, 2004).

### **2.2.2.. Teachers' attitude and perception towards girls.**

A study by Omare ( 2007) on the challenges facing the girl child in accessing secondary education in Suneka division of Kisii District, revealed that some teachers still had negative attitudes towards female students and this contributed towards their low academic achievement and ultimately drop out. There is need therefore to conduct the same study in Karemo division Siaya district to establish the extent to which this affects girls' participation in education.

There is a belief among many teachers, including some women, that girls are intellectually incapable of studying "difficult and task-oriented" subjects such as Mathematics and Science. There is evidence that girls are actively discouraged by teachers, who do not expect good

performance from the girls and do not wish to "struggle" with them, and that they are subject to severe harassment by their male fellow students (Hari, 2007). This study focuses on science and mathematics as a major reason why girls do not participate fully in secondary education. There is a gap in information in that science and mathematics are not the only factors that affect the girls in secondary education. There is need therefore to carry out a study to establish other factors that affect girls in secondary education.

Girls and boys in a Zimbabwean secondary school revealed ambivalent attitudes to abuse and aggression. For example girls "regarded attempts by male teachers to touch and fondle them as clearly wrong and their use of insulting or sexually explicit language as forms of abuse. However they were less certain about a teacher's attempt to form what they might perceive as a 'serious relationship', in part because they believed it might lead to marriage." (Mirsky, 2003). This study was carried in Zimbabwe and there is need to carry out one Karemo Division in Kenya.

Kramer (1985) found that teachers were usually able to identify gifted boys, but were often surprised to learn that a girl was considered smart. The gifted girls in her study were very successful at hiding their intelligence and in silencing their voices. In another analysis of research about adult perceptions of girls' intelligence, (Myra et al, 1994) stated that "study after study has shown that adults, both teachers and parents, underestimate the intelligence of girls" Kissane (1986) found that teachers are less accurate in nominating girls who are likely to do well on the quantitative subtest of the SAT than they were in naming boys who were likely to achieve a high score. Research also indicates that teachers like smart girls less than other students. Similar findings emerged in a study by Cooley, Chauvin, and Karnes (1984). Both male and female teachers regarded smart boys as more competent than gifted girls in critical and logical thinking skills and in creative problem-solving abilities, while they thought smart girls were more competent in creative writing. Male teachers viewed female students in a more traditional manner than did female teachers, perceiving bright girls to be more emotional, more high strung, more gullible, less imaginative, less curious, less inventive, less individualistic, and less impulsive than males (Reis 2002).

However, the factors cited in the above studies are limited to the teacher as the major factor as to why the girls underachieve in secondary education. There are other factors which need to be investigated to establish the other important factors that hinder the girl child from

achieving her dreams. There is need therefore to carry out the study in karemo division to establish this.

Teachers have been found to believe and reinforce one of the most prevalent sex stereotypes-that males have more innate ability, while females must work harder.( Fennema, 1990), commenting on the role of teacher beliefs on mathematics performance, reported that, in a study she conducted with Peterson, Carpenter, and Lubinski, "teachers selected ability as the cause of their most capable males' success 58% of the time, and the cause of their best females' success only 33% of the time." They also concluded that even though teachers did not tend to engage in sex-role stereotyping in general, they did stereotype their best students in the area of mathematics, attributing characteristics such as volunteering answers, enjoyment of mathematics, and independence to males. Recent research has indicated that some teachers seem to expect less from females than they do from males, especially in regard to achievement in mathematics and science. Girls may internalize these lowered expectations very early in life (Ibid). This study focuses on the teachers' attitude as the major factor why girls do not achieve their potential. There is need however to focus on other factors that hinder the girls from achieving their full potential in secondary education.

One of the most compelling arguments for increasing the number of women teachers in schools relates to the positive impact that doing so has on girls' education. There is evidence to show a correlation between the number of women teachers and girls' enrollment, especially in sub-Saharan Africa. In countries where there are more or less equal numbers of male and female primary teachers, there is close to gender parity in student intake. In contrast, in countries where women constitute only 20% of teachers, there are far more boys than girls entering school (UNESCO,2003). However, as highlighted in recent research from Nepal, such large-scale trends mask more complex patterns at the local level.<sup>2</sup> The relationship between women teachers and girls' enrollment is more than a simple cause and effect, as there are many factors that prevent girls from attending school some of which also impact on the number of women teachers. Increasing the number of women teachers has to be accompanied by other strategies to promote girls' education, such as ensuring that the timing of the school day fits with girls' domestic workloads, and ensuring a high quality of

education in a safe and secure environment (Bista,2005).This study was carried out in Nepal and there is need therefore to conduct one in karemo division, Kenya.

There are different reasons for the generally positive relationships between girls' enrolment and women teachers (Bista, 2005).

In some conservative communities, parents will not allow their daughters to be taught by a male teacher. This is the case in some areas of Afghanistan, Pakistan and Bangladesh. The placement of a woman teacher, therefore, can have an immediate impact on access. Even where the presence of male teachers is not necessarily a barrier to girls' enrolment, parents may prefer women teachers over men.(Ibid). A study in Nepal, for example, indicates that mothers feel more comfortable talking about their children with a woman teacher, and in India - an environment where local politics is often considered to be about contacts, favours and inside-dealings - women teachers are considered "more sincere" because they are less likely to be involved in local politics (UNESCO,2003).

The presence of women in schools can also impact positively on girls' retention in school and on their achievement. Studies have shown a positive impact from women teachers on girls' (and boys') achievement.<sup>4</sup> A female role model can support and encourage girls to successfully complete their studies and maybe even continue studying to become teachers, themselves. She can also be there to listen to any problems and provide guidance when necessary (Ibid).

In schools where girls are in the minority, especially, the presence of one or more female teacher may also ensure protection for girls from unwanted attention from boys or male teachers, and even from sexual abuse and exploitation. At the school policy level, women teachers may act as advocates for girls, representing their perspectives and needs, and promoting more girl-

friendly learning. For example, women teachers may be able to advocate for better toilet and washing facilities. These are of particular importance to adolescent girls who are menstruating, and whose active participation in school during their monthly periods may depend on access to clean toilets separate from those used by boys and a water supply. In terms of menstruation, puberty, sex and reproductive health education, women teachers have an important role to play in providing girls in school with accurate information about their own bodies and how to look after them (Bista, 2005).

Women teachers provide new and different role models for girls especially those in rural and conservative communities. They point to possibilities for women to be active outside the home and to be agents in community development. They play key roles in educating and socializing children beyond gender stereotypes, and so are crucial agents of change (Ibid). This study focuses on role modeling from female teachers as a major factor to girls' achievement in secondary education. There is need to conduct another study to establish other factors that influence the girls' achievement in secondary education.

### **2.2.3 Hidden costs of Education**

.In Nigeria, even though school was ostensibly free, parent/guardians whose 6-16 year-old children had never attended school were asked why their children did not go to school. The most commonly cited reasons were related to the costs of schooling, including the household's need for the child's labour, and the monetary cost of schooling. Other common factors were the perception that the child was too young or immature to attend school, and the distance to school. Similarly, among children age 4-16 who had once attended school but later dropped out during primary school, the most commonly cited reason was the monetary cost of schooling, followed by the need for the child's labour at home, the child's lack of interest in attending school, and the poor quality of schooling ( ORC Macro, 2004). This study was conducted in Nigeria on primary school children. There is need to carry out another study on secondary school girls in Karemo division in Kenya in order to establish whether the same factors affect the secondary school girls in karemo division.

Despite UPE in Uganda, about 20% of students missed school because fees were due and they were unable to pay particular fees. In urban areas, this affected 36% of pupils while only 19% of rural pupils missed for this reason (Uganda Bureau of Statistics , 2001)

In Uganda following UPE, for children who have never attended school, one reason cited was the household's need for their labor. This was true for 24% of girls and 14% of boys (Ibid). In Uganda, despite fee abolition, monetary costs were cited as the reason for nonattendance by 48% of urban households versus only 22% in rural households. Overall, 23% of children were not in attendance, in part, due to cost (Ibid). This study was conducted at primary school level and there is need to investigate the secondary level to establish whether the same factors affect more girls.

Despite Malawi's FPE drive in 1994, the monetary costs of schooling were cited more frequently as factors in children not attending primary school than non-monetary (labor-related) costs. Seventeen percent of children who have never attended school did not attend in 2002 partly because of the monetary costs of schooling (NSO & ORC Macro, 2003). This study was conducted in Malawi and in primary schools. Therefore, another study needs to be conducted at secondary school level in Kenya to whether the cost is an issue affecting girls in secondary schools.

Based on ten case studies in a wide range of schools in Malawi, there are three primary reasons children do not attend school. First, the need for child labor (such as protecting crops from monkeys or fishing) appears to be a primary reason for never enrolling school, high absenteeism, and dropping out. Along these lines, poverty prevented many children from attending as they did not have the proper clothes and had to devote much of their time to finding food. Cultural factors are a second critical issue, as many children miss school for long periods of time due to wedding celebrations, initiation rites, and traditional ceremonies. In Salima, the chief suggested that schooling was an alienating process, estranging young people from their cultural roots and from the community. Third, parental and community interest in education was low in nearly every communities studied and the expected benefits of education were minimal (Chimombo, 2005)

In 1981, Egypt declared basic education to be free and obligatory. However, by 2000, 16% of children were still not in school, twice as many of which were girls. The foremost factors cited were the direct and indirect costs of school, which shifted from the second cause for non enrolment in 1994 to the first cause in 1997 and 2000 (Suliman et al, 2002) In Ethiopia, where primary schools do not charge fees, about 13% of youth were not in school as a result of other direct costs to schooling (World Bank, 2005a). These two studies were conducted

at primary school level and there is need to conduct one at secondary school level to investigate whether the girls are affected more by cost of education.

### **2.3 The individual challenges and their effects on enrolment and participation**

There are instances where the females themselves bear on themselves poor self-concept of being unable to cope with the challenges of modern learning. They are unduly influenced by the negative impressions society places on them. This has become a serious impediment to their learning and educational pursuits (African Symposium, 2004).

#### **2.3.1 Child labour and school participation**

Child labor is one of the key factors hindering children from attending school. In such districts like Maragwa, Nyando, Taita Taveta, and Bondo children are engaged in activities such as working in coffee, tea, sugar and sisal plantations, fishing, and mining. It was reported that often the labor of a girl-child is required to support the mother in many ways including: looking after other siblings, helping the mother with domestic chores, assisting in running the mother's small-scale business, caring the sick or accompanying the mother for a community service like attending a relative's funeral.

Because the girls labor is critical, taking her to school or keeping her there appear to be very costly to poor parents. When girls do engage in paid employment it is in the gender role stereotypical work of being housemaids. This phenomenon was reported from nearly all the districts (Girl child Network, 2004)

Child labour is widely practiced in almost every part of the world. In Kenya the common causes are, poverty, lack of education especially the girls whose parents think that educating them is a waste, children's refusal to attend schools, (Katini, 2003). It is often forgotten that child labour is part of a multi-generational problem due in part to the failure to educate girls (Parker et al, 2001)

By examining how child labour affects main schooling indicators, the new ILO findings also strengthen the case for tackling child labour as a means of achieving education targets set in the UN Millennium Development Goals. The report notes that: Child labour leads to reduced primary school enrolment and negatively affects literacy rates among youth (ILO, 2008)

There is strong evidence that when children combine school and work, as the number of hours in work increases, school attendance falls. High levels of child labour are associated with lower performance on an Education Development Index, which measures a country's performance on universal primary education, adult literacy, quality of education and gender parity. There is a significant correlation between the levels of children's economic activity and primary school repetition rates. Grade repetition often leads to children dropping out of school (Ibid)

Rural working children and girls tend to be among the most disadvantaged. Girls often carry a double burden of work inside and outside the home, putting their schooling at risk.

IPEC also said that at the level of secondary school, average attendance is just 46 per cent for boys and 43 per cent for girls, and in sub-Saharan Africa only one child in five attends secondary school (Ibid). This study was based on primary schools. Therefore, a study needs to be conducted in secondary schools since the majority of secondary school students are below the official age.

Another critical aspect that comes into play when making decisions about schooling is the opportunity cost of sending children to school. It has been argued in the literature that in most societies, child labour is indispensable to the survival of some households, and schooling represents a high opportunity cost to those sending children to school (Heneveld 1996). One reason for this is that child labour has got immediate and visible financial rewards especially in the unskilled informal sector and hence nullifying the case for education ( Tembon et al 1997).

There are differential parental expectations of female and male children in the performance of household chores with the female children carrying the larger bulk of the duties. Further, they more often become housemaids in various houses while boys become houseboys later in life. Others however have argued that the opportunity costs of girls' education are generally higher given the prevailing sexual divisions of labour that assigns women reproductive and domestic tasks (Stromquist ,1989). The assertion by Stromquist has also been supported by other recent studies. Tembon et al (1997) and Rose et al (1997) documented the tasks that were assigned to school pupils and reached the same finding that girls tended to have heavier workloads than boys do. This study was conducted in Malawi and there is need therefore to investigate if the same factors affect girls in secondary schools in Karemo division in Kenya.

### **2.3.2 The implication of teenage pregnancy and early marriages**

The marriage institution is vital in any society. It legitimates the reproductive process and ensures the meaningful perpetuation of social norms of society. Yet the timing and the resultant impact of early marriage is a source of concern for many who cherish the equitable participation of females in modern education.(Akubuiro, 2004).When girls are married at the age of 10 to 14, their educational careers are disrupted especially if an avenue for second chance learning is not provided.(Ibid). Pitiably, this practice is most rampant in communities of Africa, Asia and Latin America to a greater degree than is the case in other parts of the world. In part, this accounts for underdevelopment and human waste of talents and efforts. (Ibid). There is an information gap in that early marriage is not the only major factor affecting girl child education. There is need therefore to carry out a study to establish other factors that hinder girls from educational achievement.

According to a study conducted in Jeddah by Swawky et al (2000) illiterate and primary-school-educated mothers accounted for 60.4% of all mothers. Women with low educational levels had a significantly younger mean marital age than those with higher educational levels ( $P = 0.0000$ ). Of the illiterate mothers, 40.5% had married before 16 years, while lower proportions of early teenage marriages were observed among those with higher educational levels ( $P = 0.0000$ ). The majority of mothers were housewives (87.3%). Housewives had a significantly younger mean marital age than working mothers ( $P = 0.0000$ ). There was also a difference in the proportion of teenage marriages among housewives (28.8%) compared with working mothers (16.3%) but it was not statistically significant.(Ibid). This study indicates that a good percentage of school going girls leave school and drift into marriage. It is however not satisfactory since this is not the only major factor hindering girls from educational achievement.

Teenage pregnancy makes it difficult for girls to continue with their education .The dropout rate is therefore pretty high (Ezine Articles, 2010). Even if they come from similar backgrounds, 61 percent of adolescents wait till the age of 20 to 21 to have babies and therefore complete high school. In contrast, are those girls who give birth before they have completed 18 years of age; only 41 percent become high school graduates (Ibid).Even after giving birth, a young mother finds it difficult to keep up with her peers where academic performance is concerned. She is forced to repeat classes and exhibits poor scoring in standardized tests. Ultimately she may never graduate from high school.(Ibid).Wandera (2005) concurs that girls

who get pregnant while in school experience a lot of psychological trauma especially from their peers and society at large. This makes some of them to have an aversion for school thus dropping out.

Marriage at a very young age is more widespread than country data suggest. National statistics often disguise significant rates of very early marriage in some regions and among some sub-populations. In the Indian state of Rajasthan, for example, a 1993 survey of 5,000 women revealed that 56 per cent had married before age 15, and of these, 17 per cent were married before they were 10.<sup>19</sup> A 1998 survey in Madhya Pradesh found that nearly 14 per cent of girls were married between the ages of 10 and 14.<sup>20</sup> In Ethiopia and in parts of West Africa, marriage at seven or eight is not uncommon. In Kebbi State, Northern Nigeria, the average age of marriage for girls is just over 11 years, against a national average of 17. Plenty of marriage data exist for those aged 15-19, mostly in relation to reproduction or schooling. DHS data also allow some analysis of the proportion of women currently married who married below age 18. (UNICEF, 2001). This study seems to focus on early marriage as a major factor that denies girls an opportunity for educational achievement. However, a study needs to be conducted to establish other factors that hinder girls' educational achievement.

### **2.3.3 Challenges of menstruation and its implications on enrolment and participation**

The onset of menstruation represents a landmark event in pubertal development of the adolescent girl. Menstruation, and the menstrual cycle are characterized by variability in volume, pattern and regularity, which at the earlier stages of the development of the adolescent can create emotional discomfort particularly to the poorly informed (Adinma, 2008). Studies have shown that although most girls viewed themselves as being prepared for menarche, having 'discussed this with their mothers', obvious misconceptions on the true physiological process and characteristics of menstruation and the menstrual cycle is evident from these studies (Ibid). This misconception on menstruation and the psychological process may negatively affect the girls' concentration in class hence drop out. (Ibid). This study was conducted in Nigeria and there is need therefore to conduct one Karamo division to establish whether this is a factor affecting the girl child achievement in education.

Specifically, some recent research findings from Kenya (Mugenda 2000, Mati 2000, Kariuki et al 2000) have identified sexual maturation (and related issues) as having a major

impact on school attendance and performance. This impact is all the greater as most Kenyan children reach puberty in primary school. The length of primary school is relatively long (8 years) and for many children, particularly those in rural areas, age of entry is delayed. Consequently adolescence sets in while children are still in primary school. According to a case study on the "Impact of Institutional Management of Menstruation on Girls' Participation in Primary Education," for a good number of children, and girls in particular, adolescence sets in in lower primary (Kariuki et al 2000). Yet this and other studies have identified severe shortfalls in the provision of water and sanitation in primary schools, very poor management of menstruation among young girls and a number of other factors related to adolescence that have a direct impact on school attendance and participation. These problems affect girls more than boys.(Ibid)

Sexual maturation and menstruation issues have not received adequate attention in the past, despite the fact that gender disparities in participation and achievement/attainment have been shown to start at adolescence. Abagi & Odipo (1997) report that dropout and repetition rates are higher in upper primary school. However, in the past advocacy for girls' education has focused mainly on factors external to the school environment.

The Kariuki et al study quotes Odaga (1995) who identifies the lack of underwear and sanitary protection during menstruation as a major problem for girls' school attendance. Not only is this an additional cost for girls but is also a source of great anxiety among them. This study was conducted at primary school level and there is need therefore to conduct another one at secondary level to establish whether this is also a problem affecting secondary school girls in mixed schools.

According to Kariuki et al (2000), only a small number of girls had learnt about sexual maturation and menstruation practices from their mothers. Girls in rural schools and a few from the urban schools said that nobody had talked to them about menstruation and they had just overheard their sisters or sisters in law talking among themselves. For others, both girls and boys, sexual maturation and menstruation had come as a surprise. Interviews with rural mothers revealed their surprise and embarrassment that they should discuss such a topic with their daughter and in fact one mother asked how one would initiate such a discussion with her daughter.(Ibid)

## **2.4 The contribution of the community towards enrolment and participation**

Women in Kenya remain disadvantaged, with opportunities for educational, social, and economic advancement inferior to those of men. Women are underrepresented in modern sector wage employment, political and judicial decision making, and all major public service appointments. Numerous social, economic, and cultural barriers limit women's participation in these areas. But women's underrepresentation in education is a primary factor.(Republic of Kenya, 2008)

### **2.4.1 The influence of HIV and AIDS on enrolment and participation**

HIV/AIDS has had wide spread effects on children's learning experiences. Children living in a world of AIDS experience many challenges. As parents, guardians and members of communities increasingly become infected by HIV/AIDS and eventually succumb to diseases, children are increasingly lacking basic needs such as food, clothing, shelter, health and even education. Children are now becoming subject to many psycho-socio impacts of HIV/AIDS such as stigma, fear, worry, depression and hopelessness. All these impact negatively on their learning and development(UNICEF,2000). The study further revealed that children's learning has been affected by HIV/AIDS in many ways. Children's participation was reported to have been affected in that pupils themselves are getting infected and some of them infect others; attendance and performance in schools is affected; pupils are dropping out of school while some were reported to have died due to suspected HIV/AIDS related causes. All these are compounded by pupils' lack of love and guidance as well as material support as parents and guardians also get infected by HIV/AIDS.(Ibid). This study was focused on mixed primary schools. There is need therefore to conduct a study in mixed secondary schools to establish whether the same factors prevail.

HIV and AIDS has affected many students as thousands are forced out of school due to poverty and the need to take care of ailing parents (Highridge college, 2003) The high literacy rate of 76% for males and 67% for females already achieved in the education sector is threatened by the AIDS pandemic which is likely to reverse school enrolment and completion rates.(Ibid). Because of the traditional gender roles, girls are more likely to drop out of school to care for their ailing parents or older siblings (Makokha, 2001).

Siaya faces a disaster if the present rapid spread of HIV/AIDS is not checked. The current HIV/AIDS prevalence rate 38.4 percent among all blood donors is the highest in Nyanza

province having increased from 36.9 in 1997. The prevalence rate among school donors ranges between 3-10 percent. On gender basis, females are relatively more affected as compared to males (DDP, 2008).

The impact is mainly felt at the village level due to the increasing number of orphans who are in and out of school; the increasing number of female headed and children headed households and the high dropout rate in schools. The high dropout rate means that the future manpower is affected by having to discontinue education and could also lead to increased poverty situation especially where the household head is deceased and the extended family is not in a position the family left behind (Ibid). This study seems to place a lot of emphasis on HIV/AIDS as a major factor affecting the participation of girls in secondary education. However, there are combinations of factors which need to be investigated. That is why this study is necessary to establish other factors that have an impact on girl child education.

HIV/AIDS pandemic has created havoc in many communities especially in Nyanza, Coast and Nairobi provinces. There are several children who are affected by the pandemic as they are either orphans or are taking care of sick parents. It was reported that there are many orphans in primary schools in Bondo District. One thing that is certain is that HIV/AIDS, and its effects on households resources and structure, is one of the inhibiting factors that affect negatively the participation of girls in education. Regional studies by UNICEF and UNAIDS indicate that girls are more vulnerable than boys. In most cases, they drop out of school because they take the role of heading households and providing for their sick parents or for their young brothers and sisters. (Girl Child Network, 2004). More systematic study needs to be done in Karemo division Kenya to establish this relationship.

#### **2.4.2 Parental and Community's attitude and perception towards education for girls**

When parents are faced with a choice of sending a girl or a boy to school, chances are that in 80 percent of cases, boys will be preferred. For Muslim parents, some believe that formal learning is not meant for Muslim girls (Indabawa, 2004).

The society perpetuates certain behaviours among males and females through the way they are brought up. It is believed that men are born with certain natural abilities, aptitudes or talents that are different from those of women. Similarly, boys are expected to have a flair for physically demanding tasks. They are supposed to be mechanically minded, emotionally robust, daring and virile and should generally be interested in outdoor life (*The Herald*, 2001). Some of

these expectations translate into the way they think and behave. Similarly, girls are expected to be good at various forms of handwork and should generally enjoy staying and working indoors (Ministry of Education, Sport and Culture and UNICEF 2000). Primary school textbooks in Zimbabwe and elsewhere contain pictures which show girls and women working in the kitchen, sweeping, and fetching water and doing what have traditionally been considered women's jobs, thus, implying that women occupy lower status jobs than men. There has been perpetuated disparities between males and females in both secondary and tertiary education in Zimbabwe. Women continue to drop out, perform more poorly, and have less access to education than men (Gordon 1994, Dorsey, Gaidzanwa and Mupawaenda 1989). This study also found much congruence among the attitudes of the parents, teachers, boys and girls about educational aspirations and careers for boys and girls. Girls have internalized negative beliefs about themselves. They perceive themselves as unequal and inferior to boys (UNICEF 1995).

This study was conducted in Zimbabwe and there is need to conduct one in Karemo division in order to establish whether the same perception affects the participation of girls in secondary education.

Danladi Mamman, a teacher, adequately captures the fate of the girl child in his article titled "Girl Child and Education" when he writes that it is a well known fact that many parents in Africa give preferential treatment to the boys, especially in matters concerning education. It is really sad that up till now in some societies, girls are still made to live in their shadows, denied education and other rights, and socially exploited. Their rights to attain womanhood before going into child bearing are being aborted abused. Besides some cultural beliefs and practices that tend to make girl child play second fiddle role to her male counterpart, and also bare her from certain socio-economic activities, thus relegating her to the background, in total obscurity; there is also poverty as a major factor that hinders girl's child access to education. (Mamman, 2008)

Parental attitudes determine a child's chances of education. Parents control the initial decision of a child to attend school and often influence the nature of a child's participation in education. The Malawi Primary School Study by Davson (1989) found that boys received more parent-supplied exercise books than girls did. Support for children's schooling may influence persistence with school and achievement. Likewise Davison (1993) found that very few mothers in Malawi thought it was more important to educate girls than boys. The reason most cited was that girls got married or conceived during the school cycle resulting in wastage and loss of the educational investment. Yet Kenyan mothers preferred to invest in daughters' education because

daughters were seen to be more responsible than sons by providing financial assistance to the family. None of the fathers in both Kenya and Malawi gave any preference to educating girls. The same observations about mothers were made by Thawe and Sagawa (1991).

Cultural factors have been seen to contribute considerably to school dropout for both females and males. Kapakasa (1992) in her study on determinants of girls participation and persistence in school, found that initiation ceremonies contributed significantly to school dropout as parents demonstrated willingness to pay more for initiation of their daughters than for regular schooling. Since initiation prepares young girls for married life, the girls choose to put into practice what they learn at the initiation ceremonies rather than continue with schooling. Kainja and Mkandawire (1989) also contended that while girls as well as boys experience multiple repetition, girls are at a disadvantage because the onset of adolescence brings competing demands in school, at home and in the community with the risk of pregnancy and early marriage. However, the influence of initiation on schooling is countered by Hyde and Kadzamira (1994).

Culturally determined ways of defining women and men and their roles in a given society shape gender-specific opportunities and constraints. Thus, the existence of discriminatory attitudes towards the schooling of girls is informed by customs and culture. Mobility restrictions arise in many societies when girls reach puberty and this makes the effect to be more on girls retention than on entry (Lloyd and Blanc 1996). In some tribes in Malawi, as soon as a girl reaches puberty, she is taught the wisdom and knowledge of her society in order to maintain and develop it. These instructions are considered directly relevant to a girl, preparing her for life as a wife and mother in a village. 'Sometimes conflict arises between what is taught at home (in initiation ceremonies) and at school which may lead to parents opposing girls' continued attendance at school' (ODA, 1996). Indeed, girls' behaviour is often directly related to the many tribal and traditional taboos which dictate what and what not to do at the various stages of their development which may conflict with the demands of schooling.

According to the study conducted by FEMSA (2003), it was the opinion of many of those who participated in the study that one of the main reasons for this low enrolment and high dropout is the negative attitude that many parents have towards the education of girls. This negative attitude was attributed to traditional socio-cultural beliefs regarding gender roles and abilities. In African tradition and culture, women were expected to exclusively assume the roles of mothers and wives. Women were seen as nurturing beings and as such were expected to be the home makers and take care of the children. They were also expected to be obedient and subservient to the men. Women were seen as less capable, physically, mentally and in all areas

outside their accepted roles, than men. As a result women were seen as requiring protection, guidance, supervision and leadership from men. It was further established that, Girls were also considered a risk to educate because they were likely to get pregnant or married and drop out of school and any money spent on their education would therefore be wasted. For this reason some parents expressed the opinion that given a choice, they would prefer to educate boys. As one parent put it:

"It is better to educate a boy because after all, most girls are very foolish, they get themselves pregnant and drop out of school. Why should I waste my money?"(Ibid)

This study was conducted in Ghana and there is need to conduct a study in Karemo division in Kenya to establish whether parental attitude also affects the participation of girls in secondary education.

Being identified as being bright or talented may create social problems for females (Bell, 1989) Some research indicates that gifted girls believe it is a social disadvantage to be smart because of the negative reactions of peers. Fearing their peers' disapproval, bright young women may deliberately understate their abilities in order to avoid being seen as physically unattractive or lacking in social competence. In other words, they may "play dumb." Parents may also send negative messages about how girls should act, how polite they should be, how they should dress, and how often they should speak out and in what situations.

Recent research has established the importance of parents' attitudes and beliefs about the academic self-perceptions and achievement of their children (Hess et al 1982). In some studies, parents' beliefs about children's abilities had an even greater effect on children's self-perceptions than previous performance (Parsons, Adler, & Kaczala, 1982). Phillips (1987) confirmed this finding in her study of high ability students, and a recent study of parental influence on math self-concept with gifted female adolescents as subjects found consistently significant correlations between parent expectations and student math self-concept (Dickens, 1990). Reis found that memories of negative parental comments haunt gifted and talented women decades after they left home (Reis, 1995; 1998). This research provides compelling evidence of the difficulty of addressing this problem. Parental opinions matter greatly to young girls, and the messages sent by subtle and not-so-subtle verbal and nonverbal interactions may encourage or discourage girls for life.

Parents' perceptions and society expectation, part of gendered sex role socialization affect how girls and boys participate in education. From tender age, the young children are socialized into "sex roles." Thus learning "sex appropriate" behaviors and traits in childhood is one of the prerequisites for smooth functioning in society (common in rural areas). In general most children, and girls in particular, especially those in rural areas, fail to enroll in or to complete primary schooling because their parents do not value education. In most cases because the parents themselves are uneducated/illiterate. There is also a 'myth' among most illiterate parents that "boys are generally clever and hard working in school. Their minds are always in school. But girls like playing and when they mature they are difficult to deal with and they get pregnant". The implication is that they should not be given the opportunity to go to school. Such 'messages' demotivating to girls, who internalize them and in return end up believing that school, is not for them.(Girl Child Network, 2004)

### **2.4.3 Socio-economic status of the family.**

These are factors related to the direct and indirect costs of sending children to school as well as the overall poverty of the family and the employment prospects available. Before the elimination of school fees, lack of school fees was the most common reason for non-enrolment and dropout in a number of surveys (Maganga and Mkandawire 1988, Kadzombe 1988, Kainja and Mkandawire 1990, Davison and Kanyuka 1990). Recent government policies (under GABLE and FPE) however have greatly reduced the direct cost of schooling for the parents. Despite these efforts however, studies have shown that there are still other direct costs to schooling which are acting as constraints to enrolling and keeping children in school (Burchfield and Kadzamira 1996, Chimombo 1999 and Kadzamira et al. 1999 Chimombo and Chonzi 1999). These studies have identified inadequate clothing, and lack of money to buy school supplies as the reasons for non-enrolment and lack of participation of girls in classroom activities.

Many studies have found that the necessity for children to perform economically important tasks that support household survival limits participation, especially in rural and urban squatter groups (Anderson, 1988, Lockheed and Verspoor, 1991). For Malawi, Verspoor(1991) noted that many children in Malawi began working at very early ages and were not enrolled in school at all. He noted that they spent their time child minding their siblings, working on the estate farms, in family fields and with herds or on the lake. Other studies have showed that girls on average spend more time on domestic chores than boys (Davison and Kanyuka 1990, Kaunda

1995, Sey 1997). Sey (1997) observed that the division of labour at home meant that girls in rural areas had little time for studying at home.

Poor households are unable to access basic services like food, education and health. Indeed, their ability to support and invest in their children education is very limited. A girl-child in such a household is more disadvantaged than the boy-child. It was clear that where resources are scarce and the school demands for expenditures from a household, a girl-child is likely to be pulled out of school compared to the boy-child. In some cases, like in the slums in urban centers, it was reported that girls as young as 11 years are forced into early marriages so that parents can get dowry – extra income to pay fees for the boy-child's secondary education or training (Girl child Network, 2004). This study was conducted at primary school level. There is need therefore to conduct a study at secondary school level to establish whether the same factors affect the participation of girls in secondary school education.

## **2.5 Theoretical Framework.**

This section examines the system theory found to be relevant to the study.

### **Systems Theory**

Parsons (1973) recognizes the main functions of a system as: maintenance (the preservation and reproduction of system's essential characteristics). Essential characteristics in an institution would include standards of morality and discipline, hard work and integrity across various levels, which form the basis for high academic performance. Systems have goals for survival. Parsons call this adaptation. In a school setting, this would mean that the school community including learners, teachers and parents would need to take on a certain way of doing things. For instance, if a child encounters gender discrimination, he/she knows the chronology for reporting and will do so without difficulties.

On the same note, the school principal will automatically adopt an approach widely accepted in school to deal with the errant teacher. The third tenet of this theory is integration, requiring that various parts of the system work in harmony (Ritzer 1983). The school falls into this category. The curricular, co-curricular extracurricular and discipline programmes have to be harmonized for any school to run effectively. On the same note, school discipline systems have to be in line with the wider judicial system to effectively deal with difficult cases. In this case,

gender discrimination cases will have to be managed by the school, the TSC and the wider judicial mechanisms for maximum benefits to the victims and the entire society.

In the past, this integration has been haphazard; left for the parents to decide and the school management staying away from the brawl. Effective management of gender issues cannot divorce the school discipline approaches from the judicial systems. It is in this discordance that sexual harassment offending teachers have taken refuge. In this disharmony, many teachers have taken short cuts by compromising the parents of the victims; paying them off and quashing the allegations. The theory recognizes the importance not only of the interdependence between the parts of a system but also that of individual contribution in the proper functioning of the system. It follows that in an organization like TSC, the individual performance of each employee is vital in the attainment of the overall goal of the organization. These individual contributions would not be optimally realized if the commission managed teachers away from the wider society's contribution, more so the judicial system especially in cases of sexual harassment.(GoK, 2007).

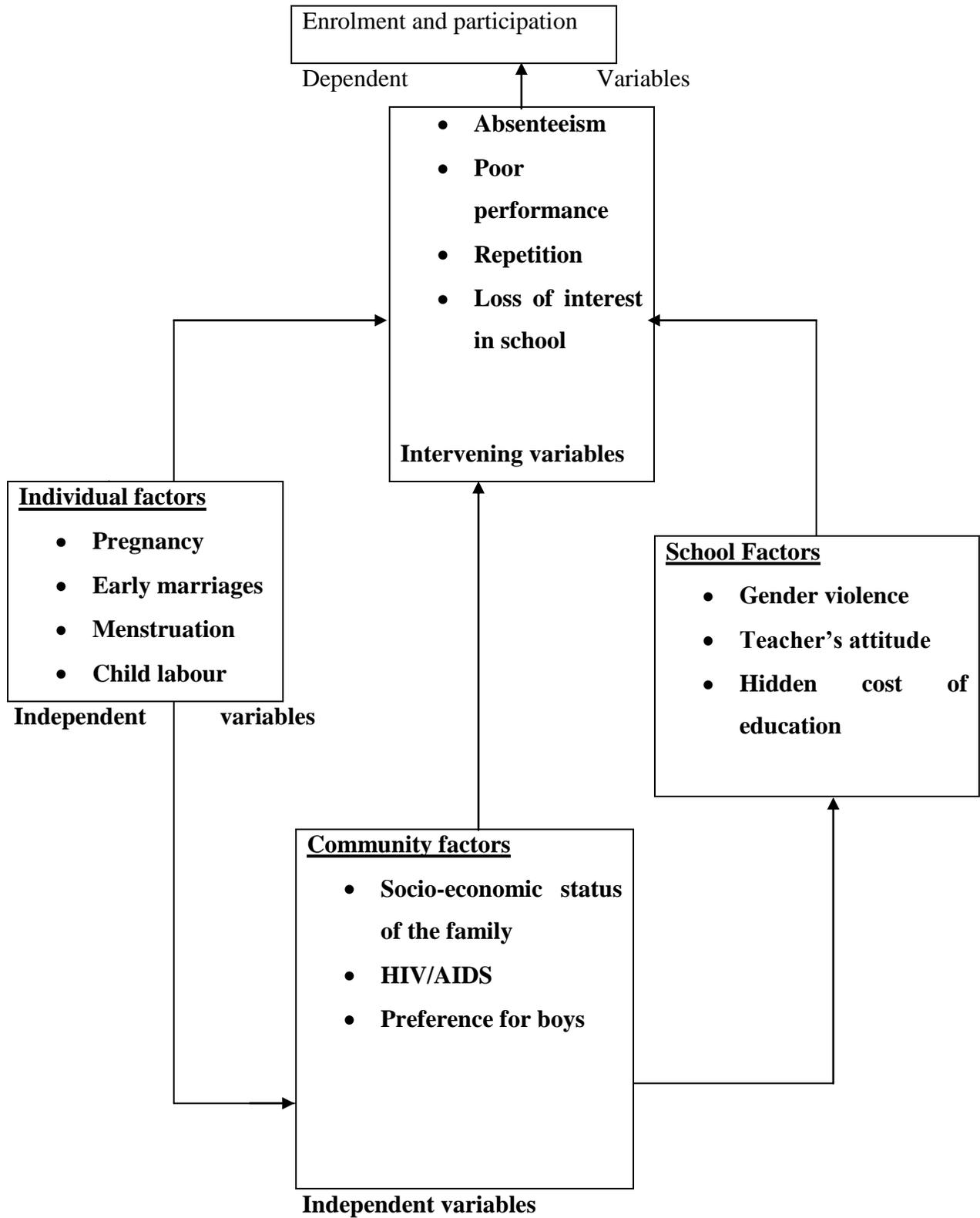
The key principle in this theory is that the individuals depend on the systems in their immediate social environment for satisfactory life and thus the students in any school depend on the internal systems to boost their learning capacities. The school managers also depend on the commission to manage difficult disciplinary cases. The theory holds that agencies fail to achieve their goals because of difficult interactions.

The trauma of gender discrimination has been recognized as the major cause of poor performance and low transition among students. The existence of unresolved child abuse cases in an institution may also interrupt the peace and good working/learning relationships important for the survival of any school. This calls for the need to remove those factors that interfere with the well being of the learners and putting in place measures that restore the equilibrium. Therefore, the need to re-look at the disciplinary systems of the teachers involved in gender discrimination cannot be overemphasized. (GoK, 2007).

## **2.6 Perceived conceptual framework**

The study will be guided by the following conceptual framework.

**Figure 1: Interrelationship between variables.**



According to the conceptual framework, enrolment and participation are the dependent variables. These dependent variables are influenced by the school factors, individual factors and community factors which are independent variables. In the school environment, we have gender violence, teachers' attitude and hidden cost of education which are the independent variables that affect the enrolment and participation of girls in secondary education.

At the individual level, there is early marriages, challenges of menstruation, teenage pregnancy and child labour as the independent variables which influence whether girls will enroll and participate in secondary education. The community also has some issues which affect enrolment and participation of girls in secondary education. These are socio-economic status of the family, effect of HIV/AIDS and preference for boys. These are the independent variables which determine whether the girls enroll and participate in secondary education. As the independent variables have their influence on the dependent variables the intervening variables manifest themselves. They include absenteeism, poor performance, repetition and loss of interest in school.

## **2.7 Summary of the Literature Review**

This chapter has explored the literature related to the factors influencing the enrolment and participation of girls in secondary education in Siaya district, Kenya. The discussion has clearly highlighted the important factors that hinder the enrolment and participation of girls in secondary education. Among the important factors is the teachers' attitude towards girls while in school. It is evident that teachers make discouraging comments about girls in class and whenever the examination results are released. This adversely affects the participation of girls in secondary education and prevents them from realizing their full potential. In addition, girls engage in other chores apart from learning while in school. This also affects their participation in education.

There are also personal factors that affect the enrolment and participation of girls in secondary education. For instance, menstruation if not well handled can adversely affect the girls' participation in education. Furthermore teenage pregnancy is also a major challenge towards enrolment and participation of girls in secondary education. Coupled with this there is the community's preference for boys which puts the education for girls at an inferior position. In a case where there are limited family resources, education for boys will be given first priority as compared to the education of their female counterparts.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methods that were applied in carrying out the study. It includes the area of study, research design, target population, sample and sampling procedure and data collection instruments. It also discusses on the validity and reliability of the instruments and data collection and analysis procedures used.

#### **3.2 Research design**

The study adopted a descriptive survey design with both qualitative and quantitative approaches. According to Cramer and Bryman(1997), quantitative approach is often co relational to denote the tendency for such research to reveal relationship between variables. The descriptive survey design was most suited for this study because of its ability to elicit a wide range of baseline information about the relationship between school environment, individual factors and community factors and enrolment and participation of girls in secondary education.

On qualitative dimension, the study applied in-depth interviews to obtain qualitative information from the school principals and teachers. Mwanje(2001) contends that in-depth interviews are characterized by extensive probing and open ended questions. The approach was chosen because of its ability to elicit information on sensitive matters, in this case the school environment that affects the participation of girls in secondary education.

#### **3.3 Area of Study**

This study was carried out in Karemo division, Alego Usonga constituency, in Siaya district, Nyanza province. Siaya district is bordered by Busia district to the North, Vihiga and Butere districts. The total area of the district is approximately 1.523 km<sup>2</sup>. The district is divided into seven administrative divisions. These are: Yala, Wagai, Karemo, Boro, Uranga, Ukwala and Ugunja. Karemo division is the headquarter of Siaya district i.e. Siaya town.(DDP, 2008).Karemo division has a total area of 235.1km<sup>2</sup>. It falls on the western part of Siaya district which is drier with 800-1600mm of rainfall. Karemo division practices subsistence farming. The researcher chose Karemo division because he wanted to gather facts and realities of factors influencing the enrolment and participation of girls in secondary education.

### 3.4 Target Population

Mugenda (1999) defines target population as a large population from which sample population is to be selected. A sample population is a representative case from the large population. The aim of sampling is to get accurate data as a fraction of the possible cases. The researcher targeted 12 secondary schools, 12 principals, 48 class teachers, and 2514 students. This can be shown below.

**Table 1: Data on target population of the study.**

<b>Target population</b>	<b>Total population</b>
Secondary schools	12
Principals	12
Class teachers	48
Students	2514
<b>Total</b>	<b>2,586</b>

Source: MOEST, 2010

### 3.5 Sample Size and Sample Selection

The researcher used both probability and non-probability sampling to reach at the required sample size. For the non-probability sampling, the researcher used purposive sampling to get 12 secondary schools, 12 principals, 48 class teachers, DEO and one quality assurance and standards officer. Kombo( 2006) states that purposive sampling is a method where a researcher targets a group of people believed to be reliable for the study. In this case, the researcher targeted the above because they are key to the study.

In probability sampling, the researcher used stratified random sampling where the total population of students was stratified into boys and girls in every school. Thereafter, a sample of 10% was drawn from every subgroup to represent the whole group.

This can be shown in the table below.

**Table 2: Sample size and sample selection**

<b>School</b>	<b>Total Boys</b>	<b>Sample for Boys</b>	<b>Total Girls</b>	<b>Sample for Girls</b>
Siaya Township	221	22	218	21
Mulaha	74	07	101	10
Ulafu	140	14	103	10
Nyang'anga	188	19	116	11
Nduru	50	05	62	06
Senetor	150	15	108	10
Rambo	80	08	55	05
Agoro Oyombe	202	20	164	16
Holycross	60	06	102	10
Matera	30	03	38	04
Nyajuok	87	08	70	07
Christian	53	05	42	04
<b>Total</b>	<b>1,335</b>	<b>132</b>	<b>1,179</b>	<b>114</b>

### 3.6 Research Instruments

The researcher used two types of instruments. That is, questionnaires and interview schedules. The researcher used interview schedules for head teachers and questionnaires for head teachers, class teachers and students. The questionnaires were divided into two parts. Part one was used to gather the demographic data of the respondents. This includes sex, age, academic and professional qualifications. Part two of the questionnaire was used to gather information on factors influencing the enrolment and participation of girls in secondary education. This section

had both open-ended and closed-ended questions. The interview schedules were used to fill in information gaps left by questionnaires.

### **3.7.. Reliability and Validity of the Instruments**

Before the actual study was carried out, the researcher ensured that the research instruments were valid and reliable.

#### **3.7.1 Validity of the research instruments**

Validity is the degree to which a test measures what it is intended. Content validity therefore has to do with how accurately the data obtained in the study represents the variables used in the study. To enhance validity of instruments, a pre-testing (pilot study) was conducted in the sampled schools which are not among the sampled schools that were to be used for the study. Reasons behind the pre-testing were to assess the clarity of the instrument items so that those found to be inadequate in measuring the variables were to be either discarded or modified to improve the quality of the research instruments thus increasing their validity.

#### **3.7.2 Reliability of the research instruments**

Reliability of a measuring instrument is the degree of consistency with it measures whatever it is meant. It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. However, reliability in the true research is influenced by random error. Random error is the deviation from a true measure due to factors that have not been effectively addressed by the research. There are many techniques of assessing instrument reliability but in this research, the researcher used re-testing of the instruments. After pilot testing and restructuring of the instrument for validity, the researcher retested the instruments to see if they were reliable.

### **3.8 Data Collection Procedures**

The researcher administered the questionnaires for both pilot and main study. A researcher's permit was obtained from the ministry of Education science and technology. Thereafter the DC Siaya was contacted before the start of the study.

The selected school in pretest and final study was visited and the questionnaires administered to the respondents. The respondents were assured of strict confidentiality. The questionnaires

were not left behind. The researcher waited and collected them once the respondents had completed filling them. Appointment was made for interview.

### **3.9 Data Analysis Techniques**

According to Bryman and Cramer (1997), data analysis seeks to fulfill research objectives and provide answers to the research questions. The choice of analysis procedures depend on how well the techniques are suited to the study objectives. The study employed both qualitative and quantitative approaches to process, analyze and interpret the data as outlined below.

#### **3.9.1 Quantitative data analysis techniques**

Quantitative data processing and analysis began with field editing to minimize errors. This was followed by coding the open-ended data, entry, transformation, analysis and interpretation. The Statistical Package for Social Sciences(SPSS) was used to run descriptive analyses to produce frequency distributions and percentages while charts and tables were produced using MS Excel.

#### **3.9.2 Qualitative data analysis technique**

Qualitative data was analyzed and interpreted in three basic steps. First, data was organized in key thematic areas in line with the objectives of the study. Second, data was summarized into daily briefs. Finally, the briefs were described and expanded to incorporate additional insights from observations made in the field. Thereafter, systematic analysis and interpretation were undertaken and synthesized to form the interim report.

## CHAPTER FOUR

### 4.0 DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents the findings of the study which have been analyzed and discussed under the following thematic and sub-thematic areas. These include: Demographic characteristics, Response return rate, individual factors affecting enrolment and participation of girls in secondary education, community factors affecting enrolment and participation of girls in secondary education, and school factors affecting enrolment and participation of girls in secondary education.

#### 4.2 Questionnaire Return Rate

A total of 306 questionnaires were given out to students, class teachers and principals and they were all responded to and collected back. The table below shows the number of questionnaires given to different schools and the response return rate.

**Table 3: Questionnaire Return Rate**

<b>School</b>	<b>Administered</b>	<b>Returned</b>	<b>percentage return rate(%)</b>
Siaya township	48	48	100%
Mulaha	22	22	100%
Ulafu	29	29	100%
Nyang'anga	35	35	100%
Nduru	16	16	100%
Senator	30	30	100%
Rambo	18	18	100%
Agoro oyombe	41	41	100%
Holycross	21	21	100%
Matera	12	12	100%
Nyajuok	20	20	100%
Christian	14	14	100%
<b>Total</b>	<b>n = 306</b>	<b>n = 306</b>	<b>100</b>

### 4.3 Demographic Characteristics of the Respondents

This part captures the characteristics of the respondents in terms of their age and gender.

#### 4.3.1 Age Distribution of Teachers Interviewed

The data collected shows that the class teachers between the age of 20-25 constituted only 3 respondents. This is only 6.25% of the total respondents. This age group comprises of newly employed teachers who have not taught for many years. This is an indicator that responsibilities in schools are given to teachers basing on their teaching experience. The respondents between the ages of 26-30 were 5 in number. This constitutes 10.42% of the total respondents. This percentage of class teachers is higher than that of those between the ages of 20-25 due to the fact that responsibilities go with the teaching experience. The same number of respondents was witnessed in the age bracket of between 31-35. The highest number of respondents fell between the ages of 36-40 years. This constituted 25.00% of the total respondents. This indicates that a majority of secondary school teachers fall in this age bracket. The respondents between the ages of 41-45 were 8 constituting 16.66%. Those between the ages of 46-50 were 9 constituting 18.75% and those between the ages of 51-55 were 6 constituting 12.50%. Most of the teachers who were above the age of 50 years were in school management positions.

**Table 4: Frequency and percentage distribution of teacher respondents according to age.**

Age – group	Frequency	Percentage (%)
20 -25	03	6.25
26-30	05	10.42
31-35	05	10.42
36-40	12	25.00
41-45	08	16.66
46-50	09	18.75
51-55	06	12.50
<b>Total</b>	<b>48</b>	<b>100</b>

### 4.3.2 Age distribution of students interviewed

The data collected students indicate that the respondent between the age of 13-14 were 35. This constitutes 14.24 % of the total respondents. The highest number of respondents fell between the ages of 15.-16. That is 121 constituting 49.19% of the total respondents. This age bracket comprises of students who are undergoing adolescent and are prone to many challenges. In terms of enrolment and participation in secondary education. The respondent between 17-18 years were 54 constituting 21.95% 19-29 constituting 11.78% while those who are above 20 years of age were 7, constituting 2.85%. This group of those students who are above 20 years of age are in the age bracket of college students. This indicates that they must have been other factors that hindered them from completing school at the right age.

**Table 5: Frequency and Percentage Distribution of student respondents According to age**

<b>Age Group</b>	<b>Frequency</b>	<b>Percentage(%)</b>
13-14	35	14.23
15-16	121	49.19
17-18	54	21.95
19-20	29	11.78
Above 20	07	2.85
<b>Total</b>	<b>246</b>	<b>100</b>

### 4.3.3 Age distribution of the school management

From the data collected the school principals/managers between the ages of 40-45 were 2 that is 16.67% of the total respondents. Those between the age of 46-50 constituted 3 respondents which 25.00% of the total respondents. The highest percentage of the respondents was between the age of 51 -55 which comprised of 5 respondents. This makes 41.66% of the total respondents. This indicates that more teachers rise to the positions of management at the age of 50 and above. The respondents who were above the age of 55 years were 2. This constitutes 16.67% of the total respondents

**Table 6. Frequency and % distribution of principals by age**

<b>Age – group</b>	<b>Frequency</b>	<b>Percentage</b>
40-45	02	16.67
46-50	03	25.00
51-55	05	41.66
Above 55	02	16.67
<b>Total</b>	<b>12</b>	<b>100</b>

**4.3.4. Gender distribution of the respondents**

From the data collected, the gender distribution of the respondents can be presented as follows. Among the students interviewed, 132 were boys representing 43.14% while 114 were girls, representing 37.25%. On the side of teachers, out of 48 who were interviewed, 25 were male constituting 8.17% while 23 were female constituting 7.52%. The total number of principals interviewed was 12. Among the twelve, 7 were male, representing 2.29% while were female constituting 1.63%. From the above gender presentation it is clear that education for the male gender is preferred over that of their female counterparts

**Table 7: Frequency and percentage distribution of respondents according to gender.**

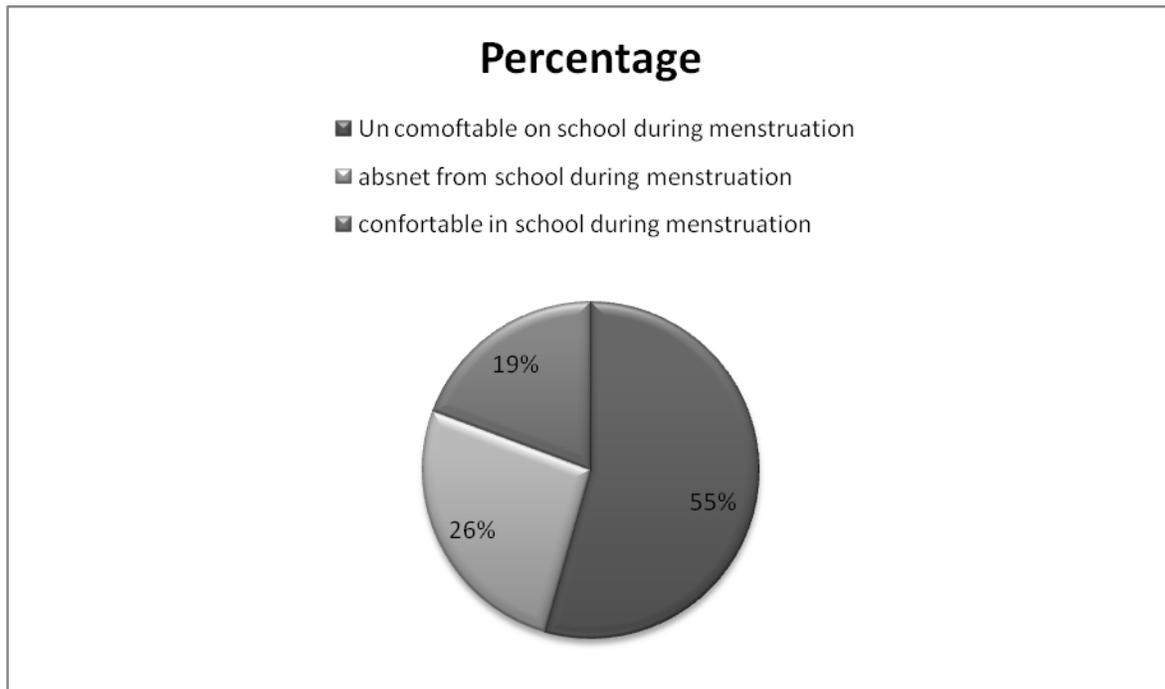
<b>Category</b>	<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Student	Male	132	43.14
	Female	114	37.25
Teachers	Male	25	8.17
	Female	23	7.52
Principal	Male	07	2.29
	Female	05	1.63
<b>Total</b>		<b>305</b>	<b>100</b>

#### 4.4 Individual factors on enrolment and participation

The onset of menstruation represents a landmark event in pubertal development of the adolescent girl. Menstruation and menstrual cycle are characterized by variability in volume, pattern and regularity, which at earlier stages of the development of the adolescent can create emotional discomfort particularly to the poorly informed (Adenma, 2008).

From the data collected, out of the 114 girls interviewed. 62 girls constituting 54.39% felt that they were uncomfortable attending school while on a monthly periods. They further observed that it affected their concentration in class and made them feel uneasy before them male counterparts. 30 girls, representing 26.32% preferred staying away from school during the 3 – 4 days period of menstruation. This in turn affects their performance since cumulatively miss up to 36 school days in one academic year. Only 22 girls representing 19.29% felt comfortable attending classes while on monthly periods. This is a small percentage compared to those who feel uncomfortable attending classes. If proper guidance and counseling is not given, this is likely to adversely affect the participation of girls in secondary education. The percentage of participation of girls in secondary education during menstruation can be shown in the pie chart below.

**Figure 2: Percentage of the comfort ability of girls in school during menstruation**



The data also examined the school dropout of girls in the past four years. The highest rate of dropout was witnessed in form three with 41.67% of the total girls who dropped out. That is 30 girls. It was followed by form two with a dropout percentage of 29.17%. That is 21 girls. This was followed by form four with 16.66% and finally form one with 12.50%. The total number of girls who dropped out of secondary between 2005 – 2008 was 72 girls

**Table 8: dropout of girls per class between 2005 – 2008**

<b>Class</b>	<b>Number dropped out</b>	<b>Percentage(%)</b>
Form one	09	12.50
Form two	21	29.17
Form three	30	41.67
Form four	12	16.66
<b>Total</b>	<b>72</b>	<b>100</b>

From the above table, among the factors causing the girls to drop out school,. Teenage pregnancy and early married was ranked the first factor with 21 respondents out of 60 respondents constituting 48.33% presenting it as the main course. The second course was lack of school fees with 15 respondents. Constituting 25.00% while lack of personal effects had 09 respondents constituting 15.00%. The last factor that respondent felt was also contributing to the dropout was in conducive school environment which had 07 respondents constituting 11.67%. From this analysis teenage pregnancy emerges as the main course of school dropout among girls in secondary schools.

**Table 9: Percentage of the Respondents on causes of dropout among girls**

<b>Cause</b>	<b>Number of respondents</b>	<b>Percentage(%)</b>
Pregnancy	29	48.33
Lack of school effects	15	25.00
Lack Personal effects	09	15.00
In conducive school environment	07	11.69
<b>Total</b>	<b>60</b>	<b>100</b>

#### 4.5 community factors on enrolment and participation

Women in Kenya remain disadvantaged, with opportunity for education, social and economic advancement inferior to those of men. Women are underrepresented in modern sector wage employment, political and judicial decision making and all public service appointments. Numerous social, economic and cultural barriers limit women participation in these areas. But women's underrepresentation in education is a primary factor (republic of Kenya, 2008)

From the data collected. Out the 246 respondents 151 constituting 61.38% felt that the education of male is preferred to that of their female counterparts. This is as result of the culture that relegates women to an inferior position as compared to the men. Only 65 respondents out of 246 constituting 26.42% felt that the education for female is preferred to that of their male counterparts. 30 respondents comprising of 12.20% felt that there is no gender that is favored. This could be largely attributed the affirmative action move that is being advocated by those fighting for gender equity

**Table 10: percentage of the gender favored in education**

<b>Gender favored</b>	<b>number of respondents</b>	<b>Percentage (%)</b>
Male	151	61.38
Female	65	26.42
Both	30	12.20
<b>Total</b>	<b>246</b>	<b>100</b>

This is also in line with the social economic status of the family in that, where family resources are limited, the family will prefer to pay school fees for the boys first before using the little that is left to pay for girls. Out of the 306 respondents. 160 constituting 52.28% of the total respondents felt that in the case of limited family resources the family will give first priority to paying school fees for boys. In the same situation 111 respondents constituting 36.28% felt that priority is given to school fees for girls. Only 35 respondents constituting 11.44% felt that both boys and girls are treated equally whether the family resources are limited or not.

**Table 11: gender favored in the face of limited family resources**

<b>Gender Favored</b>	<b>number of respondent</b>	<b>percentage(%)</b>
Boys	160	52.28
Girls	111	36.28
Both	35	11.44
<b>Total</b>	<b>306</b>	<b>100</b>

From this data there is a clear indication that there is still a lot that needs to be done to sensitize society on the need to treat both boys and girls equally and give them equal opportunities to enable them achieve the various aspirations in life.

Another important factor on the participation in secondary education is the distance from home to school. Girls tend to be more comfortable with going to school if the school is nearer their area of residence as compared to boys whom distance is not a very important factor. From the data collected, 9 boys constituting 6.82% indicated that they stayed within a distance of less than one kilometer from school while 24 girls constituting 21.05% stayed within a distance of less than one kilometer from school. The number of girls is also higher than that of boys between the distances of 2-3 kilometer from school. That is 37 girls constituting 32.46% of the total girls as compared to 24 boys constituting 18.18% of the total boys respondents. However, the number of boys is higher than that of girls with increased distance from school. For instance, between 6 – 7 Kilometers from school, the number of boys is 31 constituting 23.48% between 8 – 9 Kilometers; we had 17 boys constituting 1.75% of the total respondents. Between 10 – 11 Kms from school, we had 10 boys constituting 7.58% while there was only one girl constituting 0.88% of the total girls. From this analysis it is evident that distance from school adversely affects the participation of girls in secondary education.

**Table 12: Frequency and percentage distributing of boys and girls according to the proximity to school**

<b>Distance (km)</b>	<b>Boys Frequency</b>	<b>%</b>	<b>Girls Frequency</b>	<b>%</b>	<b>total</b>	<b>%</b>
0-1	09	6.82	24	21.05	33	13.41
2-3	24	18.18	37	32.46	61	24.80
4-5	41	31.06	34	29.82	75	30.49
6-7	31	23.48	16	14.04	47	19.11
8-9	17	12.88	02	1.75	19	7.72
10-11	10	7.58	01	0.88	11	4.47
<b>Total</b>	<b>132</b>	<b>100</b>	<b>114</b>	<b>100</b>	<b>246</b>	<b>100</b>

Given that the African society is patriarchal, girls are made to perform all the house chores before going to school and after school as boys are given enough time to do their home work and study. Thus girls are left with little or no time for doing home work and conducting their private studies.

From the data collected, out of the 246 respondents. 183 constituting 74.39% felt that house chores are left for girls while boys are left to do their own school work. 41 respondents constituting 16.67% indicated that boys also take part in house chores as girls are left to do their school work. Only 22 respondents constituting 8.94% indicated that both boys and girls take part in the house chores before going to school and after school. The high percentage of the respondents indicating that girls are left with house chores is largely due to the social-cultural beliefs of the society that relegate women to an inferior position and kitchen.

**Table 13: Gender distribution on house hold chores**

<b>Gender</b>	<b>number of respondents for</b>	<b>percentage (%)</b>
Female	183	74.39
Male	41	16.67
Both	22	8.94
<b>Total</b>	<b>246</b>	<b>100</b>

The 8.94% who felt that both boys and girls take part in house hold chores is an indication of the struggle to attain gender equality but a lot has to be done to change the percentage of the community on gender roles.

#### **4.6. School factors on enrolment and participation**

There is a belief among many teachers including some female teachers that girls are intellectually incapable of studying “difficult and task-oriented” subjects such as mathematics and science subjects. There is evidence that girls are actively discouraged by teachers, who do not expect good performance from girls and do not wish to “struggle” with them, and that they are subject to severe harassment by their male fellow students (Hari, 2007)

From the data collected, out of the 246 boys and girls interviewed, 129 respondents constituting 52.44% felt that school was not interesting as compared to 117 respondents constituting 47.56 who indicated that school was interesting. This is a clear indication that there are factors in the school setting that make school not interesting to the learners. One of the main factors that came out from the data collected is the negative comments made by teachers in class on girls and when exam results are released . Out of the 246 boys and girls interviewed, 137 respondents constituting 55.69% indicated that teachers give negative comments about girls in school as compared to 109 respondents constituting 44.31% who indicated that teachers give encouraging comments. From this analysis it is clear that the negative comments or remarks made by teachers affect the participation of girls in secondary education because these remarks make them dislike school. Some dropout and those who remain in school may perform poorly due to lack of concentration.

The data collected also indicated that girls engage in other chores while in school as their male counterparts study. Girls are made office girls in charge of cleaning the office and staffrooms while boys use this time to catch up on academic matters. When visitors are in school, girls are picked to help in the cooking and serving of the visitors. Girls are also made to clean and arrange books in the library. These chores eat into the time meant for studying and at the end of the day, it causes poor performance of girls as compared to boys. Among the chores performed by girls while in school, cleaning of the office and staffroom had the highest frequency with 213 respondents out of 306 constituting 69.61% of the total respondents. This was followed by cleaning and arranging books in the library which had 50 respondents out of 306 constituting 16.34%. Cooking for visitors had 24 respondents constituting 7.84% while serving of visitors had 19 respondents constituting 6.21% of the total respondents.

**Table 14: Frequency and percentage of chores performed by girls while at school**

<b>Chores</b>	<b>No. of respondents</b>	<b>Percentage</b>
Cleaning offices	213	69.61
Library cleaning and arrangement	50	16.34
Cooking for visitors	24	7.84
Serving of visitors	19	6.21
<b>Total</b>	<b>306</b>	<b>100</b>

Despite subsidized secondary education, lack of school fees featured as one of the major factors affecting enrolment and participation of girls in secondary education. Among the 60 teachers and principals interviewed, 38 of them constituting 63.33% of the total respondents cited lack of school fees as a major factor contributing to absenteeism and school dropout. Therefore, the government has to come in with different measures to save the situation.

## CHAPTER FIVE

### 5.0 SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 introduction

This chapter presents the summary of the study findings, draws conclusions from the findings and provides recommendations on factors influencing enrolment and participation of girls in secondary education in Siaya district, Kenya

#### 5.2 Summary of the findings

The study sought to investigate the factors influencing the enrolment and participation of girls in secondary education in Siaya District Kenya. The study was guided by five objectives and a similar number of research questions. The descriptive survey design discussed in chapter three of this report was employed in this study and a sample frame of 12 principals, 48 class teachers and 246 students through simple random sampling technique. Data was collected by means of questionnaires, face to face interview and actual observation.

The first objective of the study was to establish how the school influences the participation of girls in secondary education in Siaya District Kenya. From the study, out of 246 boys and girls interviewed 137 respondents constituting 55.69% indicated that teachers gave negative comments on girls as compared to 109 respondents constituting 44.3% who felt that teachers gave encouraging comments. This showed that the negative comments made by teachers discourage girls from participation fully in secondary education. The study also found out that girls engage in other chores like cleaning of offices and serving visitors while in school. 213 respondents out of 306 constituting 69.61% of the total respondents indicated that girls engage in cleaning of offices and staffrooms. This eats into their time for studying hence affecting participation in secondary education.

The second objective of the study was to determine the individual challenges that affect the enrolment of girls in secondary education. From the study, teenage pregnancy and early marriage were ranked as the first factors hindering enrolment of girls in secondary education. 29 respondents out of 60 respondents constituting 48.33% felt that these were the main hinderers to girls' enrolment. Lack of personal effects was also cited as hindering enrolment of girls with 15.00% of the respondents. The above factor hinders girls from enrolling in secondary education.

The third objective of the study was to establish the individual challenges that affect participation of girls in secondary education. From the study out of 114 girls interviewed, 62 girls constituting 54.39% felt that they were uncomfortable attending school while on monthly periods. 30 girls representing 26.32% preferred staying away from school during the monthly periods. This affects the concentration and participation of girls in secondary education. The study therefore found out that monthly periods affect the participation of girls in secondary education.

The fourth objective of the study was to establish the contribution of the community towards the enrolment of girls in secondary education. From the study, 61.38% constituting 151 respondents out of 246 felt that of the education for boys/male is preferred over that of their female counterparts. Only 12.20% of respondents felt that both boys and girls are given equal opportunities. The study found out that in a situation where boys and girls are competing for the limited resources, then the community will prefer to enroll boys as the education of girls is deemed inferior to that of boys. This is due to socio-cultural belief of patriarchal society where boys are deemed to be superior to girls.

The fifth objective of the study was to determine the contribution of the community towards then participation of girls in secondary education. From the study 74.39% that is 183 respondents out of 246 indicated that house hold chores are left for girls to perform before going to school and after school while their male counterparts are left with enough time to do their homework and their personal studies. Only 16.67% indicated that boys also take part in the house hold chores. The study found out that girls are not given enough time for education due to these chores.

### **5.3 Conclusion**

The study set out to establish the factors influencing the enrolment and participation of girls in secondary education in Siaya District Kenya. The research revealed the individual as well as community and school factors that affect the enrolment and participation of girls in secondary education. It is also clear that individual issues like menstruation affect participation of girls in secondary education especially if they are poorly informed. It causes emotional discomfort and imbalance to the parties concerned hence reducing concentration in class. Teenage pregnancy

and early marriages are also among individual issues affecting enrolment of girls in secondary education.

The school's non-conducive environment is also a major hindrance to the enrolment and participation of girls in secondary education. For instance, the negative remarks made by teachers about girls in class and when releasing exam results discourage and demotivate girls in participation in secondary education. The fact that girls engage in other duties like cleaning offices and staffrooms also eats into their time for effectively participation in secondary education.

In conclusion, the enrolment and participation of girls in secondary education can be improved if the community can be sensitized on the need to provide equal educational opportunities to both boys and girls and to realize the fact that girls can have same if not better abilities than boys. This can also be achieved if the stakeholders in the school setting can be sensitized on the need to make school conducive enough for girls to participate in secondary education.

#### **5.4 Recommendations**

In line with the findings of this study, the following recommendations were made. Firstly, the parents/guardians need to be sensitized on the need to share house chores between boys and girls so as to give the girls enough time to do their home work and also conduct their own private studies. In addition, the stakeholders in the department of gender should create a forum where parents can be sensitized on gender roles and the need for equal opportunities between boys and girls.

Secondly, the relevant stakeholders in the education sector should sensitize teachers on the need to create a conducive learning environment in school for both boys and girls. In addition, they should be sensitized on the need to promote equity and equality between boys and girls to uplift girls from the inferior position that the male dominated society has condemned them to.

Thirdly, the school management needs to have support staff to help in doing the jobs that have been assigned to girls to do while at school. This will create more time for girls to

participate in secondary education. If not, then the chores should be shared equally between boys and girls.

Fourthly, proper guidance and counseling systems should be put in place both at home and in school. This will help in giving accurate and required information to girls on how to handle menstruation, puberty and avoiding teenage pregnancy. This will go a long way in boosting the enrolment and participation of girls in secondary education as well as boosting their self-image in society.

## 5.5 Contribution to the Body of Knowledge

Table 13 below outlines the knowledge gaps that were identified before the commissioning of the study and which have since been filled by the study

**Table 15: Contribution body of Knowledge**

Objective	Contribution
<p>1. Establish how school environment Influences participation of girls in Secondary education.</p>	<p>Negative comments by teachers on girls and performing chores that are not related to Learning while in school adversely affects Participation of girls in secondary education</p>
<p>2. Determine the individual challenges that affect the enrolment of girls in Secondary education.</p>	<p>Lack of proper guidance and counseling brings about teenage pregnancy which in turn affects the enrolment of girls in Secondary education</p>
<p>3. Establish the individual challenges that affect the participation of girls in secondary education</p>	<p>Lack of proper information on menstruation and resources causes emotional discomfort which adversely affects the girls', participation in education.</p>
<p>4. Determine the contribution of the Community towards enrolment of girls In secondary education.</p>	<p>The community prefers the education for boys over that of girls. 1<sup>st</sup> priority is given to Boys education.</p>
<p>5. Establish the contribution of the Community towards the participation Of girls in secondary education</p>	<p>Girls engage in house hold chore before and after schools and lack time for personal studies.</p>

## **5.6.. Suggestions for further research**

This study should not be taken as being conclusive. There will be need for researchers to:

- i. Carry out further research on the same topic using a large sample.
- ii. Carry out similar study to the current in other regions of Nyanza Province.
- iii. Conduct a comparative study on the topic in schools in urban and rural settings

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## **Appendix I**

### **Cover Letter.**

Date.....

Respondent's Name.....

Dear Sir/Madam,

In partial fulfillment of the requirements for the award of MA project planning and Management of the University of Nairobi, I would like to carry out a research on the factors influencing the enrolment and participation of girls in secondary Education. The study will be carried out in Karemo division, Siaya district.

Therefore, I kindly request you for your genuine and sincere responses to help me in the research. Your responses will be used for purely academic purposes only and they will be treated with the confidentiality they deserve.

Yours faithfully,

Norman Musungu.

Researcher.

## Appendix II

### Budget

The budget for the research is as follows:

<b>Item</b>	<b>Cost</b>
Computer	30,000
Printing papers 5 rims@	5002,500
Toner ink for printer 1@6000	6,000
Transport (hiring a motorbike)	10,000
Subsistence	20,000
Unforeseen cost	10,000
Hiring clerical assistant	10,000
Binding	5,000
<b>TOTAL</b>	<b>93,500</b>

## Appendix III

### Time Schedule

The researcher will work within the following schedule.

**Table 16: Time schedule**

	11/14	2/21	3/28	4/20	5/11	5/18	5/25	6/10	6/30
<b>Writing research proposal</b>	■	■							
<b>Conducting the pre-test</b>			■	■					
<b>Conducting field research</b>					■	■	■		
<b>Ordering the data</b>							■		
<b>Data analysis</b>							■		
<b>Illustrations for final report</b>								■	
<b>Drafting final report</b>								■	■
<b>Revising final report</b>									■
<b>Proofing final report</b>									■
<b>Binding final report</b>									■

## Appendix IV

### Teachers' questionnaires.

You have been selected as a respondent in the study that investigates the factors influencing enrolment and participation of girls in secondary education in Karemo division Siaya district. Your response will be treated with confidentiality it deserves because it is purely for academic purposes.

Date.....Name of School.....

Zone.....

1. Gender.....male.....Female
2. Age   Below 24yrs   25-30yrs       31-40yrs       41-50yrs       Above 50yrs
3. Level of Education.   Secondary  
Education.....Diploma.....Degree.....postgraduate.....
4. Teaching Experience. Less than one yr.....1-5yrs.....6-10yrs.....11-15yrs.....More than 15yrs.
5. How do you rate the following?  
Overall school performance
  - Poor
  - Good
  - Very good
  - ExcellentBoys' overall performance
  - Poor
  - Good
  - Very good
  - ExcellentGirls' overall performance
  - Poor
  - Good
  - Very good

- Excellent

Student's male parent's support of school programmes

- Poor
- Good
- Very good
- Excellent

Student's female parent's support of school programmes

- Poor
- Good
- Very good
- Excellent

6. Number of girls re-admitted in the last one year.....1-5.....6-10-----11-15-----above 15.....Don't know.....

7. Most affected by absenteeism boys.....girls.....both.

8. Comments of teachers on girls after test results.

- Poor
- Good
- Very good
- Satisfactory
- Excellent

9. Manual work performed by students in school

.....  
 .....  
 .....

10. Is language a factor on students' performance in school?

- Yes
- No
- Don't know

11. Whose education does culture favour?

- Male
- Female
- Both

12. Mention some of the form of punishment in school

.....  
.....  
.....  
.....

13. Do you offer guidance and counseling to students?

- Yes
- No

14. Class most affected by girls' dropout

- Form one
- Form two
- Form three
- Form four

15. Mention some of the major causes of girls dropout.

.....  
.....  
.....  
.....

16. Number dropped out between 2005-2009

- 0-15
- 11-20
- 21-30
- 31& above

17. Do you have any cases of child rights violation in school?

- Yes
- No

- Don't know

18. Days in the week absenteeism is high.

19. Cases of child labour practical in school

- Yes
- No
- Don't know

20. Who prepares meals for teachers?

- Students
- School cook
- None

21. Do drop out girls come back for re-admission.

- Yes
- No
- Some times

22. Are students forced to repeat classes?

- Yes
- No
- Don't know

23. If yes in 22 above, why?

## Appendix V

### Students' questionnaire.

You have been selected as a respondent in a study that investigates factors influencing the enrolment and participation of girls in secondary Education. please give your sincere response as it will be used purely for academic purposes.

1. Gender .....male ..... Female.....
2. Age.....13-15.....16-18.....above 18.....
3. Class
4. Where do you stay?
  - Urban CBD
  - Rural area
5. How far is home from school?
  - Less than 1km
  - 1-5km
  - More than 5km
6. Whom do you stay with?
  - Both parents
  - Father
  - Mother
  - Siblings
  - Guardian
7. Have you ever repeated a class?
  - Yes
  - No
8. If yes, how many times?
9. Is your favorite teacher male or female?
  - Male
  - Female
  - Both
  - None

10. Who gives you guidance and counseling?

- Father
- Mother
- Father and mother
- Female teachers
- Male teachers
- All

11. Who are favoured by your parents/guardians?

- Boys
- Girls
- Both
- None

12. Is school interesting?

- Yes
- No

13. How many of your friends have dropped out of school?

- 1-5
- 6-10
- 11-15
- None

14. What time do you wake up?

15. Do you perform any house hold chores?

- Yes
- No

16. Are you comfortable going to school when having monthly periods?

- Yes
- No

## Appendix VI

### School management questionnaire.

You have been selected as a respondent in a study that investigates factors influencing enrolment and participation of girls in secondary education. Kindly give your sincere response for it will only be used purely for academic purposes. It will also be treated with the confidentiality it deserves.

1. Gender .....male.....female.....
2. Age .....
3. Position .....
4. Which class do students drop out most?
5. What are the reasons for dropout?  
.....  
.....  
.....  
.....
6. Do you re-admit students when they come back?
  - Yes
  - No
7. What in your opinion is the overall performance of girls compared to boys?
8. State three factors that hinder girls from participating in secondary education.
9. State four activities that are not related to academics, that girls perform while in school.  
.....  
.....  
.....  
.....
10. Do you know of any cases of pregnancies among girls while in school?

- Yes
- No

11. Do you know of any cases of rape among girls while in school?

- Yes
- No

12. Who are responsible for the pregnancies among girls?

- Age mates
- Relatives
- Teachers
- Strangers

13. Whom do you think should offer guidance and counseling to girls?

- Father
- Mother
- Teachers
- All

14. State three activities in school which hinder the completion rate among girls in school.

.....  
.....  
.....

15. Whose education do you think should be given priority?

- Boys
- Girls
- Both

16. What are the major causes of absenteeism among girls?

.....  
.....  
.....  
.....