

**SCHOOL-BASED FACTORS AFFECTING GIRL-CHILD
PARTICIPATION IN EDUCATION IN PUBLIC PRIMARY
SCHOOLS IN TIGANIA CENTRAL DIVISION MERU
COUNTY, KENYA**

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DECLARATION

This research report is my original work and has not been submitted for a degree in any other university

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DEDICATION

This research work is dedicated to my husband Amos Mwendwa and our daughter Beckie Mueni.

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TABLE OF CONTENTS

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

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	7
1.3 The Purpose of the Study.....	8
1.4 Objectives of the Study.....	8
1.5 Research Questions.....	8
1.6 Significance of the Study.....	9
1.7 Limitations of the Study	9
1.8 Delimitations of the Study	10
1.9 Basic Assumptions.....	10

1.10 Definition of Significant Terms	10
1.11 Organization of the Study	11

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	13
2.2 Learning Materials in Relation to Girl Child Participation in Education.....	13
2.3 The Influence of Female Teachers on Girl Child Participation in Education.	14
2.4 Physical Facilities in Relation to Girl Child Participation in Education	16
2.5 Peer Pressure on Girls Performance in Schools	17
2.6 Studies on Girl Child Participation in Education.....	18
2.7 Summary of Literature Review.....	19
2.8 Theoretical Framework.....	20
2.9 Conceptual Framework.....	20

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	22
3.2 Research Design.....	22
3.3 Target Population	22
3.4 Sample Size and Sampling Procedures	23

3.5 Research Instruments	24
3.6 Validity of the Instruments	24
3.7 Instrument Reliability	25
3.8 Data Collection Procedures.....	27
3.9 Data Analysis Techniques.....	27

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction.....	29
4.2 Questionnaire Return Rate.....	29
4.3 Demographic Information of Respondents.....	30
4.4 How Learning Materials Affect Girl Child Participation in Education.....	40
4.5 Role of the Female Teacher on Girl Child Participation in Education.....	45
4.6 Effect of Physical Facilities on Girl Child Participation in Education.....	55
4.7 Effect of Peer Pressure on Girl Child Participation in Education.....	60

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.....	67
5.2 Summary of Study	67
5.3 Conclusion	70
5.4 Recommendations.....	71

5.5 Suggestions for Research	71
REFERENCES	72

APPENDICES

Appendix I: Letter of Introduction.....	76
Appendix II: Questionnaire for Primary school Head teachers	77
Appendix III: Questionnaire for Teachers	80
Appendix IV: Questionnaire for Pupils.....	83
Appendix V: Research Authorization.....	86
Appendix VI: Research Permit	87

LIST OF TABLES

Table 1.1: KCPE Participation rate by Girls in Tigania East District between 2010 – 2013	6
Table 3.1: Sampling Frame	23
Table 4.1: Distribution of Head teachers by Gender	30
Table 4.2: Distribution of Teachers by Gender	31
Table 4.3: Age of Pupils	35
Table 4.4: Teaching Experience of Head Teachers and Teachers	36
Table 4.5: Duration at Present Station	37
Table 4.6 Distribution of Head Teachers and Teachers by Academic Qualification	39
Table 4.7: Distribution according to Status / Type of Primary School	40
Table 4.8: Influence of textbooks on girls’ participation in Primary school	41
Table 4.9: Adequacy of Learning Materials in Class	42
Table 4.10: Distribution according to Level of Need for Learning Materials in Schools.....	43
Table 4.11: Distribution according to Average Book Pupil Ratio in Schools	44
Table 4.12: Level of Participation in Class by Gender	45
Table 4.13: Whether Boys and Girls are given Equal Chances for School	46
Table 4.14: Influence of the Female Teacher on Girl Child Participation in Education	48
Table 4.15: Influence of Lack of Guidance and Counseling on Girls’ Schooling..	49

Table 4.16: Role of Teachers as Stakeholders in Promoting Girls’ Schooling	50
Table 4.17: Distribution by Need for Counseling Sessions.....	51
Table 4.18: Influence of Shortage of Teachers on Girls’ School Participation	52
Table 4.19: Distribution according to Trends of Girls Dropping out of School.....	53
Table 4.20: Distribution according to Trends of Boys Dropping out of School.....	54
Table 4.21: Distribution according to Adequacy of Physical Facilities	55
Table 4.22: Distribution according to Number of Classrooms in Schools	56
Table 4.23: Distribution according to Type of Classrooms in Schools	57
Table 4.24: Distribution according to Average Desk Pupil Ratio in Schools	58
Table 4.25: Responses on whether Sanitation Influences Girl Child Education	59
Table 4.26: Do Physical Facilities Influence Girl Child Education?.....	60
Table 4.27: Distribution according to Attendance of In-Service Seminar Workshop on Guidance and Counseling	61
Table 4.28: Distribution according to Attendance of In-service Seminar Workshop on Guidance and Counseling	62
Table 4.29: Negative Peer Pressure Influence on Girls’ Participation in Primary Education	63
Table 4.30: Distribution according to Institutional Factors that Affect Girl Child Participation in Education.....	64
Table 4.31: Distribution according to Remedies to Institutional Factors that Affect Girl Child Participation in Education	66

LIST OF FIGURES

Figure 2.1: School Based Factors Affecting Girl Child Participation in Education	21
Figure 4.1: Distribution of Pupils by Gender.....	32
Figure 4.2: Distribution of Deputy Head Teachers by Gender.....	34
Figure 4.3: Duration as Head Teacher of Current School	38

LIST OF ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Fund
EFA	Education For All
FAWE	Forum for African Women Educationist
KICD	Kenya Institute of Curriculum Development
LGTF	Local Government Transfer Fund
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
WCEFA	World Conference on Education For All

ABSTRACT

The purpose of this research study was to investigate school based factors which affect girl child participation in education in public primary schools in Tigania Central Division, Meru County. The objectives of the study were to determine the effect of learning materials on girl child participation in education, influence of female teacher on girl child participation in education, effect of physical facilities on girl child participation in education and to examine the extent to which peer pressure affects girl child participation in education. The study reviewed literature review based on the four objectives. The study was guided by social learning theory. The study used descriptive survey. The target population was 32 public primary schools with 32 head teachers 256 teachers and 981 class eight pupils. Random sampling was used to sample 76 teachers 98 pupils 19 head teachers. The total sample size was 193 respondents. Questionnaires for head teachers, teachers and pupils were used in data collection. Pilot study was carried out to validate the instruments. The researcher also consulted supervisors from the Department of Educational Administration and Planning to make the instrument more valid. Reliability of the instrument was tested and correlation coefficient of 0.88 for the head teachers, 0.89 for teachers and 0.88 for the pupils was obtained. Descriptive statistics were used to analyze data. The study established that lack of textbooks, shortage of female teachers, lack of guidance and counseling led girls to drop from primary school. Inadequate sanitation, toilets, classrooms and desks also affect girl child participation in education. Negative peer pressure also negatively influences girls participation in primary education. In the view of the conclusion the study recommends that the government should avail sufficient resources for buying more textbooks and for hiring and training more teachers especially female teachers. Schools should provide more toilets, classrooms, desks and good sanitation. Head teachers should ensure that pupils are protected from negative peer pressure.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally basic education is a fundamental human right and all the nations throughout the world are striving to attain universal primary education. Education is a human right and a fulfilling experience that helps girls and boys reach their full potential in society. Every child is entitled to education. Education is critical to our development as individuals and as societies and it helps pave the way to a successful and productive future. Debate on gender equality in education presently revolves around two universally accepted declarations or goals, one of them being the Universal Primary Education (UPE) by 2015, later refocused as Education For All (EFA) as articulated in Jomtien, Thailand, in 1990 and reassumed at the Dakar (Senegal) World Education Forum in April 2000. Secondly, in September 2000, the United Nations General Assembly adopted the Millennium Declaration to achieve Universal completion of primary schooling and achieve equity in access to primary and secondary schooling by 2005 and at all levels by 2015 (UNESCO, 2011).

UNICEF (2004) points out that girls' education results to development, stronger families, better services, better child health and effective participation in governance. Research shows that in Nigeria, about 7.3 million children do not go to school of which 62 percent are girls (UNICEF, 2004).

Girl child education worldwide provides benefits to the family and the society at large thus factors affecting it should be addressed for the sake of human and societal development. Studies done by World Bank (2012) showed that there is limited options available to girls within the present educational system. According to Duflo (2001) many girls are negatively influenced and end up in pregnancy hence dropping out of school. Such girls end up in marriage or stay at home without any academic achievement.

According to Sessional Paper No. 14 of 2012, despite the impressive performance, there exists gender disparities in access and participation in primary educational level. In addition text book pupil ratio has weakened sharply since 2009. UNESCO (2011) demonstrates that significant gender imbalances remain and tend to increase as the level of schooling increases. MOEST (2006) acknowledges that education is still facing challenges that include overstretched facilities, shortage of teachers and overcrowding in schools. UNESCO (2004) points out that in countries where there are equal number of male and female primary teachers, there is close to gender parity in students intake. Mosoti (2004) adds that the number of students who enroll at the beginning of each year should be the same numbers who complete the final year in that education cycle.

Chimombo (1999) demonstrated that the most disturbing feature of primary schools in Malawi is the thinning down of enrolment as pupils progress to upper

standards. Chimombo observed that while the enrolment of boys and girls are almost the same in the first two standards, boys have a higher propensity to persist in school than girls and that where there are more schooling problems, it is the girls who are affected more by those problems.

Gender inequalities in education persist in sub-Saharan Africa to the detriment of girls. This is evidenced by disparities in access to school as well as in enrolment, retention, completion and performances rates. These disparities point structural and gender inequality which is partly reflected in education as was reported by the State of the world's Children (2007). Several studies have cited school environment, teacher attitudes and learning materials as affecting the performance of girls in school in Malawi (Hyde 1995 and 1994; Kadzamira and Chibwana 2000). According to Odaga and Heneverd (1995) factors such as availability of places, proximity of school to home, in appropriateness of the physical facilities like toilets, lack of female teachers, school climate among others influence girls participation.

In Kenya, several studies have tried to address girl child participation in education. Lumuli (2009) observes that the provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners. Girl Child Network (2003)

points out that achievement of gender parity in Education in Kenya remain an elusive dream.

According to Osagie (2001), for efficient educational management, facilities help the school to determine the number of pupils to be accommodated, number of teachers and non-teaching personnel to be employed and the cost determination for the efficient management of the system. Mwangi (2009) points out that pupil wastage in schools is caused by repetition, pupils inability to cope with discipline, poor performance, poor curriculum delivery, lack of physical facilities, lack of learning materials and teaching materials and communication breakdown between teachers and pupils.

Elimu Yetu Coalition (2003) observes that pupils who are not guided by the school especially at adolescence stage, might drop out of school. Maturity interferes with girls' learning as they seek attention and begin to have feeling of self pride. UNICEF (2004) points out that girls lack appropriate role models in school, which affect their learning.

An evaluation which was conducted by Kenya Institute of Curriculum Development (KICD) in the year 2007 to investigate how much prepared schools were for the new curriculum showed that most of the sampled schools had inadequate teaching and learning materials. The most commonly used resource

was found to be textbooks some of which according to monitoring information have shallow content, contradictory information, too much unnecessary content and factual errors. According to Eshiwani (1993) factors associated with poor performance are related to physical facilities such as classrooms, toilets, dormitories, libraries, dining halls, textbooks and teaching aids. Okojie (1996) points out that youths have few role models to inspire them. These factors have resulted to decline on girl child participation in education.

In schools girls still face a lot of challenges from the school environment which make majority of them less privileged in education. Peer pressure hinders girls participation in schools. It is one of the most serious issues emphasized by the developing governments of the world (UNICEF, 2001). Many of them have to stay away from home thus giving a competitive edge in academics and other school activities to boys (World Bank, 2012).

Kenya is among the developing countries that have shown great improvement in the process of attaining Basic Education for All. However such improvement is not attained by some parts of the country. Table 1.1 shows girl child participation in education in Tigania Central Division.

**Table 1.1: KCPE Participation rate by Girls in Tigania East District
between 2010 – 2013**

Year	2010	2011	2012	2013
Tigania Central Division	477	551	529	523
Tigania North Division	496	542	544	517
Tigania East Division	483	567	553	541
Totals	1,456	1,660	1,626	1,581

Source: DEO's Office, Tigania East District (2014)

From table 1.1, it is clearly evident that girl child participation in education is declining in Tigania Central Division as compared to other Divisions in the District. There is no known study by the researcher that has been conducted in Tigania Central Division to address school based factors which affect girl child participation in education. Studies done by Mutegi (2005) Mutuma (2005) and Mwove (2010) addressed socio-economic and cultural factors affecting girl child participation in education. This study will therefore, investigate school based factors like learning materials influence of female teacher, physical facilities and peer pressure affecting girl child participation in education in public primary schools in Tigania central division Meru county.

1.2 Statement of the Problem

Offering girls basic education is one sure way of giving them much greater power, of enabling them to make genuine choices over the kinds of lives they wish to lead. The convention on the rights of the child and the convention on the elimination of All Forms of Discrimination against Women establish it as a basic human right. The government of Kenya has taken several measures to reduce gender disparities in education like introducing free primary education, giving out funds to support girl child education, expanding girls boarding facilities and appointing qualified female managers and teachers.

Gender disparity in education still continue to prevail with regard to enrolment of girls, their retention as well as girls participation in education (Republic of Kenya, 2007). Mungai (2002) points out that thirty percent of many Kenyan rural districts lag behind in educating girls. Data from DEOs office Tigania East District support the view that there is disparity in education in Tigania Central Division. Therefore this study intends to establish school based factors which affect girl child participation in education in public primary schools in Tigania Central Division, Meru County.

1.3 The Purpose of the Study

The purpose of this study was to investigate school based factors which affect girl child participation in education in public primary schools in Tigania Central Division, Meru County.

1.4 Objectives of the Study

The objectives of the study were:

- i. To determine the effect of learning materials on girl child participation in education in public primary schools in Tigania Central Division.
- ii. To establish the extent to which female teacher influence girl child participation in education in public primary schools in Tigania Central Division.
- iii. To analyze the effect of physical facilities on girl child participation in education in public primary schools in Tigania Central Division.
- iv. To examine the extent to which peer pressure affects girl child participation in education in public primary schools in Tigania Central Division.

1.5 Research Questions

The study was guided by the following research questions.

- i. How do learning materials affect girl child participation in education in public primary schools in Tigania Central Division?

- ii. To what extent does female teacher influence girl child participation in education in public primary schools in Tigania Central Division?
- iii. What are the effects of physical facilities on girl child participation in education in public primary schools in Tigania Central Division?
- iv. To what extent does peer pressure affect girl child participation in education in public primary schools in Tigania Central Division?

1.6 Significance of the Study

The findings from this study may create awareness to head teachers and teachers on how to deal with issues of gender parity. Secondly the research may also enlighten the education practitioners and policy makers on school based factors which affect girl child participation in education. The findings from the study provide data for future researchers in regard to school based factors which affect girl child participation in education.

1.7 Limitations of the Study

One of the limitations of the study was that the researcher was not able to reach those pupils who were not participating in education to know the reasons why they were not in school. Some schools had no clear records on girl child participation in education.

1.8 Delimitations of the Study

The study focused on only public primary schools in the division. The researcher gathered information from public primary schools, pupils, teachers and head teachers. The study was concerned with school based factors since other factors like social-economic and cultural had been done.

1.9 Basic Assumptions

This study had the following assumptions.

- i. All respondents would cooperate and give honest answers.
- ii. There were school based factors which affect girl child participation in education in Tigania Central Divison, Meru County.
- iii. There were girls who drop out of school as a result of school based factors.

1.10 Definition of Significant Terms

Disparities refers to differences between girls and boys in participation in education.

Equality refers to a situation where all pupils have equal rights in assessing education.

Gender parity refers to the equal opportunities for both boys and girls assess to education.

Illiterate refers to a situation where pupils have little or no formal education

Inequality refers to an unfair situations in which some pupils have more rights or better opportunities than others.

Learning materials refers to materials that teachers use to assist pupils to meet the expectations from learning.

Participation refers to pupils attending primary schools and completing in a given cycle of formal education.

Peer pressure refers to the influence that pupils observe that encourages them to change their attitudes, values or behaviours.

Physical facilities refers to all materials resources that are needed to impact formal education.

Retention refers to the ability of a pupil staying in the school and successfully completing formal primary education.

School based factors refers to aspect that related to the school and affect learner's academic performance.

Teacher refers to a person who provides education for pupils.

1.11 Organization of the Study

The study was organized into five chapters. Chapter one comprises of introduction which covers the background of the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitation of the study, delimitation of the study, basic assumption of the study, definition of the significant terms used in the study and organization of the study.

Chapter two focuses on literature review on influence of learning materials, influence of female teachers on girl child participation in education, physical facilities and the girl child participation in education and peer pressure on girls performance in schools, summary of the literature review, theoretical framework and conceptual framework. Chapter three focuses on research methodology, and focused on research design, target population, sample size and sampling techniques, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis. Chapter four consists of data analysis, presentation and interpretation. Chapter five provides summary of the entire study, conclusions and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter focused on literature review related to girl child participation in education which included school based factors like learning materials, influence of the female teacher, physical facilities and peer pressure. The chapter also covered summary of the literature review, theoretical and conceptual framework.

2.2 Learning Materials in Relation to Girl Child Participation in Education

Lumuli (2009) points out that provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners. Onyango (2008) points out that the high number of pupils enrolled after Free Primary Education (FPE) was initiated has brought about problems of low textbook ratios, overcrowded classrooms and poor sitting patterns. As a result these challenges have affected participation in primary schools.

Eshiwani (1981) observes that sharing of books lowers the morale and interest among the students. He adds that, the authors of some of the books complicate the content in the way of presentation. Most examples given in most textbooks are masculine. Murads (1998) supports this view by pointing out that inadequate

teaching and learning aids, lack of teacher system and gender insensitivity, classroom dynamics work against girl education. Several studies have tried to address factors influencing the gender gap in education in Kenya. Those includes Obura (1991); FAWE (1995) and Kakonge (2000).

2.3 The Influence of Female Teachers on Girl Child Participation in Education

Teachers are key to enhancing education in any country because they are the people endowed with the skills and knowledge required by the learner. School management and formal and informal school policies have been shown to play a significant role in the impact of all these issues. Discriminatory school policies such as those that actively exclude girls for reasons of pregnancy and motherhood, or the failure to monitor and act on instances of gross misconduct of teachers toward students, are hugely detrimental to both individual girls and the wider school environment. (African Union, 2010). Teachers in Kenyan Primary Schools are in a better position of ensuring that the girl child becomes more empowered through education by encouraging more girls to take their enhancement surrounding, and also providing better environment for learning for the girl child.

Teachers should offer guidance and counseling to girls so that they can understand what education means in their lives and therefore be educated. They

also have the responsibility of ensuring gender parity between boys and girls when accessing opportunities in school. Should also counsel parents and guardians to support all children without necessarily being biased against girls something that has demoralized many girls from further pursuing their studies.

According to Meena (1996) despite most countries having age-old policies aimed at recruiting female teachers so far none have managed to “fill these quotas, “primarily because governments have consistently failed to guarantee the equal rights of women in teaching, failed to challenge cultural prejudice against female teachers and often failed to develop effective incentives to encourage female teachers to work” in poor or rural areas.

Girls draw role models from the immediate role experience in the home and local community. These contrast their male counterparts whose role models are drawn from many national leaders (UNICEF, 2003). Female teachers can help achieve much in the fight for child education by providing mentorship. This is because of the advice, education and role modeling responsibility they exercise in the lives of these girls. This nurtures a better generation, young girls who are ambitious and are ready to excel thus boosting their performance in school due to high level of self esteem (Mwangi, 2012).

2.4 Physical Facilities in Relation to Girl Child Participation in Education

According to Southworth and Lofthouse (1990) sound physical environment reflected in school amenities, decorative and immediate surroundings have a positive advantage to learner's progress and achievement. The school environment plays a role in girls participation in primary education. Lack of basic facilities in schools such as furniture, latrines and water discourage girls from going to school.

Studies done by Osagie (2001) shows that for efficient educational management, facilities help the school to determine the number of pupils to be accommodated, number of teacher and non-teaching personnel to be employed and the cost determination for the efficient management of the system. In addition, lack of separate latrines, poor water and sanitation facilities and unsafe school environments affect both girls and female teachers, which leads to poor attendance during menstruation and increased vulnerability to harassment and abuse.

According to Eshiwani (1993) factors responsible for poor performance are related to physical facilities such as classrooms, toilets, dormitories, libraries, dinning halls, textbooks and learning aids such as overhead projectors. Wamahiu (1995) adds that learning occurs more easily when order prevails, facilities are clean and are in good repair and the materials are adequate.

Rono (1990) raises concern that some schools started without prior planning, so majority of them lacked teaching facilities such as libraries and classrooms. In addition World Bank (2003) makes a very important observation that some schools were forced to have some dilapidated buildings, missing or broken desks and chairs as well as lack of good ventilation.

2.5 Peer Pressure on Girls Performance in Schools

At primary school level many girls find it difficult to cope especially when approaching teenage due to peer pressure thus being forced to engage in bad activities Duflo (2012). Many adolescent girls in primary schools lack basic information and guidance on how to deal with peer pressure at school and even at home thus falling to sexual abuse, unwanted pregnancies together with drug abuse therefore dropping out of school. This is a critical challenge not only to the pupil's but to parents, teachers and other stakeholders in fighting high rates of school dropouts among girls in primary schools. It is common both in rural areas and urban centre schools. This has been somehow improved by intensive sex education provided in schools in Kenya although the rate of dropout is still high (Sekaran, 2000).

Sex education provided for by formal and informal institutions such schools, religious institutions, community based organizations and family enable the girl child to avoid peer pressure in schools and outside schools. If such institutions

play their roles effectively then there is a likely hood of reducing the negative effects of such challenges. The content of education on peer pressure should be one that is intensive and rolled out in manner that ensures effective participation so as to enable teenage girls understand the importance of education in their lives. According to Castillo (2010) the kind of friends that students make differs according to students gender, social class, race-ethnicity and academic background. Students become role models, they influence others positively or negatively. Many girls are negatively influenced and end up in pregnancy hence dropping out of school. Such girls end up in marriage or stay at home without any academic achievement. Duflo, Pascalia and Michael (2010) state that girls are mostly influenced by their peers to think about marriage more than getting education. They have been socialized to believe that education is for boys.

2.6 Studies on Girl Child Participation in Education

The main goal of primary education is to provide the initial step of education to all the school age going children on equitable basis with an aim of equipping them with knowledge and skills. Ministry of education science and technology (MOEST, 2003). FAWE (2009) points out that there are still disparities in access and retention in primary schools with girls being disadvantaged. In addition, Republic of Kenya (2007) supports this view by pointing out that in Kenya there exists gender disparity in education with regard to enrolment of girls, their retention and as well as participation. Odago and Heneveld (1995) observes that

school environment especially teachers' attitude behavior and teaching practices have perhaps the most significant implication for girls persistence in schools. This problem is rooted in societal beliefs which teachers bring into the classroom scenario. This can therefore be linked to the cultural beliefs which tend to look at girls has having less ability than boys and hence leads to marginalization of girls in the classroom and further demotivates girls in their participation in education. Smith (2002) observes that availability of resources such as textbooks, desks and blackboards has been found to have an impact on pupils participation in education. They provide easy access during teaching and learning process.

2.7 Summary of Literature Review

The literature review presented in this section focused on the school based factors which affect girl child participation in education which includes the influence of learning materials, influence of female teacher, influence of physical facilities and peer pressure. According to Odaga and Heneverd (1995) inappropriateness of the physical facilities like toilets, lack of female teachers and school climate influence girls participation. This has made the researcher to investigate if the problem could be emanating from factors such as learning materials, influence of female teacher, physical facilities and peer pressure.

2.8 Theoretical Framework

The study was guided by social learning theory. The theory explains how the social environment determines the actions of individuals to make certain choices. For this study attempt was made to establish how the school environment determines the actions of girls in primary schools in Tigania Central division, Meru County. The social learning theory was advanced by Albert Bandura in 1977 and it proposes that behaviours and aspects such as gender identity are learned from the environment (Bandura, 1977).

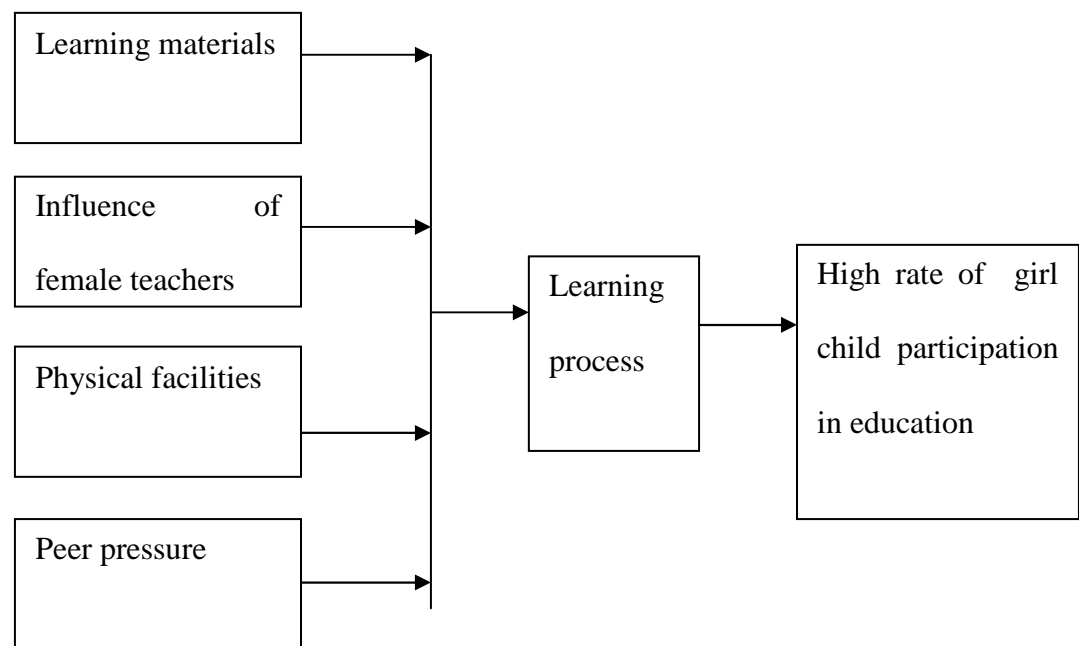
The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviours attitudes and emotional reactions of others. This theory is suitable for this study because it sought to establish role played by the school environment in determining girl child participation in education in primary schools. Some of the school based factors which were addressed by this study includes influence of learning materials, influence of female teacher, physical facilities and peer pressure.

2.9 Conceptual Framework

Quoting Reichel and Ramey (1987) in Kombo and Tromp (2006) conceptual framework is a set of broad ideas and principles taken from relevant field of inquiry and used to structure subsequent presentations. Figure 2.1 is a conceptual

framework showing the relationship between factors affecting girl child participation in public primary schools.

Figure 2.1: School Based Factors Affecting Girl Child Participation in Education



In this study it was conceptualized that there are factors that influence girl child participating in education in public primary schools. These factors include; learning materials, influence of female teacher, physical facilities and peer pressure. Participation of girls in education in primary schools depends on these independent variables. These factors are assumed to be inputs that determine girl child participation in education in public primary schools. Girl child participation in education will be dependent variables or the output.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used in conducting the study. The section focuses on research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis.

3.2 Research Design

To enable the researcher to investigate school based factors affecting girl child participation in public primary schools, the study employed descriptive survey design. Orodho (2005) states that descriptive survey design is a method of collecting information by interviewing or administering questionnaire to a sample or individuals. Mugenda and Mugenda (1999) noted that a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables.

3.3 Target Population

Mugenda and Mugenda (1999) defines a population as entire group of individuals, events or objects having common observable characteristics. According to Borg and Gall (1989), target population or universe of the study is described as all members of real or hypothetical set of people events or objects from which a

researcher wishes to generalize research study. The target population for this study included 32 public primary schools in Tigania central division with a population of 32 head teachers, 256 teachers and 981 class eight pupils. (Area Education Office, Tigania Central Division 2014).

3.4 Sample Size and Sampling Procedures

Mugenda and Mugenda (1999) defined a sample as a small group obtained from the accessible population. Each member in a sample is referred to as a subject. Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. Orodho and Kombo (2002) define sampling as the procedure a researcher uses to gather people, places or things to study. Table 3.1 indicates the sampling frame for the study.

Table 3.1: Sampling Frame

Population category	Target population	Sample size
Pupils	981	98
Teachers	256	76
Head teachers	32	19
Total	1,269	193

For this study, 19 primary schools were used as a sample and all the head teachers from these schools participated in the study. Random sampling was used to

sample teachers and pupils. 76 teachers and 98 pupils participated in the study. Therefore a total of 193 respondents would be a sample for the study.

3.5 Research Instruments

The research instrument which was used to obtain information was questionnaires. According to (Kombo and Tromp, 2006), questionnaire is a research instrument that gathers data over a large sample. The advantages of using a questionnaires are that the person administering the instrument has an opportunity to establish rapport, and explain the purpose of the study.

Questionnaires were used for this study because they require less time, are less expensive and allow allocation of data from a wide population (Orodho, 2004). The respondents were literate and this made the instrument more appropriate. The questionnaires consisted of both closed and open ended questions. The researcher constructed three separate categories of questionnaires for the pupils, teachers and head teachers. All the questionnaires had section A and B. Section A contained demographic information and section B contained information on school based factors that affect girl child participation in education.

3.6 Validity of the Instruments

Mugenda and Mugenda (2003) note that validity is the accuracy and meaningfulness of inferences, which are based on research results. Validity

therefore refers to the extent to which an instrument can measure what it ought to measure. It therefore refers to the extent to which an instrument asks the right question in terms of accuracy.

The study employed content validity. According to Mugenda and Mugenda (1999), content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. In this study the piloting was done prior to the main research. Five public primary schools from Tigania central division were randomly selected where five head teachers, fifteen teachers and twenty pupils were chosen for pilot testing of the research instruments. Those schools were not included in the main study. The pilot study helped in identifying items in the instruments which were ambiguous and inappropriate. The researcher made adjustments to the questionnaires. Consultations with my supervisors from the department of educational administration and planning was done in order to ensure that the instruments were valid.

3.7 Instrument Reliability

According to (Best and Kahn, 2005) reliability is a measure of degree to which a research instrument yields consistent results or data after repeated trials. Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests

when administered a number of times. To enhance the reliability of the instruments, the researcher employed test- retest technique which involved administering the same instrument twice to the same group of subject with a time lapse of two weeks between the first and second test. The scores of two sets were correlated to determine correlation coefficient using Pearson’s product moment correlation coefficient. The result established the extent to which the contents of the questionnaires were constant in eliciting the same output.

The formula for determining r is given below.

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

- Where n - Number of respondents
- x - Scores from the first test
- y - Scores from the second test
- r - Pearson’s Correlation coefficient

The value of r lies between +1 and -1, the closer the value was to +1 the stronger the congruence. From the questionnaires administered, the calculation was done and the reliability coefficient was found to be 0.88 for the head teachers, 0.89 for the teachers and 0.88 for the pupils. This meant that the instrument was reliable.

3.8 Data Collection Procedures

The researcher sought research permit from the National Council for Science and Technology before going to the field. The researcher met with the Area Education Officer in advance for introduction. The researcher then sought permission to collect data from the schools. Before administering the questionnaires, the researcher had a brief session with the respondents in order to create rapport and give them assurance of the confidentiality of the information collected. The researcher then administered the questionnaires to all the sampled respondents. The filled questionnaires were collected by the researcher.

3.9 Data Analysis Techniques

Data analysis refers to the interpretation of collected data into useful information (Kombo & Trump 2006). After the data had been collected there was cross-examination to ascertain their competences. The data was edited to ensure accuracy and reliability of the information contained in the instruments. Data was coded and verified to reduce possibility of mismatch between available information and what was intended to be captured as per research questions (Kombo & Tromp (2006).

The data was analyzed statistically using the Statistical Package for Social Sciences (SPSS). The data was then presented using frequency distribution tables, pie charts and bar graphs. Quantitative data was derived from the demographic

sector of the questionnaires and other closed questions were analyzed using descriptive percentages and frequencies. Qualitative data was generated from open ended questionnaires. Qualitative data was analyzed thematically.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents data analysis, findings, interpretation and presentation where the main purpose of the study was to investigate school based factors which affect girl child participation in education in public primary schools in Tigania Central Division, Meru county. Part one provides background information collected from head teachers, teachers and pupils. The rest of the chapter is organized along the study objectives starting with effect of learning materials, influence of female teacher effect of physical facilities and effect of peer pressure.

4.2 Questionnaire Return Rate

All the questionnaires were filled and returned. This represented a 100% response rate which is considered satisfactory to make conclusions for the study. This high return rate is attributed to the data collection procedures where the researcher personally administered questionnaires with the assistance of head teachers and teachers and waited for the respondents to fill and picked the filled questionnaires. According to Mugenda and Mugenda (1999), a 50% response rate is adequate, 60% good and above 70% is rated very good. This implies that the response rate of 100% is very good.

4.3 Demographic Information of Respondents

The study inquired about the demographic information of the respondents in terms of gender, age, academic qualification and teaching experience as per the questionnaire.

4.3.1 Gender of Respondents

Gender refers to the basic and general distribution of the head teachers, teachers and pupils in the division. Teachers are the immediate role models of the pupils and there is need to have gender balance in schools. The head teachers, teachers and pupils were asked to indicate their gender. The findings of head teachers are presented in table 4.1.

Table 4.1: Distribution of Head teachers by Gender

Gender	Head teachers	
	Frequency	Percentage
Male	17	89
Female	2	11
Total	19	100

Table 4.1 shows that most head teachers and teachers are of the male gender hence management positions in the division are mostly occupied by male

teachers. This concurs with the Koech Report (1999) which revealed that gender disparity continued to persist in Kenya.

The reason for this may be due to higher staffing of the county with more male teachers than their female counterparts. This may be as a result of many women tending to turn down appointments as head teachers in order to attend to family duties. The fact that female teachers are few implies that girls lack role models and subsequently have negative attitude towards education. It can be deduced that the appointments are not in line with constitutional requirement that at least a third of appointees should be women. The study made efforts to ensure that both girls and boys were given equal representation to participate in the study. The teachers were requested to state their gender. The results are presented in table 4.2.

Table 4.2: Distribution of Teachers by Gender

Gender	Teachers	
	Frequency	Percentage
Male	52	68
Female	24	32
Total	76	100

Table 4.2 shows that most teachers are of the male gender. This shows clearly that girls in school do not have role models hence low participation in education. This concurs with the studies by Mwangi (2012) who points out that female teachers can help achieve much in the fight for child education by providing mentorship. The findings are also in line with UNICEF (2004) which observes that girls lack appropriate role models in school, which affect their learning.

Pupils' Gender

The pupils were asked to state their gender and the results they gave are presented in figure 4.1.

Figure 4.1: Distribution of pupils by Gender

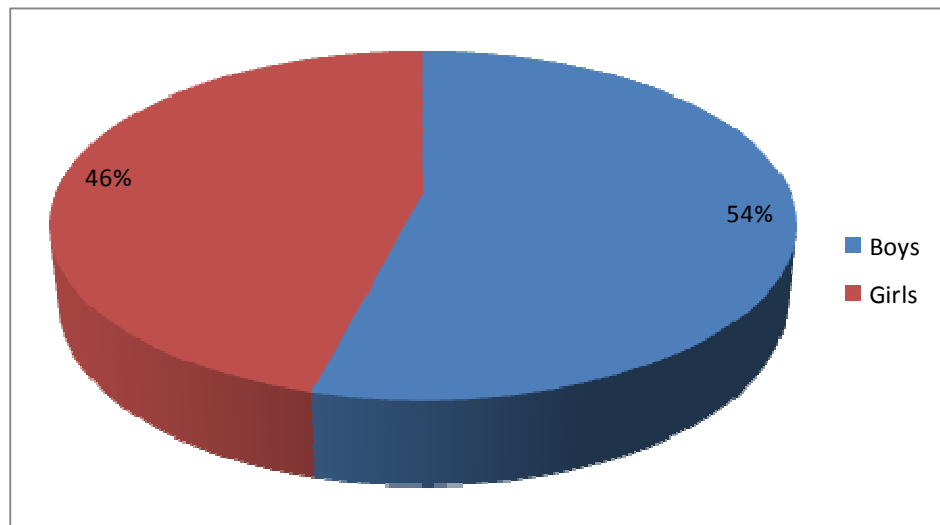


Figure 4.1 shows that there are more boys 53(54%) than girls 45(46%) in the sample. This shows that less girls participated in the study. Data from D.E.Os office shows that there are few girls participating in education. This concurs with UNESCO (2011) which showed that significant gender imbalances remain and tend to increase as the level of school increases. The findings also concur with Chimombo (1999) who demonstrated that while the enrolment of boys and girls are almost the same in the first two standards, boys have a higher propensity to persist in school than girls and that where there are more schooling problems it is the girls who are affected more by those problems.

Gender of Deputy Head Teachers

The deputy head teachers were requested to state their gender and they gave the results as presented in figure 4.2.

Figure 4.2: Distribution of Deputy Head Teachers by Gender

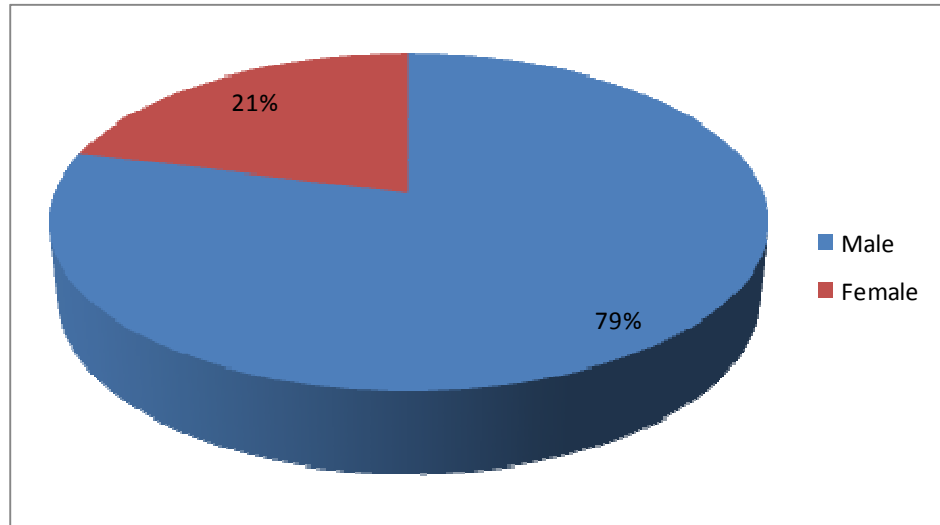


Figure 4.2 shows that majority of the deputy head teachers 15(79%) are of the male gender as compared to only 4(21%) who are female. These results corroborate those of head teachers whereby more male teachers are posted to the division than female teachers. Similarly, the low number of female head teachers implies that girls lack role models and subsequently have negative attitude towards education.

4.3.2 Pupils' Age Distribution

Having stayed in school for the longest period, class eight pupils were expected to respond to the questionnaires appropriately. The pupils were requested to state their age and the results they gave are presented in table 4.3.

Table 4.3: Age of Pupils

Age (years)	Pupils	
	Frequency	Percentage
11 – 12	10	10
12 – 14	26	25
14 – 15	49	50
Above 15	15	15
Total	98	100

A half number of the pupils (50%) were in the age bracket of 14 – 15 years which is a mature age in primary school to understand girls’ participation in education. This implies that pupils were of appropriate age to respond to the items in their questionnaire.

4.3.3 Teaching Experience of Head Teachers and Teachers

Experienced head teachers and teachers are expected to understand factors affecting pupils in schools. Head teachers and teachers were asked to state the number of years they had taught in the school and the results are shown on table 4.4.

Table 4.4: Teaching Experience of Head Teachers and Teachers

Experience (Years)	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
0 – 5 yrs	1	5	10	13
6 – 10 yrs	2	10	29	38
11 – 15 yrs	10	52	35	46
16 – 20 yrs	4	23	2	3
Above 20	2	10	-	-
Total	19	100	76	100

Majority of the head teachers and teachers (52% and 46% respectively) had a teaching experience of between 11-15 years followed by those who had taught for between 16 – 20 years (head teachers, 23%) and between 6 – 10 years (teachers, 38%). This implies that both teachers and head teachers had enough experience to understand better school based factors that could affect girl child participation in education.

4.3.4 Duration at Present Station

Having stayed in a particular school, head teachers and teachers are expected to understand pupils better. Head teachers and teachers were asked to state the number of years they had taught in their present stations and the results are shown on table 4.5.

Table 4.5: Duration at Present Station

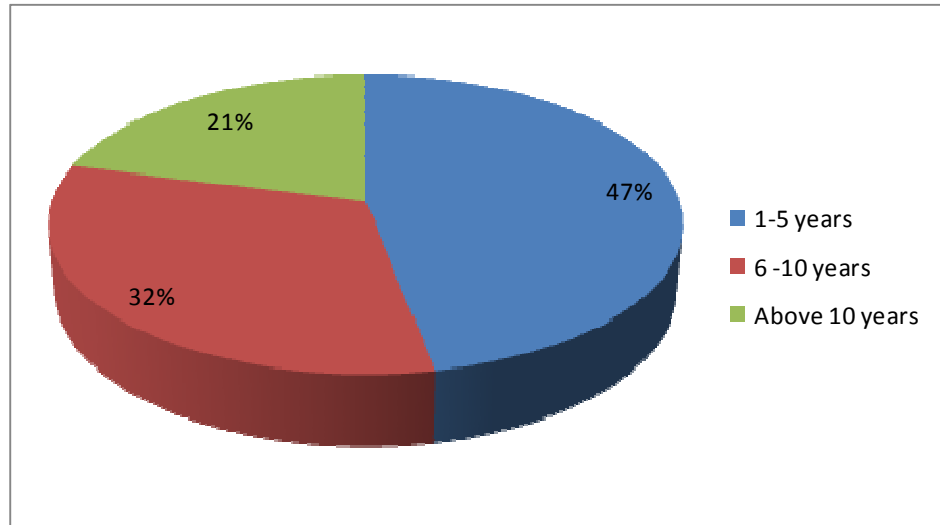
Duration(Yrs)	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
1 – 5 yrs	9	47	29	38
6-10 yrs	8	42	42	55
11 – 15 yrs	2	11	5	7
Total	19	100	76	100

The highest proportion of the head teachers (47%) have served in the present station for durations of between 1-5 years followed by between 6-10 years (42%) and between 11-15 years (11%). An average number of teachers (55%) have served in the present station for durations of between 6-10 years followed by between 1-5 years (38%). This implies that both head teachers and teachers had stayed in their current station for a long time hence they could understand better the school based factors that could affect girl child participation in education.

Duration as Head Teacher in current School

Head teachers who have stayed in the same school for a long time are perceived to have more experience. Head teachers were asked to state the duration they had served as head teachers at their current school and their results they gave are shown in figure 4.3.

Figure 4.3: Duration as Head Teacher of current School



The highest proportion of the head teachers 9(47%) had occupied their present role as head teachers for a duration of between 1-5 years followed by those who had been head teachers for between 6 – 10 years 6(32%). Only 4(21%) had been head teachers for durations above 10 years. This implies that experience is critical for head teachers to deal with school based factors which can be affecting girls in their schools.

4.3.5 Academic Qualifications of Head teachers and Teachers

Head teachers and teachers qualifications portrays the level of professional skills. Academic qualifications of the head teachers and teachers are presented in table 4.6.

Table 4.6: Distribution of Head Teachers and Teachers by Academic

Age (Years)	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
M.Ed	-	-	-	-
B.Ed	3	16	5	7
Diploma	8	42	29	38
P1	8	42	42	55
Total	19	100	76	100

Both head teachers and teachers have attained at least certificate in education to enable them perform their roles. It can be deduced that higher level of education and academic achievement gained contributes to more girls being retained in schools as a result of better qualified teachers. This implies that teachers who have higher level of education can be at a position of understanding better factors which can affect girl child in education. Eshiwani (1993) points out that academic and professional qualifications have significant influence on pupils achievement.

4.3.6 Status/Type of Primary School

Type of primary school play a role in pupils participation in schools. Teachers were asked to indicate the type of schools in which they taught. Their responses are shown in table 4.7.

Table 4.7: Distribution according to Status/Type of Primary School

Status/Type of Primary School	Teachers	
School	Frequency	Percentage
Mixed schools	65	85
Boys schools	8	10
Girls schools	3	5
Total	76	100

When teachers were asked to indicate the type of school in which they taught, an overwhelming number (85%) indicated that they taught in mixed schools. The rest taught in boys (10%) and girls schools (5%).

4.4 How Learning Materials Affect Girl Child Participation in Education

Provision of adequate learning materials at all levels enhances the quality and relevance of imported skills of learners. The study inquired about the effect of learning materials on girl child participation in education.

4.4.1 Influence of Textbooks

Availability of textbooks determines the amount of learning in a school. The head teachers, teachers and pupils were asked their opinion on extent at which lack of textbooks affected pupils participation in education. The results are presented on table 4.8.

Table 4.8 Influence of textbooks on girls' participation in primary schools

	Head teachers		Teachers		Pupils	
	F	%	F	%	F	%
Very great extent	-	-	10	13	25	25
Great extent	9	47	35	47	44	45
Fairly great extent	3	17	29	38	27	28
Little extent	5	26	1	1	2	2
Not at all	2	10	1	1	-	-
Total	19	100	76	100	98	100

The highest proportion of the head teachers, teachers and pupils (47%, 47% and 45% respectively) were of the opinion that lack of textbooks affected pupils in primary schools to a great extent. One major reason for lack of textbooks is the high number of pupils in public schools leading sometimes up to 5 pupils to share a book. Girls may not be comfortable to share books especially with boys and this may prompt them to discontinue schooling. Girls may also discontinue schooling to avoid harassment by boys. These findings concur with Murads (1998) who pointed out that inadequate teaching and learning aids, lack of teacher system, gender insensitivity and classroom dynamics work against girls education.

4.4.2 Adequacy of Learning Materials in Class

The researcher aimed at getting teachers views on adequacy of learning materials in their classes. The responses are shown in table 4.9.

Table 4.9: Adequacy of Learning Materials in Class

Adequacy of Materials	Teachers	
	Frequency	Percentage
Adequate	18	24
Inadequate	58	76
Total	76	100

When teachers were asked to give the description that best fits the learning materials in their classes, most of them indicated that they were inadequate (76%) while only 24% said they were adequate. This is an indication that learning materials are still inadequate hence the girl child can be influenced to drop out of school. The findings supports observation of Lumuli (2009) who observed that the provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners. Same applied with the findings of smith (2002) who observed that availability of resources such as textbooks, desks and blackboards has been found to have an impact on pupils participation in education. They provide easy access during teaching and learning process.

4.4.3 Level of Need for Learning Materials

This question meant to investigate from the pupils the learning materials that they needed most in order to participate well in education. The results are shown in table 4.10.

Table 4.10: Distribution according to Level of need for Learning Materials in Schools

Level of need for Learning Materials	Pupils Frequency	Percentage
Exercise books	41	42
Chalkboards	31	32
Wall maps	26	26
Total	98	100

When pupils were asked to indicate the learning materials that they needed most in order to participate well in class, the highest proportion chose exercise books (42%), chalkboards (32%) and the rest (26%) chose wall maps. It can be deduced that apart from textbooks, exercise books are the learning materials that are needed the most by pupils. These findings are in agreement with Eshiwani (1993) who observed that level of materials allocated to schools per student and the level of efficiency with which a fixed amount of material inputs are organized and managed raise students achievement.

4.4.4 Average Book Pupil Ratio in Schools

High number of pupils enrolled after Free Primary Education (FPE) was initiated has brought about problems of book pupil ratio. The government issues books depending on number of pupils and subjects in schools. The head teachers were requested to state the average book pupil ratio in their schools. Their responses are shown in table 4.11.

Table 4.11: Distribution according to Average Book Pupil ratio in Schools

Average Book Pupil		
Ratio	Frequency	Percentage
1:4	12	63
1:3	5	26
1:2	2	11
Total	19	100

Table 4.11 shows that most schools (63%) had an Average Book Pupil ratio of 1:4, that is, for every book, there were 4 pupils sharing it. Other schools had ratios of 1:3 (26%) and 1:2 (11%). According to the respondents the government issues books in schools depending on classes and subjects. However, the number of textbooks is never enough in majority of the schools because of the large number of pupils who were enrolled after Free Primary Education (FPE). This shortage has caused low participation because most of the pupils never have a chance to

carry textbooks at home in order to do their homework. The findings concurs with Onyango (2008) who points out that the high number of pupils enrolled after Free Primary Education (FPE) was initiated has brought about problems of low textbook ratios, overcrowded classrooms and poor sitting patterns. As a result, these challenges have affected participation in primary schools.

4.5 Role of the Female Teacher on Girl Child Participation in Education

Female teachers are the key role models in school. The role of the female teacher on girl child participation in education is explained by role of guidance and counseling, teachers as stakeholders in promoting girls' schooling and the role played by sexual harassment of the girl child.

4.5.1 Level of Participation in Class by Gender

Teachers were requested to comment on the level of participation in their classes by gender. Their responses are shown in table 4.12.

Table 4.12: Level of Participation in class by Gender

Level of Participation by Gender	Teachers	
	Frequency	Percentage
Boys	72	95
Girls	4	5
Total	76	100

When teachers were asked to comment on the level of participation in class by gender, majority of them indicated that participation of boys (95%) was higher than that of girls (5%). This is a clear indication that girl child participation in school is low. These findings concur with Chanika (2003) who points out that male teachers are the majority. The less number of female teachers as established by this study indicates that girl child participation in education is low because there are no role models for the girls to emulate since they think that education is a preserve for males.

4.5.2 Opinion on Whether Boys and Girls are given Equal Chances for Schooling

Pupils were asked to comment on the chances that they are given for schooling. Their responses are shown on table 4.13.

Table 4.13: Whether Boys and Girls are given Equal Chances for Schooling

Equal Chances for Schooling	Pupils	
	Frequency	Percentage
Boys favored	76	77
Equal chance	15	15
Girls favoured	7	8
Total	98	100

When pupils were asked to comment on whether boys and girls were given equal chances for schooling, majority of them indicated that boys were more favored (77%), some (15%) indicated that both boys and girls were given equal chances, while the rest (8%) said that girls were favoured. The finding of this study agree with those of Odaga and Henereld (1995) which observes that school environment especially teachers' attitude and teaching practices have perhaps the most significant implication for girls persistence in schools. This problem is rooted in societal beliefs which teachers bring into classroom scenario which tend to look at girls has having less ability than boys. This leads to marginalization of girls in the classroom and further demotivates girls in their participation in education.

4.5.3 Influence of the Female Teacher on Girl Child Participation in Education

Female teachers are expected to be role models to girls in schools. The researcher wanted to find out the extent at which female teacher influence girl child participation in education. The responses are shown on table 4.14.

Table 4.14: Influence of the Female Teacher on Girl Child Participation in Education

	Head teachers		Teachers		Pupils	
	F	%	F	%	F	%
Strongly agree	10	52	40	52	35	36
Agree	8	42	31	42	38	39
Neutral	1	6	5	6	25	25
Strongly disagree	-	-	-	-	-	-
Disagree	-	-	-	-	-	-
Total	19	100	76	100	98	100

The results shown in table 4.14 indicate that majority of the respondents regarded female teachers as important to influence the girl child to participate in education. They do this through encouraging them to attend class, ensuring that they are not victimized and most importantly, act as role models. They therefore show girls that they too can aspire to succeed in school and make a name for themselves when they grow up.

4.5.4 Lack of Guidance and Counseling

Guidance and counseling is very important for primary schools. The researcher investigated the influence of guidance and counseling on girls schooling. The results are shown on table 4.15.

Table 4.15: Influence of lack of guidance and counseling on girls' schooling

	Head teachers		Teachers		Pupils	
	F	%	F	%	F	%
Most important	3	15	14	19	8	8
Important	5	26	18	23	24	25
Fairly important	10	52	42	55	58	59
Not important	1	7	2	3	8	8
Total	19	100	76	100	98	100

The results in table 4.15 reveal that majority of the respondents were of the opinion that lack of guidance and counseling in schools is one of the fairly important factors that lead girls to discontinue participating in primary school (head teachers, 52%; teachers, 55% and pupils, 59%). Since most of these girls approach or are at puberty age, they need guidance and counseling the most to guide them during development.

4.5.5 Teachers as Stakeholders in Promoting Girls' Schooling

Teachers are associated with professional skills of promoting girls education. The study investigated the role of teachers as stakeholders in promoting girls schooling. The results are shown in table 4.16.

Table 4.16: Role of Teachers as Stakeholders in promoting girls' schooling

	Head teachers		Teachers		Pupils	
	F	%	F	%	F	%
Strongly agree	10	52	40	52	35	36
Agree	8	42	32	42	38	39
Neutral	1	6	4	6	25	25
Strongly disagree	-	-	-	-	-	-
Disagree	-	-	-	-	-	-
Total	19	100	76	100	98	100

The results shown by table 4.16 reveal that the role played by head teachers and teachers in promoting girls' participation in school is important to all the respondents. The findings of this study concur with Mwangi (2012) who observes that female teachers can help achieve much in the fight for child education by providing advice, education and role modeling.

4.5.6 Whether Pupils Attend Counseling Sessions

Counseling is very important in primary schools. The researcher investigated whether pupils attended counseling sessions. The results are shown in table 4.17.

Table 4.17: Distribution by need for Counseling Sessions

Whether pupils attend Counseling Sessions	Teachers Frequency	Percentage
Attended sessions	7	9
Did not attend sessions	69	91
Total	76	100

A large number of teachers (91%) indicated that pupils in their class do not attend counseling sessions as compared to those who indicated that pupils in their classes received counseling (9%). These results indicate that counseling has not been fully embraced as one of the ways of addressing pupils with problems.

4.5.7 Influence of Shortage of Teachers

Availability of teachers determines the amount of learning in school. The researcher sought to investigate the influence of shortage of teachers on girls participation in school. The findings were tabulated in table 4.18.

Table 4.18: Influence of shortage of teachers on girls' school participation

	Head teachers		Teachers		Pupils	
	F	%	F	%	F	%
V. great extent	4	21	15	19	25	25
Great extent	6	32	32	42	39	40
Fairly great extent	5	26	24	32	34	35
Little extent	4	21	5	7	-	-
Total	19	100	76	100	98	100

The highest proportion of head teachers, teachers and pupils indicated that teacher shortage was a problem to a great extent in the division (head teachers, 32%; teachers, 42%; and pupils, 40%). This supports the observations by UNICEF (2004) that points out that girls lack appropriate role models in schools, which affect their learning.

Therefore the shortage of teachers affected girls' participation in primary schools. Girls need female teachers in their school in order to confide in them when they have a problem. Among the problems is sexual harassment by male teachers. Unfortunately, female teachers were found to be few hence poor staffing has negatively affected the attainment of UPE in Kenya.

4.5.8 Trends of Girls Dropping Out of School

Many girls are assumed to be negatively influenced and end up dropping out of school. Teachers were asked to indicate trends of girls dropping out of school. Their responses are shown in table 4.19.

Table 4.19: Distribution according to Trends of Girls Dropping Out of School

Trends of Dropping out	Teachers	
	Frequency	Percentage
Increasing	43	56
Constant	25	33
Declining	8	11
Total	76	100

When teachers were asked to indicate the trends of girls dropping out of school in their classes, majority indicated that the trend was increasing (56%) followed by constant (33%) and declining (11%). It can be deduced that there are factors which are influencing the dropping of girls out of school. This is contrary with Mosoti (2004) who says that students who enroll at the beginning of each year should be the same numbers who complete the final year in that academic cycle.

4.5.9 Trends of Boys Dropping Out of School

Teachers were asked to indicate trends of boys dropping out of school. Their responses are shown in table 4.20.

Table 4.20: Distribution according to Trends of Boys Dropping Out of School

Trends of Dropping out	Teachers	
	Frequency	Percentage
Increasing	-	-
Constant	28	37
Declining	48	63
Total	76	100

When teachers were asked to indicate the trends of boys dropping out of school in their classes, majority indicated that the trend was declining (63%) followed by those who indicated it was constant (37%). None of the teachers indicated that the trends of boys dropping out of school was increasing. It can be deduced that boys do not face most of the factors faced by girls and which influence the dropping of out of school by girls.

4.6 Effect of Physical Facilities on Girl Child Participation in Education

Learning occurs more easily where physical facilities are adequate, clean and in good condition. Sanitation (including water), toilets and other physical facilities such as classrooms and desks influence girl child participation in education.

4.6.1 Adequacy of Physical Facilities in Class

The researcher wanted to find out the adequacy of physical facilities in the classes. The results are shown in table 4.21.

Table 4.21: Distribution according to Adequacy of Physical Facilities

Adequacy of Physical Facilities	Teachers	
	Frequency	Percentage
Adequate	18	24
Inadequate	58	76
Total	76	100

When teachers were asked to give description that best fits the physical facilities in the class, most of them indicated that they were inadequate (76%) while only 24% said they were adequate. This is an indication that physical facilities are still not enough hence the girl child can be influenced to drop out of school. This agrees with Osagie (2001) who says that factors such as physical facilities, determine the number of pupils to be accommodated.

4.6.2 Number of Classrooms in Schools

Teachers were asked to indicate the number of classrooms in schools. Their responses are shown in table 4.22.

Table 4.22: Distribution according to Number of Classrooms in Schools

Number of Classrooms	Teachers	
	Frequency	Percentage
8 - 16	40	52
17- 24	25	33
Above 25	11	15
Total	76	100

Table 4.22 shows that a higher proportion of teachers (52%) indicated that primary schools in the division had between 8 and 16 classrooms, that is, they either had one or two streams per class. The rest of the respondents indicated that the schools either had between 17 and 24 classrooms (33%) or above 25 classrooms (15%). These results show that schools within the division had a relatively large number of classrooms which however does not match the pupil population. This influx of pupils was attributed to the Free Primary Education Programme (FPE).

4.6.3 Type of Classrooms in Schools

The head teachers were requested to indicate the type of classroom in their schools. Their responses are shown in table 4.23.

Table 4.23: Distribution according to Type of Classrooms in Schools

Type of Classrooms in Schools	Teachers	
	Frequency	Percentage
Permanent	64	84
Temporary	12	16
Total	76	100

Most of the head teachers (84%) in the primary schools within Tigania Central division indicated that they had permanent classrooms while only 16% of them indicated that their classrooms were made of temporary materials. The findings concur with Osagle (2001) who observed that for efficient educational management, facilities help the school to determine the number of pupils to be accommodated number of teachers and non-teaching personnel to be employed and the cost determination for the efficient management of the system.

4.6.4 Average Desk Pupil Ratio in Schools

The study investigated the average desk pupil ratio in schools. The findings are presented in table 4.24.

Table 4.24: Distribution according to Average Desk Pupil ratio in Schools

Average Desk Pupil ratio in Schools	Teachers	
	Frequency	Percentage
1:4	55	73
1:3	16	21
1:5	5	6
Total	76	100

Table 4.24 shows that most schools (73%) had an Average Desk Pupil ratio of 1:4, that is, for every desk, there were 4 pupils seated in it. Other schools had ratios of 1:3 (21%) and 1:5 (6%). The findings of this study concur with Lumuli (2009) who observes that the provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners.

4.6.5 Influence of Sanitation on Girls Child Education

The head teachers were asked to state the influence of sanitation on girl child education. Their responses are shown on table 4.25.

Table 4.25: Responses on whether sanitation influences girl child education

Category	Frequency		Percentage	
	Agree	Disagree	Agree	Disagree
Lack of proper sanitation	14	5	73	27
Lack of water	17	2	89	11

When the head teachers were asked on the influence of sanitation on participation girls in education, majority of them (73%) indicated that lack of proper sanitation and good toilets negatively affected participation of girls in education. The respondents also indicated that lack of water also negatively influenced participation of girls in education. Girls need water especially during menstruation in order to keep themselves clean. Lack of good sanitation and water contributes to girls dropping out of school.

4.6.6 Physical Facilities that Influence Participation of Girls in Education

The researcher investigated the physical facilities that influence participation of girls in education. The results are presented on table 4.26.

Table 4.26: Do Physical Facilities influence girl child education?

	Head teachers		Teachers		Pupils	
	F	%	F	%	F	%
Strongly agree	10	52	40	52	35	36
Agree	8	42	32	42	38	39
Neutral	1	6	4	6	25	25
Strongly disagree	-	-	-	-	-	-
Disagree	-	-	-	-	-	-
Total	19	100	76	100	98	100

Table 4.26 reveals that the highest proportion of the respondents agreed that physical facilities in schools affect girls' participation in primary school. This concurs with findings of Eshiwani (1993). This is attributed to lack of adequate facilities such as toilets facilities and class rooms hence resulting to overcrowding, congestion and poor performance.

4.7 Effect of Peer Pressure on Girl Child Participation in Education

Peer pressure may hinder girl child participation in school. Negative peer pressure and teachers' training in guidance and counseling contribute towards peer pressure affecting girl child participation in education.

4.7.1 Teachers Attendance of In-Service Seminar Workshop on Guidance and Counseling

Teachers Attendance of in-service seminar workshop on guidance and counseling
Teachers were asked to indicate whether they had attended any inservice seminar workshop on guidance and counseling. Their responses are shown on table 4.27.

Table 4.27: Distribution according to Attendance of In-Service Seminar Workshop on Guidance and Counseling

Attendance of In-Service Seminar	Teachers Frequency	Percentage
Not attended	68	90
Attended	8	10
Total	76	100

When teachers were asked to indicate whether they had attended any in-service seminar workshop on guidance and counseling, most of them answered to the negative (90%) while only 10% indicated that they had attended. These results indicate that lack of trained teachers renders the girl child vulnerable as she does not benefit from guidance and protection received from trained teachers. As such, this contributes towards poor girl child participation in education and often results in girls performing poorly and even dropping out from school.

4.7.2 Type of Course/Seminar Attended

Teachers were asked to indicate the type of course or seminar they had attended. Their responses are shown on table 4.28.

**Table 4.28: Distribution according to Attendance of In-Service Seminar
Workshop on Guidance and Counseling**

Attendance of Seminar	Teachers	
	Frequency	Percentage
Teaching skills training	42	55
Teacher development seminar	17	22
Health seminar	10	13
Guidance and counseling	7	10
Total	76	100

When teachers were asked to indicate the type of course/seminar they had attended, most of them indicated to have attended teaching skills training (55%) followed by teacher development seminar (22%), health seminar (13%) and guidance and counseling (10%). According to respondents small number of teachers have undergone guidance and counseling. This implies that teachers may not be well prepared to offer guidance and counseling to primary pupils. The findings of this study concur with Duflo (2012) who observes that many adolescent girls in primary schools lack basic information and guidance on how to

deal with peer pressure at school and ever at home thus falling to sexual abuse, unwanted pregnancies together with drug abuse therefore dropping out of school.

4.7.3 Effect of Negative Peer Pressure on Girls' Participation in Primary Education

The researcher investigated the effect of negative peer pressure on girls participation in primary education. The data is shown on table 4.29.

Table 4.29: Negative peer pressure influence on girls' participation in primary education

Influence on girls' participation	Head teachers		Teachers		Pupils	
	F	%	F	%	F	%
Very great extent	4	21	15	19	25	25
Great extent	6	32	32	42	40	40
Fairly great extent	5	26	24	32	35	35
Little extent	4	21	5	7	-	-
Total	19	100	76	100	98	100

A higher proportion of the respondents indicated that negative peer pressure influences girls' participation in primary education to a very great extent (21%, 19% and 25% respectively for head teachers, teachers and pupils) and a great extent (32%, 42% and 40% respectively). This concurs with Castillo (2010) or

who state that pupils influence others positively or negatively. Many are negatively influenced and end up in pregnancy hence dropping out of school.

Respondents indicated that girls influence their peers into engaging in early sex. Due to relationships between boys and girls in mixed schools, it is more likely that girls attending mixed schools are more likely to become pregnant and drop out of school. Peer pressure resulting into early sexual activities also takes place in girls in schools.

4.7.4 Institutional Factors that Affect Girl Child Participation in Education

The head teachers were asked to state institutional factors that affect girl child participation in education. Their responses are shown on table 4.30 as follows.

Table 4.30: Distribution according to Institutional Factors that Affect Girl Child Participation in Education

Institutional Factors	Head Teachers	
Participation	Frequency	Percentage
No learning materials	6	29
Lack of physical facilities	5	25
No female role models	2	12
Poor performance	2	10
Peer pressure	2	9
Forced repetition	1	8
Girl child harassment	1	7
Total	19	100

When asked to state the institutional factors that affect girl child participation in education, head teachers indicated the following; lack of learning materials (29%), lack of physical facilities such as adequate sanitation (25%), lack of female role models (12%), poor performance (10%), peer pressure (9%), forced repetition (8%) and girl child harassment (7%). The findings from this study concur with Odaga and Hereveld (1995) who observes that factors such as availability of places, proximity of school to home. Inappropriateness of the physical facilities like toilets, lack of female teachers, school climate among others influence girls participation. Therefore institutional factors affect girl child participation in education.

4.7.5 Remedies to Institutional Factors that Affect Girl Child Participation in Education

The head teachers were asked to suggest remedies to institutional factors that affect girl child participation in education. The results are given in table 4.31.

Table 4.31: Distribution according to Remedies to Institutional factors that affect girl child participation in education

Remedies to Institutional factors	Head Teachers	
	Frequency	Percentage
Sexual harassment	5	25
Learning materials	4	20
Sensitization of parents	3	15
Physical facilities	3	15
Train for G& C Negative	2	13
peer pressure	2	12
Total	19	100

When asked to state the remedies to Institutional factors that affect girl child participation in education, a higher proportion of the head teachers indicated the following; addressing sexual harassment (25%), learning materials (20%), sensitization of parents (15%), provision of physical facilities (15%), protection from negative peer pressure (12%), training of teachers for guidance and counseling (13%).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section provided summary of findings made, recommendations, conclusions and areas that needed further research. These items were based on the information from the background, literature review, research methods, data analysis and interpretation which preceded this chapter. The recommendations focused on the thematic areas of study namely the effect or roles of learning materials, of the female teacher, of physical facilities and of peer pressure on the participation of the girl child in education in public primary schools in Tigania Central Division, Meru County.

5.2 Summary of Study

The purpose of the study was to investigate school based factors which affect girl child participation in education in public primary schools in Tigania Central Division Meru County. The objectives of the study were to determine the effect of learning materials on girl child participation in education, to establish the extent to which female teachers influence girl child participation in education to analyze the effect of physical facilities or girl child participation in education and to examine the extent to which peer pressure affect girl child participation in education. The study was guided by social learning theory developed by Albert Bandura in 1977. The theory was applicable to this study because it explains how

the social environment determines the actions of individuals to make certain choices. The researcher employed a descriptive survey design which enabled her to conduct research among head teachers, teachers and pupils from different schools in Tigania Central Division. The target population was 32 public primary schools with a population of 32 head teachers 256 teachers and 981 class eight pupils.

Random sampling method was used to get the sample size of the respondents. The questionnaire was the main form of data collection. Researcher developed three sets of questionnaires for head teachers, teachers and pupils. To determine validity of the instrument pilot study was carried out. The researcher also consulted supervisors from the Department of Educational Administration and Planning to validate the instruments. The questionnaires were tested for reliability through test –retest technique with reliability coefficient of 0.88 for head teachers 0.87 for teachers and 0.88 for pupils. Descriptive statistics were used to analyze data.

The findings revealed that lack of textbooks caused girls to drop from school due to close sharing and harassment. One major reason for lack of textbooks is the high number of pupils in public schools leading sometimes up to 5 pupils to share a book. Girls may not be comfortable to share books especially with boys and this may prompt to discontinue schooling. The study also established that pupils

needed exercise books, chalkboards and wall maps. Shortage of these items also cause girls to drop from school.

The finding revealed that shortage of female teachers affected girls' participation in primary schools since girls need female teachers in order to confide in them. Majority of the head teacher 52% strongly agreed that female teacher influence girl participation in education. They regarded female teachers as important to influence the girl child participation in education. The presence of role models acts as a stimulant to young girls who would aspire to be like them. The study found out that male teachers and male pupils are the most prepatrators of sexual harassment against girls resulting in low participation in education.

The findings further revealed that physical facilities affected girl child participation in education. The study found that sanitation (including availability of water), toilets, classrooms and desks influence girl child participation in education. Majority of the teachers (76%) indicated that physical facilities in their classes were inadequate. Lack of proper sanitation and good toilets was found to negatively affect participation of girls in education.

The findings further revealed that negative peer pressure affect girl child participation in education. Respondents indicated that negative peer pressure influences girls participation in primary education to a great extent (21%), 19%

and 25% respectively for head teachers, teachers and pupils). Due to the relationships between boys and girls in mixed schools, it is more likely that girls attending mixed schools are more likely to become pregnant and drop out of school.

5.3 Conclusion

Based on the findings the study concludes that learning materials affect girl child participation in education in public primary schools in Tigania Central Division, Meru county. The learning materials which were found to be more useful in primary schools include exercise books, textbooks, chalkboards and wallmaps. Majority of the respondents indicated that the learning materials in their schools were inadequate. The study further concluded that the absence of female teachers affect girl child participation in education. Girls lack role models especially in schools where there is shortage of female teachers. They lack somebody to aspire and this leads to low participation in education.

Physical facilities affected girl child participation in education in Tigania Central Division. For example most of the schools had inadequate sanitation, toilets, classrooms and desks. The study also concludes that negative peer pressure affect girl child participation in education. A high proportion of the respondents said that negative peer pressure affect girl child participation in education. This is due to relationships between boys and girls in mixed primary schools.

5.4 Recommendations

The government should avail sufficient funds for buying textbooks and hiring more teachers especially female teachers.

The Ministry of Education should ensure that teachers are trained for guidance and counseling.

The school should provide good sanitation, toilets, classrooms and desks.

Head teachers and teachers should ensure that pupils are protected from negative peer pressure.

Teachers should give boys and girls equal opportunities for schooling.

5.5 Suggestions for Research

Based on the findings of the study, the researcher makes suggestions for further research.

- i. A study on school based factors affecting girl child participation in education in primary schools need to be done in many counties in Kenya for comparison.
- ii. A study on school based factors affecting girl child participation in education in secondary schools need to be done.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Rita Kagwiria Manyara,
University of Nairobi,
P. O. Box 30197-00100,
NAIROBI.

The Head teacher,
_____ Primary School,

Dear Sir/ Madam,

REF: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post-graduate student pursuing a Master of Education (M.Ed) degree in Educational Administration at the University of Nairobi. I am conducting a research on **school-based factors affecting girl-child participation in public primary schools in Tigania Central Division, Meru County.**

I request you to kindly spare time to fill this questionnaire. The information obtained will be purely for academic purposes. I would like to assure you that your views as head teacher on school-based factors affecting girl-child participation in public primary schools will be used solely for research purposes. Your identity will be treated with utmost confidentiality.

Thank you in advance.

Yours faithfully,

Rita Kagwiria Manyara.

APPENDIX II

QUESTIONNAIRE FOR PRIMARY SCHOOL HEAD TEACHERS

This questionnaire seeks to collect data on girls child participation in education in Tigania Central Primary Schools as influenced by school based factors. You are kindly requested to provide answers to these questions as honestly as possible by ticking and filling the blank spaces provided. The answers you give will only be used for the purpose of this study.

PART A

Background Information

1. What is your gender? Male Female
2. What is the gender of your deputy? Male Female
3. How long have you been teaching?
0 – 5 years 6 – 10 years 11 – 15 years
16 – 20 years Above 20 years
4. What is your highest professional qualification?
M.Ed B.ED Dip Education
Any other specify.....
5. For how long have you been the head teacher of this school?.....

Part B

6(a) Is the number of boys equal to the number of girls in your school?

Yes [] No []

(b) Who are more? Boys [] Girls []

c) If the number of boys is more, would you attribute it to school factors

Yes [] No []

7(a) Do you think female teachers influence girl child participation in your

school? Yes [] No []

(b) If yes please give reasons.....

8(a) Are there cases of peer pressure in your school?

Yes [] No []

(b) If yes please indicate.....

9. Please indicate the nature and the number of the classrooms in your

school? i. Permanent [] ii. Temporary []

10. What is the average desk pupil ratio?

11. What is the textbook pupil ratio?.....

12. In your own opinion do you think sanitation influence girl child participation in education?

Yes [] No []

b. Give reasons.....

.....

13. Please provide enrollment data by filling the table below. (School enrolment as at the time of the research).

Class	Boys	Girls	Total	Remarks
Std 1				
Std 2				
Std 3				
Std 4				
Std 5				
Std 6				
Std 7				
Std 8				

14. In general, state the school based factors that affect the girl child participation in education.

.....

15. What remedies would you suggest for the problems you have identified above if any.....

Thank you for your responses and co-operation.

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire seeks to collect data on girl participation in education in Tigania Central Primary Schools as influenced by school based factors. You are kindly requested to provide answers to these questions as honestly as possible by ticking and filling the blank spaces provided. The answers you will give will only be used for the purpose of this study.

PART A

1. What is your gender? Male Female
2. How long have you been teaching?
0 – 5 years 6 – 10 years 11 – 15 years
16 – 20 years Above 20 years

PART B

3. Status of your school (Please tick one)
Mixed Boys Girls
- 4.(a) Have you attended any in-service seminar workshop on guidance and counseling? Yes No
- (b) If yes, which course or seminar have you attended?.....

5. Please indicate the number of boys and girls in your class.
Boys [] Girls []
- 6a) Are there students who have dropped out of school in your class in the course of this year? Yes [] No []
7. What is the trend of girls dropping out of school in your class over the past five years? Declining [] Constant [] Increasing []
8. What is the trend of boys dropping out of school in your class over the past five years? Declining [] Constant [] Increasing []
9. Using the given criteria below, please tick the description that best fits the learning materials in your class.
(i) Very adequate [] (ii) Adequate []
(iii) Inadequate [] (iv) Very inadequate []
10. Tick the description that best fits the facilities in your class?
(i) Very adequate [] (ii) Adequate []
(iii) Inadequate [] (iv) Very inadequate []
- 11.(a) Are there cases of peer pressure in your class? Yes [] No []
(b) If yes, please indicate.....
- 12(a) Do pupils go for counseling sessions? Yes [] No []
b) If no, please indicate the reason.....
- 13(a) Do you think female teachers influence girl child participation in your school? Yes [] No []
b) If yes, give reasons.....

- 14. What is your view on the level of participation in your class by gender?
.....
- 15. In general state the school based factors that affect girl child participation
in education.
.....
- 16. What remedies would you suggest for the problems you have highlighted
above if any.....

Thank you for your responses and co-operation.

APPENDIX IV

QUESTIONNAIRE FOR PUPILS

This questionnaire seeks to collect data on girl participation in education in Tigania Central Primary Schools as influenced by school based factors. You are kindly requested to provide answers to these questions as honestly as possible by ticking and filling the blank spaces provided. The answers you will give will only be used for the purpose of this study.

PART A

1. State your gender Male [] Female []
2. Which is your age bracket 12-13yrs [] 13-14 [] 14yrs and above []

PART B

3a. Are you proud of your school Yes [] No []

b. Explain your answer above

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

4. Do you think female teachers play a role on girl child participation in your school? Yes [] No []

Please give reasons.....

.....

5. The table below show learning materials and physical facilities that may be available in your school. Please tick as appropriate.

	Available	Adequate	Inadequate	Not available
Classrooms				
Textbooks				
Exercise books				
Desks				
Staffroom				
Library				
Wall maps				
Chalkboards				
Toilets				

6. In your own opinion do you think boys and girls are given equal chances for schooling in your school Yes [] No []

If no, give your reason.....

.....

.....

7. Are there cases of peer pressure in your school Yes [] No []

Please explain.....

.....

8. In your own opinion indicate learning materials that you need most in order to participate well in class.

.....
.....

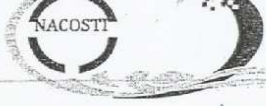
9. In your opinion what strategies should be put in place in your school in order to improve the rate of girl-child participation.....,

.....
.....

Thank you for your responses and co-operation.

APPENDIX V

RESEARCH AUTHORIZATION


**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. _____ Date: _____

2nd July, 2014

NACOSTI/P/14/1880/2001


Rita Kagwiria Manyara
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School based factors affecting girl-child participation in education in public primary schools in Tigania Central Division Meru County,*" I am pleased to inform you that you have been authorized to undertake research in Meru County for a period ending 30th July, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Meru County before embarking on the research project.

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Meru County.


National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX VI


RESEARCH PERMIT

CONDITIONS

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



REPUBLIC OF KENYA




NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A/2110

THIS IS TO CERTIFY THAT
MS. RITA KAGWIRIA MANYARA
of UNIVERSITY OF NAIROBI, 86-60206
kariakine, has been permitted to
conduct research in Meru County
on the topic: SCHOOL-BASED FACTORS
AFFECTING GIRL-CHILD PARTICIPATION
IN EDUCATION IN PUBLIC PRIMARY
SCHOOLS IN TIGANIA CENTRAL DIVISION
MERU COUNTY
for the period ending
30th July 2014


Applicant's Signature
Secretary
National Commission for Science, Technology & Innovation

Permit No. : NACOSTI/P/14/1880/2001
Date Of Issue : 2nd July 2014
Fee Received :Ksh 7,000