

**HEADTEACHERS PRACTICES INFLUENCING GIRL CHILD
PARTICIPATION IN SCHOOLING IN PUBLIC PRIMARY SCHOOLS
IN KIMANA AND AMBOSELI DIVISION, KAJIADO COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This work is dedicated to my supportive husband Parinkoi Ole Seremon,our children , Naneu, Seleyian, Sakai,and our beloved son the late Gideon seremon .To my children may this work inspire you to greater heights of learning

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ACRONYMS

NGO – Nongovernmental organization

MOE- Ministry of education

HIV- human immunodeficiency virus

AIDS-acquired immune deficiency syndrome

GOK-Government of Kenya

KCPE-Kenya certificate of primary education

ABSTRACT

The purpose of this study was to investigate the head teachers' practices influencing girl child participation in schooling in public primary school among the girl child in in Kajiado County-Kenya. The objectives of the study included to establish the extent to which headteachers use of guidance and counseling influence girl child participation in schooling in public primary schools in Kajiado County, Kenya, to determine the extent to which provision of sanitary towels influence girl child participation in schooling in public primary schools in Kajiado County, Kenya, to assess the extent to which girl child readmission after birth or marriage influence participation in schooling in public primary schools in Kajiado County, Kenya and to establish the extent to which head teachers provision of role model to girl child influence participation in schooling in public primary schools in Kajiado County, Kenya. The researcher used case study design where the research structure included intensive and in-depth investigation on an issue at hand in a relatively small sample. The head teachers and pupils involved in the study were randomly selected from schools selected. The researcher used simple random sampling technique with forty head teachers participating in the study whereby each school had one head teacher involved from their respective schools. A total of 172 pupils participated in the study. This study was conducted by the researcher using prepared questionnaires which respondents were school head teachers and pupils. The researcher also used interview guide to which were carried out on school teachers' counselors. The instrument validity was measured through research objectives of the study. The researcher visited the school she intends to collect the data from and introduced herself to the head teacher. The questionnaires were personally administered to the head teachers and pupils by the researcher and record responses. The researcher analyzed each questionnaire according to the opinion of respondents. The interview guide on school teachers counselors were analyzed qualitative as per each response, the responses were counted, the frequencies calculated, percentages and mean score obtained. The study revealed that head teacher's provision of role models, sanitary towels, and learning resources. Parents' economic status and level of education had greater contribution to participation of girl child secondary education. The recommendation that school supervision by the head teachers and the directorate of Quality Assurance Standards should monitor and give proper guidance to the teachers on the need to implement girl rights education in their schools, the teachers need to be good role models to be emulated by girl child to achieve higher participation in education. The Government through the Ministry of Education and the school management committees should allocate more resources for the girl child education in public primaryschool

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Primary education is the most basic formal education and is valued very highly for preparing learners for secondary education, world of work, scientific and technical application of knowledge and Life skills. However attaining primary education is not natural. It is influenced by many factors including parents' social and economic experiences (socio-economic status) social-cultural factors, distance factors and parent's level of education standards. Nonetheless, there is a worldwide recognition that there is no investment more effective for achieving development goals than educating girls. Yet reaching gender equity in school enrolment is still a major challenge in most countries. Nothing illustrates this better than the failure of many countries to attain the only Millennium Development Goal (MDG) fixed for 2015, which is to eliminate gender disparity in primary and secondary education (World Bank, 2002).

In Africa, provision of education was key development agenda at attainment of independence. During the Addis Ababa Conference of 1961 by the African Heads of States, expansion of education system was the mainly discussion (Sifuna, 1987). In Kenya, during the 1969 elections, elimination of disparities in the colonial education was the key focus.

This had mainly affected the pastoral communities due to the colonial land policies like the 1904 and 1911 Maasai Agreements that alienated the Maasai from their ancestral land to the reserves.

Low levels of educational participation- especially of girl-child represent a very serious constraint on development in most Sub-Saharan African countries. At the individual level education is the ultimate liberator, empowering people to make personal and social change. Governments, international organizations, non-governmental organization (NGOs) and researchers have shown a lot of interest in the issues of equality of educational provisions to girls and boys (World Bank, 1988).

Education for Girl child in Kenya is facing a major challenge in primary schools even at backdrop of massive enrolment in primary following free primary education. This withstanding performance of the girls as compared to that of boys is poor and something really needs to happen soon. This has obvious implications on progressive welfare of a girl child. Improving girls` access to education and ensuring they perform in examinations, with the goal of attaining gender equality is a critical component of promoting development and meeting the millennium development goals (MDGS) (2000) in Kenya and across sub -Saharan Africa (Ndiritu, 1999).

The government has made substantial efforts to assist girls participate in schooling at primary school level. This is evident in a massive expansion of primary schools in the country and the government declaration of free primary education (Saitoti, 2003). As reported girl's completion rate is 35% against 55% for boys and this further mark the disparities among the districts (Republic of Kenya, 1997). Despite the government initiatives in the past decades, the education sector still faces greater challenges and calls for urgent measures of enhancing girl child participation in schooling. Each part of the country has its unique characteristics and different intensity of girl-child participation in education (UNESCO, 2011).

According to Page and Chandler (1994), counselling paired with role modeling, helped improve attendance by 40 percent for girl child in school students (Wanza 1996).Counselling, Atlantic County, New Jersey, experienced an 83 percent success rate in keeping students from repeat truancy thanks to Project Helping Hand. Counselors use signed agreements, referrals to other services, student study teams, tutoring, and parent-teacher conferences to achieve their success rate. Sink& Stroh (2003) completed a large-scale (state-wide) study using a causal comparative design to answer the research question, "Do headteachers through school counseling interventions in public schools foster higher school participation?"

This study was completed exceptionally well from a measurement perspective and provides excellent support and validation for the hard work that school counselors are doing. Therefore the importance of demonstrating a relationship between school counseling interventions and girl child schooling is especially important.

Poor menstruation has been singled out as one of the major reasons for irregular attendance and later drop out among girls. In fact, it is no coincidence that the drop outs among girls are higher in upper primary. In its 2005 report on hygiene and sanitation in schools, the World Bank computed the impact of poor menstrual management on girls. The Bank report noted that ‘if a girl misses 4 days of school every 4 weeks due to her period, she will miss 10 to 20% of her school days’. And yet in Kenya older girls miss at least 5 days every month during their menstruation period. If the headteachers do not address the issue of accessing to sanitary pads for school girls the gains realized in increasing enrolment will be reversed and so will the literacy levels; thereby affecting Kenya’s ability to achieve its development goals and vision(GoK, 2010).

Ngome (2012), found that the massive neglect coupled with the nomadic nature of the Maasai appears to have sustained underdevelopment that has in turn affected the provision of education to the Maasai children but with extreme

marginalization of girls due to socio-cultural children. Several measures taken such as the introduction of low cost boarding schools have not met the desired objectives. Pillow (2004) found that many teen mothers return to school because of their babies — they are determined to complete schooling for the sake of their babies. However, the girls' difficulty in coping with schooling is attributable to their babies, and also to the fact that educators and parents often give up on them and fail to take their plans seriously once the girls had children (Schultz, 2001:598). Research by the US Department of Education (1992) shows that both pregnancy and parenting are the leading reasons girls give for dropping out of school.

Therefore as Ayot and Briggs (2009) asserts, lack of vision in the headteachers practices often leads to imbalance in the allocation and use of resources. This is why point out that, poor results in education are related to the resources allocated to it. If this parameter is not recognized, it becomes very difficult to understand why a school continues to perform poorly in national examinations. For example in schools where parents are doing their best in providing school facilities, such as science equipment, textbooks and physical structures, the blame for poor performance is shifted to teachers.

1.2 Statement of the problem

Girls' participation in public education on the African continent has reached a crossroads. Statistics evidence as shown that girls' performance and enrolment in Kajiado County is lower than that of boys. Several studies have been carried out in relation to, enrollment, retention and performance of girls and for example FAWE (2001) carried out cross-country comparisons of entries for Ghana, Tanzania, Cameroon and Uganda.

The patterns of gender differences showed more boys than girls in school, and boys achieving at higher levels in performance as compared with girls. MOE (2007) on the other hand found out that although Free Primary Education (FPE) introduced in 2003 arguably raised the gender enrolment rate from 88.2% in 2002 to 102.8% (105.0% for boys and 100.5% for girls), the regional disparities are evident in enrolment, completion, transition and performance in KCPE.

The education of girls is a primary focus of development efforts in poor nations because female school achievement is believed to have long-lasting and far-reaching economic effects. Complex, multiple factors work against girls' education in developing countries; consequently, existing programmes aimed at retaining girls in school tend to be labour-intensive community engagement efforts where the gains may be small, progress slow, and outcomes uncertain.

Historical trends show that this community lags behind among other communities in Kenya that haven't fully embraced education compared to the rest of the communities in Kenya. The researcher points out factors such as social cultural, social economic, geographical and parent's level of education as the key contributing factors that results to poor girl child performance in KCPE. Also, MOE (2005) noted that despite the effort being put by various stakeholders, the realization of girls and women empowerment through education has been impended by a number of factors such as cultural, religious attitudes and practices, infrastructural limitations, inadequate policy guidelines, poverty, HIV/AIDS, and lack of community awareness.

Girls in Machuru primary school are among girls that are benefiting from sanitary pad project funded by global giving. This was a result of absenteeism due to poor hygiene leading to poor performance in class and girls dropping out of school due to the fear of being stigmatized by fellow students. Therefore the study seek to answer why headteachers practices is important in influencing girls child participation in schooling among the girls particularly in Kajiado County

1.3 Purpose of the study

The purpose of this study was to investigate the head teachers' practices influencing girl child participation in primary education among the Maasai community in Kajiado County-Kenya.

1.4 Research objectives

The study was guided by the following research objectives.

- i. To establish the extent to which head teachers use of guidance and counseling influence girl child participation in schooling in public primary schools in Kajiado County, Kenya
- ii. To determine the extent to which provision of sanitary towels influence girl child participation in schooling in public primary schools in Kajiado County, Kenya
- iii. To assess the extent to which girl child readmission after birth or marriage influence participation in schooling in public primary schools in Kajiado County, Kenya.
- iv. To establish the extent to which head teachers provision of role model to girl child influence participation in schooling in public primary schools in Kajiado County, Kenya.

1.5 Research questions

The study was guided by the following research question.

- i. To what extent does headteachers use of guidance and counseling influence girl child participation in schooling in public primary schools in Kajiado County, Kenya?
- ii. To what extent does provision of sanitary towels influence girl child participation in schooling in public primary schools in Kajiado County, Kenya?
- iii. To what extent does girl child readmission after birth or marriage influence participation in schooling in public primary schools in Kajiado County, Kenya?
- iv. To what extent does headteachers provision of role model to girl child influence participation in schooling in public primary schools in Kajiado County, Kenya?

1.6 Significance of the study

This study is significant to the following stakeholders:

Head teachers: using this study understand their roles and obligations in enhancing participation in schooling especially for girl child and thus develop leadership style that would create the right environment for them. The head

teacher can also instill the same responsibility to teachers and members of the staff.

The Ministry through this study can be in a position to learn part of the challenges facing girl child that inhibit their participation in schooling. With the assistance of school management particularly the head teacher, they can be in a position to develop the necessary policies enhancing adequate environment for the girl child. The Moe can also organize for training for head teachers on the relevant areas.

The NGOs is benefit from this study because they is extract information on areas that require their partnership with the government more so on financing and awareness to boost girl child participation in schooling.

1.7 Limitation of the study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situation. Due to financial limitations and other logistic constraints such as terrain and poor means of transport only public primary schools in Kimana and Amboseli divisions in Kajiado County was considered for this study.

1.8 Delimitation of the study

According to Mugenda and Mugenda (1999), delimitations are the boundaries of the study. The study was confined to public primary schools in Kimana and Amboseli divisions in Kajiado County. Study targeted private primary school because of different prevailing factors which are different from the public schools. Respondents were restricted to head teachers, teacher counselors and standard 6 and 7 girl children.

1.9 Basic assumptions of the study

The study made the assumptions that:

- i. The learners and teachers would provide the details required by research instruments.
- ii. That the information given by the respondents was correct.
- iii. Guidance and counseling, provision of sanitary towels, girl child readmission after birth or marriage as well as headteachers provision of role model to girl child do influence academic participation in schooling in public primary schools
- iv. Professionally and academically qualified head teachers had enabled girl child to influence academic participation in schooling in public primary schools.

1.10 Definition of the significant terms

The following are the definitions of significant terms:

Performance refers to the academic level of achievement in the KCPE Examination.

Arid and semi –Arid land climatic regions that receive precipitation below potential evapotranspiration, but not extremely.

Attitude is refer to an expression of favor or disfavor toward a person, place, thing, or event

Counseling in this study refers to the process of psychologically encouraging the girl child to overcome hurdles that keep them away from schools.

Drop out refers to any student who leaves primary school without completing the required cycle of 8 years.

Factor refers to such independent elements, circumstances or variables that anticipated results positively or negatively.

Non-Governmental Organization refers to an organization that is neither a part of a government nor a conventional for-profit business. Usually set up by ordinary citizens, NGOs may be funded by governments, foundations, businesses, or private persons

Readmission to school refers to the act of the girl child getting back to school after drop out as a result of various factors

Repetition refers to a year spent by a pupil doing same work in the grade as was done the previous year in the school.

Role model refers to an individual, group or institution that acts as a benchmark.

1.11 Organization of the study

The study was organized into five chapters: Chapter one comprised of the introduction consisting of background of the study, statement of the problem, the purpose of the study, objective of the study, limitation of the study, delimitation of the study, basic assumption of the study, definition of significant terms. Chapter two comprised literature review which included ;head teacher use of guidance and counseling, provision of sanitary towels, use of role models and readmission policy, the summary of the review, theoretical and conceptual framework. Chapter three was the research methodology: involving research design, target population, sample size and sampling procedure, research instrument and the instrument validity, data collection procedure and the data analysis technique. Chapter four comprised of data analysis and interpretation and finally chapter five comprised of findings, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter was about the review of literature in relation to the study. The purpose of reviewing the literature was to explore research works and other relevant secondary data which are useful to the study. The study covered head teachers use of guidance and counseling and participation in schooling in public primary schools, girl child readmission and participation in schooling in public primary schools, provision of sanitary towel and girl child participation in schooling in public primary schools as well as provision of role model and girl child participation in public primary school. Other sections included theoretical framework, and conceptual framework.

2.2 Influence of head teachers use of guidance and counseling on participation on girls schooling

Guidance and counselling in schools has-been conceptualised as a programme of activities that provide a gateway out of the problems increasingly present in this time of complex scientific, social, economic and technological development (Okobiah & Okorodudu, 2004). Guidance and counselling have also been described as programmes.

Sherter and Stone (1981) define guidance and counseling as the process of helping individuals to understand themselves and their world, while Olayinka (1993) posit on counselling as the learning process which stresses more rational planning, problem solving, decision making intentionally prevention of severe and adjustment problems and support for situational pressures arising in the everyday lives of normal people.

Njoka (2007) investigated on guiding and counseling pupils in Kenyan public primary schools. The study used a survey design with a multi-strategy research approach which provided both quantitative and qualitative data through questionnaires, interviews and observations. The data were analysed using both descriptive and inferential statistics.

The inferential statistics employed were t-test and Analysis of Variance (ANOVA), which were used to test the hypotheses of the study at significance level of 0.05. Findings indicated that, there were also no significant differences between teacher counselors' role perceptions and the independent variables of age, gender, marital status, academic qualifications, training in guidance and counseling, administrative experience, and school category. In addition, there was no significant difference between the head teachers' perception of the

teacher counselors' role and the perception of the teacher counselors about their role.

Nyamwaya (2012) also did an investigation on school and home related factors influencing girls' participation in formal secondary school education in Kajiado North District, Kenya. The study used descriptive survey. The target population of the study was the head teachers of the 21 public secondary schools in Kajiado North district, 309 teachers and the district education office. The findings from the study revealed that girls' parents' level of education and occupation determined the level of family in-come which affected girls' participation in formal secondary school education. Most parents were also not able to pay school fees for the girls since their level of family in-come was low. Findings on school related factors on girls' participation in formal secondary school education indicated that there were few girls' schools in the district as compared to mixed schools. There was no regular provision on training for teachers on the use of gender responsive teaching learning material or methodology.

2.3 Influence of head teacher's facilitation of sanitary towel on participation of girl child in primary education.

According to Kotoh (2008), menstrual blood is considered dirty and harmful, resulting in girls who are menstruating being restricted from participating in

some activities for fear that they may ‘contaminate’ others and the things they may touch.

For instance, in most African communities, menstruating girls are not allowed to be in the kitchen to cook or to do the dishes, and neither are they allowed to participate in games with other young people during their menstruation period. This in turn fosters stigma as the restrictions create the perception that menstruation is shameful and that menstrual blood is harmful. And yet menstrual blood is free of toxins and any harmful bacteria (Bharadwaj and Patkar, 2004).

Focusing more on the dynamic in the school space, the Federation of African Women Educationists (FAWE) (2006) discovered that the lack of a conducive school environment was a leading cause of the low retention of girls in school – with poor sanitation being specifically cited as a leading determinant of whether adolescent girls turn up for class or not (in addition to a lack of security, and long distances to school). Yet, according to FAWE, girl’s education is the most important investment for women in developing countries because of its contribution towards better health for their families, alongside increasing the women’s potentials as well as lowering fertility rates (FAWE, 2006).

Elsewhere, in some rural areas girls use old rags, leaves, cow dung or even dig a hole on the ground to sit on for the whole period as a means to manage their menstrual flow. In an ethnographic study conducted in a primary school in Bungoma District, Lukalo (2010) noted that menstruation is not just a private affair but has the potency to become public, embarrassing and often a source of stigma for the girls. Teachers and parents in all areas insisted that the girls used cloth or toilet roll because pads were unaffordable. Most believed traditional methods were adequate. Consistently, however, we were told that parents did not talk to their daughters about menstruation, nor did the teachers, most of whom were young men.

Sankok (2012) studied the influence of institutional factors on girl child's participation in education in public secondary schools in Kajiado North District and adopted a descriptive survey since the variables were not to be manipulated; the target population included all the ten public secondary schools in Kajiado North District and the sample size comprised ten principals, 10 class teachers and 248 form four students.

The study established that girl child participation in education is hindered by quite a number of factors which needs to be addressed including provision of sanitary. The key recommendations established includes; the government of

Kenya and other stakeholders should provide sanitary towels to menstruating girls in schools, school principals should adhere to government education policies, there should be teachers who are good role models to girls in schools, girls needs to be sensitized on career, and there should be no forced repetitions for girls in schools. This therefore calls for more head teachers intervention for provision of sanitary towels in public primary schools.

2.4 Influence of girl- child readmission after birth or marriage on participation in primary education

As in many developing countries, teenage pregnancy is one of the major impediments to the educational success of girls in sub-Saharan Africa (Swainson, Bendera, Gordon & Kadzamira, 1998). Recent research in South Africa has shown that by the age of 18 more than 30% of teens have given birth at least once (Mahy& Gupta 2002; NRC-IOM 2005). Mokgalabone (1999:60) main-tains that pregnancy is among the most serious causes of school disruption, particularly at secondary-school level. That is, in many cases the birth of a baby marks the end of schooling for the teen mothers (Grant & Hallman, 2006). Research shows that there are factors that influence whether or not a teen mother is able to continue schooling after the birth of the baby. Most of the factors depend on the girls' ability to manage logistics and finances associated with mothering and schooling simultaneously (Kaufman, Wet & Stadler, 2001).

While it is no longer common to bar teen mothers from continuing with their education, those who go back to school after the birth of their babies face a number of challenges as learners and that makes it hard for them to succeed with their schooling. Arlington Public School (2004) reports that adolescent mothers face difficulties and the girls experience undue pressure from parents, peers and teachers. On the one hand they receive very little support from school and their homes; while on the other they are usually misunderstood (Arlington Public School, 2004). In most cases the situation of the teen mothers is worsened because the fathers of their children play no role in the children's upbringing.

Pillow (2004) found that many teen mothers return to school because of their babies — they are determined to complete schooling for the sake of their babies. However, the girls' difficulty in coping with schooling is attributable to their babies, and also to the fact that educators and parents often give up on them and fail to take their plans seriously once the girls had children (Schultz, 2001:598). Research by the US Department of Education (1992) shows that both pregnancy and parenting are the leading reasons girls give for dropping out of school.

The success of a teenage mother's re-admission is strongly pegged on a headteacher parent's support and ability to do so. With the arrival of a baby, a parent's backing is very instrumental. Somebody has to be home and nurse the new born if the teenage mother has to go back to school.

The interviews among parents of the teenage mothers revealed that failure to seek readmission after birth or marriage is caused, by among other factors, the lack of someone to take care of the baby. 70 % of the teenage mother parents- table 4.1 reported to be unemployed. This category includes manual laborers' and the dependent group who sometimes wait for their relatives and spouses to support them financially. The nature of a parent's occupation greatly determines how much time and resources they can avail for the nursing of the baby. This observation is consistent with Roberts (2005) that in the developed nations such as America and Canada, inadequate time is a barrier in parents' involvement in their children's education.

Ngome (2012) investigated factors that perpetuate under-participation in education among the Maasai children in Kajiado district. The study employed a descriptive analysis approach and used qualitative and quantitative techniques in data collection. The study established that the problem of under-participation in education among the Maasai children in Kajiado District has a historical

dimension. From its inception, both religion and formal education were not adapted to the nomadic life of the Maasai.

As in the colonial era, Kajiado District, as well as other ASAL districts in Kenya, has never been integrated into mainstream socio-nomadic development agenda. The massive neglect coupled with the nomadic nature of the Maasai appears to have sustained underdevelopment that has in turn affected the provision of education to the Maasai children but with extreme marginalization of girls due to socio-cultural children but with extreme marginalization of girls due to socio-cultural constraints.

It therefore imply that, there should be a deliberate practices by headteachers to provide a safe and secure learning environment which should address issues such as: proper facilities for both boys and girls and for children with special needs, abuse of students, sexual harassment, school violence, corporal punishment and bullying, readmission after birth or marriage for pregnant school girls and young mothers and school health policies. Some of these social problems are cultural. For instance some communities do not recognize the need to re-admit girls who have children back into schools. There is need for the government to come up with clear policies on creating conducive school environments to encourage enrolment, retention and completion.

2.5 Influence of role model on participation girl child in primary education.

Biskup and Pfister (1999) observed that “the significance of role-models is multifaceted, ambivalent and often difficult to understand and interpret.” Indeed, despite its popularity in general and academic discourse, the concept of a role model remains a vaguely defined notion (see Gibson, 2004). Bryant and Zimmerman (2003: 37) believe that being able to identify role models indicates that “youth believe that these individuals are worthy of imitation in some respect and that their attitudes or values are ones they would like to assimilate.”

The educational aspect of role models is mirrored in Kemper’s (1968: 33) conception: “The essential quality of the role model is that he possesses skills and displays techniques which the actor lacks (or thinks he lacks), and from whom, by observation and comparison with his own performance, the actor can learn.” Overall, a role model is a person, living or fictional, who inspires, either by imitation or by aspiration, and is someone we wish we could be more like (Zirkel, 2002). In line with Hutchings and colleagues (2007), in this research a role model is someone who a person *would like to be like in some way*. This definition allows a variety of individuals to be considered role models, including parents, peers, teachers, community workers and celebrities.

Role models are an important part of numerous aspects of a girl child academic achievement. For example, Bucher asserts that “models are one of the most important pedagogical agents in the history of education” (1997: 660).

Research in areas other than literacy has suggested that the presence or absence of role models can be associated with psychological well-being, problem behaviour and educational or civic engagement. Among other effects, role models have been shown to influence young people’s occupational goals and career aspirations (e.g. King and Multon, 1996) and moral beliefs (e.g. Lumpkin, 2008).

Teachers have been shown to influence educational choices among college students (e.g. Basow and Howe, 1980) and trainee teachers (e.g. Lunenberg, Korthagen and Swennen, 2007), while superstars can affect young adults’ self-views (e.g. Lockwood and Kunda, 1997). Female action heroes that are seen as role models have been linked to greater aggressive tendencies (e.g. Greenwood, 2007). Political role models can also influence political participation in young people and adults (e.g. Wohlbrecht and Campbell, 2007). A study by Sankok (2012) also established that girl child participation in education is hindered by quite a number of factors including lack of role models and adherence of government education policies by schoolheads.

2.6 Summary and research gap

Headteachers practices influencing participation in schooling in public primary schools of the girl child were identified as the use of guidance and counseling, facilitating provision of sanitary towels, re-admission of girl child as well as use of the role model. The above will be investigated in this study.

2.7 Theoretical framework

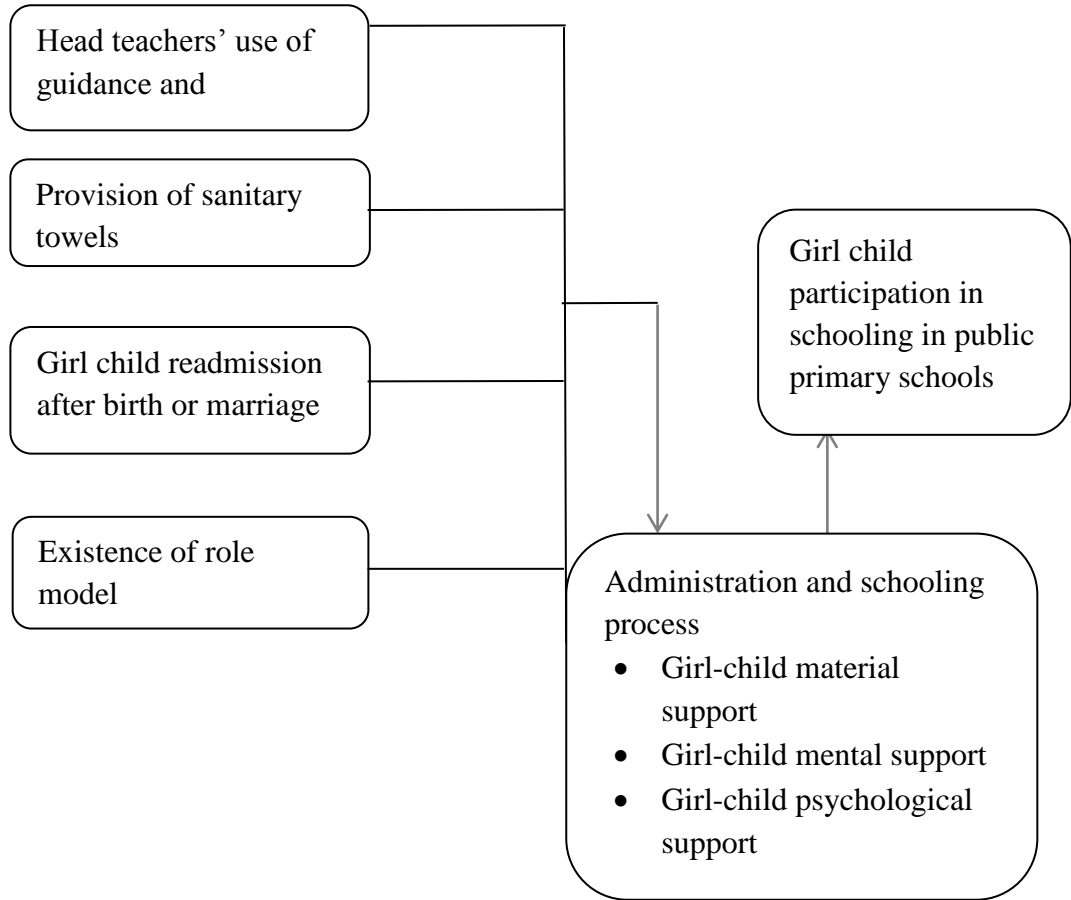
This study will be based on Pearson's gender relations theory, this theory was developed by Pearson (1995). This is where the society views all activities that are carried out to be based on social roles and interactions of men and women. The society seems to have ultimate authority on the precise nature of what women and men actually do, and their real contribution to production and reproduction which turns out to be biased against women. Pearson's gender relations theory will be appropriate for this study because it emphasizes the various social, cultural and economic norms and standards which must be considered for women to take the opportunities to participate in social activities such as education. These cultural and economic norms emphasized in the theory are the factors that affect Girl Students' academic achievement in school.

The roles assigned to women are narrowly defined. They are expected to be good wives and mothers, girls and women are seen as subordinates and education for them is less important. Studies on the situation of girl's education shows that, disadvantage and discrimination starts even before birth (Wamahiu, 1995 and Heneveld 1995).

2.8 Conceptual framework

This section proposes a conceptual framework within which the concept, participation in schooling in public primary schools is treated in this work. It is arrived at basing on the System's theory Input-Output model advanced by Ludwig Von Bertalanffy in 1956. The selection of the model is based on the belief that, the quality of input invariably affects quality of output in this case participation in schooling in public primary schools (Acato 2006).

Figure 2.1: Conceptual Framework



As indicated in Figure 2.1, girl child participation in schooling in public schools is influenced by head teachers use of guidance; provision of sanitary towels; girl child readmission after birth or marriage and existence of role model. This is made possible through material, mental as well as psychological support.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter was a blueprint of the methodology that was used by the researcher to find answers to the research questions. In this chapter, the research methodology was presented in the following order: research design, target population, sampling procedure, data collection methods, instruments of data collection, reliability and validity and finally the data analysis. Ethical considerations were also presented.

3.2 Research design

Orodho, (2004) defines the research design as a scheme or plan that is used to generate answers to research questions. This study adopted a descriptive survey as a research survey. It was preferred because it enabled the researcher to collect data from a wide area in short time.

Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). The proposed study fitted within this design in that the researchers collected the

information from the respondents by administering two questionnaires to head teachers, girl child and interview guide for the teachers' counselor

3.3 The target population

Target population refers to all members of a real or hypothetical set of people, events or objects to which we wish to generalize results of the research (Bory& Gall, 1989). It is also defined as a large population from which a small proportion of population is selected for observation and analysis. The study was carried out in Kimana and Amboseli divisions in Kajiado County. The target population included 40 public primary schools. The study focused on class 6 and 7 which had 860 pupils only, 40 headteachers and 40 teacher counselors.

3.4 Sample size selection and sampling techniques

According to Orodho and Kombo (2002), sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Nsubuga (2000) argues that no specific rules on how to obtain an adequate sample have been formulated. He suggests that in a homogenous situation a small sample would be required while a heterogeneous variable situation a large sample is required.

The sample size entailed a census of 40 teachers and 40 teacher counselor as well as 20% of 860 class 6 and 7 girl pupils ($20\% \times 860 = 172$ pupils). Pupils were selected through simple random sampling. This was done by writing all the names of the pupils in alphabetical order within the target population and select every n th pupil where n th was determined by dividing population with the sample size (that is $860/172 = 5^{\text{th}}$ name). According to Kothari (2004) a sample size of 20% is adequate for the purpose of a study. The total sample size was therefore 252 respondents.

3.5 Research instrument

According to Ngechu (2004) there are many methods of data collection. The choice of a tool and instrument depends mainly on the attributes of the subjects, research topic, problem question, objectives, design, expected data and results. This is because each tool and instrument collects specific data. Primary data is information gathered directly from respondents. This study used questionnaires to collect data from head teachers and children. Mugenda and Mugenda (2003) define a questionnaire as a written set of questions to which the subject responds in writing. They further state that questionnaires are cheap to administer to respondents who are scattered over a large area. It is convenient for collecting information from a large population within a short span of time. The questionnaire had both open and closed ended questions. The structured

questions were used in an effort to conserve time and money as well as to facilitate in easier analysis as they are in immediate usable form; while the unstructured questions were used to encourage the respondent to give an in-depth and felt response without feeling held back in revealing of any information.

3.6 Validity of research instruments

Validity indicates the degree to which an instrument measures what it is supposed to measure; the accuracy, soundness and effectiveness with which an instrument measures what it is intended to measure (Kothari, 2004) or the degree to which results obtained from the analysis of the data actually represent the phenomena under study (Mugenda & Mugenda, 2008).

Validity of the questionnaire was established by peers and lecturers from the Department of Gender and Development Studies, Institute of Anthropology, African Studies, University of Nairobi. The research instruments was availed to the lecturers and peers, who established its content and construct validity to ensure that the items were adequately representative of the subject area to be studied. Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Nsubuga, 2000).

3.7 Reliability of research instruments

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent result or data after repeated trials. To test reliability of the questionnaire, the researcher used the test – retest method (Orodho, 2004). This was done by administering the instruments to the total respondents in the pilot study. Same instruments were administered twice to the same subject groups. The instruments were then administered to the same subject groups after an intervening period of one week. The instrument and the data are said to be reliable if there is reliability from the test re-test technique (Mugenda and Mugenda, 2003) computed by Pearson’s product correlation coefficient formula,

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

Reliability of an instrument is strong when the correlation coefficient is close to -1 while an instrument is unreliable if the co-efficient is close to +1 (Kerlinger, 1967).

Use of Cronbach’s Alpha

Reliability results on the head teacher’s practices influencing girl child participation in primary education among the Maasai community in Kajiado County-Kenya.

The findings of reliability of the instruments used are presented in Table below. Usually the internal consistency of a measurement scale is assessed using Cronbach's coefficient alpha. It is generally recommended that if a measurement scale having a Cronbach's coefficient above 0.50 is acceptable as an internally consistent scale so that further analysis can be possible (Cronbach&Shavelson, 2004).

A coefficient of reliability of 0.85 and above implies that the research instrument yields data that have a high test-retest reliability, that is the research instrument yields consistent results with every use as shown in Table 4.1.

The head teacher's practices influencing girl child participation in primary education among the Maasai community in Kajiado County-Kenya.

Table 3.1 Reliability results

Study variables	Cronbach's Alpha	Pearson Correlation
Head teachers of use guidance and	0.624	0.862**
Provision of sanitary towels	0.704	0.857**
Girl child readmission after birth or	0.706	0.863**
Existence of role model	0.764	0.872**

From the findings, the Cronbach alpha values were higher above 0.5 for all the study variables i.e. Head teachers of use guidance and counseling (CAV=0.624), Provision of sanitary towels (CAV=0.704) Girl child readmission after birth or marriage (CAV=0.706) Existence of role model (CAV=0.754).

On the head teacher's practices influencing girl child participation in primary education among the Maasai community in Kajiado County-Kenya. This was an indication that there was internal consistency among the items/variables (head teachers use of guidance and counseling, provision of sanitary towels, Girl child readmission after birth or marriage.

And existence of role model) in measuring the concept of interest (The head teacher's practices influencing girl child participation in primary education among the Maasai community in Kajiado County-Kenya (Frankell & Wallen, 2000; Mugenda & Mugenda, 2008). In addition, the Pearson coefficient values obtained were greater than 0.85 for the respective variable as seen in Table above. The instrument was therefore accepted since the reliability coefficient was more than 0.70.

3.8 Data collection procedure

The researcher sought permit for research authorization, from the National Council for Science, Technology and Innovation. Later the researcher reported to the chiefs's office Kajiado County for an introductory letter to the head teachers explaining the intention of researcher and request for their co-operation and assistance in the exercise. The researcher dropped the questionnaires to the respondents and later picked them and interview guide were administered by the researcher to all the chairpersons.

3.9 Data analysis methods

The researcher perused completed questionnaires and interview guides to document analysis recording sheets. Quantitative data collected by using a questionnaire was analyzed by the use of descriptive statistics using the Statistical Package for Social Sciences (SPSS) and presented through percentages, means, standard deviations and frequencies. The information was displayed by use of bar charts, graphs, figures and in prose-form. This was done by tallying up responses, computing percentages of variations in response as well as describing and interpreting the data in line with the study objectives and assumptions through use of SPSS.

The data collected using interview guides which is qualitative in nature, was analyzed using conceptual content analysis which is the best suited method of analysis. Conceptual content analysis is defined by Creswell (2003) as a technique for making inferences by systematically and objectively identifying specific characteristic of messages and using the same approach to relate trends. According to Mugenda & Mugenda (2003) the main purpose of content analysis is to study the existing information in order to determine factors that explain a specific phenomenon. According to Kothari (2004), content analysis uses a set of categorization for making valid and replicable inferences from data to their context.

3.10 Ethical considerations

According to Sommer and Sommer (2004) ethical considerations such as confidentiality, anonymity and avoidance of deception are very important issues in social research. For the purpose of this study, permission was first sought from relevant authorities and a letter granted to allow the researcher to carry out the research. Furthermore, the researcher explained the purpose of the study to the respondents and assured them of confidentiality of their responses and identities. Saunders, Lewis and Thornhill (2003), define research ethics as the appropriateness of the researcher's behavior in relation to the rights of those who become the subject of the research project, or who are affected by it. The researcher adhered to appropriate behavior in relation to the right of head teachers and girl child who were the respondents.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The main objective of the study was to investigate the head teacher's practices influencing girl child participation in primary education among the Maasai community in Kajiado County-Kenya. The research was conducted on sample size of 252 respondents out of which 250 respondents completed and returned the questionnaires duly filled in making a response rate of 99.2%.

Mugenda and Mugenda (1999) stated that a response rate of 50% and above is a good for statistical reporting. The study made use of frequencies (absolute and relative) on single response questions. On multiple response questions, the study used Likert scale in collecting and analyzing the data whereby a scale of 4 and 5 points were used in computing the means and standard deviations. These were then presented in tables, graphs and charts as appropriate with explanations being given in prose.

4.2 Questionnaire return rate

This study targeted both the school head teachers and pupils as respondents. All the targeted head teachers from forty schools were able to fill and return their filled forms making the response rate good for analysis.

On the other hand all pupils from the targeted schools filled their text appropriately. Making the response for learners good for analysis as shown in the table 4.1

Table 4.1: Questionnaire return rate

Target respondents	Sample size	Responses	Return rate (%)
head teachers	40	40	100
pupils	172	170	99
Total	212	210	99

From table 4.1 all targeted head teachers filled and returned their questionnaires making return rate 100%, also pupils rate was 99% since only two questionnaires got spoiled return rate was close to 100% which was good for analysis.

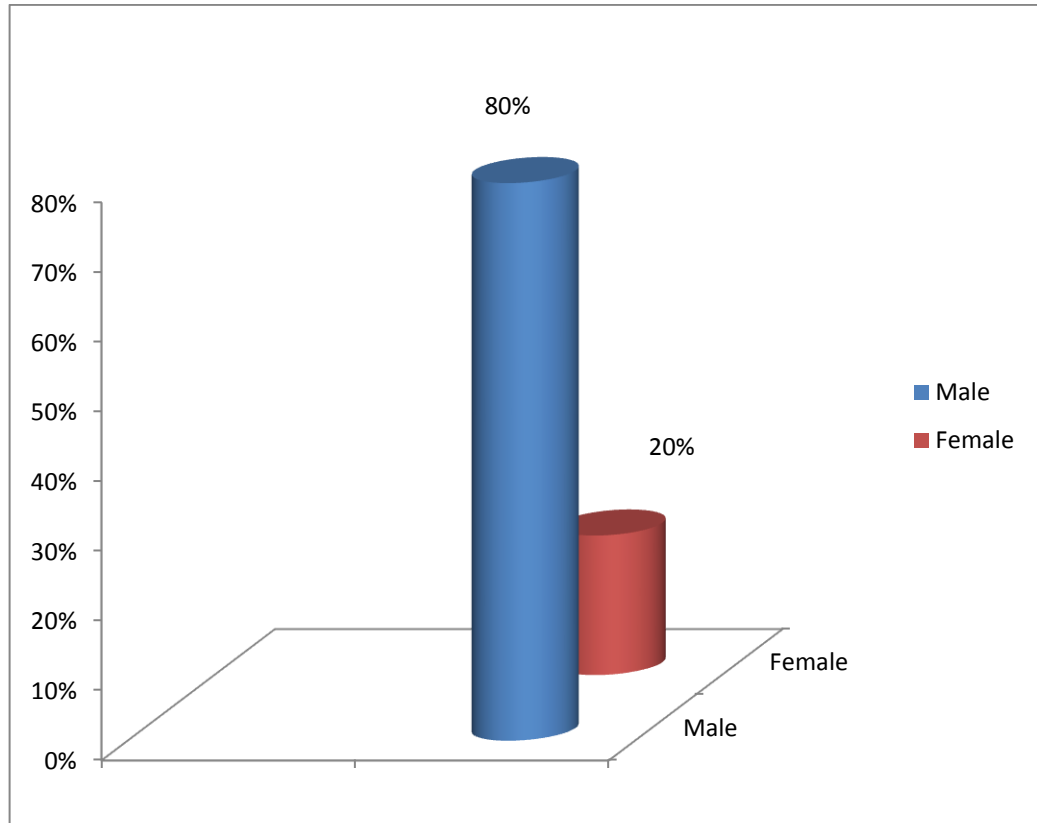
4.3 Demographic information

The study initially sought to inquire information on various aspects of the respondents' background, i.e. the respondent's age, gender, highest education level and length of time of teaching experience. This information aimed at testing the appropriateness of the respondents in answering the questions in regard to the head teacher's practices influencing girl child participation in primary education among the Maasai community in Kajiado County-Kenya.

4.3.1 Respondents gender

The gender of the respondents is represented in figure in 4.1

Figure 4.1 Respondents gender

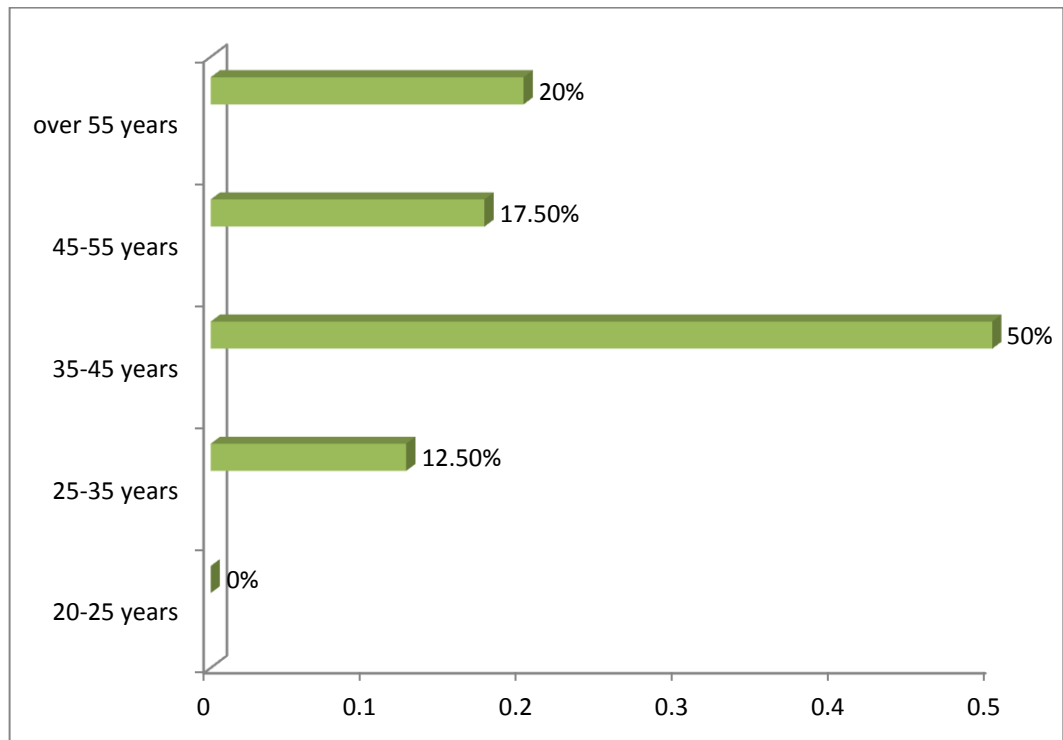


From the figure 4.1 shows that head teachers involved in the study 80% were male while only 20% were female these reveals that majority of the head teachers involved in the study were male.

4.3.2 Age bracket

The researcher sought to find out the age brackets of the head teachers and the findings was as shown in figure 4.2.

Figure 4.2 Age bracket



The figure 4.2 shows that majority of the head teachers were in the age brackets (35-45) years of age these constitutes 50% of the total respondents, 17.5% were in age bracket (45-55) years of age, those in age bracket (25-35) years were 12.5%, over 55 years of age.

Were 20% and none was below 25 years of age. These reveals that all the head teachers in these research were aged 35 years and above and only 20% were above 55 years.

4.3.3 Highest academic qualification

The table 4.2 presents the academic qualification of head teachers

Table 4.2 Highest academic qualification

	Frequency	Percent
A- Level	0	0
Diploma Level	20	50.0
Degree Level	7	17.5
Masters	0	0
PhD	0	0
P-1	13	32.5
Total	40	100

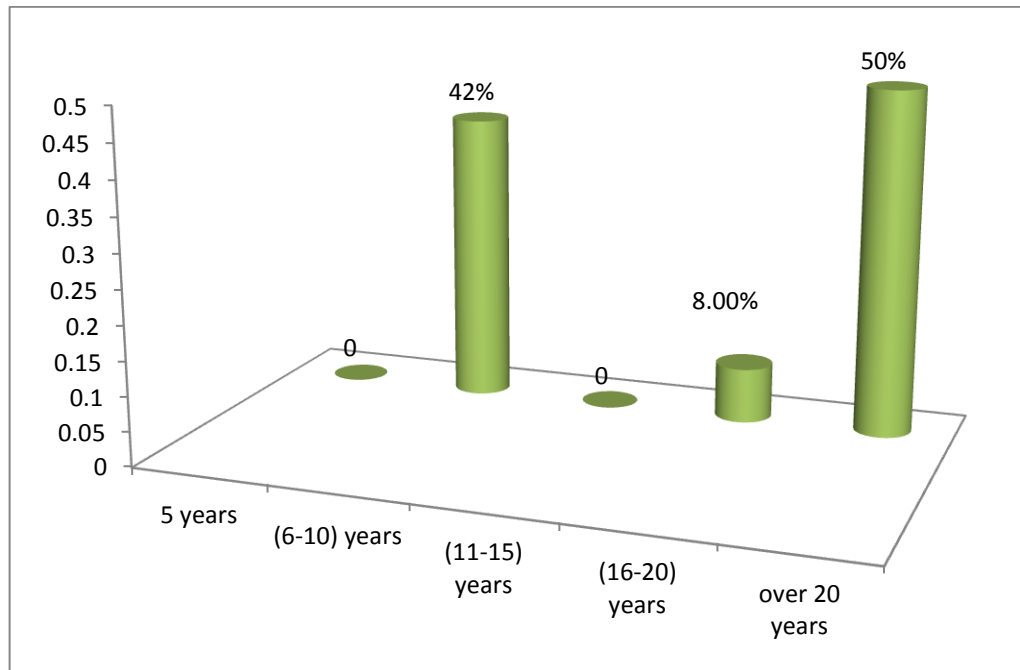
From the table 4.1 majorities of head teachers involved in this study had highest level academic qualification being diploma level at 50%, those with P-1 level of qualification were 13 head teachers at 32.5%, Degree level qualification were only 7 head teachers at 17.5%. None had either A-level, PhD or masters level of

academic qualification. These reveal that diploma level was the highest in professional qualification.

4.3.4 Professional experience

The study sought to know the professional experience of the head teachers involved in these study and the findings are shown in figure 4.3.

Figure 4.3 Professional experience



From figure 4.3 half the of head teachers had professional experience of over 20 years ,42% had experience of between (11-15) years, those in service for (16-20) years were only 8%. None had been in service for less than 5 years. This reveals that majority of the head teachers had enough experience in profession.

4.3.5 Factors determining public schools transition to secondary education

The study sought to find out the average number of pupils admitted to secondary schools from their schooled findings are as follows. Table 4.2.

Table 4.3 Average number of pupils admitted to secondary school.

	Frequency	Percent
2009	39	13
2010	48	16
2011	60	20.5
2012	61	21
2013	87	29.5
Total	295	100.0

From the table 4.2 majority of pupils admitted to secondary school were 87 pupils in the year 2013 and that represented 29% of all the admission from that school, in the year 2012 the admission was 61 pupils and that was 21%, in the year 2011 admission was 60 pupils which represented 20%, 48 pupils were admitted to secondary school in year 2010 which was 16% and 39 pupils in the year 2009 which was 13%.these reveals that the rate of admission increased gradually from 2009 with least admission and 2013 with highest number of admission.

4.3.6 Factors contributing to access to secondary education

The study sought to know the level of agreement on attitude of the factors contributing to access to secondary education in your school.

The responses were rated on a five point likert scale where 1= Not at all 2= Little extent 3=Some extent 4=Great extent,5=Very great extent, the mean and standard deviations were generated from SPSS and are as illustrated in Table 4.3.

Table 4.4 Factors contributing to access to secondary education

Factors contributing to access to secondary education	Frequency	Percentage	Mean	Std. Deviation
Guidance and counseling	2	5	2.7419	1.09446
provision Head teacher of sanitary towels	4	10	3.7742	1.38347
Head teacher provision of role models	4	10	3.9355	1.31493
Parents economic status	2	5	3.4194	0.84751
Parents level of education	2	5	3.4839	1.45765
Transitions practices	3	7.5	3.5484	0.99461
Primary school administration type	2	5	3.0968	0.87005
Availability of physical facilities	2	5	3.1935	1.04624
Availability of learning resources	3	7.5	3.5161	1.28766
Intervention of children with learning difficulties	2	5	3.3548	2.25903
Class size	2	5	3.4194	1.43235
Parental involvement rate	2	5	2.6452	1.30508
Teenage births	2	5	2.9677	1.22431
Physical well being and motor development	2	5	3.0645	1.38890
Teachers profession qualification	2	5	2.9355	1.23654
Teachers devotion to their work	2	5	3.0000	1.29099
Adequacy of learning institutions	2	5	3.3871	1.20215
total	40	100	3.264	1.2727

The table 4.4 shows that head teachers agreed to the greatest extent that head teacher provision of role models contributed greatly to access into secondary school education mean 3.936, provision Head teacher of sanitary towels 3.7742 Availability of learning resources at mean 3.549, respectively.

To some extent head teachers agreed that Parents economic status and Parents level of education had contributed to access secondary education mean 3.419, Adequacy of learning institutions at mean 3.387, Physical well being and motor development at mean 3.065 respectively. Head teachers further agreed to little extent that Teachers profession qualification at mean 2.936, Guidance and counseling at mean 2.742, and Parental involvement rate at mean 2.645 respectively had contributed to the accessibility of pupils to secondary education.

4.3.7 Suggestion on how public primary school girl can improve on participation in schooling

Head teachers indicated that girl child can improve participation in schooling in public primary school by being disciplined, good relationship, provision of sanitary towels, parent education, and finally strengthening guidance and counseling in schools.

4.3.8 The contribution of head teachers in improving the participation of girl child in schooling in public primary schools.

The table 4.5 is showing the findings on how the head teachers can improve the participation of girl child schooling in public primary schools.

Table 4.5 the contribution of head teachers in improving the participation of girl child in schooling in public primary schools.

Contribution of head teachers in improving participation in schooling	Frequency	Percent
FGM and early marriages	15	37.5
Guidance and counseling	10	25
Awareness of girls education	6	15
Role model	2	5
Provision of boarding facilities	7	17.5
Total	40	100

From table 4.4 37.5% of pupils said that Head teachers should control FGM and early marriages of the girl child, 25% of pupils indicated that there should be effective guidance and counseling 17.5% said boarding schools can improve the participation of girl child in schooling, 15% creating awareness on importance of girls' education and others 5% saw role model as effective in improving girls participation in schooling.

4.4.1 Teachers counselors

The researcher sought to find out the major factors influencing girl's child participation in schooling the findings are shown I table 4.6.

Table 4.6 Teachers counsellors

Teacher counselors	Frequency	Percent
Role model	15	37.5
Guidance and counseling	20	50
Encouraging competition from boys	5	12.5
Total	40	100

Half of teacher counselor indicated there was need to introduce guidance and counseling to schools that do not have ,they also said for girl child to participate effectively in schooling activities teachers need to be good role models at 37.5% and finally 12.5% said teachers should encourage girls to embrace the competition against their colleagues and boy child in education.

4.4.2 The factors that contributed to girls drop out in schools

The table 4.7 shows the findings on factors that contributed to drop out in schools

Table 4.7 Factors that contributed to girls drop out in schools

factors that contributed to girls drop out in schools	Frequency	Percent
Early pregnancies	15	37.5
FGM	8	20
Age factor	3	7.5
Social economic status of parents	5	12.5
Gender discrimination	9	22.5
Total	40	100

From the table 4.7 teachers counselors were for the opinion that girl child drop out was occasioned by, early pregnancies at 37.5%, 22.5% said gender decimation was also high, 20% OF teachers counselor said FGM is still rampant, 12.5% saw social economic status of their parents and guardians as another factor of girls drop out, and remaining 7.5% said age factor was also seen as one of the factors of girls drop out.

4.4.3 Among the social cultural factors in above question they are rated in these order

The researcher sought to find out the social cultural factors that contributed to girl child drop out in schools.

Table 4.8 Social cultural factors that contributed to girls drop out in schools

Social cultural factors that contributed to girls drop out in schools	Frequency	Percent
Early pregnancies/marriages	20	50
FGM	10	25
Gender discrimination	5	12.5
Social economic status of parents	5	12.5
Total	40	100

From the table 4.8 Teachers counselors rated the social cultural factors affecting girl child in order of the most significant as, Half response said early pregnancies/marriage was greatest cause of girl child school dropout, 25% rated FGM as second highest course , gender decimation and social economic status of parents was rated at 12.5% of each factor.

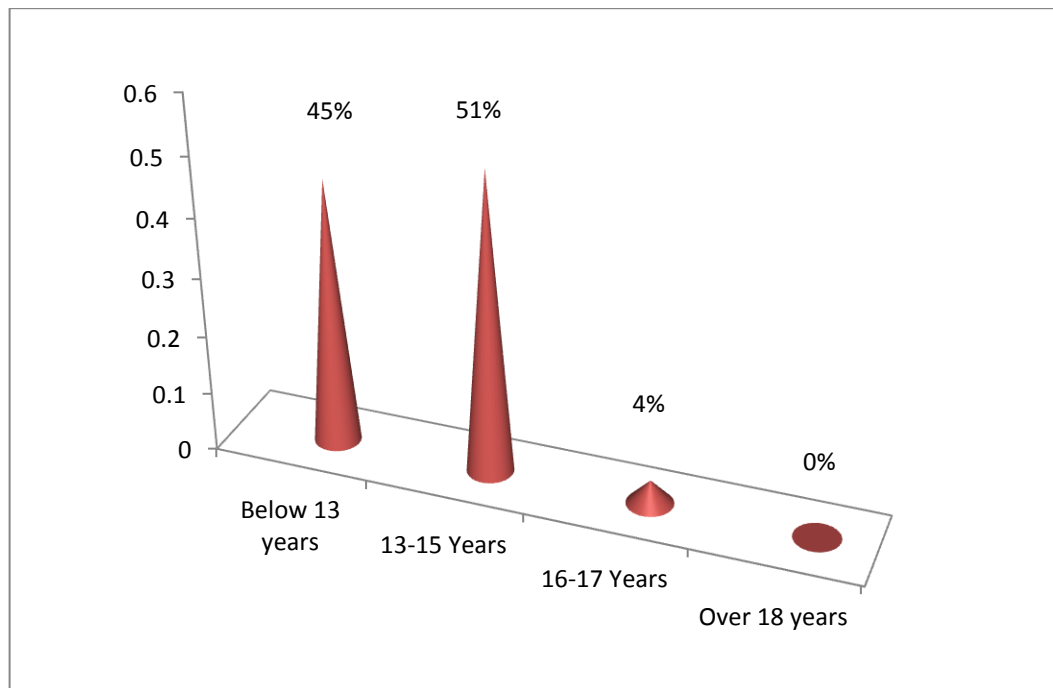
4.4.4 The measures taken by counselors

Teachers counselors had taken several measures to curb or eradicate the various social cultural factors affecting girl child education, among them they used guidance and counseling to enlighten on the rights of girl child, they also created awareness on the importance of girl child education among children parents and guardians and society at larger and finally they embraced the motivational measures to encourage the girl child education.

4.5.1 Age Brackets

The age of the girls was as illustrated in the figure 4.4

Figure 4.4 Age bracket



From the figure 4.4 most of the girls were aged between 13-15 years of age at 51% ,those below 13 years of age were 45% and only 4% were aged between 16-17 year of age none of the children was aged 18 and above years. These depicts that majority of children in the study were in age bracket 13-15 years of age.

4.5.3 Factors affecting girls performance in schools

The study sought to know the level of agreement on the factors affecting girl's performance in schools (class six pupils) in your school. the responses were rated on a five point likert scale where 1= not at all 2= little extent 3=some extent 4=great extent,5=very great extent, the mean and standard deviations were generated from SPSS and are as illustrated in table 4.4 factors affecting girls performance in your school. The responses were rated on a five point likert scale where 1= Very high effect 2= High effect 3=Moderate effect 4=Low effect, 5=No effect, the mean and standard deviations were generated from SPSS and are as illustrated in Table 4.8

Table 4.9 Factors affecting girls performance in schools

Factors Affecting Performance	Girls Frequency	Percentage	Mean	Std. Deviation
Guidance and counseling	14	8	4.5806	0.1187
Sanitary towels	16	9.4	4.7908	0.0989
Role model	11	6.5	3.2903	1.5317
Chore at home	9	5.3	2.8387	1.3190
Early pregnancies	15	8.8	4.6097	0.1202
School drop outs	10	5.9	3.1613	1.2674
Readmission after birth or marriages	16	9.4	4.9516	0.0196
Teachers	10	5.9	3.1613	1.3190
Teachers characteristics	14	8	4.1742	3.4900
Physical facilities	8	4.7	2.5484	1.1206
Safety /security	14	8	4.2903	1.2959
Preference for boys over girl education	17	10	4.9935	0.0129
Parent involvements	16	9.4	4.7542	0.0254
	170	100	4.011	0.9030

From the table 4.9 girl child said among the factors that had the highest effect on education performance were that the preference of boy child over girl child affected their performance highly at mean 4.994, readmission after birth or marriages had a very big impendent to their performance at mean 4.952, sanitary towels at mean 4.791 respectively.

Guidance and counseling had high effect on the performance of girl child at mean 4.581, early pregnancies at mean 4.610 and parental involvement in girl child education had high effect at mean 4.752 respectively. Among the factors which had low effect included availability of physical facilities at school at mean 2.548 and chores at home mean 2.838 respectively.

4.5.5 In the response of girl child on the role the head teachers play to help girl child participation in public primary school.

The study reveals the response of girls on the role head teachers play to help girl child participate in schooling.

Table 4.10. In the response of girl child on the role the head teachers play to help girl child participate in schooling

Role the head teachers can play to help girl child participate in schooling in public primary school.	Frequency	Percent
Creation of awareness	30	18
Prevention of early marriages/pregnancies	40	23.5
readmission	10	6
Role model	15	9
Guidance and counseling	25	15
Provision of boarding schools	15	9
Equipping school library	10	6
Feeding programs	35	20.5
Total	170	100

From the table 4.10 the girls indicated that among the role of head teacher in order to sustain girl children in schools 18% of girls said teachers can enlighten

the children on their rights, 23.5% said head teacher can also prevent early marriages /pregnancies , 6% said readmission after birth can help girl child achieve school participation, 9% indicated that lady teachers should be a good role models to the girl child, 9% of girls said boarding school should be provided, 15% said introduction of guidance and counseling and improving on the teaching practices can boost girl child education and 6% said Building and equipping school libraries and emphasis on hard working can have apposite effects and finally 20.5% said provision of feeding programs.

4.6 Findings on research question on guidance and counselling

On the contribution of head teachers in improving the participation of girl child in schooling in public primary schools head teachers indicated that there should be effective guidance and counseling in schools because it creates confidence in girls enabling increase in transition rate, as shown in table 4.3 the rate of admission increased gradually from 2009 with least admission and 2013 with highest number of admission.

Half of teacher counselor indicated that there was need to introduce guidance and counseling to schools that do not have and girls indicated that Guidance and counseling had high effect on the performance of girl child at mean 4.581, as illustrated in table 4.8. This concurs with study by Njoka (2007) investigation on guiding and counseling pupils in Kenyan public primary schools. Findings

indicated that, there were also no significant differences between teacher counselors' role perceptions and the independent variables of age, gender, marital status, academic qualifications, training in guidance and counseling, administrative experience, and school category. In addition, there was no significant difference between the head teachers' perception of the teacher counselors' role and the perception of the teacher counselors about their

4.7 Findings on research question on use of sanitary towels

As illustrated in table 4.8 finding concurs with Sankok (2012) finding on the influence of institutional factors on girl child's participation in education in public secondary schools in Kajiado North District that recommended that the government of Kenya and other stakeholders should provide sanitary towels to menstruating girls in schools.

4.8 Findings on research question on readmission policy

Readmission after birth or marriages was a big impediment to their performance of girl child as illustrated in table 4.8 on the factors affecting girls performance in schools rated highest on the effects girls participation in schooling. As supported by Arlington Public School (2004) reports that adolescent mothers face difficulties and the girls experience undue pressure from parents, peers and teachers. On the one hand they receive very little support from school and their

homes; while on the other they are usually misunderstood (Arlington Public School, 2004). In most cases the situation of the teen mothers is worsened because the fathers of their children play no role in the children's upbringing.

4.8 Findings on research question on the role model

On the major factors influencing girl's child participation in schooling the findings are, that lady teachers should be a good role models to the girl child. Opinion of girl child the role the head teachers can play to help girl child participate in schooling was that girl child can participate effectively in schooling activities teachers need to be good role models. This is supported by Butcher that Role models are an important part of numerous aspects of a girl child academic achievement, he that asserts that "models are one of the most important pedagogical agents in the history of education" (1997: 660).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study, draws conclusions and makes recommendations and suggestions for further research. The main objective of the study was to investigate the head teacher's practices influencing girl child participation in primary education among the Maasai community in Kajiado County-Kenya.

5.2 Summary of the study

The purpose of this study was to investigate the head teachers' practices influencing girl child participation in primary education among the Maasai community in Kajiado County-Kenya. The researcher used descriptive survey design where the research structure included intensive and in-depth investigation on an issue at hand in a relatively small sample. The head teachers and pupils involved in the study were randomly selected from schools selected. The researcher used simple random sampling technique with forty head teachers participating in the study whereby each school had one head teacher involved from their respective schools.

A total of 172 pupils participated in the study. This study was conducted by the researcher using prepared questionnaires which respondents were school head teachers and pupils. The researcher also used interview guide to which were carried out on forty school teachers' counselors. The instrument validity was measured through research objectives of the study and the internal consistency among the items/variables, Pearson coefficient values obtained were greater than 0.85 for the respective variable meaning that instruments were therefore accepted since the reliability coefficient was more than 0.70.

On the contribution of head teachers in improving the participation of girl child in schooling in public primary schools head teachers indicated that there should be effective guidance and counseling in schools because it creates confidence in girls enabling increase in transition rate, as shown in table 4.3 the rate of admission increased gradually from 2009 with least admission and 2013 with highest number of admission.

Head teachers indicated that girl child can improve participation in schooling in public primary school by being provided with sanitary towels on the factors contributing to access to secondary education head teachers agreed to high mean that provision of sanitary towels contributed greatly to secondary school access.

On the factors affecting girls participation Readmission after birth or marriages was a big impendent to participation in schooling of girls.

On the major factors influencing girl's child participation, lady teachers should be good role models to the girl child, for girl child to participate effectively in schooling activities teachers need to be good role models.

5.3 Conclusion

Head teacher provision of role models contributed greatly to access into secondary school education, provision of sanitary towels, availability of learning resources and Parents economic status and level of education had greater contribution to accessibility to girl child secondary education.

Head teachers can improve girl education by sensitizing on the rights of girl child, introduction of boarding schools to improve the performance of girl child education, using law to enforce enrolment of girl to schools, controlling FGM and early marriages of girls, encouraging girls through motivational skills. Teachers need to be good role models to be enumerated and that girl child drop out was occasioned by, early pregnancies, their poor performance in schools, social economic status of their parents and guardians, ignoring schooling ,age, gender discrimination and FGM among other factors causing school drop rate among girl child.

In order to sustain girl children in schools head teachers need to enlighten the children on their rights, they can also prevent early marriages on their respective schools, head teachers can influence on girl child education by providing the learning materials to the girl child and encouraging on the readmission after drop out can help girl child achieve school participation.

5.4 Recommendations of the study

The study recommends the following;

- School supervision by the head teacher and the directorate of Quality Assurance and Standards should be enhanced for monitoring to give proper guidance to the teachers on the need to implement child rights education in their schools.
- The teachers need to be good role models to be emulated by the girl child to participate in education.
- The Government through the Ministry of Education and the Board Management should allocate more resources to be used for the girl to participate in education in public primary schools.
- The Ministry in conjunction with NGO to come up with rescue centers to assist the victims of early marriages.
- It is important that parents know the consequences of pushing their children into early marriages. They must be made aware that the government will enforce the law to the parents who do that. Girl-child

victims should be used as part of the educating process, and also churches and other faith-based organizations should take part in the campaign, since people tend to listen to them. Parents need to be empowered economically, since most cases are as a result of poverty

5.5 Suggestions for further research

Based on the findings and the scope of this study, the researcher recommends further studies to be carried out in the following areas:

- A replica of the study should be carried out within other public primary schools and in other counties to investigate the head teacher's practices influencing girl child participation in primary education
- The researcher further recommends similar study be done in other privately owned primary schools and public schools in urban settings to compare the findings

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi
School of Education
P.O Box 30197
Nairobi.

The Principal
.....Primary Schools

Dear Sir/Madam

REF: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am student at the University of Nairobi currently pursuing a Masters’ degree in Corporate Governance. As part of my assessment I am required to carrying out a research on **Headteacher’s Practices Influencing Girl Child Participation in Schooling in Public Primary Schools in Kimana and Amboseli Kajiado Country, Kenya**. Your schools have been selected for the study. The aim is to request you to kindly allow me to carry out the study in your school. Your identity will remain confidential.

Yours faithfully,

Naomi P. Parinkoi

APPENDIX 2

QUESTIONNAIRE FOR HEADTEACHERS

Section A: Demographic Information

1. What is your gender. Male () Female ()

2. What is your age bracket? 20- 25 years () 25 – 35 years () 35- 45 years () 45 – 55 years () over 55 years ().

3. What is your highest professional qualification? A level () Diploma () Degree () Masters () PhD () Other (specify).....

4. How many years have you served as teacher? 5 years () 6-10 years () 11-15 years () 16-20 years () over 20 years ()

Section B: Information on factors determining public schools transition to secondary education

5. What was the average number of pupils admitted to secondary schools from your school?

2009 2010..... 2011..... 2012..... 2013

6. To what extent do you think that the following factors contribute to access to secondary education in by pupils in your school? Use the following scale to fill the table below and tick where appropriate.

1) Not at all 2) Little extent 3) Some extent 4) Great extent 5) Very
great extent

Factors	1	2	3	4	5
Guidance and counseling					
Headteacher provision of sanitary towels					
Headteacher provision of role models					
Parents' economic status					
Parents' level of education					
Transitions practices					
Primary school administration type					
Availability of physical facilities					

Availability of learning resources					
Intervention for children with learning difficulties					
Class size					
Parental involvement rate					
Teenage births					
Physical well-being and motor development					
Teachers' professional qualification					
Teachers devotion to their work					
Adequacy of learning institutions					
Suitability of curriculum					

7. Give suggestions on how public primary school girl child can improve on participation in schooling in public primary schools

.....
.....

8. What is it that headteachers can do to increase girl child can improve on participation in schooling in public primary schools?

.....
.....

THANK YOU

APPENDIX 3

QUESTIONNAIRE FOR GIRL CHILD

General Instructions

You are kindly requested to complete this questionnaire indicating your honest response by putting a tick (✓) against your answer or filling in the blank spaces. The information given will be treated with utmost confidentiality and you are therefore requested not to indicate your name or the name of your school anywhere on the questionnaire. Please respond to all the questions, Tick ()

Where appropriate.

Section A: Demographic Information

1 What is your Gender (tick?)

Male [] Female []

2 Age (tick)

Below 13 years [] 13 – 15 years [] 16 – 17 years [] Over 18 years []

3. 1-5 where 1=Very high effect, 2=high effect, 3= moderately effect, 4=Low effect and 5= No effect) Please rate how the following factors affect girls performance in your school. (Tick) Factors 1 2 3 4 5

	1	2	3	4	5
Guidance and counseling					
Sanitary towels					
Forced/ arranged Marriage					
Role model					
Chore at home					
Early pregnancies					
School drop outs					
Readmission after birth or marriage					
Teachers					
Characteristics					
Physical facilities					
Safety/ security					
Preference for boys over girls education					
Parent involvements					

4. What role can head teachers play in helping girl child to achieve participation in schooling in public primary schools?

THANK YOU

APPENDIX 5

TEACHER COUNSELORS INTERVIEW GUIDE

1. What do you think is the major factor that influences girls` in school?
2. What factors do you think contribute to girls drop out in schools (Explain how?)
3. Among the social cultural factors mentioned in part 2 above how would you rate them in terms of influence on participation of girls in schooling?
4. What measures have you taken on the above as counselor?

THANK YOU

APPENDIX 6: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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2241349, 310571, 2219420
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Email: secretary@nacosti.go.ke
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When replying please quote

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

Ref: No.

Date:

22nd October, 2014

NACOSTI/P/14/2348/3735

Naomi Pilale Parinkoi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Headteachers practices influencing girl child participation in schooling in public primary schools in Kimana and Amboseli Division, Kajiado County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for a period ending **30th November, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Kajiado 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.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:


The County Commissioner
The County Director of Education
Kajiado County.



APPENDIX 7: APPROVAL LETTER

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY

Tel/Fax: 045-622420
When replying please


REPUBLIC OF KENYA

**DISTRICT EDUCATION
OFFICE
P.O BOX 47 - 00209
LOITOKITOK**

22/10/ 2014

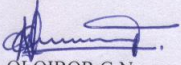
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TO THE HEADTEACHERS
KIMANA/ AMBOSELI ZONE
LOITOKITOK DISTRICT

Dear sir /madam

RE: INTRODUCTION OF NAOMI PILALE PARINKOI.
The above mentioned teacher is currently stationed at **Kimana Girls Secondary School** and studying at the **University of Nairobi**. The purpose of this letter is to let you know that, she has been allowed to collect data for the purposes of her university dissertation.

Kindly accord her all the necessary assistance.


OLOIBOR G.N.
FOR THE DISTRICT EDUCATION OFFICER
LOITOKITOK DISTRICT.

For DISTRICT EDUCATION OFFICER
P.O BOX 47
LOITOKITOK

