INFLUENCE OF SOCIO-CULTURAL AND SCHOOL ENVIRONMENT FACTORS ON THE IMPLEMENTATION OF GENDER PARITY STRATEGIES IN PUBLIC PRIMARY SCHOOLS IN KAJIADO COUNTY: A CASE OF ISINYA SUB-COUNTY

BY

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DECLARATION

This research project report is my original and has never been presented to any university for any award.

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DEDICATION

This research project report is dedicated to Samsom Sironka, Allan Mula, William Sironka, and Lankeu Sentero for their love, support and constant encouragement while undertaking the research.

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ABBREVIATIONS AND ACRONYMS

DEO District Education Officer

EFA Education for all

FPE Free Primary Education

GER Gross Enrolment Rate

KESSP Kenya Education School Support programmer

MOEST Ministry of Education science and technology

MOG Millennium Development Goals

UPE Universal primary Education

UNESCO United Nations Education Science and Cultural Organization

UNICEF United Nations International Children Education Fund

ABSTRACT

The Global initiative of education for all to which Kenya is a signatory promotes gender parity in schools. However, despite the initiative and government attempts to improve gender parity in primary schools, gender disparities still exists. This study was an attempt to investigate the factors that affect the implementation of gender parity strategies in primary schools in Kajiado County. Specifically the study investigated social, cultural, economic and school environment factors affecting the implementation of gender parity strategies in public primary schools. The study will use a descriptive survey design. The study targeted primary teachers, head teachers, quality assurance officer and the District Education Officer (DEO) in Kajiado district, with the sample size derived from a population of 290 teachers, 24 head teachers, one quality assurance officer and one DEO. The study sample was 186 and this included 165 teachers, 19 head teachers, 1 DEO and 1 quality assurance officer. The study used stratified sampling, simple random sampling and purposive sampling to collect data from target sample. Pilot test was carried out to establish the validity and reliability of the research instruments. Questionnaire and informant guide were used in the study to collect data. The data collected was edited and analyzed using SPSS and content analysis. Data was analyzed through frequencies, percentages, themes and cross tabulation. The results were presented through tables, frequencies, percentages and themes. The findings of the study revealed that majority of the teachers believe that individual factors (62.1%), home based factors (82.8%), traditional practices (83.5%) and school based factors (73.8%). The study findings also indicate that minority of respondents believe that lack of involvement of parents and lack of funds for supervision are also factors that affect the influence the implementation of gender parity strategies. The study concludes that individual factors, home based factors, school based factors, traditional practices and economic factors are factors which influence the implementation of gender parity strategies. The study recommends that there is need for all stakeholders' involvement in addressing the factors that affect the implementation of gender parity strategies in schools. Finally there is need for comparative studies on factors affecting gender parity in both urban and rural schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Gender inequality in schooling has received considerable attention worldwide and many developing countries, including Kenya have been struggling with the issues of achieving gender equality for several decades. At the 1990 World Conference on Education for All in Jomtien, Thailand, particular emphasis was placed on female education not only as a fundamental right, but also as an important means for economic and social development (UNESCO, 2003). Education is central to the achievement of greater equality in society, including between men and women. Also, the Millennium Development Goals 2 and 3 underscore the importance of ensuring equal access to education for boys and girls, eliminating gender disparities in primary and secondary education, developing non-discriminatory education programs and curricula, and allocating sufficient resources for monitoring and implementing equitable education reforms (UNESCO, 2003, United Nations Millennium Declaration, 2000). Yet, questions of gender parity have received relatively little attention in localized education reform efforts in Africa and most developing countries. Unfortunately for most developing countries, girls seem to suffer more discrimination in terms of access and retention at all levels of education, particularly in secondary and higher education (UNESCO, 2007). Lack of education has been identified as a major obstacle to women's employment and development in society.

According to the 2007 Education for All Global Monitoring Report, out of the 77 million children who were not enrolled in either primary or secondary school Worldwide in 2004, 57% were girls. Sub-Saharan Africa alone accounted for 38 million (about 50%) out of the 77 million

out of school children while South and West Asia accounted for 16 million and East Asia for 9.3 million in 2004. Available data indicate that countries with the largest numbers of out-of school children in 2004 were in Nigeria, Pakistan, India and Ethiopia. They were followed by Saudi Arabia, the Niger, Burkina Faso, Kenya, Cotedivoire, Mali, Ghana and Mozambique (UNESCO, 2007).

At present, Sub Saharan Africa is lagging behind global progress towards both gender and education goals. The MDG Report 2012 asserts that sub-Saharan Africa has demonstrated steady progress in its pursuit of universal primary education, recording an increase in net enrollment rates1 from 58% in 1999 to 76% in 2010 (UN, 2012). However, in comparison, by 2010 the average net enrollment rate for all developing regions was 90%, with every other region recording a rate higher than sub-Saharan Africa.

According to the 2012 MDG Progress Chart, at the current rate of growth in enrollments sub-Saharan Africa will fail to achieve Goal 2 by 2015 (UN Statistics Division 2012). It is also important to note that the region's 2010 primary completion rate of 70% falls far below the global rate of 90% (UN, 2012a). Nonetheless, the region's 2010 gender parity index of 93 is still the lowest of any region, with the average for all developing regions reported at 97 (UN, 2012a). In more than half the countries in sub-Saharan Africa girls also remain less likely to complete their primary education than boys (UN, 2012a).

Kenya in contrast, is on course to reach both Goals within the requisite timeframe. The UNDP in Kenya (2012) reports that the country is "very likely to achieve full primary school enrolment by 2015," thanks to its attainment of a primary net enrollment rate of 92.9% in 2009 (UNDP in Kenya, 2012). When compared to the region's net enrollment rate of 76% in 2010 (UN, 2012a),

Kenya's relative success is remarkable. Gender parity has also nearly been achieved, with girls' enrollment rate representing 95.8% of boys' in 2010 (UNDP in Kenya, 2012), slightly higher than the region's 93% (UN, 2012a).

Together, these statistics indicate that Kenya has performed better than sub- Saharan Africa in general; making it an appropriate choice for evaluating what has worked well in terms of increasing girls' access to education. Analysis of Kenya's education policies reveals that the government has consistently and effectively targeted the physical and economic barriers to female education, allowing more girls than ever to go to school.

However, despite remarkable progress Kenya has yet to fully achieve universal primary education or gender parity. Evaluation of the country's policies also reveals a lack of attention given to the challenges affect girls participation in primary schools. Furthermore, policies have been put in place to promote gender parity but regional disparities in some regions are still relatively high bringing to question the factors that affect strategies aimed at promoting gender parity in primary schools.

1.2 Statement of Problem

The Government of Kenya considers gender balance and equality in education as a key contributor to the economic growth and sustainable development of Kenya. However, even after the introduction and implementation of the Free Primary Education (FPE) initiative in 2003, there have been gender gaps in education. Gender disparities have become evident in access, completion, transition, retention, and performance rates both nationally and provincially. To address these challenges, the Ministry of Education came up with policies that sought to establish mechanisms to eliminate all gender disparities in education (Republic of Kenya, 2012).

The policies pay special attention to girls and women, emphasizes inclusiveness, affirmative action, mainstreaming, and partnerships to achieve gender balance and equality in education in Kenya.

The Kenya government has also tried to redress the gender imbalance in education by focusing its efforts on improving girl participation in education thereby increasing their enrolment and educational benefits. In addition, the government has produced various policy guidelines to address gender differences and through the introduction of FPE in 2003. With the introduction, of FPE primary school enrolment rose but there were manifestations of disparities. Inequalities still persisted with females being under enrolled. However, despite the strategies of government to improve gender parity in public primary schools challenges have being experienced in implementing such strategies. This is evident in Kajiado County where the enrollment of both girls and boys average at 46% and 54% respectively. Therefore the study will focus on factors influencing the implementation of gender parity strategies in public primary school in Kajiado County.

1.3 Purpose of the Study

The purpose of the study was to investigate factors influencing the implementation of gender parities strategies in public primary schools in Isinya, Kajiado County.

1.4 Objectives of the Study

The study sought to achieve the following research Objectives;

i. To establish the Home factors that influences the implementation of gender parity strategies in public primary schools in Kajiado County.
ii. To determine the individual based factors that influence the implementation of gender parity strategies in public primary schools in Kajiado County.

iii. To determine the traditional practices that influences the implementation of gender parity strategies in public primary schools in Kajiado County.

iv. To examine the school environment factors that influences the implementation of gender parity strategies in public primary schools in Kajiado County.1.4.1 Research Questions

The study sought to answer the following research Questions

i. What are the home based factors influencing the implementation of gender parity strategies in public primary schools in Kajiado County?

ii. What are the individual based factors influencing the implementation of gender parity strategies in public primary schools in Kajiado County?

iii. What are the traditional practices influencing the implementation of gender parity strategies in public primary schools in Kajiado County?

iv. How does school environment influence the implementation of gender parity strategies in public primary schools in Kajiado County?

1.5 Significance of the Study

Girl child education is very important to the wellbeing of the entire society. Educating a girl child is a commitment in empowering her in different social background which is the bedrock of our economic development at the grassroots.

The significance of this study is demonstrated on the grounds of policy, practice and knowledge. It will contribute to the body of knowledge regarding gender equality at the primary level in developing countries. This study's significance also lies in the fact that it is the only research effort to date that is geared toward the analysis of gender parity in Kenya. Accordingly, it may

serve to extend the knowledge on gender equality in education and add to studies completed in other developing countries.

The findings would also assist the quality assurance and standards in monitoring the level of curriculum implementation by different principals, interview teachers and modify curriculum that would highly support girl child education. The findings will also be useful to K.I.E to come up with a program that will take care of the varied needs of girl child education in order to expand their access and participation. Lastly, it is hoped that the results of this study will be used nationally to demonstrate best practices and advance the educational level of girls and boys at the primary level in Kenya in order to enable the country to compete with other countries globally.

This study has helped to identify institutional factors and government policies that can improve gender parity especially in rural areas, and guide decision makers in developing strategies nationally and internationally towards promoting gender parity in schools.

1.6 Delimitation of the study

The study was delimited to Kajiado County. Since the researcher comes from this area, he found it convenient in communicating to parents in their mother tongue. Kajiado County is a county in the former Rift Valley Province of Kenya. It has a population of 687,312 and an area of 21,292.7 km². The county borders Nairobi and extends to the Tanzania border further south. The county capital is Kajiado but the largest town is Ngong. The study will be limited to Isinya Sub-District. Kajiado County is divided into seven administrative divisions which includes central, Loitokitok, Magadi, Mashuru, Namanga, Ngong and Isinya. The divisions of the Kajiado County

fall into three Constituencies which includes Kajiado North, Central, East and South. The study was limited to the factors influencing the implementation of gender parity strategies in public primary schools, the study specifically focused on the social, economic, cultural practices and the school environment factors that contribute in influencing the implementation of gender parity strategies in schools.

1.7 Limitations of the Study

The study faced logistical challenges during the data collection. This challenges were due to geographical dispersion of the schools which are located far apart from each other thus increasing the time and money cost during data collection. The study also experienced some minimal co-operation from some teachers in certain schools during data collection due to their personal commitments and fear that the study would detect their incompetence and weaknesses.

Some of the study schools did not have enough government teachers and some of the teachers found in some schools were untrained and inexperienced and this affected the sampling of the respondents. This was further compounded by the fact there exist was no proper records on the different cadres of teachers in the district.

1.8 Assumptions of the Study

The study assumed that the respondents in the study who included the DEO, teachers, Head teachers and quality assurance officers will cooperate to provide honest, bias-free and accurate information. The researcher also assumed that the target population was homogenous.

The researcher assumed that all public primary schools have adequate teachers and teaching and learning resources. The researchers assumed that most of the pupils attends public primary schools and had similar potential like the boys and were taught by similar teachers.

1.9 Definition of significant terms

Access: Refers to a situation where individual needs are deliberately addressed like provisions of facilities to pupils.

Cultural Factors – The kind of beliefs, principles or practices which the society uses as guides to their development.

Education: the process of acquisition of Knowledge and skills

Free primary: An educating programme where parents do not pay directly for education, the government of the day takes care for the learners' needs using tax payer's money and grants from other institutions.

Gender Equality: means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.

Gender Equity/Parity: is the process of being fair to men and women

Gender: Refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures.

Implementation of Gender Parity Strategies: These are activities that are geared towards bringing equality of boys and girls in schools.

School Based Factors – refer to the physical environment in the school as well as the human interactions therein such as teacher-student interactions and relationships as well as student-to-student relationships.

Social factors-Refers to a combination of individual and environmental factors that either limit or enhance girls; participation in primary school education.

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

The Millennium Development Goals *(MDGs)* are eight goals to be achieved by 2015 that respond to the world's main development challenges.

1.10 Organization of the Study

This study was organized in five chapters. Chapter one deals with the background of the study, statement of the problem, purpose of the study and objectives of the research. It also deals with research questions, significance of the study, assumptions of the study, limitations, delimitations and definition of the significant terms.

Chapter two consisted of literature review related to the factors influencing the implementation of gender parity strategies in public primary schools, influence of economic factors, influence of social factors, influence of cultural factors, influence of school and environmental factors in public primary schools, theoretical and conceptual framework of the study.

Chapter three includes research methodology which includes research design, target population, sample size, sampling technique, research instruments reliability and validity and procedures for data collection and analysis techniques. Chapter four: deals with data presentation, data analysis and interpretation. Chapter five provides a summary of the research findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter provides an extensive literature and research on gender parity. This literature review summarizes a diverse spectrum of views about gender parity strategies in schools. The chapter is thus structured into theoretical, conceptual and empirical review. The study also presents the knowledge gap the chapter seeks to fulfill.

2.1.1 Concept of Gender Parity

Wharton (2005) asserts that gender distinctions are strongly linked to gender inequality. This link is evident in all structures of society. At the individual level, traits and characteristics associated with men and masculinity are accorded more value than those associated with women and femininity (Connell, 2002).The production of these difference simultaneously involves the creation of gender inequalities (Wharton, 2005). Gender distinctions and inequalities produced at one level of the social world are often reinforced by social processes operating at other levels leading to disparities between the two sexes.

Gender equality rests on, but is not the same as, achieving gender parity, or females being represented in equal numbers as males in education, although the latter offers a 'first stage' measure of progress towards gender equality in education. Gender parity reflects ***'formal' equality***, in terms of access to and participation in education. 'Formal' equality can also be understood as equality that is 'premised on the notion of the 'sameness' of men and women, where the male actor is held to be the norm. This is reflected in the way gender parity is used in

measuring EFA progress, where the gender parity index computes the ratio of female-to-male value of a given indicator, with the mean value being.

Formal equality measures numerical 'gaps' between female and male outcomes. However, for equality to be achieved, we need a definition that recognizes that women and men start from different positions of advantage, and are constrained in different ways. Achieving gender parity (formal equality) is just one step towards gender equality in and through education. There is a need of addressing the root causes of inequality (UNESCO, 2011).

2.1.2 Gender Based Strategies to Promote Gender Parity

Kenya is a signatory to the Jomtien Agreement (1990) and Dakar Framework for Action (2000) to achieve the Equality framework action (EFA) and Millennium Development Goals (MDGs) by 2015, and one of their major aims being to eliminate gender disparities, and achieve gender equality in education, with a focus to ensuring girls' full and equal access to, and achievement of basic education of good quality. Kenya is also signatory to major international conventions and agreements on human rights and gender equality. The Kenyan government has set out to promote gender parity in primary schools through the following:

In 2003, the Kenya Government introduced Free Primary Education. This has led to an increase in enrolment of children in primary schools from 5.9 million in 2002 to 7.2 million in 2003 and further rising to 8.2 million in 2008 and rose to 8.6 in 2009 (Boys 4.4 and Girls 4.2) representing a 42.3% rise. The Government adopted the principle of Child-Friendly Schooling, and accepts that schools shall not exclude, discriminate or stereotype on the basis of difference, respects diversity and ensures equality of learning for all children. It further accepts that schools shall

respond to diversity by meeting differing circumstances and needs of children based on gender, social class, ethnicity and level of ability.

In 2007, the Gender Policy in Education was officially launched and disseminated to the implementing entities. Gender policy was worked out with various stakeholders in education including Development Partners particularly USAID, Girl Child Network, Forum for African Women Educationalists (FAWE-K) and others. The policy highlights key gender concerns in education such as: Disparities in enrolment, retention, and transition rates; Negative socio-cultural practices and attitudes which inhibit especially girls' access to schooling; Teaching and learning environment that is not conducive to girls and boys education; Stereotyping in learning materials and in actual class teaching; and, Drop out of girls due to pregnancy and early marriages, among other issues. Provision of water and sanitation that focuses on toilets, water and other facilities including water tanks; Provision of sanitary towels to needy girls in arid and semi-arid areas, pockets of poverty and in urban informal settlements

It is rewarding to note that with the Government initiatives the overall gender disparities at primary are diminishing and gender parity is rapidly being realized. The gender parity index at primary level averaged about 0.95 in 2007. However, gender disparities still persist in certain regions especially in Arid and Semi-Arid Areas, and in urban informal settlements, while in others the boy child is disadvantaged.

2.2 Individual Based factors and Implementation of Gender Parity Strategies

Colclough and Lewin (1993) showed that the ratio of female to male primary enrolments was significantly lower in countries with low GER than in other countries. The World Bank (2005) also noted that the gender gap in school enrolment is of course not just a matter of access. In

addition to lack of school places for girls, in many countries, parents' demand for education of their daughters is low reflecting both cultural norms and girls' work in and around the home. 'Literate parents are more likely than illiterate ones to enrol their daughters in school, and the regions with the highest proportions of illiterate adults are therefore those with the widest gender gaps'. Overcoming the gender gap will therefore require not only providing more school places for girls but also overcoming many parents' ignorance of the gains that will result from enrolling their female children.

In an attempt to conceptualise the problems associated with female education, Wamachiu and Njau (2005), noted that the survival or non-survival of girls in the education systems is influenced by the gender factor. Lockheed and Jamison (2009) also argued that in many cultures parents decide that education is not worthwhile for their daughters who will move into their husbands' families when they marry and that gains in productivity or income due to education will accrue to the families of their sons-in-law rather than to them. In India, the low value attached to female education is said to be linked with some rooted features of gender relations. Dreze and Saran (1994) noted that gender division of labour combined with patrilineal property rights, the norms of patrilocal residence and village exogamy tend to reduce the perceived benefits of female education. It seems that culture defines the economic worth of educating girls vis-à-vis boys.

Summers (1992) further mentioned under-investment in girls is an economic problem that results from a vicious cycle caused by distorted incentives. The speculation that girls will grow to do things other than serve their husbands, reduces the parents’ motivation to invest in their daughters as human capital. 'Uneducated women have few alternatives and so the expectation becomes self-fulfilling, trapping women in a continuous cycle of neglect'

Gender differences are particularly evident when classified by social environment such as urban-rural residence (Chimombo, 2005). The family's place of residence plays a crucial role in the type and quality of education children receive. Most rural areas lack nearby schools and adequate transportation which may have more negative impacts on the retention of girls, especially for their secondary school enrolment than boys. Female students in urban areas tend to stay longer in the school system than those in rural areas. Several studies assert that safety concerns explain why parents from rural communities have lower educational expectation for their daughters, given the distance and poor transportation (Chimombo, 2005. A UNESCO (2003/4) report shows that, in sub-Saharan Africa, 88.4% of urban children are in school, compared to only 65.4% of rural children.

According to Juma (2004), girls have low academic aspirations among ethnic groups where girls had internalized sex-role expectation for women. Many female pupils have internalized self-images of academic inferiority conveyed by parents and teachers. Low self-esteem by female pupils because of internalization of cultural attitudes which regard women as inferior sex affect girls beliefs in themselves and their behaviour. Okojie (2001) observe that many girls are not ambitious or interested in school because of societal, including parents and teachers expectations that their primary roles are to be wives and mothers. They are socialized to believe that formal education is not required to fulfil these roles. As a result, many girls suffer from low self-esteem and lack of confidence leading to their withdrawal from school by parents. According to Sifuna (2005), patriarchal attitudes which assigned inferior status and roles to women played a major role in societal attitude that education is less important for females in most African countries. On

the part of girls themselves, internalization of sex roles expectations reduced girls self-esteem and academic ambition.

2.3 Home Based Factors and Implementation of Gender Parity Strategies

According to Alhassan (2011) the parental level of education, occupation and income levels play a significant role in access to and retention of girls in education. Education experience and outlook of parents is transmitted to their off springs. Studies showed that there was a direct relationship between parental levels of education and girls enrolment and retention in school, because educated parents with high income were able to provide their children with a conducive home environment, provide all the necessities of the school and pay for extra tuition, hence encouraging access and retention of girls in school because they understood the value of education and its benefits to the child. Educated parents enrolled their children in schools, encouraged them to study by availing relevant books and ensuring completion of their education (Tyler, 2007).

UNESCO (2011) argues that girls are expected to contribute to child care and other household chores at a much earlier age than boys. Researchers have noted that girls are taken away from schools to help in the home, nurse babies, clean the home, fetch firewood and water, cook food and milk the cows. Heavy household duties and long distance from school results in physical and mental exhaustion makes learning uninterested and ineffectual. This means that girls waste a lot of time in the household chores while boys remain in school learning. Girls therefore, could end up dropping out of school hence decreasing retention in school (Alhassan , 2011).

Boys' education is favored more by parent especially mothers because they depend on their adult son' during old age. Investment in son's education was seen as security in old age. Parents also

rely on their daughters labour before marriage. Therefore taking a girl to school is deemed a waste of time. Female enrolment patterns in patriarchal societies was affected by patrilineal descent system which gave preference for investment in schooling to boys who were believed to retain responsibility for their parents when they grow older compared to girls who were incorporated into their husband families. This was the reason why boys were expected to receive maximum training in order to attain higher status as head of families and successful heads of their respective families. Boys were also expected to inherit their parents' property and hence, maintain the family's status quo. A girl, on the success of their husband and therefore it was used as an excuse for girls not to be taken to school (Faye, 2010)

Many parents, especially illiterate parents, have low academic expectations for their daughters. Some believe that education is for boys only, others think that boys like studying more than girls, that boys are more brilliant than girls and perform better than girls. Parents and teachers perceptions of adult roles for girls-their marital and maternal obligations to their families-make them believe that girls do not require much formal education as these roles do not require going to school. White (2007) observed that traditionally girls are viewed to be inferior and therefore discriminated upon right from birth. The parents fear losing honour, prestige and bride price due to effect of schooling. Emongole (2005) argues that formal education of girls is even viewed with suspicion as a threat to morality. In this regard, girl's education is given less attention than that of boys. Therefore, the girls are socialized to be a self-sacrificing person desired for biological reproduction and service to others in the family.

Okojie (2001) argues the learning environment at home was often not conducive for study especially in poor households, large families and poor neighbourhoods. Factors that disturbed

study at home include noise, household duties, visitors, watching video films and television, proximity of bars, eating places and shops and the attendant noise, houses that were too close to each other. All these made study at home very difficult. Other factors include lack of electricity or pipe-borne water or a borehole. Lack of portable water meant that girls had to spend time fetching water. According to Graham-Brown (2006) children whose homes provide a stimulating environment, full of physical objects, magazines and other learning materials are more motivated to participate in education as compared to children from poor families. Girls from poor families are worst affected (World Bank 2008).

Girls are overburdened with household duties and they are more involved with domestic chores as they are more useful at home than boys. This occasioned by culture that describes domestic roles for girls Domestic chores such as cooking and cleaning the house which take up a lot of time are assigned to girls. Girls therefore have little time for study or home work. According to Wamahiu (2006) households chores affects school work more particularly the education of girls who are overwhelmed by a burden of work at home and at school. Wamahiu (2006) asserts that girls who become helpers to their mother at an early age gradually internalize their roles and this has the effect of putting them at a disadvantage position in regards to access to education.

Sifuna (2005) affirm that girls are discriminated against in large households, the larger the number of children of school age, the lower the chances of enrolling girls and the higher female dropout rate. Earlier born daughters are often kept at home or withdrawn from school to care for younger siblings. According Faye (2010) parents refuse to allow their daughters to participate in

education because of domestic responsibilities. Child care and domestic responsibilities tie girls down and prevent them from accessing school or compelled to drop out.

2.4 Traditional Practices and Implementation of Gender Parities Strategies

Discriminatory cultural practices factors that serve as barriers to girl's education at the household and community levels are closely interrelated. In their study of the enrolment patterns of girls' education in Africa, Logan and Beoku- Betts (2006) observed that the low participation of girls in education results from a combination of cultural forces outside the school, as well as traditional gender roles. These factors, they pointed out, directly or indirectly affect policy and interventions initiated by government to promote gender parity in education. Thus, the existence of discriminatory cultural practices such as early and forced marriages restricts girls right to education. For example, girls are encouraged or are forced into early marriages, either to protect them from pre-marital pregnancy, which is considered shameful and illegitimate in most African societies or to reduce a family's economic burden (UNICEF, 2001). Whatever the reasons for early and forced marriages, they hinder the educational progress of girls and violate their human rights to education.

Rose and Al-Samarrai's (2001) study of household constraints on girls' education in Ethiopia also found that girls as young as 8 years old were married off to avoid pregnancy outside marriage. They noted that schoolgirls were frequently abducted on their way to school, or even from within the school compound itself, by the parents of boys, for marriage to their sons. Being mindful of this risk, some parents refuse to send their daughters to school. Other issues affecting girls' education are traditional practices associated with adolescence and the rites of passage, which are related to the construction of sexuality of young boys and girls (Akweongo et al,

2001). In most cases these traditional practices limit, particularly the freedom of girls to participate in education. For example, study by WHO (2008) suggested that Female genital mutilation (FGM) is harmful to the wellbeing of women and girls and contributes to the low enrolment of girls in education. FGM is commonly practiced among African communities and about 100 to 140 million girls and women worldwide have experienced it (WHO, 2008). The practice of FGM is also widespread in Maasai land, particularly among rural communities and reasons for the practice are related to cultural norms.

Another factor which also acts together with culture is religion. According to Chimombo (2005) the pattern of transmitting and gaining of religious knowledge and power is influential in determining access and exclusion to formal education. Similarly, King's (2007) study of religions and women education found that religion, gender and social class were important determinants of schooling. He argues that religious privileges of access have often been restricted to certain classes and to men and boys. Though historically, religious education has played an important part in promoting education in many African countries, including Kenya, especially in the colonial period by schooling children from deprived communities and improving school infrastructure, they tend to reinforce stereotypes of women as passive and dependent (UNESO, 2003).

Cultural factors that are significant in lowering participation of girls in FPE include early marriage at tender age to maintain family honour and to source wealth. This was reinforced by pregnancy among girls to lead to dropout. Negative attitude towards girl education acted as a disincentive to school participation; it makes them remain at home, be married and fees given to

the boys in whom the parents had preference in their education. Girls were being taken through circumcision rites and once they had gone through the rite, they were considered adults and do not go back to school (Huisman and Smits, 2009).African societies are characterized by gender inequality between males and females. The ideological foundation for gender inequality is their patriarchal structure that is shaped by culture. Patriarchy is defined as "a set of social relations with a material base that enables men to dominate women. It is a system of stratification and differentiation on the basis of sex which provides material advantages to the males while simultaneously placing severe constraints on the roles and activities of females (UNESCO, 2011).

Social roles are classified as superior or inferior and bases of classification include age and sex. Patriarchy also conditions the spatial segregation of men and women; the male space consists of the public domain while the female space consists largely of the household and its immediate environs. Women's activities are largely confined to the household or the female sections of family compounds. Thus women are expected to get married and care for their families, formal education is not regarded as a prerequisite for being a wife and mother. On the other hand, boys who are expected to be future household heads are favoured in access to education. Education is seen as enhancing their abilities to earn good income which will enable them to care for their families and aged parents. Girls are regarded as strangers or temporary members of the household as they will be married and leave their families. Investing in their education is considered a waste as it is the husbands families that reap the benefits of such education (Tonah, 2010).

2.5 School Environment Factors and Implementation of Gender Parity Strategies

The family's place of residence plays a crucial role in the type and quality of education children receive. Most rural areas lack nearby schools and adequate transportation which may have more negative impacts on the retention of girls, especially for their secondary school enrolment than boys. Female students in urban areas tend to stay longer in the school system than those in rural areas. Several studies assert that safety concerns explain why parents from rural communities have lower educational expectation for their daughters, given the distance and poor transportation (Chimombo, 2005).

A study about primary school enrolment in deprived areas of northern Ghana found that, one particular difficulty of providing education for children in the north is the nature of community settlements, which tends to be small, sparsely populated and widely scattered. The study noted that as a result of the dispersed nature of small settlements in the north most communities that do not have schools within 5 kilometers (km) of their locality. Consequently, children in these communities walk 5-10 km or more to the nearest primary school and the nearest junior and senior secondary school even a greater distance, which constitute one of the major reasons for non-attendance. Additionally, Colclough, 2004 observed that girls' participation in education is more sensitive to distance. Even where the cost of schooling does not serve as a barrier, it is well acknowledged that the distance from the home to school has more negative effects on girls school participation than boys, as parents are particularly more concerned about girls safety on the journey to school due to sexual harassment.

According to Rose and Subrahmainian (2005) school factors have a negative impact on girls' education. The inadequate school buildings, especially the absence of toilet facilities, are

significant factors that affect enrollment of both girls and boys. According to them female teachers, as well as the availability of textbooks in schools, seem to have a significant impact on enrollment for girls. King and Bellew (2009) also found that girls were 1.3 times more likely to attend school when school provided free textbooks. Furthermore, the researchers indicated that parents were more interested in sending their girls to schools that provided textbooks and female teachers. The availability of female teachers was critical in parents' decisions to send their daughters to school in most developing societies. To them, female teachers provide an aura of safety for their daughters at school.

Rose and Subrahmainian (2005) established that schools tend to be clustered in urban areas in developing countries, which places the rural population at a disadvantage. Rural areas, in general, lack schools, and even when governments build schools, they are scattered, which is a disadvantage especially for girls who must travel long distances to reach their schools. Research in rural Nepal and Egypt shows that children in these areas travel long distances to reach their schools; therefore, a large number of them do not attend school (Robinson et al, 1986). Another research study on girls' education in Indonesia also found that distance to school was identified as a critical factor that hinders girls' and women's education.

Several researchers hold that school-related factors (irrelevant curriculum to girls' needs and opportunities, distance from secondary school; poor sanitation and unsafe environments within and around the school, lack of a gender-sensitive school environments and curriculum, poor teaching and learning processes, lack of guidance and counseling services) can be important determinants of whether girls and boys enter and remain in school Kathuri (2005 and Wamahiu

2006). Bishop (2008) argues that an education system goes astray when it has no relevance to society. Sometimes the curriculum over emphasizes formal academic achievements rather than functional skills. He asserts that rigidity of the school curriculum which prevents adjustment to socio cultural and socio-economic needs of the people, retard participation of girls in primary school. In addition, stereotypes in the text books and other educational materials may discourage girls active participation.

Lack of female teachers as role models affects girls participation in education. Juma (2004) noted that the lack of female teachers to act as role models retard girls participation in primary education. Girls require female teachers to confide in and emulate them. In addition, parents worry about sexual safety of their daughters in an environment dominated by male teachers. The school environment thus greatly affects the participation of children in education. The school climate and classroom dynamics depicted by the relationship between girls, their peers, teachers and the school administration may influence girls participations. Sexual harassment by male teachers and male peers are issues of concern (Abagi & Wamahiu, 2005). In some cases, girls have become vulnerable to sexual advances from their peers and male teachers respectively.

As stated by UNICEF (1995): "Many girls stay at home not because parents are poor or culturally intransigent but because they do not believe that the kind of education on offer is appropriated for their daughters or because they feel the risks are too great. Those risks are real. Girls are sexually harassed, sometimes raped by their fellow pupils or their teachers or sometimes by strangers as they walk to or from <school. This sexual pressure and vulnerability are central to low enrolment and repetition rates for girls in the classroom of many developing

countries". A research report reveals that adolescent mothers constitute more than 55% of the adolescent girls in Kenya. The report said that although the Kenya Government has a policy allowing re-entry of girls to school after giving birth, this is still a challenge to girls' education since they suffer from stigmatization, ridicule and abuse from students and teachers.

2.6 Theoretical framework

2.6.1 Liberal Feminism Theory

Theoretical framework of the study will be based on the liberal feminism theory which is gender theory based on egalitarianism. According to Asembo (2003), the theory argues that merit and not birth should be the basis for social advancement and achievements. Education is seen as essential in the realization of an egalitarian society. It emphasized on equal participation of all children in education regardless of sex or gender. The theory points out the need to develop strategies that can address the barriers that exclude any gender from participating in education (Davies, 1994). It argues that children should have equal treatment at home and in school in terms of providing quality education and other necessities. The theory identifies factors such as as early marriage, female circumcision, poor attitude towards girl child education, societal economic level and parental level of education and hence preference to boy-child education thus contributing to gender disparities in both primary and secondary education. This is common to pastoralist communities among the Maasai which favour boys than girls in matters of education. This theory is relevant to the study because it emphasizes equal participation of both boys and girls despite series of gender disparities in the provision of education to the girl child.

2.6.2 Pearson's Gender Relation Theory

This study was 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 participation in activities such as education.

Pearson's gender relations theory was appropriate for this study because it emphasizes the various social, cultural norms and standards which must be considered for girls and boys 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 the participation of girls and boys in schools. It was also a relevant theory for this study because it captures almost all the variables that may influence gender inequality in public primary schools.

2.7 Conceptual framework

The study will assess the factors influencing gender parity strategies in public primary schools in Kajiado County. The chance of a girl and boys accessing equal education depends on multiplicity of factors ranging from Home based factors, Individual based factors, Traditional Practices to school based factors which will be the independent variables of the study. The home based factors for the study will include home environment, family size, and parent's education level. The individual based factor will include gender, health of an individual and self –esteem The traditional practices include: early marriage, dowry as wealth and FGM. The social factors will include bbereavement of children, stigma on girls, home environment early marriages, female circumcision while social factors include home environment poor attitude towards girl

child education while the economic factors include: parents level of education, parents income level, cost of education and family size.

The school based factors that affect girl education are the teachers attitude to female students, status school facilities, and the teaching styles. These factors will include: Distance to school, school facilities, resources and curriculum. The dependent variable of the study will be gender parity. When the independent variables are favorable then the dependent variable is enhanced while if the independent variables are unfavorable then gender parity will be hindered. This can be well demonstrated by the Figure 1.

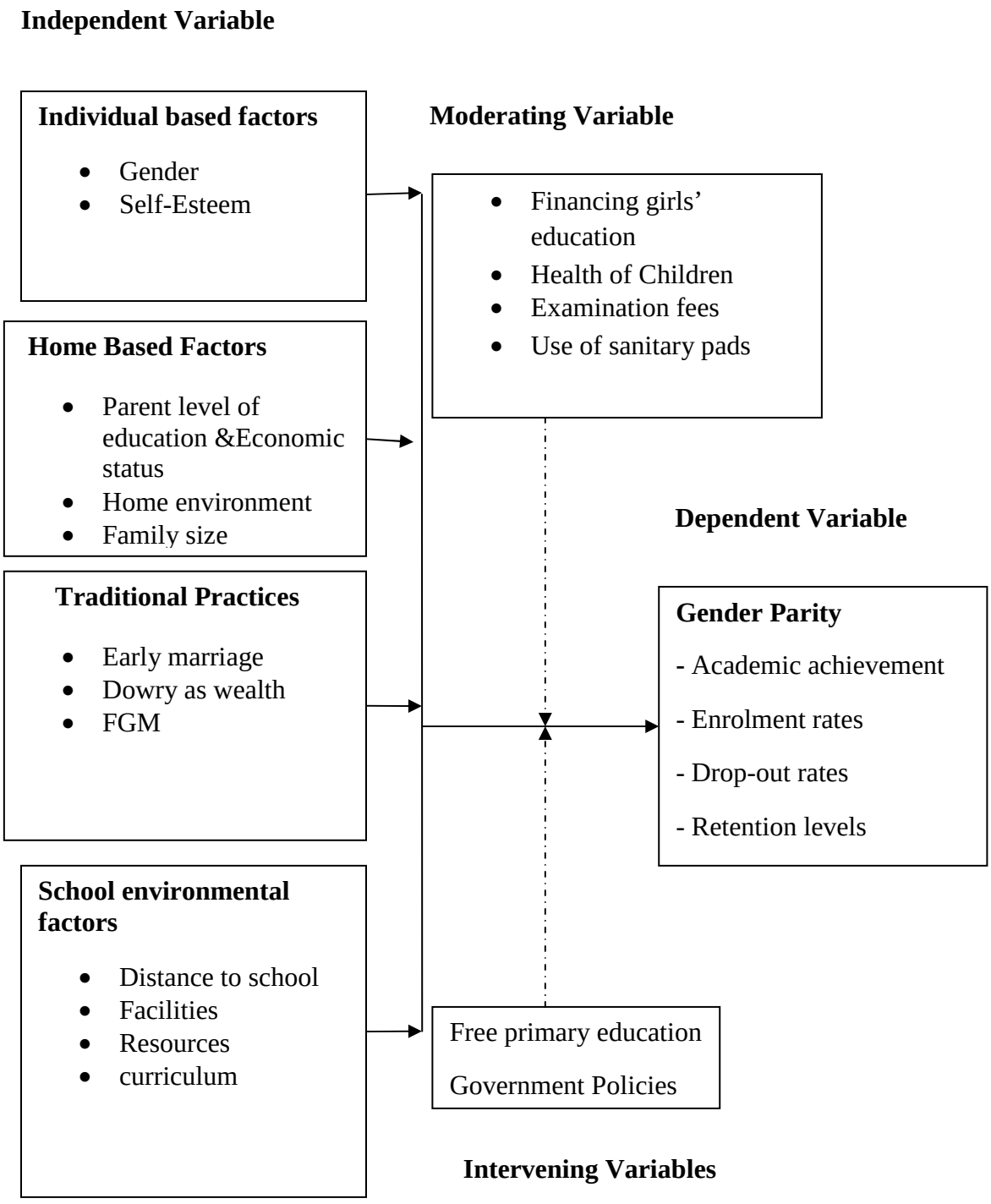

Figure 1: Conceptual Framework

2.8 Knowledge Gap

Table 2.1: Knowledge Gap

Year of Publication	Author	Research Work	Findings	Knowledge Gap
2008	Evangelista de Carvalho Filho	Cost of education and gender parity	The study found out that social, cultural factors hinders gender parity	The study did not focus on other family based and individual factors which are key social factors that affect gender parity in schools
2005	Chimombo	Factors affecting gender inequality in schools	The study found out that child labour was a major contributing factor to gender inequality in schools	These study focused on gender inequality with no specific focus on gender parity
2001	Akweongo	The study focused on traditional practices and its effect on gender equality	The study found out that traditional factors such as FGM, early marriages contribute to gender inequality.	There study having been carried out in a different locality/region necessitates the need to carry a similar study in Kajiado county
2008	Kojo and Mayo	Study focused on family problems effects on child education	The study found that family problems associated with family size have a negative effect on the performance of children in schools	There is need to understand other social factors such as parent level of education and income status impact on implementation of gender parity strategies
2013	Temba, Warioba and Msabila	The study focused on the cultural factors affecting gender equality in schools.	The study established that cultural practices such as FGM contribute to gender inequality in schools	There is need to explore other cultural factors that may leads to gender disparities in school.

2.9 Summary of the literature reviewed.

The above literature from the existing studies clearly points out the factors influencing the influencing participation of girls in schools. Most of these studies have focus on both primary schools and secondary schools. In addition the studies have focused on a variety of factors that influence gender inequalities in public schools. These factors include social, cultural, school based and economic factors.

The reviewed studies show that there exist a number of factors that influence gender inequalities in public schools. However, from the reviewed studies there is limited information on factors affecting the implementation of gender parity strategies. It is also evident that though significant progress has been made towards improving gender parity through creation of strategies gender disparities still exists in rural areas. Literature reviews shows that there is need to for more studies to establish the possible factors that hamper the implementation of gender parity strategies. This study therefore addresses many gaps that still exists despite the many studies that have been done.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of the research methodology including data collection designs and the procedures under the following subheadings; Research design , target population, sample and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection, procedures and data analysis.

3.2 Research Design

Orodho (2002) defines research design as the scheme, outline or plan that is used to generate answers to research problems. The research design used in the study is the cross -sectional descriptive survey. Descriptive design attempts to describe what was or what is in a social system such as a school according to (Mwiria & Wamahiu, 1995). The choice of this design is dictated by its effectiveness to secure evidence concerning all existing situations or current conditions, identify standards or norms with which to compare present conditions in order to determine how to take the next step having determined the current situation. The researcher aims at collecting information from the respondents on factors influencing implementation of gender parity strategies in public primary schools. The study was therefore employ both quantitative and qualitative research methods. Qualitative methods used to get information mainly from the key informants on the factors influencing the implementation of gender parity strategies in public primary schools in Kajiado County.

3.3 Target population

According to Kothari (2004) target population is an entire group of individuals, events or objects having common characteristics. It is the sum of all that conforms to a given specification and from which a sample is taken. The target population of this study was 316 and included 290 public primary school teachers, 24 head teachers, one quality assurance officers and the DEO. The target population of teachers was 290 from 24 public primary schools in Kitengela and Isinya division located in Kajiado District (Kajiado County D.E.O, 2015).

Table 3. 1: Target Population of the Study

Category	Population
Teachers	290
Head Teachers	24
Quality Assurance Officer	1
DEO	1
Total	316

3.4 Sample size

Best and Khan (1999), define the sample size as a proportion of the population that is selected and from which information about the target population is sought. He further defines sampling procedure as the process that is used to arrive at the actual respondents and participants in the study for data collection.

3.4.1 Sample Size

Suitable study sample size is a critical matter as it influences the statistical significance and power. The sample size of the study was 186 as shown in Table 3.2. This was established from the morgan and krejcie table. From the table a target population of 290 teachers gives a sample of 165 teachers and a target population of 24 head teachers gave a sample of 19 head teachers.

Table 3. 2: Sample size for the different categories

Category	Population	Sample Size
Teachers	290	165
Head Teachers	24	19
Quality Assurance Officer	1	1
DEO	1	1
Total	316	186

The study calculated the sample size based on the sample size calculator table that has already being calculated based on krejcie and morgan (1970). This is shown from the table in Appendices section

The Table is constructed using the following formula for determining sample

$$S=X^2 NP (1-P) + d^2 (N-1) + X^2P (1-P)$$

S= required sample size

X^2=the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N=the population size

P=the population proportion (assumed to be .50 since this would provide the maximum sample size)

D= the degree of accuracy expressed as a proportion (.50)

3.4.2 Sampling Procedures

The study used stratified sampling to select the respondents that formed part of the study. Stratified sampling was used to get the number of participating teachers in the two divisions that exist in Isinya district. Stratified sampling was used to categorize the respondents who participated in the two divisions according to gender. The reason for the use of stratified sampling in the study is because it helped categorize the respondents based on characteristics such as gender. Information on the target population was be sourced from the DEO's office thus forming the sampling frame.

Simple random sampling was used to select participating schools. Purposive sampling was used to select teachers from each participating school. The reason for the use of purposive sampling is because it helped to select teachers who meet the inclusion criteria.

The inclusion criteria for teachers to participate in the study were as follows: a teacher must have been in the school/district for a period of not less than two year; a teacher must be employed by the teacher's service commission; a teacher must be available at the time of the study.

Likewise the study used purposive sampling for identifying key informants for the study. Purposive sampling is a technique that allows a researcher to use cases that have the required information with respect to the objectives of the study. Cases or the subjects are therefore hand-picked because they are informative or possess the required characteristics (Gay, 1983). Purposive sampling was used to pick the quality assurance officer and the DEO to participate in the study.

3.5 Data collection Instruments

The data for this research was collected from both primary and secondary sources. The secondary source included records, past research and documents. The primary sources are the

subjects of the study who gave the actual data collected from the field. The instruments which were administered for collecting data from the field included the questionnaire which was used to collect data from teachers and an interview guide for DEOs, quality assurance officer and head teachers was also employed.

3.5.1 Questionnaires

The researcher used questionnaire to solicit information from the selected teachers. The questionnaire consisted of both open-ended and closed-ended questions. The questionnaire was preferred because it helped the researcher reach a large sample within a limited time and collect views from respondents that can meet the research objectives (Creswell, 2003). The questionnaire was be in two parts. Part one was be aimed at collecting data on (demographic information) personal and general details and part two consisted of open ended and structured questions. The questions were based on the research objectives. The teachers were required to tick the responses that are relevant to their schools on the issues underlying factors influencing the implementation of gender parity strategies in public primary schools.

3.5.2 Interview Guide

This study used key informant interviews. This is because interview guide enables the collection of rich data from key informants on factors affecting the implementation of gender parity strategies. It also allowed for the collection of sensitive information about the impact of cultural practices on gender parity. This would have been hard to get from the focus group discussions. The questions of key informant interviews were open-ended, in depth interviews with key informants, from Head teacher, quality assurance officer and DEO. This entailed development of

an interview guide with a series of open-ended questions under selected topics related to the objectives of the study.

3.6 Validity of the Research Instruments

Instrument validity refers to accuracy meaningfulness and technical soundness of the research instrument(Kothari, 2004). It is the degree to which a test measurers what it intends to measure. To this effect questionnaire or interview guide are said to be valid when they actually measure the intended parameters (Borg & Gall 1989). To enhance the instrument validity, the research instruments was appraised by the supervisor to evaluate the applicability and appropriateness of the content clarity and adequacy of the construction of the instruments from a research perspective. Content validity index was also used to measure the validity of instrument in the study. This included subjecting one instrument to a content validity index (total number of valid items/total number of items. The instrument gave a score of 0.78 which is above the score of 0.7 thus the instrument was declared valid for the study.

3.7 Reliability of the Research instruments

Reliability refers to extend to which instruments yield measurements that are consistent each time if it is administered to same people (Amin, 2005). For the purpose of determining the reliability of the questionnaire, pre-test was carried. This involved the selection of three schools that did not participate in the actual study. From the three schools, 18 teachers were selected six in each school with the questionnaires administered to the selected teachers. Data from the questionnaires was subjected to a Cronbanch's Alpha coefficient. The data gave a score of 0.81 which is above 0.7 thus the research instrument was declared reliable for the study.

3.8 Data Collection Procedure

To generate data for this research study, the researcher got a letter of introduction from the University of Nairobi and thereafter took the letter to the D.E.O of Isinya district for further authorization to collect data. The researcher then visited the schools on different days to establish rapport and make appointments with the school head teachers.

The Researcher used drop and pick the questionnaires on the same day to collect information from respondents on the date agreed upon through direct contact to cater for partial responses and refusal to reply. This increased return rate to eliminate any chances of delay. Instructions were carefully explained to the respondent prior to the issue of the questionnaires and they were assured that the information given would be confidential and be used only for the purpose of the study . The Respondents were given adequate time to respond to the questionnaire items. The complete questionnaire was checked to find whether they are appropriately filled.

To collect data from the key informants, appointment was sought from the DEO and the quality assurance officer and head teachers. Data was then collected by trained research assistant through an administered key informant guide, with the research assistant writing and recording the responses. The purposes of the recorded information were to allow for further analysis of the data by providing in depth information.

3.9 Data Analysis Technique

Data analysis is an important stage in the research process. It involved the organization and processing of data with the aim of extracting useful information to answer the research question and help in accomplishing the research objectives. Quantitative data was analyzed using

descriptive statistics and correlation analysis and through SPSS. The quantitative data was obtained from the questionnaires. Frequencies, percentages, tables and cross tables was used to present the data results. Content analysis was used to analyze the data from the key informants with data presented through themes and categories.

3.10 Ethical Considerations

Permission to undertake this research in the public schools public was obtained from the DEOs office and the teachers themselves. The research participants were informed in writing and verbally of the reasons for this research and who the researcher is to enable them to consent to participating in this research. Anonymity and confidentiality as regards the participating teachers was assured. The identity of the public health facilities and the participants was not made known in the release nor the publications of this research.

Table 3. 3: Operationalization Definition of Variables

Objectives	Variables	Indicators	Measurement	Scale	Tools of Analysis	Type of Analysis
To establish how Individual based factors influence implementation of gender parity strategies in public primary schools in Kajiado County	Individual based factors	Gender Health of Pupils Self -Esteem	Gender role, Health of Pupils Self –Esteem level	Nominal scale: A 5 point likert scale ranging from a strongly agree to strongly disagree	Standard deviation Means Frequencies and percentages	Descriptive Analysis
To determine how home based factors influence the implementation of gender parity strategies in public primary schools in Kajiado County	Home based factors	Gender role Health of pupils Home environment	No of family member, parent level of education-	Nominal scale: A 5 point likert scale ranging from a strongly agree to strongly disagree	Standard deviation Means Frequencies and percentages	Descriptive Analysis and Inferential Statistics
To determine how cultural factors influence the implementation of gender parity strategies in public primary schools in Kajiado County	Traditional Practices	FGM practices Early Marriages	Early marriage practices, FGM practices	Nominal scale: A 5 point likert scale ranging from a strongly agree to strongly disagree	Standard deviation Means Frequencies and percentages	Descriptive Analysis and Inferential Statistics
To establish how Individual based factors influence implementation of gender parity strategies in public primary schools in Kajiado County	Individual based factors	Gender Health of Pupils Self -Esteem	Gender role, Health of Pupils Self –Esteem level	Nominal scale: A 5 point likert scale ranging from a strongly agree to strongly disagree	Standard deviation Means Frequencies and percentages	Descriptive Analysis
To establish how school based factors influence implementation of gender	School based factor	School facilities, School	No of School Facilities,	Nominal scale: A 5 point likert scale	Standard deviation Means	Descriptive Analysis

parity strategies in public primary schools in Kajiado County		resources, Teacher		ranging from a strongly agree to strongly disagree	Frequencies and percentages	
Implementation of Gender Parity strategies in public primary schools	Dependent variable	Drop-outs Retention Performances enrollment	Dropout and gender equity rates from DEO's office	Ratio scale: Rate statistics from DEOs office	Standard deviation Means Frequencies and percentages	Descriptive and Inferential Statistics

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the study findings which have been analyzed based on the study objectives in line with the following thematic and sub-thematic areas; questionnaires, return rate, demographic data of respondents; school based factors that influence implementation of gender parity strategies in public primary schools, Home based factors that influence the implementation of gender parity strategies, individual based factors that influence implementation of gender parity strategies and traditional factors that influence the implementation of gender parity strategies in public primary schools. Data was collected and presented using frequency tables and percentages.

4.2 Questionnaire return rate

The return rate of the questionnaire was analyzed so as to determine whether the findings obtained would be reliable and valid. Data was collected by the researcher from sampled schools in Isinya, Sub-county in Kajiado County, a total of 165 teachers were targeted as part of the sample out of which 145(87%) sample size was collected from teachers. 19 interviews were targeted with head teachers out of which 12(63%) head teachers were interviewed. One DEO and one quality assurance officer were also targeted, with data collected from the DEO and quality assurance officers. The return rate of the questionnaire and interview schedule is shown in Table 4.1.

Table 4. 1: Instrument return rate

Respondents	Frequency	Percentage
Teachers	145	87
Head teacher	12	63
DEO	1	100
Quality Assurance Officers	1	100

The average response rate for the study was 87+ 63+200= 350/4 = 87.5. This is above the considered requirement for responses rate of 60% thus the study results are considered reliable and valid.

4.3 Demographic characteristics of the respondents

It was to elicit information of respondents age brackets and years of service in the school, education level and gender.

4.3.1 Distribution of respondents by age

The study sought to establish the demographic characteristics of the respondents. The respondents were asked to indicate their age and from their responses the following category was established.

Table 4. 2: Age of Respondents

Age	Frequency	Percentage
25-30 years	5	3.4
31-35 years	15	10.3
36- 40 years	48	33.1
41-45 years	51	35.2
46 and above years	26	17.9
Total	145	100

From the table 4.2, it can be seen that 51 (35.2%) of the respondents were within the ages 41-45, 48(33.1%) of the respondents were within the range of 36-40, 15(10.3%) were within the range of 31-35 years and 5(25-30) were of the range 25-30 years. The study results show that majority of the teachers are not within the youth age range of 18-35 years.

Table 4. 3: Level of Highest Education of Respondents

Level of Education	Frequency	Percentage
Diploma	75	51.2
Degree	65	44.8
Post graduate	25	4
Total	145	100

From the table 4.3, it can be observed that the highest level of education attained by teachers s was post graduate 25 (4%), 65(44%) have degree, 75 (51.2%) have diploma. The study findings show that majority of teacher have acquired at least degree level of education, particularly teachers who are in the urban. This is associated with the teacher's service commission that has upgraded the requirement for teachers to teach in primary from P1 to diploma. This has increasingly encouraged many teachers to pursue higher level of education.

Distribution of the respondents' by gender

To establish the distribution of the respondents by gender, they were asked to indicate their gender and these results are presented in the table 4.4.

Table 4. 4: Gender of Respondents

Gender	Frequency	Total
Female	68	46.9%
Male	77	53.1%
Total	145	100

The findings of the study revealed 68(46.9%) of the teachers were female and 77(53.1%) were female. Majority of the respondents were male. It therefore indicated that there is gender imbalance in Kajiado. The high number of male class teachers showed that more male teachers have led to higher retainement rate of boys in comparison to the girls.

Distribution of the respondents' by Length of Service

The respondents were asked to state their year of service in the schools in Kajiado. The findings of the study are presented in Table 4.4.

Table 4. 5: Respondents' Length of Service

Length of Service	Frequency	Percentage
Less than 5 Years	7	4.8%
5-10 Years	16	11%
11- 15 years	47	32.4%
Above 15 Years	75	51.7%
Total	145	100

The table 4.5 above shows 7(4.8%) of teachers were below 5 years' experience, 16(11%) had 5-10, 47 had 11-15 years of service and 75(51.7%) had above 15 years length of service. Most of the teachers had at least above 15 years' service in Kajiado, and were majorly local. Most of the teachers had enough experience in handling the cases of drop out in their schools. Teachers who have been in the field for a longer time are expected to have more experience to tackle cases of drop out.

4.4 Individual Based factors that influence the Implementation of Gender Parity Strategies in public primary schools

The first objective of the study was to determine how individual factors influence the girls the implementation of gender parity strategies in public primary schools in Isinya Sub-County, Kajiado County. These led to the formation of research questions to establish the influence of individual. The research question was answered using the two factors; gender and self- esteem.

Table 4. 6: Table on Individual Based Factors Influencing the Implementation of Gender Parity Strategies in Public Primary Schools

Individual Factors	Frequency	Percentage
Yes	90	62.1%
No	55	37.9%
Total	145	100

Table 4.6 summarizes the study findings on the individual factors influencing the implementation of gender parity strategies. From the findings, 62.1% of the respondents indicated that they agree that individual factors influence implementation of gender parity strategies while the rest (37.9%) of the respondents mentioned that they did not agree that

individual factors influence the implementation of gender parity strategies in public primary schools.

This finding confirms that individual factors affect the implementation of gender parity strategies in Kajiado County. These findings confirm the study findings of AlHasan (2013) who established that individual factors affect gender inequality in secondary schools, albeit at a lesser degree. This was also confirmed through the study that established that Majority of the respondents agreed that individual factors affect the implementation of gender parity strategies at a little extent.

Individual factors affecting implementation of gender parity strategies

The study sought to establish the individual factors that affect the implementation of gender parity strategies. The respondents were asked to indicate their opinion and from their responses the following category was established.

Table 4. 7: Respondent Level of Agreement on Individual Based Factors Influencing the Implementation of Gender Parity Strategies in Primary Schools

Statement	Mean	Std. Deviation
Do you believe gender affect implementation of gender parity strategies	2.81	0.396
Does low self-esteem affect implementation of gender parity strategies	2.06	0.354

Table 4.7 illustrates the finding of the study on the respondent level of agreement on influence of individual based factors on the implementation of gender parity strategies in public primary

schools. From the findings, most of the respondents were undecided on the influence of gender on the implementation of gender parity strategies in public primary. This was indicated by a mean of 2.81. Further, respondents agreed that low self-esteem influences the implementation of gender parity strategies in public primary schools, as indicated with a mean score of 2.06.These findings confirm the results that were established by ALHasan (2013) that indicated that self – esteem is a major contributor to gender equality in schools, particularly among the girls.

Relationship between Individual Based Factors and Implementation of Gender Parity Strategies

The study sought to establish the relationship between Individual Based Factors and the implementation of gender parity strategies.

Table 4. 8: Correlation between individual factors and challenges facing implementation of gender parity strategies

Individual Factors	No		Yes		Total		
	N	%	N	%	N	%	p-value
No	2	24.6%	8	55.4.%	18	100%	0.055
Yes	10	2.6 %	74	97.4%	76	100%	
Total	12	12.8%	82	87.2%	94	100%	

Table 4.8 illustrates the findings of the study on the association between individual based factors and implementation of gender parity strategies. This is indicated with a p-value of 0.055 as confirmed by the results that indicated that majority of respondents who agreed that individual based factors influence the implementation of gender parity strategies also agreed that there are challenges faced in the implementation of gender parity strategies. These findings prove that individual factors affect the implementation of gender parity strategies in schools as shown by AlHasan (2013) in a study carried out in Ghana.

4.5 Home-based Factors Influencing the Implementation of Gender Parity Strategies in Primary Schools

The second objective of the study was to determine how home-based factors influence the girls the implementation of gender parity strategies in public primary schools in Isinya Sub-County, Kajiado County. These led to the formation of research questions to establish the influence of individual. The research question was answered using the following factors; economic status, parents level of education, household responsibilities, family size and home environment.

Table 4. 7: Percentage of respondents that believe home-based factors influence the implementation of gender parity strategies

Home-based	Frequency	Percentage
No	25	17.2
Yes	120	82.8
Total	145	100.0

Table 4.10 summarizes the study findings on the individual factors influencing the implementation of gender parity strategies. From the findings, 82.8% of the respondents indicated that they agree that home based factors influence implementation of gender parity strategies while the rest (17.2%) of the respondents mentioned that they did not agree that home based factors influence the implementation of gender parity strategies in public primary schools. The results of the study show that home based factors are determinants to the implementation of gender parity strategies. These results are similar to the findings of Muia (2015) who established that home based factors to be major determinants to girls drop out in primary schools. On the same note the study established that majority of teachers believe that home based factors are great contributors to the implementation of gender parity strategies.

Home-based factors and implementation of gender parity strategies in Public Primary Schools

The study sought to establish which home based home based factors influence the implementation of gender parity strategies. The respondents were asked to indicate their opinion and from their responses the following category was established.

Table 4. 8: Level of agreement to which Home-based factors affect the implementation of gender parity strategies

Statement	Mean	Std. Deviation
Do you believe poor economic status of parents affect implementation of gender parity strategies in primary schools	1.77	0.941
Do you believe parents level of education determines the extent of implementation of gender parity strategies	1.53	0.661
Do you believe household responsibilities determines the extent of implementation of gender parity strategies	1.53	0.661
Do you believe family size determines the extent of implementation of gender parity strategies	1.93	1.143
Do you believe home environment determines the extent of implementation of gender parity strategies	1.78	0.822

Table 4.12 illustrates the finding of the study on the respondent level of agreement on influence of home-based factors on the implementation of gender parity strategies in public primary schools. From the findings, most of the respondents agreed that economic status of parent's influences the implementation of gender parity strategies in public primary schools as indicated by the score of 1.77, also respondent agreed that parent's level of education influences the implementation of gender parity strategies in public primary. This was indicated by a mean of 1.53 Further, respondents agreed that household responsibilities influences the implementation of gender parity strategies in public primary schools , as indicated with a mean score of 1.53.

Respondents also agreed that family size influences the implementation of gender parity strategies in public primary schools. This was indicated with a mean of 1.93. Finally the respondents agreed that home environment influences the implementation of gender parity strategies in public primary schools. This was indicated by a mean of 1.78. The findings of the study indicate that majority of the teacher view home-based factors as major determinants of gender parity strategies. This was evident by the fact that majority of the teacher agree that all the mentioned factors as affecting implementation of gender parity strategies. This findings support the results of Muia (2015) who found out that household income, family composition and parent's level of education positively contribute to girls' dropout in Mixed-day secondary schools.

Relationship between Home-Based Factors and Implementation of Gender Parity Strategies

The study sought to establish the relationship between home-based practices and challenges facing implementation of gender strategies. The results are shown in table 4.13

Table 4. 9: Correlation between home-based factors and challenges

Home-based factors	No		Yes		Total		
	N	%	N	%	N	%	p-value
No	7	28.0 %	18	72.0%	25	100 %	0.015
Yes	20	16.7 %	100	83.3%	120	100 %	
Total	27	18.6 %	118	81.4%	145	100 %	

Table 4.13 illustrates the findings of the study on the association between home based factors and implementation of strategies. This is indicated with a p-value of 0.015 as confirmed by the results that indicated that majority(83.3%) of respondents who agreed that home based factors

influence implementation of gender parity strategies also agreed that the implementation of gender parity strategies is facing challenges. These findings indicate that home based factors are major factors that affect the implementation of gender parity strategies. This findings implies align themselves with the findings of Mumbi (2009) who established that home based factors are major determinant to the success of gender equality programmes in secondary schools.

4.6 Traditional Practices Influencing the Implementation of Gender Parity Strategies in Primary Schools

The third objective of the study was to determine how traditional practices influence the girls the implementation of gender parity strategies in public primary schools in Isinya Sub-County, Kajiado County. These led to the formation of research questions to establish the influence of individual. The research question was answered using the two factors; large family, marital and family problems, FGM, early marriages and premarital pregnancies, perception on girl education and male preferences in the community.

Table 4. 10: Percentage of respondents that believe traditional practices affect implementation of gender parity strategies

Traditional practices	Frequency	Percentage
No	21	14.5
Yes	124	85.5
Total	145	100.0

Table 4.14 summarizes the study findings on the traditional factors influencing the implementation of gender parity strategies. From the findings, 85.5% of the respondents indicated that they agree that home based factors influence implementation of gender parity

strategies while the rest (14.5%) of the respondents mentioned that they did not agree that home based factors influence the implementation of gender parity strategies in public primary schools. These findings imply that traditional practices are major factors that influence the implementation of gender parity strategies in schools. These results are consistent with the Iipinge (2014) who established that traditional factors have a significant relationship with girl's participation in schools.

Traditional Practices and implementation of gender parity strategies

The study sought to establish which traditional practices influence the implementation of gender parity strategies. The respondents were asked to indicate their opinion and from their responses the following category was established.

Table 4. 11: Level of agreement to which Traditional factors affect the implementation of gender parity strategies

Statement	Mean	Std. Deviation
Do you believe responsibilities of large families affect implementation of gender parity strategies in schools	3.52	1.155
Do you believe marital and family problems that lead to separation and divorce affect implementation of gender parity strategies in schools	3.49	1.154
Do you believe FGM practices in the area affect implementation of gender parity strategies in schools	1.89	1.11
Do you believe early marriages and premarital pregnancies in the area affect implementation of gender parity strategies in schools	1.26	0.646
Do you believe the perception of girl child education in the Maasai culture affect implementation of gender parity strategies in schools	2.40	1.464
Do you believe the male preference in the community affect implementation of gender parity strategies in schools	1.85	1.169

Table 4.16 illustrates the finding of the study on the respondent level of agreement on influence of traditional practices on the implementation of gender parity strategies in public primary schools. From the findings, most of the respondents disagreed that responsibilities of large families influences the implementation of gender parity strategies in public primary schools as indicated by the score of 3.52, also respondent disagreed that family problem influences the implementation of gender parity strategies in public primary. This was indicated by a mean of 3.49. Further, respondents agreed that FGM practices and early marriages influence the implementation of gender parity strategies in public primary schools, as indicated with a mean score of 189 and 1.26. Respondents were undecided if perception of girl child influences the implementation of gender parity strategies in public primary schools. This was indicated with a mean of 2.40. Finally the respondents agreed that male preference influences the implementation of gender parity strategies in public primary schools. This was indicated by a mean of 1.85. This findings support the results of Muia (2015) who found out that FGM and early marriage as cause of drop out among girls in primary schools.

Relationship between Traditional Practices and Implementation of Gender Parity Strategies

The study sought to establish the relationship between traditional practices and challenges facing implementation of gender parity strategies. The results are presented in table 4.17.

Table 4. 12: Correlation between traditional practices and implementation of gender parity strategies in public schools

Traditional practices	No		Yes		Total		
	N	%	N	%	N	%	p-value
No	21	100.0%	0	0.0%	21	100%	0.0013
Yes	6	4.8%	118	95.2%	124	100 %	
Total	27	18.6%	118	81.4%	145	100 %	

Table 4.17 illustrates the findings of the study on the association between traditional practices and implementation of strategies. This is indicated with a p-value of 0.0013 as confirmed by the results that indicated that majority (95.2%) of respondents who agreed that home -influence influences the implementation of gender parity strategies also agreed that implementation of gender parity strategies is faced by challenges. These findings imply that traditional practices negatively impacted on the implementation of gender parity strategies. These findings are supported by the findings of Juma & Simatwa (2014) that established that early marriages contribute to gender inequality in primary schools in Kisumu.

4.7 School based Factors Influencing the Implementation of Gender Parity Strategies in Primary Schools

The fourth objective of the study was to determine how school based factors influence the girls the implementation of gender parity strategies in public primary schools in Isinya Sub-County, Kajiado County. These led to the formation of research questions to establish the influence of individual. The research question was answered using the two factors; curriculum structure, distance to school, role models, school administration systems and sexual harassment.

Table 4. 13: Percentage of respondents that believe school-based factors affect implementation of gender parity strategies

School-based	Frequency	Percentage
No	38	26.2
Yes	107	73.8
Total	145	100.0

Table 4.18 summarizes the study findings on the school based factors influencing the implementation of gender parity strategies. From the findings, 73.8 % of the respondents indicated that they agree that school based factors influence implementation of gender parity strategies while the rest (26.2%) of the respondents mentioned that they did not agree that home based factors influence the implementation of gender parity strategies in public primary schools. These study findings indicate school based factors are key influencers in the implementation of gender parity strategies and this was also established by Gitonga (2011) that found out school based environment as a major cause of drop out and lack of participation in schools.

School Based Factors affecting implementation of gender parity strategies

The study sought to establish the extent to which School based factors affect the implementation of gender parity strategies. The respondents were asked to indicate their opinion and from their responses the following category was established

Table 4. 14: Level of agreement to which School Based Factors affect the implementation of gender parity strategies

Statement	Mean	Std. Dev.
Do you believe curriculum structure affect implementation of gender parity strategies in schools	1.19	1.713
Do you believe the distance to school affect implementation of gender parity strategies in schools	1.42	1.413
Do you believe the lack of toilets in schools affect implementation of gender parity strategies in schools	3.72	1.301
Do you believe lack of role models teachers in schools affect implementation of gender parity strategies in schools	2.81	1.402
Do you believe the type of school systems and administration has hindered implementation of gender parity strategies in schools	3.28	1.345
Do you believe sexual harassment of students affect implementation of gender parity strategies in schools	2.25	1.272

Table 4.20 illustrates the finding of the study on the respondent level of agreement on influence of school-based factors on the implementation of gender parity strategies in public primary schools. From the findings, most of the respondents agreed that curriculum structure influences the implementation of gender parity strategies in public primary schools as indicated by the score of 1.19, also respondent agreed that distance to school influences the implementation of gender parity strategies in public primary. This was indicated by a mean of 1.42. Further, respondents disagreed that lack of toilet facilities influences the implementation of gender parity strategies in public primary schools, as indicated with a mean score of 3.72.

Respondents were undecided if lack of role model influences the implementation of gender parity strategies in public primary schools. This was indicated with a mean of 2.81. The respondents also strongly disagreed as to whether school systems influence the implementation

of gender parity strategies. This was indicated with a mean of 3.28. Finally the respondents agreed that sexual harassment influences the implementation of gender parity strategies in public primary schools. This was indicated by a mean of 2.25. This findings show that not all school characteristics and environment influence gender parity strategies, with the study showing that distance to school and school curriculum are major influencers of gender parity in schools. This implies that different school characteristics affect gender parity strategies differently depending on context. This was confirmed by Koskei *et al* (2015) who established that school based factors affect gender inequality in schools differently.

Relationship between School Based Factors and Implementation of Gender Parity Strategies

The study sought to establish the relationship between traditional practices and the implementation of gender parity strategies. The results are indicated in table 4.21

Table 4. 15: Correlation between school-based factors and Implementation of Gender Parity Strategies in Public Primary School

School-based factors	No		Yes		Total		
	N	%	N	%	N	%	p-value
No	27	71.1%	11	28.9%	38	100 %	0.0027
Yes	0	0.0%	107	100.0%	107	100 %	
Total	27	18.6%	118	81.4%	145	100 %	

Table 4.21 illustrates the findings of the study on the association between school based factors and implementation of strategies. This is indicated with a p-value of 0.0027 as confirmed by the results that indicated that majority (81.4%) of respondents who agreed that home -influence influences the implementation of gender parity strategies also agreed that implementation of

gender parity strategies is faced by challenges. These findings imply that lack of schools based resources is associated with gender disparities in primary schools. This finding is consistent with the findings of Koskei *et al* (2015) that indicated that school characteristics and its environment are key determinants to the level of gender equality in primary and secondary schools.

4.8 Report on the interview schedule responses from the head teachers, DEO and Quality Assurance Officer.

A sample used was 12 head teachers. The interview schedule had a number of open-ended questions which were to elicit information on factors influencing the implementation of gender parity strategies in public primary schools. The themes that emerge from the interview are categorized as follows:

Individual Factors Influencing the Implementation of Gender Parity Strategies

The study revealed from the responses of the key informants that none of them believe individual factors as factors influencing implementation of gender parity strategies. This is indicated through the following verbatim

"We don't see individual factors to be a challenge in implementation of gender parity strategies in the district"

School based Factors Influencing the Implementation of Gender Parity Strategies

It emerged from the responses of the key informants that head teacher believe that school based factors are factors that influence the implementation of gender parity strategies in the districts. According to the head teachers, lack of teachers and distance to schools are major challenges to addressing gender disparities. This was a common theme among teachers in rural schools. This can be exhibited through the following verbatim.

"If we can have enough schools more boys and girls will be encouraged to go to school"

On the contrary the DEO and the Quality assurance officer did not mention school based factor as a challenge. This can be seen through the following verbatim

"We don't see school facilities as a cause to gender disparities for the government has invested a lot in schools".

According to DEO and quality assurance officers improving gender equality in schools lies in empowering the DEO and quality assurance officers with more resources to do supervision. In the words of the DEO

"The policies that we have are more than enough to address gender disparities in schools what we need is more resources for supervision"

Traditional Practices Influencing Gender Parity Strategies in Schools

The study also established majority of head teachers were in agreement that main strategy on improving gender parity in schools should focus on addressing FGM and early marriages which they stated are the greatest impediment to improving gender parity strategies in school. The involvement of parents was also cited by some head teachers as a way of addressing gender inequality in schools. In the words of one head teacher

"If we can address FGM and early marriage we will greatly improve the number of girls and boys in schools"

Home based Factors influencing the Implementation of Gender Parity Strategies in Schools

Majority of the teachers mentioned home environment and parent's level of education as some of the factors influencing gender parity strategies. This was also corroborated by the DEO and quality assurance officers who cited parent's low level of education as major barriers to gender parity strategies in schools.

On the contrary, according to DEO and quality assurance officers improving gender equality in schools lies in empowering the DEO and quality assurance officers with more resources to do supervision. In the words of the DEO

"The policies that we have are more than enough to address gender disparities in schools what we need is more resources for supervision"

Challenges in implementation of Gender Parity Strategies in primary schools

There was a general consensus among the head teachers, DEO and quality assurance officers that the existing policies that are in place to target gender parities in schools are fairly effective. According to the DEO and quality assurance officer there was unison that the current policies are effective in improving completion and enrolment of both boys and girls but are not effective in improving other aspects of gender parity such as performance. The study established that there are challenges in enforcing policies on gender parity in schools with head teacher mentioning that challenges to implement policies were related to lack of resources (human resource) and lack of parent involvement. On the other hand the DEO and quality assurance officers mentioned lack of co-operation and lack of resources (finance) to facilitate supervision Majority gave more enrollment of female than male.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusion based on the objectives of the study and recommendations. It also presents suggestions for further research. The study aimed at establishing socio-cultural factors and school environment factors influencing the implementation of gender parity strategies in public primary school in Isinya Sub-County, Kajiado County.

5.2 Summary of the findings

The main findings from the study were: The study established on demographic data of f the respondents showed that majority of the respondents were above the age bracket of youths 36 and above (86.2%). This means that most of the teachers are above the age of youth bracket. This has the potential to predispose such teachers to be good role models with the possible effect of promoting gender parity in primary schools (Counelly and Zheng, 2003). The study also established that majority of teachers had at least diploma level of education (51.2%). However, the study also established that majority of teachers with diploma level of education were in rural schools. On the contrary the study also established that majority of primary school teachers in urban areas had at least degree level of education. This can be explained by the ease within which the teachers in urban schools can pursue higher level of education unlike their counterparts in rural schools. Teachers with higher level of education are likely to motivate students on the importance of higher level of education and this can have an effect on student's retention in primary schools.

The study also established that majority of teachers (53%) are males while the rest of the teachers are females. This reduces the number of female teachers who may act as role models for pupils and thereby encouraging girl's participation and retention in the schools. In addition the study also established that majority of teachers had 15 years and above experience (51.7%). This can have the effect of affecting the performance of pupils and as a result gender parity in schools. Teacher experience has a significant effect on pupil performance in primary schools and at upper secondary level. Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction and are less dictatorial in classroom. Teachers' experience and student achievement was that students taught by more experienced teachers achieve at a higher

Level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of behavioural problems (Gibbons et al., 1997). Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds (Stringfield & Teddlie, 1991).

Regarding to individual factors, the study found out that majority of the respondents were in agreement(62.1%) that individual factors has an influence on the implementation of gender parity strategies in primary schools while 37.9% of stated that they did not believe that individual factors the implementation of gender parity strategies in public primary schools. However, the study established that majority of teachers who believe that individual factors influence the implementation of gender parity strategies in public primary schools mentioned that this influence is of little extent. The results revealed the teachers believe that the only self-

esteem is a factor influencing implementation of gender parity in public primary school that in the public primary schools.

On home based factors influencing the implementation of gender parity strategies in Isinya Sub-County, Kajiado County, the study established that majority (82.8%) respondents believe that home based factors influence the implementation of gender parity strategies in public primary schools. This was further affirmed by the teachers who stated that they agree that home based factors influence the implementation of gender strategies to a high extent.

On traditional factors influencing the implementation of gender parity strategies in Isinya Sub county, the study established that majority of the teacher (85%) believe that traditional factors influence the implementation of gender parity strategies. This was further established by the study findings that showed that 58% of the teachers believe that traditional practices influence the implementation of gender parity strategies to a high extent.

On School based factors influencing the implementation of gender parity strategies in public primary schools, the study established that 73.8% of teacher believe that school based factors influence implementation of gender parity strategies. This was further affirmed by the fact that majority of the teacher believe that school based influence gender parity strategies to a high extent.

5.3 Discussion of Findings

These findings revealed that there is a significant relationship between individual factors and the challenges faced in the implementation of gender parity strategies. This was indicated by a p-value of 0.055. The findings of this study are consistent with a number of scholars including; Staffolani and Bratti, (2002), McDonald, Newton, Whetton and Benefield (2001), Mohammad

and Almaheed (1988) Waller and Foy (1987) and who all demonstrated individual factors affect gender parity in schools. The studies further corroborated the study findings that established that individual factors influence implementation of gender parity strategies, albeit at a low extent. The researcher noted that the studies by Staffolani and Bratti, (2002), McDonald, Newton Geiser and Santelics (2007) had similar conclusions and so was this study.

The study findings also established that there is a significant relationship between homebased factors and implementation of gender parity strategies. This was indicated with a p-value of by 0015. However, these study contradict the findings Moyi (2010) who established claimed that home based factors is not significant to gender equality. However, the study further established that further division of home based factors indicates a significant relationship between household characteristics and gender equality.

The study findings established that there is a significant relationship between schools based factors and the implementation of gender parity strategies. This was indicated by a p-value of 0.0011. This finding agree with Roble (2006) who observed that strategies of gender parity in Garisssa district has been affected by school based factors such as school facilities, school resources, school management. However, the study findings in Garissa also established that role model in schools is also central in determining the implementation of gender parity strategies. This is unlike the study in Kajiado that established that role model is not a determinant to gender parity in schools.

Finally the study findings established that there is a significant relationship between traditional practices and the implementation of gender parity strategies. This was indicated by a p-value of 0.0011. These finding confirm the findings of a study carried out among Maasai in Tanzania that

established that traditional practices, particularly FGM and early marriages to be determinants of gender inequality in primary schools in Tanzania (Bingham, 2011). These findings attest to the role played by traditional factors in determining the implementation of gender parity strategies.

5.4 Conclusion

In conclusion, the implementation of gender parity strategies in Isinya Sub-County, Kajiado County is influenced by a number of factors. The major factors contributing to this low performance as the study established included school based factors such as lack of adequate physical facilities in the school, teachers availability and preparedness, socio-cultural factors such as early marriages, home environment, nomadism and female genital mutilation, family's economic and educational background factors such as high parents poverty levels and lack of support and encouragement from parents. Other factors that affected the implementation to a minor level include individual factors such as gender and health of individuals. The study also concluded that lack of funds from the government is also a major challenge that influences the implementation of gender parity strategies, particularly supervision of the implementation process.

5.5 Recommendations

The study proposes the following recommendations to tackle gender disparities in Kajiado County primary schools.

The parents need to be sensitized on the importance of education for their children and should be included in all attempts to address barriers influencing gender parity in primary schools.

Parents should be encouraged to change their attitude the girl child in Maasai community through sensitization and community mobilization meetings.

There is need for policy makers to engage develop an integrated approach to tackle gender disparities in primary schools. This may require them to give incentives to encourage more uptake of female teachers

There is need for the county government to allocate money to support and compliment the efforts of the national government in addressing gender disparities in public primary schools in Kajiado County.

The government and other stakeholder should continuously champion the eradication of FGM and early marriages which are an impediment to the implementation of gender parity strategies in schools.

The government should avail sufficient funds to improve school environment. These should focus on improving school facilities, the ratio of male to female teachers in schools, change school curriculum and

5.6 Suggestion for further research

There is need to carry out a comparative study between rural and urban primary schools. This would help find out how various factors impact on gender disparity among schools in urban and primary schools. The same study can be done for other levels of education since the presence of both genders is important for the social and emotional development of the child. There is need for a study on the impacts of gender disparity on the social, emotional and cognitive development of children.

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Appendix I: Questionnaire for Teachers.

Instructions: Answer the following Questions as free as possible. The answers Provided will be kept confidential and will only be used for the purpose of this study

Background Information

1. Age…….. Sex Male [ ] Female [ ]
2. Marital Status [ ] Single [ ] Married [ ] Divorced [ ] Separated
3. How long have you been in this School
   i) Less than 5years.
   ii) 5 to 10 years
   iii) 10 to 15 years
   iv) More than 15 years

SECTION A: INDIVIDUAL BASED FACTORS AFFECTING THE IMPLEMENTATION OF GENDER PARITY STRATEGIES

1. In your opinion does Individual Based Factors affect the implementation of gender parity strategies?
   Yes [ ] no [ ]
2. If yes in above describe how you believe individual factors have led to gender disparities in primary schools in Kajiado
   County……
   ……
   ……
   ……
   ……
   ……..

3. The following information relates to individual factors and implementation of gender parity strategies in education use the scale of 1 to 5 to rate them where 5=strongly agree, 4=agree, 3= undecided, 2=disagree, 1=strongly disagree.

   (1) Do you believe that gender as a factor has hindered the implementation of gender parity strategies (a) Yes (b) No
   (2) If Yes to the above what extent do you believe that occupation of parents is an challenge to the implementation of gender parity strategies
   (a) To a great extent (b) To a Very Extent (c) To moderate extent (d) To little extent
   (e) To no Extent
   (3) Do you believe that low self-esteem among girls in the area has been a challenge to the implementation of gender parity strategies in the district?
   (a) Yes (b) No
   (4) If Yes to what extent do you believe that low self-esteem is an challenge to the implementation of gender parity strategies (a) To a great extent (b) To a Very Extent (c) To moderate extent (d) To little extent (e) To no Extent

(5) What other individual based factors in the areas affect implementation of gender parity
strategies……
……..

SECTION B: HOME BASED FACTORS AFFECTING THE IMPLEMENTATION OF GENDER PARITY STRATEGIES

Do you believe that home based factors have hindered the implementation of gender parity strategies (a) Yes (b) No
If yes in above describe how you believe that home based factors have led to gender disparities in secondary schools in Kajiado
County……
……
……
……
……

The following information relates to home based factors and implementation of gender parity strategies in schools in the community, use the scale of 1 to 5 to rate them where 1=strongly agree, 2=agree, 3= undecided, 4=disagree, 5=strongly disagree.

Statement	**SA**	**A**	**Undecided**	**D**	**SD**
The poor economic status of parents is an impediment to the implementation of gender parent strategies in public primary schools in Kajiado					
Parents level of education determines to what extent the implementation of gender parity strategies are successful in Kajiado primary schools					
Household responsibilities have greatly hindered the implementation of gender parity strategies					
Family size has affected the implementation of gender parity strategies in primary schools in Kajiado					
Home environment has greatly affected the implementation of gender parity strategies in primary schools					

What other social factors in the areas affect implementation of gender parity strategies……
……..
To what extent do the social factors affect implementation of gender parity strategies (a) To a great extent (b) To a Very Extent (c) To moderate extent (d) To little extent (e) To no extent?

SECTION C: TRADITIONAL PRACTICES AFFECTING THE IMPLEMENTATION OF GENDER PARITY STRATEGIES

Do you believe that traditional practices have hindered the implementation of gender parity strategies (a) Yes (b) No

If yes in above describe how you believe that traditional practices have led to gender disparities in primary schools in Kajiado County……
……
……
……
……

The following information relates to traditional practices and implementation of gender parity strategies in schools in the community, use the scale of 1 to 5 to rate them where 1=strongly agree, 2=agree, 3= undecided, 4=disagree, 5=strongly disagree.

Statement	SA	A	Undecided	D	SD
Responsibility of large families has affected the implementation of gender parity strategies in primary schools					
Marital and family problems that culturally led to divorce or separation has affected the implementation of gender parity strategies tin primary schools in Kajiado.					
FGM practice in the area has hindered implementation of gender parity in school enrollment and participation					
The implementation of gender parity strategies have been hindered by early marriages and pre- marital pregnancies in the area					
Perception of girl child education in Maasai culture has hindered the implementation of gender parity in school enrollment and participation					
Male preference in the community has greatly hindered the implementation of gender parity in primary schools.					

What other cultural factors in the areas affect implementation of gender parity strategies……
……..

To what extent does the cultural factor mentioned affect implementation of gender parity strategies (a) To a great extent (b) To a Very Extent (c) To moderate extent (d) To little extent (e) To no Extent?

SECTION D: SCHOOL ENVIRONMENT FACTORS AFFECTING IMPLEMENTATION OF GENDER PARITY STRATEGIES

Do you believe that school based factors have hindered the implementation of gender parity strategies (a) Yes (b) No

If yes in above describe how you believe that school based factors have led to gender disparities in secondary schools in Kajiado County……
……
……
……
……

The following information relates to school based factors and gender parity in schools in the community, use the scale of 1 to 5 to rate them where 1=strongly agree, 2=agree, 3= undecided, 4=disagree, 5=strongly disagree.

Statement	**SA**	**A**	**undecided**	**D**	**SD**
Lack of equal access to curriculum affect implementation of gender parity strategies					
Distance to school hinders implementation of gender parity in schools					
Lack of toilet facilities in School deters implementation of gender parities					
Absence of teacher who are role model hinders implementation of gender parity strategies					
The school's admissions and transition systems have greatly hampered implementation of gender parity					
Sexual harassment in primary schools hinders implementation of gender parity strategies in Kajiado					

What other school environment factors in the areas affect implementation of gender parity strategies……
……..

To what extent do the school environment factors affect implementation of gender parity strategies (a) To a great extent (b) To a Very Extent (c) To moderate extent (d) To little extent (e) To no Extent?

SECTION D: IMPLIMENTATION OF GENDER PARITY STRATEGIES

Are you aware of any strategies that the government has issue in the county to improve gender parity?

(a) Yes (b) No

If Yes in above describe some of the strategies that schools are expected to put in place……

……

……

Has the implementation of strategies to improve gender parity in schools faced any challenge (a) Yes (b) No

To what extent has the implementation of gender parity strategies faced challenges in schools (a) To a great extent (b) To a Very Extent (c) To moderate extent (d) To little extent (e) To no Extent?

THANKS FOR YOUR CO-OPERATION

Appendix II: Interview Guide

INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICERS, HEAD TEACHERS

1. Name of the district……
2. Name of the School…….

2. What are the educational policies put in place in the district/schools to ensure quality education?
3. Is there any policy which makes emphasis on gender in the district/school?
4. To what extent are the stated policies effective in addressing gender disparity in the primary schools in your district?
5. What problems do you face in enforcing the stated policies in schools?
6. What are the priority areas of the stated policies in your district?
7. Which other organizations do you partner to ensure that girls are enrolled and remain in school?
8. What is the relationship between your girl child education units and the organizations that assist in girls 'education?
9. How do you monitor to ensure that policies are properly implemented in your school or the district?
10. What can be done to ensure that girls have equal access to basic education as compared to boys in your district?

Appendix III: Transmittal Letter

TUTAYO SIRONKA
Department of Extra Mural Studies
School of Distance and Continuing education
University of Nairobi
P.O Box 30197-00100, G.P.O, Nairobi
0728275645; Email: tutyos@yahoo.com

SUBJECT: **MASTER OF PROJECT PLANNING AND MANAGEMENT RESEARCH PROJECT**

STUDY TOPIC: GENDER IN EDUCATION

STUDY TITLE: Factors affecting the implementation of gender parity strategies in public schools in Kajiado County.

Dear Sir/Madam,

I am a final year MA Student carrying out an academic research for the purpose of examination leading to the award of a degree of Master of Project Planning and Management.

The purpose of this letter is to request you to provide the required information as per the questionnaires and interview guides provided. Kindly be as honest and as thorough as possible. The information you provide will be considered as confidential and will only be used for the purpose of my examination only.

Thanking you in advance for your cooperation.

Yours faithfully

TUTAYO SIRONKA

L50/82574/2012

Appendix IV: Sampling Size Table

Table 1: Table for Determining Sample Size for a Finite Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix v: list of public school

Appendix vi: Letter of Permission to Collect Data from the University

Appendix vii: Letter of Permission to Collect Data from the National Commission for Science Technology and Innovation