

**INSTITUTIONAL FACTORS INFLUENCING GIRL- CHILD
PARTICIPATION IN PRIMARY EDUCATION IN KWANZA
DIVISION, TRANS-NZOIA COUNTY, KENYA**

Gladys Nelima Khamala

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DECLARATION

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

Gladys Nelima Khamala
E55/62822/2013

This research project has been submitted for examination with our approval as the university supervisors

Dr. Ibrahim Khatete
Senior Lecturer
Department of Educational Administration and Planning
University of Nairobi

Dr. Jeremiah M. Khalai, PhD
Senior Lecturer
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This work is dedicated to my husband Aggrey M. Wamocho and children Dimphine, Lesly, Mary, Valentine, Lewis and Pamela.

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I sincerely want to thank God for having sustained me, given me good health in all my endeavors. Without him, nothing would have been possible.

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TABLE OF CONTENTS

Content	Page
Title page.....	i
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
LIST OF TABLES.....	x
LIST OF FIGURES.....	xii
ABBREVIATIONS AND ACRONYMS.....	xiii
ABSTRACT.....	xiv

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	7
1.3 Purpose of the Study.....	8
1.4 Objectives of the Study.....	9
1.5 Research Questions.....	10
1.6 Significance of the Study.....	10
1.7 Limitations of the Study.....	11
1.8 Delimitations of the Study.....	11
1.9 Basic Assumptions.....	12
1.10 Definition of Significant Terms.....	12
1.11 Organization of the Study.....	14

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	15
2.2 The Concept of Girl-Child Participation in Education.....	15
2.3 Age and Girl-Child Participation in Education.....	16
2.4 Peer Pressure and Girl-Child Participation in Education	16
2.5 Pupil-Teacher Relationship and Girl Child Participation in Education	18
2.6 Guidance and Counseling and Girl-Child Participation in Education	21
2.7 Provision of Sanitary Towels and Girl-Child Participation in Primary Education.....	22
2.8 Summary of Literature Review.....	23
2.9 Theoretical Framework	24
2.10 Conceptual Framework	24

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	26
3.2 Research Design.....	26
3.3 Target Population.....	26
3.4 Sample Size and Sampling Technique.....	27
3.5 Research Instruments	27
3.6 Validity of the Research Instrument	28
3.7 Reliability of the Research Instrument.....	29

3.8 Data Collection Procedure.....	29
3.9 Data Analysis Techniques	30
3.10 Ethical Considerations.....	30

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INERPRETATION

4.1 Introduction.....	31
4.2 Questionnaire Return Rate.....	31
4.3 Demographic and Background Information of Respondents	32
4.3.1 Age Distribution of Respondents	33
4.3.2 Academic Qualification of Respondents	34
4.3.3 Administrative Experience of Respondents.....	35
4.3.4 Gender of Respondents.....	36
4.4 Guidance & Counseling and Girl Child Participation in Education	37
4.5 Institutional Factors Influencing Girl-Child Participation in Education in Primary Schools.....	38
4.6 Pupil/Teacher Relationship and Girl Child Participation in Education in Primary Schools.....	40
4.7 Provision of Sanitary Towels and Girl-Child Participation in Primary Education.....	41
4.8 Peer influence and Girl-Child Participation in Education.....	43
4.9. Institutional Factors Influencing Girl Child Participation in Primary Education.....	44

4.10: Pupils and Factors Influencing Girl Child Participation in Primary Education.....	47
4.11 Problems Encountered By Head Teachers in Effecting Girl Child Participation.....	48
4.12 Suggestions by Head Teachers in Effecting Girl Child Participation	49
4.13 Class Teachers and Factors Influencing Girl Child Participation in Primary Education	49
4.14 Class Teachers’ Suggestion on the Improvement of Girl Child Participation in Education	51
4.15 Pupils’ Opinions on Improvement in Participation in Education	52

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	54
5.2 Summary of the Study	54
5.3 Summary of the Study Findings	55
5.4 Conclusion of the Study	56
5.5 Recommendations of the Study	57
5.6 Suggestions for Further Research	57
REFERENCES.....	59

APPENDICES.....	65
Appendix 1: Introductory Letter.....	65
Appendix II: Questionnaire for Head Teachers.....	66
Appendix III: Questionnaire for Class 8 Class Teachers.....	70
Appendix IV: Questionnaire for Class Eight Pupils.....	72
Appendix V: Research Authorization.....	76
Appendix VI: Research Permit.....	77

LIST OF TABLES

Table	Page
Table 1.1: The Enrolment for Schools in Kwanza Sub-County	8
Table 4.1: Questionnaire Return Rate	32
Table 4.2: Age Distribution of Teachers	33
Table 4.3: Age Distribution of Pupils	34
Table 4.4: Academic Qualification of Respondents	35
Table 4.5: Administrative Experience of Respondents.....	36
Table 4.6: Gender of Respondents.....	37
Table 4.7: Guidance and Counselling and Girl Child Participation	38
Table 4.8: Participation levels	39
Table 4.9: Age and Girl Child Participation in Education in Primary Schools	39
Table 4.10: Negative/Positive Pupil Negative Relationship	40
Table 4.11: Pupil/Teacher Relationship and Girl Child Participation in Education.....	41
Table 4.12: Provision of Sanitary Towels and Participation Level	42
Table 4.13: Provision of Sanitary Towels and Girl Child Participation in Primary Education	42
Table 4.14: Negative/Positive Pupil Negative Relationship	43
Table 4.15: Peer influence and Girl-Child Participation in Education/Drop out.	44
Table 4.16: Institutional Factors and Girl Child Participation	45
Table 4.17: Pupils and Factors Influencing Girl Child Participation in Primary Education.....	47

Table 4.18: Problems Encountered By Head Teachers in Effecting Girl Child Participation.....	48
Table 4.19: Suggestions by Head Teachers in Effecting Girl Child Participation.....	49
Table 4.20: Class Teachers and Factors Influencing Girl Child Participation in Primary Education	50
Table 4.21: Suggestion on the Improvement of Girl –Child Participation in Education in Public Primary Schools.....	51
Table 4.22: Pupils (girls) Opinions on Improvement in Participation of Education.....	52

LIST OF FIGURES

Figure	Page
Figure 2.1: Conceptual Framework: Girl-Child Participation in Primary Education.....	25

ABBREVIATIONS AND ACRONYMS

EFA	:	Education for All.
EGCRF	:	Europe Group Counseling Research Forum
FAWE	:	Forum for African Women Educationists.
FPE	:	Free Primary Education
KNUT	:	Kenya National Union of Teachers
MDGs	:	Millennium Development Goals
MOE	:	Ministry of Education
NACOSTI	:	National Commission for Science, Technology and Innovation
NAEP	:	National Assessment of Education progress
SPSS	:	Statistical Package for Social Science
SRGBV	:	School Related Gender Based Violence.
UNESCO	:	United Nations Educational Scientific and Cultural Organizations.
UPE	:	Universal Primary Education

ABSTRACT

The purpose of this study was to investigate factors influencing girl-child's participation in primary education in Kwanza Division, Trans-Nzoia County Kenya. The study sought to determine the extent to which pupil's age, pupil/teacher relationships, provision of sanitary towels, peer pressure and guidance and counseling influence girl-child participation in primary education in Kwanza Division, Trans-Nzoia County, Kenya. There are 35 primary schools in the Kwanza Division, Trans-Nzoia County, Kenya. The study targeted population comprised of 35 headteachers, 35 class teachers and 420 girls from the sampled schools. Simple random sampling technique was used to select schools whereas the respondents were picked purposively. The respondents who were picked purposively were those from double streams because of their larger population. Out of 35 schools, 10 of them were double streams. The study used self-constructed questionnaires as research instruments to administer to head teachers, class eight teachers and class eight girls. A test retest technique was used to estimate the degree to which the same results could be obtained with the same repeated measure of accuracy. The data was then analyzed using frequency tables. 168 girls equivalent to 40% of those interviewed showed that age was a determining factor in girl child participation in education. 80% of the headteachers, 70% of the class teachers, 66% of the pupils indicated that those who got involved in pupil teacher relationships were affected. Provision of sanitary towels was a factor to be considered as those who received indicated by 45% participated in education as compared to 50% of those who did not receive and did not participate in education. The findings of the study indicated that girl-child participation in primary Education was influenced by age, pupil/teacher relationship, provision of sanitary towels, peer pressure and guidance and counseling. The study concludes that girls should not be made to repeat classes; they should always be motivated to perform well so that they are promoted to the next classes. The study also concludes that pupil/teacher relationships should be cordial, friendly and be full of encouragement but not harassment to foster daily attendance of school by girls; they should be regularly given sanitary towels. The study also concludes that that peer pressure greatly affects girl-child participation in primary Education; the girls should be guided and counseled regularly. The study recommends that acceleration should be allowed to girls who are overage so that they can complete primary Education in time. The study also recommends that acceleration should be allowed to girls who are over age so that they can complete primary Education in time. The study also recommends that male teacher found harassing the girls should be dealt with according to the Teachers Service Commission, TSC regulations. Further research was suggested to be done on girl-child participation in primary Education in Private Schools and also be done to investigate factors influencing girl-child access to primary Education in Kwanza Division, Trans-Nzoia County.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is the foundation which every person builds on for the rest of his/her life, in the world. The United Nations Educational Scientific and Cultural Organizations (UNESCO, 1994) recognized education as one of the basic human rights. Education is to ensure that both boys and girls from poor families enroll and complete a full course of pre-primary, primary, secondary and even university. Educating girls is one of pre-primary, primary, secondary and even university. Educating girls is one of the strongest ways not only to improve gender equality but in promoting economic growth and health development of families, communities and nations through human development of families, communities and nations through human development.

However statistics from United Nations Declaration of Human Rights (UNDHR) shows around 67million children worldwide and many of them girls do not get education opportunities and achievements due to war, famine, natural disasters and corruption. For many years, education for girls has been identified as one of the best investments a society can make because of the many social and economic benefits that accrue (Mbani, 2008). These documented benefits include late marriages as more time is spent on education, proper nutrition and rapid economic growth (Mwandosya, 2001). He eluded that “if more girls had gone to school a generation ago, millions of infant deaths could have been

avoided, and children could be healthier and happier”’. This focus reflected international commitments on Education for All (EFA) and the Millennium development goals (MDGS) to achieve universal primary education in the context of persistent gender gaps.

Studies on enrolment and girl child participation in education in primary and lower secondary in Ghana show that although there was an overall enrolment increase, children from poor households continue to be under-represented in enrolments (Akyeampong, 2009; Rolleston, 2009). Thus despite the establishment of provision of sanitary towels, the study clarifies that the provision of sanitary towels has not been enough to ensure participation education for the poor. Akyeampong and Rolleston (2009) made it explicit that not only indirect costs hinder participation in education by the poor but also opportunity costs substantially affect the chances of poor children to enroll in and complete basic primary education.

In Malawi, a study on enrolment patterns indicated that participation in education in the Country continues to reflect household wealth (Chimombo, 2009) hence pupils are affected by personal factors like their parents economic status. Their parents are not wealthy enough and may lack basic needs like provision of sanitary towels to the girls.

Forum for African Women Educationist (FAWE, 2004) emphasized on strategic objectives which included Advocacy to increase participation of girls in education, improvement of capacity building of community and educationalists

in promoting girls education, strengthen partnerships and network with like-minded organizations. Where boys and girls should be given equal opportunities in education both at home and schools.

At least they (girls) should not be discriminated and forced into early marriages, household chores at home. At school, they should be allowed to choose the subjects of their study depending on their capacity (Wrigley, 1995).

There are incidences of fathers who prefer to educate boys than girls as girls are seen as being educated for somebody else's benefits. Boys are therefore viewed as pillars of the patriarchal society (FAWE, 2004). Girls are not given enough time for them to actively participate in education. The traditional set up emphasized on education of boy child and very little about girl child education since they considered the fact that they (girls) would be married off (Okemwo, 2010). However, the perception has slightly changed although the notion of educating a boy at the expense of girls is still persistent. There has been low progress towards achieving the objectives of education for All (EFA) which particularly emphasizes universal and compulsory education. "Why therefore are girls still denied the opportunities of going to school while EFA emphasizes universal education for all? (UNICEF, 2006).

The right to education and gender equality are central to development objectives described in the education for All (EFA) agenda and the millennium Development Goals (MDGS). These objectives have been important in drawing international attention and effort to educational issues and over time

considerable gains in participation to education have been realized. Nevertheless there are still over 60 million children out of school globally with some 57% being girls (UNCEF, 2006). As such gender equality is integral to the achievement of universal participation to education. Gender Based Violence (GBV) within and around schools has a significant impact on educational participation and gender equality. It requires particular attention in the continuing drive towards EFA. The achievement of the MDGS will need to remain firmly on the international agenda in the post 2015 era. This can also heighten the risk of HIV infection for children and adolescents which also has an impact on enrolment and participation in education (UNESCO, 2012).

As the international education goals stipulate it is participation in quality education that is important and this clearly goes far beyond simple enrolment. Likewise gender parity in the number of children who are admitted and participate actively in education is only a first base indicator of gender equality; it cannot inform us much about how gender plays out with respect to the broader notion of education participation. (Buregeya, 2011).

The greater difficulties experienced by girls in gaining admission to school indicate forms of gender discriminations within communities while the higher proportions of female drop out also suggest that forms of gender discrimination in school are working to push out those who have managed to get into school. Gender inequalities are most apparent in societies characterized by deeply gained structures of authoritarianism and patriarchy in which women are particularly powerless (Fatuma & Sifuna 2006).

The right to education has been re-affirmed internationally (UNICEF, 2001). Article 28 of the United Nation's convention on the rights of the child states that every child has a right to education no matter what his or her circumstances. The Government of Kenya has started its commitment to making this a reality (Republic of Kenya, 2005). This commitment to achieving equity is of utmost importance as equity in education is a fundamental principle of the education for All (EFA) agenda.

According to UNESCO (2008) equity in education should ensure provision of education is appropriate, relevant and viable learning opportunities to all children without distinction of location, tribe or ethnicity.

The Ministry of Education's document (2004, 2005) point or reveal other reasons such as high level of poverty levies for private tuition, unfriendly school environment, negative effects of HIV/AIDS pandemic and rising repetition rates affect girl child participation in education (MOE 2004, 2005). Female students living in poverty are at particular risk of sexual exploitation often accompanied by increased exposure to HIV (Greene, 2013). This could be as a result of pupil teacher relationship. Some male teachers normally harass girls either sexually or they intimidate them, these study seeks to investigate the extent to which pupil teacher relationship influences participation in education by girl child.

For pupils (girls) not to participate in education is a great concern for any government or society. Despite many policies and strategies developed to enhance girl child participation in education, there are still some students who

do not participate in education at all. The universal declaration of human rights, article 26, for instance states categorically that everyone has the right to education (UNESCO, 1998). In pursuit of achieving the same the Kenya government laid down policies and allocated money in the national budget for provision of education to her people (MOEST, 2005). However, girls are not participating in education as is required of them (Wamahiu, 2007).

Adolescents have always been exposed to peer influence .i.e. peer pressure (UW-Stout 2004). Peer pressure is often associated with negative outcomes such as skipping school, wearing distasteful clothing for instance.

Social influence plays an important role in behavior change (Bron fen brennerr's, 1997). Health Act (2014) argues that there is evidence that the presence of a friend increases physical, cognitive and psychosocial activities in school-aged children and young adolescents.

Peer influence among pupils commonly aims to influence individual knowledge, attitudes, beliefs or behaviors (Brown, 2006). Males and females differ in the overall peer relations and learning. He also argued that peer pressure influences tend to peak between the eighth and ninth grades.

John & Johnson (2006) argued that children are socialized by the people with whom they associate through daily interaction. For many years, acceptable social customs are fostered.

Peer effect is a particularly strong influence in academic achievement. It influences children's behavior including study habits and personal academic development (NAEP Report, 2008). The study seeks to investigate the extent to which peer grouping influences girl child participation in education in Kwanza division Trans-county

1.2 Statement of the Problem

Kwanza Division is situated in Kwanza Sub-County, Trans-Nzoia County. It has 35 public primary schools. Despite the substantial advancement of girls in many counties, there remain sobering statistics. Currently of 793 million illiterate people in the world two thirds were/are women and girls. Although there has been a world increase in the enrolment and acquisition of education of girls in primary schools due to global efforts to ensure education, there remains a substantial gender gap. This is according to World Development Report (2008). Particularly in south Asia and sub-Saharan African.

In Kwanza Division, Trans-Nzoia County due to sobering statistics on enrolment and participation in education by the girl-child, there was need for carrying out a study to investigate the institutional factors that influence girl-child participation in education in primary schools.

Table 1.1: The Enrolment for Schools in Kwanza Sub-County

Division	2010		2011		2012		2013		2014	
	M	F	M	F	M	F	M	F	M	F
Kwanza	1645	1314	1829	1432	1930	1824	2070	1850	2150	1970
Kaisagat	2109	1718	2299	2031	2355	2242	2788	2441	2860	2460
Endebess	2316	2042	2515	2282	2660	2140	2791	21	2940	2480
Chepchoina	2430	2070	2530	2370	2840	2430	2970	2472	3036	2650

Source: Statistical Data on enrollment Kwanza sub County 2014

As indicated in the above table the overall enrollment in Kwanza sub-county and the number of girls enrolling and participating in education has remained low for the past 5 years, compared to other divisions, Kwanza has recorded the lowest number of girls participating in education. This study seeks to find out the institutional factors that contribute the low numbers in girls' participation in education in Kwanza Division in Trans Nzoia County.

1.3 Purpose of the Study

The purpose of this study was to investigate the institutional factors that influence -child participation to primary education in kwanza Division Trans-Nzoia County.

1.4 Objectives of the Study

The study was guided by the following objectives;

- i. To establish how age influences girl child participation in education in Kwanza Division, Kwanza sub-county Trans Nzoia County.
- ii. To examine how pupil / teacher relationship influence the girl – pupil participation in primary education in Kwanza division Trans-Nzoia County.
- iii. To determine how provision of sanitary towels influence girl child participation in education in kwanza division, Trans-Nzoia County.
- iv. To establish how pressure peer influences primary girl-child participation in primary education in Kwanza division, Trans-Nzoia County.
- v. To establish how guidance and counseling influences girl-child participation in primary education in Kwanza Division, Trans-Nzoia County.

1.5 Research Questions

The study sought to answer the following research questions:

- i. How does age influence girl child participation in education in Kwanza Division, Trans-Nzoia County?
- ii. In what ways does pupil-teacher relationship impede girl-child participation in basic education in Kwanza Division, Trans-Nzoia County?
- iii. To what extent does provision of sanitary towels influence girl child participation in basic education in Kwanza Division, Trans-Nzoia County.
- iv. To what extent does peer pressure influence girl-child participation in education in primary school in Kwanza Division, Trans-Nzoia County.
- v. To what extent does guidance and counseling influence girl-child participation in education in primary schools in Kwanza Division, Trans-Nzoia County.

1.6 Significance of the Study

The research findings on institutional factors that influence girl child participation in primary education in Kwanza Division, Trans-Nzoia County are hoped to provide useful information that may influence decision making among the girls (youth) in Kwanza Division, Trans-Nzoia County. The findings may also be useful to the stakeholders and education administrators in designing customized and more effective strategies or interventions to the problem.

Furthermore, the information collected could be additional to the available information on institutional factors that influence girl-child from participating in education. It is hoped to result to identification of specific mobilization campaigns and strategies by the area educational officials to address the situation. The parents and teachers may use the research findings in counseling the female pupils towards participating in quality education and its benefits to them and the society at large. At the same time the study may also form a basis for further research.

1.7 Limitations of the Study

According to Mugenda and Mugenda (2010) limitation is an aspect of research that may influence the results negatively but over which the researcher has no control. In this research it seemed like the respondents were sharing information which was bound to affect the objectivity of the findings. However to minimize this problem, the researcher appealed to the respondents to be frank with assurance that their responses would be treated with confidentiality and would only be used for the purpose of the study. The researcher was also not in a position to control other variables that may have had influence on the study.

1.8 Delimitations of the Study

The study was confined to public primary school pupils, teachers and head teachers in Kwanza Division, Trans-Nzoia County. This is mostly preferred since public schools have similar set up guided by policies from the ministry of education hence no information will be sought from teachers, pupils and head teachers in private schools.

1.9 Basic Assumptions

The study was based on the following assumptions.

- i. That all the respondents provided dependable data.
- ii. All respondents were able to identify the factors that influence participation in basic education by the girl-child.

1.10 Definition of Significant Terms

Age – This is an individual's development measured in terms of the years requisite for like development of an average individual.

Basic education – Education offered at lower levels for numeracy and literacy skills.

Cultural factors – These are customs, ideas and beliefs in a society.

Drop out – Early withdrawal of students from school without completing the required level and no re-enrolment back to school.

Gender discrimination – Refers to unequal or preferential treatments to individuals of groups based on their gender that result into reduced access to or control of resources and opportunities.

Gender equity – Refers to equal treatment of women and men, boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources.

Gender violence – Unsolicited and inappropriate touching mostly of the girls.

Girl child - Female child from birth to young woman hood.

Guidance and counseling - is a planned and organized work aimed at assisting an individual to understand himself or herself and his or her abilities and develop his or her potentialities

Participation – To take an active part in the acquisition of knowledge, skills, values and attitudes in education.

Peer pressure is influence on a peer group, observers or individual exerts that encourages others to change their attitudes, values, or behaviors to conform to groups.

Primary heads of school – administrators, accounting officers in charge of primary public schools.

Public schools - These are schools that are guided by similar principles set by the ministry of education access.

Sexual harassment – Unwelcome acts of sexual nature that cause discomfort to the targeted persons. These may include words, persistent requests for sexual farms gestures, touch, suggestions, and coerced sexual intercourse.

Social factors – These are factors that influence the society and the way it is organized.

Transition – This is changing from one state to another. It means the students who enrolled in school in class one are able to go through the 8years course.

The students are able to graduate or proceed to the next stage or class-in the successive years.

1.11 Organization of the Study

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

Chapter two presented reviewed literature to the effect of institutional factors influencing girl-child participation in public primary education, age, pupil/teacher relationships, peer pressure, provision of sanitary towels, guidance and counseling in Kwanza Division, Trans-Nzoia County. It also had the summary of reviewed literature, theoretical and conceptual framework.

Chapter three included research design, target population, sample size, sampling technique, research instruments, reliability and validity and procedures for data collection and analysis techniques.

Chapter four comprised of data reporting analysis and interpretation. Chapter five consisted of the summary of the study conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher reviewed literature on the studies that have been done on institutional factors influencing girl child participation in education. The chapter presents the concept of pupils-teacher relationship, provision of sanitary towels, guidance and counseling, age and peer pressure. Summary of literature review, theoretical and conceptual framework.

2.2 The Concept of Girl-Child Participation in Education

Participation means giving children a say in their education, listening to them and involving them as much as possible in school life (Carnegie, 1988). It means valuing their opinions and ideas and giving them control of their learning (UK Trust Report 2001). When children have a say in their education they not only, exercise their rights but they also achieve more, have improved self-esteem, get on better with their classmates, contribute to a better school environment with better discipline and a culture where learning is a shared responsibility (Acheson, 1987).

There is evidence that involving pupils more in school life can have positive impacts for themselves, the school and the staff. It can lead to improvements in attainments, pupils more confident in their learning, improvement in teaching practices, better discipline and behavior, enhanced communication and listening

skills for pupils (Carnegie UK trust 2001).girl child participation in education will therefore make girls perform better and acquire self-esteem.

2.3 Age and Girl-Child Participation in Education

The problems of school pregnancies are as a result of rape and sexual harassment. Reported cases of girls aged between 14 to 18 years drop out of school every year due to pregnancy which sometimes leads to early marriages (Mutumbai, 2005) school drop put among females was slightly higher in rural than urban areas as indicated by Ministry of Health Report Nairobi (2009). The study carried out in Nairobi pregnancy as the third most common reason cited pregnancy as the third most common reason cited by respondents for female dropping out of school as indicated by Okumu (2005).

Abagi (2005) argues that learners who are over age tend not to perform well. They are frustrated as they are the lowest achievers and hence give up in pursuit for education. There is a significant relationship between age and performance

2.4 Peer Pressure and Girl-Child Participation in Education

Pupils once in school interact with others. There is a significant relationship between education and interaction. Schools are pervasive gender socialization institutes (Wrigley, 2005). Peer pressure influences girl child participation in education, peer groups if not well guided can lead to devastating results like engaging in drug abuse as noted by Wrigley (2005) and Wanyoike (2003). Due to peer pressure, some learners end up conforming to what their friends engage in. If they do not comply, they end up being frustrated. If they give in, they may

become victims of early pregnancy and contracting HIV and Aids. Finally, they withdraw from school prematurely (Ngweno, 2004). The national policy for education (MOEST (2005) requires that girls who become pregnant and drop out should enroll back to school. However, this poses a big challenge due to cultural backgrounds. The parents are also demotivated in taking the children back to school. The most recent survey on the policy of pregnant girls required to re-enroll back to school faced a lot of challenges (Mutambai, 2005; (Fatuma & Sifuna, 2006). However, the policy lacked proper monitoring and evaluation mechanisms. In some communities, such girls are viewed as adults and hence married off early. MOE, (2007) recommendations are made that a country must critically assess existing policies to determine their impact on the survival of girls in schooling and then either review them or devise new ones that will help to promote gender equality and reduce female drop out and participation in education. This study will establish whether personal characteristics or behavior can lead to girls not participating in education in primary schools.

Some academics argue that peer effects become more important as time passes, peaking somewhere during adolescence. At the same time, children must foster positive peer group early in order to become well-adjusted adolescents and adults (Gardener & Bauman, 2005). Having friends in school allows the child to learn a host of skills like trust building, conflict resolution and trust building among others, without positive peer group interactions, serious social problem may develop peer rejection in early childhood and early adolescence for example is a good predictor of social and academic problems later. Peer

approval leads to a pro-social behavior in many areas of a child's life including academics. This in turn will tend to affect the self-esteem of the child which has other social consequences (NAEP, 1998).

Peer effects become strongest during adolescence further the literature indicates that peers significantly influence all facets of child's life including academic achievement (Thomas Tate, 2007). Peer relationships influence the growth of problem of behavior in children or among the youths.

The peer group becomes an agency of learning. They (learners) develop a sense of self from their perceptions of important people in their surroundings, including relatives, teachers and peers. Socio economic status, ethnic identification and parents' occupations affect how families view themselves and the process by which they socialize their children (Bornstein, 2002). Later as children leave the home setting, their self-perception and socializing skills become influenced by how their peers view them. This study therefore seeks to investigate the extent to which peer influence affects girl child participation in primary education in Kwanza Division, Trans-Nzoia County, Kenya.

2.5 Pupil-Teacher Relationship and Girl Child Participation in Education

Pupil-teacher relationship will be looked at in two perspectives. These include gender bias and sexual harassment by teachers and even fellow pupils (boys). On enrolment and admission in school, normally the pupils are subjected to commands from the teachers. In the African society the general misplaced perception of girls having to be socialized to be wives, homemakers, defendants

and secretaries while boys are to be husbands breadwinners, defenders and pilots according to Fatuma and Sifuna (2006) and Obura (1991). This therefore provides a reminder of the influence of gendered thinking in education material of practice which this study will seek to investigate, Brigeon (2005) in his survey in making school safe for girls in rift Valley revealed that girls and their families may find little reason to attend school if they are tracked to low paid occupations considered traditional for women. He observed that many developing countries practice gender streaming in secondary school directing girls away from mathematics and science.

Some knowledge transfer and acquisition in classes where boys are given more opportunities than girls to ask and answer question, use learning materials and lead groups may further discourage girls in actively participating in educational activities. A study conducted by Mwandosya (2001) in Kenya and Tanzania on girls education revealed that over 2000 teachers who participated maintained separate rows for boys in class and asked them more questions as compared to girls hence creating gender bias. Gender stereotype attitudes among teachers, parents and students about the capacity of girls also influence the participation and performance of girls. Some of these stereotyped roles that make girls easily misused in school include preparing tea and lunch for teachers at break time and lunchtime, washing utensils and fetching water for teachers. A lot of teaching / learning time is also wasted when girls are sent to teachers' houses to take books which create room for sexual harassments (Eshiwani, 1985 and Abagi 1992).

Therefore while performing such roles the girls sacrifice their studies hence end up performing poorly in class. This makes them frustrated and easily drop out of school as they deem themselves the lowest achievers. The unsatisfactory performance and achievement of girls across the education system raises great concern as eluded by (Abidha, 1998). The survey carried out in KCPE results in Kenya revealed that girls perform poorly in almost all subjects as compared to boys. The situation becomes worse as they move up in the education ladder. The same view is supported by Fatuma and Sifuna (2006). The facts that the curriculum fails to address the needs of the girls who act the role of mothers and are mostly absent from school poses a great concern. The girls also suffer from chronic fatigue, lack of repetition in classes. However, the ministry is insisting on no repetition of classes by pupils and hence a sign of relief to them. This normally results to academic performance impairment and low self-image. Eventually, the girls drop out of school (UNESCO, 2002). The low achievers should always be encouraged to complete and transit to the next levels. Sexual harassment was noted as a factor leading to female (girls drop out in schools. This was by both the boys' counterparts and teachers (UNESCO, 2002). Fatuma and Sifuna (2006) noted that there was high drop out among girls compared to boys (5.1% and 4.6%) respectively. This was attributed to pre-marital pregnancies and more so most of these pregnancies involved teachers (Wamahiu, 1997). This study seeks to investigate whether institutional especially heads and teachers guide and counsel girls and whether they can change and participate actively in education.

2.6 Guidance and Counseling and Girl-Child Participation in Education

Guidance and counseling of pupils is an integral component of the pupil's educational mission of the school. Guidance and counseling services and programs promote the personal/social educational and career development of all students. According to Green (2013), guidance and counseling is the process of helping individuals discover the root causes of issues and addressing them. Guidance and counseling may create self-awareness and self-esteem in the girls (Rosseh, 2001).

School counseling programs support the standards of learning by providing guidance and counseling to different pupils according to their needs as revealed by Europe and Counseling Research Forum (EGCRF). Rossehi, (2001) argues that teachers are surrogate parents while at school. They should help the pupils discover and develop their education, psychological potentialities and thereby achieve an optimal level of personal happiness and is essentially democratic in that the assumptions underlying its theory and practice help each individual to shape his/her own destiny.

Nigeria June (2014) report on guidance and counseling indicates that girls have been able to participate in quality education particularly in Northern Nigeria the effectiveness of guidance and counseling has been realized especially on social contexts (Oyewuni, 2002). Guidance and counseling is important in difficult situations in order to overcome stigma and other risks related to different forms of violence. Netherlands Reports (200) revealed that 13% of boys and 7% of girls suffering from HIV and AIDS needed to be counseled to avoid

stigmatization. Such cases of HIV and AAIDS are not exceptional in schools in Kwanza Sub-County. Hence guidance and counseling in schools make very significant contribution to the overall effectiveness and profitability of a school and therefore learners at large.

2.7 Provision of Sanitary Towels and Girl-Child Participation in Primary Education

Sanitary towels are a basic need to the girls at puberty since it is a physiological encounter (UNICEF Report, 2007). Since some parents are not economically empowered, they cannot afford this basic need. Some cultures do not allow girls in their menses to mix with other people hence they have to stay away from school for those days as revealed by Stoor (2013). Many school going girls continue to miss school during their menses. According to UNICEF (2007) Report. A girl in primary school misses 32hours every month which she does not participate in classroom lessons. Lack of sanitary towels reduces school attendance. Access to these simple products can make a world of difference in the girls' lives.

The government of Kenya introduced Free Primary Education (FPE) in 2003 enrolment in primary school has risen from 5.9million to 9.6 million pupils. A study in South Africa revealed that with the introduction of sanitary pad project in schools, poor and rural girl's dignity was upheld (South Africa Report, 2014). According to UNICEF Report (2007) a girl in primary school between grades 6 and 8 loses approximately 18 weeks out of 108 school weeks. A girl in high school (4 years) loses 156 learning days which is equivalent to almost 24 weeks

out of 144 weeks of school due to property and therefore unable to purchase sanitary towels.

In Uganda, sanitary pads keep girls in school throughout their menses (Oye Wumi, 2003). According to the guardian communication (2011) it is the norm in Kenya for girls to miss school due to lack of sanitary towels. They resort to use of pieces of dirty rugs, leaves, paper, sand which expose them to diseases and discomfort.

Lack of sanitary towels reduces school attendance in Kenya. Murugi, (2008) revealed that provision of sanitary towels to 1000 poor girls will keep them in school during their menses restore dignity and self-esteem Kwanza Division in Trans-Nzoia County is not an exception. It is hoped that provision of sanitary towels to girls will help them remain in school during their menses. It will raise academic performance, restore dignity and self- esteem which will ensure better future and economic empowerment for the girl-child in the long run.hence provision of sanitary towels to the girl-child by the school administrators will enhance the girls' participation in Education (Stoor, 2013).

2.8 Summary of Literature Review

This chapter reviewed literature on institutional factors influencing girl-child participation in education in primary schools in Kwanza Sub-County, Trans-Nzoia County, Kenya. The head teachers should ensure that over age girls are not harassed in schools by their fellow male pupils or male teachers. Girls who become pregnant should be allowed to re-enrol in schools (Okumu, 2005).

Guidance and counseling should be carried out regularly so that the root causes of problems is identified and addressed (Rossehi, 2007). Stoor (2013) recommended that provision of sanitary towels to girls should be done to enhance their participation in Education.

2.9 Theoretical Framework

The study was guided by basic needs theory developed by Abraham Maslow in 1943. According to this theory there are certain minimum requirements that are essential to a descent standard of living. These are basically known as physiological needs. They include food, shelter and health care. They are primary needs and have to be catered for before other needs such as security, love, affection and self-actualization. Without acquisition of education, all the other needs in the hierarchy become very hard to achieve.

It is only education that can enable one to acquire the other needs. The satisfaction of those needs will determine to a greater extent whether a person will participate in learning activities. It is worthwhile to say that children need to be provided with basic needs so that they can seek higher needs such as education. Children and especially girls in Kwanza Division do not actively participate in education as they lack these basic needs.

2.10 Conceptual Framework

According to Orodho (2005), conceptual framework is a mode of representation where a researcher represents the relationship between variables in the study and depicts them diagrammatically.

Figure 2.1: Conceptual Framework: Girl-Child Participation in Primary Education

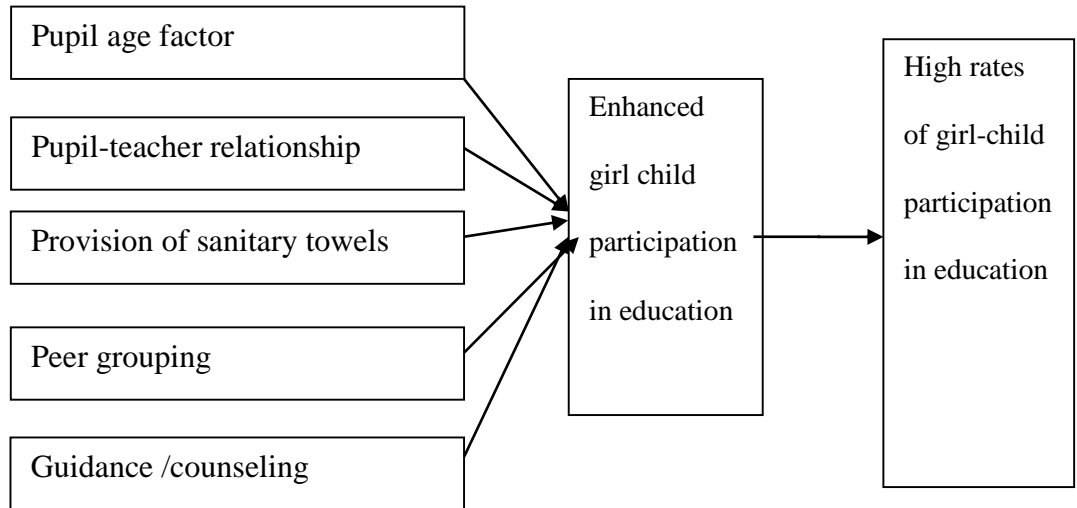


Figure 2.1 shows that high rate of participation in education by girls depend on pupils age, pupil/teacher relationship, provision of sanitary towels, peer pressure and guidance and counseling. If administrators adhere to government policies, then girls can be able to participate in Education very well.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design target population, sample and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedures and data analysis.

3.2 Research Design

The aim of this research was to investigate the institutional factors influencing girl child participation to education in public primary schools in Kwanza Division, Trans-Nzoia County. The researcher used descriptive survey because it is concerned with describing the characteristics of a particular group. Descriptive survey design is a method that enables one to gather data from a relatively large number of subjects of a particular time (Mugenda & Mugenda, 1999). The method is convenient to the researcher because of a large population, easy to interpret and establish a relationship between the variables and their significance.

3.3 Target Population

Oso and Onen (2011) define target population as the total number of subjects or the total environment of interest to the researcher. The target population involved all members of the real population or a set of people, events or objects to which a researcher wishes to generalize the results of the study (Borg and Gall, 2007). The study targeted public schools in Kwanza Division, Trans-

Nzoia County. The target population comprised of all the 82 public primary schools in the sub county with 82 head teachers, 2788 class 8 pupils and 85 class teachers.

3.4 Sample Size and Sampling Technique

Sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2012). In order to obtain a sample for this (2002) study, the researcher will use the 20-30% suggested by Mugenda and Mugenda (2003) though a higher percentage is better. The researcher used a higher percentage of 50% of the schools yielding to 41 schools. In the 41 schools all the head teachers were sampled. The researcher also took 50% of the pupils which yielded to 210 pupils. 50% of class teachers were equivalent to 42. The pupils were selected by use of simple random sampling.

3.5 Research Instruments

The data for this research was collected from both primary and secondary sources. The secondary sources included records, past research documents. The primary sources were the subjects i.e. teachers and learners of the study who gave actual data that will be collected from the field. The instruments which were administered for collecting data from the field included questionnaires for class eight pupils and class teachers and an interview guide for the head teachers. Questionnaires and an interview guide were used because the population was literate hence able to read and comprehend the questions.

Registers, KCPE results and log books were also used to cross check information on student status.

According to Mulusa (1988) a questionnaire is a written set of questions that are cheap to administer to respondents scattered over a large area and convenient for collecting information from a large population within a short period of time. The respondents feel free to give answers to sensitive or embarrassing questions especially if they are not required to disclose their identity. The questionnaire was in 2 sections. Section 1 was on demographic information while section 2 had items seeking to establish the factors influencing girl-child participation in education in primary schools in Kwanza Sub-county.

3.6 Validity of the Research Instrument

According to Kothari (2007) instrument validity refers to accuracy meaning fullness and technical soundness of the research instrument; it's a degree to which a test measures what it intends to measure. To this effect the questionnaires and interview guide are said to be valid when they actually measure the intended parameters (Borg & Goll, 2007). To enhance the instrument validity. A pre-test was conducted. The researcher was able to make corrections, adjustments and additions to the research instruments. Consultations and discussions with the supervisors were done to establish content validity (Kombo & Tromp, 2006).

3.7 Reliability of the Research Instrument

According to Mugenda and Mugenda (2003) reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. The test retest method was used to test the reliability of the questionnaire. This approach was appropriate since it gave a time lapse between the two tests and the researcher used this to prove the instruments reliability. The test retest involves administering instruments twice to the same group of subjects. The instruments were administered to public primary schools in Kwanza Sub-county randomly selected from the target population and the responses scored manually. The same instruments were re-administered after two weeks and responses were also scored and analyzed manually. The reliability coefficient was determined using Pearson product correlation.

According to Karlinger (2008), a correlation coefficient of 0.9 was considered high enough to judge the questionnaire was reliable.

3.8 Data Collection Procedure

To generate data for this research study, the researcher got a letter of introduction from the University of Nairobi. Thereafter the researcher got a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) The researcher then made a courtesy call to the District Education Officer, Nairobi County. Thereafter she visited the sampled schools established rapport and made appointments with the school managers. The Researcher then administered research instruments and waited for one week before going back to collect the completed questionnaires.

3.9 Data Analysis Techniques

After collection of data, the instrument was checked for completeness and clarity. Data was analyzed both quantitatively and qualitatively based on the study objectives. Quantitative analysis was applied for close ended questions that would have provided the respondents with alternative responses from which to choose. Qualitative analysis was used on open ended questions that require the respondents to give their own opinions. Descriptive statistics was used to summarize quantitative data. Analyses involved editing the questionnaires, tabulating and coding the responses.

Data was processed using Statistical Packages for Social Sciences (SPSS) computer program. Frequency distributions, percentages and mean scores and standard deviations was computed and tabulated. Qualitative data was processed by first categorizing and discussing responses for each item according to themes. The data was edited and coded and reported using descriptive narrative of the views, experiences and opinions of the respondents. Descriptive statistics were used to analyze the coded responses.

3.10 Ethical Considerations

The researcher observed confidentiality especially from the information given on questionnaires. The respondents' information was not used for any other purpose other than educational purpose. The respondents' names were not written on the questionnaires. The respondents consent was sought before administering the questionnaires. The researcher did personal identification before respondents and she stated her mission clearly.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the data, interpretation and analysis. Data analysis was aimed at addressing the purpose of the study which was to establish factors influencing girl child participation in education in public primary schools in Kwanza Sub County. It starts with questionnaire response rate, demographic and background of the respondents, influence of pupil teacher relationship, provision of sanitary towels, peer influence and guidance and counseling. The work is organized based on the four research objectives raised for the study. Data is then presented in the form of frequency tables and figures where applicable. The presentation is based on data collected from headteachers, class teachers and class eight girls.

4.2 Questionnaire Return Rate

The researcher dispatched 25 questionnaires to head teachers, 25 to class teachers and 210 to class eight girls.

Table 4.1: Questionnaire Return Rate

Categories	Frequency		Percentage
	Distributed	Returned	(%)
Head teachers	25	25	100.0
Class teachers	25	25	100.0
Class eight girls	210	195	92.5
Total	260	145	

Table 4.1 above indicates that the 25 head teachers and 25 class eight teachers sampled participated in the study. This represents a return rate of (100%). However, (87%) of the class eight girls sampled took part in the study and returned the questionnaires. This response was possible because the respondents were knowledgeable about factors influencing girl-child participation in education. The researcher also made visit to their schools to collect filled questionnaires. The high response rate of the respondents indicated that they were cooperative.

4.3 Demographic and Background Information of Respondents

This demographic background information was based on age, level of education administrative experience and gender.

4.3.1 Age Distribution of Respondents

The respondents were asked to indicate their age brackets. It was necessary to explore the variable of age to establish whether age was a factor that influenced girl child participation in education. Table 4.2 shows the findings

Table 4.2: Age Distribution of Teachers

Age Brackets (in years)	Headteachers		Class teachers	
	F	%	F	%
Above 55	5	20.0	3	12.0
45-55	15	60.0	5	20.0
35 – 44	3	12.0	16	64.0
25 – 34	2	8.0	1	4.0
Total	25	100.0	25	100.0

The study established that the majority of the headteachers (60%) were aged between 45 years and 55. These results suggest that age was a likely factor that was put into account when appointing head teachers. This suggests that most of the head teachers have served in the teaching service for a long time and hence, have acquired a lot of experiences. The table above also indicates that majority of the class teachers were between 35 – 44, this was represented by (64%) of the sampled class eight teachers. They were considered well suited to provide relevant information on school based factors influencing girl-child participation in education in primary schools in kwanza Sub-county, Trans-Nzoia. The

researcher also sought the distribution of the pupils. Table 4.3 below shows the finding:

Table 4.3: Age Distribution of Pupils

Age Brackets (in years)	Frequency	Percentage (%)
Above 16	70	33.3
14 – 15	40	19.4
12-13	100	47.6
Total	210	100.0

In table 4.3 above the girls who are above 16 years were mostly affected as very few of them participated in education. This was represented by only 33%. The girls aged between 12 and 13 participated in education better than those above 16 years which was represented by 48%. The study findings revealed that the younger the girls are, the better the participation in education.

4.3.2 Academic Qualification of Respondents

The study sought to find out the highest qualification of the respondents. This was necessary because academic qualification equip teachers with adequate knowledge on education. Their responses are summarized in Table 4.4.

Table 4.4: Academic Qualification of Respondents

Categories	B.Ed.		SC/PGDE				M.Ed.		P1
	F	%	F	%	F	%	F	%	
Head teachers	5	10	2	20	3	30	50	40	
Class teachers	20	15	38	20	10	20	70	45	
Total	25	25	40	40	13	50	120	85	

The results in Table 4.4 show that most of the respondents were holders of P1 Certificate. This is indicated by (50%) of the sampled respondents. However, a number of head teachers are holders of Masters' of Education degree. This was accounted by (10%) of the sampled respondents. A number i.e. 20% of head teachers are also holders of bachelor's degree. This therefore suggests that the respondents have relevant qualifications to teach in public primary schools and are aware of factors influencing girl-child participation in Education.

4.3.3 Administrative Experience of Respondents

The questionnaire sought information on administrative experience of respondents in terms of the number of years they have served in the current administrative post. Table 4.5 summarized the results.

Table 4.5: Administrative Experience of Respondents

Working				
Experience in Years	Headteachers		Class Teachers	
	F	%	F	%
5 – 10	5	30	10	40
10 – 15	11	50	5	20
15 and above	4	20	5	20
Total	25	100	25	80

The results in Table 4.5 suggest that most of the head teachers have served in the administrative position between 11-15 years. This was represented by (50%) of the sampled head teachers. This showed that both head teachers and class teachers have enough knowledge on factors influencing girl-child participation in education in kwanza sub-county.

4.3.4 Gender of Respondents

The respondents were asked to indicate their gender. It was necessary for the researcher to obtain the data on the gender in order to establish whether the gender as a variable influenced girl child education. The findings are summarized in Table 4.6.

Table 4.6: Gender of Respondents

Gender	Head teachers		Class teachers	
	F	%	F	%
female	10	40	8	30
Male	15	60	17	70
Total	25	100	25	100

The results of Table 4.6 show that majority of the head teachers and class teachers are males. These are represented by (60%) and (70%) respectively. This indicates that kwanza Sub County is a male dominated zone. Therefore the girls lack role models whom they associate with. This affects their participation in Education.

4.4 Guidance & Counseling and Girl Child Participation in Education

Guidance and counseling of pupils is an integral component of the pupil's educational mission of then school. Guidance and counseling services and programs promote the personal/social educational and career development of all students. According to Green (2013), guidance and counseling is the process of helping individuals discover the root causes of issues and addressing them. Guidance and counselling assist the girls to have self-esteem and self-awareness.

Table 4.7: Guidance and Counselling and Girl Child Participation

Responses	headteachers		class teachers		class eight girls	
	F	%	F	%	F	%
Strongly agree	15	80	15	60	100	50
Agree	10	10	5	30	60	40
Disagree		10	5	10	50	10
Total	25	100	25	100	210	100

The study established that the majority of the headteachers (80%) strongly agreed that guidance and counseling was necessary for girl-child participation in education. 60% of the class teachers and 50% of the pupils strongly agreed that there was need for guidance and counseling.

4.5 Institutional Factors Influencing Girl-Child Participation in Education in Primary Schools

Participation in education by girl-child is influenced by many factors as cited in the literature review. Some of the factors are age of learners, provision of sanitary towels, guidance and counselling, pupil-teacher relationship. The study aimed at establishing factors influencing girl-child participation in Education in Kwanza Sub-County, Trans-Nzoia County, Kenya. The data was obtained through on-constructed questionnaires dispatched to head teachers, class teachers and pupils of class eight. Responses from the questionnaires were

organized and analyzed using descriptive statistics supported by Tables and Figures based on the based objectives of the study.

4.5.1 Age and Girl-Child Participation in Education

Research question 1 sought to find out the extent to which age influences girl child participation in education in primary schools.

Table 4.8: Participation levels

Age	Participation level				
	2010	2011	2012	2013	2014
12 – 13years	1150	1170	1150	1050	1200
15 – 15 years	500	750	620	700	850
Above 16 years	385	290	585	560	570

Participation levels are linked to age. The younger the girls, the higher the participation level. Therefore age influences girl-child participation in education.

Table 4.9: Age and Girl Child Participation in Education in Primary Schools

Responses	head teachers		Class Teachers		Class eight pupils	
	F	%	F	%	F	%
Strongly agree	17	70	16	60.0	90	60.0
Agree	8	30	8	30.0	55	36.6
Disagree	-	-	1	10.0	5	3.3
Total	25	100	25	100	150	100

From Table 4.8 from the table above, it's clearly evidenced that the majority of head teachers indicated that age influences/affects girl child participation in education there is representation in education. There is a representation of (70%) of the sampled headteachers, 60% of sampled class teachers and 60% of the pupils.

4.6 Pupil/Teacher Relationship and Girl Child Participation in Education in Primary Schools

Research question 2 sought to find out the extent to which pupil/teacher relationship influences Girl-child participation in Education.

Table 4.10: Negative/Positive Pupil Negative Relationship

Relationship	Participation level				
	2010	2011	2012	2013	2014
Negative relationship	370	285	300	340	365
Positive relationship	500	730	600	670	900

The schools where girls had negative relationship with their teachers recorded low participation in education as compared to schools where pupil teacher relationship was positive.

Table 4.11: Pupil/Teacher Relationship and Girl Child Participation in Education

Responses	head teachers		class teachers		class eight pupils	
	F	%	F	%	F	%
Strongly agree	15	80.0	17	70.0	100	66.6
Agree	10	20.0	8	30.0	50	33.3
Total	25	100	25	100	250	100

The respondents were asked to indicate the extent to which they thought pupil/teacher relationship influences girl-child participation in primary education. As stipulated in Table 4.9 it's evident that the majority of head teachers, class teachers and even pupils agree that pupil teacher relationship influences the girls' participation in education, i.e. 80% of head teachers, 70% of class teachers and 66% of pupils. From the findings it means that teachers (male) especially should be counseled to avoid canal knowledge and any form of harassment.

4.7 Provision of Sanitary Towels and Girl-Child Participation in Primary Education

Research question 3 sought to find out the extent to which inadequate provision of sanitary towels influence girl-child participation in primary education in Kwanza sub-county. The table below shows the participation levels of the schools and provision of sanitary towels.

Table 4.12: Provision of Sanitary Towels and Participation Level

Provision of sanitary towels	Participation level				
	2010	2011	2012	2013	2014
Received sanitary towels	670	800	820	840	965
Did not receive sanitary towels	400	530	300	500	200

The findings revealed that schools where girls received sanitary towels had higher levels of participation in education as compared to those school which did not receive the sanitary towels.

Table 4.13: Provision of Sanitary Towels and Girl Child Participation in Primary Education

Responses	head teachers		class teachers		class eight pupils	
	F	%	F	%	F	%
Strongly Agree	15	73	20	87	120	70
Agree	10	17	4	10	80	10
Disagree	-	-	1	3	10	20
Total	25	100	25	100	210	100

From the table 4.10 there is clear evident that provision of sanitary towels will enhance the participation of girls in Education.23% of the head teachers and 100% of the pupils acknowledged the fact that the sanitary towels are highly needed. However, even if the government has put this mechanism in place, some

cultures still don't allow the 'the use of sanitary towels hence sensitization to the affected should be organized.'"

4.8 Peer influence and Girl-Child Participation in Education

The fourth research question sought to find out the extent to which peer pressure influences girl child participation in education. It can influence the girls either positively or negatively as shown in the table.

Table 4.14: Negative/Positive Pupil Negative Relationship

Relationship	Participation level				
	2010	2011	2012	2013	2014
Negative peer pressure	270	235	300	290	370
Positive peer pressure	600	830	700	770	870

The findings from table 4.13 revealed that peer pressure influences girl-child participation in education negatively while positive peer pressure enhances participation of girl child in education.

Table 4.15: Peer influence and Girl-Child Participation in Education/Drop out.

Responses	head teachers		class teachers		class eight pupils	
	F	%	F	%	F	%
Strongly agree	12	80	15	70	170	50
Agree	8	20	8	20	30	40
Disagree ¹	5	-	2	10	10	10
Total	25	100	25	100	210	100

From the table above it is clear that peer influence affects girl-child participation in education .80% of the head teachers strongly agreed, 50% of class teachers strongly agreed and 60% of pupils strongly agreed that peer influence makes the girls to drop out of school.

4.9. Institutional Factors Influencing Girl Child Participation in Primary Education

Participation means giving children a say in their education, listening to them and involving them as much as possible in school life (Carnegie 1988). It means valuing their opinions and ideas and giving them control of their learning (UK Trust Report, 2001). When children have a say in their education they not only exercise their rights but they also achieve more, have improved self-esteem, get on better with their classmates, contribute to a better school environment with

better discipline and a culture where learning is a shared responsibility (Acheson,1987).

SD: Strongly Disagree D: Disagree U: Undecided A: Agree

SA: Strongly Agree

Table 4.16: Institutional Factors and Girl Child Participation

Responses	SA		A		SD		D		U	
	F	%	F	%	F	%	F	%	F	%
Age influences girl-child participation in education In your school	130	87	40	27						
Positive relationship with teachers influences Participation in Education	80	53								
Negative relationship with teachers Influences girl-child Participation in Education	98	65								
Girls who received sanitary towels Participated in education	100	67								

Girls who did not receive sanitary towels	98	65		
Participated in Education				
Girls who received effective guidance and Counseling			70	47
participated in education				
Guidance and counseling enhanced	98	45	80	53
Participation of girls in education				

In table 4.12 above, head teachers, class teachers and class eight pupils were required to confirm whether institutional factors mentioned influenced girl – child participation in Education. The results indicated that 87% of Head teachers confirmed that age influenced girl child participation in education. They also strongly agreed that positive relationship with teachers enhances girl child participation while negative relationship greatly affects their participation in education i.e 53% and 65% respectively. A good number of head teachers 67% strongly agreed that girls who received sanitary towels participated in education as compared to those who did not receive the towels. Most of the head teachers 65% strongly agreed the fact that guidance and counseling influences girl child participation in education.

4.10: Pupils and Factors Influencing Girl Child Participation in Primary Education

Table 4.17: Pupils and Factors Influencing Girl Child Participation in Primary Education

Problems encountered	Frequency	Percentage
Lateness in getting to school	120	65.0
Absenteeism	112	60.0
Helping in the school	150	70.0
Peer pressure	180	80
Lack of sanitary towels	160	75.0
Mistreated by teachers	170	80.0
Repetition in classes	140	50.0
Lack of guidance and Counseling	200	85.0

As seen from the table above the greatest challenge the pupils face in the participation of education is lack of regular guidance and counseling. This was reported by 85% of the pupils. Also 80% of the pupils believed that peer pressure why they copy the way others behave has also affected them a great deal. The pupils also cited lack of adequate provision of sanitary towels as a major impediment. This was cited by 75%. There was also concern that 80% of the Pupils reported mistreatment by the teachers. There was also concerns that lateness in getting to school, absenteeism and helping in the school made pupils

not to participate actively in education as noted by 65%, 60% and 70% respectively.

4.11 Problems Encountered By Head Teachers in Effecting Girl Child Participation

In order to establish the problems encountered during girls child participation in primary schools, the head teachers were asked to list the challenges they experienced while exercising their institutional administration roles. The results were shown in Table 4.15.

Table 4.18: Problems Encountered By Head Teachers in Effecting Girl Child Participation

Problems encountered	Frequency	Percentage
Over-aged pupils	20	80
Lack of guidance and counselling	15	75
Positive Pupil-teacher relationship	10	60
Negative Pupil-teacher relationship	15	75
Provision of sanitary towels	20	80

As seen from the table above the greatest challenge the head teachers faces in girl child participation is over-aged pupils and inadequate provision of sanitary towels. This was reported by 80% of the head teachers. Additionally, 75% of the head teachers believed that negative pupil relationship and lack of guidance of counselling affect the girls' participation in education.

4.12 Suggestions by Head Teachers in Effecting Girl Child Participation

Table 4.19: Suggestions by Head Teachers in Effecting Girl Child Participation

Suggestions	Frequency	Percentage
Age of learners to be considered	25	100
Avoidance of sexual harassment	20	80
Regular provision of sanitary towels	20	80
Regular guidance and counselling on self-awareness	20	80

From Table 4.15, the age of learners was cited as the most critical area that head teachers need to lay more emphasis on. This was cited by 100% of the headteachers. Avoidance of sexual harassment, regular provision of sanitary towels and regular guidance and counselling should be re-enforced to improve girl child participation in education.

4.13 Class Teachers and Factors Influencing Girl Child Participation in Primary Education

Key

SA = Strongly Agree

SD = Strongly Disagree

A = Agree

D = Disagree

U = Undecided

Table 4.20: Class Teachers and Factors Influencing Girl Child Participation in Primary Education

Statement	SA	A	U	D	SD
	F %	F %	F %	F %	F %
Positive negative relationship with teachers influence participation of girls in education	130	30			
Among the female pupils in class eight, few were admitted in class one of this school	87	20			
Some girls are not in class due to peer pressure	20	13			
Guidance and counseling has played a significant role in making girls participate in education	70	47			
Early pregnancies have had an impact on girls not participating in education fully	98	70	80	53	
Age influences/does not influence girl child participation in education	80	53	65	40	
Some girls face greater poverty and cannot afford sanitary towels resulting to low participation in education	80	53	40	27	
	100	52	35		
	67				

The data on the above table shows that majority of the class teachers 87% agreed that there are fewer girls in classes as compared to boys. They also strongly agreed that peer pressure influences girl child participation in education. This was accounted by 53% of the sampled class teachers. Guidance and counseling

has played a significant role in making girls participate in education. 63% of the class teachers indicated that guidance and counseling should be upheld and be done regularly. On harassment by male teachers, 87% agreed and 68% strongly agreed that those girls who had been victims of harassment by male teachers/pupils had dropped out of school. Sanitary towels provision accounted for 87% of teachers who agreed and 47% strongly agreed that they (sanitary towels) influenced girl – child participation in Education.

4.14 Class Teachers’ Suggestion on the Improvement of Girl Child Participation in Education

Table 4.21: Suggestion on the Improvement of Girl –Child Participation in Education in Public Primary Schools

Problems Encountered	Frequency	Percentage
Regular issuing of sanitary towels	180	60.0
Regular guidance and counseling	200	80.0
Improvement of teachers/pupils relationship	150	55.5
Encouragement and motivation of pupils (Girls)	230	93.3
Acceleration in classes	210	85.0

From the table above, regular encouragement and motivation of girls was cited as the most critical area that head teachers as administrators need to lay more emphasis on. These include regular motivational talks, encouragement during class lessons, prize giving to those who improve in their examinations. They

also indicated that regular guidance and counseling which was raised by 80% of the class teacher/pupil relationship would enhance girl child participation in education. Acceleration in classes by girls who are over age was also suggested by 85% of the teachers interviewed.

4.15 Pupils' Opinions on Improvement in Participation in Education

To identify factors influencing girl child participation in education, the pupils were asked to indicate their opinion on what should be done in order to improve participation.

Table 4.22: Pupils (girls) Opinions on Improvement in Participation of Education

Girls Opinion	Frequency	Percentage
Rewarding excelling pupils	230	85
Adequate provision of sanitary towels	235	88
Regular guidance and counseling	200	75
Change attitude towards learning	190	70
Avoid boy/girl relationship	150	55
Avoid repetition of classes	150	55

The girls' perceptions as summarized in the table above reveal that the key determinant in enhancing participation in education included adequate and regular provision of sanitary towels. Rewarding excelling pupils, regular guidance and counseling and change of attitude towards learning. These were

reported by 88%, 85% and 75% respectively. Additionally avoiding repetition of classes and avoiding boy/girl relationship also help the girls enhance their participation in education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, the summary of the research findings, conclusions, recommendations for institutional factors influencing Girl-Child Participation in Primary Education in Kwanza Sub-county, Trans-Nzoia county and suggestions for further studies and research.

5.2 Summary of the Study

The study was guided by the following research objectives:

- i. To establish how age influences girl-child participation in education in kwanza Division, Kwanza Sub-County, Trans-Nzoia County.
- ii. To identify how pupil/teacher relationship influences the girl-pupil participation in primary education in Kwanza Division, Trans-Nzoia County.
- iii. To determine how provision of Sanitary towels influence girl-child participation in Education in Kwanza Division, Trans-Nzoia county.
- iv. To establish how peer influences affects primary girl-child participation in primary education in Kwanza Division, Trans-Nzoia County.
- v. To establish how guidance and counseling influences girl-child participation in primary education in Kwanza0-Division, Trans-Nzoia County.

The sample size consisted of 25 head teachers, 25 class teachers and 210 class eight pupils. The researcher used descriptive survey design, simple random sampling for schools and purposive sampling for the respondents. The main instrument was own constructed questionnaires for the head teachers, class teachers and pupils. The findings obtained are presented in forms of frequency tables. Data was processed using Statistical Packages for Social Science (SPSS) and analyzed using descriptive statistics such as means, percentages standard deviations supported by frequency Tables.

5.3 Summary of the Study Findings

The research had four research questions. The first question of the study sought to find out how age influences Girl-child participation in primary education in Kwanza Sub-County, Trans-Nzoia County. The study established that age factor is vital in girl child participation in primary education .This is because the majority of the respondents 70% of head teachers, 60% of class teachers and 60% of class eight pupils strongly indicated that age factor influences girl-child participation in Education.

The second question sought to find out the extent to which pupil-teacher relationship influences girl-child participation in primary education in Kwanza Sub-county. The study revealed that pupil/teacher relationship influences education. These are represented by 80% of head teachers, 70% of class teachers and 66.6% of pupils who strongly agreed.

The third question sought to find out the extent to which peer influence affects girl-child participation in Education in Kwanza Sub-County. It also sought information on guidance and counseling. The study established that peer influence amongst the learners caused a lot of havoc on their participation in Education. This was shown by 80% of head teachers, 50% of class teachers and 60% of pupils who strongly agreed that peer influence affects learners as a result most girls drop out of school as they are negatively influenced by those who are truants and early pregnancy.

5.4 Conclusion of the Study

From the study findings, the study concludes that the girl child should be of age between 10-14 years for them to participate actively in education. The more they involve in early pregnancies, early marriages and poor performance.

The study also concludes that girl-child should be mentioned in all ways so that they like attending schools. They should not be harassed by male teachers or fellow male pupils

To foster proper attendance and avoid absenteeism, girls should be provided with enough sanitary towels so that they do not absent themselves during menses for fear of being harassed by their peers.

5.5 Recommendations of the Study

The following recommendations were made based on the findings and conclusions of the study:

- i. More emphasis should be put on the ages of the learners girls and acceleration be combed out on those who are older than their classes.
- ii. Girls should not be harassed at school by male teachers or male students as indicated by 80% of pupils who reported harassment by teachers. They should not be involved in taking books for marking, preparing tea for teachers or cleaning for the sick ones at home so that they miss classes.
- iii. Girls should be regularly provided with sanitary towels so that they avoid absenting themselves for fear of embarrassments.
- iv. There should be regular Guidance and Counseling in schools on the importance of girls' participation in Education as recorded by 75% of the pupils interviewed.

5.6 Suggestions for Further Research

Based on the findings of this study, the researcher recommends that further studies be done in the following areas.

- i. Factors influencing access of education by Girl-Child Kwanza Sub-county, Trans-Nzoia County as indicated by 60% of the girls about the lateness and absenteeism.

- ii. Further researcher could be done on socio-economic factors affecting girl-child participation in Education in Kwanza Sub-county, Trans-Nzoia County as revealed by 75% of the girls interviewed.

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APPENDICES

APPENDIX 1

INTRODUCTORY LETTER

University of Nairobi,
Department of Educational
Administration and Planning

Nairobi.

Dear Sir/Madam,

RE: PERMISSION FOR DATA COLLECTION

I am a Masters student in Educational Administration at the University of Nairobi. I am carrying out a research on institutional factors influencing girl-child participation in primary education in kwanza division, Trans-Nzoia County, Kenya. I am therefore seeking your permission and assistance to conduct the research.

This questionnaire is to collect data for purely academic purposes. All respondents will be treated with strict confidence.

Thank you in advance.

Yours faithfully,

Gladys Nelima Khamala

E55/62822/2014

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is designed to gather information on the factors influencing girl child participation in education in Kwanza sub county, Trans Nzoia County.

You are kindly requested to tick (√) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information will only be used for the purpose of this study. Please respond for all items.

PART A: Demographic information

Indicate the correct option by inserting a tick (√) in appropriate box provided

1. Gender

Female [] Male []

2. Age:

a) Below 24 years []

b) 25-30 years []

c) 31-35years []

d) 36-40years []

e) 41-45years []

f) 46-50years []

g) 51 and above years []

3. Kindly indicate your highest academic/professional qualifications

- a) B. ED []
- b) Diploma in education []
- c) M.ED []
- d) P1 []
- e) Others (Specify) _____

4. Indicate your teaching experience in years

- a) Below 1 years []
- b) 2-5 years []
- c) 6-10 years []
- d) 11 – 15 years []
- e) 16-20 years []
- f) 21 years and above []

5. How long have you been a head teacher in this school?

- a) 1-5 years []
- b) 6-10 years []
- c) 11-15 years []
- d) 16-20 years []
- e) 21-25 years []
- f) 26 years and above []

SECTION B: Institutional factors influencing girl child participation in education

6. Statements below are related to institutional factors influencing girl child participation in education. Please tick appropriately.

Key

SA = Strongly Agree

SD = Strongly Disagree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

Statement	SA	A	U	D	SD
i. Age factor influences girl child participation in education in your school.					
ii. Early pregnancy affects girl child participation in education					
iii. Pupil teacher relationship influence girl child participation in your school					
iv. Lack of provision of sanitary towels makes girls to absent themselves from school					

v. Guidance and counseling influences girl child participation in education					
vi. Peer grouping influences girl child participation in education					

7. What problems do you encounter in effecting girl child participation in education?

.....

.....

.....

.....

.....

8. What do you think should be done at your school to improve girl child participation in education?

.....

.....

.....

.....

.....

Thank you for your cooperation

APPENDIX III

QUESTIONNAIRE FOR CLASS 8 CLASS TEACHERS

Instructions

- a. Please do not write your name on the questionnaire
- b. The information you give will be treated with confidentiality
- c. Indicate your choice by a tick (✓)
- d. Kindly answer all the questions

SECTION A: Background information

1. Please indicate your gender?
 - a) Male []
 - b) Female []
2. Four how long have you taught since you left college/University?
 - a) 1-5years []
 - b) 6-10years []
 - c) 11-15years []
 - d) 16 years and above []
3. For how long have you taught in this school? (in years)
 - a) 1-5years []
 - b) 6-10years []
 - c) 11-15years []
 - d) 16years and above []

4. For how long have you performed the duties of a class teacher in class 8?

a) 1-2years []

b) 3-4years []

c) 5years and above []

SECTION B: Factors influencing girl-child participation in public primary schools in Kwanza sub-county

Key

SA = Strongly Agree SD = Strongly Disagree A = Agree

D = Disagree U = Undecided

Statement	Yes	No
i. There are fewer girls than boys in your class		
ii. Among the female students in class eight, few were admitted in class one in this school		
iii. Some girls are not in class due to peer influence		
iv. Guidance and counseling has played a significant role in making girls participate in education		
v. Early pregnancies have had an impact on girls not participating in education fully		
vi. Some girls face greater poverty and cannot afford sanitary towels resulting to low participation in education.		

Thank you very much

APPENDIX IV

QUESTIONNAIRE FOR CLASS EIGHT PUPILS

The purpose of this questionnaire is to collect data on factors influencing girl-child participation in primary education in Kwanza Division, Trans-Nzoia County. Your school has been sampled to take part in the survey.

Instructions

- a. This is not a test but an attempt to understand problems connected with girl pupils not participating actively in education in primary schools.
- b. Please do not write your name on this questionnaire
- c. Indicate your choice by a tick (✓)
- d. For blank spaces fill in the correct answer according to your opinion
- e. Any information you give will be treated with confidentiality
- f. Kindly answer all the questions

SECTION A: Background information

1. Please indicate your school type.
 - a) Girls []
 - b) Mixed day []
 - c) Mixed day and boarding []
2. How old are you?
 - 12-13 years []
 - 14-15years []
 - 16years and above []

SECTION B: Issues related to drop out from primary school

3. Please indicate the number of children in your family as shown?
- i) Girls _____
 - ii) Boys _____
 - Total _____
4. How many of your sisters have completed
- a. Primary school _____
 - b. Secondary school _____
 - c. College _____
 - d. university _____
5. (a) How many of your sisters started schooling and later dropped out of primary school? _____
6. How often are you absent from school? (Tick one appropriate box)
- i. Once a week []
 - ii. Twice a week []
 - iii. More than thrice a week []

7. Please Indicate on a scale 1 -5 to which extent aspects of institutional factors influence girls child participation in education

	1	2	3	4	5
Helping at home					
Helping in the school					
Sickness					
Caring for younger siblings					
During menses					
Caring for sick relatives					
Others specify					

8. Have you ever repeated a class?

Yes [] No []

If yes, which class did you repeat?

a. Class _____

b. Reasons for repeating. You may tick more than one reasons)

i) Poor performance []

ii) Forced by parents []

iii) Forced by teachers []

iv) Others specify _____

9. Please rank from the most important cause to the least important cause of not fully participating in education.

- a. Mistreatment by teachers []
- b. Family attitudes and beliefs []
- c. Pregnancy []
- d. Sexual harassment []
- e. peer influence []
- f. Discriminated at school or home (gender bias) []
- g. Sickness []
- h. Any other specify _____

10. In your own opinion what measures can be taken to curb drop out of girls in your school?

- a. _____


- b. _____

- c. _____

Thank you very much

APPENDIX V

RESEARCH AUTHORIZATION


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

Telephone: +254-20-2213471,
22413948, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Ualili House
Uhuru Highway
P.O. Box 30523-00100
NAIROBI-KENYA

Ref. No. _____ Date: _____

2nd July, 2015

NACOSTI/P/15/7362/6329


Gladys Nelima Khamala
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Institutional factors influencing girl child participation in primary education in Kwanza Division, Trans-Nzoia County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia County** for a period ending 31st August, 2015.

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

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


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Trans Nzoia County.

The County Director of Education
Trans Nzoia County.

