

**FACTORS INFLUENCING GIRL CHILD PARTICIPATION IN PUBLIC
PRIMARY EDUCATION AMONG THE NOMADIC PASTORALISTS IN
MAGADI DIVISION, KAJIADO NORTH DISTRICT, KENYA**

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Master of Education in Educational Administration**

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DECLARATION

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

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DEDICATION

This work is dedicated to my babies, Emmanuel, Jojo, Stephie and my special friend Fred for giving me a reason to go on with life even when there is no light at the end of the tunnel.

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ABBREVIATIONS AND ACRONYMS

ABEL	Adult Basic Education Literacy
ASAL	Arid and Semi-Arid Lands
CBS	Central Bureau of Statistics
EEA	Evaluation of Education Achievement
EFA	Education For All
FGM	Female Genital Mutilation
GCN	Girl Child Network
GoK	Government of Kenya
KNPHC	Kenya National Population and Housing Census
MDG	Millennium Development Goals
MoE	Ministry of Education
MoH	Ministry of Health
NACOSTI	National Commission for Science, Technology and Innovation
NGO	Non Governmental Organization
RoK	Republic of Kenya
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to determine the factors influencing participation of girl-child in public primary education among the nomadic pastoralists in Magadi division, Kajiado north sub-county, Kenya. It particularly focused on the importance of girl-child education, community sensitization by the head teacher, head teachers' administrative experience, parental income and influence of FGM. This research was based on Classical Liberal Theory of Equal Opportunity which affirms that each person is born with a given amount of capacity, which to an extent is inherited and cannot be substantially changed. The conceptual framework was intended to assist the researcher develop awareness and understanding of the situation under scrutiny and communicate it. The investigation was conducted using the descriptive survey design which describes respondents' characteristics such as abilities, opinions, attitudes, beliefs and/or knowledge. Questionnaires were used for data collection. The semi structured questionnaire was used for the head teachers, teachers and pupils. The design of the instruments was informed by the objectives and the research questions of the study. The study yielded both qualitative and quantitative data. Quantitative results of data analysis were presented mainly in tables. The study was to establish the level to which the head teachers' administrative experience influenced girl-child participation in public primary education. The study revealed that head teachers who had taught between 6 to 20 years were 60% while the others who had taught for over 20 years were 40%. Head teachers must recognize that they have the capacity and power to make key decisions which affect the participation of girls in education. The findings also established that there is need for both the classroom teachers and the subject teachers to motivate girls in their classrooms for successful participation in primary education. Besides, it was established that inadequate or lack of materials posed a great challenge to teachers from implementation of quality participation in education. The study recommended that public primary schools should be equipped with adequate resources and facilities for all children especially girls to fill several gaps that still exist. Besides, teachers need to be trained again through in-service courses to be empowered with unique skills to handle girls who are already in school and to bring in those who are not. Head teachers should be on the forefront to ensure re-entry and repetition policies are implemented in school. Given the scope and limitations of this study, the researcher recommends a replica of the study to be performed in other public primary schools in ASAL areas in Kenya to establish the variant challenges in the girl-child participation in primary education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Girls' education has become a major issue in most developing countries. In Sub-Saharan Africa a large number of young girls still do not participate satisfactorily in education. Globally, 104 million children aged 6-11 are not in school each year. 60 million are girls. Nearly 40% of these out of school children live in Sub-Saharan Africa, 35% live in South Asia, United Nations Educational Scientific and Cultural Organization, (UNESCO, 2011). Across the developing world, the gender gap between boys and girls in primary school completion is greater than 10%. In Sub-Saharan Africa, more than half of the girls (54%) do not complete primary education. Studies have established that gender disparities exist in educational systems in terms of school enrolment, retention, achievement and completion (Ministry of Education, 2011).

The United Nation Millennium Development Goal number two is to achieve universal primary education by the year 2015, by which time they aim to ensure that all children everywhere regardless of race or gender, will be able to complete primary learning. The United Nations are particularly focusing on Sub-Saharan Africa and Southern Asia, where there are large numbers of children out of school. They hypothesize that they might not reach their goal by 2015. According to the September, 2010 Fact Sheet. This is because there are still about 69 million

school age children who are not in school and almost half of them are in Southern Africa. More than a quarter are in Southern Asia.

United Nations (1993) and children's Act (2001) recognize that education is a basic human right that every child must enjoy. Kenya is a signatory to these and other international conventions. The International Convention on Human Rights (1948) Article 26 (1) states that everyone has the right to education and that education shall be free at least in the primary stages. It further declares that primary education shall be compulsory. According to EFA global monitoring report 2003/04 increasing the educational level of girls has a favorable impact on economic growth. Since 2002, United Nations Educational Scientific and Cultural Organization (UNESCO) and the global community have been striving to attain the Dakar Education For All (EFA) goals. Considering the fact that education for girls and women is an urgent priority, the Dakar Framework for Action contained a time-bound goal (Goal 5) devoted specifically to gender parity and equality in education.

Moreover, special attention had been paid to women and girls in other goals; for example, goal two stipulates that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities will have access to a complete free and compulsory primary education of good quality. At the Pan African Conference held at Ouagadougou, Burkina Faso, in March/ April of 1993, it was observed that Africa was still behind other regions of the world in

female participation in education. Gender disparity was attributed to the age long belief in male superiority and female subordination (Okojie, 1996). Discrimination of girls in education furthermore persists in many African societies due to customary attitude; gender biased and prioritized child education systems (Kabira, 1992). Lack of education affects other aspects of the life of a woman and that of children in Africa. It was estimated that every additional education a girl receives after primary education, child's survival rates increases by about 5%. In Africa, about 18 million girls are without education and more than 2/3 of Africa's 200 million illiterate adults are women.

To enable girls participate in education parents are expected to provide adequate teaching and learning facilities, protection against early pregnancy and marriages, personal effects like pads, less housework to enable them have humble time for school homework, prompt school fees payment, clothing and nutrition, positive motivation to change attitude, good accommodation at home and above all be role model in all actions and talks that parents portray (GCN, 2004). Socio-cultural factor, socio-economic and attitude of parents on girls' education have not kept pace with modernity

Evaluation of Education Achievements (EEA) shows a gender gap in favor of boys in many Western and Eastern Europe, Asia and North American countries. (Comber and Keeves, 1973; Keeves and Kottee, (1999). Studies done in Kenya by Eshiwani (1984) and Kinyanjui (1993); in Nigeria by Jegede (1996); in South

Africa by Trusco (1994); in Uganda and Tanzania by Mbilinyi (1985) showed that there are gender disparities in educational opportunities and achievements with females being disadvantaged.

A research study done in Nigeria (African Journal of Reproductive Health), (Sept,2010), (Special issue):14(3):107, shows education as an important foundation to improve the status of women and has also been acknowledged as a deep-seated strategy for growth. No sustainable development is possible if women remain uneducated, discriminated against and disenfranchised

According to Girl Child Network (GCN) (2006) achievement of gender parity in education in Kenya has remained an elusive dream. Efforts to address it at policy levels have remained largely superficial and uncoordinated. A report by the Government of Kenya (GoK) (Republic of Kenya, 2008) shows that a decline in female representation as learners progress up the educational pyramid, that is 49% at primary level, 46% at secondary and 28% at university level. A study carried out by Kenya National Population and Housing Census (KNPHC) Central Bureau of Statistics (CBS, 2002) revealed that a drop out of school pupils in the age group of 12-19 years was 41%.

Head teachers as implementers of government policies are well placed to enhance girl-child participation in public primary education through community sensitization. High girl-child participation rate in education is crucial in a modern society. This is because education is one of the most effective instruments a

nation has at its disposal for promoting sustainable social and economic development (RoK, 2006). Head teachers need knowledge of the role of home and community in supporting girl-child learning. Strong educational leadership and coordination can help a head teacher's work out plans to help sustain the girl-child in school. Arid and Semi Arid Lands (ASAL) require considerable rethinking on leadership and coordination, given that the role of the head is primarily concerned with school improvement (Dunne, 2006).

Education, training and skill formation have become prominent public policy issues in Kenya and in many other countries. Education for girls is one of the criteria pathways to promote social and economic development (World Bank, 2009). According to Education For All (EFA) Global Monitoring Report (2004) increasing the educational level of girls has a favorable impact on economic growth. Since 2002, United Nations Educational Scientific and Cultural Organization (UNESCO) and the global community have been striving to attain the Dakar Education For All goals.

The head teacher's administrative experience is important in the achievement of these goals. Benefits of experience become evident in a head teacher after just a few years of teaching and seem to peak at four or five years of teaching. Head teachers are the most important facilitators of improvements. They are change managers who plan for the betterment of their schools on regular basis. She/he is a bridge between school, community and education authorities. To encourage the

girl-child to participate in education fully, will require considerable amount of new administrative skills and knowledge (Strengthening Teacher Education in Pakistan, 2009), Government Primary School Head Teachers' Training-Pakistan.

More educated and richer parents can provide a better environment for their children (McLachlan, 2013). Children brought up in less favorable conditions obtain less education, despite the large financial returns to schooling (Heckman & Mastenov, 2005). There is a large correlation between the education level of parents and their children. Financial constraints significantly impact on educational attainment. A number of studies have found a strong link between parental income (typically the father) and participation of the girl-child in education.

In Uganda, during the international day of the girl-child, 11th October, 2013, the girls raised a number of issues which included the fact that they are out of school because the parents do not want to take responsibility for their education. In most cases parents do not provide the basic requirements for their children, such as sanitary towels, books, meals etc, due to low income. This has led to so many girls to miss school especially when they are menstruating. Education provides a foundation for alleviating poverty and improving socio-economic development. The evidence of benefits to education is well established as it rises the quality of life, improves health and increases productivity to the market and non-market work. It also increases individual's access to paid employment, and often

facilitates social and political participation (Forum for African Women Educationalists (FAWE, 2008). Most parents in ASAL areas lack interest to educate girls. Prolonged drought, poverty, unproductive land makes the situation worse. Any little resources available go to educate the boys not girls. The latter will get married. In families with many children, when direct costs such as tuition fees, cost of books, uniform, transportation and other expenses exceed the income of the family, girls are the first to be denied schooling. This gender bias decision in sending girls to school is based on gender roles dictated by culture (Blench, Roger, 2001)

It is estimated that some 140 million women, girls and babies throughout the world have been genitally mutilated. Another three million girls are at risk of such mutilation each year. Female genital mutilation (FGM) is primarily practiced in 28 African countries, to a lesser extent in certain countries in Asia and the Middle East and also, as a result of migration, in western host countries. Although the elimination of FGM was originally regarded as a mere question of health education and information, today FGM is recognized as a socio-cultural problem that is deeply rooted within the societies in which it is practiced. Thus social change is indispensable if the practice is to be ended permanently. FGM keeps the girls out of schooling during preparation and after the practice. After the practice, girls are made to feel that they have become adults and mature. Those who come back to school become disrespectful to teachers and uninterested in learning. Some stay at home awaiting marriage (Republic of Kenya, 2003). Commitment to

ending FGM is symbolic of the effort to strengthen the position of women and women's rights generally, because FGM is a serious violation of human rights, and its elimination would serve to advance virtually every one of the United Nations (UN) Millennium Development Goals (MDG) (UNESCO: Education for All, Global Monitoring Report, 2008).

1.2 Statement of the problem

Arid and Semi-Arid Lands (ASALs) Magadi Division included have been experiencing major problems which negatively impact on the girl-child participation in public primary school. Magadi Division compared to other Divisions in Kajiado North District has the lowest enrolment of girls as we can clearly see from Table 1.1.

Table 1.1: Kajiado North Sub-county primary schools

Divisions	Number of schools	Boys' enrolment	Girls' enrolment	Total
Magadi	17	2641	2267	4908
Ngong'	9	3725	3468	7193
Ongata Rongai	9	5206	5203	10409
Ewuaso	27	2764	2899	5663
Kisamis	31	3725	3468	7193

Source: District Education office, Kajiado North Sub-County. Ngong. 2014.

The boys participating in public primary education in Magadi division are 2641 while girls are 2267. The number of girls in Ongata Rongai division which has only 9 schools is 5203 while Magadi division which has 17 schools is 2267. That is a very big difference which needs to be investigated. Magadi division has the lowest enrolment of girls in the whole district. The total number of girls participating in public primary education in Magadi division is 2267, Ngong division has 3468, Ongata Rongai 5203, Ewuaso 2899 and Kisamis 3468.

1.3 Purpose of the study

The purpose of this study was to investigate factors influencing the girl-child participation in public primary education among the nomadic pastoralists in Magadi Division, Kajiado North District, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To establish whether the head teachers' community sensitization influences the girl-child participation in public primary education in Magadi division, Kajiado north district.
- ii. To identify whether the head teachers' administrative experience influences girl-child participation in public primary education in Magadi division, Kajiado north district.

- iii. To examine how parental income influences participation in education of girls in Magadi division, Kajiado north district.
- iv. To examine how head teacher's intervention in female genital mutilation influences the girl-child participation in public primary education in Magadi division, Kajiado north district.

1.5 Research questions

- i. How does the head teacher's community sensitization influence girl-child participation in public primary education in Kajiado North, Magadi Division?
- ii. How does the head teacher's administrative experience influence girl-child participation in public primary education?
- iii. How does parental income influence the girl-child participation in public primary education?
- iv. How does the head teacher's intervention in female genital mutilation influence girl-child participation in public primary education?

1.6 Significance of the study

The study was significant in that the results would contribute to awareness on the trends of enrolment by gender at the smaller units. The smaller units being closer to the people would shade more light and enable government to design intervention in addressing the situation. The study would be useful to head teachers, ministry of education officials, community leaders, teacher training institutions including Kenya Educational Management Institute (KEMI). It would also be useful as a body of knowledge as it could be used for further study.

1.7 Limitations of the study

The language barrier was likely to inhibit the study. Most rural primary school pupils had poor mastery of English and Kiswahili languages. This was further

compounded by the fact that the study was on primary school pupils whose level of understanding is generally limited. Use of translators was necessary.

The research was also not in position to control the responses of the respondents. Respondents gave socially acceptable responses in order to avoid offending the researcher. It was not possible to control attitudes of pupils, parents or teachers involved in this study.

1.8 Delimitations of the study

The study limited itself to only one region with very few public primary schools. For a more conclusive result, all the public primary schools in the whole county should have been studied. Private schools which could have provided additional weights were excluded from the study.

1.9 Assumptions of the study

In the proposed study, the following assumptions would be made:

- i. All respondents would be cooperative in giving reliable responses.
- ii. All the selected head teachers and other respondents were aware of the issue of low participation of girls in public primary education.

1.10 Definition of significant terms

The following are the definitions of significant terms:

Administrative experience refers to the accumulated knowledge in the management of school affairs.

Cultural Practices refers to the manifestation of a culture in regard to the traditional or practices of a particular ethnic group. These are traditional practices developed with specific ethnic cultures especially those aspects of culture that have been practiced since ancient times. For example, arranged early marriages, female genital mutilation etc.

Girl-child refers to the female between 6-14 years. Typically these are the ages girls are supposed to be in primary schools.

Influence refers to playing a role towards something's success or failure like contributing towards the girl-child's participation in public primary.

Participation refers to the act of getting involved in a given activity. Sharing in the activities of a group especially classroom activities.

Pastoralists refer to people who move with their animals from one place to another looking for pastures.

Policy refers to the statement of an official decision that guides the making of other decision.

Public primary school refers to an institution in which pupils receive regular instructions for eight years from standard one to standard eight.

1.11 Organization of the study

The study was organized into five chapters. The first chapter highlights the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, and assumptions of the study and definitions of significant terms. Chapter two dwells on literature review. The related literature is reviewed under the sub-topics; community sensitization by the head teacher on the importance of girl-child participation in education, parental income and girl-child participation in education, FGM and girl-child participation in education, head teacher's administrative experience and girl-child participation in education and lastly but not least, summary of literature review. The third chapter covers the research methodology to be employed. This is under research design, target population, sample and sampling procedure, research instruments, reliability of the instruments, data collection and data analysis techniques. Theoretical and conceptual frameworks follow each other respectfully. Chapter four focuses on data analysis, presentation and interpretation, while chapter five deals with summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of literature related to the study. It discusses various studies that have been done on factors influencing girl child participation in public primary education, their main objectives, findings and their recommendations. The challenges facing the girl child will be highlighted. The study will further lead the researcher to identify gaps from those studies and how they should be filled through the current study.

2.2 Importance of girl child education

Despite a high level of adult illiteracy, the hope for developing countries lies in the fact that their population profile tends to be skewed towards the younger age group. If in spite of adult illiteracy levels the majority of children and young people can be provided with quality basic education, then there is a chance of breaking the cycle of illiteracy, ignorance and the attendant poverty that continues from one generation to the next. This highlights the critical importance of investing in quality basic education for all children in a manner that promotes and sustains gender equity (Ministry of Education, 2007).

Education of girls and women is one of the best possible investments in the future of a nation whether the purpose is to improve family, health, the schooling

of children or community life in general. The best chance societies have for succeeding lies in educating mothers and raising the status of women (Zulu, 2007). Girls in school face a number of challenges at the entry level which include; poverty, low value to girls education, child labor and lack of basic requirements. At the participation level, girls are engaged in early sex, they're sexually abused in school, and they become teenage mothers. At the level of education outcomes, they are no gender friendly or sensitive facilities, stereotypes inadequate life skills which expose them to a number of challenges (FAWE, 2013, Gender Eye, Uganda, 2013). Education is a factor for bringing changes in individuals regardless of gender. Girl-child education raises economic productivity, reduces poverty and fertility rates, lowers infant and maternal mortality and improves health, nutrition and environmental management. Primary school education has remained high in the global agenda for education. Therefore its significance for economic and social development makes it a basic right for every child (World Bank, 2005).

The Convention on the Rights of the Child recognizes that "States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or status" However, in many countries available indicators show that the girl child is discriminated against from the earliest stages of life, through her

childhood and into adulthood. In some areas of the world, men outnumber women by 5 in every 100. The reasons for the discrepancy include, among other things, harmful attitudes and practices, such as female genital mutilation, son preference - which results in female infanticide and prenatal sex selection - early marriage, including child marriage, violence against women, sexual exploitation, sexual abuse, discrimination against girls in food allocation and other practices related to health and well-being. As a result, fewer girls than boys survive into adulthood.

Girls are often treated as inferior and are socialized to put themselves last, thus undermining their self-esteem. Discrimination and neglect in childhood can initiate a lifelong downward spiral of deprivation and exclusion from the social mainstream. Initiatives should be taken to prepare girls to participate actively, effectively and equally with boys at all levels of social, economic, political and cultural leadership. Gender-biased educational processes, including curricula, educational materials and practices, teachers' attitudes and classroom interaction, reinforce existing gender inequalities.

Girls and adolescents may receive a variety of conflicting and confusing messages on their gender roles from their parents, teachers, peers and the media. Women and men need to work together with children and youth to break down persistent gender stereotypes, taking into account the rights of the child and the responsibilities, rights and duties of parents. Although the number of educated children has grown in the past 20 years in some countries, boys have

proportionately fared much better than girls. In 1990, 130 million children had no access to primary school; of these, 81 million were girls. This can be attributed to such factors as customary attitudes, child labor, early marriages, lack of funds and lack of adequate schooling facilities, teenage pregnancies and gender inequalities in society at large as well as in the family. In some countries the shortage of women teachers can inhibit the enrolment of girls. In many cases, girls start to undertake heavy domestic chores at a very early age and are expected to manage both educational and domestic responsibilities, often resulting in poor scholastic performance and an early drop-out from schooling.

The percentage of girls enrolled in primary school remains significantly low in many countries. Girls are often not encouraged or given the opportunity to pursue scientific and technological training and education, which limits the knowledge they require for their daily lives and their employment opportunities. Girls are less encouraged than boys to participate in and learn about the social, economic and political functioning of society, with the result that they are not offered the same opportunities as boys to take part in decision-making processes.

Existing discrimination against the girl child in her access to nutrition and physical and mental health services endangers her current and future health. An estimated 450 million adult women in developing countries are stunted as a result of childhood protein-energy malnutrition.

The International Conference on Population and Development recognized, in paragraph that "full attention should be given to the promotion of mutually respectful and equitable gender relations and particularly to meeting the educational and service needs of adolescents to enable them to deal in a positive and responsible way with their sexuality", taking into account the rights of the child to access to information, privacy, confidentiality, respect and informed consent, as well as the responsibilities, rights and duties of parents and legal guardians to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the Convention on the Rights of the Child, and in conformity with the Convention on the Elimination of All Forms of Discrimination against Women. In all actions concerning children, the best interests of the child shall be a primary consideration. Support should be given to integral sexual education for young people with parental support and guidance that stresses the responsibility of males for their own sexuality and fertility and that help them exercise their responsibilities.

More than 15 million girls aged 15 to 19 give birth each year. Motherhood at a very young age entails complications during pregnancy and delivery and a risk of maternal death that is much greater than average. The children of young mothers have higher levels of morbidity and mortality. Early child-bearing continues to be an impediment to improvements in the educational, economic and social status of women in all parts of the world. Overall, early marriage and early motherhood

can severely curtail educational and employment opportunities and are likely to have a long-term adverse impact on their and their children's quality of life. Sexual violence and sexually transmitted diseases, including HIV/AIDS, have a devastating effect on children's health, and girls are more vulnerable than boys to the consequences of unprotected and premature sexual relations. Girls often face pressures to engage in sexual activity. Due to such factors as their youth, social pressures, lack of protective laws, or failure to enforce laws, girls are more vulnerable to all kinds of violence, particularly sexual violence, including rape, sexual abuse, sexual exploitation, trafficking, possibly the sale of their organs and tissues, and forced labor.

According to Zahrins, (2006) pastoral nomadism began as a cultural lifestyle in the wake of the 6200BC. Often traditional nomadic groups settle into a regular seasoned pattern of transhumance. The movements are several kilometers apart. The girl child is always affected whenever their parents move one place to another. It means moving to a new school which may be too far from their new home. These barriers and constraints tend to affect girls much more than boys in most countries and they can be found within the education sector as well as outside of education. Girls tend to start school late or not at all because they are more engaged in household chores and income generating activities than boys; or because parents are more concerned for their safety and security away from home; or because households prefer to send boys to school rather than girls, where financial decisions are involved.

In Ghana, there is a department under Ghana Education Unit (GEU) which is tasked with promoting girls' access, retention and achievement in basic education. The GEU works with various partners to advance the status of girls and women in Ghana. At the school level, the head teachers are a key stakeholder in the implementation of girls clubs in their schools where they select facilitators and provide space, schedule club meetings hours and discuss factors influencing girl-child education and other girl issues. (Adenta Girls Education Unit- Ghana, 2014)

Strengthening capacities of all stakeholders in promotion of girls' education is central in upping stakeholders' knowledge and skills to appreciate underlying causes of barriers to girl-child education. In Uganda, the Ministry of Education and Sports has already embarked on capacity building of ministry officials on gender and equity issues as an innovation to promote awareness on issues of equity (Gender Eye, 2013). The government of Kenya and its people has been committed to expanding the education systems to enable greater participation especially of the girl-child. Education is seen as a fundamental factor for human capital development. The effort to expand educational opportunities has been reflected in various documents and development plans. Ministry of Education (MoE, 2007)

2.3 Community sensitization by the head teacher

During the colonial rule, the pastoralist groups in Kenya were the most educationally disadvantaged groups. In spite of the government efforts to

improving pastoral communities in the area of education, the culture orientation of these people directed such benefits to the male side. The female factor was ignored. Head teachers can make it their responsibility to sensitize the community on the importance of the girl-child education in the community. This can be done through the schools' annual general meetings, open days and prize giving days. Religious meeting e.g. churches, mosques. The head teacher can also get space in public barazas and talk about girl-child education. The sooner communities are told the benefits of educating their girls the better for the whole country. The head teacher can use religious meetings in churches and mosques or even public barazas to tell community that education is meant to promote human dignity and offer equal opportunities and distribution of wealth. Low levels of educational attainment of girl child represent a very serious constraint on development in most Sub-Saharan African countries. This constraint hampers progress for individuals as well as for nations. At the individual level education is the ultimate liberator, empowering people to make personal and social change.

Governments, international organizations, Nongovernmental organizations and researchers have shown a lot of interest in the issues of equality of educational provisions to girls and boys (World Bank, 1998). There is a wide international recognition that there is no investment more effective for achieving development goals than educating girls. Yet reaching gender equity in school enrolment is still a major challenge in most countries. Nothing illustrates this better than the failure of many countries to attain the only Millennium Development Goal fixed for

2015, which is to eliminate gender disparity in primary and secondary education (World Bank, 2002). A concerted global effort is required to ensure accelerated progress towards attaining the gender parity goal. To achieve this goal is both a moral imperative and a development necessity.

Girl child education raises economic productivity, reduces fertility rates, lowers infant and maternal mortality, improves health nutrition and the well-being of families and ensures better opportunities of education for children. It promotes sound management of environmental resources and is instrumental in the reduction of poverty, by enabling women's absorption in the economy. Given the strong evidence on the benefits of girl child education, the relatively strong evidence on the range of obstacles involved and the less conclusive evidence on what works for girls, organizations, researchers and practitioners all have a role to play. Head teachers can make an especially important contribution by assessing the roles, challenges and carefully choosing their strategies, while building a strong foundation for monitoring and evaluation. Public demand for education and increased level of poverty in most African countries means provision of education for both genders is critical (Abagi, Owino and Wamahiu, 1997).

Despite the increased expansion of systems of education and growth in enrolment at all levels of formal education, the school participation of girl child in the African region still lags behind. In Kenya, progress in education has been made ever since. Although girl-child enrolment in primary education has increased in

all regions of the world over the recent years, their participation and completion is not sustained up to their time for sitting for Kenya Certificate of Primary Education (UNESCO, 1996). Most developing countries are yet to realize the full benefits of girl-child education all together. Gender discrimination and vulnerability are major reasons of low participation of girls in education. In most developing countries, far more boys are educated than the girls are (UNICEF, 1997). If one would choose a desk in a school in a developing country today, the chances are that a male student would occupy it, yet various studies have shown that education of girl child is one of the best investments available to a developing country. This confirms the research findings that once enrolled; girl child is in a distinct Gross Enrolment Rate of dropping out than boys. About 800,000 girls in 2004 dropped out of school in developing countries (UNICEF, 2004). There is a great need for removal of the obstacles hampering girl child enrolment and retention in school; the government has made substantial efforts to achieve wider combination of opportunities coupled with a great concern at primary school level.

This is evident in a massive expansion of primary education as tremendous increase in the number of pupils enrolled is being realized, with the government declaration of free primary education. However, the population of girls decreases as they progress through the grades. As such the impressive enrolment realized nationally has not eliminated gender disparities regionally in the arid and semi-arid districts in enrolment rates. As reported girl's completion rate is 35% against

55% for boys and this further mark the disparities among the districts (Republic of Kenya, 1997). Despite the government initiatives in the past decades, the education sector still faces greater challenges and calls for urgent measures of enhancing girl-child participation in education. Each part of the country has its unique characteristics and different intensity of girl-child participation in education (UNESCO, 1997).

The head teachers in ASAL areas have a lot of work to do in order to make sure the girl-child participates fully in education. Sensitizing the community, using different leadership styles and wisdom, going extra mile in his/her duties, coping with harsh climatic condition , to mention but a few. The investments required to achieve this relate not only to providing facilities, staffing and other resources for schooling, but also to addressing and eliminating the barriers and constraints that prevent some children from participating, and satisfactorily completing a course of quality basic education. Head teachers as implementers of government policies are well placed to enhance girl-child participation in public primary education through community sensitization. High girl-child participation rate in education is crucial in a modern society. This is because education is one of the most effective instruments a nation has at its disposal for promoting sustainable social and economic development (RoK, 2006).

The Maasai tribe is a unique and popular tribe due to their long preserved culture. Despite education, civilization and western culture influences, the Maasai people

have clung to their tradition way of life making them a symbol of Kenyan culture. Nomadic pastoralism is a form of pastoralism where cattle are moved from one place to another to find fresh pastures on which to graze. The head teacher can use administrative experience to educate the Maasai parents. Girl-child education raises economic productivity, reduces poverty and fertility rates, lowers infant and maternal mortality and improves health, nutrition and environmental management (World Bank, 2005).

2.4 Head teacher's administrative experience and girl-child participation in public primary education.

The head teacher's administrative experience is important in the achievement of these goals. Benefits of experience become evident in a head teacher after just a few years of teaching and seem to peak at four or five years of teaching. Head teachers are the most important facilitators of improvements. They are change managers who plan for the betterment of their schools on regular basis. She/he is a bridge between school, community and education authorities. To encourage the girl-child to participate in education fully, will require considerable amount of new administrative skills and knowledge, Strengthening Teacher Education in Pakistan (STEP, 2009).

The head teachers need knowledge of the role of home and community in supporting the girl-child education. Strong educational leadership and coordination skills can help sustain the girl-child in school despite all the

difficulties. ASAL areas require considerable re-thinking on a wide range of administrative skills. Given that the role of the head is primarily concerned with school improvement (Dunne, 1996). Girls are also more likely to drop out of school than boys because the physical and psychological conditions as well as the entire school culture can often be insensitive to the needs that are peculiar to girls and their right to education. It is against this type of background that the case for girls' education is often made. The population of school age in these ASAL and marginalized regions is lower and this may depict fewer schools in the areas.

Education is not static. It is always changing, likewise to the society. In view of this, head teachers should also change their ways of administration to suit the current state. To ensure effective and successful management, the head must not only be innovative, resourceful and dynamic, but also able to interact with the community outside the school. One of the roles of the head is to take charge of strategy making and adopt the institution in a controlled way to changes in its environment (Ouya & Mweseli, 2008).

2.5 Parental income and girl-child participation in public primary education

The foremost factor limiting girl participation is poverty. Economic poverty plays a key role when it comes to coping with direct costs such extra school levies, cost of books, uniform, transportation and other expenses. In families with many children, if these costs exceed the income of the family, girls are the first to be

denied schooling. This gender bias decision in sending girls to school is based on gender roles dictated by parents' economic status and culture. Girls are usually required to complete household chores and take care of their younger siblings when they reach home from school. This limits their time to study and in many cases may have to miss school to complete their duties. Republic of Kenya (RoK, 2003).

It is common for girls to be taken out school most especially if their parents are economically unstable at this point. Studies done by Doctor Erik Plug and Professor Wim Vijverberg (2005) show that parents' income has a positive influence on the educational attainment of their children. Parental income does matter for schooling outcomes. Lack of income hinders the education of children living in lower income households. Parental attitude against the girl-child is an important factor in the participation in primary education. In many countries, some pupils are responsible for covering some of their educational costs particularly in ASAL. For young girls in upper primary school, the responsibility for covering their educational costs often leads to sexual relationships with older men who are willing to exchange sexual favors with financial support. Such relationships carry the risk of teenage pregnancy (Chepchieng and Kiboss, 2004; World Bank, 1995).

The interactions which teachers have with pupils are of great importance to the girl-child participation. Interactions with peers and teachers in school are

important social factors that could impact the psychological well-being of a girl-child particularly those approaching or already in adolescence (Feldman and Newcomb, 1969 as cited in Perez, 2012). The psychological well-being according to Perez (2012), could lead to adaptive human functioning and positive life experiences. In effect, a child with good psychological well-being will persistently pursue education despite challenging life experiences.

The level of family income is one of the most influences on participation of primary education. According to Republic of Kenya (2003) parents, especially poor ones increasingly neglect their daughter's demands. Poor families would certainly find it difficult to pay any extra fees for girls and even carter for the basics like sanitary towels, clothes among others. Poor families tend to have a large population of siblings as opposed to high income families (Adebola, Anyachebelu & Madu, 2012). In many areas parents are always reluctant to send their daughters to school for fear of losing income. Their schooling is not seen to add any value to bride wealth but instead lowers it making girls to be denied primary education.

A number of studies have found a strong link between parental income (typically the father) and participation of the girl-child in education (FAWE, 2008). Girl-child education worldwide provides benefits to the family and society at large thus factors affecting it should be addressed for the sake of human and societal development. Parental level of education is also a factor that effects girl-child

participation in primary education because it can either promote or lower their participation. Educated parents do support their girls by giving them their educational requirements. They also become the role models to their daughters' participation in education. Most of them understand what their daughters need and they provide it. However if parents are themselves illiterate then they are not in a position to fulfill their obligations to their children as regards the right to education. There is therefore a strong case for investing in Adult Basic Education Literacy (ABEL) (for women in particular) in order to redress the imbalance of illiteracy amongst the adult population and majorly women, as well as to enable them to fulfill their duties to their children in respect of education, and also to fulfill their own basic right to education as individuals in society (FAWE, 2008).

2.6 Female Genital Mutilation and girl-child participation in public primary education

Gender disparity in this Kajiado north sub-county, Magadi Division region is still very high. This has obvious implications on progressive welfare of a girl child. In pastoral communities the usual functions, responsibilities and activities of women and men are largely separate yet intricately interdependent. FGM as a cultural factor affects girls' participation in education. Cultural factors that affect girls' participation in primary education are early marriages, FGM, and fathers' attitude towards the girl-child. Most of these cultures are retrogressive and affect the girls' self esteem. Early marriages can deny a girl the opportunity of participating fully

in primary education. According to Adebola, Anyachebelu & Madu, 2012; Arai & Tabata, 2006), girls who drop out of school to get married do not return to school after marriage. The girls' education comes to an end as soon as she gets married, Motherhood responsibilities weighs heavily on her too.

Female Genital Mutilation has effects that are both physical and psychological. Bleeding constantly and passing of urine uncontrollably are common for girls who undergo the FGM. They are also vulnerable to infections. Negative attitude that the father has towards his daughter is an important factor in the girl child participation in education. Fathers usually do not understand why the girl should go to school at all. Girl Child Network (GCN) (2004) mentioned culture and traditions as inhibiting factors affecting girls' participation in primary education and the main aspects being FGM and Early marriages. Men among the pastoral communities of these districts mainly dominate leadership, decision making and politics. Women have a subordinate position in society, which can prevent them from benefiting from education. Through rituals and ceremonies, including circumcision, Maasai girls are taught functional roles like how to build houses, make beadwork, cook, milk and clean homes by their mothers and older women. When they become of age, their parents book a warrior from a respectable clan as an appropriate husband for their daughter. (Blench & Roger, 2001).

FGM as a social-cultural factor affects girl-child participation in public primary education. FGM has a wide range of psychological and psychosomatic effects on

the girl. According to Kiptony (2008), girls may experience disturbances in sleep patterns, mood and cognition. Once the girls undergo FMG, they were made to feel that they had become adults and mature. In school they become shy and uninterested and most of them get married and others simply drop out of school and stay at home awaiting marriage. In Kenya initiation/circumcision ceremonies are scheduled to take place during the school holidays but the process begins earlier, leading to absenteeism from school. The circumcised children also take longer to heal before they can go back to school. Initiation ceremonies involve both boys and girls but the expectations after the ceremony are more on girls than on boys because girls are engaged for marriage after initiation in some communities (Republic of Kenya, 2003).

A study carried out in Malawi by Kapakasa (1992) shows that FGM brings several problems for girls. These dilemmas affect their school attendance leading to drop-out. The schedule for initiation ceremonies conflict with the school calendar, leading to absenteeism from school. Initiated girls also find it difficult to return to school or concentrate on their studies because their next expectation is marriage. The study also revealed that some parents were more willing to cover the cost of FGM than to cover the cost of schooling thus showing the importance attached to initiation ceremonies. Retrogressive ceremonies like female genital mutilation (FGM) and thereafter engagement for marriage results to low attitude towards education by girls. Initiation ceremonies were still important in some African communities because they mark the passage from childhood to adulthood.

During initiation ceremonies, knowledge and value concerning procreation, morals and sexual skills, birth control and pregnancy were passed to the girls. After initiation it is considered shameful for girls to return to school unlike the boys (Omare, 2007). Most girls view themselves as adults

Abor (2006) in a study done in Ghana revealed that FGM affects both physical and psychological well being of a girl-child due to the female genital deformation and mental torture resulting from pain undergone. With such effects, a girl lacks the requisite attention and concentration for participating fully in education much less good academic performance. Early studies show that there is a lack of linkage between education and the cherished indigenous vales and practices, hence the adverse influence that cultural factor has on the education of Maasai girl-child. There is an inherent gender bias which shapes the entire life-span of Maasai female. For instance certain beliefs such as FGM which has seriously hampered the girl-child participation in maasailand (Chege, 2005).

2.7 Summary of literature review

Literature review shows studies that identified a number of factors affecting girl-child participation in primary education which include lack of proper sensitization by head teachers to the community on importance of educating girl-child, FGM, parental income among others. Low girl child participation in many districts and for this case Kajiado North district may be attributed to retrogressive cultural practices and poverty among other factors. Gender disparity in this region is still

high which implies that more boys are enrolled in schools within this division than girls.

Most researchers did much on retention, access and performance, but very little has been done on girl-child participation in primary education. Head teachers' sensitization and administrative experience can do much more to improve on this. This shows a knowledge gap which the researcher here tends to explore. A clear solution and comprehensive policy to address the socio economic development of ASAL and marginalized areas should be put in place. This would facilitate a conducive environment for equal participation in economic, education, training and employment opportunities for men, women and youth. Education and training policies should be geared towards promoting measures that will eliminate gender disparities in participation, in education for females for social and economic development.

2.8 Theoretical framework

This study used The Classical Liberal Theory of Equal Opportunity, which affirms that each person is born with a given amount of capacity, which to a large extent is inherited and cannot be substantially changed. The study was guided by Charles Darwin (1982) Classical Liberal Theory of Equal Opportunity and Social Darwinism, The theory asserts that each person is born with a given amount of capacity, which to a large extent is inherent and cannot be substantially changed. Thus, educational system should be designed so as to remove barriers of any

nature such as economic, gender, cultural and geographical barriers (Sherman and Wood, 1982). Orodho (2004) cites liberal activist such as Horace Mann (1852) who termed education as “the Great equalizer” instrument which would enhance life chances.

The theory demands for further going through education at primary and secondary level to which access would be determined on the basis of individual’s merit and not on social backgrounds. Social Darwinism argues that every citizen should be given education, the social status to which he/she entitles him to inherited aptitude (organization for Economic Cooperation and Development, 1975). The theory observes that provision of formal equity and access to education by putting everybody on the “scratch” guarantees that the ensuing run is just one. The theory demands that opportunities be available for individuals to go through primary and secondary education and thus access should be based on individual’s merit and not social backgrounds. This way, education would at least provide equality of economic opportunity whereby all classes, races and sexes could benefit economically from excellent academic performance (Sharman and Wood, 1982).

The theory further states that social mobility can be promoted by equal opportunity of education. The roots of this theory can be traced to writers such as Rousseau (1712 – 1778) who claimed that “natural statesmen were born equal and personal equalities should not jeopardize social equity so long as society rewards

people according to this status” (Orodho, 2004). The writer of American Declaration of Independence (1776) claimed that all people are created equal i.e. born with the same moral and political rights, thus education should in some sense attempt to treat people equally. According to Wainaina (2006), when evaluating inequalities of opportunities of education in Kenya education plays a significant role, since it is an important determinant of individuals well being. He notes that there is considerable evidence of inequalities of opportunities in education of the developing countries in ASALs, areas of pocket of poverty and urban slums. There are many girls from poor families in Kenya who have taken advantage of education opportunities and have proceeded to obtain better jobs and higher income than they would have otherwise done without education thus education is an investment in human capital that yields economic benefits.

There is a widespread belief that by removing economic barriers and creating more places available in primary education, the vision of equal opportunity would be implemented, where every child would have access to the kind and amount of education that suits his/her inherited capacity. In developing countries where Inequalities of educational provision are severe, it may be desirable on equality and efficiency grounds, to pursue the goal of equal distribution of educational opportunities.

Psacharopoulous and Woodhall (1985) notes that inequality of participation means that the benefits of education are disproportionately enjoyed by the upper

income families whose children are far more likely to complete primary and secondary cycle and enroll in higher education. The financial inability of many families leads to increased dropouts, absenteeism and repetition which lead to low access and retention in many primary schools. Though participation should be based on individuals merit and not social backgrounds, the situation in Kenya is contrary to that. Participation in primary level of education is influenced by such as socio-economic school based, socio-cultural factors and pupils characteristics. The classical liberal theory is relevant for the proposed study because education should be accessed by all regardless of their social, economic and cultural differences.

Education systems should have this design in order to avoid barriers such as; social, economic, gender, cultural and geographic barriers that may prevent bright but needy children from poor families from taking advantage of their in-born talents which accelerates them to social promotion. The financial inability of many families leads to increased dropouts, absenteeism and repetition which lead to low participation in many primary schools. Participation in primary level of education is influenced by such as community sensitization by head teachers, cultural factors like FGM, head teachers administrative experience and parents' income. For equity considerations, unequal participation of the poor in education can worsen the status of the poor and other vulnerable groups in the county.

Several education policies in Kenya have been guided by this theory since it takes into account in-born talents of people. The Classical Liberal Theory also states that social mobility will be promoted by equal opportunity of education regardless of gender, social, economic, cultural or geographic factors. It is against this background that this study focused on finding out factors underlying low participation of the girl-child in public primary education in Magadi Division, Kajiado North District.

2.9 Conceptual framework

This conceptual framework is intended to assist the researcher develop awareness and understanding of the situation under scrutiny and communicate it. Most pupils in public primary schools in Magadi Division are from Kenyan Maasai community, a few are Tanzanian Maasai.

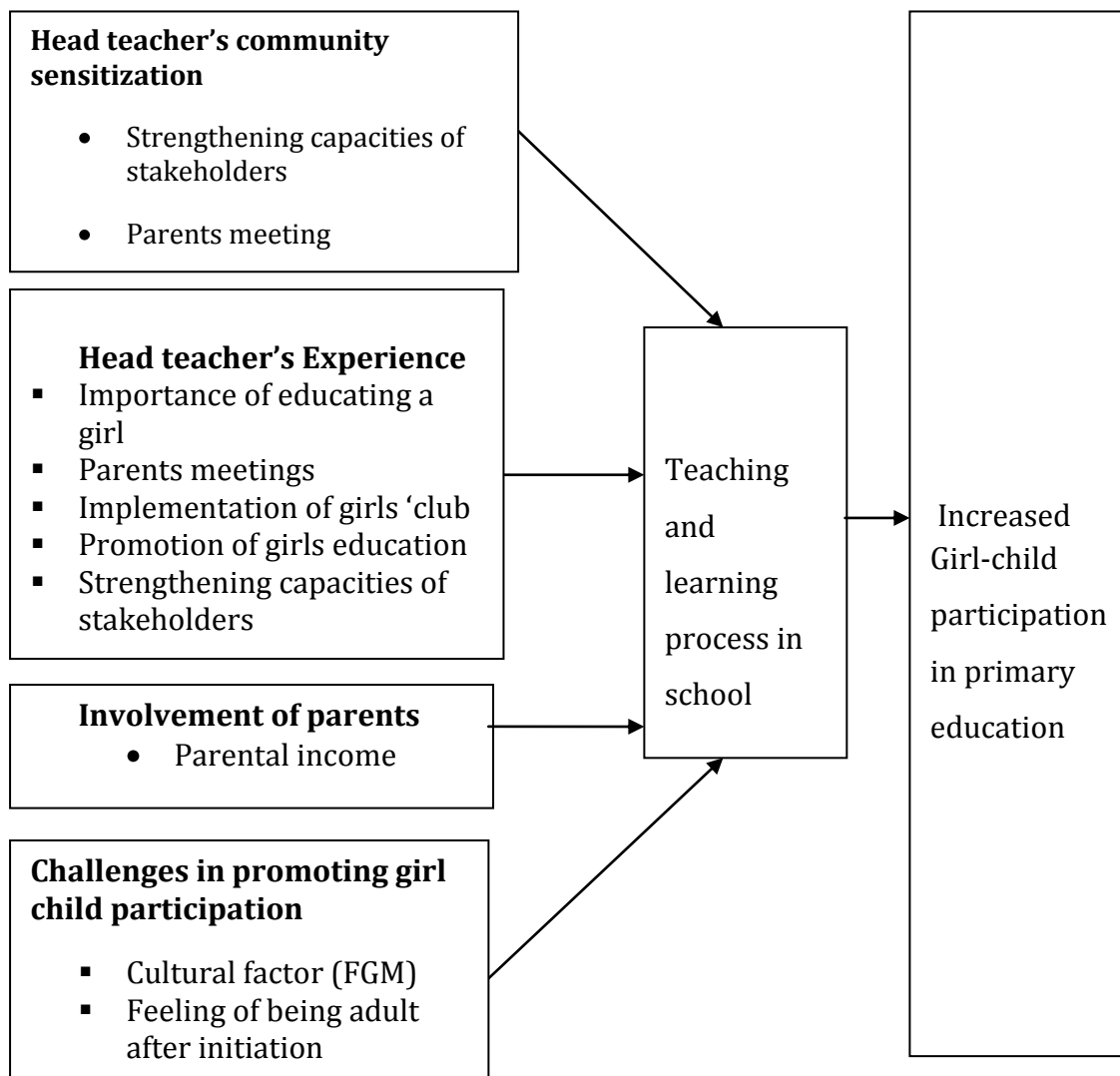


Figure 2.1: Factors influencing girl child participation in public primary education

The head teacher is the main contributor to the success or failure of any school he/she is heading. He/she sets the school system in the correct path. Apart from implementing the curriculum, he/she guides and coordinates school activities with the learner at the center. The head teacher can sensitize the community on the importance of education especially of the girl-child. An experienced head teacher

can strengthen the capacities of all stakeholders and also use education policies to promote girl-child participation; can also make the school environment girl-child friendly.

Various variables hinder the girl-child participation in primary education. She is mostly influenced by what goes on in the classroom, in the school and in the community. Cultural factor (FGM) if checked as required can have a low effect on the girl-child. Parents of the girl-child can have a positive attitude towards their girls education especially if shown how by the relevant authorities, (Head teacher). All these variables when checked can increase girl-child participation in primary education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the procedure and strategies that were used in the study. Research design, target population, sample and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedures, methods of data analysis and legal and ethical considerations are all discussed.

3.2 Research design

The research design for this study was descriptive research design. The researcher collected data from primary school heads, teachers, and pupils. This design is best used in studies that are set to determine the status of a given situation. The design helps the researcher to gather information, summarize, present and interpret for the purpose of clarification. Descriptive survey design was appropriate for this study because it is designed to establish and examine the factors influencing girl child participation in education (Ngechu, 2004) observes that this design dictates how the variables are to be measured in testing their relationship. In addition, the variables are partly controlled by the situation, and so information collected would be analyzed using descriptive statistics.

3.3 Target population

This study was carried out from 17 public primary schools in Magadi Division, Kajiado North Sub-County of Kenya. This county was selected due to the fact that its educational, economic, social, historical and geographical settings represent most of what is found in some parts of the country. The respondents were head teachers, teachers and pupils.

3.4 Sample size and sampling technique

Gay (1981) suggests that a minimum sample for a descriptive study is 10% of the sample. 200 school girls enrolled in classes 5, 6, 7 and 8 were used in the study. These classes were chosen because pupils at this level of Kenyan education system are able to read, understand and respond to questionnaire items compared to those at the lower grades. All head teachers, in each school, two teachers from the randomly chosen schools, school prefects, presidents and girls representative were used

Table 3.2: Distribution of respondents

Respondents	Population	Sample
Head teachers	17	10
Teachers	180	18
Pupils	200	20
Total	397	48

3.5 Research instruments

The major research instrument that was used for data collection for this study was questionnaires which were administered to the head teachers, teachers and pupils. The questionnaires which were the primary source of data were titled; Head teachers and teachers' questionnaire on girl-child participation in education, and pupils' questionnaires. The head teachers' questionnaires had two sections, A and B. Section A asked about general information while section B addressed issues relating to factors influencing girl-child participation in primary education. Teachers and pupils' questionnaires addressed issues on the study objectives and general information.

According to Orodho (2009), validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation. Under this study, content validity of the research tool will be initiated at the design stage. This is because instrumentation is a great threat to internal validity. Mugenda & Mugenda (2003) define content validity as a measure of the degree to which data collected using a particular instrument represent a specific domain of indicators or content of a particular concept.

3.7 Reliability of the instruments

In order to ensure reliability, test retest reliability was conducted. The researcher gave 2 head teachers, 3 teachers and 4 students a questionnaire to fill, then after a few days, she re-administered a similar instrument after which a correlation

coefficient for the two tests was calculated. A Pearson's coefficient (r) was calculated using the formula below:

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

Where r is the Pearson's coefficient of correlation index, x is first test, y is the second test and N is the number of the respondents, Orodho (2009).

Gay (1992) observes that a correlation coefficient of 0.7 and above can be regarded as a high reliability. In reference to Williamson (2005), a pilot study is a small experiment designed to test logistics and gather information prior to a larger study. The pre-test in this study was done in order to help reveal shortages and deficiencies in the design and in the research tools. Moreover, it helped check whether the instruction and items in the questionnaire were understandable.

3.8 Data collection procedure

The researcher got the study permit from National Commission for Science, Technology and Innovation. After getting this permit, the researcher made a courtesy call to the DEO's office and also wrote a letter to heads requesting for permission to conduct the study in their schools. The researcher personally visited the sample schools to administer the questionnaires as she assisted the respondents who had difficulties in responding to the items in the questionnaire.

3.9 Data analysis

Under this study, data was analyzed through descriptive statistics. Qualitative and quantitative data analysis techniques was applied whereby qualitative data was analyzed thematically while on the other hand, quantitative data was analyzed through percentages, tables, pie charts and graphs. Findings were presented using frequency tables, pie charts and percentages were used to present data collected.

3.10 Ethical considerations

Before engaging in the actual fieldwork, the researcher applied for a research permit from the Ministry of Education, Science and Technology, State Department of Education. After the permit was granted, the researcher requested for consent from the Kajiado County Director of Education to enable her access the public primary schools within the county. For the sake of the confidentiality, the respondents were requested to omit their names from the questionnaire.

Further, the respondents were assured that the information that they would give would strictly be confidential and only meant for research purposes. Data collected was used only for the purpose of this study and not for other uses contrary to the objectives of the study. No reference was made to individuals or schools.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter gives detailed information on the analysis of the study findings on; factors influencing girl-child participation in public primary education among nomadic pastoralists in Magadi division, Kajiado north sub-county, Kenya. Information presented was sourced from the research instruments used for data collection; head teachers', teachers' and pupils' questionnaires. The objectives analyzed were to establish whether the head teachers' community sensitization influences the girl-child participation in public primary education; to identify whether head teachers' administrative experience influences girl-child participation in public primary education; to examine how parental income influences participation in education of girls in Magadi division; and to examine how head teachers' intervention in female genital mutilation influences the girl-child participation in public primary education in Magadi division.

4.2 Instrument return rate

Questionnaires were used to collect data and they were classified in three sets; the head teachers', teachers', and pupils'. The table below shows the questionnaires received back dully completed.

Table 4.1 Questionnaire return rate.

Respondents	Number expected	Number returned	Percentage %
Head teachers	10	10	100.0
Teachers	18	18	100.0
Pupils	20	20	100.0

Table 4.1 shows that 48 questionnaires were given out to the respondents; 10 for head teachers; 18 for teachers and 20 for pupils. All the 48 questionnaires were returned back duly completed. The return rate was considered reliable for the purpose of this study because they were 100%. The collected data was tabulated as per questionnaires covering all the items as per research objectives and research questions.

4.3 Demographic data of the respondents.

The study considered it essential to gather data on head teachers', teachers' and pupils' background in terms of gender and age. The head teachers' and teachers' academic, professional qualifications and experience were also captured. The head teachers', teachers' and pupils' demographic data was summarized as follows:

4.3.1 Head teachers' gender.

Gender of head teachers was deemed essential in this study. The data captured from head teachers were presented in Table 4.2

Table 4.2 Distribution of head teachers by gender

Gender	Head teachers	Percentage
Male	9	90.0
Female	1	10.0
Total	10	100.0

The findings show that the respondents were predominantly male head teachers f(90.0 %). There is need to have more female head teachers to at least take care of the role model factor.

4.3.2 Teachers' gender.

Teachers also indicated their gender. Data collected was presented in Table 4.3 below. Results from Table 4.3 show that there is a fair balance on the gender of teachers, 9 females and 9 males.

Table 4.3 Teachers' gender.

Gender	Teachers	%
Male	9	50.0
Female	9	50.0
Total	18	100.0

The Table indicates that the teachers' gender was fairly balanced. Males f(50.0%) Females f(50.0%)

4.3.3 Pupils' gender

Pupils were also required to indicate their gender which they did. Data collected was presented in Table 4.4

Table 4.4 Distribution of pupils by gender

Gender	Pupils	%
Male	2	11.1
Female	16	88.9
Total	18	100

Results from Table 4.4 show a majority of the respondents were females (88.9 %) compared to males (11.1 %). This study required more girls to give information than boys.

4.3.4 Age of respondents

Head teachers and teachers were also required to indicate their age bracket. Data was presented in Figure 4.1 for head teachers.

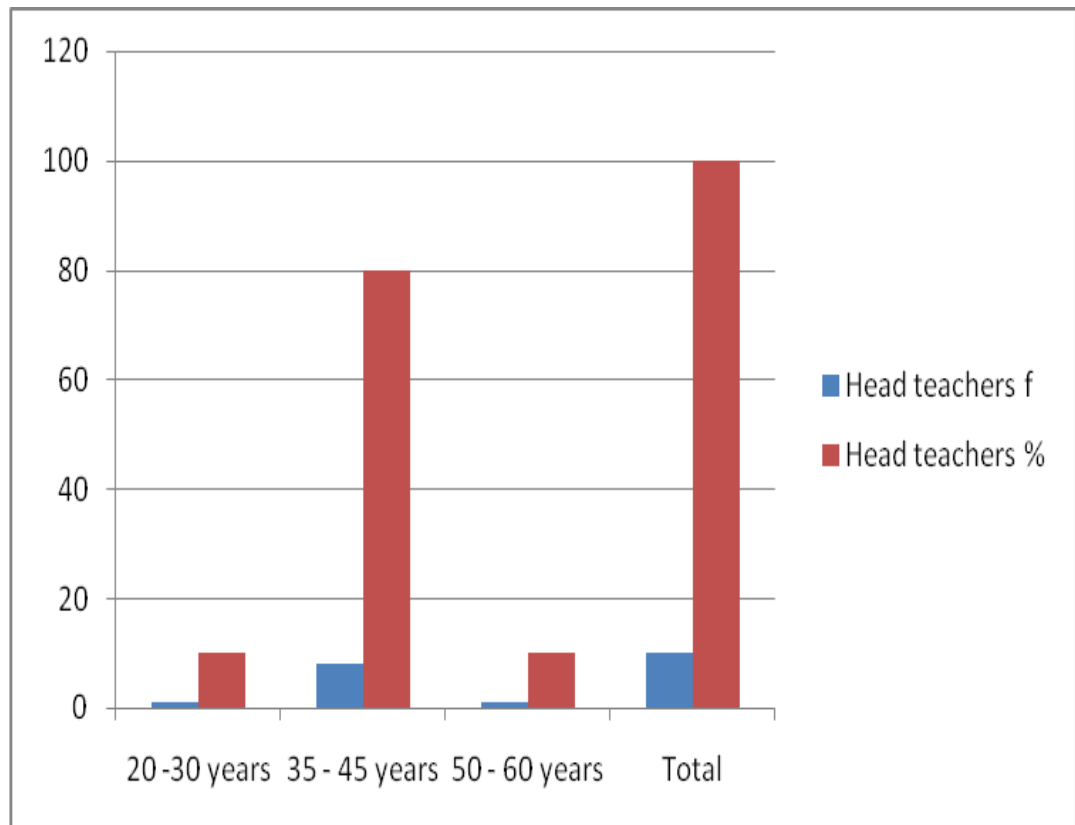


Figure 4.1 Distribution of head teachers by age

The results indicate that most head teachers f(80 %) were in the age bracket of 35 - 45 years. The advanced age represent experience, knowledge and understanding and are likely to understand the importance of education of girls. Numerous studies have demonstrated that educating women and girls is the single most effective strategy to ensure the well-being and health of children, and the long-term success of developing economies, (World Bank 2015). Girls' education yields some of the highest returns of all development investments, yielding both private and social benefits that accrue to individuals, families, and society.

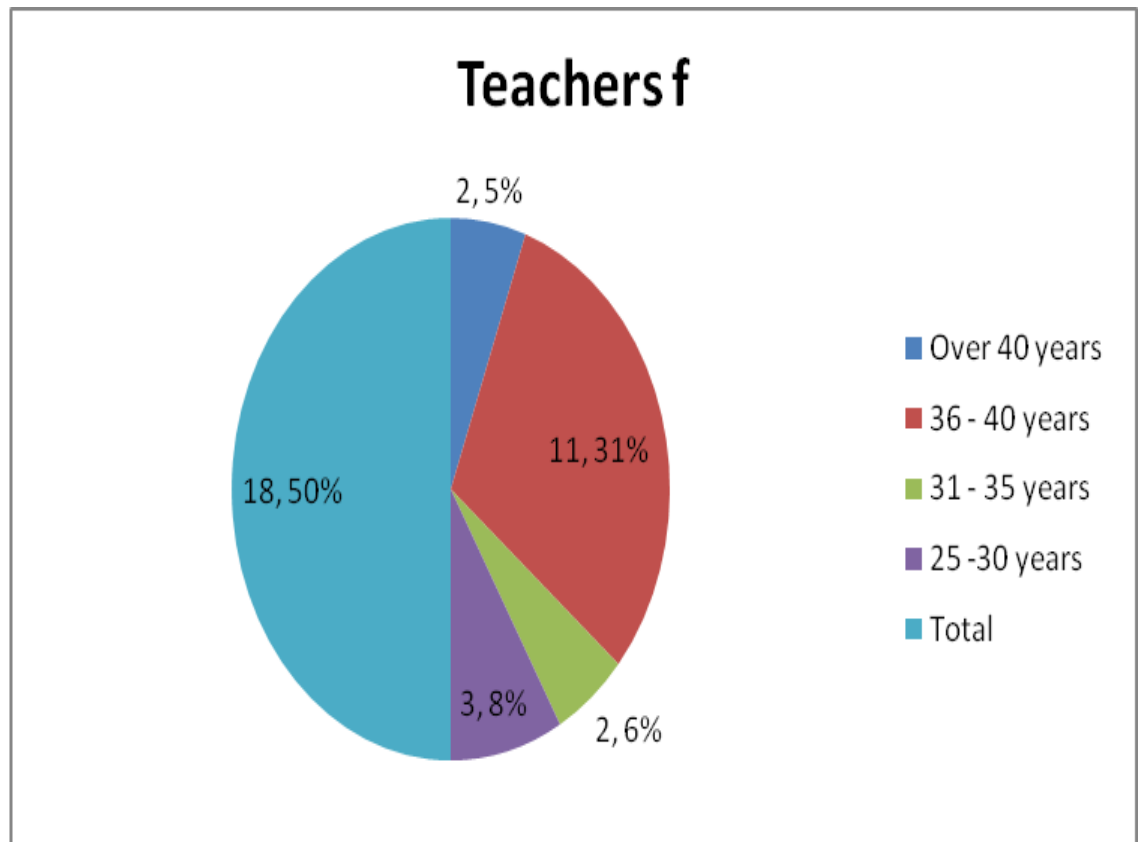


Figure 4.2 Distribution of teachers by age

4.3.4 Pupil's Age when first attend school

Pupils were to state their first age of attending school and their responses were tabulated. Because of FPE many children reported to school despite their ages, ability and statuses the children reported to school. Table 4.5 provides further details on the issues;

Table 4.5 Pupils' First Age of Attending School

Age	Pupils	
	f	%
5 years	1	5.0
6 years	3	15.0
7 years	8	40.0
8 years	3	15.0
Over 9 years	5	25.0
Total	20	100.0

From the Table 4.5, most pupils joined school above five years (75.0%). Others indicated for having joined when they are over 9 years (25.0%). According to the Universal Declaration of Human Rights UDHR (1994), education is a fundamental human right and every child must be given an opportunity to achieve and maintain an acceptable level of learning.

4.3.6 Head teachers and teachers' academic and professional qualifications.

Academic and professional qualifications of head teachers and teachers were also a factor to consider in this study. Head teachers' and teachers' academic and professional qualifications directly or indirectly determine how both materials and

facilities in schools are handled in terms of planning of learners needs without discrimination. This can have an impact on the girls' participation.

Qualifications	Head teachers		Teachers		Total	
	f	%	f	%		%
B/Ed	0	0	4	22.2	4	14.3
Diploma	6	60	4	22.2	10	35.7
P.I	2	20	7	38.9	9	32.1
Others	2	20	3	16.7	5	17.9
Total	10	100	18	100.0	28	100.0

Table 4.6 Head teachers' and teachers' academic and professional qualifications

Most head teachers in Magadi division are diploma holders (60.0%). B/Ed had none but P.1 holders had (20.0%) for both head teachers and teachers. Although teachers showed slightly higher levels of education than the head teachers, both had sufficient academic and professional qualifications to deal with this issue of girl participation in public primary education.

4.3.7 Head teachers' and teachers' professional experience.

Head teachers and teachers were asked to indicate the duration of service which would actually show the level of experience. Data collected is seen in Table 4.7.

Table 4.7 Head teachers' and teachers' response on professional experience

Professional experience	Head teachers		Teachers		Total	
	f	%	f	%	f	%
1-5 years	0	0	3	16.7	3	10.7
6-10 years	2	20	5	27.8	7	25.0
11-15 years	2	20	6	33.3	8	28.6
16-20 years	2	20	3	16.7	5	17.9
Over 20 years	4	40	1	5.6	5	17.9
Total	10	100	18	100.0	28	100.0

Table 4.7 shows that the head teachers and teachers are likely to have good information on the issue of girls' participation in public primary education in Magadi division, Kajiado north sub-county. With this kind of experience, the head teachers and teachers should be able to sensitize their communities through chiefs' meetings, public gatherings or church meeting on the importance and benefits of educating their girls. They should be more skillful in handling the girls who are already in school and be able to bring in those who are not.

4.4.1 Teachers' response on availability of basic instruments like text books, writing materials and exercise books.

Teachers were asked to indicate whether basic instruments like text books, writing materials and exercise books were available in their schools. Availability or lack of such materials can have an impact on the girl-child participation in public primary education. Data was captured in Table 4.8.

Table 4.8 Teachers' response on basic instruments.

Basic instruments	f	%
Most have	10	55.6
A few have	8	44.4
None has	0	0.0
Total	18	100.0

Most of the girls have basic instruments, for example text books, writing materials and exercise books. Lack of such important tools can discourage the girls from participating in primary education.

4.4.2 Head teachers' response to their school enrolment by gender.

Head teachers were required to indicate their school enrolment by gender. Figure 4.3 below shows the results.

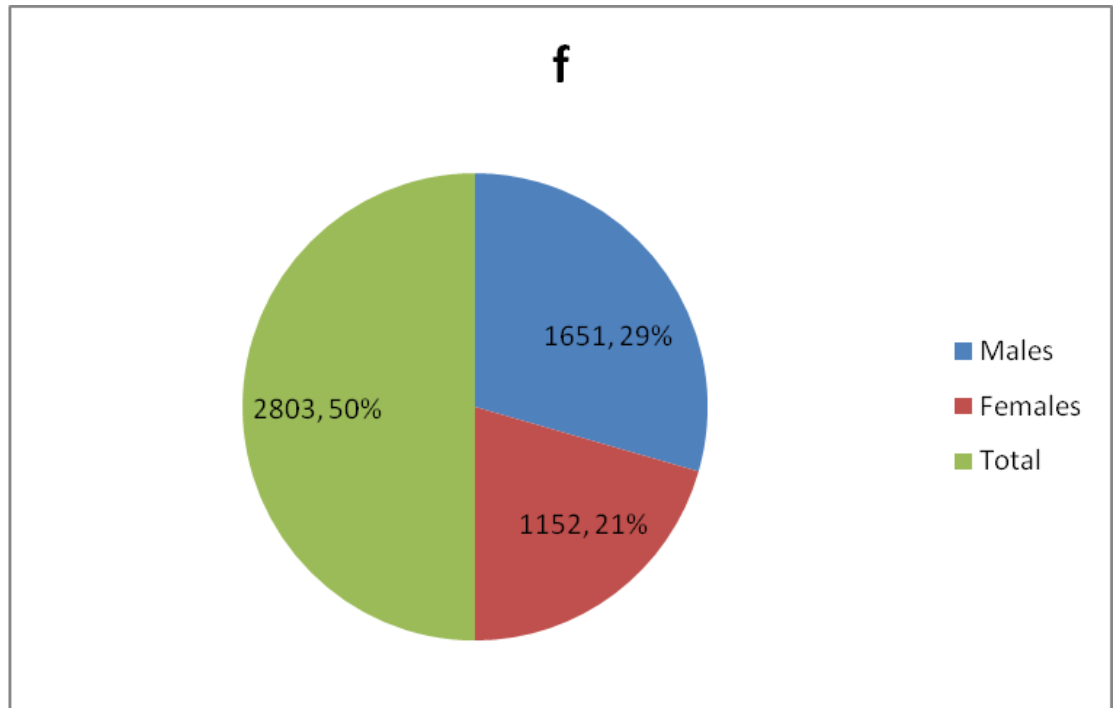


Figure 4.3 Magadi division schools’ enrolment per gender

Results from Figure 4.3 show that the enrolment of girls in Magadi division, Kajiado north sub-county is lower than the boys. Boys f(29.0%). Girls f(21.0%).

4.4.3 Head teachers’ response to the adequacy of number of teachers in their schools.

Head teachers were required to indicate whether they deemed the number of teachers in their schools as sufficient. Results were captured on Table 4.9 below

Table 4.9 Head teachers' response to the adequacy of number of teachers in their schools

Head teachers' response	f	%
Adequate	0	0.0
Inadequate	10	100.0
Total	10	100.0

All the head teachers answered No. which means none of them considered the number of teachers in their school as adequate. Lack of enough teachers in a school can impact negatively on the girls' participation in primary education.

4.4.4 Head teachers' response to community sensitization on the importance of girl-child participation in primary education.

Head teachers were required to indicate if they ever sensitized the community on the importance of educating their girls and how often they did it. Table 4.10 captured their responses.

Table 4.10 Head teachers' response to community sensitization

Meetings held in the community	Head teachers' attendance	
	f	%
Once in a while	4	40.0
Once a year	0	0.0
Every time there's any	4	40.0
Not once	2	20.0
Total	10	100.0

Results from Table 4.10 shows that minimal sensitization is done in the chief's meetings, churches, mosques, or any other meeting held in the community. Head teachers in any community across this country are considered to be of great influence to the community they serve. Their sensitization on the benefits of educating girls can have a very positive impact.

4.4.5 Head teachers' response to the number of times they have open days in their schools to sensitize their parents on the importance of educating the girl-child.

Another issue that the study needed to identify was the number of times that the head teachers organized and planned for open days in their schools in order to sensitize their parents on the importance of participation of the girl-child in public primary education. Their responses were captured in Figure 4.4

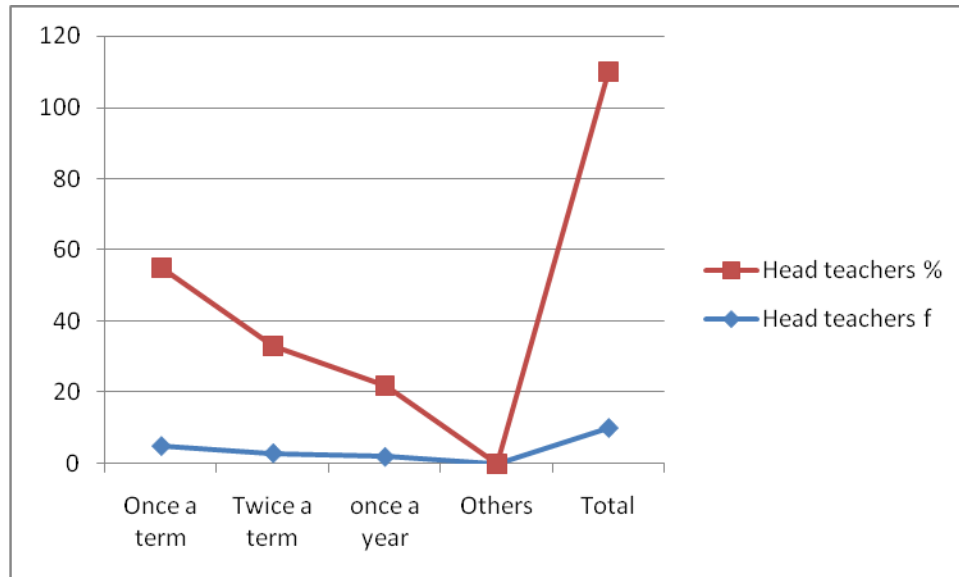


Figure 4.4 Head teachers’ response to organizing and calling for open days for sensitization.

Open days can be called by the head teachers as often times as possible depending on the challenges that the head teacher is facing . Results from Figure 4.4 are not promising from an area like Magadi division which has fairly low girl-child participation in primary education.

4.4.6 Head teachers’ response on repetition policies and/or re-entry policies for the girl-child.

Head teachers were required to explain briefly if they had any repetition policies and or re-entry policies for the girl-child. Their responses were captured in Table 4.11

Table 4.11 Head teachers' response on repetition/ re-entry policies

Repetition/re-entry policy	Head teachers'	
	view	
	f	%
No policy in place	3	30.0
Repeat on parent' s request	2	20.0
Willingness of the girl	2	20.0
Repeat to cover the syllabus	2	20.0
Repeat for discipline cases	1	10.0
Total	10	100.0

Most head teachers responded that they had no policy in place f(30.0%). Those who answered that that girls repeated on their own parents request were f(20.0%). Others who wrote that girls repeated in order to complete the syllabus were f(20.0%) while those who said that some girls repeated to correct their characters as in discipline cases were f(10.0%). Other girls repeated because they were willing to do so f (20.0%).

4.5.1 Head teachers' assessment of their schools on different categories.

Head teachers were required to assess their own schools using the stipulated categories in the questionnaires as shown in Table 4.12

Table 4.12 Head teachers' assessment of their schools

Criteria/ Head teachers' response	Very good		Good		Poor		Total	
	f	%	f	%	f	%	%	
	Girls' discipline	3	30.0	7	70.0	0	0	10
Girls' participation	0	0.0	10	100.0	0	0	10	100.0
Girls' general attendance	1	10.0	9	90.0	0	0	10	100.0
Teacher/teacher cooperation	4	40.0	6	60.0	0	0	10	100.0
Teacher/ girl-child interaction	3	30.0	7	70.0	0	0	10	100.0
Head teacher cooperation and support	5	50.0	5	50.0	0	0	10	100.0

f(70.0%) of the head teachers felt that their girls was good. All the head teachers in this study said that their girls participation was tip top f(100.0%). Most likely they meant the ones already in school were very much participating and getting fully involved in their education. Very good teacher to teacher cooperation was at f(40.0) while good stood at f(60.0). Head teachers who felt that teacher/ girl-child interaction was very good were f(30.0%). The ones who felt was good were f(70.0%). Head teacher cooperation and support got f(50.0) for both very good and good.

4.5.2 Educational background of the pupils' parents.

Pupils were asked about their parents' educational background. Their responses were captured in Figure 4.5

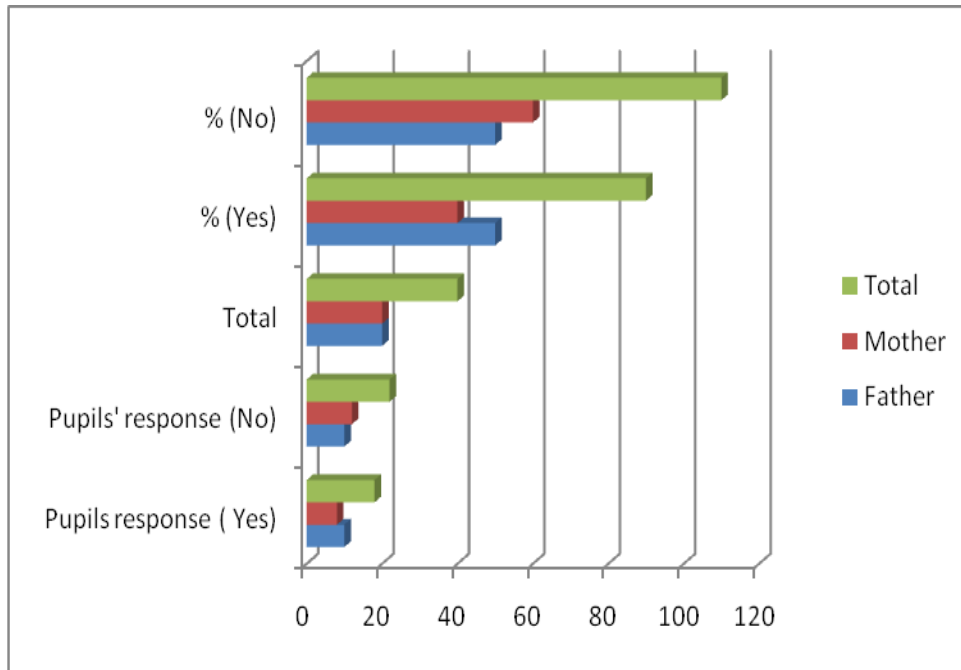


Figure 4.5 Pupils' parents educational background

Figure 4.5 indicates that f(50.0%) of the pupils fathers attended school. Mothers who never attended school stand at f(60.0%) If parents are themselves illiterate then they are not in a position to fulfill their obligations to their children as regards the right to education. There is therefore a strong case for investing in Adult Basic Education Literacy (ABEL) (for women in particular) in order to redress the imbalance of illiteracy amongst the adult population and majorly women, as well as to enable them to fulfill their duties to their children in respect of education, and also to fulfill their own basic right to education as individuals in society (FAWE, 2008).

4.5.3 Parental income

Pupils were required to indicate their parents occupation. Results were captured in Table 4.13.

Table 4.13 Parental income

Parents' occupation	Father	Mother	Total	%
Salaried	3	0	3	15.0
Pensioner	0	0	0	0.0
Business	1	5	6	30.0
Pastoralist	14	10	24	120.0
Unemployed	2	5	7	35.0
Total	20	20	40	200.0

Results from Table 4.13 indicate that the highest percentage of parents in Magadi division are pastoralists (120.0%). According to Zahrens, (2006) pastoral nomadic move from place to place in search of pasture for their animals. The movements are several kilometers apart. The girl child is always affected whenever their parents move one place to another. It means moving to a new school which may be too far from their new home. Girls tend to start school late or not at all because parents are more concerned for their safety and security away from home.

Most mothers are unemployed f(35.0%). A few fathers are salaried f(15.0%). Some of the mothers do small time businesses f(30.0%). Parental income impacts on the girl-child participation in Magadi division, Kajiado north sub-county. Gender bias decision in sending girls to school is based on gender roles dictated by parents' economic status and culture. Republic of Kenya (RoK, 2003).

4.6.1 Participation in education of the pupil (Class repetition)

It was paramount for this study to find out how much the pupils were participating in primary education especially the girl-child. Questions were asked about the classes they had repeated. Table 4.14 captured the results.

Table 4.14 Repetition of classes

Repetition of classes	Response	Total	%
Class 1	0	0	0.0
Class 2	0	0	0.0
Class 3	1	1	9.1
Class 4	6	6	54.5
Class 5	2	2	18.2
Class 6	0	0	0.0
Class 7	2	2	18.2
Class 8	0	0	0.0
Total	11	11	100.0

Most pupils repeated class four f(54.5%), this is a transitional class where most girls get a lot of confusion and challenges. Classes five and seven recorded the same percentage f(18.2%). Class three captured f(9.1%)

4.6.2 Participation in education (Being in/out of school)

Pupils were asked if they loved being in school and all their answers were in affirmative. Pupils were also required to say if they knew any girls in their homes who were not in school and why. Results were tabled in Table 4.15

Table 4.15 Girls not in school or dropped and why

This study sought from the pupils if there were girls around their homes who were not in school or dropped from school and why. Table 4.16 indicated their responses.

Table 4.15 Girls not in school or dropped and why

Category	Responses	Total	%
Not in school	8	8	40.0
Dropped from school	20	20	100.0

Most pupils said that they knew girls who were not in school because of lack of school fees. Others were at home because there was nobody who could force their parents to take them to school. A whole f(100.0%) had dropped out of school due to pregnancy, early marriages and FGM according to the pupils' responses. Girls who are not in schools for many reason recorded f(40.0%). Girl Child Network

(GCN) (2004) mentioned culture and traditions as inhibiting factors affecting girls' participation in primary education and the main aspects being FGM and Early marriages.

4.7. Girls issues

Girls need to form clubs in which they can freely discuss their issues. When girls meet on their own, they are likely to talk openly to each other about their lives generally, the challenges they face in their everyday life and the measures they can put in place to overcome them. In Ghana, there is a department under Ghana Education Unit (GEU) which is tasked with promoting girls' access, retention and achievement in basic education. The GEU works with various partners to advance the status of girls and women in Ghana. At the school level, the head teachers are a key stakeholder in the implementation of girls clubs in their schools where they select facilitators and provide space, schedule club meetings hours and discuss factors influencing girl-child education and other girl issues. (Adenta Girls Education Unit- Ghana, 2014) .

4.7.1 Discussions of girls' issues by the pupils

This study sought to know whether girls had clubs or discussion groups whereby they met to discuss issues that affect their participation in education and how often they met. Figure 4.6 indicates their responses.

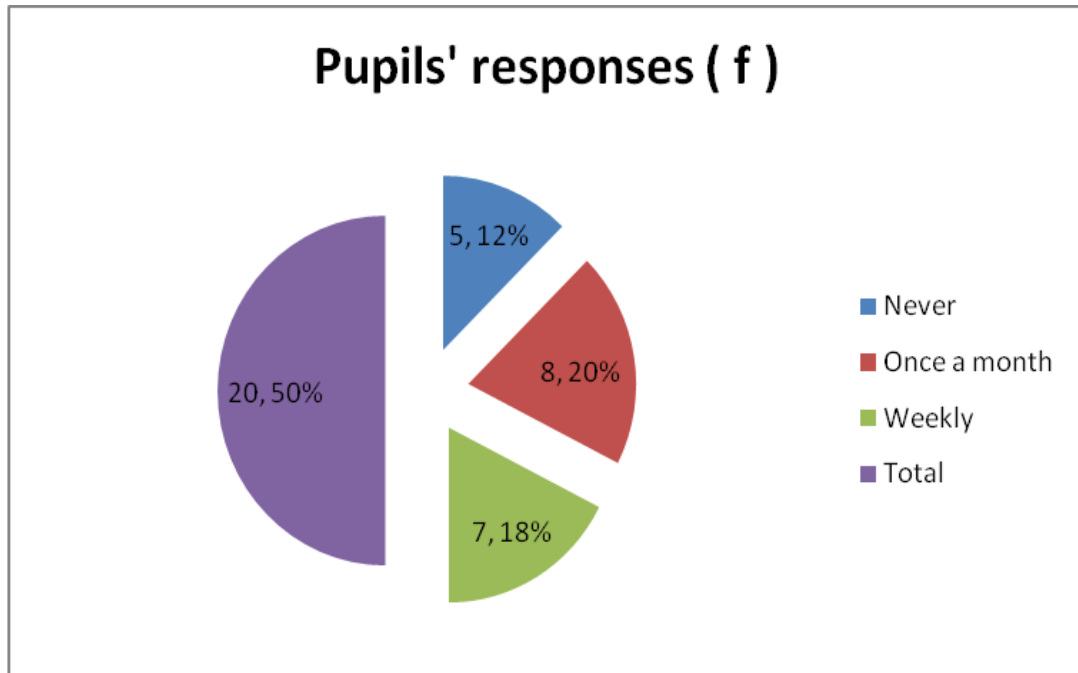


Figure 4.6 How often girls meet to discuss their issues

Figure 4.6 indicates the a big number of girls f(25.0%) do not meet at all hence they don't discuss any of their many issues. Those who met once a month were f(40.0%) and those who met weekly were f(35.0%)

4.8 Influence of FGM

FGM as a cultural factor affects girls' participation in education. According to Adebola, Anyachebelu and Madu, (2012); Arai and Tabata (2006) girls who drop out of school to get married do not return to school after marriage. The girls' education comes to an end as soon as she gets married. Female Genital Mutilation has effects that are both physical and psychological. Bleeding constantly and passing of urine uncontrollably are common for girls who undergo the FGM.

4.8.1 Approval or disapproval of FGM

To establish whether pupils approved of FGM or not, questions about it were asked . Table 4.16 captured their responses.

Table 4.16 Influence of FGM

FGM Factor	Pupils	No		Yes		Totals	
	f	f	%	f	%		%
	20	15	75.0	5	25.0	20	100.0
Total	20						

The pupils who said No to FGM were f(75.0%) while those who said Yes were f(25.0%). Going with times and new technology 25.0% is seen as on the higher side. As much as they undergo a lot of pain, they seem to like it.

4.8.2 Girls attitude towards classroom teaching

Teachers were asked to indicate how pupils responded to their class room teachings. Their answers were tabled and can be seen in Table 4.17 below

Table 4.17 Girls attitude towards classroom teaching

Attitude	Teachers	Total	%
Positively	17	18	94.4
Negatively	1	18	5.6
Uninterestedly	0	18	0.0
Poorly	0	18	0.0
Absent mindedly	0	18	0.0

Most pupils had a positive attitude towards general class room teaching f(94.4%).

Those who had a negative attitude were f(5.6%)

4.8.3 Teachers' view on how pupils participate in their teaching subjects

Teachers' view on how pupils participated in their teaching subjects was also sought. Results were recorded in Table 4.18

Table 4.18 Teachers' view on pupils' participation

Participation	Teachers	Total	%
Fully	5	18	27.8
Fairly	11	18	61.1
Absent mindedly	2	18	11.1
Not interested	0	18	0.0

Results show that girls who participated fairly stood at f(61.1%), while those who participated fully were at f(27.8%). Some girls participated absent mindedly

f(11.1%). These results indicate that teachers still have a lot of work to do in terms of motivation. Most girls may find some lessons boring or even the whole process of going to school. Most children walk long distances to school due to the fact that their parents are pastoralists who keep moving in search for pasture for their animals. Some of them reach their schools when they are already tired. Teachers need to find ways of motivating them so that they can participate fully in their teaching subjects.

4.8.4 Teachers’ response on pupils consulting them when stuck in their assignments.

Teachers were required to indicate how frequent their pupils consulted them whenever stuck in their assignments or homework. The results were recorded in Table 4.19 below.

Table 4.19 Teachers’ response on pupils consulting them when stuck in their assignments.

Frequency of consultations	Teachers	Totals	%
Often	7	18	38.9
Rarely	8	18	44.4
Not at all	2	18	11.1
Occasionally	1	18	5.6

Results on Table 4.19 indicates that the biggest percentage of girls f(44.4%) rarely consult their teachers. This is a very risky trend since the same teachers are supposed to be very close to their pupils. f(38.9%) of the pupils consulted their teachers often. Those who do not consult at all were f(11.1%) while those who consulted occasionally were f(5.6%).

4.8.5 Teacher pupil relationship

This study sought to know if the relationship between teacher and the pupil was close, good, fair or distant. Table 4.20 shows the results.

Table 4.20 Teacher pupil relationship

Relationship	Teachers	%
Close	4	22.2
Good	10	55.6
Fair	3	16.7
Distant	1	5.6
Total	18	100.0

Most teachers f(55.6%) said that their relation with the pupils was good yet the same pupils could not consult them when they were stuck with their assignments or homework. f(22.2%) said that their relationship with their pupils was close. Those who said fair were f(16.7%) . and f(5.6%) said distant.

4.8.6 Pupils' response to why most girls drop out of school.

This research inquired from the pupils why girls were dropping out of school. Lower classes, for example, classes one, two and three had more girls compared to classes four, five, six, seven and eight. Figure 4.7 shows the results.

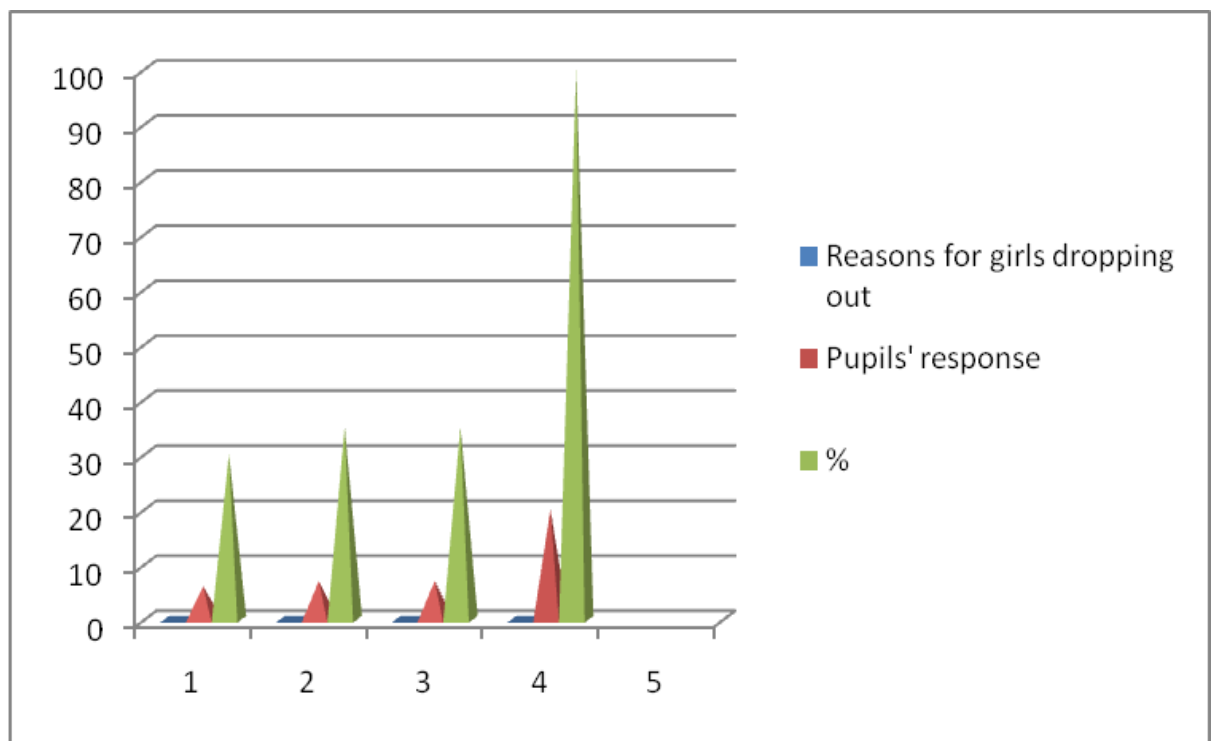


Figure 4.7 Pupils' response to why girls drop out of school

Results from Figure 4.7 we see that 30% of the girls said pregnancies were the major causes of drop outs. 35% of the girls said FGM was the main cause, while another 35% said early marriages were the major cause. During school holidays, most girls get involved in FGM, and other cultural practices which

lead to pregnancies and early marriages thereafter. These are generally the major reasons for girl-child drop out from primary education.

4.9 Summary of the chapter

The chapter attempted to statistically establish whether the variables under study would have an influence on girl-child participation in public primary education in Magadi division, Kajiado north sub-county, Kenya. Data analysis established that The study established that teachers, both the classroom teachers and the subject teachers, must motivate, be creative and conforming to provide successful inclusive education. Education for the girl-child should be highly promoted especially in ASAL areas. Hence, the government has to support in the provision of adequate resources and facilities in public primary schools to fill several gaps that still exist.

Data analysis established that some girls in primary schools in Magadi division, Kajiado North District do not complete school due to early pregnancy. The study, however, showed that there were other factors leading to lack of participation. It also established that teachers, head teachers should sensitize parents on the need for educating girls in schools in ASAL hardship areas.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief summary of the study, conclusions and recommendations of the study. The study also offers suggestions for further research.

5.2 Summary of the study

The main purpose of the study was to assess the factors influencing girl-child participation in public primary education Magadi division, Kajiado north sub-county, Kenya. The study focused on the stated objectives by targeting head teachers', teachers' and pupils' demographic data. In addition, the study focused on influence of facilities and resources, teachers' view on girls' participation in public primary schools in Kajiado north sub-county, Kenya. Thereafter, research questions were formulated.

To generate and refine the study ideas, the literature review was essential to provide more ideas and clarity to research questions formulated. The variables of the study were summarized in the conceptual framework that showed their interrelatedness.

The study used descriptive survey design and simple random sampling technique to select head teachers, teachers and pupils who participated in answering

questionnaire and interview items. Data was collected using head teachers' interviews, teachers' questionnaire, and pupils' questionnaire which were analyzed using mainly descriptive statistics, particularly frequencies and percentages. To realize the objectives of the study, findings were presented and conclusions drawn. The research was carried out and findings of the study of different research questions were as reported below:

Results from Table 4.10 showed that minimal sensitization was done in the chief's meetings, churches, mosques, or any other meeting held in the community. Head teachers who attended public barazas, church meetings or any other meeting to sensitize the community on the importance of girl-child education once in a while were 40%. Head teachers who attended such meetings every time there was any was also 40%. Those who never attended any meetings stood at 20%. Head teachers in any community across this country are considered to be of great influence to the community they serve. Their sensitization on the benefits of educating girls can have a very positive impact.

The study was to establish the level to which the head teachers' administrative experience influenced girl-child participation in public primary education. The study revealed that head teachers who had taught between 6 to 20 years were 60% while the rest had taught for over 20 years 40%. With this kind of experience this study expected a greater influence on the girl-child participation than was on the

ground. They should be more skillful in handling the girls who are already in school and be able to bring in those who are not.

Results from the study on parental income and how it influenced girl-child participation in primary education indicate that the highest percentage of parents in Magadi division are pastoralists f(120.0%). Sometimes the girls have to walk several kilometers to school. The girl child is always affected whenever their parents move one place to another. These movements are always several kilometers apart It means moving to a new school which may be too far from their new home. Girls tend to start school late or not at all because parents are more concerned for their safety and security away from home.

Most mothers were unemployed f(35.0%). A few fathers were salaried f(15.0%). Some of the mothers did small time businesses f(30.0%). Parental income impacted on the girl-child participation in Magadi division, Kajiado north sub-county.

FGM as a cultural factor affected girls' participation in education. The girls' education came to an end as soon as she got married. Female Genital Mutilation had effects that were both physical and psychological. All the head teachers disapproved of it and discouraged their girls from getting involved in it. Girls who still cherish this culture and approved of it were 25%. The other 75% disapproved.

Results from Table 4.19 indicated that the biggest percentage of girls (44.4%) rarely consulted their teachers whenever they were stuck in their assignments or homework. This was quite strange and also very risky trends since the same teachers were supposed to be very close to their pupils. 38.9% of the pupils consulted their teachers often. Those who did not consult at all were 11.1% while those who consulted occasionally were 5.6%.

5.3 Conclusion of the study

From the findings of the study, several conclusions were arrived at:

Head teachers must sensitize the community on the importance of educating the girls. They must recognize that they have the capacity and power to make certain changes in the community which can impact positively on them all.

- i. Findings also indicate that there is need for both the classroom teachers and the subject teachers to motivate their girls to participate fully in academics.
- ii. Adequate resources and facilities in public primary schools would have a greater influence on participation of girls in education.
- iii. Head teachers need to be trained again through in-service courses to be empowered with various skills to sensitize parents on the importance of educating girls.
- iv. Parents need to shun the cultural practice of FGM, support and encourage their girls to go to school.

5.4 Recommendations of the Study

The study has established that to improve the participation of girls in public primary education, the researcher suggests that the Ministry of Education (MOE) should put in more effort to support girls. This should be done through implementing policies that are already in existence.

Parents should be educated and sensitized by the head teachers on the importance of girl-child education. The Teachers' Service Commission (TSC) should ensure that schools in ASAL areas have at 1/3 of teachers as females. The female teachers are to act as role models for the girl-child.

The head teachers and teachers should sensitize both girls and boys that when it comes to education, they are all equal and that they need to compete in participation in education regardless of gender.

Basing on the already stated findings and conclusions, the study also recommends the following.

- i. Public primary schools should be equipped with adequate resources and facilities for all children especially girls to fill several gaps that still exist.
- ii. Head teachers and teachers need to be re-trained through in-service courses to be empowered with unique skills to motivate girls to participate in education fully. Bring back those who dropped because of FGM or pregnancy, and make them recognize that they have the capacity and power to make a change in their community only through education.

- iii. Head teachers should be on the forefront to ensure re-entry and repetition education policy is implemented in school.
- iv. There is need for head teachers, teachers, parents and stakeholders to join hands in condemning FGM and promoting girl-child education in pastoral communities.

5.5 Suggestions for further research.

The following are the suggested areas for further research:

- i. A replica of the study to be conducted in more public primary schools and public secondary schools in other districts more so in ASAL areas in Kenya.
- ii. A similar study to be carried out in private girls and mixed primary and secondary schools in hardship areas in Kenya.
- iii. A study to be carried out to determine other factors affecting participation of girls in secondary schools in the district.

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APPENDICES

APPENDIX A

INTRODUCTION LETTER TO HEAD TEACHERS

Hellen A. Allando
P.O. Box 9
Magadi Soda
The Head teacher,
..... Primary School,
Magadi Division.

Dear sir/Madam,

RE: FACTORS INFLUENCING GIRL-CHILD PARTICIPATION IN PUBLIC PRIMARY EDUCATION AMONG THE NOMADIC PASTORALISTS IN MAGADI DIVISION, KAJIADO NORTH SUB-COUNTY.

I am a postgraduate student at The University of Nairobi, I am currently undertaking a research on factors influencing girl-child participation in public primary education in Magadi Division.

Your school has been selected to be part of this research. The study is about factors influencing girl-child participation in public primary education. I would like to inform you that all the information given will strictly be confidential and only meant for research purpose. No reference will be made to individuals or schools. No name shall be required from any respondent or institution.

Your faithfully,
Hellen A. Allando.

APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS

Instructions

This questionnaire is part of a research project which is examining factors influencing the participation of girl child in public primary education in Magadi Division, Kajiado North County.

Please answer the questions truthfully.

Tick (√) the box corresponding to a suitable answer among the choices. Fill also the blank spaces provided with your own opinions. Do not write your name.

Section A

What is your age bracket?

(20-30 years).....(35-45 years)..... (50-60 years)...

What is your gender?

Male (.....) Female (.....)

Indicate your professional qualifications. Tick one.

- a) P1 certificate..... (.....)
- b) Diploma Education..... (.....)
- c) B/Ed..... (.....)

d) Others (specify)..... (.....)

Indicate your professional experience (tick one)

a) 1 -5 years (.....)

b) 6 – 10 years (.....)

c) 11 – 15 years (.....)

d) 16 – 20 years (.....)

e) Over 20 years (.....)

How many schools have you taught in since you joined the teaching profession?

(tick one)

a) 1 – 3 schools (.....)

b) 4 – 6 schools (.....)

c) 7 – 9 schools (.....)

Section B

1. What is the total enrolment of pupils?

Male (.....) Female (.....)

2. Do you consider the number of teachers in your school as adequate according to service delivery? Yes (.....) No (.....)

3. Does your school have enough facilities commensurate to the total number of pupils enrolled? Yes (.....) No(.....)

4. How often do you attend chief meetings, local churches, mosques or any meeting held in the community, in order to sensitize the audience on the importance of girl-child education?

Once in a while (.....) Once a year (.....) Every time there is any meeting (.....) Not once (.....)

5. How often do you have open days for parents/guardians and teachers to discuss girls participation in education?

Once a term (.....) Twice a term (.....) Once a year (.....) others (specify) (.....)

6. As the head teacher of this school, do you have any repetition policies and/or re-entry policies for the girl-child? Explain briefly

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

7. Give an assessment of your school on the basis of the following criteria. Tick where applicable.

Criteria	Very good	Good	Poor
Girls' discipline			
Girls' participation			
Girls' general attendance			
Teachers/teacher cooperation			
Teacher/girl-child interaction			
Head teacher cooperation and support			

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

This questionnaire is part of a research project examining factors influencing girl child participation in public primary education. Please give your answer by putting a tick () on one of the most appropriate answer or by giving your own opinion where required. Please give honest answers. Do not write your name for confidentiality purposes.

1. Gender : Male (.....) Female (.....)
2. Your age bracket
 - a) Over 40 years (.....)
 - b) 36 - 40 years (.....)
 - c) 31 – 35 years (.....)
 - d) 25 – 30 years (.....)
3. Indicate your professional qualifications.
 - a) P1 certificate (.....)
 - b) Diploma in Education (.....)
 - c) B. Ed (.....)
 - d) Others (specify) (.....)
4. Indicate your professional experience (tick one)
 - a) 1 -5 years (.....)
 - b) 6 – 10 years (.....)

c) 11 – 15 years (.....)

d) 16 – 20 years (.....)

e) Over 20 years (.....)

5. Do girls in your class have basic instruments for your assignments e.g. text books, writing materials and exercise books?

a) Most have (.....)

b) A few have (.....)

c) None has (.....)

6. Indicate your class and number of pupils.

Class (.....) boys (.....) girls (.....) Total (.....)

7. How do most girls in your class respond to your teaching generally

a) Positively (.....)

b) Negatively (.....)

c) Uninterestedly (.....)

d) Poorly (.....)

e) Absent mindedly (.....)

8. Do you call parents of your class as a class teacher for class clinics to discuss your girls' progress?

a) No (.....)

b) Yes (.....)

c) Rarely (.....)

d) Occasionally (.....)

9. How do most girls participate in your teaching subject?

a) Fully (.....)

b) Fairly (.....)

c) Absent mindedly (.....)

d) Not interested (.....)

➤ How often do girls in your class or school consult you when stuck in their assignments or general studies

a) Often (.....)

b) Rarely (.....)

c) Not at all (.....)

d) Occasionally (.....)

➤ What is the general relationship between you and the girl-child in your class and or school?

a) Close (.....)

b) Good (.....)

c) Fair (.....)

d) Distant (.....)

APPENDIX D
QUESTIONNAIRE FOR PUPILS

This questionnaire is part of a research project examining factors influencing the girl-child participation in public primary schools in Kajiado North District, Magadi Division. Please respond to all questions even if it means getting assistance from your teacher or a friend. Fill in the blank spaces or ‘tick’ the space indicated by brackets (.....) as is appropriate. Your answers will be treated with confidentiality.

1. Name of the school.....
2. Class
3. Gender Male (.....) Female (.....)
4. Who do you live with?
 Father and Mother (.....)
 One of the parents (.....)
 Guardian/ relatives (.....)

Educational Background of the Parents

1. Have your parents ever attended school?

 Father Yes (.....) No (.....)

 Mother Yes (.....) No (.....)
2. If Yes, what is the highest level of education completed?

Father Primary (.....) Secondary (.....) Tertiary (.....)

Mother Primary (.....) Secondary (.....) Tertiary (.....)

NB. Tertiary level refers to any Training College or University

3. If No in number 7 above, have they attended adult literacy classes?

Father Yes (.....) No (.....)

Mother Yes (.....) No (.....)

Parents/Guardians income

4. What is the occupation of your parents or guardians (tick appropriately)

Occupation	Father	Mother	Guardian
Salaried	(.....)	(.....)	(.....)
Pensioner	(.....)	(.....)	(.....)
Business	(.....)	(.....)	(.....)
Pastoralist	(.....)	(.....)	(.....)
Unemployed	(.....)	(.....)	(.....)

Participation in education of the pupil

5. Which year did you join standard one?
6. Have you repeated any class? (Tick one)

Yes (.....) No (.....)

Please fill in the class, year or years you repeated and how many times you repeated in that class in the table below.

Class	Years	Times
1		
2		
3		
4		
5		
6		
7		
8		

1. Do you love being in school?
Yes (.....) No (.....)
2. How many girls from your home are not in school?
3. Why are they (girls) not in school?
Give reason.....
1. Do you know any girl who has dropped out of school from your school?
Yes (.....) No (.....)
2. What caused her to drop out of school?.....

Give the reasons which you think cause girls to drop out of school
.....
3. How often do you discuss your problems with your class teacher?
Never (.....) Daily (.....) Whenever I have any (.....) Occasionally (.....)
4. Do you meet as girls and discuss your girl issues?
Never (.....) Once a month (.....) Weekly (.....)
5. Do you approve of female genital mutilation?
No (.....) Yes (.....)

APPENDIX E

AUTHORIZATION LETTER



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

Telephone: +254-20-2211471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref No. **NACOSTI/P/15/44666/8560**

Date:
17th November, 2015


Hellen Akinyi Allando
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing girl child participation in public primary education among the nomadic pastoralists in Magadi Division, Kajiado North District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for a period ending **15th November, 2016**.

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

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.



APPENDIX F

AUTHORIZATION LETTER

CONDITIONS

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



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

**RESEARCH CLEARANCE
PERMIT**

Serial No. A **7249**

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MISS. HELLEN AKINYI ALLANDO
of **NAIROBI UNIVERSITY, 0-205 MAGADI**
SODA, has been permitted to conduct
research in **Kajiado County**

on the topic: **FACTORS INFLUENCING
GIRL CHILD PARTICIPATION IN PUBLIC
PRIMARY EDUCATION AMONG THE
NOMADIC PASTORALISTS IN MAGADI
DIVISION ,KAJIADO NORTH
DISTRICT,KENYA**

for the period ending:
15th November,2016


Applicant's
Signature

Permit No : **NACOSTI/P/15/44666/8560**
Date Of Issue : **17th November,2015**
Fee Received : **Ksh 1000**




Director General
National Commission for Science,
Technology & Innovation