

**FACTORS INFLUENCING PARTICIPATION OF BOYS AND GIRLS IN
EDUCATION IN PUBLIC PRIMARY SCHOOLS IN MUTITU SUB- COUNTY,
KENYA**

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DECLARATION

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

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DEDICATION

This project is dedicated to my family; my wife Annah Mwalimu, my late father Kilonzo Kimonyi, my mother Mungene Kilonzo, and my children Vincent, Dominic, Faith, Josephine and Sylvia.

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ABBREVIATIONS AND ACRONYMS

ASALs	Arid and Semi-Arid Lands
BBC	British Broadcasting Corporation
DCO	District Children's Officer
EFA	Education for All
FAWE	Forum for African Women Educationists
FGM	Female Genital Mutilation
FPE	Free Primary Education
HIV	Human Immune Deficiency Virus
IMF	International Monetary Fund
KCPE	Kenya Certificate for Primary Education
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
MYWO	Maendereo ya Wanawake Organization
NACOSTI	National Commission for Science Technology and Innovation
NARC	National Rainbow Coalition
PTRs	Pupil Teacher Ratios
ROK	Republic of Kenya
SPSS	Statistical Package for Social Sciences
TIMSS	Third International Mathematics and Science Study
TSC	Teachers Service Commission
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization

UNICEF	United Nations International Children's Education Fund
UNRISD	United Nations Research Institute for Social Development
UPE	Universal Primary Education
WHO	World Health Organization

ABSTRACT

The purpose of this study was to determine the factors influencing participation of boys and girls in public primary education in Mutito sub-county, Kenya. It particularly focused on the importance of education, community sensitization by school related factors, parental factors and influence of cultural factors. This research was based on Maslow's hierarchy of needs theory. 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 respondent's 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 with regard to 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 schools. 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

Primary education is the most basic formal education and is highly valued for preparing learners for secondary education, world of work, scientific and technical application of knowledge and life skills. However, attaining primary education is not automatic. It is influenced by many factors including parents' social and economic experiences (socio-economic status) social-cultural factors, distance factors and parents level of education standards. Nonetheless, there is a worldwide recognition that there is no investment more effective for achieving development goals than educating girls (Gill & Johnson, 2010). Yet reaching gender equity in school enrolment is still a major challenge in most countries. Nothing illustrates this better than the failure of many countries to attain the only Millennium Development Goal (MDG) fixed for 2015, which is to eliminate gender disparity in primary and secondary education (World Bank, 2002).

Gender equality and impact of socio-economic differences in provision of learning opportunities remain some of the major concerns in education development in many developing countries. Specific issues of concern relate to the unequal or disadvantaged position of women as compared to men and by extension girls as compared to boys in education participation and performance, and impact of poverty on households' schooling choices and learning achievements levels. According to the Education for All (EFA), countries are faced with main challenges of eliminating gender disparities in basic (primary and secondary) education by 2010 and achieving gender equality in education by

2015, with specific focus on ensuring girls' full and equal access to, and achievement in basic education of good quality (UNESCO, 2003/04). To achieve these targets, countries have to develop feasible and informed strategies to improve participation of both male and female citizens in various socioeconomic activities including education.

In most developing countries gender differentials in education appear to be more pronounced both in terms of participation and internal efficiency, and in cognitive performance with girls being the most affected. While enrolment rates to some extent do not differ greatly, more boys than girls complete schooling, especially at primary level (IMF, 2005). However, country specific empirical analysis remains to be done, especially at lower levels giving cognizance to regional socio-economic characteristics.

Consistent with the international goals, Kenya has been committed to ensuring quality provision of Education for All by 2015 and beyond, while universal primary education in 2005. Some of the policy initiatives relevant to the achievement of this goal include making primary education affordable to all households through abolishing of user charges in public primary education starting 2003. During this year primary gross enrolment was recorded at 7.2 million pupils (48.6 percent Female) having risen from 5.4 million pupils in 1989 (48 percent female). Targeted interventions aimed particularly at promoting girls education include taking affirmative action in support of girl child education; expansion and improvement of classrooms, boarding facilities and water and sanitation facilities to create conducive and gender responsive environments

particularly in Arid and Semi-Arid Lands (ASALs); and providing support to non-formal education institutions, among others (ROK, 2005a and ROK, 2005b).

Despite the provision of free primary education (FPE), the attainment of gender equity and equality in basic education is being hampered by the lack of clear policy measures to address gender in education concerns thereby mainstreaming gender in education (Republic of Kenya, 2010). The closest the country has come in developing such a policy was in 1994 when the government appointed a National Gender Task Force in Education under the leadership of the Director of Education. The Task Force, however, remained inactive and it was only in 1996, when the first Gender Desk was established at the Ministry of Education, Science and Technology (MoEST) headquarters (MOEST, 2009). The Gender Desk unit is responsible for identifying gender issues and advising on policy action to ensure gender parity in education. The unit is also expected to sensitize MoEST staff at all levels on gender issues. However, the unit is under-resourced and lacks gender-trained staff to effectively carry out its mandate (MOEST, 2009). It is unable on its own to sensitize the field staff, let alone perform the task effectively at the MoEST headquarters.

According to Kotte (1996) UNICEF attributes the low enrolment rates of girls to cultural practices like early marriages, female genital mutilation, and lack of sanitary facilities and widespread poverty which currently stands at 80% in the region. The government of Kenya has for the last seven years attempted to address the challenges facing this gender as far as education is concerned, though still there is a lot that needs to be done if anything meaningful is to be achieved. It has built few girl boarding primary schools to ensure girls do not drop out of

school in the area. It has begun universal free primary education in order to retain girls in school as the school fees is now catered for. The UNESCO which is non-governmental education body has in recent years given out sanitary towels to girls schools in the area to ensure that girl pupils do not fail to attend schools during the time of menses. The government has also begun school feeding programmes in some public primary schools in the area so as to retain children in school.

Education for the girl child has thus been an issue of concern to many African Countries and more specifically in Kenya. In recent times, there have been very many groups and organizations that champion women's rights and seek to empower women in Kenya. For instance, Maendeleo ya Wanawake Organization (MYWO), Forum for African Women Educationists (FAWE) and National Council of Women of Kenya (NCWK) have been in the forefront in fighting for equality of sexes in Kenya. This has reduced cases of Female Genital Mutilation (FGM) and the level of enrolment of girl child in primary schools.

MOE (2007) on the other hand found out that although FPE introduced in 2003 arguably raised the gender enrolment rate from 88.2% in 2002 to 102.8% (105.0% for boys and 100.5% for girls), the regional disparities are evident in enrolment, completion, transition and performance in KCPE. The education of girls is a primary focus of development efforts in poor nations because female school achievement is believed to have long-lasting and far reaching economic effects. Complex, multiple factors work against girls' education in developing countries; consequently, existing programmes aimed at retaining girls in school tend to be labour-intensive community engagement efforts where the gains may be small, progress slow, and outcomes uncertain. Also, MOE (2005) noted that

despite the effort being put by various stakeholders, the realization of girls and women empowerment through education has been impeded by a number of factors such as cultural, religious attitudes and practices, infrastructural limitations, inadequate policy guidelines, poverty, HIV/AIDS, and lack of community awareness.

Historical trends show that this community lags behind among other communities in Kenya that haven't fully embraced education compared to the rest of the communities in Kenya. The researcher points out factors such as social cultural, social economic, geographical and parent's level of education as the key contributing factors that results to poor girl child performance in KCPE. It was important to establish the factors influencing pupils' schooling in Mutitu Sub County and the community's conceptualization of the problem of socio-economic constraints as the foundation for strengthening adaptation to enhance children enrollment in primary schools. Mutitu County is susceptible to hardship variability and most of the households barely sustain their daily needs. This leaves the majority of the populace vulnerable to poverty and limited livelihood. In the sub-county, the education has been characterized by low school attendance; high levels of absenteeism especially among girls (Mutitu Sub-County Education Office 2016).

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

Ghana, Tanzania, Cameroon and Uganda. The patterns of gender differences showed more boys than girls in school, and boys achieving at higher levels in performance as compared with girls. Various studies have been done in Kenya on pupils retention. For instance Muema and Mutegi (2011) did a study on the impact of school feeding programme on pupils' retention in primary schools in Kenya. Macharia (2011) carried out a study on the determinants of low access and retention in primary schools in Mathioya District. In addition Abdullahi (2012) did a study on the effect of SFP on access and retention among school pupils in nomadic families in Wajir District. Therefore the study sought to establish the factors that influence boys and girls participation in primary education in Mutito sub-county.

1.2 Statement of the problem

After the introduction of Free Primary Education (FPE) in 2003 in Kenya, over 1 million children joined school (Somerset, 2009). Majority of these children had been unable to access school due to various factors such as orphanage, poverty, HIV and AIDS, single parenthood and separated or divorced parents. Even after joining school, these children continue to operate under the same conditions. Many of them lack parental love, protection and care. Others are out of school to take care of their sick family members or work in the fields to feed the family or still work to get finances to pay for their school requirements. However, existing studies on participation of boys and girls have mainly focused on their school attendance and hardly investigated the aspect of their participation in school and their academic aspiration. This study therefore sought to investigate

the factors influencing primary school participation of boys and girls in public schools in Mutito Sub-County.

1.3 Purpose of the study

The study was to investigate the factors that influence boys' and girls' participation in primary education in Mutito sub-county.

1.4 Research objectives

The study was guided by the following research objectives;

- i. To establish how institutional factors influence boys and girls participation in primary education in Mutito sub-county.
- ii. To examine the extent to which socio-cultural factors influence boys and girls participation in primary education in Mutito sub-county.
- iii. To determine the extent to which parental factors influence boys and girls participation in primary education in Mutito sub-county.

1.5 Research Questions

- i. What institutional factors influence participation of boys and girls in public primary schools education in Mutito sub-county?
- ii. What is the influence of socio-cultural practices on participation of boys and girls in public primary education in Mutito sub-county?
- iii. How has parental factors influence participation of boys and girls in public primary education in Mutito sub-county?

1.6 Significance of the Study

This study investigated the factors that affect boys and girls access to education. It made recommendations for appropriate interventions, processes,

programmes and activities for promoting effective and efficient participation of the boys and girls in education. This research may be of great importance to many educational stakeholders who are either directly or indirectly affected by the situation. Further the research findings may create awareness of the provision of education to children in the areas of their capabilities. The findings of this research may help in creating a new way of life where the community seriously recognizes the equality of all our children. Finally, the findings and recommendations for the study may be useful to government policy makers for key decision making, policy formulation and implementation in matters concerning the girl-child.

1.7 Limitations of the study

Limitations are matters and occurrences that arise in the study which are out of the researchers' control. They limit the extensity to which a study can go, and sometimes affect the end result and conclusions that are drawn (Borg & Gall, 2004). The research study focused on the factors influencing boys and girls participation to education in public primary schools in Mutito sub-county as the target area leaving out private primary school in the areas. Moreover, the researcher used questionnaires that helped to track pupil participation in public primary schools among boys and girls. Some head teachers and teachers were not interested in providing information due to their ethnic backgrounds. However, private contact areas and times were used to reduce chances of occurring detachment of respondents by creating rapport with them.

1.8 Delimitations of the study

The study area was limited to Mutito Sub-County in Kitui County and it concentrated on areas largely affected by the drought. To deal with the distance between schools that is likely to affect data collection, the researcher sourced for convenient transport like motor bikes to ease access of sampled schools. To increase the response rate of the different categories of respondent the researcher made prior arrangement with the respondents to organize on their best time to respond to the study questions.

1.9 Basic assumptions of the study

The study was carried out on the basis of the following assumptions;

- i. The respondents gave all true information without concealing any important data that could change the findings of this study
- ii. Cultural practices influence boys and girls participation in primary education
- iii. The views of the respondents were held to give the overall view of the entire population

1.10 Definition of significant terms

Academic qualification refers to boys and girls performance

Completion rate refers to the number of boys and girls completing primary education.

Cultural practices refer to the manifestation of a culture in regard to the traditional and customary practices of a particular ethnic or other cultural group.

Dropout rate refers to the number of pupils leaving primary school without completing the education cycle.

Education refers the process of acquiring knowledge, skills, attitude and values.

Parent related factors refer to parent issues that influence boys and girls participation in education.

Participation refers to a state where all boys and girls of school-going-age access education; they are retained in school and are all able to complete basic education.

Repetition rate refers to the number of boy and girls held in one class not to progress to the next level.

School factors refer to institutional aspects that hinder or promote boy and girl participation in education.

1.11 Organization of the study

This work is organized into five chapters.. Chapter one, above, consisted of background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations, delimitations, assumptions of the study and definition of key terms. Chapter two consists of literature review related to the study in line with the research objectives, theoretical framework and conceptual framework. Chapter three outlines the research methodology that was employed in carrying out the study. This includes the research design, target population, sampling techniques and sample size, research instruments, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four entails data analysis, interpretations and discussions of data obtained from the respondents. In chapter five is a summary of the findings, as well as conclusions. The chapter also entails recommendations for policy and further research. .

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of literature related to the proposed study. It covers a review of literature on the institutional factors, socio-cultural factors, parental factors and how they affect pupils participation to education. It also covers the theoretical and conceptual framework of the study.

2.2 Overview of the participation of boys and girls in primary school

Access to education has in the recent years been limited, its quality poor and the curricula often irrelevant to the needs of the learners and of social, cultural and economic development. Emerging industries need entrepreneurs, managers and skilled labourers in order to be competitive in our outdated education systems. Maybe the situation will come to improve when the government expands the facilities and employs more teachers, though as to when is highly debatable and most likely not in the near future (Sifuna, 2006).

There is growing concern worldwide about the level of participation in education of boys and girls. There is much research published on the gender gap in educational achievement in which girls seem to be out of school than boys. Indeed, in a recent preliminary study of gender differentials in educational participation in levels of education differ. George (2005) found that girls in Trinidad and Tobago participate at least as well as boys and, in many cases. While overall statistics might show that boys are attaining a higher level of participation in primary education, indications are that some girls are underachieving while some girls are doing quite well. It is therefore important to address the issue from

the perspective of underachievement in schools generally. This would allow for a focus on the large numbers of boys who are thought to be underachieving while also catering for those girls (fewer though they may be) who are not performing well. This study tried to adopt this approach wherever feasible.

Jha and Kelleher (2006) suggest that two aspects of underachievement that need to be considered are participation and performance. In order for students (both boys and girls) to perform in the formal education system, they must at least be present at school so that they could be exposed to (and hopefully benefit from) what schools have to offer. Two important questions therefore are: What is the level of attendance of boys/girls in the various segments of the school system? What is considered to be a satisfactory level of attendance? Attendance by itself is not enough. Students must also be engaged in their work if their performance is to be impacted positively. Although student attendance will not be considered in this proposal because the terms of reference for this consultancy do not address the issue of student attendance, it must be stressed that this can have some bearing on student achievement.

Equally important is the issue of the standard of performance that is considered to be acceptable. Typically, the yardstick that is used to decide about underperformance is the performance of girls when boys are being considered and the performance of boys when girls are being considered. This pitting of boys against girls, though commonly done, may not be the most useful approach. A more instructive approach might be to relate the performance of all students to some predetermined set of standards. At this point in time, though, the debate has hardly shifted in this direction as much of the discussion focuses on boys'

achievement relative to that of girls. In the Trinidad and Tobago context, this is indeed the practice and, in the absence of the adoption of clearly defined standards of performance, the practice is likely to persist.

Some years before the year 2003, school was a big burden to many parents (Akinyi et al., 2012). Actually many children of school-going age were out of school. The NARC party swept itself to power by promising to make primary education free. Thus, primary education was made free. But nothing else was put in place. This gave rise to other problems that the government had not anticipated. First, over two million children joined the primary schools. The schools were overwhelmed since the classrooms were not expanded or added. Teachers were few and there were no desks or chairs for the newly enrolled pupils. Basically all limits were stretched. Some classes still have over 100 pupils. The teacher-pupil ratio was too big it did not make sense. The crisis lasted for a few weeks but finally the dust settled. The problems have never been solved to date. Then after realizing that the quality offered in the public schools was low, some parents transferred their children to private schools. As of now these private schools have more children than they did before the free education (Johannes, 2010).

2.3 Influence of institutional factors on boys and girls participation in education

Too often, schools themselves hurt the cause of girls' education. There are few women teachers, or if there are female instructors, the head teachers are male (Koech, 1999). Textbooks may reinforce gender stereotypes, with boys depicted as active and girls as passive. Curricula often exclude girls from mathematics, science and technology. Girls drop out of school when classes are not relevant, if

there are no role models or if completing school fails to prepare them for meaningful employment (Koech, 1999). Following decades of war, Somalia faces innumerable challenges, including low enrolment and attendance rates in primary education – 12 per cent for boys and barely 10 per cent for girls. Building from scratch, the country has an opportunity to create gender sensitive schools and an inviting learning environment for all children.

With no central government, locally-managed Community Education Committees have been formed and many are attempting to take advantage of this opportunity. The committees exist in 90 per cent of schools across the country, with women making up nearly a quarter of their membership. United Nations agencies, non-governmental organizations and community-based groups have helped to develop a countrywide curriculum and textbooks for primary grades. A series of workshops with all stakeholders has crafted a _home-grown curriculum that respects cultural differences while advocating for children’s rights. For the first time, girls in Somalia are seeing images of themselves in non-traditional roles.

2.3.1 School enrolment, retention and completion.

An inspection to primary schools revealed that most girls enter school at a late age because of the demand for their labour in their homes such as assisting in looking after their young siblings. They feel ashamed schooling with their young brothers. Eventually they drop out of school. UNICEF (2003) reported that in Sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002. Of the 25 selected countries studied, fifteen (15) were in sub-Saharan Africa. The criteria studied were: low enrolment rates

for girls; gender gaps of more than 10 percent in primary education; countries with more than one million girls out of school; countries included on the World Bank's Education For All Fast Track Initiative and countries hard hit by a range of crises that affect school opportunities for girls, such as HIV/AIDS and conflict. The fifteen countries included Chad, Nigeria, Sudan, Tanzania, Eritrea, Ethiopia and the Democratic Republic of Congo. The worst hit is Southern Sudan, which has been seriously affected by civil war for decades. UNICEF said to wait for an end to the conflict would be to dismiss the rights of generations of children. UNICEF noted that in the area, as few as 15 percent of primary school-aged children were in school and girls represented only one quarter of the number. By the time the upper primary level was reached, there were hardly any girls left in school and at the territory's foremost secondary school, Rumbek, there was a solitary girl. Only 560 of the 8,000 teachers in Southern Sudan are women, which was merely seven percent (Nduru, 2003).

2.3.2 Academic qualification

The female students who are enrolled in school are frequently poorly served that by the end of the fourth year, more than half drop out of school without acquiring functional literacy. According to UNICEF news (UNICEF, 2000), the completion rate at the primary school cycle in Kenya remains at 35 (thirty five) percent for girls compared to fifty five percent for boys. As we go up the education ladder, the gender disparities widen radically. In some countries like sub Saharan Africa only ten to fifteen percent of girls, compared with thirty five to forty percent of boys attend secondary school (UNICEF, 2000). In Kenya and Tanzania for example, the undergraduate students' population at the public

universities consist of thirty percent females and seventy percent males. The dropout rate at both secondary and tertiary levels of education is also higher for girls than it is for boys. Quantitatively, it is well established that given equal opportunities, females perform as well as and even sometimes better than males. The Third International Mathematics and Science Study, (TIMSS, 1996) shows that in most countries girls and boys had the same average mathematics achievement. However in many instances and due to girls' constraints in education, their performance is lower than of male especially in crucial areas like mathematics, science and technical subjects. Poor performance at both primary and secondary levels hinders female entry into higher levels and shuts them out of careers.

However, in the last two decades, a wealth of knowledge has been generated on the constraints hindering girls' participation in education (Chege & Sifuna, 2006). Advances have been made in the development of successful strategies for addressing these constraints. Efforts are still needed to convince some sectors of the population of the importance of girls' education. Concerted efforts are now focused on ways of ensuring that girls enroll in education, that they persist and complete each cycle of education system, which can enable them to reap full benefit from education.

2.3.3 School curricula

Curricula and teaching materials remain gender biased to a large degree and are rarely sensitive, to the specific needs of girls and women (Johannes, 2010). The system reinforces tradition and female roles that deny women opportunities for full and equal partnership in society. There are no gender

awareness educators at any level of education. This has strengthened the existing inequities between males and females by reinforcing discriminatory tendencies and by undermining girls' self-esteem. The system also lacks sexual and reproductive health education, which has a profound impact on both sexes. Science curricula in particular are also gender biased. Science textbooks do not relate to women's and girls' daily experiences and fail to give recognition to women scientists. Girls are often deprived of the basic education in mathematics and science and technical training, which provide knowledge that they could apply to improve their daily lives and enhance their employment opportunities.

According to the ministry of education, science and technology (MoEST, 2010), the girl child lacks role models. Statistics from the ministry show that female teachers account for only about 30 per cent of the teaching staff. Most of these are to be found in the urban areas, leaving very few teachers in the rural areas. Remarkable efforts have been made to ensure that every child gets access to quality basic education, but we note that only about ten countries have achieved universal primary education. Although enrolment has increased considerably in many countries, it has not been adequate to accommodate rapid population growth and rural-to-urban migration, thereby giving an impression of being static relative to population size. Early childhood care and education programs are limited to the few in the urban areas. Based on countries' own estimates, between 1990 and 1998, the net enrolment of boys increased by 9 per cent to 56 percent and of girls by 7 per cent to 48 percent in sub-Saharan Africa (Offorma, 2009).

However, these figures mask considerable regional variations. In countries of the Indian Ocean, both girls and boys attained over 70 per cent net enrolment

(Offorma, 2009). Offorma also states that the most outstanding progress in terms of percentage increase of boys' enrolment was in East Africa (excluding Somalia), where the net enrolment of boys increased by 27 per cent (to 60 per cent) and of girls by 18 per cent (to 50 per cent), and for girls in Southern Africa, where the comparable figures for girls were 23 per cent (to 76 per cent) and for boys, 16 per cent (to 58 per cent) (UNICEF, 2000). To Progress in the peaceful areas of West and Central Africa was counter-balanced by disastrous reversals in the warring countries. Currently available data indicate that about 40 per cent of girls and 50 per cent of boys are enrolled in West Africa, and 50 per cent of girls and 60 per cent of boys in Central Africa. The real figures may be much lower, however, as several of these countries were unable to collect data in recent years. Girls represent 56 per cent of the estimated 41 million school-age children who are out of school. Gender parity is highest in Southern Africa where many countries have attained near universal primary education and high adult literacy (Offorma, 2009). Cases of extreme gender disparity (where girls' enrolment may be only half that of boys') are mostly found along the southern rim of the Sahara, a region characterized by low adult literacy and weak economies.

Having entered school, however, girls have a 69 per cent chance of reaching Grade 5, compared with 70 per cent for boys. Here also, regional variations exist: in general, where enrolment and literacy are high, gender equality prevails; where enrolment and adult literacy are low, the survival rate of girls is generally lower than that of boys. The number of students dropping out of school has increased alarmingly in recent years, mainly due to increased costs or armed conflicts. Participation is particularly low amongst children in remote and rural

areas, those with disabilities, refugees and internally displaced people, working children, ethnic minorities, and those affected by HIV/AIDS, conflict and other emergencies that have spawned an increasing number of orphans (UNRISD, 1994).

2.4 Influence of socio-cultural factors on boy and girls participation in education

Some of our socio-cultural practices are a hindrance to development. In some communities, for example, the education of the girl child is not a priority (UNICEF, 2000; p. 56). It is assumed that they will be married off and hence no need wasting resources on them. In others, especially the pastoralist cultures, only the boys who cannot look after cattle are sent to school. Again, some pastoralists like the out of school Maasai, Samburu, Turkana and Pokots are nomads. They have no permanent homestead. Some of the communities take their girl children from school to marry them to old men (Barbara and Gene, 2004). A girl as young as 13 years is married to an old man of 60 years or more.

According to Eshiwani (1984) factors such as customs and beliefs influence decisions to withdraw girls from school, among Eshiwani's widely identified cultural factors was the initiation ceremony created several dilemmas for girls, affecting their school attendance and performance and thus leading to dropping. This was referred to as a child treated, punished in an appropriate way by adults. The initiative developed negative influence on their uncircumcised peers and teachers resulting to indiscipline. Their performance declined and finally they dropped out of school. Many girls found it difficult to return to school after initiation because their next expectation was marriage. The girls are

therefore viewed as important sources of income for their families through dowry/ bride price. Their priority takes over education of girl child; high status accorded to motherhood and marriage in most communities' impact girls' participation in schools education especially as girls approach puberty.

Brook (1994) reports that cultural expectations and values influence the pattern of women's participation in formal education. There are religions where parents wish to protect their daughters from contact with foreign cultures. Even in religion where there is acceptance of the importance of education for women, it was observed that parents tend to discourage too much education for their daughters. There is always the fear that if a girl is highly educated, she will have difficulties in finding a husband or being a good wife. Girls are regularly taken out of school to care for ailing family members or forced to work to replace lost income (Offorma, 2009). The pandemic has created a generation of orphans, unprotected and left to fend for themselves.

In sub-Saharan Africa, the epicentre of the orphans crisis, children aged 10 to 14 who have lost both their parents are less likely to be in school than their peers who are living with at least one parent. When families are displaced for whatever reason, their school is interrupted (Munyao, 2013). When the rains fail, they cannot go to school since they would not learn when they are hungry. Others drop out of school to take care of their siblings when their parent(s) die. When the family income drops, the school expense is the first to do away with (Offorma, 2009).

2.4.1 Early marriages

The various family systems existing in Kenya differ in their treatment of children's rights as far as marriage is concerned. These systems use different age denominations to define who a child is. Under African customary law and Islamic law (Sunni) there is no fixed age of marriage. The age of puberty is generally regarded as an appropriate for marriage under Islam, the age of legal responsibility is attached to the age of puberty of either sex (Akinyi et al., 2012). In practice, 15 to 18 years for boys and 9 to 16 years for girls are often treated as the periods from which the concept of legal responsibility is derived. According to the constitution of Kenya, marriage may take place if it is auspicious for the girl and is based on a good match as seen by her parents (Mohammedan) marriage and divorce Act (Cap 156). The Hindu marriage and divorce Act (Cap 157) provides that the minimum age of marriage for females is 16 years and for males is 18 years. The marriage Act (Cap 150) gives 16 years as the minimum age for both males and females to enter marriage (MOEST, 2010). However, before attaining the age of 21 years, those wishing to marry must obtain their parents' or guardians consent. Looking critically at the age that the law provide, this is the time that of school going age when girls are supposed to be married off. Relate to education.

Social and cultural thinking dictate separate roles, behaviour attributes and expectations from each gender. The girl (female gender) is viewed as belonging to the household domain, while the boy (male gender) belongs to the public domain. This trend is illustrated in homes where by both girls and boys are in schools but the girl child still has to participate in household duties and responsibilities. In

addition duties predominantly undertaken by girl child are not monetary valued and thus often they are not regarded as work (UNRISD, 1999). Cultural practices founded from patriarchy perpetuate gender inequalities by sustaining gender differences in decision – making and resource ownership. All households have historically been left for the girl child and their mothers. Ownership of wealth and the nature of inheritance and succession are limited for girl child.

Girls and women mostly own movable property (household goods, farm produce, ornaments) while boys and men own immovable property (land, plots, urban residential houses and business premises) and valuable movable items such as vehicles, machinery and shares. Boy child also have the benefit of inheriting wealth including land from parents, while girl child do not inherit even when the law permits them to do so. Over the years women and girls have been excluded from decision making organs handling land issues. If the next century is going to be characterized as a truly African century, for social and economic progress of the African people, the century of durable peace and sustained development in Africa, then the success of this project is dependent on the success of our education systems. For nowhere in the world has sustained development been attained without a well-functioning system of education, without universal and sound primary education, without an effective higher education and research sector, without equality of educational opportunity.

2.4.2 Child labour

Gender roles and traditions that keep girls from school contribute an additional barrier to universal education. When economic situation tightens, children are vulnerable to exploitation as cheap (and docile) labour. In Kenya,

poverty drives many family members to seek ways of augmenting meagre resources. Hiring out children to work is one way many families in the area with low income levels hire out their girls to work as bar attendants, house helps or for prostitution so as to add into income levels. Most societies operate on division of labour by sex, although what is considered male and female tasks varies across cultures implying that there is no fixed gender division of labour. Significant social differences between girl child and boy child are created by existing division of labour within the family and respecting economic activities (UNICEF, 2000). Beck in the paper —Using gender- sensitive indicators states that girls undertake more tasks than boys, especially regarding duties than are done daily and regularly. Young girls are often drawn from school to help their mothers in babysitting and looking after their younger sisters and brothers (Beck, 1999). The gap between literacy rates for men and women has decreased significantly in developing countries particularly for the women less than twenty-four years of age (Munyao, 2013).

2.4.3 Poverty

Poverty extinguishes hope of going to school for many children. Girls are more likely than boys to lose educational opportunities due to poverty (UNICEF, 2005). Destitute families often cannot afford to send all their children to school. If it means choosing between sons and daughters, girls usually lose out. Even in cases where primary education is free, hidden costs such as books, supplies, uniforms or food may prohibit sending daughters to school. In societies where married women live with their husbands' kin, parents find little value in investing limited funds in a daughter's education only to see another family reap the

rewards (Svags, 2008). Other costs such as lost income or household labour also derail girls' chances of attending school. If household money or chores are needed, girls often land in the paid child labour force or are required to fetch water, find firewood and care for younger siblings or ill family members.

There is a high correlation between work and girls' school enrolment and completion rates (Akinyi et al., 2012). In the Lao People's Democratic Republic, for instance, total hours worked per week strongly predicted the rate of girls' school attendance. In Cambodia, poverty drives innumerable girls into the labour market. Others were forced to drop out of school for to work in the fields to raise family support. Action for Primary Education, with support from UNICEF and the United States Department of Labour, has allowed her to attend classes at Dey Thoy School in Bung Preah Commune (UNICEF, 2005). In poverty-stricken areas, families frequently migrate because of alternating bouts of flood and drought. Impoverishment and instability put girls in further danger of illiteracy and exploitation (UNICEF, 2005). The scholarships help protect children from child labour, trafficking and sexual exploitation, which swallow indigent girls (UNICEF, 2005).

National poverty also makes schooling inaccessible. When countries like Kenya are mired in debt and large portions of their budgets go to loan repayment, education is often the first casualty of cost cutting (Johannes, 2010). Dilapidated schools are not fixed or replaced, roads are not built or maintained, books and other supplies go missing, teachers are not trained or paid adequately and school fees soar. When these conditions exist, few families can send their daughters to school and in many cases would not want to send them even if they could.

Families are afraid to permit daughters to travel distances on unsafe roads or see little value in the education provided by under-funded schools.

2.4.4 Circumcision

Chemitei (2010) states that unexamined beliefs such as those propagated by the culture of circumcision produce moral certainty if not arrogance. Traditional circumcision hinges more on the belief system than the symbolic act of the removal of the foreskin. It indeed sets a philosophy of life for its adherents. As from this stage still, the youth learn what is expected of them, culture controls and gives safeguards on living. It directs them on what to do and what they should desist from doing. Throughout history differing belief systems have caused potentially fascinating exchanges of philosophical opinions while it is true that every culture is penetratable and comprehensible to any newborn, once socialization has taken place, its effects upon human cognition are such that understanding is not only universal but achievable among differently socialized individuals only with effort.

It should be noted that belief systems persist over generations and centuries, while belief systems may be more or less efficacious, the more areas of life they address the more influence they have on thought, behavior and adaptation. Although the culture of circumcision may not be congruent with the modern level of technological sophistication, it takes a holistic approach to life. This is contrary to western education which is excessively individualistic mainly dealing with the cognitive aspects of the human person while neglecting the effect, behaviour, socialization and general life demands of the individual within the society. Belief systems as embedded in the Keiyo culture of circumcision

included a notion of religion and society. Some thinkers, most notably Thomas Hobbes saw society as necessary evil allowing individuals to survive.

The in-depth description of the culture of circumcision in this study clearly indicates the holistic approach to issues by the cultural phenomenon. On this basis, cultural rules organize the field of experience into categories. These categories are inventions of the human mind. They make experience manageable by generalizing about similar experience and placing them together. On the basis of cultural knowledge, we discover meaning by grasping the underlying pattern and the implicit frame of reference that people have learned. Cheison (2008) emphasized this structural aspect of culture when they identified culture as patterns of values, ideas and other symbolic meaningful systems. Culture concerns the forms of things that people have in their minds. It functions as a set of plans for ordering behavior

The culture of circumcision teaches its members to see the world in a particular way. Cultural activities require that one assumes a particular identity and perform them in a specified way. Cultural practices that persist over generations and centuries are rich in opinions on a variety of subjects (Chang'ach, 2011). While cultural systems may be more or less efficacious, the more areas of life they address the more influence they have on thought, behavior and adaptation. Keiyo traditional circumcision uses a holistic approach. It holds concepts about value of life and the way life should be managed. For instance, Chemitei (2010) argues that religious perspective engendered on psycho-religious attitude of culture, has enormous influence on the form of capitalism adopted by the society. Consequently, cultural perspectives engendered through

the culture of circumcision influence perceptions and aspirations for education. Yet, as Rono (2002) put it, culture provides a blue print for social organization and social life.

Chebet and Dietz (2000), argue that circumcision did not involve the act of cutting off the prepuce of male's or female's genitals, but was a culmination of the cultural socialization process which started right at birth. This involves religious indoctrination of the society's core values which formed the basic doctrines in which every adult in the society was expected to be knowledgeable about.

2.5 Influence of parental factors on boys and girls participation in education

Children whose mothers have no education are more than twice as likely to be out of school as children whose mothers have some education. In developing countries, 75 per cent of the children not in primary school have uneducated mothers. The 2005 timetable for gender parity in education was realistic and attainable. It was also ambitious and demanding (UNICEF, 2005). Yet, obstacles, big and small, continue to thwart efforts to get girls into school. They are not secrets: intractable poverty, insidious gender roles and cultural traditions, HIV/AIDS, armed conflict, other catastrophic emergencies and a lack of basic infrastructure deprive girls of their rightful place in the classroom (MoEST, 2010).

Patriarchy characterizes almost all contemporary societies. It is a belief system that condones male supremacy and dominance over women in general. Patriarchy is universal and it takes different forms according to historical and cultural circumstances. Overtime, women learnt to oppose their subordination by

men. The concept of gender was introduced in the women's movement in 1970s to express the fact that girls' subordination, inferiority and powerlessness are not dictated by nature, but rather have social, cultural, political and historical foundations. Even with the introduction of free primary education, access to education still remains a pipe dream to many Kenyan children and especially to the girls. Whereas the introduction of free primary education in 2003 saw an increase in the enrolment, a sizable number of girls still find themselves out of school owing to a number of reasons (BBC, News from Africa, 2004).

2.5.1 Decision making

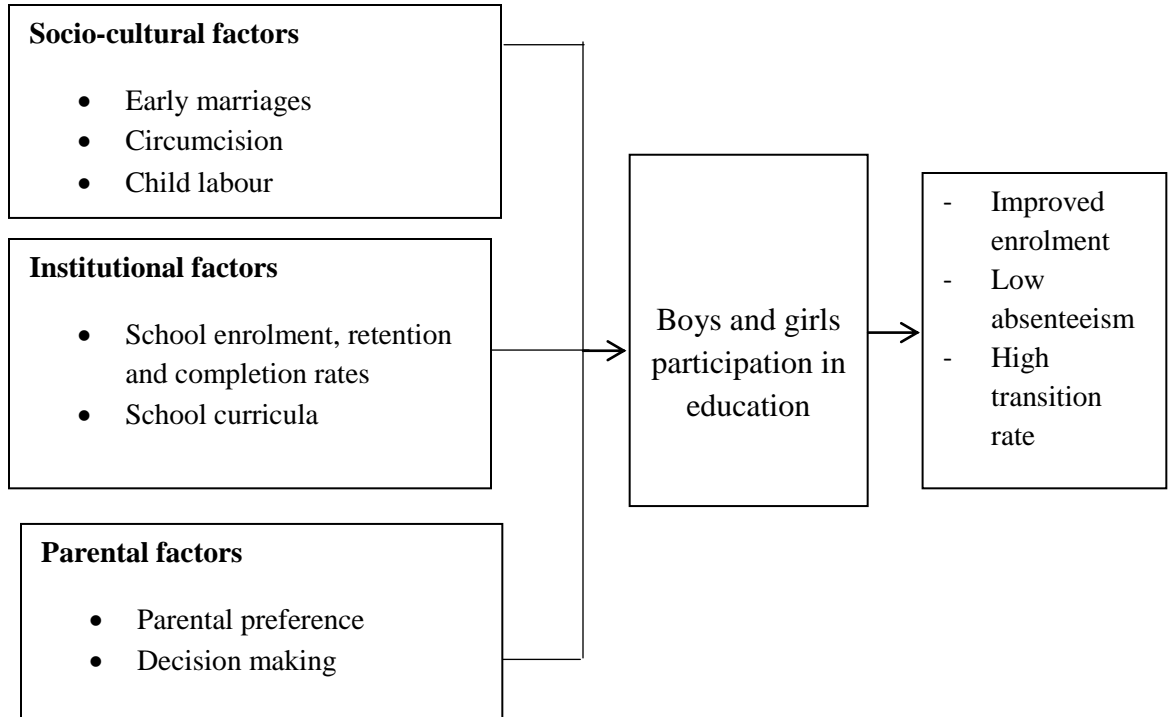
Girls and women are often shackled by gender roles and outdated traditions, with male privilege and entitlement ensuring that when educational opportunities are limited, boys will take available classroom space. Early marriage for girls is pervasive in many cultures. Bride prices are incentives for parents to forgo educating their daughters and instead marry them – sometimes as young as 10 – to older husbands (Chege and Sifuna, 2006). Many girls become mothers in early puberty. In many places, official or informal educational policies prohibit married or pregnant girls from attending school. If a girl was attending school, once she is married or pregnant her education often stops. The Chege and Sifuna report also states that pregnancy may also result from rape, involvement with sugar daddies' who provide money or gifts, or sexual liaisons with male students or teachers (Chege and Sifuna, 2006). Many girls are victims of sexual harassment and violence inside and outside of school. When parents are afraid that their daughters will not be safe going back and forth to school or in the school environment itself, they keep them home.

2.6 Summary of literature review

The chapter discussed in details literature on the areas addressed by this study. The literature showed that the society is yet to reach the overall goal of universal education for all children; policymakers will need to make special efforts to address the economic, social, and cultural barriers that keep even larger proportions of girls in poor countries out of school. Indeed, extensive research confirms that investing in girls' education delivers high returns not only for female educational attainment, but also for maternal and children's health, more sustainable families, women's empowerment, democracy, income growth, and productivity. This chapter summarizes the extensive body of research on the state of girls' education in the developing world today; the impact of educating girls on families, economies, and nations; and the most promising approaches to increasing learners' enrollment and educational quality. While challenges still exist, existing research provides us guidance on how to make significant progress. The chapter also summarizes studies conducted in the past concerning the major variables, which include in school factors, prohibitive cultural factors, parent related factors and how these variables affect girl child's access to education.

2.7 Conceptual framework of the study

Figure 2.1: Conceptual framework on factors influencing participation of boys and girls in primary school



The conceptual framework above is a representation of the study variables and the process and the output of the study. The independent variables are representation of cultural factors, schools related factors and parental related factors. The dependent variable is boys and girls participation in education. Participation in education is arrived at through increased enrolment, raised attendance and high completion rate.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the research design, target population, sample size and sampling procedures, research instrument, validity and reliability of the research instruments, data collection procedure, data analysis techniques and ethical issues.

3.2 Research design

A research design is a plan showing how the problem of investigation will be solved (Orodho & Kombo, 2003). The descriptive survey design was used in this study. The design entails collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho & Kombo, 2003). This design was appropriate for this study as it attempts to describe what is in the social aspect such as school, and it allows use of standardized instruments like questionnaires and interviews which can be used in the survey and examination of the existing records.

3.3. Target population

Mbwesa (2008) defined target population as the entire group of people, events or things that the researcher wishes to investigate. This study was carried out in Mutito Sub-County targeting the 60 public primary schools. The 60 head teachers, 480 teachers and 1546 class eight pupils in the Sub-County were

targeted as respondents in this study (Sub-County's report, 2016). The target population involved head teachers and teachers in public primary schools in the Sub-County.

3.4 Sample size and sampling techniques

To select the schools, a list of the schools was obtained from the DEO's office from where census technique was used to select a study population out of the 60 public primary schools. According to Mugenda and Mugenda (2003) a larger number of the study population can be represented by 10 to 30 percent of the total population. In this study, 30 percent of the 60 public primary schools were selected making a total of 18 schools. Moreover, all the 18 head teachers in the selected schools participated in the study. In order to obtain a sample for the teachers the researcher used the 30 percent suggested by (Kathuri, 2006). This implies that the researcher sampled 144 teachers to participate in the study. Purposive sampling was applied in the selection of the 144 teachers to participate in the study as respondents. This technique was superior to other techniques because it allows the researcher to compare other factors such as differential in numbers in respective centers for research thus enabling equity in representation to allow generalization of the research findings. Further to sample the pupils the researcher sampled ten pupils per sample school. This added up to 180 pupils to participate in the study.

Table 3.1 Sampling Frame

Group	Target	Frequency	Percentage
Head teachers	60	18	30%
Teachers	480	144	30%
Pupils	1806	180	10%
Total	2346	342	15%

3.5 Research instruments

Data was collected using questionnaires that were administered to the head teachers, teachers and pupils. A questionnaire is considered the most suitable research instrument for descriptive research design. Orodho and Kombo (2003) stated that in questionnaires respondents fill in answers in written form and the researchers collect the forms with the completed information. The questionnaires were used in the study as they require less time, are less expensive and permits collection of data from a wide population (Orodho and Kombo, 2003). The questionnaire was in two parts. Part A was meant to capture personal information of all the respondents. Part B was meant to capture data on the study's independent variables and their effects on the dependent variable. The questionnaires were both open ended and closed ended. There was an introduction letter to the respondents from the research institution informing the respondents about the study.

3.6 Instruments validity

Validity of research instrument refers to the extent to which a test or instrument measures what it was intended to measure (Mbwesa, 2008). According

to Orodho and Kombo (2003), once questionnaires have been constructed they should be tried. The researcher studied the answers in the questionnaires to ascertain content validity on all the responses and answers given. For this study content validity of the research instruments was established, by having the instruments appraised by the supervisor and experts in education research and during the pilot study where all the vague questions were reviewed. Two schools from Mutito Sub-County were used in the pilot study as per (Mugenda & Mugenda 1999) requirement for the use of at least 10% of the sample in piloting.

3.7 Instruments reliability

Reliability is a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test reliability of the instrument the test-retest technique was used. This test-retest method involves administering the same instrument twice to the same group of subjects. The second administration was done after a time lapse of one week and before the main study. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment Correlations Coefficient. If the coefficient is close to +1 or -1, the instrument was said to be reliable for data collection. For this study the research instruments scored a coefficient of 0.78 that was deemed sufficient for the purpose of the study.

3.8 Data collection procedure

The researcher sought a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The Sub-County Education

Officer Mutito Sub-County was notified about the research to be carried out. Introductory letters were sent to the head teachers of the sampled schools and appointments were sought for the purpose of creating rapport, confidence and removing any suspicions by assurances of confidentiality on the data that they shall generate. Questionnaires were given out and picked up later at an appropriate and convenient time mutually agreed upon. The researcher visited the selected schools administering the instrument to the respondents personally.

3.9 Data analysis technique.

Questionnaires collected from respondents were screened for completeness. Data collected was subjected to qualitative and quantitative analysis. According to Hordijk (2007) allows us to discover how people give meaning to their lives in a very flexible manner. Quantitative data comprising of answers to the close-ended questions and categorized data analyzed using descriptive statistics supported by tables, pie-charts, frequency distributions and percentages because they easily communicate the research findings to the majority of the respondents. Frequencies easily show the number of times a response occurs or the number of subjects in a given category. Percentages were used to compare the sub-groups that differ in proportion and size. The data from the interviews were carefully read and coded after editing the field notes. The coded responses were analyzed deductively through SPSS computer program.

Qualitative data included answers to open ended questions. Such data was analyzed through coding; identifying and establishing patterns, features, and themes.

3.10 Ethical issues and considerations

This study observed the highest standards of ethics in line with the expectations of both the University of Nairobi, and the National Commission for Science, Technology, and Innovation. For this study no incentives to take part were provided. Individual potential participants were also fully briefed on the purpose of the study and it was made clear that participation was wholly voluntary. However, if a participant failed to complete and return a questionnaire, the researcher made a follow-up request for its completion and return. Confidentiality was strictly observed. This was achieved through anonymity in the questionnaire responses. As well, the researcher assured the participants that data would be kept safe and would only be used for purposes of this study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTEPRETATION

4.1 Introduction

This chapter gives detailed information on the analysis of the study findings on factors influencing participation of boys and girls in public primary education in Mutito Sub-County, Kitui 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 examine how institutional factors influences participation of boys and girls in public primary education; to establish whether the cultural factors influences participation of boys and girls in public primary education; and to establish whether parental factors influence boys and girls participation in primary education in Mutito Sub-county.

4.2 Instrument return rate

Questionnaires were used to collect data and they were classified in three sets; the head teachers, teachers, and pupils. Table 4.1 below shows the questionnaires received back dully completed to show the instrument return rate realized in the study.

Table 4.1 Questionnaire return rate

	Number	Number	Percent
Respondents	Expected	returned	%
Head teachers	18	18	100.0
Teachers	144	118	81.8
Pupils	180	164	91.1
Total	342	300	87.7

Table 4.1 shows that 342 questionnaires were given out to the respondents; 18 for head teachers; 118 for teachers and 164 for pupils were returned back duly completed to be used in the study. The return rate was considered reliable for the purpose of this study because they were 87.7 percent. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (2008) stipulation that a response rate of 50 percent is adequate; 60 percent is good and 70 percent and over is excellent for analysis and statistical reporting. This commendable response rate was due to extra efforts that were made via personal calls and courtesy visits to remind the respondents to fill-in and return the questionnaires. 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 so as to gain an insight on the respondents characteristics. The demographic data was summarized as follows:

The head teachers and teachers' academic, professional qualifications and experience were also captured.

Table 4.2 Respondents' gender

Gender	Head teachers		Teachers		Pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	15	83.3	59	50.0	106	64.6
Female	3	16.7	59	50.0	58	35.4
Total	18	100.0	118	100.0	164	100.0

Information contained in Table 4.2 showed that majority of the head teachers (83.3 percent) were males. These findings were an indication that more males than females were into public primary school leadership thus lowering mentorship of girls' participation in primary education than boys. The findings show that the respondents were predominantly male head teachers. There is need to have more female head teachers to at least take care of the role model factor. These findings were an indication that girls in the region did not have enough female head teachers as role models so as to motivate their participation in education due to the patriarchal society they were living in. Further the study findings showed that the study engaged equal representation of teachers to participate in the study so as to ensure that the study realized proportional representation in both genders. According to the study findings majority of the pupils (64.6 %) were boys while 35.4 percent were girls. This was an indication that more boys than girls participated in primary education in the study area. The findings also showed that more boys enrolled in primary education than girls increasing their participation rates.

The study also sought to find out respondents age bracket distribution to find out whether it had any relationship with participation of boys and girls in primary education. Table 4.3 shows head teachers and teachers’ age bracket distribution.

Table 4.3 Head teachers and teachers’ distribution by age bracket

Age bracket	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Below 30 years	0	0.0	32	27.1
31 – 40	3	16.7	41	34.7
41 – 50	6	33.3	26	22.0
51 and above	9	50.0	18	15.3
Total	18	100.0	118	100.0

Table 4.3 showed that half of the head teachers (50 percent) were 51 years and above. This was an indication that majority of the head teachers were at an elder level. According to most of the teachers they were between 31 to 40 years old. This was an indication that majority of the teachers were younger than majority of their head teachers. Thus older teachers were more likely to progress into primary school leadership due to the experience gain over the years. The advanced age represent experience, knowledge and understanding and are likely to understand the importance of education of boys and 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.

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 4.4 provides further details on the issues;

Table 4.4 Pupils’ first age of attending school

Age	Boys		Girls	
	F	%	F	%
5 years	8	4.8	0	0.0
6 years	13	7.9	2	1.2
7 years	21	12.8	11	6.7
8 years	23	14.0	13	7.9
Over 9 years	41	25.0	32	19.5
Total	106	64.6	58	35.4

From the Table 4.4, most pupils joined school above five years (95.2 percent). Others indicated for having joined when they are over 9 years (44.5 percent). The findings also indicated that boys enrolled in schools earlier than girls since no girl indicated that she enrolled to school at the age of five years. 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.

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 boys' and girls' participation. Table 4.5 presented the findings.

Table 4.5 Head teachers' and teachers' academic and professional qualifications

Qualifications	Head teachers		Teachers	
	F	%	F	%
B/Ed	1	5.6	26	22.2
Diploma	11	61.1	26	22.2
P.I	4	22.2	47	38.9
Masters	2	11.1	19	16.7
Total	18	100	118	100.0

Most head teachers in Mutito Sub-County are diploma holders (61.1%). B/Ed had (5.6%) but P.1 holders had (22.2%) 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.

Head teachers and teachers were asked to indicate the duration of service which actually showed the level of experience. Data collected is seen in Table 4.6.

Table 4.6 Head teachers' and teachers' response on professional experience

Professional Experience	Head teachers		Teachers		Total	
	F	%	f	%		%
1-5 years	0	0	23	16.7	23	10.7
6-10 years	4	20	35	27.8	39	25.0
11-15 years	4	20	36	33.3	40	28.6
16-20 years	4	20	13	16.7	19	17.9
Over 20 years	6	40	11	5.6	17	17.9
Total	18	100	118	100.0	136	100.0

Table 4.6 shows that the head teachers and teachers are likely to have good information on the issue of boys' and girls' participation in public primary education Mutito 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.

Table 4.7 Pupils’ perception on whether there were few girls than boys who complete primary school in Mutitu sub-county

Response	Boys		Girls	
	Frequency	percent	Frequency	Percent
Yes	97	59.1	39	23.8
No	9	5.5	19	11.6
Total	106	64.6	58	35.4

Information contained in Table 4.7 showed that majority of the boys (59.1 percent) and most of the girls (23.8 percent) indicated that fewer girls were likely to complete primary education than boys in the study area. This was an indication that more boys were likely to complete primary education than girls showing that boys realized higher participation rate than girls in primary education in Mutito sub-county.

The research requested the pupils to explain the reasons for the difference in the completion rate of boys and girls in participation in primary education. Table 4.8 presents the study findings.

Table 4.8 Factors influencing difference rates in boys and girls completion in primary school education

Factors	Boys		Girls	
	Frequency	Percent	Frequency	Percent
Few girl are enrolled	71	43.3	25	15.3
Girls drop out more than boys	26	15.9	14	8.5
No difference	9	5.5	19	11.6
Total	106	64.4	58	35.4

According to most of the boys (43.3 percent) and 15.3 percent of girls fewer girls are enrolled in primary schools causing more boys to complete primary education than girls in the study area. Further, 15.9 percent of boys and 8.5 percent of the girls indicated that more girls drop out of schools more than boys. This was an indication boys had more advantages than girls in participation of primary education in Mutito Sub-County.

4.4 Institutional factors influencing participation of boys and girls in primary education

The first research objective of this study sought to establish whether institutional factors influence participation of boys and girls in public primary education. The study findings were presented in sub-sequent sections that follows;

4.4.1 Teachers’ response on availability of basic instruments like textbooks, 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 4.9.

Table 4.9 Teachers’ response on basic instruments.

Basic instruments	F	%
Most have	66	55.6
A few have	52	44.4
None has	0	0.0
Total	118	100.0

Most of the pupils (boys and 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 4.1 below shows the results.

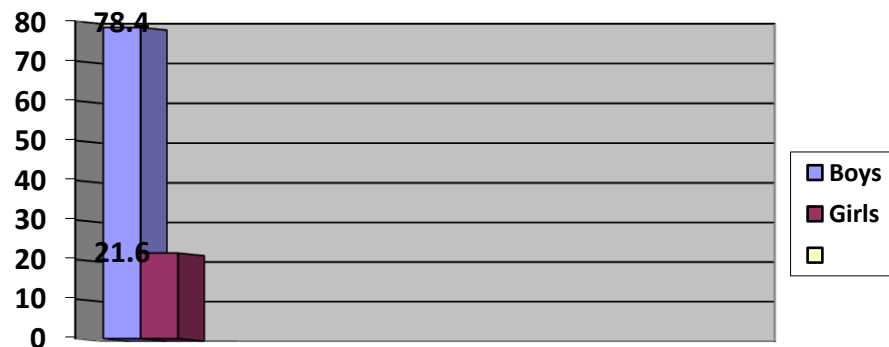


Figure 4.1 Mutito Sub-County schools’ enrolment per gender

Results from Figure 4.1 show that the enrolment of girls in Mutito sub-county is lower than the boys (Boys, 78.4% and Girls, 21.6%). This findings showed that more boys enrolled in public primary schools than girls in the study area as opposed to trends in other regions. The findings were in consistence with Munyau (2013) who indicates that girls’ enrolment in primary education in majority of the sub-Saharan regions has been very low as compared to boys who are perceived as better children in the society while girls are regarded to as property or a source of family wealth.

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 4.10 below.

Table 4.10 Head teachers’ response to the adequacy of number of teachers in their schools

Head teachers' response	f	%
Adequate	0	0.0
Inadequate	18	100.0
Total	18	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 boys and girls’ participation in primary education.

4.4.4 Headteachers’ response to community sensitization on the importance of boys and girls’ 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 4.11 captured their responses.

Table 4.11 Head teachers’ response to community sensitization

Meetings held in the Community	Head teachers' Attendance	
	F	%
Once in a while	8	40.0
Once a year	0	0.0
Every time there’s any	8	40.0
Not once	2	20.0
Total	18	100.0

Results from Table 4.11 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 boys and girls.

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 boys and girls in public primary education. Their responses were captured in Figure 4.2

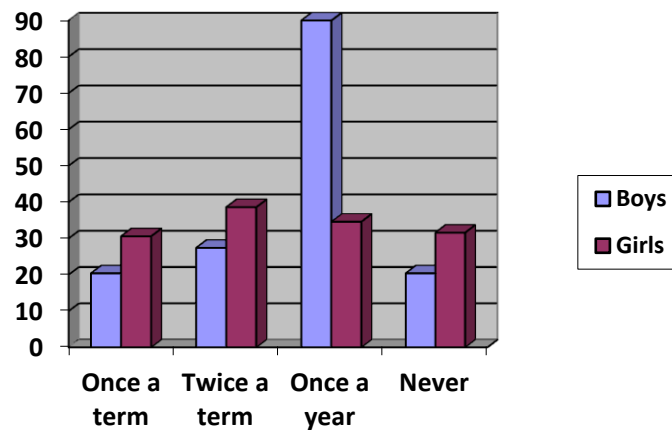


Figure 4.2 Head teachers’ response to organizing and calling for opendays for sensitization.

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 4.2 are not promising from an area like Mutito Sub-County which has fairly low pupils’ participation in primary education especially girls.

4.4.4 Head teachers’ response on repetition policies and/or re-entry policies for boys and girls.

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 4.12

Table 4.12 Head teachers’ response on repetition/ re-entry policies

Head teachers' View		
Repetition/re-entry policy	F	%
No policy in place	7	38.9
Repeat on parent' s request	5	27.8
Willingness of the girl	3	16.7
Repeat to cover the syllabus	2	11.1
Repeat for discipline cases	1	5.6
Total	18	100.0

Most head teachers responded that they had no policy in place (38.9%). Those who answered that that girls repeated on their own parents request were (27.8%).Others who wrote that girls repeated in order to complete the syllabus were (27.8%) while those who said that some girls repeated to correct their characters as in discipline cases were (5.6%). Other girls repeated because they were willing to do so (16.7%).

4.5 Parental factors and boys' and girls' participation in education

The study second objective was to establish whether parental related factors influence pupils' participation in primary education. The study findings were as presented in sub-sequent section;

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 4.13

Table 4.13 Head teachers' assessment of their schools

Criteria/ Head teachers' Response	Very Good		Good		Poor		Total	
	F	%	f	%	f	%	F	%
Girls' discipline	3	30.0	7	70.0	0	0	10	100.0
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

Majority of the head teachers (70.0%) felt that their girls were good. All the head teachers in this study said that their boys and girls participation was tip top (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(40.0) while good stood at (60.0). Head teachers who felt that teacher/ pupils interaction was very good were (30.0%). The ones who felt was good were(70.0%). Head teacher cooperation and support got (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 4.3

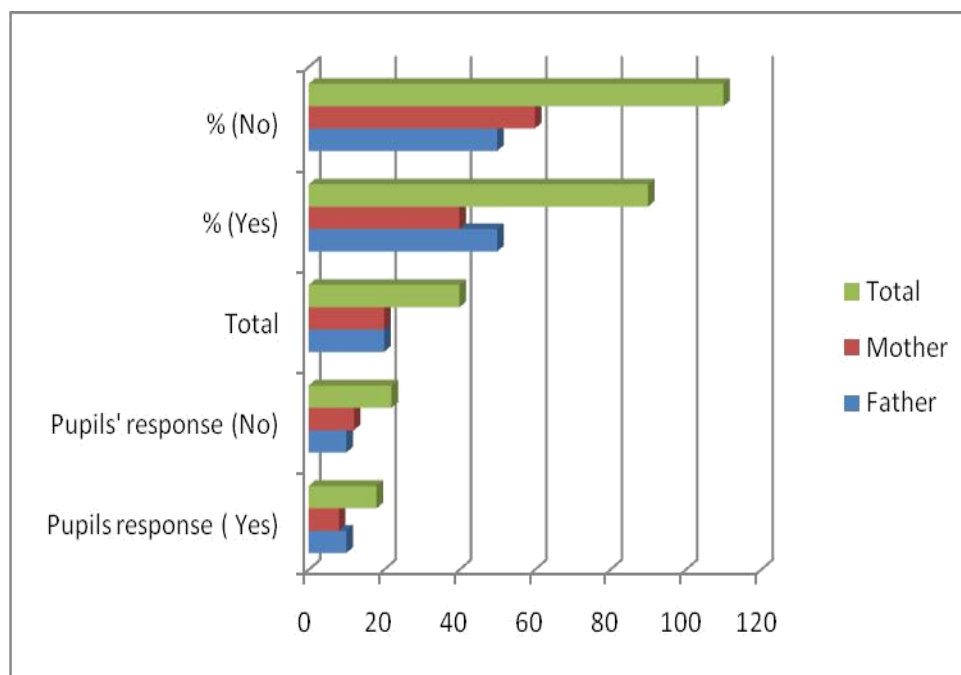


Figure 4.3 Pupils’ parents educational background

Figure 4.3 indicates that (50.0%) of the pupils fathers attended school. Mothers who never attended school stand at (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 factors

Pupils were required to indicate their parents' occupation. Results were captured in Table 4.14.

Table 4.14 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 4.14 indicate that the highest percentage of parents in Mutito are pastoralists (120.0%). According to Zahrins, (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 (35.0%). A few fathers are salaried (15.0%). Some of the mothers do small time businesses (30.0%). Parental income impacts on the

boys and girls' participation in Mutito sub-county mainly girls were easily discontinued from school. 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).

4.5.4 Participation in education of the pupil

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 4.15 captured the results.

Table 4.15 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 (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 (18.2%). Class three captured (9.1%)

4.5.5 Pupils being in/out of school as a measure of participation

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 4.16

Table 4.15 Reasons for boys and girls dropping or not in schools

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

Table 4.16 Boys and girls dropout of schools

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

Most pupils said that they knew boys and 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 (100.0%) had pupils especially girls who 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 (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.

4.6. Socio-cultural factors and boys and girls' participation in education

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).

4.6.1 Influence of culture on boys and girls' participation by the pupils

This study sought to know whether attending to cultural issues that affect their participation in education and how often this happens. Figure 4.4 indicates their responses.

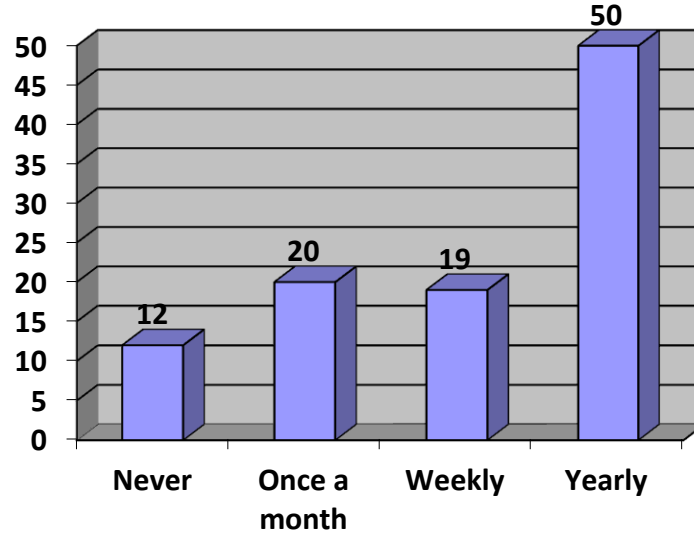


Figure 4.4 How often cultural issues cause absenteeism

Figure 4.4 indicates there is a big number of boys and girls (25.0%) do not meet at all hence they don't discuss any of their many issues. Those who met once a month were (40.0%) and those who met weekly were (35.0%)

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. To establish whether pupils approved of FGM or not, questions about it were asked . Table 4.17 captured their responses.

Table 4.17 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 (75.0%) while those who said Yes were (25.0%). Going with times and new technology 25.0 percent is seen as on the higher side. As much as they undergo a lot of pain, they seem to like it.

Teachers were asked to indicate how pupils responded to their class room teachings. Their answers were tabled and can be seen in Table 4.18 below

Table 4.18 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 (94.4%).

Those who had a negative attitude were (5.6%)

Teachers' view on how pupils participated in their teaching subjects was also sought. Results were recorded in Table 4.19

Table 4.19 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 (61.1%), while those who participated fully were at (27.8%). Some girls participated absent mindedly (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.

Teachers were required to indicate how frequent their pupils consulted them whenever stuck in their assignments or homework. The results were recorded in Table 4.20 below.

Table 4.20 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 4.20 indicates that the biggest percentage of girls (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. (38.9%) of the pupils consulted their teachers often. Those who do not consult at all were (11.1%) while those who consulted occasionally were (5.6%).

This study sought to know if the relationship between teacher and the pupil was close, good, fair or distant. Table 4.21 shows the results.

Table 4.21 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 (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. 22.2 percent said that their relationship with their pupils was close. Those who said fair were (16.7%) and (5.6%) said distant.

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 4.5 shows the results.

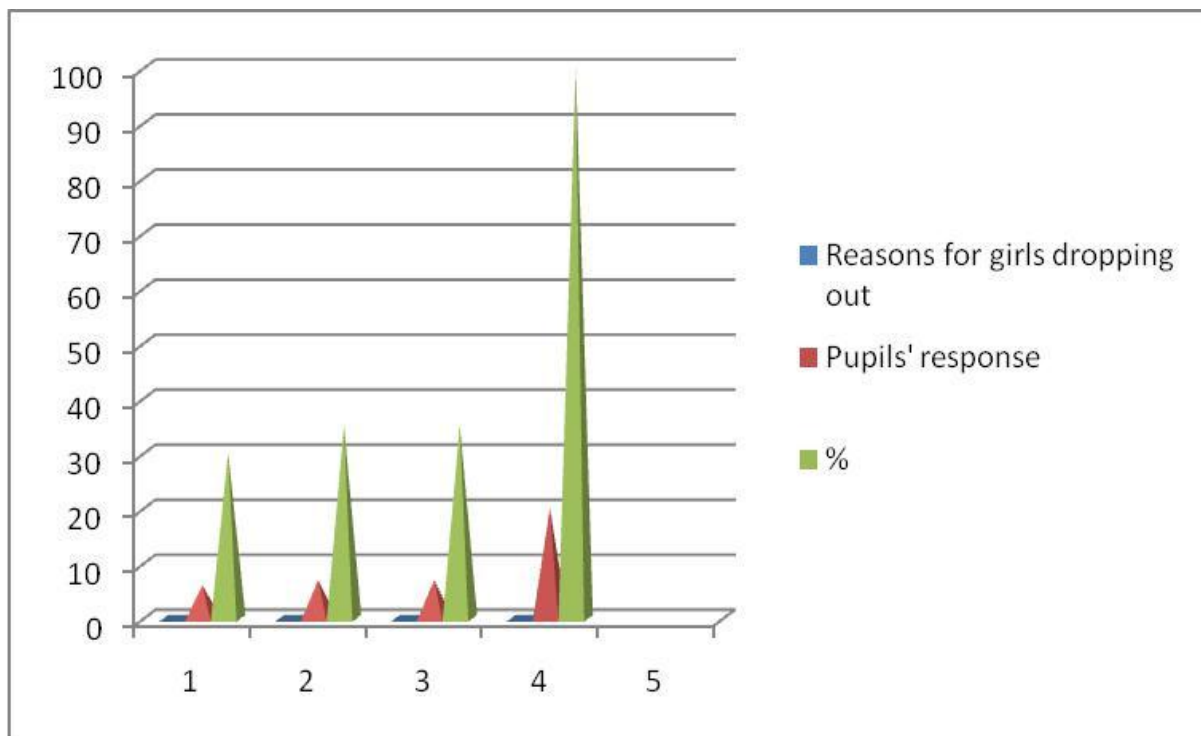


Figure 4.5 Pupils' response to why boys and girls drop out of school

Results from Figure 4.5 showed 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.

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 boys and girls participation in public primary education Mutito 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 boys and girls' participation in public primary schools. 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 4.11 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 schools related factors influenced boys and girls 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 pupils' 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 boys and girls participation in primary education indicate that the highest percentage of parents in Mutito Sub-County were pastoralists (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 (35.0%). A few fathers were salaried (15.0%). Some of the mothers did small time businesses (30.0%). Parental factors impacted on boys and girls participation in Mutito 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. Adequate resources and facilities in public primary schools would have a greater influence on participation of boys and girls in education.

- ii. 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 and boys equality.
- iii. 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 boys and girls in public primary education, the researcher suggests that the Ministry of Education (MOE) should put in more effort to support boys and 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 boys and girls especially 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 primary and secondary schools in hardship areas in Kenya.
- iii. A study to be carried out to determine other factors affecting participation of boys and girls in primary schools in the sub-county.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

P.O BOX 45,

Mutitu.

The headteacher,

_____ primary school.

Dear Sir/Madam,

REF: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a student at University of Nairobi currently pursuing a Masters' degree in Education. I am carrying out a research on "**FACTORS INFLUENCING BOYS AND GIRLS' PARTICIPATION IN EDUCATION IN PUBLIC PRIMARY SCHOOLS IN MUTITU SUB- COUNTY, KENYA.**" I would therefore kindly ask for your assistance to provide me with some data to enable me perform the research. The information you will provide shall be treated with utmost confidentiality and it will only be used for academic purpose only, for this research and for no other purpose.

Your cooperation will be highly appreciated.

Regards,

Tony Kilonzo.

APPENDIX II: Head teachers' questionnaire

Instructions

Kindly complete the following questionnaire. Read each item and fill or tick your response in the appropriate box. The information you give will be treated with utmost confidentiality and only for the purposes of this research

Section 1: Demographic information

1. Kindly indicate your age bracket

Below 35 years [] 36-40 [] 41-50 [] 50 and above []

2. What is your gender? Male [] Female []

3. Duration in headship?

Below 5 years [] 6 to 10 years [] over 10 years []

Section 2: Factors influencing boys and girls participation in education

4. The following are major in-school factors that inhibit learners' participation in education. Please tick your appropriate answers as per the rank. SD = Strongly disagree, D = Disagree, A = Agree, and SA = Strongly Agree

Particular	SD	D	A	SA
Lack of textbooks				
Lack of education facilities/infrastructure eg shortage of schools				
Harassment by teachers				
Unfriendly school environment				
Lack of role models in school				
Poor /low academic performance				

Low enrolment				
Absenteeism				
Lack of school fund levies				

If there are any others, please specify _____

5. What are the major challenges that face

a) Boys in primary school _____

b) Girls in primary school _____

6. The following are cultural practices that influence boys and girl participation in

education. Please tick your appropriate answers as per the rank. SD = Strongly

disagree, D = Disagree, A = Agree, and SA = Strongly Agree

Particular	SD	D	A	SA
The girls are married off at an early age				
Boy child prevalence to girl child in the area				
Its believed that education is only for boys				
low attitudes towards girl child education				
Early and unwanted pregnancies.				
FGM after which girls are seen as ready for marriage				
Its believed that girls who go beyond 18 years never get married				
Parents then give priority to support only boys.				

7. When family resources are limited who is given the first priority in education.

Please tick one Girls

Boys

8. When calamities like death of the mother strike in a family who is mostly affected in terms of schooling? Girl child

Boy child

9. When both girls and boys perform well in K.C.P.E who is given first priority to attend secondary school if resources are limited? Girls

Boys

10. Who between the boy child and girl child is responsible for the following duties at home?

a) Fetching water for the family _____

b) Preparing and cooking food for the family _____

c) Babysitting and looking after the young siblings _____

d) Herding animals _____

e) Going to the market _____

APPENDIX III: Teachers' questionnaire

Instructions

Kindly complete the following questionnaire. Read each item and fill or tick your response in the appropriate box. The information you give will be treated with utmost confidentiality and only for the purposes of this research

Section 1: Demographic information

1. Kindly indicate your age bracket

Below 25 years[] 25-30 [] 31-40 [] 41-50 [] 50 and above []

2. What is your gender? Male [] Female []

Section 2: Factors influencing boys and girls participation in education

3. The following are major in-school factors that inhibit learners' participation in education. Please tick your appropriate answers as per the rank. SD = Strongly disagree, D = Disagree, A = Agree, and SA = Strongly Agree

Particular	SD	D	A	SA
Lack of textbooks				
Lack of education facilities/infrastructure eg shortage of schools				
Harassment by teachers				
Unfriendly school environment				
Lack of role models in school				
Poor /low academic performance				
Low enrolment				
Absenteeism				

Lack of school fund levies				
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If there are any others, please specify _____

4. What are the major challenges that face

a) Boys in primary school _____

b) Girls in primary school _____

5. The following are cultural practices that influence boys and girl participation in education. Please tick your appropriate answers as per the rank. SD = Strongly disagree, D = Disagree, A = Agree, and SA = Strongly Agree

Particular	SD	D	A	SA
The girls are married off at an early age				
Boy child prevalence to girl child in the area				
Its believed that education is only for boys				
low attitudes towards girl child education				
Early and unwanted pregnancies.				
FGM after which girls are seen as ready for marriage				
Its believed that girls who go beyond 18 years never get married				
Parents then give priority to support only boys.				

6. When family resources are limited who is given the first priority in education.

Please tick one Girls

Boys

7. When calamities like death of the mother strike in a family who is mostly affected in terms of schooling? Girl child Boy
child
8. When both girls and boys perform well in K.C.P.E who is given first priority to attend secondary school if resources are limited? Girls Boys
9. Who between the boy child and girl child is responsible for the following duties at home?
- a) Fetching water for the family _____
 - b) Preparing and cooking food for the family _____
 - c) Babysitting and looking after the young siblings _____
 - d) Herding animals _____
 - e) Going to the market _____

APPENDIX IV: Pupils' Questionnaires

Instructions

Kindly complete the following questionnaire. Read each item and fill or tick your response in the appropriate box. The information you give will be treated with utmost confidentiality and only for the purposes of this research.

1. What is your gender? Boy [] Girl []
2. What is your age bracket? 5-10 [] 11-15[]15-20 []
3. Do you think there are few girls than boys who complete primary school in Mutitu sub-county? Yes [] No []
4. If your answer in question one is yes, what are the factors that cause the completion rate in primary school education in the area? _____
5. The following are major in-school factors that inhibit learners' participation in education. Please tick your appropriate answers as per the rank. SD = Strongly disagree, D = Disagree, A = Agree, and SA = Strongly Agree

Particular	SD	D	A	SA
Lack of textbooks				
Lack of education facilities/infrastructure eg shortage of schools				
Harassment by teachers				
Unfriendly school environment				
Lack of role models in school				
Poor /low academic performance				
Low enrolment				
Absenteeism				

Lack of school fund levies				
----------------------------	--	--	--	--

If there are any others, please specify _____

6. What are the major challenges that face

a) Boys in primary school _____

b) Girls in primary school _____

7. The following are cultural practices that influence boys and girl participation in education. Please tick your appropriate answers as per the rank. SD = Strongly disagree, D = Disagree, A = Agree, and SA = Strongly Agree

Particular	SD	D	A	SA
The girls are married off at an early age				
Boy child prevalence to girl child in the area				
Its believed that education is only for boys				
low attitudes towards girl child education				
Early and unwanted pregnancies.				
FGM after which girls are seen as ready for marriage				
Its believed that girls who go beyond 18 years never get married				
Parents then give priority to support only boys.				

8. When family resources are limited who is given the first priority in education.

Please tick one Girls

Boys

9. When calamities like death of the mother strike in a family who is mostly affected in terms of schooling? Girl child _____ Boy child _____
10. When both girls and boys perform well in K.C.P.E who is given first priority to attend secondary school if resources are limited? Girls _____ Boys _____
11. Who between the boy child and girl child is responsible for the following duties at home?
- a) Fetching water for the family _____
 - b) Preparing and cooking food for the family _____
 - c) Babysitting and looking after the young siblings _____
 - d) Herding animals _____
 - e) Going to the market _____

Appendix V: Authorization letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No.

Date:

NACOSTI/P/16/06764/10794

2nd May, 2016

Tony Mwalimu Kilonzo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing boys' and girls' participation in education in public primary schools in Mutitu Sub-County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **29th April, 2017.**

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

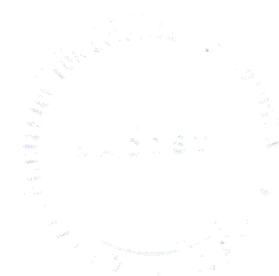
On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.



Appendix VI: Research permit

CONDITIONS

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

REPUBLIC OF KENYA
NACOSTI
National Commission for Science, Technology and Innovation
RESEARCH CLEARANCE PERMIT
Serial No: A/03/10
CONDITIONS: see back page

Permit No : NACOSTI/P/16/06764/10794
Date Of Issue : 2nd May, 2016
Fee Received : Ksh 1000

THIS IS TO CERTIFY THAT
MR. TONY MWALIMU KILONZO
of UNIVERSITY OF NAIROBI 14-90213
Kitui, has been permitted to conduct
research in Kitui County
on the topic: FACTORS INFLUENCING
BOYS AND GIRLS PARTICIPATION IN
SCHOOLS IN MUTITU SUB COUNTY,
KENYA
for the period ending
29th April, 2017

Signature
National Commission for Science, Technology & Innovation
Director General