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A CASE STUDY OF KINANGO DIVISION OF
KWALE DISTRICT, KENYA

A RESEARCH PROJECT SUBMITTED TO THE
INSTITUTE OF AFRICAN STUDIES IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN GENDER AND
DEVELOPMENT STUDIES OF THE UNIVERSITY
OF NAIROBI

BY

LEAH NASIMIYU BARASA

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DEDICATION

To Kitauro,

For all that he has been,

For all he is and,

For all he promises to be,

And to my mother Kanaiza,

And to my father Barasa,

For all they have been,

To make me what I am,

And to my lineage,

I say a big THANK YOU.

DECLARATION

This project is my original work and has not been presented for award of any degree at any University.

Signature: _____



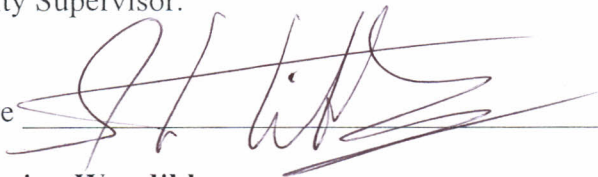
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_____ 10/2/05

DATE

The project write up has been submitted for examination with my approval as University Supervisor.

Signature _____



9/3/05

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ABSTRACT

This study set out to document and discuss the challenges facing girl child secondary education in Kinango division, Kwale district. The unit of analysis was the secondary girl child.

The underlying social and economical factors constitute the challenges that face the girl child in achieving secondary education. These are heightened by aggravated economic conditions of most families and issues pertaining to patriarchy in the society.

The objectives of the study were, first, to investigate the extent to which poverty affects the girl child in getting a secondary education. Secondly, I wanted to find out how early marriage practices hinder the girl child's secondary education.

Data were collected through structured interviews, key informant interviews, focus group discussions and observation. Primary data was collected using questionnaires and interview methods from the target groups, secondary data was obtained from the existing data at the Ministry of Education. It gave information on the previous and current trends in secondary Level of education. The resulting data was then analyzed using descriptive data. Looking at the consistencies and percentages of the frequencies did this. A sample of the girls was used to tap information; case studies of girls who have dropped out of school and focus group discussions were used to establish changes facing girls in achieving a secondary education. The unit of analysis was the girl child in secondary schools in Kwale district. The class registers were used as the main sampling frame.

The findings suggest that poverty and socio-cultural challenges play a key role in the enrolment, retention, performance and dropout of girls from school. Poverty has driven girls to work as domestic servant, barmaids and commercial sex workers. The reasons given for dropout, retention or poor performance are radically along gender lines. Poverty, pregnancy, declining performance, dropping out of school and gender

discrimination are some of the key drawback to girls' education achievement. Others are marriage and the lure of money.

Arising from the findings the following recommendations are made: A way should be found on establishment of purely girls boarding schools to protect them from various destructors. There should be regular community leadership forums where they can come up with pragmatic ways of education development and achievement in the area. Information on reproductive health should be accessed and taught to girls so that they can prevent STIs. Or unwanted pregnancies apart from abstention since they are sexually active and the society is promiscuous.

LIST OF ABBREVIATIONS

K.C.S.E - Kenya Certificate of Secondary Education

HIV - Human Immune Virus

AIDS - Acquired Immune Deficiency Syndrome

STIs - Sexually Transmitted Infections

NGO - Non-governmental Organization

GOK - Government of Kenya

FGD - Focus Group Discussion

GCE - Girl Child Education

UNICEF – United Nations Children’s Fund

UNESCO - United Nation Educational, Social and Cultural
Organization

FAWE - Forum for African Women Educationalists

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

The background to this research relates to the increasing awareness by development experts that illiteracy poses a major obstacle to development and growth. The girl child faces many problems in her attempts to succeed in, education especially at the secondary school level. When a girl is in standard eight, society begins to impose certain expectations on her. For example, traditionally, she is looked at as an economic asset rather than an individual who should be left to map out her own destiny. Cultural practices dictate that girls should stay at home to help their mothers rather than an individual who should be left to map out her destiny. Cultural practices dictate that girls should stay at home to help their mothers rather than go to school. They also dictate that girls dropout of school early to get married.

These factors combine to create a negative attitude among girls who, often, passively accept their present limited role and are hesitant to try new fields. Girls' performance deteriorates as they move further up the education ladder. It is not clear in this study that boys are still favored in the provision of education. What is clear, however, is that there are beliefs, as to what subjects girls should study and careers they should take up.

Society advocates for male supremacy; right from birth, power is vested upon men in terms of access and control over resources. Limited economic resources influence parents to give preference to boys for education. The society then requires the sublimely threat of violence in order to maintain itself. Such behavior of a father marrying off a

daughter to an old man for dowry is “normal” in a patriarchal society (WWW.Patriarchy.org).

Cultural practices like initiation ceremonies, and thereafter engagement for marriage, have resulted in low participation by girls in national examinations (Government of Kenya, 1997). Traditional gender roles overburden the girl child. Girls are exposed to some form of exploitation, discrimination, violence and harassment (Government of Kenya, 1997:14). These scenario demands that more effort be made to address the existing gender disparities so as to achieve educational goals. Girls who have undergone initiation view themselves as adults and, in most cases, give up on their academics for an easier option of marriage. It is also seen as a prestige to be married as one gains a higher social status.

Many governments have instituted programmes to encourage equal participation in schools(Baraza, 1999). Before independence, Kenya needed women and men from whom it could meet the needs of its technical and professional services. To achieve this object the government needed to expand the secondary school system as rapidly as possible. The Kenyan policy on education was to provide equal opportunities to the youth (Government of Kenya, 1993).

In Kenya today, students, irrespective of their gender, are offered equal opportunities to attend formal education. Illiteracy is one of the three enemies that were to be eradicated after independence to achieve economic growth. Although there has been

increased female enrolment, there are still gaps especially at the secondary school level. Historically, secondary education was particularly regarded as the most important point in the education system as it could help in solving manpower constraints of the nation (Government of Kenya, 1950). Statistics indicate that girls starting form one with low marks and less preparation, fail and drop out of school along the way (Baraza, 1999).

According to Bogonko (1980), the growth in primary education in Kenya was due to the fact that the government aimed at achieving Universal Primary Education (UPE) by the year 1980, as had been agreed on at the Addis Ababa Conference in 1961. The government has created an enabling environment by providing physical facilities, teachers and resource materials for capacity building in public schools. The National Rainbow Coalition (NARC) government has declared Free Primary Education (FPE) as a step towards eradicating illiteracy.

Education provides a foundation for alleviation of poverty and improvement in socio-economic levels. The evidence of benefits of education are well established as it raises the quality of life and improves health and productivity at work. It also increases the individual's access to paid employment and often facilitates social and political participation (FAWE, 1998). It is clear that the total benefits of education multiply when there is increased female participation in schooling (World Bank, 1995). Women motivate their children by providing basic things like stationery and school uniform.

In spite of the intervention by non-governmental organizations (NGOs), religious bodies and international organizations, girls still lag behind boys at all levels of education

and more so at the secondary school level (Baraza, 1999). Girls continue to avoid courses that lead to lucrative careers in science and technology. The girls' performance in examinations has been poor in spite of efforts by the government.

Good performance in the Kenya Certificate of Secondary Examination (K.C.S.E) is crucial for admission into competitive courses in public universities. Most courses require at least a B+ grade for admission. Poor performance, therefore, undermines students' chances of joining institutions of higher learning. Consequently, it jeopardizes girls' opportunities for job placement, often/ reducing girls' active participation in national development (Ali, 2003).

Secondary school level is crucial as it determines the future career of a girl child. However, this seems to be in conflict with the economic factors, cultural factors and the social practices of most African communities who are saddled with broad socio-cultural impediments and economic constraints. Girls are pulled out of school for family reasons such as fetching water, firewood, taking care of the sick, participating in the rites of passage, and leading families in case both parents are deceased, especially with the prevalence of the HIV/AIDS scourge. In addition, high pregnancy rates result in diminishing enrolment at higher levels. Girls stay at home to help their mothers and so attend school irregularly (Wandera, 1985).

A poor home background may impact negatively more on girls than on boys (Ali, 2003). To ensure access and improve the quality of education for girls and to remove any

obstacle that hampers their active participation is an urgent priority. Thus, all gender stereotyping in education should be eliminated (UNICEF, 1999).

The family is significant in a girls' education. Intra-family relations routinely impose duties upon female members, while bestowing rights upon male members. This instills in girls an attitude that is inferior. Such girls do not perform well in school (personal observation). The school also deters girls' performance (UNICEF, 1993). The girls are stereotyped as poor students and, in some cases, lack their basic items such as sanitary towels and hence do not feel confident in a group. Improving girls' participation in education and academic performance is the most significant development challenge facing sub-Saharan African (Gachukia, 1992).

I concentrated on the above highlighted issues as challenges faced by the girl child in her attempts to get a secondary education. Any strategy to combat the above issues must address the root causes of the problem, in addition to treating its symptoms. This means challenging social attitudes that under-guard socio-cultural and economic issues and renegotiating the real meaning of gender balance. Education opportunities between girls and boys should not only be for the present generations but for the future ones as well.

Researchers in this field try to find out whether gender sensitization has changed the attitude of girls and their responding to take up and complete the secondary school programme apart from being wives, mothers and home-keepers.

1.2 STATEMENT OF THE PROBLEM

It has generally been accepted enthusiastically that there is need to respect children's rights by protecting and promoting them. The United Nations convention on the rights of the child, adopted in 1989, is a clear voice in this respect as children are vulnerable in many societies throughout the world. Kenya domesticated this Act in 2001 as The Children Act. Many provisions in the Act expressly prohibit all forms of child abuse and categorically protect children from harmful cultural rites, customs and traditional practices.

Coast Province is one of the areas in Kenya that still hold to traditional practices and values. Therefore, the girl child in this area has much more serious problems than in areas where the traditional lifestyle has been discarded to a large extent. Most of the districts in Coast Province are generally rural and are seriously lacking general school provision, especially science laboratories and workshops (World Bank, 1998). Below are specific challenges that are faced by the girl child in achieving secondary education:

The first one is poverty, which is a socio-economic issue. Given the prevailing economic crisis in Africa, poverty is widespread and affects schools and families alike. Parents have to cover the fiscal crisis that has had a devastating impact on household income and educational system (Asomaning, 1993). Costs associated with schooling are higher for girls than boys (Davidson and Kanyuka, 1992). This is due to the high cost of girls' uniform, sanitary protection and underclothes.

Secondly, various traditional practices among ethnic groups in the coastal area are still discriminative against the girl child achieving a secondary. The people favor the boys' education (Daily Nation, 25th July, 1998). Cultural practices influence the withdrawing girls from school. There is evidence girls whose bride-wealth has been paid often undergo attitudinal changes and reject formal education. They perceive themselves to be adults. Schools are seen as institutions meant for children (Gicharu, 1993). Such girls take marriage as a prestigious status in the society.

Maleche (1972) argues that cultural inhibitions include male prejudice. This is the belief that education will make the girls discounted and immoral, and less willing to engage in heavy labor which is their lot in life. Most parents are afraid of their daughters attaining higher education as they would become more assertive and worldly. Therefore, traditional practices hamper the girl child to achieve secondary education and are a way of maintaining the patriarchy that is violent.

Thirdly, the school deters the girls' education (UNICEF, 1993). There are gender stereotypes that impact negatively on girls' performance. Such factors are reflected in the school administration, teachers' attitude and pedagogy, adequacy or inadequacy of teaching materials (World Bank, 1998). The community has low expectations of girls doing well in national examinations (Ali, 2003). In some Malawian schools, for example, female students are characterized as lazy and uninterested in school. In one case, it is reported that authorities resorted to locking female dormitories during school and prep hours to ensure that the girls did not slip out of class and go to sleep (Hyde,

1993). In many developing countries, schools are not so effective in eliminating handicaps that derive from unequal home backgrounds (Coleman, 1996).

Arising from the above problem statement this research addressed the following two questions:

- (a) How does the general poverty in Kinango division affect the academic achievement of the girl child?
- (b) To what extent does early marriage hinder the academic progress of the girl child?

1.3 OBJECTIVES OF THE STUDY

The general objective of the study was to investigate the challenges that face the girl child in achieving secondary school education in Kinango division.

Specific objectives were:

- (a) To investigate the extent to which poverty affects the girl child in getting a secondary education

- (b) To find out how early marriage practices hinder the girl child's secondary education.

1.4 JUSTIFICATION OF THE STUDY

This study is important to secondary school head teachers and teachers because it reveals the challenges faced by the girl child in achieving a secondary education. This is due to the fact that teachers have the skills to facilitate learning and improve performance of both girls and boys. The study has recommendations that may improve teachers' understanding of the factors under determination and improve girls academic excellence. It also provides information on the various stakeholders in the implementation of education as a human right to a child. It is also important to future researchers in this field to build on.

1.4 SCOPE AND LIMITATIONS OF THE STUDY

The study has focused on challenges facing secondary school girls in Kwale district and has further drawn data from some of the institutions as a example from Kenya. The researcher was limited by time to cover a large area and had limited finances.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on relevant literary works that touch on the education of girls and the theoretical framework on which this study is based is also discussed.

2.2 Literature Review

2.2.1 Formal Education in Kenya

Formal education in Kenya was first developed by missionaries whose primary work was evangelism. Formal education was a necessity to evangelization (Smith, 1973). However, the missionaries, while far more enlightened than colonial administrators, were influenced by sex stereotypes. They got interested in the education of girls on the realization that, as mothers, girls would help in the advancement of the Christian family (Smock, 1977; Anderson, 1970; Sifuna, 1973).

The picture of girls' education in those early years is dismal. The average number of years of schooling for girls was almost nil. For example, the 1969 population census revealed that the average number of years of schooling completed by girls was 1.5 while that completed by boys was 3 years. Table 2.1 below shows how much girls' education had been overlooked up to the time of independence .

Table 2.1 GIRLS' ENROLMENT CERTIFICATE CANDIDATES PER YEAR IN COMPARISON TO BOYS

Year	School Government	School Certificate Candidate Boys	School Certificate Candidate Boys	School Certificate Candidate Girls
1940	0	2	11	0
1945	0	4	17	0
1950	5	6	61	0
1955	8	9	245	7
1960		33	900	85
1963		82	1292	199

(Source: Anderson, 1970: 47)

It was not, therefore, until the years prior to independence that there was “near panic” (Anderson, 1970) to start schools. It had become clear that there would have to be a rapid expansion of secondary education to produce qualified manpower.

To this end, changes were made in the administration of the education department. In 1959, Alliance High School, Kangaru, Strathmore, Kakamega and Shimo-la-Tewa began to make preparations for beginning sixth form work in 1961. None of these five schools was a girls' school.

Also, the Kenya education system was developed as an instrument of separate development on racial lines. It deprived women of even rudimentary education (Sifuna, 1973)

2.1.2 The post- colonial period

After independence, expansion was very high and about one third of the national Budget was constantly allocated to education. Cost sharing was introduced recently, reducing the budget to 29% from 39%. Although free education was introduced for the first four years in 1974, this did not correct the disparities that had existed between the boys' and girls' enrolment rates.

The first limitation related to the number of secondary schools provided for females and distribution of science streams within these schools. Women were also legally excluded from government technical vocational secondary schools and discouraged from applying for most types of post-secondary careers training (G.O.K, 1973).

2.2.3 SOCIO-ECONOMIC FACTORS PREVENTING GIRLS FROM ACHIEVING A SECONDARY EDUCATION

Given the prevailing economic crisis in Africa, poverty is widespread and affects schools and families alike. Poverty indicates the extent to which parents have to cover the short falls due to the fiscal crisis that has had a devastating impact on household income in education system (Asomaning, 1993). The trend to shift educational costs to parents in the name of cost-sharing has worked against girls' education (Kinyanjui, 1993). Poor parents are increasingly unable to pay fees. In addition, costs associated with schooling are higher for girls than boys (Davison and Kanyunka, 1992). This is due

to the high costs of girls' uniform, transportation costs, sanitary protection and underclothes.

The cost of sending children to school also appears more of a concern with regard to girls than boys. While the importance of child labor for agricultural, domestic and marketing tasks has been well documented, when it comes to child care girls are more involved than boys. This leads to absenteeism, poor participation and gradual withdrawal from school. The demand for domestic labor in urban areas has made the resource-poor rural households send their daughters into the domestic labor market in exchange for cash income. This draws girls away from school and leaves them with little or no opportunity to return to school, impacting negatively on their educational achievements.

In addition, parental and familial attitudes have a strong influence on the decision to invest in children's education. Boys are favored in human capital investment decisions as they are the prime beneficiaries of family assets (Davison, 1993). Parents worry about wasting money on the education of girls who are likely to get pregnant or marry before completing school (Kapakasa, 1992). There is a strong belief that once married girls become part of another family, the parental investment is lost (Poultry, 1991). Parents are reluctant to invest in girls' education for they do not perceive the value of education for girls and also because of the perceptions about the position of women in society (Kapakasa, 1992). This impacts negatively on girls' examination performance.

The girl child in Kenya does not have equal access to formal education as compared to the boy child. Limited access is aggravated by the economic conditions of most families. Most of the Kenyan families are poor. According to Bjerer (1967), good socio-economic conditions facilitate studies while poor ones hinder them. A big number of children fail because of the poor financial states of their parents. Such children are sent away frequently because of lack of learning materials such as pens and textbooks. The poor atmosphere at home negatively affects the pupils in school. This is usually the case in homes/ which do not have study facilities to enable children to do extra school work and homework. Learning is thwarted and slow indeed.

According to the International Conference on Education (Micieka, 1983), examination acts as a selective sieve, hence determining who is to continue to the next level and who is to be left out. This affects the student who is incapable of good performance. The education system has, therefore, been accused of promoting elitist tendencies, which favor the ascendance of just a fraction of the students.

The dropout problem that is common for girls only is pregnancy, Eshiwani (1985) observed that the rate of dropout for girls at the time stood at 10%. Generally, Eshiwani argues, the dropout rate for girls is higher than for boys.

2.2.4 Socio-cultural Factors Affecting Girls' Secondary Education

Socio-cultural factors seriously inhibit girls' performance in national examinations (Machayo, 1995). They influence decisions to withdraw girls from school, impacting negatively on their academic performance. Traditional initiation, circumcision, payment of bride-wealth and early marriages, have been observed to adversely affect retention of girls in school and poor performance in examinations (FAWE, 1998). It is alleged that circumcised girls become in disciplined, and when they return to school, assert negative influence on their uncircumcised peers and are rude to their teachers.

Kenya is likely to suffer from an economic slag if most girls are not going to achieve secondary school education. Unfortunately, the female gender continues to take a passive role in matters of decision-making at the household level. Several authorities have discussed at varying lengths, the cultural constraints that operate to limit education for girls in the world.

A typical attitude, such as the one below, from a UNICEF Report (2004), reflects what some parents feel about education for girls:

I think I told you that I do not intend to take any of my daughters to school . The schoolgirls are a problem to the family. They bring these bastards to you to take care of. Sometimes, these girls become prostitutes.Schoolgirls are a problem .The way they greet their fathers is surprising,you will think she is greeting her equal .They have no respect at all.

Education is undesirable for women as it interferes with the cultural authenticity, and to the dismay of the men. The parents feel that education can only help ruin the girls from what they were expected to be by tradition.

Pala and Krystall (1975) observe that the cultural expectations and patterns are such that if too highly educated, a girl may find it too difficult to get a husband or be a good wife. They argue that women shy away from too much education in order to remain marriageable. They avoid field that are less prestigious and compatible with demands for family life. This makes them have a low self-image.

Not surprisingly, policies aimed at enhancing female participation in education have a poor history (Subbaroa, 1994). The political instability of a country, as evidenced by civil strife and war has destabilized education in areas where schools are destroyed and deserted, for example, Mozambique. Divorce and the death of parents have led to destructions in children's' schooling. The tribal clashes that occurred in parts of Kenya in the 1990s made children feel insecure in schools. Recommendations to promote girls' education are often presented in a form of a long list with no realization about which interventions may lead to the greatest returns for all children, access and equality education (Wyatt, 1991).

Education has led to the greatest social change, and the effect is seen where women are most educated since they contribute to the economic welfare of the children and their education (Ali, 2003).

2.2.5 The school

Poor learning environment in developing countries has always been identified as one of the factors that deter girls' participation in schooling (UNICEF, 1993). The poor state of schools is apparent in lack of equipment and learning materials. Those facilities available are inadequate and dilapidated, often lacking basic amenities like water. Poor remuneration for teachers, results in teacher absenteeism and lack of motivation. Consequently, there is a greater demand for financial assistance from parents and use of pupils' labor to generate income.

Ajayi (1997), in a study carried out in Kenya on schooling and the experience of adolescents, observes that, on average, girls spend more time on home chores than boys and this has a negative effect on their learning.

Wamahiu (1998), in her study in the same district as this study, found that girls performed more tasks and had less time to do their supplementary reading for school as compared to boys. She also established that undertaking their traditional roles as girls led to their irregular attendance of school and impacted negatively on their academic achievement.

Bingam (1992) observes that discrimination in curriculum content silences the voices of women and the richness of experiences. The curriculum exemplifies overwhelming male imagery and dominance. For example, the content of the literature mostly found in schools portrays the girl child as one who should remain subservient and whose role is domestic centred. Teachers and textbooks are especially important in analyzing gender inequalities in education because they are the most pervasively constant factors in the education process.

The Daily Nation of 29th April, 2002, states that changes associated with puberty significance make girls perform poorly in National Examination and poor participation in class. Toilets in many schools are unclean and do not have adequate privacy that is needed for girls during the menstruation period. Many schools do not provide for disposal of used sanitary materials. Girls are more affected by sexual maturation than boys, with rural girls being the worst hit. The distance girls have to travel to get to school can be a deterrent to their participation, especially in rural areas. There are two issues to this concern. One relates to the length of the distance and energy children have to use, often on an empty stomach. The other relates to the concern and apprehension parents have for the sexual safety of daughters (World Bank, 1991). In a study conducted in Mali, most girls stated that living far away from school and having to walk discourages them from attending school (Soumare, 1994). Therefore, the distance has implications on girls' safety and security, which were viewed as key in school attainment and academic achievement.

2.2.6 Teachers

Teachers' attitudes and teaching methods are the most significant implication for female retention in schools (Waweru, 19994). Teachers' attitudes towards their students are a reflection of the broader social biases about the role for women in society and the academic capacity of girls (Brock and Cammish, 1991). In Zimbabwe, there is gender discrimination by secondary school teachers, with boys receiving more attention and being given priority in the distribution of schoolbooks and other learning materials.

Teachers' experience and commitment to student learning emerge as key characteristics for successful learning (Waweru, 1994).

There is pandemic of sexual violence and harassment in educational institutions in Africa (Hallam, 1994). The mass rape of 75 secondary school girls and the death of 19 more during an attack by their male school mates at St. Kizito mixed secondary school in July 1991, brought sexual violence on the World Map.. They prey on female students, abuse them verbally, ridicule them in obscene language, harass, beat and rape them (Hallam, 1994). Observations made in classrooms in Rwanda indicated that male teachers encourage the "ganging up" and verbal abuse interaction (Poultry, 1991).

Teachers also prey on their female students threatening to fail them and publicly humiliate them to prod them into sexual liaisons. Teachers are also reported to reward female students who 'cooperate' with grades and tuition wavers. There is increase in sexual abuse of very young girls by elderly men because of the fear of contracting the deadly HIV virus from older women and their belief that young girls are unlikely to be positive (Camfed and Fidani, 1994).

The lack of readiness by authorities and the abuse of female students within educational institutions grossly undermine the efforts to improve girls' academic performance. . The head teacher should articulate her/his objectives for the school clearly.

A study carried out in Zimbabwe indicates that at the onset of menstruation girls with no underwear or sanitary protection remain at home while menstruating. This undermines their confidence on their return to school. It ultimately contributes to poor performance due to truancy (Camfed, 1994).

2.3 Theoretical Framework

The Gender Perspective

The idea of gender is not independent of the view that it is a reflection of the two sex categories of male and female (Atkinson and Errington, 1990). The social and cultural meanings and a culture attaches to the biological difference between women and men give us the concept of gender (Stolen, 1993).

Accordingly, gender and gender identity are socially constructed through processes of socialization whereby human beings become persons. Therefore, the relationship between women and men (gender relations) should constitute the perspective of analysis in such studies as the girl child education. Discourse on gender endeavours to call attention to the subordinate state of women in relation to men, and aims at the achievement of equity for women in the educational and development process because women prominently and actively feature in the two processes.

Gender theorists have pointed out that sexual differentiation should be culturally ignored, and any undertakings, either formal or informal, should present equal opportunities to both men and women as active participants. According to Del Valle

A study carried out in Zimbabwe indicates that at the onset of menstruation girls with no underwear or sanitary protection remain at home while menstruating. This undermines their confidence on their return to school. It ultimately contributes to poor performance due to truancy (Camfed, 1994).

2.3 Theoretical Framework

The Gender Perspective

The idea of gender is not independent of the view that it is a reflection of the two sex categories of male and female (Atkinson and Errington, 1990). The social and cultural meanings and a culture attaches to the biological difference between women and men give us the concept of gender (Stolen, 1993).

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(1993), the development of gender theory followed the introduction of the concept of gender. It ushered in a relational approach which involved the study of women in their relationship with men.

The core issues of gender involve what women and men do, and how they relate socially. This, in turn, determines their role playing in the society, power relations, access to resources, their social identities and values. Gender, therefore, on the one hand, means culturally prescribed roles for women and men within a society, and, on the other, people's interpretations of being a woman or a man. Stolen (1993: 2) states:

The actions and behaviors of men and women, their interactions as well as their cultural ideas and interpretations of gender differences constitute a gender system. The concept of gender system implies that the different compartments of gender are conceived as interrelated and influence each other.

Gender analysis points out that the inequalities between women and men are socially constructed realities, which have only helped to relegate women into less privileged roles while promoting men's values. This has resulted in biased representation of girls, their lives and interests. They are always potential mothers, not future productive workers (Strinati, 1995). The goal of the concept of gender, according to Del Valle (1993), is to improve relationships for the better. This is said to be a political undertaking, which means the elimination of inequalities.

Gender theory puts to task earlier biological essentialisms, thereby problematising and opening for new scrutiny into the manner in which the natural factors of sex differences are related to gender constructs. At the same time, the concept of gender as a socio-historical forum of inequality between women and men focuses attention on the other categories of difference which are translated into inequality, for example, race, age and class, and poses the question as to how they intersect.

One contentious issue in gender analysis refers to whether, and if so how, the biological facts of sex differences are interconnected with gender categories cross-culturally. The gender perspective, therefore, fronts for a gender sensitive society that would see a woman acting as a representative of the whole human entity, not one attempting to supplant a male role, nor as a matriarch bent on subordinating men (Atkinson and Errington, 1990). Gender theorists, therefore, endeavor to conscientise the human race about equality and equity between women and men.

The gender perspective assumes that there is unequal and, therefore, disadvantageous relationships between men and women, with the latter being oppressed. This theory is relevant to this study as it points out how society discriminates against women from birth. She is the weaker sex. The boy is wealthy and in-charge of the environment.

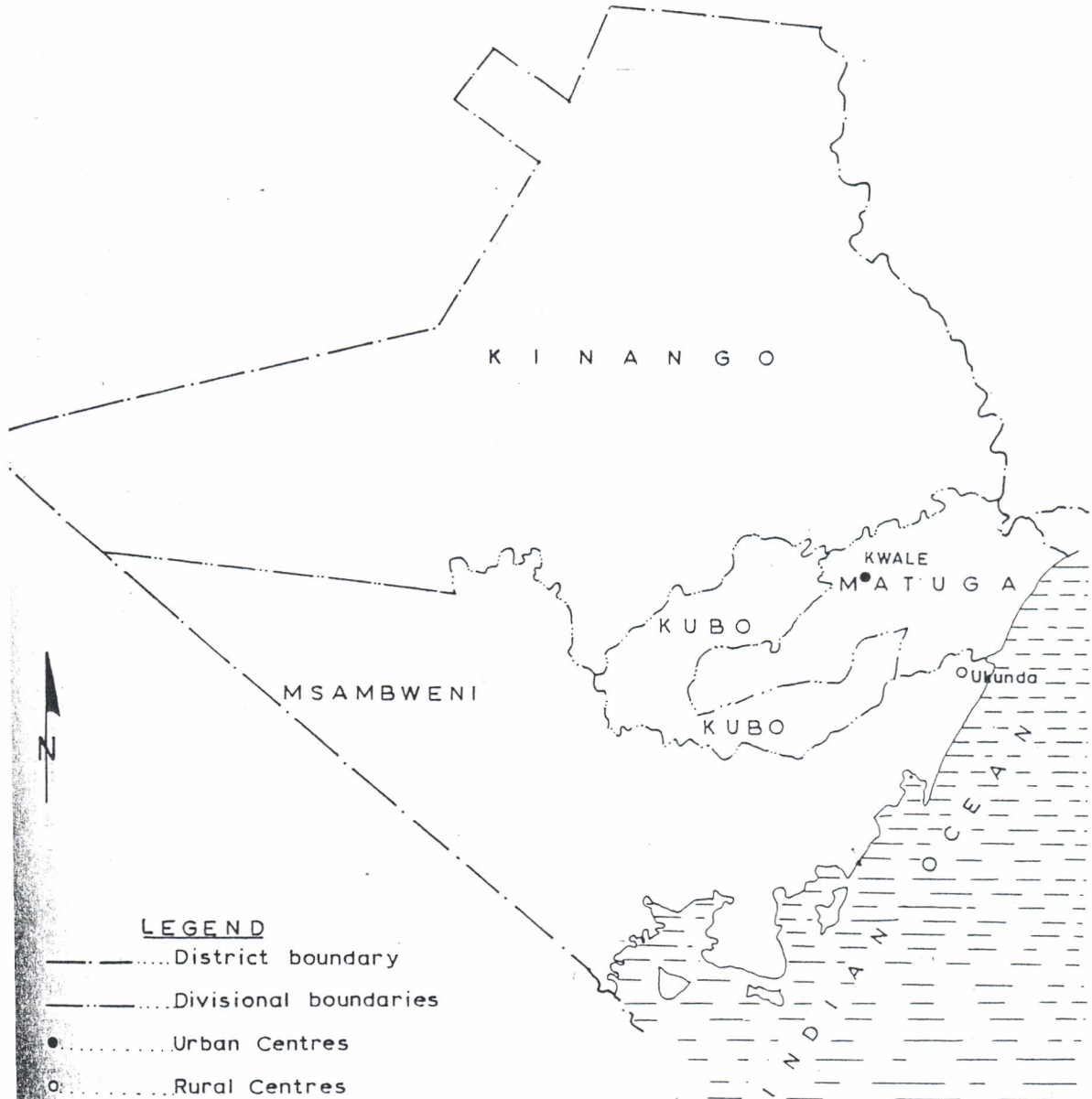
Assumptions

- (a) Cultural practices such as early marriage of girls leads to basic or limited education for women.
- (b) Economic factors such as poverty leads to girls dropping out of school due to lack of school fees

DEFINITION OF KEY TERMS

- Gender - is a social construct of women and men in a community determined by behavioral characteristics of roles and females and social relations between them. These vary from society to society and culture to culture.
- Attitude - is expression of thoughts or feelings to situations or events. Custom and practice – the way things are or have been done – on habitual actions in a society.
- Development - refers to acquisition of a broad range of skills through planned activities and experience. It places emphasis on the growth of an individual to enable her/him, To face challenges in future.
- Education - is a long term learning activity aimed at preparing individuals for a variety of roles in a society as citizens, workers and members of family groups.
- Economic - is the process by which the economically disadvantaged group in society takes
- Empowerment -control of the situation, and acts to remove obstacles, for example, obtaining Loans for business
- Policy - this is a guideline or a role, which clearly states an intended contact or a statement of aims objectives, setting out what is to be achieved.

KWALE DISTRICT
ADMINISTRATIVE BOUNDARIES



LEGEND

- · — District boundary
- · — Divisional boundaries
- Urban Centres
- Rural Centres

0 5 10 15 20Km

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter begins with a description of the basic physical features of the research site. The topographical features of the area show a dry and quite unproductive agricultural area. Since the local land is unproductive for both cash and food crops the majority of households derive income from fishing. This means for men, long periods of stay on beaches and in most cases away from their families.

The chapter also deals with issues concerning sampling, data collection and data analysis. Finally, information on the problems encountered in the field and ways in which they were dealt with is given.

3.2 Site description

The research site is Kinango division, Kwale district of the Coast Province.

Administratively Kwale District is divided into 5 divisions namely: Matuga, Kubo, Msambweni, Samburu and Kinango.

There are 24 locations and 72 sub-locations. Matuga and Msambeni Divisions occupy the Coastal Plains and the foot plateau, Kubo division encompasses the Coastal Uplands while Kinango and Samburu divisions, cover the dry western part of the district.

3.1.2 Population and infrastructure

The area is sparsely populated due to severe drought that is experienced in the area. Settlement is concentrated around Kinango Shopping Centre. Inadequate personnel and physical facilities in health , schools and other institutions affect the quality of service in these institutions. Lack of laboratories and teaching material affect the 8-4-4 programme (Government of Kenya 1997).

3.1.3 Education

Kwale District has about 20 secondary schools, most of which are mixed day and boarding.

3.2 STUDY DESIGN

The study cut across different categories of respondents. Its aim was to collect qualitative data. This involved conducting key informant interviews with elderly people, teachers, and religious leaders within the study area. The purpose of the interview with the elderly people was to refine instruments of data collection, especially for in-depth studies.

After key informant interviews, in-depth interviews were done using interview guides for girls and their parents/guardians. Focus group discussions (FGDs) were to obtain qualitative data and to explore some of the issues that emerged during the in-depth studies and which needed some clarification.

The second phase of this research involved the use of structured interviews using a questionnaire with closed - ended questions. In this phase, data were collected on such issues as age, household size, household economic indicators and education levels of parents.

3.3 Study Population

The study population included various groups of people in Kinango division. Among them were community leaders in villages within and around the sub-location, teachers, local administrators, religious leaders, members of women groups, school head-teachers and the girls themselves.

The unit of analysis was the girl child in secondary schools in Kwale district. The total number of girls in these schools is 130. However, none of the schools is a purely girls' school.

3.3.2 Sample size and sampling procedure

The first step in sampling is to specify the objects of study. The objects of study refers to the units of analysis (Bailey, 1978). The class registers were used as the main sampling frame. A list of registered groups was obtained from the school registers and from this list the researcher was able to randomly select girls from the register. A random sampling procedure was then used to select from the list members who were to participate in the research.

This enabled them to exhaustively discuss the questions. Interview questions that needed in-depth information were selected from the questionnaire to facilitate the group discussions. The discussions were conducted in the room provided by the school. The focused groups consisted of 10 respondents. This method enabled the researcher to obtain more in-depth information that could not be obtained from the questionnaire.

3.4.3 Key informant interviews

Key informants are often people occupying influential positions in the local community. For the purpose of this research, six informants were identified and interviewed on their perceptions about challenges facing girls' secondary education. The key informants were not subjected to questionnaire interviews. They were instead subjected to a structured informal interview on some key areas of the research.

3.4.4 Participant observation

This was the main strategy employed in collecting qualitative data. However, in this research, full participant observation was not done due to limited time. Therefore, informative participant observation was done in which the investigator took advantage of her knowledge of teenage girls and provoked them to say reasons for their dropping out of school.

3.5 Data Analysis

Qualitative analysis was done by looking at consistencies and inconsistencies in the responses. The study, therefore, captured practical experiences and insights. The advantage with a descriptive study is that it allows people who are not competent in statistics to understand the results of the study.

To gain insights into the position of the girl child education, behavior concepts that articulate the attitude were looked into.

3.6 Problems encountered in the field

The researcher experienced some problems that threatened data collection. For example, some respondents thought that they would be paid after participating in the interview. Some expected some food packages like rice or maize meal. The researcher swiftly explained to them that the results of the research would not provide any monetary gain to the researcher, but were simply needed for degree work. The fact that the researcher was a student made respondents answer questions without expecting any monetary gains.

Lastly, some respondents were suspicious of the researcher, having come from Nairobi, to be a government official on a mission may be to sack education officers.

3.7 Ethical issues

I obtained an introduction letter from the University of Nairobi administration at the Institute of African Studies. The I introduced myself to the District Education Officer in Kwale who gave me clearance to carry out research in the district.. This study adhered to the anthropological code of ethics in conducting a scientific research. Consent was sort from the informants and only those who conceded were interviewed .

CHAPTER FOUR

SOCIO-CULTURAL AND ECONOMIC FACTORS INFLUENCING THE EDUCATION OF GIRLS IN KINANGO DIVISION

4.0 Introduction

This chapter provides detailed analyses of the socio-cultural and economic factors influencing the education of girls in Kinango Division. These factors are seen to impact negatively on the academic progress of girls. Of particular interest to this section are such issues as pregnancy, gender-based roles and sexual harassment. Others are lack of school fees and other levies and girls' attitudes.

4.1 Socio-cultural issues influencing the Girl Child Education

4.1.1 Teenage Pregnancies

Among the Mijikenda, pregnancy is for married couples and parents are uneasy with their daughters having a child out of wedlock. Whenever this happens, parents are anxious to marry off the pregnant girl to avoid stigmatizing the family name.

An important cause of teenage pregnancies is lack of appropriate information. This situation has also been linked to the acute lack of communication between parents (especially fathers) and their children regarding sexual matters. Parent-daughter communication about reproductive health issues is restricted to interactions between mothers and daughters.

Typically, most information exchanges about reproductive matters occur between adolescents and their peers. These patterns of communication have been the basis of programmatic approaches to adolescent peer educators as a vehicle for action.

A number of people seem to be unaware of how to prevent these pregnancies in ways other than abstention. Since girls appear not to be able to abstain from sex, they need to be taught safer sexual practices. Cultural and religious practices emphasize on virginity upon marriage.

Secondly, this risky behavior exposes them to other dangers, especially that of sexually transmitted infections (STIs), including HIV/AIDS. According to one informant, poor communication on reproductive matters, are further reinforced by lack of adequate information about condoms as a means of preventing both HIV/AIDS and teenage pregnancies. This has led to an escalation in teenage pregnancies.

Adolescent reproductive health problems mainly derive from early sexual initiation and a high prevalence of unsafe sexual practices. The social stigma attached to teenage pregnancy plays a major role in girls returning to school after birth. These girls face isolation and humiliation if they attempt to go back to school. The community despises parents willing to take these girls back to school. In some cases, parental attitude (especially the father's) towards these girls is poor with little resources at hand. This is because the girl might become pregnant again. A single pregnancy in some cases has been used to victimize all the girls in a family. This is precedent and her younger sisters are likely to be jeopardized. Fathers of such victims are not remorseful. Teachers, on the other hand, instigate other students so that they do not interact with her freely. The teachers view the mother-student as a bad influence on other students. This negative attitude of teachers towards pregnant girls who would want to continue with school after delivery goes against the government policy.

The girls have realized the importance of education and aspire to attain higher education rather than opting for early marriage and pregnancy. Therefore, with such attitude they should be supported by the family and the community fully as shown in the table below:

Table 4.1 Girls’ attitude to teenage pregnancy as compared to attaining education

Teenage pregnancy as priority	Frequency	Percentage
Yes	1	4
No	24	96

Source: Field data

4.1.2 Parental Preference For Boys

One attitude that is common among the Mijikenda is that, one will never live with a daughter forever. Many parents believe that as they educate their daughters, they are doing it for another unknown party.

They refer to girls as *Malaya* (prostitutes), which is a common terminology used in the research area. Most parents would rather spend money on their ‘stupid’ sons than on their ‘intelligent’ prostitutes. There is a belief that girls will have a better life out of the struggles of their husbands even if the husband is not educated. The boys, on the other hand, have to fight on their own to support themselves and wives once they are married.

Fathers instill the spirit of hard work in their sons at tender ages, always encouraging them to work hard in school and be in charge of situations. The boys eat

with their fathers. The girls, on the other hand, never have a chance to know of these challenges and how to overcome them. The parents' expectation is that boys should perform better than girls.

Secondary school girls have a different view about education. They are aware of their rights to education. They do not agree that the education of their brothers is more important than theirs. The complaints against fathers' preference for boys rest in the values of patriarchy and customary laws of inheritance. The Mijikenda regard boys as people who would ensure perpetuation (posterity) of the family lineage, the clan and, indeed, the Mijikenda community itself.

The small number of girls educated in Waa location has prompted the local people to embark on a project to build a girls' school in the area. The school is called Waa Girls Secondary School. The culture of boy preference persists. When resources are limited, boys are given priority in the payment of school fees. Girls remain at home and are married off as they are seen as an economic asset.

Table 4.2 Community's perception on education of girls compared to boys

	Frequency	Percentage
Boy Preference	15	60
Girl Preference	10	40

Source: Field data

4.1.2 The burden of many children

Families are large in Kinango division as stated earlier. Each household has an average of six children and above. A great percentage of these families are poor, and the parents are ready to marry off their daughters to gain from the bride-wealth. The large families are prompted by the Islamic laws which permit upto four wives, and cultural practices such as polygyny and, sometimes, the search for a son. Having daughters alone is equated to childlessness and the demand of a husband is, the demand of God.

Many deaths in the study area have been occasioned by, among other things, HIV/AIDS. A number of families within the research area have been forced to accommodate orphans from relatives. This has increased the number of children per household. Reproductive health devices are not used due to ignorance and myths related to them.

Culturally, older children are expected to look after the younger ones. This means their dropping out of school to take the role of parents. Almost all children-headed households are poor and eventually terminate their studies.

4.1.3 Girls' attitude towards education

Many girls lack self-drive in academic achievement. When faced with challenging academic work, they simply withdraw. For example, a math's lesson in a mixed class of boys and girls, can provide an insight into many contributing factors which ultimately affect girls' performance in math's. If the boys seem to participate fully during the lesson, girls usually withdraw and look forward to these boys as their future husbands. In addition, they develop love affairs with boys in class. Therefore, they do

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not participate as they fear embarrassment in case they give wrong answers lest they lose the respect of their boyfriends.

According to one key informant:

A few girls have made it upto the university. The community around has less Women role models. The socialization of girls does not permit them to get higher Education. They fear too much education that may make girls more assertive and Lack a husband to marry.

4.1.5 Girls' special needs

Girls' needs of certain items is more than the boys shopping. Most of the girls interviewed reported that they did not have money to buy sanitary towels and for other uses. Their parents (read fathers) who pay school fees do not understand how girls can go for expensive and unnecessary things instead of the basics like soap and oil. This has forced girls to develop affairs with boys in the same class for monetary gain, to have affairs with working men, whose improvised towels which, in many cases, fail to contain the flow, thus staining their skirts (female student 18). They even feign sickness during menstruation to remain in the hostel or seek leave to go home leading to absenteeism from school. The embarrassment suffered by such a girl may cause her to dropout of school or lose her confidence among her peers, leading to poor performance. Proper sanitation in terms of adequate water and girl-friendly toilets during menstruation are quite often missing.

Petticoats, braziers, nice panties, pocket money, good shoes and socks, beautiful hairdo styles, sanitary pads, body lotions and hair oil are mentioned by girls as their most important personal needs, which they expect their parents to provide for them. Poor girls in boarding schools have a lot of woes. A form 4 student aged 18 said:

At times one lacks basic items and pocket money, while the others who have show off. This affects us and we do not feel comfortable about it.

Girls lacking these items are unlikely to do well in class because of their unsettled disposition. The girls complain of being denied permission by school authorities whenever they run short of these items and would like to get these items from home. Often, they are suspected of intending to visit their boyfriends, not actually going home. This frustrates them. Some have abandoned school altogether.

4.1.6 Economic factors influencing the girl child education

Poverty is much more than a problem of income and consumption shortfalls. It is about powerlessness reflected in the lack of access to, and control over, resources necessary for one's livelihood and development, the lack of economic and educational strength to compete with other interest groups for a better share of scarce resources and benefits, and the inability to influence decision-making processes affecting one's life (Kihoro, 2002).

The genesis of school absenteeism, poor performance and eventual dropouts among girls in Kinango division is due to lack of school fees and other school levies which reflect aspects of poverty. One parent said:

Look at me, look at my house, look at my clothes...poverty is

absolutely here. It is all due to fate.

Some parents tell their children to get their levies on their own. Boys have an upper hand compared to girls. They work on the beach, fish and casual work at the Kilindini harbor. On the other hand, culture and socialization bar girls from performing similar tasks, let alone getting out of the homesteads. They wait for their parents to give them money before they resume school. They may never resume school due to the unavailability of money.

Secondary education is greatly hampered by poverty, which has led to general disillusionment among poor students. One student posed:

*If my parents cannot afford a meal in a day and rely on relief food,
what about payment of school fees?*

4.2 The economic effects of HIV/AIDS

The HIV/AIDS pandemic has become a major threat to schooling. One informant said that the proportion of AIDS-related orphans has reached a crisis level because of risky behaviours among the people. Poor families have reduced capacity to deal with the effects of mortality and morbidity than richer ones due to lack of savings and other assets to deal with treatment and death.

The poor households never recover because their capacity is reduced through the loss of productive members through deaths. Money is diverted from education to the treatment and care of AIDS patients as they need a balanced meal each day.

CHAPTER FIVE

THE VOICES OF THE GIRLS

5.1 BACKGROUND CHARACTERISTICS OF THE RESPONDENTS

The respondents had different personal characteristics such as age, sex and area of residence. The study attempted to establish whether the parents are literate or illiterate. These included whether they attempted school prior to their lifestyle and their reading and writing abilities.

5.2 Case Studies

This part deals with narratives from 3 girls either in or out of school. The narratives concern the girls' life experiences from home and school. This is used to illustrate some of the crucial issues in relation to the girl child education. These issues are poverty, early marriage or forced marriage, pregnancy and gender discrimination. Each factor is captured in one narrative. For ethical reasons, the girls are given fictitious names. They are Fatuma, Zuhura and Mwanawasa.

5.2.1 Case 1: Gender Discrimination (Fatuma)

According to Fatuma, an 18 year old, the Mijikenda community has a negative attitude towards girls who are educated. They say to girls, sarcastically:

Afadhali wao waliosoma wataka kujionyesha kuwa wamesoma, siku hizi waringa sana kwa kuwa wamesoma (Lucky are those that are educated, because they nowadays show off their knowledge).

This works to hurt the girls, to discourage them. This happens to girls and not boys. Fatuma attended a local primary school but learns in a secondary school at her sister's matrimonial home. Having been born in a family of seven daughters and one son, little did she know that this was, according to their mother, unfortunate to them. The father is said to be harsh and violent at home.

When Fatuma's mother got successive births of girls, the father made no effort to promote their education. He neither paid school levies nor did he even attend school meetings of his daughters. Whenever they were sent home for school levies, their father advised them each time to go to the beaches where they would find men who could marry them, or become prostitutes to bring some money home. He was categorical that he would not waste money educating girls because they would benefit other matrimonial homes at his expense, and help their mother only.

Fatuma's fees balance is high and the mother and her sister may not be able to raise it. She is up afraid she might drop-out of school in Form 3. Fatuma's mother did not want to tell her children what was happening in their lives. Her father disappeared from their home and left their mother alone. He died two years ago and left nothing to assist the family.

Fatuma would like to be a teacher. She would like to sensitize female students and encourage them to work hard to bring change to their community. To continue with her education, Fatuma says, the government should provide bursaries for all needy children.

5.2.2 Case 2: Poverty (Zuhura)

Zuhura was about 15 years old and came from a poor family. Her father was a fisherman in the nearby Indian Ocean and her mother a housewife. The family was large (six children) and her father's income was not enough to support the family.

The father decided that since he could not afford the girl's fees, Zuhura should get married to a rich man so that her younger sisters and brothers would not suffer.

On her sixteenth birthday, she was called by her mother and told:

*Mwanangu ndoa imeandaliwa... utaolewa kwa bwana tajiri
yuafanya kazi kule Nairobi. Ana gari! Ana pesa! (A marriage*

has been arranged... You will be marrying a rich man working in Nairobi. He has a car! He has money!)

Zuhura, bright and beautiful, tried to refuse but it was all in vain. She had to leave school and get married so that her family could not suffer.

5.2.3 Case 3: Teenage Pregnancy (Mwanawasa)

Mwanawasa's case is as complex as it is controversial. Mwanawasa looks down shyly as she narrates about that pregnancy. The issues that surround her secondary school teacher about 40 years. She was only 15 then.

Mwanawasa's problems started when her father passed away when she was only 4 years. This made her live with different relatives. A teacher approached her mother through a relative to allow him pay Mwanawasa's school fees and afterwards could marry her. This was only known to her mother. Mwanawasa protested loudly but was convinced to accept the man's requests.

When allegations came that Mwanawasa was dating this particular teacher, she did not refute the claims. She was expelled from school. This was due to the bad influence to the other girls. During this period, all the girls in Mwanawasa's class underwent counseling as the other classmates condemned the affair.

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Mwanawasa's mother denied her daughter being involved in the affair. She was being supported financially. According to Mwanawasa's other teachers,

...she loved the man so much that she had to be expelled. She was proud of it; she could talk of the man even in class. She would tell other girls about what the man brought her and what she will be bought the following day. She was even calling the man 'bwanangu' (my husband).

CHAPTER SIX

CONCLUSION

Education does not only open livelihood opportunities for women, but also empowers them to stand up against gender discrimination.

The findings indicate that poverty plays an important role in the enrolment, retention, performance and dropout of girls from school. Girls from poor families are most likely to dropout on the way because of lack of school fees. It is fate as far as the people of Kwale are concerned.

There is a perception that teenagers living in families experiencing acute economic adversity are also subject to uncontrolled sexual activity that leads to unwanted pregnancies or indulge in risky behaviors that may lead to HIV/AIDS. It is difficult to understand what these girls go through to earn a secondary education. The educational needs are not met, unless the government addresses them, and the national development objectives would not be achieved.

Poverty has driven girls to work as domestic servants, barmaids, or as commercial sex workers. Education is key to achieving sustainable human development. The discrimination against girls in education is detrimental to any society.

The girls in Kinango division need educational incentives while their parents need means of sustainable livelihoods. The identification of such needs is a step towards finding a solution to the community's problems. Key to these activities are programmes that address poverty and socio-cultural issues so as to facilitate future social and economic development.

A number of factors influence the education of both boys and girls, but the reasons given for dropout, repetition or poor performance, are radically along gender lines. Poverty, pregnancy, declining performance and dropping out of school and gender discrimination are some of the key factors to girls' education achievement. Others are marriage and the lure of money.

In many instances, poverty also evokes cultural biases against girls. Most parents agree that, in case of scarcity in finances, they would prefer to educate a boy rather than a girl. Unless poverty is addressed, there will be little progress either with reducing the dropout rates of girls or improved capacity for better performance of girls. Therefore, programmes aimed at achieving sustainable livelihoods, productive health and gender equality will go a long way in improving girls' performance in Kinango division.

6.1 RECOMMENDATIONS

Arising from the findings, the following recommendations are made:

- A way should be found on establishment of purely girls boarding schools in Kwale district. This is because if girls are boarding, this will reduce most of the destructors from academic work like domestic chores, irregularity in attendance and being lured by men on their way back home hence teenage pregnancies.
- There should be regular leadership forums where the various forums come up with pragmatic ways of education development and achievement in the area.

6.2 Recommendations for further research

Research should be carried out in Kinango division on reproductive issues concerning fertility awareness and safe sex practices.

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QUESTIONNAIRE FOR STUDENTS

1. My location.....
2. Gender.....
3. I am a boarder.....
I come to school daily.....
(Tick whichever applies to you)
4. How old were you on your last birthday?
I was.....years old
5. How many children are there in your family?
We are.....children (including yourself)
6. How many sisters?
I have.....sisters
7. How many brothers?
I have.....brothers
8. Is your father living or deceased?
(1) Living..... (2) Deceased.....
9. What is the highest level of education attained by your closest relative?
(i) Male relative.....
(ii) Female relative.....
10. State whether you have ever been sent away from school for any of the reasons given below:
(a) Failure to pay school fees.....
(b) Lack of school uniform.....
(c) Failure to bring certain items required by the school.....
11. Show (yes) or (no) if you have ever missed school because your parents needed your assistance at home
(a) Help in the house Yes..... No.....
(b) Help in the business Yes..... No.....
(c) Help in shamba Yes..... No.....
(d) Herding Yes..... No.....
(e) Taking care of younger sisters and brothers Yes..... No.....

12. Rank the following occupations according to their importance (in your view)

Nurse

Business woman

Farmer

Lawyer

Secretary

Clergyman

Doctor

University professor

High school teacher

Police woman

University lecturer

13. Your parent's interest and support of education

a. Promptly pay school fees, buy uniforms to provide other items and materials required by the school

- (i) Agree
- (ii) Disagree
- (iii) Homework, concern for poor marks
- (iv) Books

14. Can you name a woman/man you would like to be like

15. How did you come to know this woman/man.....

- (i) Through the radio.....
- (ii) Through the T.V.....
- (iii) By reading a newspaper/magazine.....
- (iv) Through other people.....

16. What type of school do you attend

- (a) Government
- (b) Harambee
- (c) Private

17. Do you like your present school?

Yes..... No.....

If not state why you don't like it.....

.....

18. Does your school have the following

- (a) Science laboratory.....
- (b) Workshop.....
- (c) Library.....
- (d) Home science.....
- (e) School garden.....

19. Does it have piped water?

Yes..... No.....

20. Who encourages you, motivates you most in your learning?

- (a) My teacher.....
- (b) My parents.....
- (c) My peers (other boys and girls).....

21. Which of these two is of greater importance to you

- (a) Getting as much education as I can.....
- (b) Getting married while still young having children and taking care of my family.....

22. Of these 2 which one does your society/community respect and admire more?

- (a) Those who spend much of their time educated.....
- (b) Those who leave school early, get married to start families.....

23. Write how your community perceives girls (aya).....

.....

24. In (aya) write down how your community perceives boys.....

.....

25. Do you have a guidance and counseling teacher in your school?

Yes..... No.....

Don't know.....

QUESTIONNAIRE FOR TEACHERS

1. Name of school.....
2. Location of school.....
3. Gender (1) Female..... (2) Male.....
4. Age.....
5. Please indicate how much formal training you have had Tick () only highest qualification
 - i. Untrained (UT) (v) Trained
 - ii. Diploma (vi) SI
 - iii. Degree (vii) E.A.A.C.E (KACE)
 - iv. Masters degree
6. For how many years have you been teaching altogether?.....years
7. Which subjects do you teach?.....
8. Were you trained to teach these specific subjects?
 Yes..... No.....
9. How many hours per week do you spend to prepare lessons?
hours per week
10. How many hours per week do you spend marking exercise books or tests?
hours per week
11. Indicate how often you use the following in your instruction. Tick only one box only for each type

	Regularly	Sometimes	Rarely	Never
Textbooks
Supplementary
Printed material
Small group
Work
Audio visuals (films, slides)
School broadcasts
Field trips or special
Projects
Discussion

Questioning

12. How often do pupils parents consult with you regarding their children's education?

- (1) Often..... (2) Sometimes.....
(3) Rarely..... (4) Never.....

13. Do you feel that the student's parents are generally supporting their children's education?

- (1) No, most parents consider schooling a waste of time.....
.....
(2) There is neither resistance nor support.....
.....
(3) There is support but it is never expressed in action.....
.....

14. How often do you assign extra reading to the students

- (1) Often..... (2) Sometimes.....
(3) Rarely..... (4) Never.....

15. Do you give extra attention to the slow learners to catch up with other pupils?

- (1) Often..... (2) Sometimes.....
(3) Rarely..... (4) Never.....

16. Do you think these reasons are important in explaining why pupils prematurely leave school?

(a) Lack of school fees

Yes..... No.....

(b) Lack of opportunity for secondary school place upon completion of K.C.P.E

Yes..... No.....

(c) Disillusionment with future employment possibilities

Yes..... No.....

(d) Distance from home to school

Yes..... No.....

(e) Lack of encouragement in the home

Yes..... No.....

(f) Poor adjustment to school

Yes..... No.....

17. What is the perception of the pupils in this school?

They are:

(a) Lazy.....

(b) Hardworking.....

(c) Any other.....

18. When pupils stay away from school, what do they say are the reasons for missing school?

Boys.....

.....

Girls.....

.....

19. What are the causes of school drop-out in your school?

Boys.....

.....

Girls.....

.....

20. How do you motivate students to work hard?

.....

.....

21. Which careers do you think are suitable for girls?

.....

.....

22. Which careers do you think are suitable for boys?

.....

.....

23. Generally, what is the performance of girls in relation to boys in this school

.....

.....

24. Do you have any other comments

.....
.....

25. What is the performance of your school in national exams

- (a) Very good.....
- (b) Good.....
- (c) Average.....
- (d) Poor.....
- (e) Very poor.....

26. If your performance is poor, are these some of the reasons?

- (a) Lack of facilities e.g. labs etc
- (b) Lack of discipline of the part of pupils.....
- (c) Lack of supervision by Ministry of Education TSC.....
- (d) Laxity on the part of the head teacher.....
- (e) Laxity on the part of teachers.....

27. Do students in your school face the following:

- (a) Smoking.....
- (b) Drinking.....
- (c) Drug abuse.....
- (d) Truancy.....
- (e) Absenteeism.....
- (f) Teenage pregnancies.....

28. What steps does the school take to deal with these problems

.....
.....

Interview for Leaders (Chiefs, Assistant Chiefs, Councilors, MP, DO, DC etc)

1. Do you think the number of girls schools in these division is adequate?
.....
.....
2. Of the girl's schools that exist, do you think they have adequate facilities like labs, classrooms, and workshops?
.....
3. As a leader in this division, what have you done to enhance girl's education?
.....
4. How often do you visit schools in your division to see what is going on?
Never.....
Often.....
5. Have you organized any funds drive or been a guest of honour in your division?
Yes..... No.....
6. What are the major hindrances to girl's education in this area?
.....
.....
7. What are the reasons for poor performance of schools in your division in national exams?
.....
.....
8. What should be done?
.....
.....
9. In your opinion should girls and boys be taught the same subjects or different ones?
Different subjects (1) Yes..... No.....
Same subject (1) Yes..... No.....
10. Should girls and boys learn in the same school or different schools?
Different schools Yes..... No.....
Same schools Yes..... No.....

Interview schedule for parents

1. My location is.....
2. I am (1) Female.....
(2) Male.....
3. What do you do for a living?
I am a.....
4. What is the highest level of education you attained?.....
5. How many acres of land do you own?
I have.....acres
6. Do you grow any of these crops?
 - (a) Coffee Yes..... No.....
 - (b) Tea Yes..... No.....
 - (c) Cotton Yes..... No.....
 - (d) Sugarcane Yes..... No.....
 - (e) Cashew nuts Yes..... No.....
7. Do you own any of these items?
 - (a) Bicycle
 - (b) Record
 - (c) Player
 - (d) Motor-car
 - (e) Motor-bike
 - (f) TV
8. How many children do you have?
I have.....children
9. What is the highest level of school education you would like you daughter to attain?
.....
10. From these careers, select the one you would like for:
 - (a) Your daughter.....
 - (b) Your son.....
11. As a parent what do you think is more important for your daughter
 - (a) Getting a good education.....

(b) Preparing for marriage.....

12. Do you think your daughter's education should:

(a) Benefit herself.....

(b) Benefit other people.....

13. What duties

Sons..... Daughters.....

14. Besides paying school fees and others do you motivate your daughter?

Yes..... No.....

APPENDIX 4

INTERVIEW SCHEDULE FOR KEY INFORMANTS

1. Do you think the number of girls' schools in this division is adequate? -----

2. Do the schools that exist have adequate facilities like: labs, c/rooms, etc.? -----

3. As a leader in this division what have you done to enhance girls' education? ---

4. How often do you visit the schools in your division to see what is going on? : Never -----

Often -----
Occasionally -----

Appendix 5 F. G. D

- i. What problems do you experience as girls at home in relation to your education?
- ii. What is the perception of the community about girls secondary education?
- iii. How is the school environment treating

APPENDIX 6 F.G.Ds for community leaders.

- (i) What do you think should be done to increase girls' participation in Secondary education?
- (ii) What are the main obstacles ?