

**SCHOOL AND HOME RELATED FACTORS INFLUENCING  
GIRLS PARTICIPATION IN FORMAL SECONDARY  
SCHOOL EDUCATION IN KAJIADO NORTH DISTRICT,  
KENYA**

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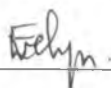
**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Award of Masters' Degree of Education in Educational  
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## DECLARATION

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



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



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## DEDICATION

I dedicate this research project to my late Mother, Rosemary Kerubo Nyamweya.

## ACKNOWLEDGEMENTS

The completion of this work has been through the significant contribution from several people whom I am deeply indebted. My sincere gratitude is to my supervisors, Dr. Daizy Matula and Mr. Ferdinand Mbeche for their patience, untiring guidance, positive criticism and encouragement, all the lecturers and non teaching staff in the Department of Educational Administration and Planning, who prepared the framework on which this work was done. Great appreciation goes to my father Judson Nyamweya, my sister Pauline and brothers Dickson and Samuel, children Wilson, Andrew, Ruth- Linda, Pastor Lewis and their father, Mark. To all my family members and friends, for always being there in prayer and for their support, God bless you all, I am so grateful.

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## ABBREVIATIONS AND ACRONYMS

<b>BoG</b>	Board of Governors
<b>CA</b>	Children Act (2001)
<b>CBS</b>	Central Bureau of Statistics
<b>CEDAW</b>	Convention on the Elimination of all Forms of Discrimination against Women
<b>CSA</b>	Centre for the Study of Adolescence
<b>DEO</b>	District Education Officer
<b>FAWE</b>	Forum for African Women Educationalists
<b>FPE</b>	Free Primary Education
<b>G&amp;C</b>	Guidance and Counseling
<b>KDHS</b>	Kenya Demographic and Health Survey
<b>KESSP</b>	Kenya Education Sector Support Programme
<b>MDGs</b>	Millennium Development Goals
<b>MoE</b>	Ministry of Education
<b>UNICEF</b>	United Nations Children's Fund
<b>UNESCO</b>	United Nations Education and Scientific Organization

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## ABSTRACT

Enhancing girls' participation in formal secondary school education is a shared responsibility among parents, or families; school, communities and the government. The study purposed to establish the school and home related factors influencing girls' participation in formal secondary school education in Kajiado North district, Kenya. Three research questions were formulated to guide the study. Literature reviewed was discussed in the light of the variables influencing girls participation in secondary school. The study reviewed literature based on three main objectives; Effect of family in-come, Influence of staff personnel as well as influence of school- community relations on girls participation in formal secondary school education. The study was anchored on the system approach theory by Kurt Lewin (1890- 1947).

The study used descriptive survey. The target population of the study was the head teachers of the 21 public secondary schools in Kajiado North district, 309 teachers and the district education office. 15 secondary school head teachers, one quality assurance and standards officer and 45 secondary school class teachers were sampled. The response rate of the respondents was 12 head teachers, 37 class teachers and 1 district quality assurance and standards officer. The study used questionnaires and interview schedule for data collection. The study used qualitative and quantitative analysis. Collected data was analyzed using SPSS software.

The findings from the study revealed that girls' parents' level of education and occupation determined the level of family in-come which affected girls participation in formal secondary school education. Most parents were also not able to pay school fees for the girls since their level of family in-come was low. Findings on school related factors on girls' participation in formal secondary school education indicated that there were few girls' schools in the district as compared to mixed schools. There was no regular provision on training for teachers on the use of gender responsive teaching /learning material or methodology. Findings also indicated that teacher to student ratio was below the recommended ratio. The female teachers were also fewer than male teachers; this implied that there were few role models for girls to emulate.

School –community relations findings indicated that head teachers in most schools involved the community in decision making on matters related to girls participation in formal secondary school education, most parents responded negatively to addressing these matters, during meetings, from the poor attendance to such meetings. Based on the findings it is concluded that the number of female teachers in secondary schools in the district, family in-come, inadequate training of teachers on gender responsive teaching methods and school community

relations influenced girls participation in schools. The researcher recommends that the government should increase funding sources for needy girls in secondary schools, review the cost sharing policy, train teachers on use of gender responsive teaching and learning materials and methodology, especially on girls, sensitize parents on benefits accrued from girls' formal education. The researcher suggests the need to replicate the same study within a wider scope to determine aspects influencing girls' participation in formal secondary schools and also in other levels of formal education. It is further suggested that a study be carried out to determine the relationship between number of female teachers in secondary schools and their influence on girls' participation.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Governments and States, globally, attach special significance to the provision of education to its people. Education is a basic human right that should be made available to all people regardless of race, class, religion, gender and status. The right to education echoes guarantees in the Universal Declaration of Human Rights (Article 26), the International Covenant on Economic, Social and Cultural Rights (Article 13) and the Convention on the Rights of the Child (Article 28). United Nations (1993) and Children's Act (2001) also recognize that education is a basic human right that every child must enjoy (FAWE, 2009)

Scholl (2007) argues that, education of girls has more social returns than that of boys. Similarly, the Forum for Africa Women Educationists (2009) concur with research findings that the total benefits of education multiply where there is increased girls' participation in formal secondary school education. In Kenya, girls make up two thirds (2/3) of the student population without access to secondary education. While enrollment at lower levels of primary school are almost the same for both boys and girls, the gap starts to widen in

upper primary as more girls leave school than boys (Central Bureau of Statistics, 2010).

An evaluation of education achievements carried out by UNESCO (2009) shows a disparity in girls' enrolment, as compared to that of boys, in many countries. Studies done in Nigeria by Onyeka, Miettola, Amob and Tuula, (2011); in Zambia, by Tjombonde, (2002); in Kenya by Onyando and Omondi, (2008), Orodho and Njeru (2003) and FAWE (2009) showed that there are still disparities in access and retention in secondary schools with girls being disadvantaged.

Kombo (2004) pointed out that girls with formal secondary school education are more likely to promote the formal education of their children; they are also able to access formal employment than those with non- formal education thus positively influencing family income. The girls may also serve as role models for their children and other girls in general later in life, thus enhancing participation rates of girls in secondary school.

Development Plans, Commission Reports, Working Party Reports, and Sessional Papers have spelt out educational policy strategies on girl's education. The Policy Framework for Education, Training and Research Sessional Paper No. 1 (2005), for instance, sets specific objectives for girls'

formal education. Kenya's education policy does not therefore discriminate against female participation. Although the disparities in girls' participation may not appear alarming, retention and completion of formal secondary school education by girls is a major area of concern.

## **1.2 Statement of the Problem Statement of the Problem.**

While the formal secondary school education opportunities continue to expand, drop out rates among girls in secondary schools between the ages of 13-18 is currently estimated at 45% as compared to 37% of boys (CBS, 2010) yet formal secondary school education is an important sector in education. It is the phase after which selection for university or middle level colleges or professional training takes place. It also has a strong link to higher education, thus a key determinant in poverty reduction and sustainable development. (Hubbard, 2009)

Research studies done on girls participation in formal secondary school education in Kajiado district have not exhaustively addressed factors that influence girls' participation secondary education. It was against this backdrop that this study intended to establish school and home related factors that influence girls' participation in formal secondary school education, in Kajiado North district.



### **1.3 Purpose of the Study**

The purpose of this study was to examine school and home related factors influencing girls' participation in formal secondary school education in Kajiado North district.

### **1.4 Objectives**

The specific objectives of this study were to:

- 1) Examine the effect of family in-come on girls' participation in formal secondary school education in Kajiado North district.
- 2) Establish the influence of school- community relations on girls' participation in formal secondary school education in Kajiado North district.
- 3.) Determine the extent to which teaching staff influence participation of girls in formal secondary school education in Kajiado North district.

### **1.5 Research Questions**

In this study, the following research questions were addressed:

- 1) What is the effect of family in-come on girls' participation in formal secondary school education in Kajiado North district?
- 2) How do school- community relations influence girls participation in formal secondary school education in Kajiado North district?
- 3) To what extent do teaching staff influence participation of girls in formal secondary school education in Kajiado North district?

## **1.6 Significance of the Study**

Through findings from the study, it was hoped that greater insight may be provided to educational stake holders on factors that need to be re- addressed in regard to girls' participation in formal secondary school education in Kajiado North district. The findings may also serve as reference points for effective strategies to enhance participation rates of girls in formal secondary school education. The findings from the study may also benefit the Ministry of education, in regard to designing in-service courses or programmes to address performance of administrative tasks, for example school-community relations, so as to enhance participation rates of girls' in formal secondary school education.

## **1.7 Limitations of the Study**

Data on girl dropout rates, in most schools, was not documented and was collected using teachers and head teachers, the data may have been replicated. Another limitation is that respondents may have given only socially acceptable responses. The use of scale of 1-10 method and establishment of rapport with the respondents was used as a counter measure to this limitation. There was no direct control of variables and attitude control of respondents, this was yet another obstacle.

## **1.8 Delimitations of the Study**

Given that the study covered Kajiado North district, the findings may not be generalized for the whole of the Rift Valley province. The study focused on girls public secondary schools and mixed public secondary schools head teachers and teachers, from the four divisions, in Kajiado North district. The district quality assurance and standards officer was also interviewed.

## **1.9 Basic Assumptions of the Study**

Assumptions of the study were that;

- i) There are girls who dropout of secondary schools in Kajiado North district
- ii) There may be documented data that will be relevant to the study.

## **1.10 Definition of Significant Terms**

**Access** refers to the ability of school going children having the opportunity to attend school

**Disparity** refers to differences between girls and boys in participation in formal education

**Equality** refers to a situation where all students have equal rights in accessing education

**Participation** refers to students attending school and completing a given cycle of formal education

**Re-entry** refers to girls' re-admission to secondary school after dropping out due to pregnancy and early / forced marriage.

**Rescue centers** refer to institutions where girls who have escaped cultural practices or are pregnant or have delivered are accommodated.

**Retention** refers to the ability of a student staying in school and successfully completing formal secondary education

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one consists of introduction which covers the background to the study, statement of the problem, purpose, objectives, research questions, significance of the study, limitations, delimitations, basic assumptions, the definition of terms and organization of the study. Chapter two reviews literature related to the study, summary of the literature review, theoretical frame work and the conceptual framework. Chapter three describes research methodology and focuses on research design, target population, sample size and sampling techniques, research instruments, validity of instruments, reliability of instruments, data collection procedure, methods of data analysis and references. Chapter four presents data analysis, presentations and interpretation Chapter five contains a summary of research findings, conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section reviews literature related to factors influencing girls' participation in formal secondary school education. The themes that will be discussed include; effect of family in-come on girls' participation in formal secondary school education, influence of school- community relations on girls' participation in formal secondary education and extent of staff personnel influence on girls' participation in formal secondary school education. It will then give a summary of the literature reviewed.

#### **2.2 Effect of Family In-come on Girls Participation in Formal Secondary School Education**

The level of in-come, in each household, influences girls' participation in formal secondary school education in various ways. Studies conducted by FAWE (2009) identified poverty as the major problem that constraints girls' education under several economic circumstances. Poverty also forces girls to leave school and work to supplement family in-come.

A World Bank (2009) research on economic factors affecting developing countries postulated that indirect cost of children's time is a significant determinant of enrolment. When opportunity costs are high in relation to

household income and expected future earnings, the households may forego school. Direct costs matter more for the poor than the rich.

(UNESCO, 2009) asserts that economic constraints operating against girls in Sub-Saharan Africa has particularly damaging effects on their education and enrolment. Bhana, Morrell, Shefer and Ngabaza, (2010) reviewed socio-economic factors affecting teenage mothers in South African schools and found out that poor parents are increasingly unable to meet educational costs that include tuition fees, uniform, and building fees among others. The cost associated with schooling is higher for girls than boys.

Although recent Kenya Integrated Household Budget Survey (KIHBS) shows reduction in poverty levels, it remains a major economic factor influencing girls' participation in formal secondary school education. Many girls are unable to attend school, especially at secondary level, as most families cannot afford the fees. Also to supplement family in-come, children are engaged in child labour hindering them from either attending school at all or performing poorly due to inconsistency in attendance (UNICEF/GOK, 2007).

Kuli, (2011) undertook a study which attempted to identify factors that influence students participation in secondary schools in Marti division in Isiolo district. The study revealed parents financial background and level of in-come as one of the reasons for not sending girls to school. Study results by Orodho and Njeru, (2003)

indicate that the patterns and trends of education financing in Kenya, incorporated a partnership between the government, households and the community long before the introduction of cost-sharing policy. Financing secondary school education has become a challenge as parents have to shoulder an increasing larger proportion of the cost.

In their research on factors affecting the re-entry of girls, who drop out due to pregnancy, into secondary schools in Nyanza Province in Kenya, Onyando and Omondi (2008) concur with the above researchers and note that this is due to high costs of uniforms, transport, sanitary protection and under clothes. Kombo, (2004) also agrees that in Kenya, the policy of sharing schooling costs with parents has a negative impact on girls' participation in formal secondary school education.

In recent years, quite a number of governments have mainstreamed bursaries for needy children in their national education budgets. Examples include Kenya, Tanzania, and Gambia. Some countries including Kenya and Tanzania have affirmative action in place, which provides for additional quotas of bursaries for needy girls in the effort to increase their enrolment and retention (FAWE, 2009)

In the absence of free basic education, and in the case of secondary education which is generally not free, provision of bursary schemes for needy girls has proved very successful in giving access to girls and keeping them in school (UNESCO, 2002)

### **2.3 Influence of Staff Personnel on Girls Participation in Formal Secondary School Education**

Human resource is an important resource in a school system. Staff personnel comprise of teachers who are the most important staff in the school. Analyses of studies carried out by Hubbard, (2008) in Zambia, showed that teacher attitudes were major factors that influenced girls' enrollment and retention in school. Further, Hubbard further noted that the attitudes of teachers reflect those of the educational administration. The negative attitude particularly affected schooling of girls negatively. Girl dropout rates, for instance, were heavily identified at the secondary level of education because of teachers' negative influence.

Other factors such as teachers' qualifications have been cited by FAWE (2009) as factors affecting the education of African girls. The teaching and learning activities girls are engaged in school to enable them learn is determined by the teachers. The activities include the syllabus content as well as co-curricular activities. FAWE (2009) further noted that in Sub-Sahara African countries, a situation exists in which teachers are not adequately trained. As a result they under perform their teaching duties. They are not innovative and thus do not use gender responsive teaching materials and approaches in teaching.

Lockheed and Verspoor (1991) in their study on improving education in developing countries noted that uneven distribution of teachers between rural and urban setting, the below recommended ratio of teacher to students in most schools



leads to low quality in teaching, contributing to poor retention rates of girls or dropouts. Kombo (2004), suggests that for female students to be retained in school, the curriculum offered in schools should be relevant and the quality of schooling adequate. The researcher however suggests for the provision of adequate in-servicing or training to teachers on gender responsive methodology by the ministry of education in addition to selection and procurement of qualified, responsible and effective staff personnel.

According to UNICEF (2008) students' special needs and services like guidance and counseling, remedial and welfare services should be made available through teachers. These services should however be adequate and effective. Livondo (2005), in a study carried out on school dropouts, asserts that effective individual guidance and counseling, for instance, enables girls enhance their self-esteem. Onyando and Omondi concur with this findings and argue that when girls are empowered to have confidence in themselves, to be assertive and to speak out, their overall participation in school changes positively and their academic performance improves significantly creating a sense of pride, dignity and identity with the school, this leads to their desire for re-entry, retention and successful completion of their formal education.

Evidence suggests that recruitment of more female teachers enhances female students' survival and retention in schools (World Bank, 2009). Onyando & Omondi, (2008) concur with these findings. However, according to findings by

the Central Bureau of Statistics (2010), instead of the recommended teacher to student ratio of 1:35 in public secondary schools, there is low teacher to student ratio, currently standing at 1 teacher to 60 students which means that less attention is paid to individual girls by teachers and more so the female teachers.

#### **2.4 School -Community Relations and its Influence on Girls Participation in Formal Secondary School Education**

Schools operate as integral parts of the society and community. The characteristics of the community may influence girls' participation in formal secondary school education. Kuli, (2011) noted that the community incorporates aspects such as opportunity cost for family, gender issues, early pregnancies, traditional belief, household attitudes and condition and HIV/AIDS..

A research report conducted for the World Bank (2002) on expanding living opportunities for marginalized populations in Ethiopia and Tanzania, African communities largely have a male preference attitude. Males are expected to perform well in academic work and technology while the woman's place is at home, keeping up with the livelihood of the family. Family development efforts, including schooling, are invested on boys because they are the makers of clans while girls are expected to be married off to husbands who will be the bread

winners. As a result, little effort and few resources are spent on girls' development in general.

Livondo, (2005) found that many communities are reluctant to invest in girls' education because they do not see the value in educating girls. This attitude is furthered by perceptions about the role of women in the society. The research by Mushi (2002) observed that lack of vision and prospects for future life reduced girls' interest in participating, performing and achieving in education. Such empirical studies seem to have focused mainly on the community on its own rather than the school and community as an integral part and how they relate, for which this study will address.

## **2.5 Summary of Literature Review**

Some of the factors influencing participation of girls in formal secondary school education were reviewed alongside empirical studies. The factors were linked to school-community relations, family income and staff personnel. Such studies focused on school factors, cultural factors and economic factors. This study will address school factors and home related factors influencing girls participation in schools. Most of the scholars, in the literature reviewed, agreed that participation of girls in formal secondary school education is influenced by various factors some of which include; socio-cultural, socio-economic and school factors under which this study will address.

Although empirical research on girls' participation in formal secondary school education have been conducted before. For instance, Mwale (2005) analyzed the school factors affecting the participation of the girls in primary education in Kenya. Majiwa (2002) conducted a research on socio-economic and cultural factors affecting successful education of secondary school girls in Nyanza, Kenya. School and home related factors and the influence of the community as an integral part of the school system and how it is affecting participation of girls have not been exhaustively covered by researchers and remain poorly understood.

## **2.6 Theoretical Framework**

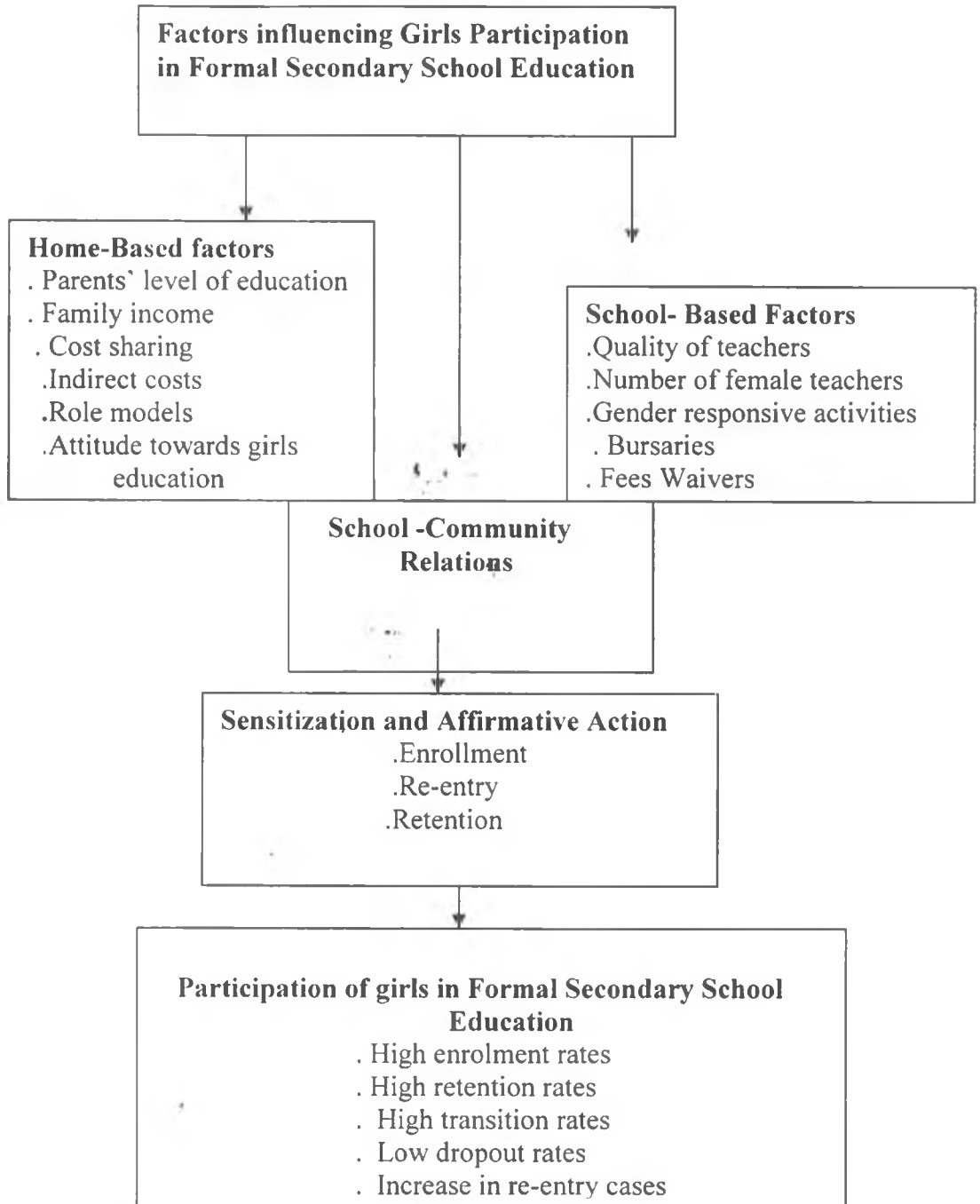
This study will be based on the system approach theory by Kurt Lewin (1890-1947). The theory explains the inter-relationship between parts of a system and their contribution to the attainment of the whole (Okumbe, 2001). The theory states that a system is a set of elements or parts which possess some degree of independence or identity but which, at the same time, form an integral part of a larger whole. A school system comprising of different parts or sub-systems which when harmonized achieve the set goals and objectives.

The integral parts of a school include teachers, students and parents and the school community. Physical facilities and finances supplement human resource for the school to run smoothly. For girls to participate in formal secondary school education, they need all the parts of the system. One disadvantage of this theory is

that there are other parts in the school that are overlooked and are also needed, for example, policies and strategies. The political environment is also an integral part which is not included in this theory. However, the theory is appropriate for this study since it will guide in investigating independent variables that also form the school system as a whole. These variables include family in-come, teachers and the school-community relations.

## 2.7 Conceptual Framework:

Figure 1: Girls Participation in Formal Secondary School Education



In this study, it was conceptualized that there are factors that influence girls participation in formal secondary school education. These factors are independent variables which include; family in-come, staff personnel and school-community relations. Participation of girls in formal secondary school education depends on these independent variables. These factors were assumed to be the inputs that determine girls participation in formal secondary school education, which is the output. The conceptual model is demonstrated in Figure 1.

The conceptual framework illustrates the relationship between the independent variables and the dependent variable. The process involves affirmative action, sensitizing the community, enrollment or re-entry of the girls in secondary schools and the teaching and learning activities. The output is participation which involves grade to grade transition, completion leading to better future prospects.

School based factors that were found to influence girls participation in formal secondary school education were the quality of teachers, number of female teachers, gender responsiveness in the teaching and learning materials, bursaries and fees waivers for girls in boarding secondary schools. Home based factors included parents' level of education, family in-come, opportunity costs and cost sharing. School-community relations were found to determine the positive and negative influence of the school based and home based factors on girls' participation in formal secondary school education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter comprises of the research design, target population, sample size and sampling procedures, research instruments, validity of instruments and reliability of research instruments. Data collection procedure and data analysis techniques that were used in the study are included in this chapter.

#### **3.2 Research Design**

The study employed descriptive survey design. According to Kerlinger (1973) descriptive survey design is that branch of social scientific investigation which studies large and small populations or universe by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelation. Descriptive survey design was useful in the study since it involved collecting data about variables or factors as they were found in the social system (Borg & Gall, 1989)

#### **3.3 Target Population**

The target population of this study consisted of secondary school head teachers and teachers from public secondary schools in Kajiado North district. There are a



total of 21 public secondary schools in Kajiado North district. The District education office was also part of the target population.

### **3.3 Sample Size and Sampling Procedure**

Mugenda and Mugenda (2003) define a sample as a small group obtained from the accessible population. The total number of head teachers in Kajiado North district public secondary schools is twenty one (21). Those head teachers that were sampled in the study were from five (5) girls' boarding schools and ten (10) mixed secondary schools the total of which was 15 secondary schools head teachers. All the 15 head teachers were sampled.

According to Peter (1996) a sample of 10% of the population is considered minimum for a large population. Stratified random sampling which represented fifteen percent (15%) of three hundred and nine (309) teachers, the total number of teachers in public secondary schools in Kajiado district, was used to sample teachers. The sampled teachers were 45 teachers. In total there will be sixty (60) respondents from public secondary schools. The district quality assurance and standards officer was also sampled as a respondent. The total number of sampled respondents in the study therefore was sixty one (61).

### **3.4 Research Instruments**

Questionnaires and an interview schedule were used to obtain information. The two instruments are most suitable for descriptive research design (Orodho & Kombo, 2003). Questionnaires were used in this study since they require less time, are less expensive and allow collection of data from a wide population (Orodho, 2004). The interview was used for probing questions from the district quality assurance and standards officer that were related to the study. It is suitable since it yields higher response rates and the respondent would not easily ignore the question or refuse to answer questions.

#### **(a) Head teachers questionnaire**

The questionnaire contained two sections;

##### ***Part A.***

The section contained demographic characteristics and background information of the study.

##### ***Part B***

This section contained items that were regarded as variables related to the study. The section sought to capture the head teachers' opinion on the factors that influence girls participation in school.

#### **(b) Teachers' questionnaire**

This instrument followed the same pattern in the head teachers' questionnaire. It contained items built in the head teachers' instrument. Teachers were requested to

be objective in responding to the questions out of school matters, for instance, the average family in-come of students in their class.

### **(c) Interview Schedule**

The interview schedule was used to elicit more responses from the respondent. It was suitable since the respondent would not ignore a question or simply refuse to answer a question. It consisted of items that guided the researcher on the objectives and research questions of the study. It was administered to the district quality assurance and standards officer. The two instruments were used in the study for the purpose of triangulation.

### **3.5 Instrument Validity**

In order to ascertain content validity, the questionnaires were presented to two lecturers in the Department of Educational Administration and Planning for scrutiny and advice. . The instruments were then constructed in a way that they related to the study

### **3.6 Reliability of Instruments**

Reliability is a measure of the degree to which research results yield consistent results after repeated trials (Peter, 1996). To ensure reliability of the instruments the researcher used the test-re-test technique of assessing the reliability of the instrument .This technique involved administering the same instruments to the same respondents twice. This was administered at an interval of one week. The

results from the responses were similar to those of the previous results this then determined the reliability of the instruments. The scores from both testing periods were correlated to determine their reliability using Pearson's product-moment correlation coefficient computational formula

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{[\sum X^2 - (\sum X)^2][\sum Y^2 - (\sum Y)^2]}$$

The coefficient was 0.89, thus the instrument was said to be reliable for data collection (Kombo & Tromp, 2006).

### **3.7 Data Collection Procedure**

Kombo and Tromp, (2006) stress that the step to increase response rate in research is key and this suggestion was adopted. Permission and authority to conduct the study was sought from the National Council of Science and Technology (NCST). A courtesy call was made to the District Commissioner, Kajiado North. Another visit was made to the Teachers Service Commission County Director in Kajiado North district offices to seek for permission to deliver the research instruments to public secondary schools. A cover letter stating the purpose, value and importance of responding was attached guaranteeing respondent confidentiality. The interview with the quality assurance officer was conducted. The questionnaires were then administered to the head teachers and class teachers of the sampled schools.

The filled questionnaires were collected after three days which enabled the respondents to fill the questionnaires appropriately while observations were done and the findings recorded immediately. Care was taken to ensure that before collecting the completed questionnaires, misconceptions and misunderstandings were cleared, and all the items had been answered. After collection of instruments they were examined for completeness, comprehensiveness, consistency and reliability.

### **3.8 Data Analysis Techniques**

Data processing and analysis sought to provide answers to research questions and fulfilled research objectives. Editing to ensure accuracy and reliability of the information contained in the instruments was helpful in raising accuracy of information and ensuring that all desired information was conceptualized, coded and verified to reduce possibility of mismatch between available information and what was intended to be captured as per research questions (Kombo & Tromp, (2006).

Data collected was edited to ensure linkages between themes, logical order and grouping of coherent information and content validity confirmed. The study applied both qualitative and quantitative description methods to process data. Qualitative data was summarized, organized according to research questions,

arranged into themes and then frequencies and percentages were calculated (Orodho, 2005). Quantitative data was edited coded and, keyed into the computer for analysis. Data was the presented in narrative form, graphs, pie charts and tabular forms indicating frequencies and percentages.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

Presented in this section are the findings of the data analysis of the study together with their interpretations. All of the data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data is presented in graphs, pie charts and tabular form.

#### **4.2 Response rate from the respondents**

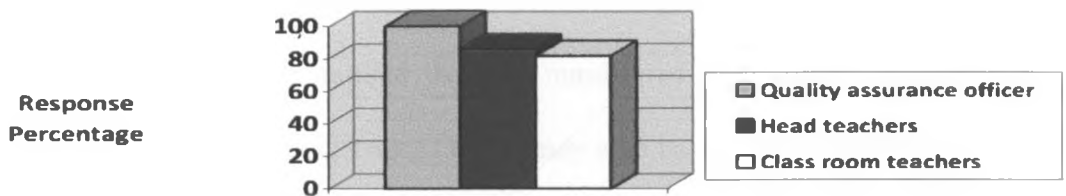
The response rate is the percentage of respondents in the sample who returned the completed questionnaires. It is of great importance when making generalizations and conclusions (Mugenda & Mugenda, 2003). In this study questionnaires were distributed to 15 head teachers and 45 class room teachers and a scheduled interview was conducted with one district quality assurance officer, making a total of 60 participants. Their response rate is given in table 4.1

**Table 4.1: Response rate**

Category	Sampled	Response	%
District Quality Assurance and Standards officer	1	1	100
Head teachers	15	12	86.0
Class teachers	45	37	82.0
<b>Total</b>	<b>61</b>	<b>50</b>	<b>83.3</b>

Data revealed that there was a total response of 83.3% from respondents. Response rate is also presented in Figure 1

**Figure 1: Response Rate.**





To establish the number of girls and mixed schools the head teachers were asked to indicate the category of the school, the findings are presented in table 4.4

**Table 4.4: Category of school**

<b>Category</b>	<b>F</b>	<b>%</b>
Girls	4	33.3
Mixed	8	66.7
<b>Total</b>	<b>12</b>	<b>100.0</b>

The findings, as shown in table 4.4, revealed that majority of the secondary schools in Kajiado North district were mixed schools (66.7%). This can be attributed to the attitude towards girls education in the nomadic communities around Kajiado North district (Parsankul,2004). The community also may have preferred building mixed day secondary schools to girls' boarding schools which are cost effective. This implied that the number of girls' boarding secondary schools in Kajiado North district (33.3%) may also be a factor that influences the participation of girls in formal secondary school education.

Findings from the district quality assurance and standards officer indicated that there was an increase in student enrolment in the district, this data is presented in table 4.5.

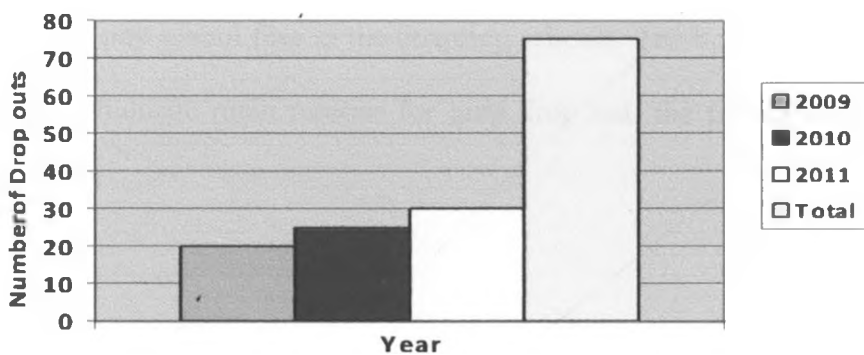
**Table 4.5: Student Enrollment in Kajiado North district**

<b>Category</b>	<b>Number of schools</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Public	21	2919	2331	5250

Source: Kajiado North District Quality Assurance and Standards Office (2011)

To establish whether there was an increase or decrease in girls participation rates the head teachers were asked to indicate the number of female students who had dropped out of school since 2009 to 2011 and also indicate the main reasons for their dropping out of school, these findings are presented in Figure 4.2

**Figure 4.2: Girl dropout rate 2009 to 2011**

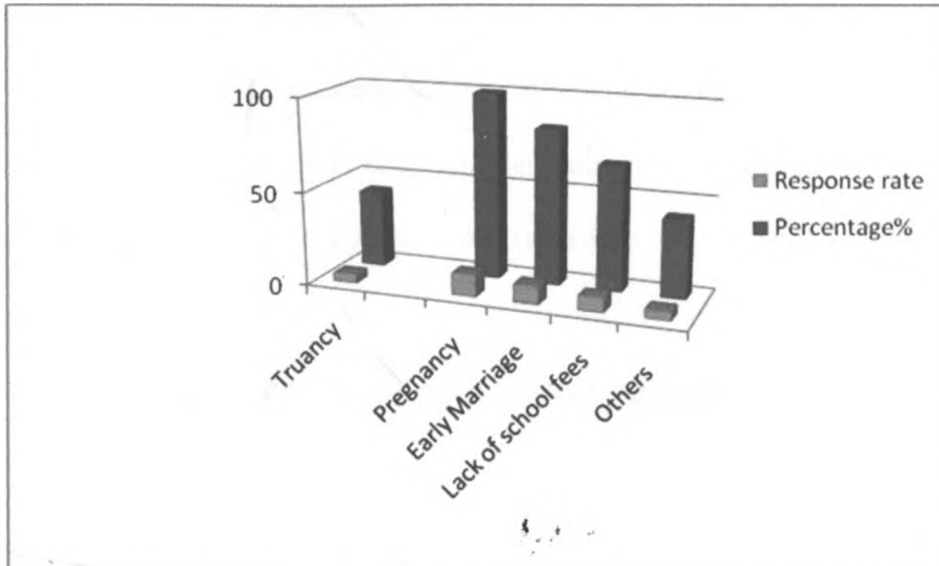


Data showed the trend of girls drop out from school increases as the years progressed. Thus in 2009 the number of girls who dropped out of school was 20,

in 2010 were 25 and in 2011 were 30. According to the quality assurance officer, during the interview, the reason for this trend was as a result of high poverty levels which force the girls to engage in early sexual relations in exchange for money which results to early pregnancies, early/forced marriages by parents in exchange for livestock and lack of adequate female role models to emulate. Further, the quality assurance and standards officer said the trend affected the transition rate of girls from secondary to higher levels of learning because most of them drop out before completion of secondary school phase.

It was noted that enrolment rates of the girls in mixed secondary schools were high, but as they progressed to upper forms, their number reduced. The data presented on the dropout of girls in schools also showed that there was an increase in dropout rates and therefore a decrease in girls' participation rates in the district. Other reasons such as transfers were not applicable in the study since the girls were transferred to other formal day secondary schools mainly because they were unable to pay school fees in the boarding schools. The head teachers were further asked to indicate main reasons for girls drop out, the findings are presented in Figure 4.3

**Figure 4.3: Main reasons for girls drop out**



Data revealed that the majority of the head teachers indicated pregnancy as the main reason as to why girls dropped out of school. Pregnancy amongst school going girls has become a worrying trend. Young girls drop out of school due to pregnancy and may not continue with their education. Onyando and Omondi, (2008) carried a study on re-entry of girls who dropout due to teenage pregnancy and concluded that there was an increase in teenage pregnancy in most Kenyan secondary schools. The research further argued that cases of early teenage pregnancy in Kenya have diverse effects not only to the individual but also the community as a whole.

### **Demographic information of the class teachers**

This section provides data on the background of the class teachers including their gender, length of service, their class, total number of students in their class, Number of female students, number of female drop outs, and the main reasons for dropping out. The study sought to determine the distribution of class teachers by gender, the findings are presented in table 4.6

**Table 4.6: Distribution of class teachers by gender**

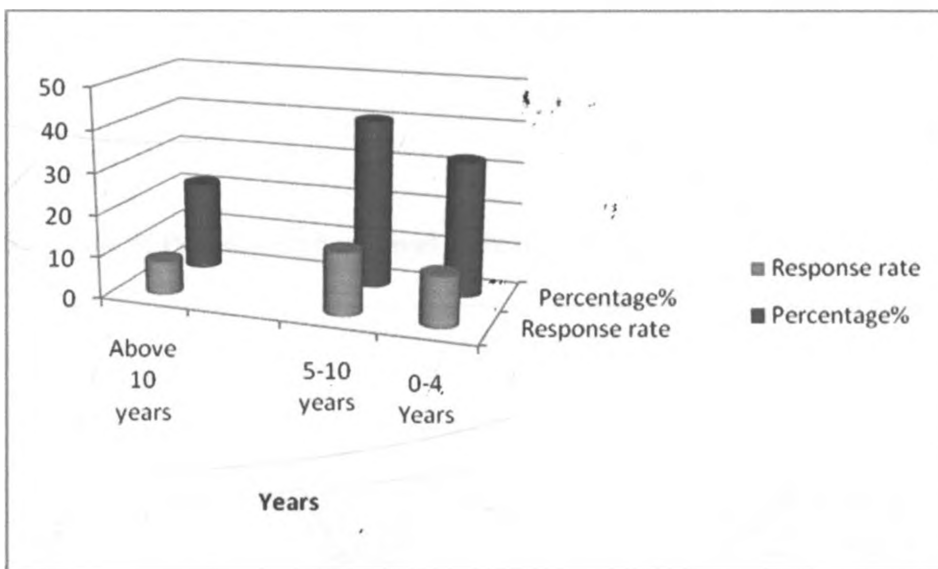
<b>Gender</b>	<b>F</b>	<b>%</b>
Female	7	18.9
Male	30	81.1
<b>Total</b>	<b>37</b>	<b>100.0</b>

Data on the gender of the class teachers indicated that the majority of the teachers were male. This shows that most of the schools in the district had few female teachers who should represent role models for the girls and address girls issues more effectively in relation to participation of girls. Most of the head teachers and class teachers when asked to indicate whether the number of female teachers influenced girls participation, most of the respondents agreed that the number influenced participation since the girls saw the teachers as role models. Research

evidence also suggests that recruitment of more female teachers enhances female students' survival and retention in schools (World Bank, 2009).

The class teachers were also asked to indicate their teaching experience in the current school. Their responses are presented in figure 4.4.

**Figure 4.4: Class teachers teaching experience**

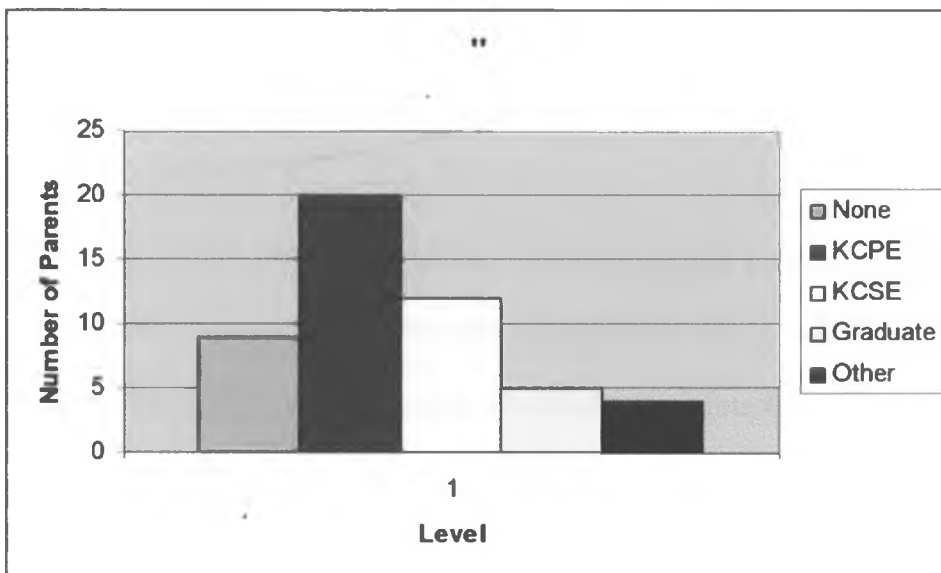


The findings on the teaching experience of class teachers showed that the longest serving class teachers were 15 (40.5%) This could be due to their teaching experience or delayed recruitment of more teachers by the TSC or relevant bodies for instance, the BoG's.

#### 4.4 Effect of Family in-come on Girls Participation in School

The first research question sought to establish the effect of family in-come on girls' participation in formal secondary school education in Kajiado North district. The study focused on the influence of home background factors in relation to family in-come this included; parents highest academic qualifications, occupation and their contribution to cost sharing in schools. The head teachers and class teachers were asked to indicate the highest level of academic qualification of the parents to show its relevance to family income. The findings are presented in figure 4.5

Figure 4.5: Parents highest level of academic qualification



The responses from the head teachers and class teachers indicated that majority of parents (40%) had obtained KCPE academic qualifications. It was noted that findings from head teachers were in agreement with those from the class teachers. The data showed that the majority of parents in the schools had primary level of education. These findings concur with those of the quality assurance and standards officer, during the interview. The officer revealed that parents with professional and high levels of academic qualification, in the district, ensured that their girls remained in school while parents with low level of education had a negative attitude towards girls' participation in formal secondary school education because they did not see any immediate benefits. These findings also concur with a study done by Onyando and Omondi, (2008) which revealed that girls who dropped out of schools due to pregnancy were most likely to return to school if the parents had secondary school qualifications than those whose parents had obtained primary school qualifications.

The study further sought to establish the occupation of the majority of parents in the schools. The head teachers and class teachers were asked to indicate the parents' occupation; their responses are indicated in table 4.7



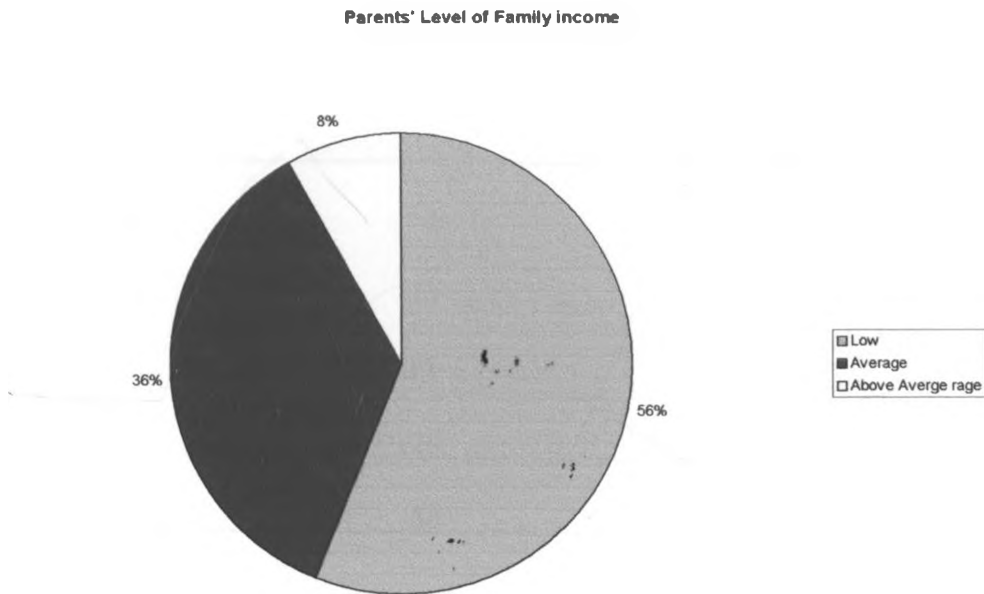
**Table 4.7: Response on parents' occupation**

<b>Occupation</b>	<b>F</b>	<b>%</b>
Formal	12	24.0
Self employed	15	30.0
Casual	20	40.0
Other	3	6.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Data from the head teachers and class teachers' responses showed that 40% of the parents in the schools were casuals. It was noted that there was a relationship between the level of academic qualifications of parents and that of their occupation.

The head teachers and class teachers were further asked to indicate the average family in-come of the parents in the school. Their responses are presented in Figure 4.6.

**Figure 4.6: Head teachers and class teachers' responses on parents' level of Family income**



Data showed that head teachers and class teachers' responses indicated that majority of parents' family income was low ( 56%). It also revealed that there was a relationship between the level of academic qualification and parents' occupation which hence determined the family income of most parents.

However, the number of livestock, as a source of family in-come, was not applied in the study since it was not possible for respondents to give statistical data on the numbers and this information was not readily available nor disclosed.

The findings further implied that family income influenced the participation of girls in secondary school education as indicated in table 4.8, which presents the head teachers and class teachers responses on the percentage of girls not able to pay school fees.

**Table 4.8: Percentage of girls not able to pay school fees**

<b>Percentage</b>	<b>F</b>	<b>%</b>
Below 50%	11	22.0
50%	13	26.0
<b>Above 50%</b>	<b>26</b>	<b>52.0</b>
<b>Total</b>	<b>50</b>	<b>100.0</b>

The findings showed that the majority of the girls (52%) in school were not able to pay school fees or eventually dropped out of school after being chronically absent due to lack of fees. Most girls were not able to pay school fees and depended on sponsors or received bursaries. The findings correspond to findings by Orodho (2003) which established that high cost of extra levies, and charges paid by parents- in the form of cost sharing- constitute the overall cost burden of secondary school education, this in turn influences girls participation in schools directly.

Data on parental contribution to cost sharing in the schools also indicated that most parents were not able to contribute and relied heavily on fee waivers, bursaries, sponsors and various non- governmental organizations for financial support.

#### **4.5 Influence of Staff Personnel on Girls participation in secondary schools**

The second research question sought to determine the influence of staff personnel on girls participation in secondary school education head teachers were asked to respond to several items that sought to establish the teachers influence on girls participation. The head teachers were asked to rate the staffing levels and whether there had enough teachers. The responses on the student teacher ratio by head teachers are presented in table 4.9

#### **4.9: Head teachers responses on teacher to student ratio**

<b>Ratio</b>	<b>F</b>	<b>%</b>
Below recommended	8	66.6
Recommended	2	16.7
Above recommended	2	16.7
<b>Total</b>	<b>12</b>	<b>100.0</b>

Data, as indicated in table 4.9, revealed that the majority of the schools had below the secondary school recommended teacher to student ratio of 1:35. The findings implied that there were not enough teachers in schools. The head teachers were further asked to indicate the total number of male and female teachers in the school. Most head teachers indicated that female teachers were fewer than the male teachers in the schools. Data revealed that class teachers also indicated that male teachers were more than female teachers. However, only one head teacher indicated that there were more female teachers than male teachers in the school.

The ratio of teacher to student influences participation of students, especially girls, since it leads to individual attention or lack of individual attention of students. Eshwani, (1993), in a study, found out that where the class size was 20% in excess of the normal 40 students this tended to have a negative effect on girls achievement and participation. Kombo (2004) also concurs with this findings that when teachers have too many students in a class individualization of a programme becomes difficult as the teachers span of control is overstretched and students get bored, lose interest and eventually dropout.

Research evidence suggests that recruitment of more female teachers enhances female students' survival and retention in schools (World Bank, 2009). Onyando & Omondi, (2008) concur with these findings. However, according to findings by the Central Bureau of Statistics (2010), low teacher to student ratio, in public

secondary schools, currently standing at 1 teacher to 60 students means that less attention is paid to individual girls by the female teachers. The head teachers were further asked to indicate whether the number of female teachers influenced girls' participation in school. Their responses indicated that female teachers were better in discipline matters and addressing girls' issues in school and that the female teachers were also presented as role models.

To establish the quality of training given to teachers through seminars, in-service or workshops the head teachers and class teachers were asked to indicate how often the teachers attended these forms of training. Their responses are presented in table 4.10

**Table 4.10: Teacher training on gender responsive methodology**

<b>Period</b>	<b>F</b>	<b>%</b>
Never	17	34.0
Monthly	3	6.0
Once a term	10	20.0
Yearly	20	40.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Data indicated that the majority of schools (40%) carried out yearly teacher training on gender responsive methodology while 34% did not carry out any such training. Rowe (2002) and Olembo, Wanga,& Karagu (1992) contend that a school's human resource capacity is likely to be maintained depending on the training provided to teachers. In instances where training is inadequate, the teachers and other personnel's' morale is often low, hence the services rendered may be of low quality.

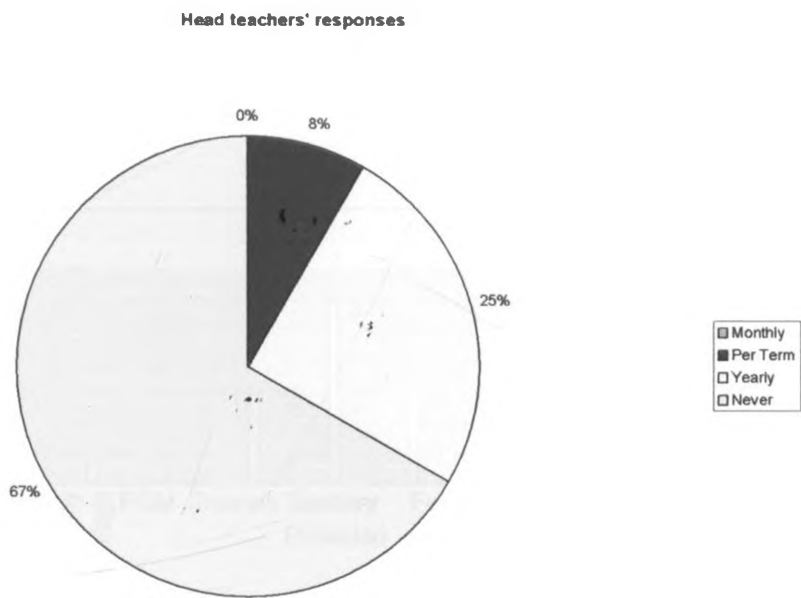
Adequacy of frequent training influences a number of aspects in an institution, the number of personnel to be promoted, deployed, and overall management of any institution since the system has informed personnel. Training is important because it enables teacher deal with change occurring in an educational process in schools, for instance, dropout of girls and low participation rate of girls in school.

#### **4.6: Effect of school- community relations on participation of girls in secondary school education**

The third research question sought to determine the extent in to which school-community relations influence girls' participation in formal secondary school education. The head teachers were asked to indicate whether they provided parental literacy programmes and community awareness campaigns on participation of girls in secondary schools, involved the community in decision making on matters related to girls participation in school during parents meetings

and what matters were addressed by the community to enhance girls participation in school. The head teachers' responses are presented in figure 4.7.

**Figure 4.7: Provision of parental literacy and community awareness programmes**

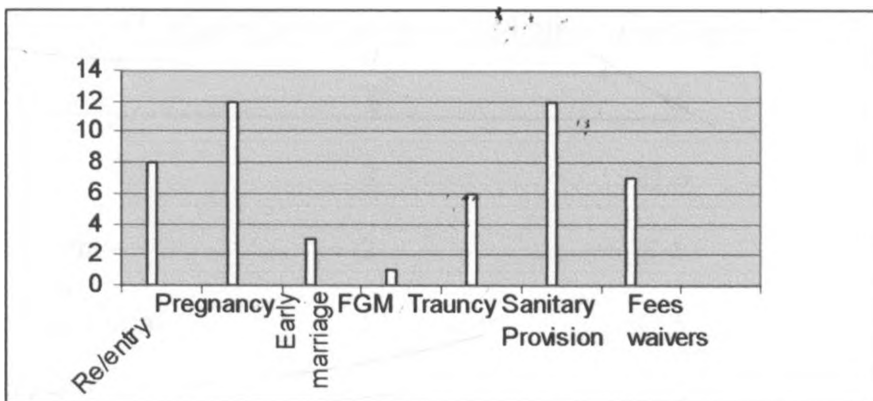


Data indicated that most head teachers do not provide parental literacy programmes and community awareness campaigns on girls participation in schools. However, some head teachers indicated that they provided awareness campaigns through the involvement and non-governmental organizations facilitation.



The head teachers were further asked to indicate whether they involved the school community in decision making on matters related to girls' participation in school and if they did, what matters were addressed. The findings are presented in figure 4.8

**Figure 4.8: Issues addressed that relate to girls participation in secondary school**



Data indicated that all the 12 (100%) head teachers addressed the issue of pregnancy and sanitary provisions for girls in school during parents meetings on matters related to girls' participation in schools.

The findings implied that the head teachers were addressing issues related to girls participation in schools although there was still a noticed disparity in girls enrolment and retention in most secondary schools, as compared to boys. This

could be attributed to the findings noted in the interview with the quality assurance officer, the head teachers and class teachers which indicated that majority of the parents responded negatively to meetings addressing issues related to girls participation in secondary school education.

The class teachers were asked to indicate whether they facilitated for parental and girls counseling in their classes and if they did, how often. Their responses are presented in table 4.11

**Table 4.11: Provision of parental and girls counseling sessions**

<b><u>Period</u></b>	<b><u>F</u></b>	<b><u>%</u></b>
Never	8	21.6
Monthly	2	5.4
Once a term	12	32.5
<u>Yearly</u>	<u>15</u>	<u>40.5</u>
<b><u>Total</u></b>	<b><u>37</u></b>	<b><u>100.0</u></b>

Data showed that few class teachers had monthly (5.4%) counseling sessions with girls and their parents. The period between counseling sessions however was long in most cases(40.5%) yearly. It was noted that this was due to negative responses from parents in attendance of meetings to address girls matters in school. These findings concur with findings from a study carried out by Kuli

(2011) which indicated that parents attendance to school meetings influence students participation in secondary education.

During the interview, with the quality assurance officer, it was indicated that most parents negative attitude towards girl education and low attendance during school meetings that addressed issues related to girls participation influenced girls participation in formal secondary school education negatively. Wamahiu (1995), noted that school and community greatly influences girls ability to learn and that learning occurs when there is order, quality teachers and good relations or collaboration with the school community.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

This chapter covers the summary, conclusions and recommendations. The chapter also presents suggestions for further research.

#### 5.2 Summary of findings of the study

The purpose of this study was to examine the factors influencing girls' participation in formal secondary school education in Kajiado North district.

Three research questions were formulated to guide the study. Research question one sought to examine the influence of family in-come on girls participation in formal secondary school education in Kajiado North district; research question two aimed at establishing the extent to which staff personnel influences girls participation in formal secondary school education in Kajiado North district. Question three aimed at determining the effect of school- community relations on girls participation in formal secondary school education in Kajiado North district.

The study used descriptive survey. The target population of the study was the head teachers of the public secondary schools in Kajiado North district, 309 teachers and the district education office. The sample comprised of 15 head teachers from public mixed and girls secondary schools , 45 class teachers and

the district quality assurance and standards officer. The study used questionnaires and scheduled interview for data collection.

Findings revealed that family in-come influenced girls participation in secondary school education. Majority of parents (40%) had obtained KCPE as their highest level of academic qualification. It was noted that findings from head teachers was in agreement with those from the class teachers. The findings implied that most of the parents may not encourage their girls to participate in formal secondary school education. The study also revealed that most of the parents in the schools were casuals. It was noted that there was a relationship between the level of academic qualifications of parents, their occupation and level of family income, of which 56% respondents indicated as low.

The findings from the study further revealed that family income influenced the participation of girls in secondary school education as was presented from the head and class teachers' responses on the percentage of girls who dropout of secondary schools because they were not able to pay school fees

The study sought to establish the influence of staff personnel on girls participation in secondary school education in Kajiado North district. The study revealed that majority of the schools had below the recommended teacher student ratio of 1: 35. The head teachers were further asked to indicate the total number of male and

female teachers in the school. Most head teachers indicated that female teachers were fewer than the male teachers in the schools. The study also sought to find out whether the number of female teachers influenced girls' participation in school. Their responses indicated that female teachers were better in discipline matters and addressing girls' issues in school and that the female teachers were also presented as role models to the girls.

Findings on the effect of school-community relations on girls participation in formal secondary school education revealed that head teachers do not provide parental literacy programmes and community awareness campaigns on girls participation in schools regularly. The findings indicated that girls education awareness campaigns were provided yearly by most schools. In most instances, most of the campaigns were organized by non-governmental organizations.

The findings also revealed that most schools, together with the community, were addressing issues related to girls participation in schools although there was still a noticed disparity in girls enrolment and retention in most secondary schools, in the district, as compared to boys. This could have been attributed to the findings that were noted in the interview with the quality assurance officer, the head teachers and class teachers which indicated that majority of the parents responded negatively to meetings addressing issues related to girls participation in secondary school education and thus there was no feedback from most parents.

### **5.3 Conclusions**

Based on the findings it is concluded that the level of family income affects girls participation in formal secondary school education. It is also concluded that parents level of family income is influenced by level of academic qualification and occupation. It is concluded that lack of adequate training of teachers on gender responsive methodology, the number of girls boarding schools and female teachers influence girls' participation in formal secondary school education. The school-community acts as a major link between the home and the school factors, it is therefore concluded that school- community relations also influence girls' participation in formal secondary school education, in Kajiado North district.

### **5.4 Recommendations**

Based on the findings some recommendations are made; the government should increase the funding sources for needy girls in secondary schools. There is also need to review the cost sharing policy, in secondary schools, in order to assist children from poor families. The parents and community around the schools should come up with income generating activities to supplement the fees paid by parents through the provision of services and food stuff or tenders to the school instead on money. This will increase the funding sources and improve the adequacy of finance hence its availability and allocation.

Government subsidy in terms of training or in-servicing of teachers on gender responsiveness to improve the teaching/ learning process should be addressed.

The government, through the ministry of education, should also provide gender sensitive facilities, teaching / learning materials in all the secondary schools. The government should increase the number of public girls' boarding secondary schools in Kajiado North district.

The provincial administration together with the district education should sensitize the parents and the community, through the school, on benefits accrued from girls formal secondary education. The school- community relations should be positively enhanced since they play a major role in increasing girls participation rates in formal secondary school education in Kajiado North district.



### **5.5 Suggestions for Further Research**

Taking into account the limitations and delimitations of the study. It was suggested that;

- a) A study to establish the relationship between availability and the number of female teachers and girls' participation in formal secondary school education should be conducted.
- b) There was need for replication of the same study but within a wider scope.
- c) A study to be carried out to determine other aspects influencing girls participation in formal secondary schools and other levels in the educational sector.

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## **APPENDIX 1:**

### **Letter to Respondents**

University of Nairobi.

Department of Educational

Administration

P.O Box 30197

Nairobi

Dear Sir/Madam,

I am a postgraduate student registered at the Department of Educational Administration and Planning, University of Nairobi.

I am currently carrying out a research on School and Home-related Factors Influencing Girls Participation in Formal Secondary School Education in Kajiado North District, Kenya.

The questionnaire attached herewith is for the purpose of gathering information for this study. All responses will be used for academic research purposes only.

Your positive response will be highly appreciated. Thank you in advance.

Yours faithfully,

Nyamweya Evelyne Bosibori.

**APPENDIX II:**

**Questionnaire for Secondary School Head Teachers**

Please indicate the correct option as honestly as possible. You are kindly requested to respond to all items.

**Part A**

a). Please indicate gender

1. [Male]

2. [Female]

b.) For how long have you been the head teacher in the School?

1. [Less than 1 year]

2. [0-4]

3. [5-10]

4. [Over 10 years]

c.) Indicate category of School

1. [Girls]

2. [Mixed]

d.) What is the total student enrolment?

.....

e.) How many female students have been enrolled since 2007 to date?

.....

f.) How many female students have dropped out?

.....

g ) What was the main reason for their dropping out?

1. [Truancy]
2. [Pregnancy]
3. [Marriage]
4. [Fees]
5. [Other.....]

**Part B**

Please answer the following questions as honestly as possible. You are kindly requested to respond to all items

(a) How could you rate the students' family in-come in your school?

1. {Very low}
2. { Low}
3. {Average}

(b) Are all parents able to support the school in cost sharing?

1. {Yes}
2. { No }

If not, what percentage of girls is not able to pay school fees?

1. {Below 50% }
2. {50%}
3. {Above 50%}

( c ) In your opinion, has family in-come influenced girls participation in formal secondary school education?.....

If Yes, to what extent ?

.....

(d ) What could you say is the teacher student ratio in your school?

1. { Below Recommended} 2 { Recommended} 3 {Above Recommended}

(e ) What is the total number of teachers in your school? .....

Number of Female teachers .....

Number of Male teachers .....

(f) In your opinion, does the number of female teachers in your school influence girl participation? .....

If Yes, in what way?

.....

( g ) Do you facilitate seminars, workshops or in-service for staff personnel on gender responsive methodology?

If Yes, how often?

1. {Monthly} 2. {Once a Term} 3. {Yearly}



(h) Do you provide parental literacy programmes and community awareness campaigns on girl-child education? .....

If Yes, how often?

1. {Monthly} 2. {Once a term} 3. {Yearly}

(i) Do you involve the community in decision making on matters related to girls' participation in the school? .....

If Yes, on what issues? .....

### APPENDIX III:

#### Class Teachers' Questionnaire

Please indicate the correct option as honestly as possible. You are kindly requested to respond to all items.

##### *Part A*

a). Please indicate gender

1. [Male]

2. [Female]

b). For how long have you been in the School?

1. [Less than 1 year]

2 [0-4]

3. [5-10]

4. [Over 10 years]

c ) Indicate the Form

[One]

[Two]

[Three]

[Four]

d.) What is the total student enrolment in your class?

.....

e.) How many female students are enrolled in your class?

.....

f.) Are there any female students who dropped out? .....

If Yes, how many? .....

g.) What was the main reason for their dropping out?

1. [Truancy]

2. [Pregnancy]

3. [Marriage]

4. [Fees ]

5. [Other.....]

**Part B**

Please answer the following questions as honestly as possible. You are kindly requested to respond to all items

(a) How could you rate the students' family in-come in your class?

1. {Very low} 2. { Low} 3. {Average}

(b) Are all girls in you class able to pay full school fees?

1. {Yes} 2. { No }

If not, what percentage of girls in your class is not able to pay school fees?

1. {Below 50% } 2. {50%} 3. {Above 50%}

( c ) In your opinion, has family in-come influenced girls participation in formal secondary school education?

.....

If Yes, to what extent ?

.....

(d ) What could you say is the teacher'student ratio in your class?

1. { Below Recommended} 2 { Recommended} 3 {Above Recommended}

( e ) In your opinion, does the number of female teachers influence girls' Participation in formal education?

.....

If Yes, in what way?

.....

( g ) Have you attended seminars, workshops or in-serviced on gender responsive methodology?

.....

If Yes, how often?

1. {Monthly} 2. {Once a Term} 3. {Yearly}

(h) Do you facilitate for parental and girls' counseling in your class?

.....

If Yes, how often?

1. {Monthly} 2. {Once a term} 3. {Yearly}

(i) Do you involve the parents in decision making on matters related to girls' participation in your class?

.....

If Yes, on what issues?

.....

.....

## TEACHERS SERVICE COMMISSION

Telephone: 020 8011978

Email: [cdirkajiado@tsc.go.ke](mailto:cdirkajiado@tsc.go.ke)

Web: [www.tsc.go.ke](http://www.tsc.go.ke)

When replying please quote

Ref. N°:

KJDN/TSC/ 276249/38



THE DISTRICT STAFFING  
OFFICER,  
KAJIADO NORTH DISTRICT,  
KAJIADO COUNTY.  
P. O. BOX 560-01100,  
KAJIADO.

Date: 10<sup>TH</sup> JULY 2012

TO: ALL PRINCIPALS  
KAJIADO NORTH DISTRICT

REF: RESEARCH- EVERLINE NYAMWEYA BOSIBORI TSC NO. 276249

The above named is a post-graduate student at the University of Nairobi, currently conducting a research.

Kindly allow her conduct her research in your school as per her topic of study as attached.

*Adamba*  
FOR: TSC COUNTY DIRECTOR  
KAJIADO

NOLEGA ADAMBA  
FOR: T.S.C. COUNTY DIRECTOR  
KAJIADO COUNTY.

## APPENDIX IV

### Interview Schedule for District Quality Assurance and Standards Officer

1. What is your area of specialization in the education office?
2. How many female students are enrolled in the district?
3. What is your opinion on girls' participation in formal secondary education?
4. Why do you think girls dropout of secondary schools?
5. What could you say is the average family in-come of most parents in the district?
6. Is there any problem of teacher staffing in the public secondary schools in the district?
7. In your opinion, does the community influence girl participation in schools?  
How?

## APPENDIX VI: LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310571, 2213123, 2219420  
Fax: 254-020-318245, 318249  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI, KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/1042**

Date: **20<sup>th</sup> July 2012**

Evelyn Bosibori Nyamwea  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*School and home based factors influencing girls participation in formal secondary school education in Kajiado North District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Kajiado North District for a period ending **31<sup>st</sup> August, 2012.**

You are advised to report to the **District Commissioner and the District Education Officer, Kajiado North District** before embarking on the research project.

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

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
The District Education Officer  
Kajiado North District.



## APPENDIX VII: RESEARCH PERMIT

SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY  
FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY  
FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY


PAGE 2

**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Evelyn Bosibori Nyamwea**  
**of (Address) University of Nairobi**  
**P.O.Box 30197-00100, Nairobi.**  
**has been permitted to conduct research in**

<b>Location</b>	<b>District</b>
<b>Kajiado North</b>	<b>District</b>
<b>Rift Valley</b>	<b>Province</b>

**on the topic: School and home based factors**  
**influencing girls participation in formal**  
**secondary school education in Kajiado North**  
**District, Kenya.**

PAGE 3  
**Research Permit No. NCST/RCD/14/012/1042**  
**Date of issue 20<sup>th</sup> July, 2012**  
**Fee received KSh. 7,000**



**Applicant's Signature**

**Secretary**  
**National Council for**  
**Science & Technology**

**for a period ending: 31<sup>st</sup> August, 2012**

SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY  
FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY  
FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY