

**SELECTED FACTORS AFFECTING GIRLS' PARTICIPATION IN PRIMARY  
SCHOOL EDUCATION IN BARWESSA DIVISION OF  
BARINGO DISTRICT, KENYA**

**BY**

**BENJAMIN CHEMNG'AS KIPKULEI**

**A Research Project Report Submitted to the Graduate School in Partial Fulfillment for  
the Requirements of the Award of Master of Education Degree in Guidance  
and Counseling of Egerton University.**

**EGERTON UNIVERSITY**

**DECEMBER, 2008**

## DECLARATION AND RECOMMENDATION

### DECLARATION

I declare that this research project is my original work and has not been previously presented for the Award of a degree in any other university.

Signed \_\_\_\_\_

**Benjamin C. Kipkulei**

**Reg. No. EM 16/790/04**

\_\_\_\_\_

**Date**

### RECOMMENDATION

This project report has been submitted for examination with my approval as University Supervisor.

Signed \_\_\_\_\_

**Dr. M. C. Chepchieng**

\_\_\_\_\_

**Date**

## **ACKNOWLEDGEMENT**

I am deeply indebted to Dr. Micah Chepchieng for having guided and supervised my research work. He showed a lot of interest and gave me constant encouragement during the period of my research project. My special thanks goes to Prof. A. M. Sindabi, Dr. Fr. S. N. Mbugua, Dr. B. E.E. Omulema, Dr. Ochola and the entire academic staff of the department of Psychology, Counseling and Educational Foundations for their support during my studies at Egerton University. I also extend my honest appreciation to my fellow students and friends of Egerton University, Laikipia Campus for their academic and moral support. Among them is Mr. Ndirangu, Mr. Kiptui and Cheplogoi.

I am indebted to my wife Mary Chemng'as Kipkulei, my children Grace J. Chemngas, John Kiplagat, Daniel Muiyengwo, Jepchumba, Irish Scheel, Jebet and Deborah for their continuous encouragement and immense understanding during the writing of this work. I would like to acknowledge particularly the help of my parents Kipkulei Cheptoo Petero and Mrs. Mirriam Kimoi Kipkulei who nurtured me during the early years of my life. I owe a word of gratitude to Teacher Charles Kimitei Bowen of Kapluk, Gideon Chemwei of Litein and Daniel Chepchieng for teaching me the virtues of hard work and being visionary by all standards.

Finally, this work would not have been completed without the typing by Gladys J. Cheruiyot of Kabarnet Precious Computers. To all these persons and groups and others whom I would not mention by names, I say kindly accept my appreciation and God bless you richly.

## **DEDICATION**

I dedicate this work to my beloved wife Mary Chemngas, my first born Grace Toroitich among other children and all those who supported me in this project. Glory and honour to God.

## ABSTRACT

The issue of girl child participation in primary school has become a real concern in all nations of the world particularly the developing countries like those in sub-Saharan Africa, East Africa and Kenya included. Girl child education worldwide provides benefits to the family and the society at large thus issues affecting it should be addressed for the sake of human development. The purpose of this study was to examine the factors affecting girls' participation in primary schools in Barwessa Division of Baringo District. The investigation employed *ex-post facto* research design. The universe population was 1,112 (882 girls, 80 teachers, 140 School Management Committees (SMCs) and 10 headteachers). Out of this population, a sample of 240 respondents was selected that included 180 girls, 30 teachers, 20 School Management Committees (SMCs) and 10 headteachers. The samples of headteachers, teachers and SMC were done purposively while that of girls was randomly done. Three classteachers per school representing classes 6, 7 and 8 were purposively selected. In addition, the chairman and treasurer of each of the 10 sampled schools involved in the study were selected purposively. Eighteen girls were randomly selected in each class of the selected classes. Data was collected from the headteachers, SMC's teachers and girls by the use of questionnaires and interview schedules. The researcher used Statistical Package for Social Sciences (SPSS) Version 11.5 for windows to aid in data analysis. Descriptive statistics involving frequencies, percentages were used to analyze and present the results. The findings of the study found that socio-economic, cultural beliefs and school based factors that include early marriage and pregnancies affect girls' participation in primary schools in Barwessa division, Baringo District. Majority of the respondents recommended that awareness be created to all stakeholders on the importance of girl child education in the division. The same study be carried out nationwide to find out whether the findings of this study hold.

## TABLE OF CONTENTS

	Page
DECLARATION AND RECOMMENDATION .....	i
ACKNOWLEDGEMENT .....	ii
DEDICATION .....	iii
ABSTRACT .....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	vii
LIST OF FIGURES .....	viii
LIST OF ABBREVIATIONS AND ACRONYMS .....	ix
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background to the study .....	1
1.2 Statement of the problem .....	2
1.3 Purpose of the study .....	2
1.4 Objectives of the study .....	3
1.5 Research questions .....	3
1.6 Significance of the study .....	3
1.7 Scope of the study .....	4
1.8 Assumptions of the study .....	4
1.9 Limitations of the study .....	4
1.10 Definition of terms .....	5
<b>CHAPTER TWO: LITERATURE REVIEW</b>	
2.1 Introduction .....	7
2.2 Importance of girls' education .....	7
2.3 Dropout, repetition and completion rates .....	8
2.4 National performance in Kenya certificate of primary education .....	10
2.5 Enrolment, retention and performance .....	13
2.6 Primary to secondary transition .....	14
2.7 Causes of poor girl-child education .....	14
2.7.1 School curricular and teaching material .....	15
2.7.2 Socio-economic factors .....	15
2.7.3 Socio-cultural Factors .....	17

2.8 Theoretical framework .....	20
2.8.1 Rationale – Emotive theory .....	20
2.8.2 Critical social theory .....	21
2.9 Conceptual framework .....	23
<b>CHAPTER THREE: RESEARCH METHODOLOGY</b>	
3.1 Introduction .....	24
3.2 Research design .....	24
3.3 Population of the study .....	24
3.4 Location of the study .....	24
3.5 Sampling procedure and sample size.....	25
3.6 Research instruments .....	26
3.7 Data collection procedures .....	27
3.8 Data analysis .....	28
<b>CHAPTER FOUR: PRESENTATIONS AND DISCUSSION OF THE FINDINGS</b>	
4.1 Introduction .....	29
4.2 Demographic characteristics of the respondents .....	30
4.3 Respondents perception of the socio-economic factors effecting girls’ participation in primary school education in Barwessa division .....	34
4.4 Respondents views on socio-cultural factors affecting girls’ participation in Primary school education in Barwessa Division .....	36
4.5 School based factors affecting girls’ participation in education .....	37
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS</b>	
5.1 Introduction .....	40
5.2 Summary of the findings .....	40
5.3 Conclusions .....	41
5.4 Recommendations .....	41
5.5 Suggestions for Further Research .....	42
REFERENCES .....	43
<b>APPENDICES</b>	
Appendix I: Head teachers’ and teachers questionnaire .....	45
Appendix II: School Management Committee interview schedule.....	48
Appendix III: School girls questionnaire.....	50

## LIST OF TABLES

Table 1:	Baringo district primary school enrolment .....	9
Table 2:	Barwessa Division Primary School Enrolment .....	9
Table 3:	KCPE analysis in Baringo District from the year 2004 – 2007.....	11
Table 4:	Barwessa division KCPE registered candidate from 1998-2005 per gender .....	12
Table 5:	KCPE analysis in Barwessa Division from the year 2004 – 2007.....	13
Table 6:	Accessible population of the study .....	25
Table 7:	Sample of the study .....	26
Table 8:	Distribution of headteachers, teachers and SMC by age .....	30
Table 9:	Number of years served in their capacities as headteachers, teachers and SMC's .....	31
Table 10:	Distribution of school girls as per their age .....	33
Table 11:	Socio-economic factors .....	34
Table 12:	Socio-cultural factors .....	36
Table 13:	Headteachers, Teachers and School Girls' response on the effects of School-based factors on girls education .....	37
Table 14:	Suggestions on how to address girls' participation as per headteachers, teachers' and SMC response .....	38



## LIST OF FIGURES

Figure 1:	Conceptual Framework.....	23
-----------	---------------------------	----

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BEFA</b>	-	Basic Education for All
<b>D.E.O.</b>	-	District Education Officer
<b>FAWE</b>	-	Forum for African Women Educationists
<b>SMC</b>	-	School Management Committee
<b>SPSS</b>	-	Statistical Package for Social Sciences
<b>UNICEF</b>	-	United Nations International Children's Fund
<b>UNESCO</b>	-	United Nations Education Scientific Cultural Organizations
<b>WCEFA</b>	-	World Conference on Education for All
<b>KCPE</b>	-	Kenya Certificate of Primary Education
<b>MOE</b>	-	Ministry of Education

## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the problem information

Female education worldwide especially at primary school level provides benefits to the family and the society at large. Research evidence shows that education of women enables them to better manage their households, to apply improved nutritional practices and to maintain proper hygiene and to effectively utilize a wide range of available services including family planning among others (UNESCO, 1996). In addition to these benefits, it is globally recognized that basic education is a fundamental right which should be provided to all without discrimination whatsoever. In effect, girls' enrolment in primary education has improved in all regions of the world although it has not always been sustained to completion of primary level (UNESCO, 1996). Once enrolled, they are in distinct danger of dropping out due to some factors like early marriages, pregnancy and poverty.

According to Nkurumwa and Changeiywo (2001), women and girls who account for over 50 percent of Kenya's population are significantly under-represented in the scientific and technological fields. In effect, women and girls are unable to contribute to economic development as compared to men and boys population, yet as Mwangi et al (2001) noted, women are required to play a major role in family and societal responsibilities. Moreover, according to World Bank (1989), women are described as leading managers within their households. Thus their skills, knowledge and attitudes toward any activity should be developed. This will only be done by encouraging their participation in education.

Since independence, the Kenyan government has been committed to providing education to all children. However, despite heavy investment in primary education, little improvement in girls enrolment has been realized, Action Aid/Arid Lands Resource Management (2003). This is so because there has been high wastage due to alarming dropout rates especially

among girls. Baringo District, as per the Ministry of Education statistics in the District Education Office, shows that the District has gender disparity in relation to education in primary schools, (Baringo DEO's Office Statistics, 2007). However, there is a considerable gender disparity in certain divisions in the district which includes Barwessa, Koloa, Bartabwa, Kabarnet and Kabartonjo (DEO's Statistics, 2006). As such, factors affecting girls' participation in primary education is worth investigating.

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

Despite the Kenyan government commitment to providing basic education to all children, low girls participation is still a persistent problem in certain districts in the country. This has serious implications to the government's goals of attaining Basic Education For All (BEFA) by 2015. Poor girls' participation in primary education is a serious problem in Arid and Semi Arid Lands (ASAL) areas of any region. In Baringo District, Barwessa division which is situated in an ASAL area is among the most affected regions in relation to girls' participation in primary school education. In this division, there is a low girls' participation in primary school education. There is need therefore to investigate the factors that may have contributed to this low participation of girls in education in the division. This is crucial because no such a study has been carried out in the area, yet it is a significant study as Kenya strives to achieve Basic Education for All in 2015.

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

The main purpose of this study is to establish some of the main factors affecting girls participation in primary school education in Barwessa division.

#### **1.4 Objectives of the Study**

The study sought to accomplish the following objectives:-

- (i) To examine socio-economic factors that affect girls' participation in primary education in Barwessa division.
- (ii) To examine socio-cultural factors that affect girls' participation in primary education in Barwessa division.
- (iii) To establish school based factors that affect girls' participation in primary education in Barwessa division.

#### **1.5 Research Questions**

The study aimed to answer the following research questions:-

- (i) Do socio-economic factors affect girl's participation in primary education in Barwessa division?
- (ii) Do socio-cultural factors affect girls' participation in primary education in Barwessa division?
- (iii) What school-based factors affect girl's participation in primary education in Barwessa division?

#### **1.6 Significance of the Study**

As a country, the study is of great importance particularly at this moment when all nations in the world are intending to achieve gender equality in education by 2015. Persistently low girls' participation in any nation is a drawback to the above millennium goal. The knowledge of various factors hindering girls' participation in these selected region may be a step in addressing the problem. In this case, the findings may help policy makers, teachers, administrators, and parents to come up with more practical interventions to improve girls' participation in education in primary schools and other institutions of learning. The study findings are expected to not only increase awareness on the factors affecting girls' education but also serve as a useful source of reference for further research.

### **1.7 Scope of the Study**

This study was based in Barwessa division in Baringo district. It drew its sample from primary schools headteachers, school management committee, teachers and girls enrolled in class 6, 7 and 8. The study focused on how socio-economic, socio-cultural and school based factors which may affect girls' participation in primary school education in the division.

### **1.8 Assumptions of the Study**

The study is based on the following assumptions;-

- (i) The respondents would co-operate to give honest responses.
- (ii) Girls' participation in primary schools is low in Barwessa Division of Baringo District.
- (iii) That girls' education is not emphasized by the stakeholders of Barwessa Division.

### **1.9 Limitations of the Study**

The study was limited to only class 6, 7 and 8 pupils, SMC, teachers and headteacher of Barwessa division. As such, the findings may not be generalized to all girls enrolled in primary schools in Kenya since the sample was small. However, the results can be generalized to girls' participation in arid and semi-arid areas with similar characteristics as those in Barwessa Division.

## **1.10 Definition of Terms**

The following terms were defined as follows:

**Access** – Making available means for pupils to participate in learning activities.

**Culture** – Culture means shared understanding in any society that is, their word view, perceptions, beliefs, customs, values especially as it relates to their views and expectations on education.

**Development** – This is a multi-dimensional concept which means many things to many people and experts. In this case, it means acquisition of education especially by the girl child.

**Empowerment** – Increasing girls/women ability to be economically self-sufficient, confidence, ability to negotiate their rights.

**Gender** – The attributes, roles, activities, responsibilities and privileges accorded to men and women by the society.

**Gender equality** – Boys and girls getting equal opportunities for participating in education such as enrolment, retention and completion.

**Participation** – Accessibility of girls to equal opportunities and enhanced learning.

**Productive Roles** – Activities which children can get involved for economic benefits e.g. child labour.

**School Based Factors** – Anything within the school which may discourage the girls' participation in education.

**Socio-Cultural Factors** – The kind of beliefs, principles or practices which the society uses as guides to their development.

**Socio-Economic Factors** – This relates to the households, educational levels, health, income, and wealth.

**Sustainable Development** – is development which improves majority of people's life or welfare without degrading the environmental base and which can be regenerated continually.

**Education** – This refers to socialization or indoctrination that is, passive and force acquisition of values, norms, skills and knowledge without questioning. In this case therefore, girls' education is mainly acquired through this system.



## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter examines related literature on the main factors that influence girls' participation in primary schools globally and with particularly emphasis on Africa and Kenya. Some of these are socio-economic, socio-cultural and school based factors.

### **2.2 Importance of Girls' Education**

Girls' participation in education has been and continues to be a critical issue confronting education systems in most developing countries. Discrimination against them starts even before birth with parental and societal attitude which stresses the value of sons against daughters (Wamahiu, 1995). In this case gender roles forms the simple most important criterion governing production and distribution of resources including education yet girls and women are lowly perceived. They are expected to be good wives and mothers confined within domestic activities.

According to U.N Fourth World Conference on women (1995) held in Beijing, education is seen as a human right and an essential tool for achieving the goals of equality, development and peace. Non discriminatory education benefits both girls and boys and thus ultimately contributes to more equal relationships between women and men. Equality of access to and attainment of educational qualifications is necessary if more women are to become agents of change. Literacy of women is an important key to improving health nutrition and education in the farming and empowering women to participate in decision-making in the society (FAWE, 1996).

According to Beijing Declaration (1995), investing in formal and non-formal education and training for girls and women has proved to be one of the means of achieving sustainable development and economic growth that is both sustainable and suitable (FAWE, 1996).

### **2.3 Dropout, Repetition and Completion Rates among Primary School Girls.**

According to World Bank Statistics, 77 million girls in the developing countries are out of school as compared to 55 million boys (World Bank, 1998). In sub-Saharan Africa, girls low participation is quite evident because over 26 million girls in the region, most of whom reside in the rural areas are out of school either due to non-enrolment or drop out of school. (UNESCO, 1996).

In addition, available data shows that while boys and men have an average of two years schooling, girls and women have less than a year of schooling (UNESCO 1996). Due to the above, girls' education remains a matter of concern in these regions. This is also in response to the World Conference on Education For All (Jomtien, 1990) which stressed the need for removal of the obstacles that hamper girls and women's education all over the world. In some countries like Turkey, statistics shows that roughly one million girls in primary school age are not going to school mentioning the gender gap in primary education enrolment as 7 percent which is about 600,000 more girls. More than 50 percent of girls between 6 and 14 years are out of school in some provinces in Turkey (UNICEF, 2003).

From the recent statistics, many countries have registered improvements in primary school completion rates, with the rate of all developing countries increasing from 73 percent in 1990 to 81 percent in 2000 (UNICEF, 2003). Even though gender disparities remain, there is evidence that girls increased faster by 11 percent points from 65 percent in 1990 to 76 percent in 2000, whereas the primary school completion rates for boys increased only from 79 percent to 85 percent during the same period. These averages according to World Bank (2004) hide the sharp differences among regions and countries.

Baringo district is one of the districts with gender disparity in relation to education at the primary school level. Enrolment for instance indicates that there is disparity between boys and girls. Table 1 gives clear indication of this.

**Table 1: Baringo District Primary School Enrolment.**

<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
2003	37,605	35,769	73,374
2004	38,108	36,011	74,119
2005	40,134	37,527	77,661
2006	40,778	37,748	78,526
2007	42,090	37,130	79,220

**Source: DEO's Office Baringo District Statistics (2007).**

From the district statistics in Table 1, the enrolment of girls in primary schools is lower than that of boys. For the last 4 years, the girls enrolment increased at a very low rate as compared to that of boys.

**Table 2: Barwessa Division Enrolment (Primary Schools)**

<b>Class</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Total</b>	<b>G. total</b>
Muchukwo	Boys	156	138	120	137	107	103	123	100	<b>984</b>	
zone	Girls	154	130	111	114	96	88	104	75	<b>872</b>	<b>1856</b>
Barwessa	Boys	183	182	184	198	163	141	163	163	<b>1377</b>	
zone	Girls	180	176	152	175	125	131	136	135	<b>1210</b>	<b>2587</b>
Maregut	Boys	114	107	126	105	114	81	94	94	<b>835</b>	
zone	Girls	110	102	115	101	83	70	75	68	<b>724</b>	<b>1559</b>
<b>Total</b>		<b>897</b>	<b>835</b>	<b>808</b>	<b>830</b>	<b>688</b>	<b>614</b>	<b>695</b>	<b>635</b>	<b>6002</b>	

**Source: DEO's Office Baringo Statistics (2007)**

#### **2.4 National Performance in Kenya Certificate of Primary Education (KCPE) in Kenya**

Analysis of KCPE results indicate that the overall mean score declined from 194.07 marks for boys and 184.61 marks for girls in 2001 to 178.55 marks and 168.74 mean scores in 2003 for boys and girls respectively. In both years, boys performed better than girls (Sifuna & Chege, 2006). Analysis of 2003 data shows that girls participation or performance in all subject except English and Kiswahili has remained lower over the years, (Own & Associates, 2004). For instance, in the same year, out of the total number of candidates occupying top 100 positions in all the 8 provinces, only 232 out of 824 were girls, (Own & Associates, 2006).

From the KCPE analysis of 2005, it was clearly seen that girls' performance was below that of boys. In the top ten in every province, girls' number was very low. In Coast province, girls were 45.45 percent while boys were at 54.55 percent. In Central province, girls were 21.43 percent while boys were 78.57 percent. Eastern province 42.86% and 57.14 percent respectively (KCPE 2005, KNEC report). In Western province, there was only one girl ranked among the top ten students in the province. This indicates that 10 percent of the top ten students in the province were girls while 90 percent were boys. This shows that there is still a very high disparity in education in primary school level in all parts of the country. Rift Valley was also affected since girls were 46.15 percent as compared with 53.85 percent of boys (KCPE, 2005 KNEC Report).

**Table 3: KCPE Analysis in Baringo District from the Year 2004 – 2007**

<b>Year</b>	<b>Range Marks</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>2004</b>	400–500	22	5	27
	300-399	1505	981	2,486
	250-299	1480	1510	2990
<b>2005</b>	400-500	5	1	6
	350- 399	319	144	463
	300- 344	1256	942	2198
	250- 299	1465	1540	3005
<b>2006</b>	400- 500	6	4	10
	300- 399	1553	149	2602
	250- 299	142	1025	1167
<b>2007</b>	400- 500	3	0	3
	300- 399	1460	230	1690
	250- 299	156	1125	1281

**Source: DEO’S Office Statistics Baringo District (2008)**

Table 3 shows girls and boys performance for the last four years in Baringo district. In the year 2004, only 5 girls out of 27 candidates had over 400 marks in the KCPE. There were 22 boys with over 400 marks. There were also 981 girls between 300 and 400 while the boys in the same category were 1505. From table 3, more girls performed poorly as compared with the boys.

In 2007, only 3 candidates scored over 400 marks and out of these, none was a girl. 230 girls managed to score over 300-359 marks out of 500 marks. Majority of the girls 1,125 were ranging between 250-279 marks yet boys of this category were only 156 in number.

In the year 2005, there was only one girl in the district with over 400 marks in KCPE examination yet the boys who scored over 400 marks were five in number. In the same year, a large number of boys had over 300 marks compared with girls. Majority of the girls performed poorly since it shows that 1540 girls had below 300 marks yet boys were 1400 who scored below 300 marks. In the year 2006, Baringo district KCPE performance was poorly done by the girls. There were 144 girls with over 300 marks as compared with 1553 boys who scored over 300 marks.

**Table 4. Barwessa Division- KCPE Registered Candidates from 1998-2005 Per Gender.**

<b>Year</b>	<b>Male</b>	<b>Female</b>
1998	243	189
1999	273	206
2000	286	224
2001	293	267
2002	357	344
2003	343	275
2004	318	297
2005	356	312

**Source: AEO'S office Statistics Barwessa Division (2006)**

In every year as shown in Table 4, few girls are registered for KCPE as compared with the boys.

**Table 5: KCPE Analysis in Barwessa Division from the Year 2004 – 2007.**

<b>Year</b>	<b>Range of Marks</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
2004	400-500	-	-	0
	300-399	143	75	218
	200-299	175	222	397
	Total	318	297	615
2005	400-500	-	-	0
	300-399	145	68	213
	200-299	221	144	365
	Total	366	212	578
2006	400-500	4	-	4
	300-399	120	77	197
	200-299	225	191	416
	Total	359	268	627
2007	400-500	2	-	2
	300-399	98	56	154
	200-299	276	158	434
	Total	376	214	590

**Source: AEO's Office Statistics Barwessa Division (2008)**

Table 5 above indicates that at Barwessa Division, majority of the girls scored between 200-299 marks. None of the girls since 2004 has attained more than 400 marks. This shows that their participation in learning is quite low as compared to that of boys in the division.

### **2.5 Enrolment, Retention and Performance of Primary School Girls in Kenya.**

In developing countries, more girls stop schooling for a wide range of cultural, social and economic reasons (FAWE, 1996). It is believed that girls do not persist in their education until they complete their primary school education and as a result of this, majority of them are locked out of opportunities for higher education and employment. The goal for “Education For All” aims to ensure completion of primary education by at least 80 percent of primary school age children (FAWE, 1996).

According to Action Aid International Kenya (2006), on people's participation for equality project, national inequality report, issues of gender equality in participation and progression in all levels of education are observed. Custom and circumstances lead to a range of cultural practices, which cause differences in girl participation in schooling in some regions and boys in other regions such as in Eastern province where boys are involved in economic activities such as miraa harvesting, (Action Aid International Kenya, 2006).

## **2.6 Primary School to Secondary School Transition**

Primary to secondary school transition admission rates at national level between 1999 and 2001 remained relatively below average. In 1999, the transition rate was 39.86 percent for both boys and girls, (Action Aid International Kenya, 2003). Out of the above percentage, only 45% were girls. In 2002, the rate was 52.38 percent for both boys and girls yet out of this, the transition of girls was only 46.61 percent. The factors associated with the poor girls participation in primary school education according to Action Aid International Kenya (2006) study include poor performance at primary school final examinations, cultural practices, unfavourable school environment, inadequacy of learning capacity at secondary school level, affordability, poverty, and inappropriate role models to school. This transition rate is believed to have been caused by poor participation in primary school education.

## **2.7 Causes of Poor Girl-child Education**

Lack of equal access in education, enrolment, completion rates in girls are caused by the following highlighted factors namely socio economic, cultural and school based factors.



### **2.7.1 School Curricular and Teaching Material**

School curricular lacks authoritative sexual and reproductive health education. While girls advance in their school work, science and technology training is biased against their achievements. Kabira and Masinjila (1997) on ABC gender analysis, emphasized that the world painted textbooks is inhabited by women, men, boys and girls. The stories, names on these textbooks should not be gender bias. When girls are constantly shown as the ones who are constantly helping parents in the home with little visibility of boys in the same roles, a wrong concept can be developed by the society towards some roles (FAWE, 1997).

According to beyond Beijing Conference of 4<sup>th</sup> September, 1995 on gender development, existing educational curricular and teaching materials are gender biased and insensitive to the specific needs of women and girls. Most of the materials are stereo-typed and reinforce discriminatory practices and undermine girls self esteem (FAWE, 1996).

### **2.7.2 Socio-economic Factors**

While some people undermine education for girls, Njoroge and Bennars (1986) defines it as a process of learning to be a person. According to Nyerere, (1974) and Freine (1972), education is understood as a multi-dimensional process reflecting the multifaceted character of our humanity which includes reasoning, choosing and acting.

Njoroge and Bennars (1986) emphasized that education is the inter-subjective process of learning to be a self reliant person in the society because it enables them participate as active partners in development. An educated woman according to Kabira (1997) rightly fights for not only welfare but also participation and control of situations, resources and benefits. According to Wanjiku and Muthoni, (1994) on the road to empowerment, gender bias and gender disparities have perpetuated exploitation of women for centuries. The socio-cultural and socio economic barriers that have traditionally kept women of the main stream of

development must be removed in order to give girls the chance to participate actively in developing their abilities. According to FAWE report of 1996 girls participation is negatively affected by labour, girls are over-loaded in domestic activities.

Kabira and Muthoni (1994) emphasized that though people keep talking about equality of opportunity in education and development, beneath this noble philosophy is the deeper current assumptions that the capacities, interests and behaviour of individuals are related to their sex. With an empowerment in mind, people will be able to conceptualize correctly the concepts of gender, education and development.

Poor girls' participation in primary education affects the future of any society's development. According to Chepchieng and Kiboss (2004) high academic achievers in the society are considered successful in life while low academic achievers as failures. According to these authors, teachers' qualifications, class size, availability of learning resources and school administration play a more critical role in education achievement than other variables.

According to Gachathi report (1976), girl child education is less developed than that of boys. This according to him was contributed by traditional beliefs and prejudices held by people regarding the roles and occupations of women to the society. For most of the parents, education of boys was considered as a better investment than that of girls. Girls according to Mondoh (2001) are given more chores in the house than boys thus reducing the time they spend in studying compared with boys.

Chepchieng and Kiboss (2004) further reveal that parental education attainment, family income and parental occupation affect children's academic performance. Where parents are not able to provide a conducive environment for learning due to low income this would likely cause poor participation among the school girls. Parents again in such situation tend to prefer to invest whatever little resources they have towards the boy-child education instead of the

girl-child. Other family related factors that influence pupils participation are lack of study rooms, lack of cooperation with parents at home, absence of moral support and encouragement. (Chepchieng, 1995). Girls also according to him tend to study and spend the nights either in their parents' main houses, kitchens or with their grandmothers thus contributing to the poor academic performance among girls. Though the above author's research was on secondary school students, the same characteristics still appear on girl child education in primary school level.

According to UN Department of Public Information (1990), women are more than one half of the world's population yet are hardly represented in the World's Parliament. Only 9.7 percent of the global averages of representatives in parliament are women as compared to 90 percent by men. Male monopoly of power in the world will be addressed only by full participation of girls in their primary education levels. According to United Nations Department of public information (1990), there are only 4 women for every 100 ministerial level decision makers. This indicates that the female capability is undermined.

### **2.7.3 Socio-cultural Factors**

Inequality between men and women, boys and girls in education, in employment, in politics and even in socialization patterns has created the basis for gender concerns and debate among educationists, researchers and policy makers. Abagi (1994). Normatively speaking, education is a powerful vehicle for reducing gender gaps and promoting development. It is believed that all human beings: boys and girls, women and men should have equal access to empowering education. Gender relations are social relations cultivated and nurtured by human beings in society. According to Abagi (1994) giving birth and breast feeding a baby is a sex (biological/natural) role, but taking care of a baby for example bathing and changing nappies or potty training is a gender role. There is nothing natural which makes women good at

cooking in the house or becoming secretaries in offices. Similarly, there is nothing natural/biological which makes a man aggressive and industrious or sloppy in cooking or washing clothes. These are believed to be societal determined and allocated gender roles.

Education has also been erroneously equated with schooling which generally implies a formalized learning process with a fixed curriculum and its success measured by passing of formalized examination. In some cases, education has basically meant socialization or indoctrination (passive and forced acquisition of value, norms, skills and knowledge without questioning). According to Abagi (1994) education from a normative perspective is a humanizing process. It has been defined as “a process of learning to be a person”. Njoroge and Bennars (1986). Education is therefore supposed to reflect the human capacity to reason, to decide and to act reasonably. In this case, any human being in any society, regardless to gender, must be exposed to participate in the development has erroneously been misused, misunderstood and associated with glamorous cities, tall buildings, big cars, tarmacked roads, elite schools among others. From a normative perspective, development is about people not physical structures or materials. According to UNICEF (1994), progress of a nation should be judged not by their military or economic strength, nor by the splendor of their capital cities and public buildings by the well-being of their peoples, by their levels of health, nutrition and education, by their ability to participate in the decisions that affect their lives by the provision that is made for those who are vulnerable and disadvantaged and by protection that is afforded to be the growing minds and bodies of their children.

The above kind of development can only be realized if we understand the central issue of gender education and development. The starting point is the acceptance that there is a problem of gender disparities and gender bias, the commitment of men and women to reduce the anomaly and the translation of theories into practice. Development is expected to be taken

as role of both genders. Exploitation and discrimination against one gender by another one should be discouraged. Gender violence is on the increase as poverty engulfs households. Women and children suffer most because of excessive gender gaps based on traditional myths and assumptions.

Kabira and Muthoni (1994) emphasizes on the following in relation to education:-

- (i) Promotes critical and logical thinking.
- (ii) Provides opportunities to make choices and to take decisions and
- (iii) Addresses needs which are specifically unique to girls and women.

Gender bias and gender disparities have perpetuated exploitation of women for centuries. The socio-cultural and economic barriers that have traditionally kept women out of the mainstream of development must be removed in order to give women the chance, the option as well as the opportunity to participate actively in developing the schools and their societies.

The major socio cultural issue that directly affects education of girls is the gender division of labour with special regard to the women. Culturally determined womanhood, women's low status and subsequent limited powers in the decision making process both at home and in public grossly affect girls' access and full participation to development. In any ethnic group in Africa, a typical African woman generally has low status, particularly the lack of power to make important decisions on matters affecting her life and those of her family.

Thus a culturally determined expectation and attitude towards the girl child influences the allocation of family resources towards the education of girls as compared to boys in the same family. A boy will always be considered first because culturally a girl is a 'lesser child'.

Abagi, J. O, (1994).

According to Kabira and Muthoni (1994), the gender biased cultural assumptions and differential treatment of boys and girls in society do not only militate against girls' access and performance in the education sector but tend to push girls to the so called feminine careers. Women's knowledge about development constitutes a crucial source of innovation and wisdom which can be integrated into development planning and implementation.

## **2.8 Theoretical Framework**

This study utilizes rationale-emotive and social learning theories. Each theory explains how girls' participation in primary schools in the division was affected by socio-economic, cultural and school based factors.

### **2.8.1 Rationale –Emotive Theory**

Albert Ellis (1960) teaches that many people have problems because of their irrational beliefs systems such as rushing to early marriages to escape economic challenges and inferiority complex that affect their interpretations of their life events. Traditional thinking is a person's personal enemy in relation to development. According to this theory, majority of the people fail in their efforts because they have been brought up with the belief that they can do very little in developing themselves. The theory aims at helping girls to develop confidence and have knowledge despite their sex.

Good performance can be achieved in our learning activities irrespective of biological attributes. Girls in a community, whose majority of the people are illiterate, tend to come under pressure of irrational beliefs particularly towards their education such as rushing to early marriages to escape economic challenges, undermining their education and inferiority complex. From this theory, it is possible that girls participation in primary school education is due to wrong beliefs that have been instilled in them for example, Maths is difficult for girls.

Most of the women in their families do not have responsibilities in their schools or the community at large. This makes girls lack role models to encourage them work hard. Girls in this region get married at an early age; others drop out of school compared with boys making parents / guardians and the whole community to put more efforts in boys' education than girls. This issue can be addressed if capacity building is done on parents, girls and community members at large because rational thoughts always leads to right actions.

### **2.8.2 Social Learning Theory**

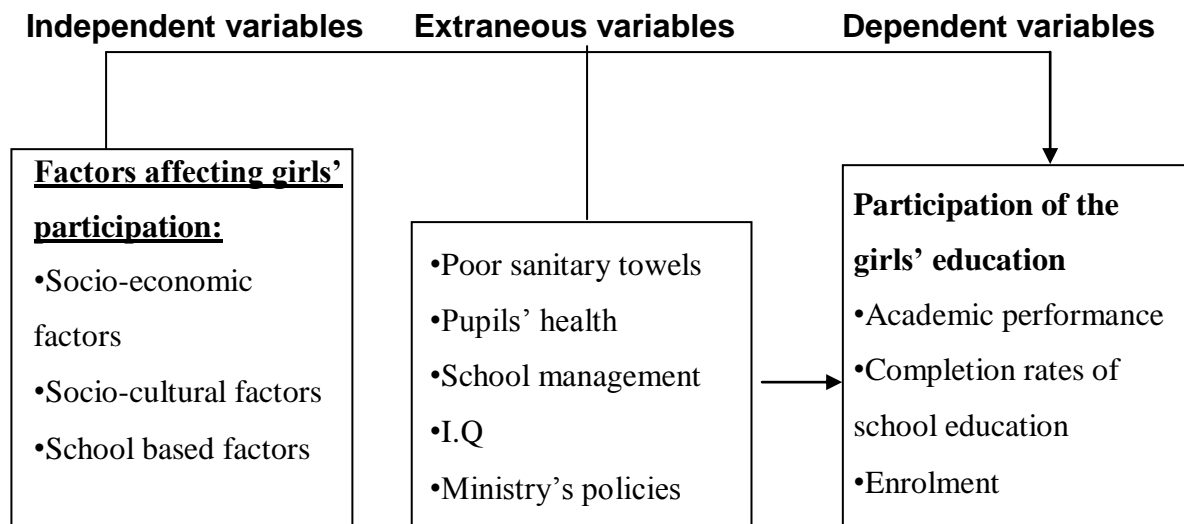
Social learning theory has its origins in attempts to explore the larger systems in society as they shape human learning. UNESCO Institute of Education (2005) of psychology of adult learning in Africa in Typical African villages may partially be influenced by the encouragement or discouragement the learners receive from other members of the community. Critical social theory is shaped by the learners society, culture, structure and history (Merriam & Caffarella, 1999). The theory places emphasis on society as a basic support for construction acquisition and utilization of knowledge. Therefore what society does or not do is crucial to the success of teaching – learning relationships in any learning. Welton (Cited in Merriam & Caffarella, 1999) states that the aim of critical theory is to help people stop being perceived victims who collude at least partially in their denominations by external forces. According to this view point critical theory serves the purpose of liberating people from oppression.

The theory is applicable to the issue of girls participation in primary school education. This theory emphasizes that school girls' learning could be affected either positively or negatively by institution of their environments.

Parents, teachers and the behaviour of the entire society are crucial to girls' education because they are significant to the child's life. These girls tend to identify with them and try to imitate their way of life. The level of girls' participation in primary school education could be as a result of stereotyped behaviour from the parents, teachers and the members of the community thus psychological, social and economic power is needed to lead them to their empowerment and emancipation.



## 2.9 The Conceptual Framework



**Figure 1: A Model Showing the Factors that Affect the Participation of Girls' Education in Primary Schools.**

Primary school girls do not participate to their expectation due to factors like socio-cultural beliefs, parental level of education, poor learning environment and the issue of socio-economic status in each household. In Figure 1, the factors represent independent variables while the expectation or results which are girls' participation in education represent dependent variables. Extraneous variables in the study include pupils' health, School management, I.Q and sanitary towels. They are extraneous variables because they may affect the girls' participation in education. Health services affects participation both positively and negatively. When pupils are sick, they will look weak and lack that interest of learning thus affect their performance.

Ministry's policies can affect participation of girls in primary school education in many ways. Final examinations for instance are done only after their eight years in primary and not termly as compared with institutions of higher learning. In some schools, there is poor management by the headteachers. This also contributes a lot towards poor participation among pupils.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter mainly focuses on research design, location, population of the study, sampling procedures and sample, instrumentation, data collection procedures and data analysis.

### **3.2 Research Design**

The study employed *ex-post Facto* research design. The design involves a systematic empirical investigation in which the researcher does not directly control the independent variables because they have occurred or caused an influence (Kerlinger, 1973). In the study, girls' participation in primary school education is a phenomenon which was already in existence. There was no manipulation of variables. Thus an investigation of what had happened was done. The factors that affected girls' participation in primary education were examined.

### **3.3 Population of the Study**

The target population was from classes 6, 7 and 8 girls and their class teachers, SMC and headteachers of 10 schools in Barwessa Division of Baringo District. The population involved in the study was 1,112 (882 girls, 80 teachers, 140 SMC members and 10 headteachers). There are 40 primary schools, 280 teachers, 560 SMC members and 40 headteachers in Barwessa Division. Thus the total population was 1,112.

### **3.4 Location of the Study**

The research was carried out in Barwessa Division of Baringo District, Rift Valley Province. The districts bordering the research region includes Koibatek to the North, East Pokot to the North, Marakwet and Keiyo on the Western direction. The area was appropriate for the study because it is an ASAL area and most of the girls drop out of school at an early age to get married.

**Table 6: Accessible Population of the Study**

Zone	Sampled schools	Accessible population			
		Girls	Teachers	H/teachers	SMC
Muchukwo	4	182	28	4	8
Barwessa	4	468	26	4	8
Maregut	2	232	14	2	4
Total	10	882	68	10	20

Source: AEO's Office Statistics (2007).

### **3.5 Sampling Procedure and Sample Size**

According to Borg and Gall (2003), a sample of 100 respondents is adequate for descriptive survey. Therefore, the researcher used a sample of 240 respondents in the study which is quite appropriate for good results.

The researcher selected a sample size of 180 girls, 30 teachers, 20 SMC members and 10 headteachers. The headteacher, teachers and SMCs were selected purposively (3 class teachers per school each representing class 6, 7, and 8). SMC and headteachers were also purposively sampled (the chairman and the treasurer of each sampled primary school were involved in the study). Eighteen (18) girls per school were selected randomly that is 6 girls per class from classes 6, 7 and 8. Table 6 below indicates the sample of the study.

The respondents per school were twenty four that is eighteen girls, one headteacher, three classteachers and two SMC Members.

**Table 7: Sampling of Respondents**

<b>School</b>	<b>Girls</b>	<b>Teachers</b>	<b>SMC'S</b>	<b>Headteachers</b>	<b>Total</b>
Katibel	18	3	2	1	24
Kapluk	18	3	2	1	24
Muchukwo	18	3	2	1	24
Kapkarani	18	3	2	1	24
Keturwo	18	3	2	1	24
Barwessa	18	3	2	1	24
Kaptiony	18	3	2	1	24
Konoo	18	3	2	1	24
Kuikui	18	3	2	1	24
Chemintany	18	3	2	1	24
Total	180	30	20	10	240

### **3.6 Instrumentation**

To get the required data and information, the researcher used four questionnaires. The questionnaires were designed with both open ended and closed ended items. Each questionnaire was divided into three sections: Section A captured the characteristics of the respondents which were relevant. Section B, C and D addressed the socio economic, socio-cultural and school based factors that affect girls' participation in primary school education while section E gathered information on the respondents' suggestions on how best girls' participation can be addressed. Questionnaires 1, 2, 3 and 4 were for headteachers, teachers, girls and SMC respectively and interview schedule was effected among SMC respondents.

To ensure that the instrument was valid, the researcher through critical analysis of the objectives of the study developed suitable items. Later, these instruments were taken to the supervisor and research experts at Egerton University to assist in improving the content validity as suggested by Borg (1987). Redundant items were phased out and the logical ones retained. According to Mugenda and Mugenda (1999), reliability is the degree to which a research instruments yield consistent results after repeated trials.

To ensure the reliability of the research instruments, pre-testing was done in Salawa Division which borders Barwessa Division. Three schools were used in piloting the study. These schools were chosen because they had similar characteristics with those in Barwessa Division. The number of schools used for pre-tests were taken because it is the smallest and could yield meaningful results (Kathuri and Pals, 1993). The results of the Salawa trial vis-vis Barwessa real data collection were close at approximately 0.5 coefficient of correlation.

### **3.7 Data Collection Procedures**

The researcher sought permission from the Ministry of Education through the District Education Officer, Baringo District to carry out the study at Barwessa Division. When permission was granted, the researcher had to make introductory visit to the sampled schools in each zone where he delivered the questionnaires after a discussion with the headteachers on how the questionnaires were to be administered. Respondents were given their questionnaires which were later collected by the class teachers on behalf of the researcher. The researcher assisted SMC and pupils who had problems in responding to the items appropriately for example where the language used was not clear to them due to their educational levels. This was done as the data collection progressed.

### **3.8 Data Analysis**

The data obtained from the study was organized, coded and analyzed. The researcher used Statistical Package for Social Sciences (SPSS) Version 11.5 to aid in data analysis. Descriptive statistics involving frequencies and percentages were used to analyze the data. Each of the following objectives data was presented using frequencies and percentages.

- (i) To examine socio-economic factors that affect girls' participation in primary school education in Barwessa Division.
- (ii) To examine socio-cultural factors that affect girls' participation in primary school education in Barwessa Division.
- (iii) To establish school-based factors that affect girls' participation in primary school education in Barwessa Division.

## **CHAPTER FOUR: PRESENTATION AND DISCUSSIONS OF THE FINDINGS**

### **4.1 Introduction**

This chapter focuses on the findings and discussion on socio-economic, socio-cultural and school based factors, effects on girls' participation in primary school education. Three objectives and three research questions were formulated for the investigation. The data collected from the respondents was analyzed using Statistical Package for Social Sciences (SPSS) version 11.5 for windows. Data analysis was guided by the following research questions.

- (i) Do socio-economic factors affect girls participation in primary education in Barwessa Division?
- (ii) Do socio-cultural factors affect girls participation in Primary Education in Barwessa Division?
- (iii) What school-based factors affect girls participation in primary education in Barwessa Division?

The findings are presented in the following six sections:-

- (a) Description of demographic characteristics of respondents of the study.
- (b) The headteachers, teachers, girls and SMC's perception on the effects of socio-economic factors towards girls' participation in primary school education.
- (c) The response of headteachers, teachers, girls and SMC on the socio-cultural factors effects on girls participation in primary school education.
- (d) The headteachers, teachers and pupils views on the effects of school-based factors.
- (e) The respondents' suggestions on how girls' participation issue can be addressed.

## 4.2 Demographic Characteristics of the Respondents

The sample of the investigation consisted of four groups namely; headteachers, teachers, school management committee and school girls. This section presents headteachers, teachers, SMC and school girls' information by age. The sample consist of 200 respondents that is 10 headteachers, 30 teachers, 20 SMCs and 140 school girls respectively. The other 40 failed to turn up for the discussion.

**Table 8: Distribution of Headteachers, Teachers and SMC by Age.**

Category	Age	Frequencies	Percentage
Headteachers	20-29	3	15
	30-35	8	40
	36-40	6	30
	Over 41	3	15
Teachers	20-29	5	16.6
	30-35	10	33.3
	36-40	6	20
	Over 41	9	30
SMC	20-29	3	15
	30-35	8	40
	36-40	6	30
	Over 41	3	15

From the information presented in table 8, it is clear that most of the headteachers are in the age bracket 30-35 years. This makes up forty percent of all the headteachers interviewed. Thirty percent are in the age bracket 36-40 years. This may mean that majority of the headteachers are senior enough and hence have had reasonable teaching experience. Those in the age bracket 20-29 and over 40 years are equal and constitute 15 percent of the headteachers interviewed in this study.



Most of the teachers interviewed (33.3 percent) are in the age bracket 30-35 years and this fluctuates between 30 percent for those in the age bracket over 41 years and 20 percent in the age bracket 36-40 years. Finally, those in the lower age brackets 20-29 are the least, constituting 16.6 percent of all the teachers interviewed.

As shown in Table 8 above, majority of the SMC (40 percent) are in the age bracket 30-35 years, while those in age bracket 36-40 years constitutes 30 percent of all SMC respondents. The SMC respondents in the age brackets 20-29 and over 41 are equal and constitute 15 percent of all the SMC respondents.

It is very clear from the information in table 8 that across the respondents categories, majority of them are in the age brackets 30-35 years. This constitutes 40 percent among the headteachers, 33.3 percent among the teachers and 40 percent among the SMC. This implies that most of the headteachers, teachers and SMC members are senior men and women. They are thus better placed to elaborate on the challenges facing the girl child's participation in primary school and suggest appropriate remedial measures to help the endangered girl child.

**Table 9: Number of Years served in their Capabilities as Headteachers, Teachers and SMC's.**

Category	Years of service	Frequencies	Percentage
Headteachers	1 – 4	4	40
	5 - 10	6	60
	Over 11 years	-	
SMC's	1 – 4	4	20
	5 - 10	12	60
	Over 11 years	4	20
Teachers	1 – 4	-	
	5 - 10	16	53.3
	Over 11 years	14	46.6

From the information presented in Table 9 above, it is clear that most of the headteachers (60 percent) have served in their capacities for between 5-10 years. This indicates a reasonable level of experience while the rest 40 percent have served as headteachers for between 1-4 years. None however has served beyond eleven years as a headteacher(s).

Similarly, most of the teachers (53.3 percent) have taught for between 5-10 years while the rest (46.6 percent) have served for over eleven years. It is interesting to note however that there is no teacher who has served for between 1-4 years. This may be attributed to the recent government freeze on the employment of new teachers and this is an indication that retiring teachers and those who leave the teaching service due to natural attrition or death are not being replaced. This may not mean over-working of the few teachers, reduced productivity and standards of education especially when one factors in the recent Free Primary Education Policy.

This may contribute to increased dropouts among pupils especially girls. Further, most of the SMC respondents (60 percent) have served for between 5-10 years, while an equal number (20 percent) have served for 1-4 and over eleven years. Across the three categories, most of the respondents have served for between 5-10 years and this constitutes (60 percent) among the head teachers and SMCs and 53.3 percent among the teachers. This means that most of the head teachers have above average serving experience although it may also reflect some form of stagnation and rigidity to change an attribute which is not health for education. Such head teachers and SMCs may tend to be hostile to change and innovation and may be station tired or fatigued.

**Table 10: Distribution of School Girls as per their Ages**

<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
<b>Age</b>	-	
10 – 11years	68	24.3
12-13 years	61	21.8
14-15 years	11	3.9
Over 16 years	140	50
Total	280	100

From the information in table 10 above, majority of the girls interviewed (50 percent) were in the age brackets of over 16 years, while the rest are in the age brackets 10-11 years and 12-13 years, accounting for 24.3 and 21.8 percent respectively. The least proportion of these girls (3.9 percent) are in the age brackets 14-15 years.

While the girls in the age-brackets 14-15 years and over 16 years may be adversely affected by early pregnancies and early marriage or child labour such as baby sitting and commercial induced sex work, those in the younger age brackets of 10-11 and 12-13 years may be affected by irresponsible parents and inadequate basic needs such as food.

Since majority of the girls are in the adolescents stages, there is need to address their related issues such as provision of adequate clothing and sanitary resources in addition to some funds or pocket money to meet their basic needs lest they are lured and exploited by financial rewards.

**4.3 Respondents Perception of the Socio-economic Factors Affecting Girls Participation in Primary School Education in Barwessa division.**

The first research question sought to establish the effects of socio-economic factors on girls participation in their education. In order to answer this question, the researcher presented three statements to all respondents relating to the issue. They were asked to respond by indicating their level of agreement i.e. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD).

**Table 11: Socio-economic Factors Affecting Girls’ Participation in Education**

Statement	Responses									
	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Household income of parents	148	74	43	21.5	3	1.5	11	5.5	-	-
Educational level of parents	70	35	113	56.5	5	2.5	10	5	2	1
Occupation of parents	73	36.5	92	46	13	6.5	22	11	-	-

The information presented in Table 11 above, reveal that 74 percent of respondents strongly agreed that household income of parents affects girls participation in education or school while 21.5 percent agreed that household of parents has an effect on girls participation in school. However, 1.5 percent of the participants were undecided while 5.5 percent disagreed. It is clear that a whooping majority cover 95.5 percent agreed that parental household incomes affects girls participation in education while increased parental income enhances girls participation in education through meeting basic needs, support resources such as uniform, food and sanitary towels in addition to buying stationery and paying school fees, inadequate parental incomes retards/reduces girls participation in education through reduced basic and support needs and psychological stresses.

While 35 percent and 56.5 percent strongly agreed and agreed respectively that parental education affects girls participation in education, a mere 2.5 percent and 5 percent respectively were undecided and disagreed that parental education affects girls' participation in education. A mere one percent however strongly disagreed that parental level of education affects girls' participation in education. Thus in terms of overall perception or view, majority of the respondents agree (91.5 percent) that parental level of education affects girls' participation in education. This works through resources, encouragement and parents role as role models. Thus increased parental education enhances girls' participation in education and vice versa. Further a field, majority of the respondents agreed (82.5 percent) that parents occupation affects girls' participation in education. While 36.5 percent strongly support this assertion and empirical observation, 46 percent agreed or support this view. A low 13 percent of the respondents were undecided while eleven percent disagreed with this view.

Enhanced or better parental occupation such as teachers, tutors, education officer or civil service promotes girls participation through resource availability and self esteem while low occupation retards girls' participation in education through resource scarcity and low self-esteem and self-image / confidence.

Parents with higher education tend to have or secure better occupations and hence enhanced incomes which leads to enhanced resources, self-esteem and more confidence hence increased girls' participation. The study confirms other researchers studies such as Chepchieng and Kiboss (2004) that availability of resources and school administration has an effect towards girl child education. The study also is in agreement with world conference on education for all (Jomtiem, 1990) that unless obstacles that hamper girls' education are removed, their growth and development will be a major issue.

**4.4 Respondents Views on Socio-cultural Factors affecting Girls Participation in Primary School Education in Barwessa Division.**

The second research question sought to find out whether socio-cultural factors had effects on the above mentioned subject to address this four statements were given to all respondents. They were supposed to respond to each item by indicating if strongly agreed, agreed, undecided, disagree or strongly disagreed. Table 6 below shows their responses.

**Table 12: Socio-cultural Factors Affecting Girls’ Participation in Primary Education**

Statement	Responses									
	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
F.G.M. Practices	128	64	56	28	7	3.5	7	3.5	-	-
Attitudes	136	68	60	30	4	2	1	0.5	-	-
Early marriage practices	110	55	72	36	11	5.5	5	2.5	2	1
Teenage pregnancies	37	18.5	150	75	8	4	3	1.5	-	-

From Table 12, it is evident that socio-cultural factors affect girls’ participation in primary education in Barwessa division. 92 percent of them reported that the F.G.M practices affect school on girls’ education. Only 7 percent of the total respondents disagree that FGM has some effects towards education. On attitudes, the percentage of those who either strongly agree or agree was quite high (98 percent). In Barwessa division, this observation indicates that people’s attitude is a threat to school girls learning and development. The response that most of parents have negative attitudes to girls’ education as compared with boys learning in school is supported by Gachathi report (1976). Boys’ education is a real investment to them than girls’ education. Early marriage practices recorded a percentage of 55 percent as strongly agree, 36 percent as agreed and a total of 9 percent as disagreed. The respondents

likewise reported in a high percentage (93 percent) that early pregnancies affected girls participation in primary school education. The above four mentioned statements became clear that they really affect the education of school girls in Barwessa Division. Chepchieng (1995) confirms that girls overwork as compared with boys due to the attitude that girls education is not of any significance to the society. This result to poor performance as observed in the study of KCPE performance in the District and the National level. FGM as a practice also contributes to irrational beliefs such as getting married early and girls efforts underestimated in the society.

#### **4.5 School-based Factors Affecting Girls' Participation in Education**

The third research question sought to know whether school based factors were affecting school girls participation in primary school education in Barwessa Division. School management committee were not involved in this part because school based factors may not be familiar to them. In order to get the appropriate information about these factors, respondents were asked to respond to the appropriate items related to school based factors in the questionnaire. A total of 180 respondents that include 140 girls, 30 teachers and 10 headteachers were involved in the study as shown on Table 6.

**Table 13: Teachers, Headteachers and School Girls' Responses on the School-based Factors Affecting Girls' Participation in Primary Education**

Statement	Responses									
	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Teaching aids, books and stationary	128	64	56	28	7	3.5	7	3.5	-	-
Teacher-pupil interaction	136	68	60	30	4	2	1	0.5	-	-
Good furniture is available for the girls	110	55	72	36	11	5.5	5	2.5	2	1
The learning environment is gender sensitive	37	18.5	150	75	8	4	3	1.5	-	-

It is evident from the information in Table 13 above that majority of the respondents strongly agree (64 percent) for teaching aids and books, 68 percent for teacher-pupil interaction and 55 percent for good furniture. 28, 30 and 36 percent of the respondents agreed that teaching aid and books, teacher-pupil interaction and good furniture affects girls' participation in education.

It is therefore clear that school-based factors such as teaching aids, books, stationery and teacher-pupil interaction and good furniture affects girls' participation in education. While the increasing availability of these resources enhance or promote girls' participation in education, inadequacy or lack of these resources adversely or negatively affects girls' participation in education. The study confirms Kabira, Masinjila (1997) studies that there is a big issue in girls education globally. This agrees also with Beijing Conference of 4<sup>th</sup> September, 2007 that most of the learning materials in our institutions are stereotyped or gender biased.



**Table 14: Headteachers, Teachers and SMC Suggestions on how to address the girls' participation**

Suggestions on how to address girls' participation	Teachers' response		Headteachers' response		SMC's response	
	f	%	f	%	f	%
Organize seminars and workshops	30	37	10	35.7	20	40.8
Guidance and counseling for both parents and girls	27	33	8	28.6	14	28.6
Invite role models to interact with the community members	24	29.6	10	35.7	15	30.6
Total	81	99.6	28	100	49	100

As shown in Table 14, the headteachers, teachers and SMC remedial measures or suggestions were varied. While 35.7 percent of headteachers suggested organizing of seminars and workshops as the best options for enhancing the girls' participation in education, 28.6 and 35.7 percent of the headteacher respondents suggested proposed guidance and counseling for both parents and girls and invitation of role models to come and not only interact but also teach the community on the importance of enhancing or promoting girls education in terms of attracting and retaining the girl-child in school until she completed.

The teachers proposed varied remedial measures to enhance girls participation in education. While 37 and 33 percent proposed organizing seminars and workshops in addition to guidance and counseling for both parents and pupils, an equally significant 29.6 percent suggested the invitation of role models to come and not only interact with the community but also teach them the value and significance of girls participation in education.

Finally while 40.8 and 28.6 percent of SMC respondents favoured seminars and workshops in addition to guidance and counseling as a remedial measure for girls' participation in education, 30.6 percent proposed the invitation of role models to interact and teach the community on the value and significance of promoting girls' participation in education.

In a nutshell therefore, the education of the girl child is critical for any society's current and future development endeavours. The girl child is the foundation of any family and by extension any nation and hence the urgent need to educate them. The family in which the girl child becomes tomorrow's mother is the basic institution from which the other institutions such as the church and the government derive their basis.

It should be noted however that unless the factors which influence girls' participation in education are well understood, its promotion and development may be too remote.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter presents the summary, conclusion and recommendations of this study as per its research findings.

### **5.2 Summary of the Findings**

The following can be considered as the summary of the findings of the study:

- (i) Socio economic factors such as income, parental occupation and hence earnings and related ability to buy food and learners support materials such as books, stationery and uniforms also influence girls participation in education.
- (ii) Parental and societal well being and power avails or enables parents to pay fees, purchase/grow food, buy uniforms, books, stationery and provide the girl with other critical needs.
- (iii) Social cultural practices such as early marriages and pregnancies, child labour and exploitation affects girls participation in education, parental, increased education, reduced counter productive practices such as preference of boys education at the expense of the girl child education.
- (iv) School based factors such as learning and teaching materials, physical facilities and furniture according to this study affects girls participation in education. Provision of appropriate materials, facilities and a conducive learning environment enhances girls' participation in education.

### **5.3 Conclusions**

The above operationalized socio-economic, cultural and school based factors should be availed increasingly for enhanced girls' participation in education. Unless something is urgently done as far as these factors are concerned, girls' participation in the division will be retarded and will decline with time. The result will be adverse consequences for the female population and the entire society both now and in the future. Therefore, all the stakeholders must actively participate in the girl-child's participation in education.

### **5.4 Recommendations**

Based on the findings of this study, the following recommendations are made:

- (i) The government, Community Based Organizations, Non-governmental Organizations, parents, teachers and the girl learners should take an active role to promote girl child's education.
- (ii) Specifically role female models should be sought and asked to speak and encourage the girls to pursue education consistently.
- (iii) The government should be gender sensitive and embrace affirmative action, civil society that is (NGOs, CBOs and churches) should also take an active role to promote girls' participation in education.
- (iv) The government and civil society should promote girls participation in education.
- (v) Counter productive practices such as early marriage and pregnancies, preference for boys' education and child labour should be eradicated.
- (vi) Books, physical facilities, stationery, teaching aids and school feeding programmes should be provided especially in the ASAL areas to increase girls' participation in education.

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

The results of this study would help shed light on the issue of girls participation in primary schools education in Barwessa Division and other similar regions. Since this study is not exhaustive, the researcher suggests the following:-

- (i) Other studies be undertaken on the same problem to include a larger population in order to ascertain whether the investigation shows similar results.
- (ii) A research on the causes and interventions of socio-economic effects on poor participation in primary school education be carried out.

## REFERENCES

- Abagi, J. O. (1994). *Gender and Education. The Conceptual Framework*. A Paper Presented at the Training of Trainers' Workshop for GIAT members. Masinga Tourist Lodge, January 1-4.
- Abagi, O. (1999). *Education for the next millennium* in P. Kimuyu, M. Wagacha and Abagi (eds) Kenya Strategic Policies for 21<sup>st</sup> Century. Micro-economic and sectoral choices, Nairobi, Institute of Policy Analysis Research.
- Action Aid/Arid lands Resource management (2003). *The pastoralist communities and Free Primary in Kenya*. A preliminary survey, Nairobi, Action – Aid Kenya.
- Anastasi, A. (1988). *Psychological testing*. (6<sup>th</sup> Edn). London: Macmillan Publisher.
- Best, J (1993) *Research in Education*. London: FAWE, FAWE Vol 5 No.1. Nairobi: FAWE.
- Best, J. W (1977). *Research in education*. (3<sup>rd</sup> Ed). New Jersey, Englewood cliffs, Prentice Hall Inc.
- Burg, W. R. & Gull M. D (1989). *Education Research: An introduction* (5<sup>th</sup> ed). New York: Longman. Incl.
- Canadian Council for International cooperation (1991). *Two halves make a whole*: Ohawa: Publishers.
- Chege, F. and Sifuna, D. (2006). *Girls and women's education in Kenya. Gender perspective and Trends*. UNESCO, Nairobi.
- Chepcheng, M. C (1995). *Influence of family socio-economic background and gender on students' academic performance in Kabartonjo Division*. Unpublished Masters' thesis, Moi University, Eldoret.
- Chepcheng, M. C. and Kiboss, J. K. (2004). *Influence of family socio-economic status and gender on students' academic performance*. Journal of Education and Human Resource Vol 2, No. 2 March 2004, Egerton University, Nakuru, Amu Press.
- Ingule, O. (1990). *Introduction to Educational Psychology*. London: Open University Press.
- Kabira, W.M & Masinjila, M. (1997). *ABC of Gender analysis*, Nairobi: FAWE.
- Kabira, W.M & Muthoni W. (1994). *The road to empowerment, Nairobi. African Women Development Communication Network*. FEMNET.
- Karne, E. (1995) *Seeing yourself. Research handbook for girls Education in Africa*. Washington: Worldbank.
- Kerlinger, F.N.(1973). *Foundation of Behavioural Research*. (2<sup>nd</sup> ed). York: Rinehart and Winston Inc.

- King, E. and Hill, A. (1993). *Women's Education in Developing Countries*, Baltimore: John Hopkins: University Press.
- Lovel, K. (1973) *Educational Psychology and Children* (11<sup>th</sup> Ed). Great Britain: Hodder and Stoughton Ltd.
- Mwangi G., Mungai, V.W, Chiuri L. W (2001). *Using pre-schools to reduce gender unbalance among science professionals in sub-saharan Africa critical issues*. In journal of education and human resources vol. 1 Number 1 pp1-13.
- Nyerere, J. (1976). *Adult education and development and other speeches, 1974 – 1976* in Hezen, ed. *The Tanzania's experience*. Hun burg.
- Stuart, L. and Matunga, P. (eds) *Life Skills, Menstruation and Sanitation. What's not happening in our schools?*. Harare: WLC.
- UNESCO (1996) *Indicators on girls and women Education*: Nairobi.
- UNESCO (2003). *Gender and Education for all. The leap of equality*, Paris, UNESCO: Publishing.
- UNESCO Institute for Education (2005). *African Perspective on Adult Learning in Africa*.
- UNICEF (1996). *Program of Nations*, Nairobi – UNICEF Reports.
- Wamahiu, S.P and Umbima, J. (1994). *Report of National Symposium on education of Girls*, Machakos: UNICEF.
- Wanyama, N. (1996) *Beyond Beijing 4<sup>th</sup> World Conference on women. A survey of the global and Africa Region Plat forms for actions with a focus on education* FAWE: Nairobi.

## APPENDIX I

### QUESTIONNAIRE FOR HEADTEACHERS AND TEACHERS

#### ***Instructions:***

This questionnaire is to secure information from the head teachers and teachers concerning the effects of socio economic, cultural and school based factors on Girls participation of Primary school education in Barwessa Division of Baringo District.

The respondent will put a (√) beside the chosen response. All information supplied will be treated confidentially but will be used to improve girls' participation in primary schools education.

#### **Meaning of Abbreviations:**

SA – Strongly Agree

A – Agree

U – Undecided

D – Disagree

SD - Strongly disagree.

#### **SECTION A: General Information**

##### (i) Age

20 – 29 yrs

30 – 35 yrs

36 – 40 yrs

Over -41 yrs

(ii) Experience as a teacher. For head teachers they give length of service in their responsibility.

1 – 5 years

6 – 10 years

Over 11 years



**SECTION B: Factors Affecting Girls' Participation.**

Rate the following factors which have been identified to affect girls education in Barwessa Division by using Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

STATEMENT	SA	A	U	D	SD
1. House hold income of parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Educational level of parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Occupation of parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. FGM practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Early marriages practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teenage pregnancies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teaching aids, book and stationeries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teacher-pupil interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Availability of good furniture for girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Gender sensitive learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Rate by Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) how girls participation issue can be addressed.**

STATEMENT	SA	A	U	D	SD
12. Organize seminars for stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Guidance and counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Invite role models to share their experience with girls and stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## APPENDIX II

### INTERVIEW SCHEDULE FOR SCHOOL MANAGEMENT COMMITTEE

- (i) What is your age? \_\_\_\_\_
- (ii) What responsibility do you hold in the SMC? \_\_\_\_\_  
\_\_\_\_\_
- (iii) For how long have you been a school committee? \_\_\_\_\_
- (iv) Does household income of parents affects girls' participation in primary school education? \_\_\_\_\_
- (v) Do you think that educational level of a parent contributes towards his/her pupil's education? If yes explain \_\_\_\_\_
- (vi) What effects does the parents' occupation have in relation to girls education in primary school? \_\_\_\_\_
- (vii) How does the following affect girls' participation in primary school education?
- (a) FGM practices
  - (b) Attitudes
  - (c) Early marriages
  - (d) Teenage pregnancies.
- (viii) What are some of the reasons why you think we have gender gaps?
- (ix) According to you, what suggestions can you make to address the issue?
- (x) Give your own recommendation about girls' participation of Primary School Education in the area. \_\_\_\_\_

## APPENDIX III

### SCHOOL GIRLS' QUESTIONNAIRES

#### Instructions:

This questionnaire is to secure information from the head teachers and teachers concerning the effects of socio economic, cultural and school based factors on Girls participation of Primary school education in Barwessa Division of Baringo District.

The respondent will put a (√) beside the chosen response. All information supplied will be treated confidentially but will be used to improve girls' participation in primary schools education.

#### Meaning of Abbreviations:

SA – Strongly Agree

A – Agree

U – Undecided

D – Disagree

SD - Strongly disagree.

### SECTION A. General Information of the Pupil

#### (i) Class

Class 6

Class 7

Class 8

#### (ii) Age Range

10 – 11 years

12 – 13 years

14 – 15 years

Over 16

<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1. House hold income of parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Educational level of parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Occupation of parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. FGM practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Early marriages practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teenage pregnancies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teaching aids, book and stationeries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teacher-pupil interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Availability of good furniture for girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Gender sensitive learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>