

**INSTITUTIONAL FACTORS INFLUENCING GIRL CHILD PARTICIPATION
IN EDUCATION IN PUBLIC PRIMARY SCHOOLS IN TENGES DIVISION,
BARINGO DISTRICT, KENYA**

m f m ? f T y n r

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**A Research Project Presented in Partial Fulfillment of the Requirement for the
Masters Degree in Education Administration**

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DECLARATION

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

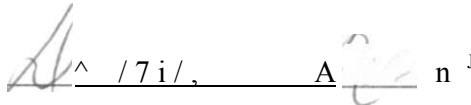
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This research project has been submitted for examination with our approval as University Supervisors.



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DEDICATION

I dedicate this work to my daughters; Winnie, Nancy, Ascar, Pessy and my sons; Christopher, Emmanuel, Dickson and Tisia's family at large.

ACKNOWLEDGEMENTS

Whenever we set goals for ourselves, there are always challenges in the way that may enable us not to accomplish those goals. We are encouraged and supported to continue regardless of the challenges. I must first thank the Almighty God for guidance and provision throughout and for His grace to complete this research.

I would like to thank my supervisors, Dr. Daisy Matula and Dr. Mari Nelson for their scholarly guidance and the assistance they have given me throughout the study. I would also like to appreciate my lecturers in the department of educational administration and planning who through great devotion and wisdom took me through my course.

Special thanks go to my colleagues and my friends Joyce Sankok, Stanley Kipchumba, Julia Cheboiwo for their support and encouragement throughout this process which means so much to me.

ABSTRACT

The purpose of this study was to establish the institutional factors influencing girl child education in public primary schools in Tenges division, Baringo district, Kenya. The study was guided by objectives that focused on the influence of sanitary towels, headteachers adherence to educational policies, sexual harassment, female teacher and teaching and learning materials on girl child participation in education. The study embraced descriptive survey and the target population included the all the teachers and pupils in Tenges Division, Baringo district. The sample size comprised on 180 pupils, Questionnaire was the main tool for data collections and the data was analysed using SPSS and presented using frequency distribution tables and pie charts. Through data analysis the study established that there was unavailability of sanitary towels among female pupils. Sanitation including use and disposal of sanitary towels influenced the participation of girl child in education. Lack of water and good toilets influenced girl child participation in education.

The study also established that child sexual harassment and lack of sanitary towels were part of the institutional factors that influence girl child participation in education. The study also established that majority of teachers and all the pupils were not aware of government policies that protected girl child participation in education. For the few teachers who said they were aware of the policies, they said the head teachers did not follow the laid down procedure in implementing them. The main reasons given for non-adherence of the head teachers to the policies were ignorance and that they did not know how to go about it. Regarding if the school administration did anything to stop the harassment of girl pupils, the majority said it did not. The main sources of sexual harassments were the male pupils and male teachers. Early pregnancy was mentioned as being responsible for girl child dropping out of school. The study tried to find out if fear of sexual harassment existed among female pupils and the majority said it did not. The study also found that teachers discriminated against girls by not encouraging them to perform well and portraying them as inferior sex in their speech. It was also found that teaching and learning facilities influenced girl child participation in education. The study recommends that government should enforce the girl child protection policies while making amendments where possible. Teachers Code of Ethics and Public Officers Ethics Act should be applied to force male teachers conduct themselves in a mature way, there is need for the government to include sanitary towels in the free education budget to curb female pupils from absenteeism from school as well as dropping out of school.

The study also recommends that there is need to improve teaching and learning aids since they affect girl child participation in school. In order to compliment this study, the researchers suggest that a study of this nature ought to be replicated in other district in order to draw conclusions based on the findings of the study.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi Arid Land districts
BEA	Basic Education for All
BPFA	Broad Platform of Action
BNWLA	Bangladesh National Women Lawyers Association
EFA	Education For All
FAWE	Forum of African Women Education
FPE	Free Primary Education
GCN	Girl Child Network
GOK	Government of Kenya
HIV	Human Immunodeficiency Virus
KANU	Kenya African National Union.
MDG	Millennium Development Goals
MoE	Ministry of Education
NARC	National Rainbow Coalition
SPSS	Statistical Package for Social Sciences
UNCRC	United Nation Convection on the Rights of the Child
UNESCO	United Nation Educational Scientific and Cultural Organization
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is perceived as a cornerstone for economic development and as a principal means of improving welfare of an individual (Orodho, 2004). In the economic and political development, education is perceived to have key impacts on helping people make informed decisions and choices. Education contributes to promoting of good governance and evolution of a civilized society through community and natural capacity building (Orodho 2004, World Bank 1980).

Globally countries are striving to attain the goal of providing primary education for all people without discrimination. This is demonstrated by the G8's St. Petersburg Summit in 2006, later UNESCO carried out a study to establish the level of compliance to St. Petersburg declaration, the study established the level of compliance while countries like Germany, Italy, Japan and Russia registered low level of compliance to the St. Petersburg declaration that championed the equity in education in order to achieve the UN'S millennium. Development Goal (MDG) of eliminating gender disparity in education by the 2015.

The education of girls is increasingly recognised as an investment with many valuable returns, including the health and economic prosperity of women, their families and nations (Herz & Sperling 2004). Despite recent progress in increasing girls' enrolment, statistics from 157 countries indicate that only one country out of three had reached gender parity in both primary and secondary education in 2008 (UNESCO 2010).

UNESCO (United Nations Educational, Scientific and Cultural Organization) estimates that almost half of the 157 countries are unlikely to meet the Millennium Development Goal (MDG) target „to eliminate gender disparity in primary and secondary education no later than 2015 • (MDG Goal 3, Target 4). Thus there is much interest in identifying the X effective ways of increasing girls • enrolment and completion.

Due to its contribution in political, social and economic development, the Kenyan government adopted the United Nation Convention on the Rights of the child (UNCRC 1989) which sets out the right to education to which every child is entitled. In line with the Millennium Development Goals (MDG) on Universal Primary Education (UPE) to be achieved in the year 2030 and Education For All (EFA) to be achieved in 2015 alongside vision 2030, the government of Kenya introduced Free Primary Education (FPE) in 2002 to achieve the set targets. However this may not be possible due to gender disparities as experienced in schools where enrolment and exit rates for standard 8 boys are more than that of girls (Republic of Kenya, 1999).

Issues of gender and access to education have been the concern of researches for quite a long time. This is because wastage rates are experienced in rural primary schools in Kenya. According to Orodho (2004) and Sessional Paper No. 1, (2005) only a small percentage of students who enroll in rural primary school education complete the education cycle.

According to Comber and Keeves, (1973), Keeves and Kotte, (1996), gender gap favours boys in many countries of Western and Eastern Europe, Asia, and North America. Such large-scale surveys have not been conducted in African countries. But some small-scale studies from African countries such as Kenya by Eshiwani, (1984) and Kinyanjui, (1987), Nigeria by Jegede et al., (1996), South Africa by (Truscot, 1994), Uganda and Tanzania by Mbilinyi et al., (1985), shows that girls' under-achievement exists in many African countries. More recent research have attempted to draw a subregional picture. Mfou et al. (1997) carried out cross-country comparisons of entries for Ghana, Tanzania, Cameroon and Uganda and the results pointed out that more boys than girls were in school, and boys achieved higher levels compared with girls. The study further pointed out that the proportions of girls ranged from 37% in Ghana to 44% in Tanzania, and there were lower percentages of girls attaining excellent, credit and pass levels compared with boys. In Kenya gender disparities exist in education system in relation to retention and completion rates (Ministry of Education Report, 2003).

According to Girl Child Network (2003) achievement of gender parity in Education in Kenya remained an elusive dream. This gender gap means that million more girls than boys are not in school. In Sub-sahara Africa for example, the number of girls out of school range from 20 million in 1990 to 24 million in 2002. According to FAWE and the ministry of Education, 20% of girls drop out by standard four and 65% at standard eight (State of the world children's Report - 2004).

The study established the level of compliance in which countries like Germany, Italy, Japan and Russia registered low level of compliance to the declaration that had championed the equity in Education in order to achieve the UN's Millennium Development Goal (MDG) of eliminating gender disparity in Education by the year 2015. Despite the efforts of eliminating gender disparities in education in many developing nations these disparities still exist. Many countries therefore, have yet to realize the universal primary education for their entire citizenry with its full benefit. This is due to social-economic and institutional factors that act as impediments. For instance a study by Chanika (2003) shows that pupils drop out of schools due to lack of role models within the community and within the immediate family cycle. He further asserts that children especially girls in Malawi drop out of school at early age not necessary because of poverty but because they see no tangible benefits of continuing with school within the district context or immediate family.

According to Weisfield (2008) sexual harassment, often known as "eve teasing" is a regular occurrence for the women and girls of Bangladesh. A study by the Bangladesh National Women Lawyers' Association (BNWLA) showed that almost 90% (Percent) of girls aged 10-18 have suffered the experience, hence affecting their education. Institutional factors that affect girl child education on a global perspective include compliance of the institutional heads on educational policies geared towards protecting the girl child, availability of sanitary towels, and performance in examination.

It is evident that there is gender disparity at primary level of education. A report during the review of the progress towards the attempt of the education for all in Eastern and Southern Africa in Johannesburg Cite, gender disparities in enrolment and participation to be detrimental to families (MoEST, 2006).

Table 1.1 Children rate of participation in primary school in Koibatek district.

Year	2003	2004	2005	2006
Male	87.4	87.3	88.7	89.4
Female	85.3	86.5	86.6	88.2

Source: DEO's office, Koibatek district (2008 - 2010) Records

Kenya is among the developing countries that have shown great improvement in the process of attaining the provision or Basic Education for All (BEA). However, such improvement does not cover some parts of the country. The most affected districts as far as gender disparities are concerned are those in Arid and semi arid land districts (ASAL). The Arid and semi arid region covers the North Eastern parts of Rift valley, Eastern province and Coast Province in Kenya. Tenges division in Baringo district of the Rift Valley province is one of the ASAL areas in Kenya.

Table 1.2 Children rate of participation in primary school in Tenges division, Baringo district

Year	2007	2008	2009	2010
Male	58.4%	58.6%	58.9%	59.0%
Female	41.5%	41.4%	41.3%	41.1%
Disparity	16.8%	17.1%	17.3%	17.3%

Source: AEOs Office, Tenges Division (2007-2010) records

Table 1.2 shows that there is slightly high rate of gender disparity in relation to access to education in Tenges division Baringo district. Studies by Mutegi (2005) Mutuma (2005) and Mwove (2010) also addressed socio-economic and cultural factors affecting girl child participation in education. Therefore there is need to investigate the institutional factors like sanitary towel provision, role model from female teachers and implementation of government policies on child protection as determinants of girl child participation in public primary school in Tenges division Baringo district.

1.2 Statement of the problem

The foregoing discussion shows that, despite the government effort to offer education to all children, gender disparity still persists in Baringo district. The Tenges Division Education Annual report (2007 - 2010) indicates that participation of boys is as high as 58.4% percent while that of girls is 41.5%. In the year 2011 boys' participation improved

to 58.6 percent while girls dropped to 41.3 percent showing the disparity rate increase to 17.2 percent.

Studies by Mutegi (2005), Mutuma (2005) and Mwove (2009) focused more on social economics factors influencing students' participation in primary schools and did little on institutional factors influencing girl child participation in education. This study therefore sought to investigate the institutional factors which hinder girl child from fully participating in education in public primary schools in Tenges division Baringo district.

1.3 Purpose of the study

This study sought to establish the institutional factors influencing girl child participation in education in public primary schools in Tenges division, Baringo district, Kenya.

1.4 Objective of the study

The main objective of this study was to establish the institutional factors influencing girl child education in public primary schools in Tenges division, Baringo district, Kenya.

- i. To establish the influence of the provision sanitary towels by the school administration on girl child participation in education in Tenges division, Baringo district.
- ii. To establish influence of head teacher adherence to the government policies on to girl child participation in education in Tenges division, Baringo district.
- ni. To determine the influence of sexual harassment on girl child participation in education in Tenges division, Baringo district.

- iv. To establish the influence of the role of the female teacher on girl child participation in education in public primary schools in Tenges division, Baringo district.
- v. To establish the influence of teaching and learning aids on girl child participation in education at public primary schools in Tenges division, Baringo district.

1.5 Research questions

To achieve the above objectives the study used the following research questions.

- i. What is the influence of provision of sanitary towels by school administration to girl child participation in education in Tenges division, Baringo district?
- ii. What is the influence of head teacher adherence to the government policies on to girl child participation in education in Tenges division, Baringo district?
- iii. What is the the influence of sexual harassment on girl child participation in education in Tenges division, Baringo district?
- iv. What is the influence of the female teacher on girl child participation in education in public primary schools in Tenges division, Baringo district?
- v. What is the influence of teaching and learning aids on girl child participation in education at public primary schools in Tenges division, Baringo district?

1.6 Significance of the study

This study on influence of institutional factors on girl-child participation on education in public primary schools can be useful to all stakeholders of education. It may create awareness on the disparity rate and enrolment of secondary school students in the District

and also provides documentation of the institutional factors contributing to this state in primary schools. The researcher hopes that the school administrators can use the findings to improve girl child participation in education. The students can also use the findings of the study to take advantage of free primary education. The study may also enlighten other education stakeholders on institutional factors affecting girl child education in Kenya and take necessary measures to address the problem appropriately. The educational officers in other districts with similar problems can find the results of the study useful in addressing the problem of drop out of female pupils.

1.7 Delimitation of the study

This study only focused, on public primary schools in the area of study. The study also sought views of the teachers, pupils and the headteachers only. The study was based on institutional factors since other factors like socio-economic and cultural factors have already been studied extensively.

1.8 Limitation of the study

Since Baringo district is an arid area and the schools are sparsely distributed it was difficult to travel from one school to another considering the topography of the land and that the road network is horrible hence consuming more time. Due to the vastness of the division, the researcher used a motorcycle so as to reach all the required places effectively which is very expensive. The researcher was not able to control the attitude of the respondents, however extra effort was made to establish rapport so as to elicit honest and factual responses.

1.9 Assumption of the study

One of the assumptions of the study was that there were institutional factors that hinder girls from participating fully in education in Tenges division, Baringo district. The other assumption was that there were some girls who do not participate in education as a result of institutional factors

1.10 Definition of terms

The section gave definition of terms as used in the study.

Affirmative action refers to an attempt to level the ground field occasioned by previous disparities.

Child labour refers to employment of people under the age of 18 years.

Drop-out rate refers to the number of students leaving school before they complete the designed program.

Enrolment refers to the act or state of being registered in a certain level of education.

Gender refers to the general categorization of people based on sex.

Gender parity refers to the equal opportunities for both male and female student's access to education.

Institutional factors refer to the aspects of the school that affect learner's education.

Performance refers to the manifestation of whether learning has taken place or not and is measured by the administration of continuous assessment tasks.

Policy refers to written principles or guidelines that influence action or practice. In this study it refers to the Ministry of Education document guidelines on how to conduct the various tasks in the education process.

Retention refers to staying or remaining in Education system until completion.

Rural school is a school located in a rural setting devoid of modern amenities such as piped water and electricity.

School dropout rate refers to students who enroll in school but leaves before completing the required course or grade.

Transition refers to the process of moving from lower class to middle and finally to the upper classes.

1.11 Organization of the study

The study is organized in five chapters; chapter one comprises of the background of the study, statement of the problem, purpose and objectives of the study, research questions, significance, and delimitation, limitation of the study, basic assumption and definition of terms. Chapter two deals with literature review on the factors influencing participation of girl child education and chapter three consists of research methodology focusing on research design, target population, sample and sampling procedures, research instruments, validity and reliability of the research instrument, data collection procedures and data analysis techniques. Chapter four constitutes data analysis and discussion of findings while chapter five deals with the summary conclusion, recommendation and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on factors contributing to gender disparity in primary schools education. Literature on both broad and specific factors that are responsible for gender disparity are examined, analyzed and discussed. Through literature review the researcher identified two sub-topics: general trends in gender disparity in schools and broad specific institutional factors responsible for gender disparity in education.

2.2 International efforts on girl child participation in education

Girls' education on the African Continent has reached a crossroads. The gender gap has lessened significantly over the last 15 years, particularly in primary education, with the high priorities placed on girls' education in national, continental and international education policies.

The Beijing Conference in 1995, the fourth World Conference for women, set out a Broad Platform of Action (BPFA) concerning the girl child. Drawing on baseline statistics from 1990, 130million children worldwide had no access to primary education of which 81 million were girls. Strategic objective stated the need to eliminate discrimination against girls in education, skills development and training. Without significant change to traditional curricular representation of women in roles of inferiority, girls would find it difficult to aspire to transcend these roles and work towards gender parity. Moreover, female teachers must be trained and placed in schools to serve as positive role models for

young girls, both in primary and secondary schools. Through these threefold changes, Beijing set out a transformative path for the 21st century towards gender equality for the girl child.

The World Educational Forum, held in Dakar, Senegal in 2000, established a framework of Action to achieve Education for All (EFA) by 2015. EFA Goal is to achieve Universal Primary Education (UPE) and to remove gender disparities and inequalities in education. Girls and boys should have equal and full access to primary education Worldwide and should complete primary school with equal preparation and assistance to facilitate passage of required examinations and entrance into secondary school. Throughout schooling, girls and boys should experience both equal preparation and treatment within the classroom by teachers and by school advisors, such that girls and boys will emerge with comparable skills sets to enter the workforce.

The MDGs established also in 2000 at the United Nations Millennium Summit and signed by 189 heads of state around the world; outline a list of goals for developing countries to achieve by 2015. Among the goal is to eliminate gender disparity in primary and secondary education preferably by 2015 and to measure the promotion of gender equality and empowerment of women, in the ration of girls to boys in primary, secondary and tertiary education. Thus MDG's set a high priority on ensuring girls' equal access to primary and secondary education in order to achieve the broader objective of gender equality and empowerment of women and girls.

Most governments in Africa have now incorporated gender in their national education plan where deliberate effort is directed at eliminating the gender gap in access to education. A few governments have also started addressing the gender constraints to retention and achievements although much remains to be done in this area. Most education related international, regional and local NGO's operating in Africa have a component on gender and particularly girl's education in their programmes (ODESTRIA Bulletin, 2006).

All over the world female encounter problems as consumers and providers of education. By comparison with their male counterparts they under participate in formal education, tend to under achieve in post primary education especially in science, mathematics and technology related subjects, and are under-represented in senior and promoted posts in education service, whose decision making bodies tend to suffer from the man-as-the norm syndrome. Until recently these problems had been neglected for reasons which include: Persistent confusion between sex and gender, the prevailing power of traditional assumptions, the invisibility of important evidence and pervasiveness of gender typing.

The main question is how the education system should respond to gender disparity. There is widespread evidence that the education content, process and organization of formal education all tend to reinforce rather than counteract the gender typing tendencies of society, the world of work and family life combining an awareness of the problems with a willingness to learn from successful experiments in different parts of the world. Education systems can overcome many of women's difficulties. Nowhere in the world do

women participate equally with men. In the third world countries male enrolment out numbers female by a factor of two to three times Eshiwani (1985) and later on the gap between the enrolments of each sex grows exponentially for each year of education. Where primary education is universal and free, girls tend to do as well as boys and sometimes better. However, once out of the primary school enrolment, females under-achieve in a variety of subjects especially in physical science engineering and technology related subject (Eshiwani, 1985).

Differences due to gender should be stable and appear in all cultures if they are genuinely biologically determined; however gender differences vary widely from one culture to another. They may reflect, exaggerate or be quite independent of sex differences about gender typing. Many western countries, for example, define the family in relation to its male members; a man is automatically assumed to be the head of the house hold and families are said to die out if there are no male heirs. Countries which preserve the mothers surname are unusual.

There is a widespread controversy over the evidence about sex differences in ability. A huge field of research known as psychology of sex differences has developed and vast numbers of studies have been conducted seeking to demonstrate how sex is linked to mental differences Macoby & Jacklin (1997).

Environmental theories tend to attribute gender differences to consistently different treatment in early upbringing different pressures and expectations from the family and peer group and effects of stereotyping in society at large. There is evidence from all over the world that education systems exaggerate the effects of gender differences and do so in

ways which limit the educational opportunities of females in particular. Educational delivery systems have largely been devised by men. It is hardly surprising that they suit typically male patterns of education and working life fairly well, while suiting typically female patterns rather poorly.

The most important single factor influencing women's access to schooling is, whether suitable schooling is made available and accessible. Since that is a matter of public policy, it can be changed if the will is there. Women have received little attention in the history of educational thought. They have been denied the opportunity to understand and evaluate the range of ideals that educational thinkers of the past have held for them. Both Rousseau in his book *Emile*, and Plato in his book *Republic*, indicate that a gender sensitive educational ideal is required for women. A gender sensitive ideal would not imprison women in Gender.

Though research in this area is fragmentary, enough is known to establish that throughout most of the third world, females do not attend school at rates equivalent to those of males. This has been due to factors such as social background characteristic of women, cultural and religious milieu, the level of nation's economic development, availability of schooling and the schooling types offered, stereotype vocational courses, and societal attitude.

2.2.1 The need for girls' education

The World Bank has stressed the high social rates of return to female education as an important development strategy for developing countries and this strategy is broadly agreed across a range of agencies and, governments. It is widely claimed that educated

women marry later, want fewer children and are more likely to use effective methods of contraception. Large differences in fertility rates are found between those who have completed at least seven years of education and women who have not completed primary education (UN, 1995). The more educated the mother, the lower is maternal mortality and the healthier is the child produced (World Bank, 1995).

It is calculated that child mortality falls by about eight percent for each additional year of parental schooling for at least the first eight to ten years of schooling. This is explained through the use of medical services and improved household health behavior, resulting from attitudinal changes and ability to afford better nutrition and health services. Furthermore, it is stated that education increases economic productivity (World Bank 1995). Girls' education helps to achieve the goal of empowerment and autonomy of women and improves their political, social, and economic status. This is a highly important end in itself and is essential for the achievement of sustainable development. Although the World Bank has accepted the argument that investment in female education pays off through higher social benefits, this calculation has been criticized. Berhman (1991) explains that the externalities to female education are not as great as it is often claimed and are actually realized as private benefits. Furthermore, he argues that child health and welfare and fertility reduction may be gained in a more cost-effective way by spending directly on child health and family planning rather than on female education (Baden and Green 1994).

Struggling to access education and equal rights has a long history in feminism. In the United States, feminist politics followed two initial paths in the 1960s. First from the early 1960s, the Womens rights movement included many professional women who campaigned for equality in education employment.

Education must start with girl children for they are the future women of the nation. Liberal feminists agitate for womens and girls education to enable them move beyond the emotional, private sphere of the home into the rational, public sphere of citizenship. Tong represented this spatial division in vivid terms, writing that eighteenth century married women were birds confined to cages, with nothing to do except plume themselves and stalk with mock majesty from perch to perch (Tong, 1989). The relationship between women and their daughters is girls following the path of their mothers who are not empowered in the Ugandan societies and hence limited decision making in matters affecting their equal rights to education. Liberal feminist ideas have been extremely influential in advocating for womens rights and the need to value females as well as males (Agaba, 2007:26)

2.3 Factors leading to poor participation of girl child participation in education disparity

There are several factors that have led to gender disparity in education. These factors are social-cultural factors, in school factors and out of school factors, parents' level of education, religious factors and economic factors.

2.4 Institutional factors affecting girl child education

National educational reform which works towards universal primary school enrollment must be concerned with both enrollment and retention rates of students. It was noted earlier that little evidence was found for a positive or negative association between girls levels of enrolment and school repetition and dropout rates. Ultimately, the repercussion of rapid educational reform at the national level ought to settle down so that the supply system, facilities, and staff available for primary school students could catch up. During the settling process, however, girls may be affected more from lack of staff and facilities than are boys, especially in cultures where sex segregation is emphasized.

Psacharopoulos & Woodhal, M. (1985), multivariate analysis of 42 developing countries showed that the dropout rate of countries was determined to a significant extent by the educational promotion policies. Countries requiring school systems to have rigid examination and promotion procedures were significantly associated with higher dropout rates. The findings do, however, point to the importance of distinguishing in future analysis between the influences of education reforms on girls' wastage rates for high and low enrolments of pupils.

Educational expenditure is supplemented by school fees which families must pay for each child. The indirect educational costs (Clothing, school books, supplies and transportation) and the opportunity costs (resulting from the loss of children's labour and income from sending children to school) may represent additional major obstacles for families (Odaga & Henveld, 1995). Research on how educational participation rates in the arid and semi

arid districts in Kenya indicates that even in the low-cost schools, which because of distance and how population densities are primarily boarding schools, children must provide their own beds, bedding, and cutlery and pay a boarding fee. Such costs can be serious barriers to the participation of children in school, particularly when poor families are not convinced of the value of girls' education.

One major reason for the lesser emphasis upon girls' school attendance is that in many societies, formal education is not seen as relevant to, or an enhancement of, the future responsibilities of girls. In the formal sector of the work force, many women participate as unpaid family assistants or are paid in kind rather than cash, especially in rural areas. The informal or largely indigenously trained work force within which many women compete does not require educational certification.

Girls in the rural primary schools can be disadvantaged because of long distance between home and school; shortage of proper sanitation facilities for girls, sexual harassment by boys and male teachers and lack of role models to emulate in their learning.

2.4.1 Provision Sanitary towels by the school administration influence girl child participation in education

The possible role for menstruation in limiting school attendance has received significant attention in popular media, nearly all of which argues that menstruation is likely to be a significant factor in schooling (Anne Mawathe 2006; Paulus Kayiggwa 2007; Nicholas D. Kristof and Sheryl WuDunn 2009; BBC News 2010). For example, Kristof (2009)

writes: "education experts increasingly believe that a cost-effective way to keep high school girls from dropping out in poor countries is to help provide them with sanitary products." These arguments are based largely on anecdotal evidence; girls report missing school during their period and report limited access to modern sanitary products.

In response, a number of non-governmental organizations (NGOs) and sanitary product manufacturers have begun campaigns to increase availability of sanitary products, with a stated goal of improving school attendance (Jeanette Cooke 2006; Claudia H. Deutsch 2007; Lynn, C. Clark Callister 2008). The largest of these is a program by Proctor and Gamble, which has pledged \$5 million toward providing puberty education and sanitary products, with the goal of keeping girls in school (Deutsch 2007). The Clinton Global Initiative has pledged \$2.8 million to aid businesses who provide inexpensive sanitary pads in Africa; again, the stated goal is improvement in school and work attendance. In addition to these large scale efforts, a number of smaller NGOs (UNICEF, FAWE, CARE) have undertaken similar programs (Sowmyaa, B. & Archana, P. 2004, Cooke 2006).

Despite the money being spent on this issue, and the seeming media consensus on its importance, there is little or no rigorous evidence quantifying the days of school lost during menstruation or the effect of modern sanitary products on this time missed. Existing evidence is largely from anecdotes and self-reported survey data. This fails to give a sense of the depth of the issue. Even if every girl reports missing school one day a year during her period, the problem may be widespread, but not large in magnitude. The

evidence on sanitary products has similar problems. In this paper, we provide the first rigorous evidence on how much school girls actually miss during their periods, and the causal effect of modern sanitary technology on school attendance. We collected daily data in Nepal on girls' school attendance and menstrual calendars for up to a year. This allows us to directly estimate the impact of periods on school attendance. Further, we randomized access to a menstrual cup (a sanitary product which is used internally during menstruation), and we evaluate the attendance impact. We first present estimates of the effect of menstruation on school attendance using official attendance data for every day of the study and time diary data for a subset of days, a study by Emily Oster and Rebecca Thornton (2011) estimated the difference in attendance rates between days on which the girl had her period and days on which she did not, controlling for individual and calendar date fixed effects. The study established that the impact of menstruation on school attendance was significant and negative, but extremely small. In the official attendance data, girls were 2.4 percentage points less likely to attend school on days they had their period. Because girls have their period on about 8 percent of school days, this amounts to missing 0.35 days in a 180 day school year.

Other studies have shown that globally, 150 million children currently enrolled in school may drop out before completing primary school. At least 100 million of these are girls. Menstruation for girls without access to sanitary pads and underpants is a major contributor to girls dropping out of the school. Kenyan primary and secondary schools have at least 1.5 million menstruating girls, at least three fifths, or 872,000 of whom miss four to five days of school per month due to a lack of funds to purchase sanitary pads and underwear combined with inadequate sanitary facilities at their schools (G.C.N and

M.O.E, 2006). 3.5 million Lost learning days each month impede their ability to compete in the classroom and lead to low self-esteem, high drop-out rates resulting in lower future wages and diminished economic productivity. It also makes them vulnerable to early marriage pregnancy and HIV.

On the other hand as a coping mechanism girls who lack sanitary pads often use crude and unhygienic methods, including using dry dung, or inserting cotton wool into their uterus to try to block the flow. In urban slums, girls are widely known to collect used pads from garbage dumps and wash them for their own use. These measures often result in serious health complications.

2.4.2 Lack of Government policies adherence to Girl child participation in education

In many African countries girls' education problem and initiatives conceptualized within the broader education system. Besides, in most cases governments focus on out of school factors and ignore. There is need for a closer, responsive and formal collaboration and multi-sectoral approach to address gender issues in education in general and the education of girls and other vulnerable groups in particular. A coordination secretariat chaired by the MOEST should be established bringing together representatives of NGO's, financial partners, private sector and faith based organizations. Despite international calls to the provision of education, this goal has not been achieved. For example, globally 64.5 million girls of primary school age are not in school (UN works for kids - 2005). Only two out of five women in India can read or write. About 40% of Indian girls under 14 do not go to school.

The government and other partners urgently need to develop guidelines and instructions about gender responsiveness in schools and how to tackle gender biases and discrimination. School heads and education managers should be empowered (Sensitized and trained) to mainstream gender at school level.

There is need to go to the drawing board, analyze and debate the draft "Policy of Gender and Education" (2003) with an aim of making it responsive to the gender gaps in general and to the girl child in particular. As it stands today the strategies in the draft policy are too general and not focusing on the in-school factors that inhibit girls' education.

Practical and sustained modalities and initiatives should be put in place and enforce to deal with and stamp out sexual harassment, gender based violence, and love affairs at the school. Parents, pupils and teachers should be sensitized on these issues and offenders dealt with severely. There is urgent need to sensitize both the communities, school management committees and teachers on issues that deter girls from accessing and effectively participating in education. None however has succeeded in providing equal and widespread access to quality education. Despite the failures of these agreements, every decade or so, government sign new conventions capturing the same goal, pushing off the target date (Education for all by 2000 then 2015 and now by 2030) and claiming to renew commitment to educating all children especially girls.

2.4.3 Sexual harassment influencing girl child participation in education

Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Thus, sexual harassment prohibited by Title IX can include conduct such as touching of a sexual nature; making sexual comments, jokes, or gestures; writing graffiti or displaying or distributing sexually explicit drawings, pictures, or written materials; calling students sexually charged names; spreading sexual rumors; rating students on sexual activity or performance; or circulating, showing, or creating e-mails or Web sites of girls who are nude.

Originally coined in reference to behavior in the workplace (MacKinnon, 1979), the term sexual harassment also refers to unwanted sexual conduct at school. In the school setting, sexual harassment includes unwanted sexual behavior that interferes with a student's educational opportunities. Sexual harassment at school can include making verbal or written comments, making gestures, displaying pictures or images, using physical coercion, or any combination of these actions. It can take place in person or through electronic means such as text messages and social media. School staff can be harassers, but student peer-to-peer sexual harassment makes up the bulk of sexual harassment at middle and high schools (Eckes, 2006). Students who sexually harass other students are likely to have been sexually harassed themselves (Fineran & Bolen, 2006). Harassment based on a victim's failure to conform to gender norms is recognized as sexual harassment. Antigay and -lesbian slurs are frequently used in gender harassment, but any student who is perceived as failing to conform to social gender norms can be the target.

For example, girls may be called "lesbian" if they appear "masculine," and boys may be called "gay" or "fag" if they seem "feminine." Conversely, harassers may call girls who mature earlier than their peers "slut" or "whore" if the harasser deems them to be "too sexual" or wants to fuel rumors about their alleged sexual behavior. Gender harassment is not necessarily sexual in intent or action, but it does address the targeted student's sexuality and is used as a general pejorative to manipulate or control other students. While it also happens in high school, gender harassment is especially common in middle school (Lichty & Campbell, 2011). The courts have recognized gender harassment as a part of sexual harassment, and thus it is subject to Title IX of the Education Amendments of 1972, a law that prohibits discrimination on the basis of sex at all schools that receive federal funding (Graves, 2011).

Sexual harassment in school is sometimes considered a form of bullying (Ashbaugh & Cornell, 2008; Brown et al., 2007). Indeed, both terms refer to harming a peer or subordinate at school or work. Both bullying and sexual harassment can have negative psychological effects that interfere with education or work, and a few behaviors, such as calling someone gay or lesbian in a negative way, are sometimes considered bullying or sexual harassment or both. Distinguishing between the terms is important because they have different definitions and are regulated by different laws. Too often, the more comfortable term bullying is used to describe sexual harassment, obscuring the role of gender and sex in these incidents (Stein & Mennemeier, 2011). Schools are likely to promote bullying prevention while ignoring or downplaying sexual harassment (Gruber & Fineran, 2007). As stated before, sexual harassment at school is unwanted sexual

behavior (in person and online) that interferes with a student's education. Bullying is usually defined as repeated unwanted behavior that involves an imbalance of power through which the bully intends to harm the bullied student or students (Espelage & Swearer, 2011). Bullying is not necessarily sexual in nature, and the bully may pick a victim for any or no reason. The victim may be chosen simply because she or he is a convenient target for the bully. Sexual harassment and bullying differ in the typical age of the involved students. Bullying occurs throughout childhood, whereas sexual harassment typically begins with adolescence. Researchers have found that sexual harassment can begin as early as elementary school, but the prevalence increases in higher grades as more students enter puberty (Petersen & Hyde, 2009). Sexual harassment at younger ages is not typically about sex itself but about gender identity.

A study of middle and high school students in Canada found that sexual harassment at school appeared to increase from 6th grade to 10th grade, after which it leveled off (Pepler et al., 2006). Sexual harassment and bullying are also regulated by different laws. As explained earlier, sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of 1972. Since Title IX is a federal law, all schools that receive federal funding are regulated by it. In contrast, no federal law exists for bullying, although most states have anti-bullying legislation. Since state laws and their effectiveness vary, numerous organizations, including AAUW, advocate for a federal anti bullying law. In April 2011 the Safe Schools Improvement Act was introduced in both the U.S. House (H.R. 1648) and Senate (S. 506). If enacted, this law would amend the Elementary and Secondary Education Act to require schools receiving federal funds to

adopt codes of conduct specifically prohibiting bullying and harassment based on sexual orientation and gender identity school.

Studies have shown that girls were more likely than boys to say that they had been negatively affected by sexual harassment—a finding that confirms previous research by AAUW (2001) and others. Not only were girls more likely than boys to say sexual harassment caused them to have trouble sleeping (22 percent of girls versus 14 percent of boys), not want to go to school (37 percent of girls versus 25 percent of boys), or change the way they went to or home from school (10 percent of girls versus 6 percent of boys), girls were more likely in every case to say they felt that way for "quite a while" compared with boys. Too often, these negative emotional effects take a toll on students' and especially girls' education, resulting in decreased productivity and increased absenteeism from school (Cheshire, 2004). Thus, although both girls and boys can encounter sexual harassment at school, it is still a highly "gendered phenomenon that is directly and negatively associated with outcomes for girls" (Ormerod et al., 2008).

According to Chanika (2003) the sex harassment is prevalent in most schools in Malawi; this is seen through teachers who consider the child rights clubs as eroding their authority. Chanika's revealed that the school head is often seen as having absolute authority and therefore girls can do whatever they are requested to do by the head teachers including sexual advances. The study also revealed that disciplinary action is often arbitrarily administered by teachers so that girls are often more frightened than the

boys of being punished. This makes them prone to abuse and in return they (girls) respond by seeking favours from the teachers by exchanging the favour with sex.

This unbecoming behavior by teachers is a cause of school dropout in Malawi due to pregnancies among girls and possibly can encourage the spread of HIV/AIDS.

Sexual harassment and early pregnancies also pose a threat to girls' participation and retention in school (Abagi & Odipo, 1997). Girls are sexually harassed by male teacher's family members and boys and this can have drastic effects on girls' education resulting in her dropping out of school. Some male teachers have also been identified as culprits in perpetrating sexual harassment of pupils. There are cases where girls are forced or induced into engaging in sex. Reports by FAWE indicate that more than 12,000 girls drop out of Kenya's schools yearly due to pregnancy. In ASAL areas, such a hostile environment has two major negative effects it discourages parents from sending their daughters to school or pupils lose interest in education and, if pregnant they are kicked out of the school system altogether. This study will attempt to establish the influence of sexual harassment on girl child education in Tenges division Baringo district. In this dimension girls may find themselves in similar situations where parents may withdraw them from school or marry them off at an early age.

2.4.4 Lack of role models influencing girl child participation in education

According to Chanika (2003) students drop out of school due to lack of role models within the community and immediate family cycle. Chanika (2003) further asserts that children especially girls in Malawi drop out of schools at early age not necessarily

because of poverty but because they see no tangible benefits of continuing with school with in district context or immediate family.

Lack of female teachers who are expected to be the role models and sensitive to girls unique problems has also affected girl participation in education. According to Hertz (2004) domination by male teachers may worry parents of possible pregnancies. FAWE (1997) observed that there are few female head teachers in Kenya especially in remote areas. This would be one way of boosting girl participation. Teacher attitude and views about girl participation also influence girl education. Some teachers for example may carry society's sexist attitude to school unawares and this affects pupil's participation in learning (Wamahiu, 1995).

The school child rights programs could try upgrading the programs and introducing peer models especially for girls and give the programs much publicity on local FM stations. This study will therefore seek to establish the extent to which lack of role models for girls may make them not access education. The role models in a school set up that will be expected to increase the number of female teachers in a school and the number of schools headed by female teachers. There is severe shortage of qualified well trained teachers who are willing to work in rural and poor urban areas. Increased numbers of qualified teachers, particularly female teachers, may improve girls' school attendance and the quality of girls' schools especially when school systems are segregated by sex.

2.4.5 Teaching learning facilities influencing girl child participation in education

In adequate teaching and learning aids, a lack of teacher support system and gender insensitivity classroom dynamics work against girl education. In addition, stereotype in the textbooks and other educational materials may discourage girl's active participation. This is because images of female are fewer and unattractive than those of males in the textbooks (Murards, 1998). According to Odaga and Heneveld 1995) textbooks portray women as passive and powerless thus reinforcing negative stereotypes. This is because the schools promotion and reflection of women's low status. Substantial challenges to access remain such as the availability of schools within safe walking distances and the quality of infrastructure, from toilets for girls, to proper buildings within which to learn and adequate teaching and learning materials. Interactive, child friendly strategies using gender sensitive techniques and teaching materials can provide people with the awareness and tools to fight discrimination and gender bias.

Several studies have tried to unravel factors influencing the gender gap in education in Kenya, including Obura (1991), FAWE/MOE/MTTAT (1995), and Kakonge, (2000). Obura's (1991) study examining textbooks used in Kenyan primary schools shows that books continue to portray stereotyped images of men and women. The (FAWE/MOE/MTTAT) study had a component that examined girls' attitudes and aspirations in a selected group of secondary schools. These studies found girls' attitudes toward education, and particularly science subjects, to be positive. Girls also had high aspirations for higher education particularly in science based careers. Kakonge's study had a component that examined teachers' thinking or level of reflection on gender gaps in

education and particularly in science subjects. The analysis showed that a majority of teachers had perceptions of girls and science that were gender stereotyped and traditional. A smaller cluster of teachers, however, had quite girl-friendly perceptions. Thus studies emanating from the Kenyan context show that textbooks, curricula and teachers may be important factors contributing to gender gaps in education at the moment.

2.5 Summary of literature review

The foregoing literature showed that issues of gender equity in education have been addressed by many countries, for instance in Kenya studies by Mutegi (2005), Mutuma (2005), attempted to address issues related to girl child participation in education. However, these studies focused more on internal efficiency of education and socio-cultural factors affecting the girl child education in Kenya. These studies did not address the institutional factors that hinder girls from participating in education fully. This study therefore sought to establish the institutional factors that influence girl child participation in education in primary schools in Kenya. School administration should provide sanitary towels in order to maintain the girl child participation in education since this encourages absentism in school. According to Mawathe A. (2006) lack of sanitary towels is a significant factor in schooling

The government needs to draft policies that focus most on the in school factors that encourages girls' education such that it protect and maintain girl child education performance through to the next levels. Practical and sustainable modalities should be initiated and reinforced for the success of the girl child education.

2.6 Theoretical framework

The study was guided by social learning theory. The theory explains how the social environment determines the actions of individuals to make certain choices. For this study attempts was made to establish how the school environment determines the actions of girls in primary schools in Tenges division, Baringo district. The Social learning theory was advanced by Albert Bandura in 1977 and it proposes that behaviors and aspects such as gender identity are learned from the environment (Bandura, 1977).

The main way that such behaviors are learned is through the process of observational learning, in that, children observes the people around them behaving in various ways, some of which relate to gender. At a later time they (girls) may be influenced by this behaviour to make choice such as dropping out of school. This theory is suitable for this study because the study attempts to establish the role played by the school environment in determining girls participating in education in primary schools. Some of school or institutional factors addressed by this study includes, sex harassment in schools, head teachers adherence to educational policies that protect girls, the teaching and learning materials and provision of sanitary towels.

2.7 Conceptual framework

According to Orodho (2004) a conceptual framework is a model of presentation where a researcher conceptualize or represents the relationship between variables in the study and shows the graphically or diagrammatical. It is a hypothesized model identifying the concepts under study and their relationship. The purpose of a conceptual model is to help

the reader to quickly see the proposed relationship. The researcher puts the conceptual model to test in order to establish the significance of the proposed relationship.

Figure 2.1 Institutional factors that affect girl child education

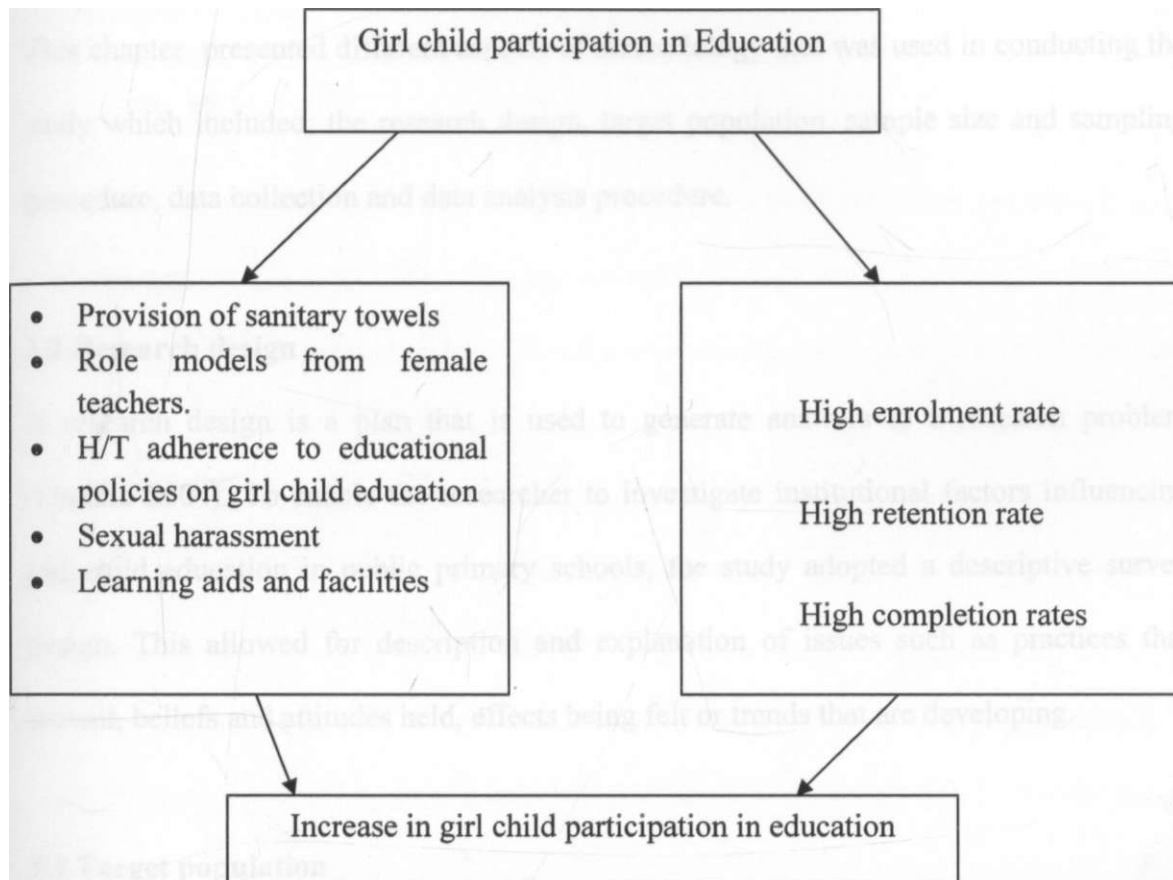


Figure 2.1 showed the girl child participation in education is interplay of many institutional factors like Headteachers adherence to educational policies that protect girl child, provision of sanitary towels, teaching learning aids, sexual harassment of girls in schools and lack of role model from the female teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented different aspects of methodology that was used in conducting the study which included; the research design, target population, sample size and sampling procedure, data collection and data analysis procedure.

3.2 Research design

A research design is a plan that is used to generate answers to a research problem (Orodho 2004). To enable the researcher to investigate institutional factors influencing girl child education in public primary schools, the study adopted a descriptive survey design. This allowed for description and explanation of issues such as practices that prevail, beliefs and attitudes held, effects being felt or trends that are developing.

3.3 Target population

A population is defined as a complete set of individual cases or objects with some common observable cases or objects with some common observable characteristics (Mugenda and Mugenda 1999). The target population for this study included all public primary schools in Tenges division with a population of 3500 pupils and 178 teachers. The target population was found to have the required experience and have undergone the education process especially girls where many have dropped out or being subjected to other problems in the education.

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3.4 Sample and sampling procedure

Mugenda and Mugenda (1999) defined a sample as a small group obtained from the accessible population. Each member in a sample is referred to as a subject. Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected.

According to Mugenda and Mugenda (1999) 10% to 30% of accessible population is an adequate representation sample. The population frame used was a list of all the 19 public primary schools in Tenges division. Therefore 9 representative schools were an adequate sample size which was obtained from simple random sampling six head teachers of the sampled schools were automatically involved in the study. All the class eight teachers from the selected schools were also involved purposively selected in the study because they have the required information with respect to the attendance and participation of the pupils in the class. Out of 700 class eight pupils in the division, 30 pupils participated in every 9 selected schools making a total of 180. There were addition of 2 teachers and 2 pupils used in pilot study.

3.5 Research instrument

Questionnaires were used for this study because they are much more efficient in that they permit collection of data from a much larger sample. Questionnaires are suitable because of their wide application in education and survey research (Isaac and Michael 1992). The respondents are literate; a fact that made the instruments appropriate, given the limited time and the large sample size. The questionnaires had both closed and open ended

questions. The researcher constructed three separate categories of questionnaire one category for the pupils, the other one for the teachers and another one for the Head teachers. All the questionnaires had section A and B where section A gathered the information on demographic information and section B gathered information on institutional factors affecting girl child participation in education.

3.6 Pilot study

A pilot study was conducted on a sample similar in characteristics to the target population. This was geared towards assessing the clarity of the instrument so that those failing the variables they are intended to measure were modified or discarded altogether to ensure the validity of the instrument.

3.7 Instrument validity

Pre-testing was conducted to assist in determining accuracy, clarity and suitability of the research instrument (Mugenda and Mugenda 2003). The purpose of the pre-test was to assist the researcher to identify the items which were inappropriate so as to make necessary corrections, examine responses to determine the level of ambiguity of the questions and determine the percentage of responses. Pilot study was carried to validate the instruments. Two schools from neighboring districts with similar characteristics were used. Content validity was used to examine whether the instruments answered the research questions. The responses were also checked to verify whether they answered what they were intended to answer in order to ensure instruments validity. Based on the

analysis of the pre-test, the researcher was able to make corrections, adjustments and additions to the research instruments.

3.8 Instrument reliability

In the study, reliability was assessed through the results of piloting, which was done using test-retest technique. The research instrument was administered to the same group of subjects twice in the pilot study. A two week lapse between the first and the second test was allowed.

The scores from both tests were correlated to get the coefficient of reliability using Pearson's product moment formulae as follows: Pearson's coefficient of correlation r

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

Where

- N number of respondents
- X scores from the first test
- Y scores from the second test

The value of r lies between + 1. the closer the value was to +1 the stronger the congruence. From the 10 questionnaires administered in two schools in different district for the purpose of piloting, the calculation was done and reliability coefficient was found to be 0.89 meaning that the instrument was very reliable.

3.9 Data collection

Data was collected from the sampled schools after attaining a research permit from the National Council for Science and Technology. The researcher then sought permission to collect data from their schools. Prior to distribution of the questionnaires, the researcher held brief sessions with the respondents in order to create rapport and give them assurance of the confidentiality of the information collected and then administer the questionnaires to all the sampled respondents. The questionnaires were later picked after being filled up.

3.10 Data analysis techniques

Data analysis was based on the research objectives. Responses in the questionnaire were coded and entered into the computer after creating template using the S.P.S.S (Statistical Package for Social Sciences). After data entry the data was cleaned to ensure that all the responses were correctly entered during data entry process. The data was then processed where frequency distribution tables were generated. The data was then presented using frequency distribution tables. Quantitative data was derived from the demographic section of the questionnaires and other closed questions were analyzed using descriptive statistics using percentages and frequencies. Qualitative data was generated from the open-ended questionnaires in the research instruments were organized into themes and patterns, categorized through content analysis and then tabulated data was computed using the statistical package for social scientists (SPSS) and then fed into Excel programme which was used to draw pie charts and bar graphs.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focused on the questionnaire return rate, demographic information of the respondents, data presentation, interpretation and discussion of findings. The presentation was done based on the research questions.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaires that were returned after they were administered in the field. All the questionnaires which were given out were returned making the questionnaire rate to be 100%.

4.3 Demographic information

The study sought to establish demographic information of the respondents such as, age, gender, academic qualification. This aimed at establishing whether respondents had similar or different views concerning the institutional factors affecting girl child education based on the age, gender or academic qualification.

4.3.1 Gender of the Head teachers

The study sought to establish the gender of the head teachers with the aim of establishing whether gender composition of the head teachers influence girl child participation in education. The results are as presented in figure 4.1

Figure 4.1 Gender of the head teachers

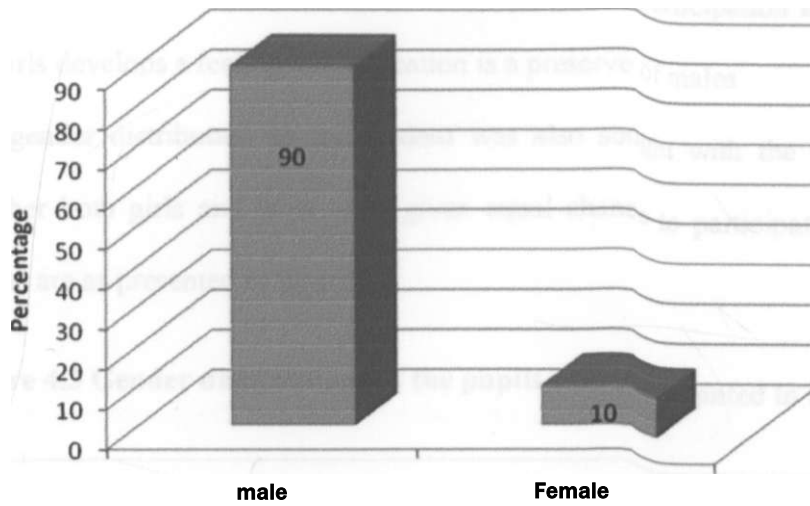


Figure 4.1 indicated that there were more male head teachers than female head teachers. For the class teachers the study established that the distribution of the teachers by gender is skewed toward males. This replicates the distribution of the head teachers by gender. The results are as in figure 4.2

Figure 4.2 distributions of class teachers by gender

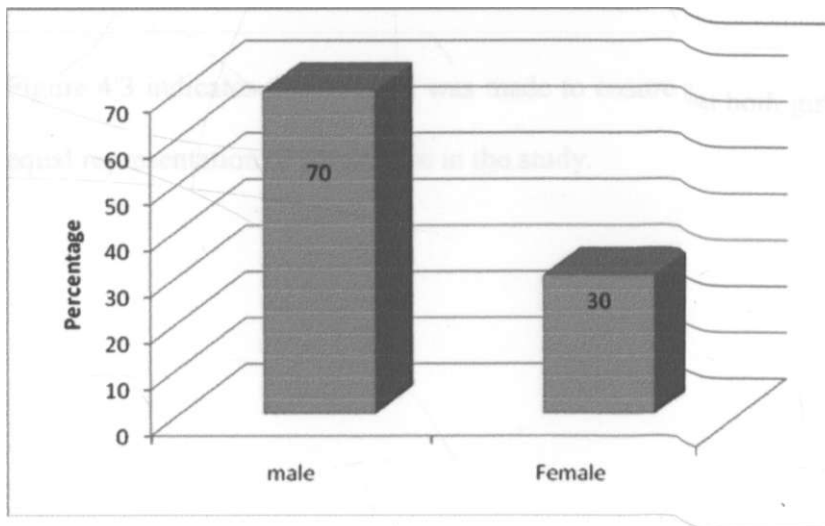


Figure 4.2 also indicates that there are more male class teachers than female teachers. This has implication on the influence of the girl child participation in education because the girls develops a feeling that education is a preserve of males

The gender distribution of the student was also sought with the aim of establishing whether both girls and boys were given equal chance to participate in the study. The results are as presented in figure 4.3

Figure 4.3 Gender distributions of the pupils who participated in the study

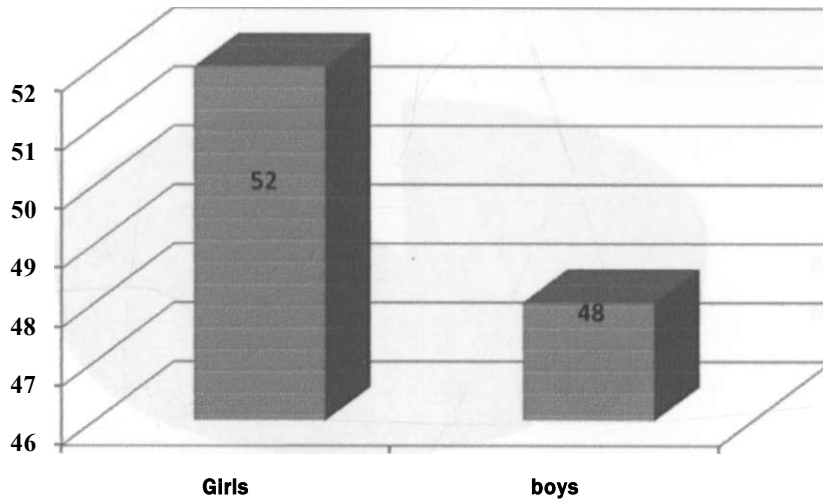


Figure 4.3 indicates that attempt was made to ensure that both girls and boys were given equal representation to participate in the study.

4.4 Comparison of girls and boys participation in education

The study sought to establish whether there was disparity between girls and boys in relation to access to education. This was done with the view of establishing whether the institutional factors affect girls more than the boys. All the three categories of the respondents were asked to indicate the number of boys and girls in their class. The results are as in figure 4.4

Figure 4.4 distributions of the pupils in primary schools in Tenges division by gender

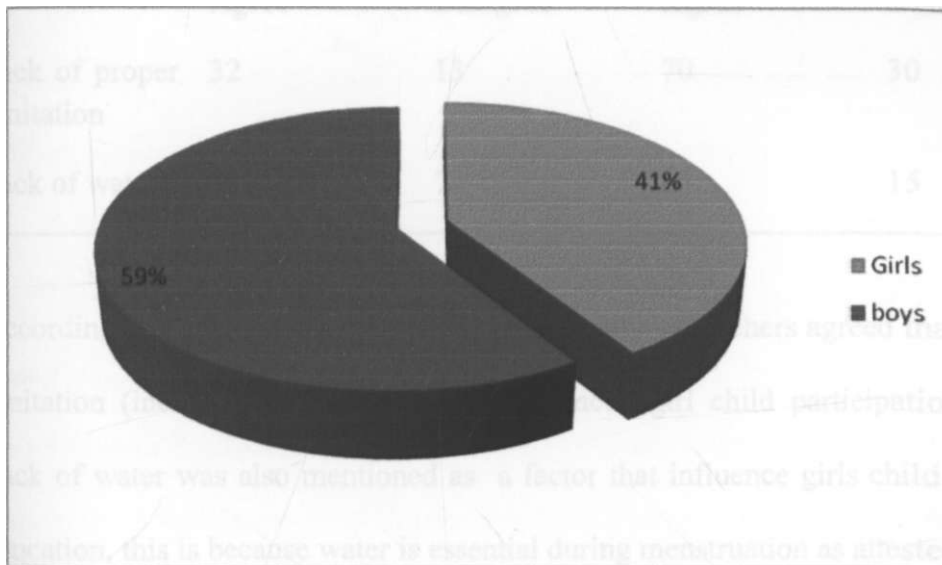


Figure 4.4 indicate that there are more boys in primary schools in Tenges division compared to the girls. This indicates that there is low of participatiojn of girls in education.

4.5 Availability of sanitary towels and their influence on girl child participation in education

The first objective of the study was to establish whether availability of sanitary towels has any influence on girl child education in Tenges division. The respondents' were asked to indicate whether the availability of sanitary towels has any influence on girl child education. The results are as presented in table 4.1

Table 4.1: Influence of sanitation on girl child participation in education

Category	Frequency		Percent	
	Agree	Disagree	Agree	Disagree
Lack of proper sanitation	32	13	70	30
Lack of water	38	7	85	15

According to Table 4.1, an overwhelming majority of teachers agreed that lack of proper sanitation (including sanitary towels) influenced girl child participation in education. Lack of water was also mentioned as a factor that influence girls child participation in education, this is because water is essential during menstruation as attested by majority of teachers agreed that lack of it influenced girl child participation in education.

The findings of this study agrees with the earlier studies which indicates that, globally, 150 million children currently enrolled in school drop out of school before completing primary school. Out of these at least 100 million are girls undergoing menstruation without access to sanitary pads and underpants. This grossly contributes to girls dropping

out of school. Kenyan primary and secondary schools have at least 1.5 million menstruating girls, at least three fifths, or 872,000 of whom do not go to school for four to five days of school per month due to a lack of funds to purchase sanitary pads and underwear combined with inadequate sanitary facilities at their schools (G.C.N and M.O.E, 2006).

The findings of the study also agrees with earlir studies by Anne Mawathe (2006); Paulus, K. (2007); Nicholas D. Kristof & Sheryl, W, (2009) indicated that the most cost-effective way to keep high school girls from dropping out in poor countries is to help provide them with sanitary products." These arguments are based largely on anecdotal evidence; girls report missing school during their period and report limited access to modern sanitary products.

In response, a number of non-governmental organizations (NGOs) and sanitary product manufacturers have begun campaigns to increase availability of sanitary products, with a stated goal of improving school attendance (Cooke, J. 2006; Claudia H. Deutsch 2007; Lynn, C. Callister 2008). The largest of these is a program by Proctor and Gamble, which pledged \$5 million toward providing puberty education and sanitary products, with the goal of keeping girls in school (Deutsch 2007). The Clinton Global Initiative also pledged \$2.8 million to aid businesses who provide inexpensive sanitary pads in Africa; again, the stated goal was the improvement in school and work attendance.

In addition to these large scale efforts, a number of smaller NGOs (UNICEF, FA WE, CARE) took similar programs (Sowmyaa, B. & Archana, P. 2004, Cooke 2006).

Despite the money being spent on this issue, and the seeming media consensus on its importance, there is little or no rigorous evidence quantifying the days of school lost during menstruation or the effect of modern sanitary products on this time missed. Existing evidence is largely from anecdotes and self-reported survey data. This fails to give a sense of the depth of the issue. Even if every girl reports missing school one day a year during her period, the problem may be widespread, but not large in magnitude. The evidence on sanitary products has similar problems. The studies also indicated that in Nepal girls' have difference in attendance rates between days on which the girl had her period and days on which she did not, controlling for individual and calendar date fixed effects. The study established that the impact of menstruation on school attendance was significant and negative, but extremely small. In the official attendance data, girls were 2.4 percentage points less likely to attend school on days they had their period. Because girls have their period on about 8 percent of school days, this amounts to missing 0.35 days in a 180 day school year.

In this study the students were asked the coping mechanisms on the menstruation period. Through further proving the study established that during menstruation periods they miss school. On the matter of the menstruation periods the girls indicated that they borrow their friend used pads or use old pieces of cloth or wash the already used pads. This result agrees with the earlier study by G.C.N and M.O.E, (2006) which indicated that girls who lack sanitary pads often use crude and unhygienic methods, including using dry dung, or

inserting cotton wool into their uterus to try to block the flow. In urban slums, girls are widely known to collect used pads from garbage dumps and wash them for their own use. These measures often result in serious health complications.

The study Head teachers were asked what institutional factors they thought influence girl child participation in education and Table 4.2 lists the responses

Table 4.2: Institutional factors that affected girl child participation in education according to head teachers

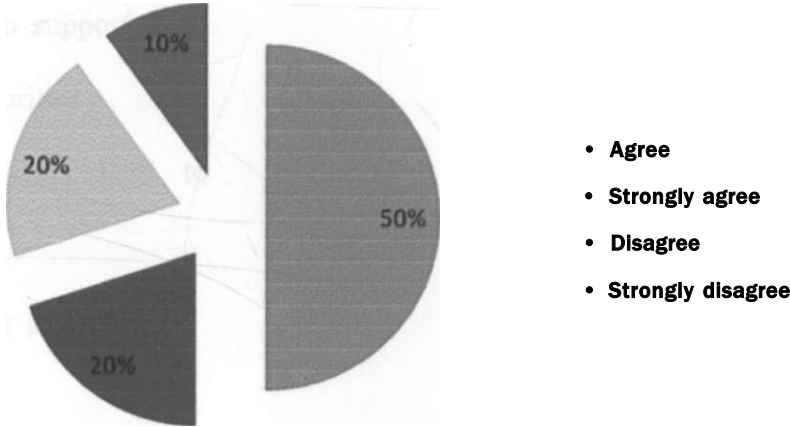
Factors	Percent
Girl child harassment	39
Lack of sanitary towels	25
Conflict with teachers	11
Admission criteria	8
Lack of female role models	5
When forced to repeat particular class	5
Giving up due to poor performance	5
Other	2
Total	100

As Table 4.2 shows, majority of head teachers mentioned girl child harassment as one of the institutional factors that influenced girl child participation in education, even though a significant number mentioned lack of sanitary towels. When analyzed by gender, about

majority of female head teachers mentioned lack of sanitary towels as the main factor that affected girl child in education.

Asked if they thought lack of proper sanitation (which included availability and disposal of sanitary towels) influenced girl child participation in school, the majority of head teachers agreed. The majority of head teachers also felt that lack of water influenced girl child participation in education Pupils also felt that lack of proper sanitation (including sanitary towels) influenced their participation in education. This was mentioned by majority of pupils while the rest felt otherwise Pupils were also asked how lack of water influenced girl child participation in education and figure 4 5 shows how

Figure 4.5: How lack of proper sanitation influenced girls' participation in education



The majority of pupil agreed that lack of water indeed influenced girl child participation in education as shown in figure 4.1.

4.6 Head teachers' adherence to government policies that protect girl child participation in education

Teachers were asked if they were aware of any government policy that protected girl child participation in education a majority of them said they were aware and out of those who said that they are aware a majority of them said that some teachers do not adhere to those policies. The teachers were then asked to state any possible reasons for non-adherence of head teachers in girl child protection policy and the results are shown in Table 4.3.

Table 4.3: Possible reasons for head teachers non-adherence of girl child protection policy according to teachers

Category	Percent
Ignorance	40
Does not know how to go about it	20
Says has no support from higher authorities	15
Says policy is hard to implement	12
Gives empty promises	8
Other	5
Total	100

When probed for the reason of non-adherence of head teachers to government policies that protect the girl child majority of teachers mentioned ignorance while others said that they were unable to handle the situation because the perpetrators are their friends or colleagues. Others said that the policy was hard to enforce, among other reasons as shown in Table 4.3. When pupils were asked if they were aware of any government policy that protected girl child participation in education, all of them (100%) said they were not aware. The main reason was that education policies do not fall within their domain as they were still pupils.

The studies indicated that there are government educational policies meant to protect girls and ensure they that they fully participate in education like the boys. Such policies were discussed at Jomtien Conference in 1990, and subsequently endorsed through EFA Declaration. Other conferences held later for instance, the National Conference on Education for All held in Kisumu in 1992 and National Symposium on the Education of the Girl-Child in Machakos in 1994 all supported girl child education. The participants in the two conferences who included the policy recommended for considerable expansion of educational opportunities during the period for both boys and girls. However, The Government and other partners, including parents and communities, civil society, private investors, educationists and donors intensified efforts to reverse the declining enrolments for the girl

4.7 Sexual harassment by male teachers and its influence on girl child participation in education

Teachers were asked if there were any cases of sexual harassment in their schools and the results are given in Table 4.4.

Table 4.4: Sources of sexual harassment in public primary schools according to teachers

Source	Frequency	Percent
Male pupils	22	48
Female teachers	9	20
Neighbours	5	12
Male support staff	5	10
Politicians/the rich	3	7
Others	1	3
Total	45	100

When teachers were asked if there were any sexual harassment in schools, majority of them said that it exists. Among the teachers who said yes, they cited male pupils and male teachers, neighbours, male support staff as the sources of sexual harassment in schools. These results are as in Table 4.4. These results are in line with Ammie (2003) who established that sexual harassment was prevalent in secondary schools in Malawi; In Kenya, according to this study both male teachers and male pupils harass girls sexually hence contributing to their low participation in education. The same results were established in Malawi where teachers were seen to consider the Childs Rights Clubs as

eroding their authority. The study in Malawi established that the school head is often seen as having absolute authority and therefore girls can do whatever they are requested to do by the head teacher including sexual advances. Another study carried out in Bangladesh by Emma Weisfield (2008) established that Sexual harassment, often known as "eve teasing", was a regular occurrence for the women and girls. This study established that 90 percent of girls aged 10-18 have undergone sexual experience or sexual harassment. According to the BNWLA study in Bangladesh, teenage boys, rickshaw pullers, bus drivers, street vendors, traffic police and often supervisors or colleagues of the working women had all been cited as "eve teasers". This is replicated by this study where male students, male teachers and neighbours were involved in sexual harassment hence scaring girls and making them lowly participate in education in Kajiando North district.

When asked if the administration did anything to stop the harassment majority of the teachers said yes while a few said it did not. Teachers were asked to state the main factors associated with girls dropping out of school and answers are given in Table 4.5.

Table 4.5: Main factors associated with girls dropping out of school according to teachers

Source	Frequency	Percent
Early pregnancies	20	45
Male child preference at the expense of girl child	10	20
Lack of sanitary towels	7	15
When forced to repeat particular class	2	5
Giving up due to continuous poor performance	2	5
Fear of sexual harassment	2	5
Other	2	5
Total	45	100

Early pregnancy was mentioned by majority of teachers as being responsible for girls dropping out of school. This arises as a result of sexual harassment of the girl child. The other main factors included male child preference at the expense of girl child and lack of sanitary towels. These factors were mentioned by . The mere fear of sexual harassment did not feature prominently as one of the main factors responsible for girls dropping out of school shown in Table 4.5. Headteachers were asked to say what aspects of discrimination towards girls seen among teachers and the answers are shown in Table 4.6.

Table 4.6: Aspects of discrimination towards girls seen among teachers according head teachers

Category	Percent
Portraying female as an inferior sex in their speech	23
Failure to encourage girls to perform well	27
Making negative comments about girls in public	15
Giving boys prominence as active players in business world	10
Open favoritism towards male pupils	10
Other	10
Use of sexist terms that are gender biased (e.g. policeman and chairman)	5
Total	100

When they asked to state aspects of discrimination towards girls that are seen among teachers in schools, majority of head teachers mentioned failure of teachers to encourage female pupils to perform well. A sizeable number mentioned that teachers portrayed female pupils as inferior sex in their speech. Some even made negative comments about girls in public and the rest practiced open favoritism towards male pupils as shown in Table 4.7. These aspects of discrimination can be seen as gestures aimed at gaining sexual favours with female pupils.

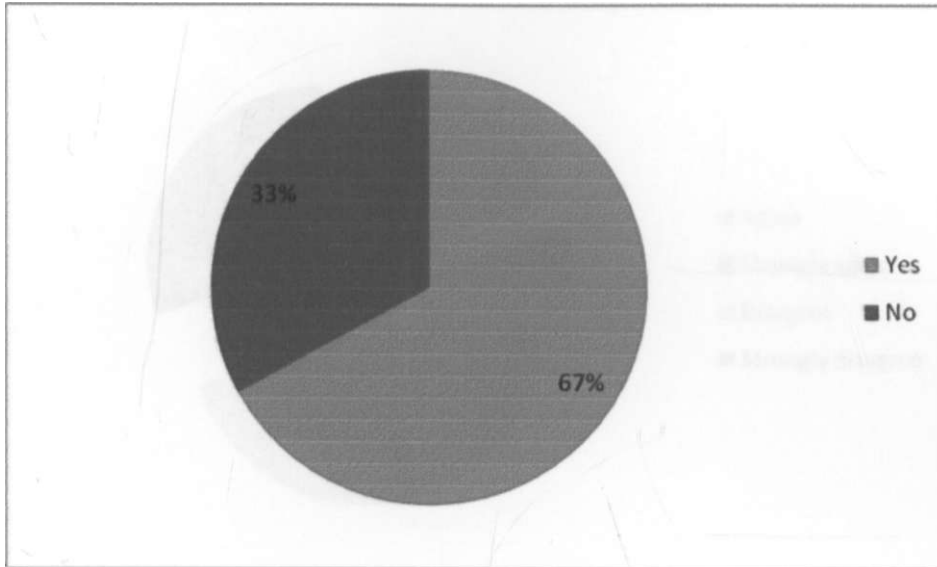
When asked if there were any cases of sexual harassment in their schools, a few pupils said yes while majority said no. When analyzed further by gender, it was found that male pupils did not face any sexual harassment. Table 4.7 lists who was responsible for this heinous act.

Table 4.7: Sources of sexual harassment according to pupils

Category	Frequency	Percent
Male pupils	81	45
Male teachers	45	25
Neighbours	18	10
Other	18	10
Politicians/the rich	9	5
Male support staff	9	5
Total	180	100

As Table 4.7 shows, a majority of pupils mentioned male pupils as being responsible for sexual harassment, a few mentioned teachers and other neighbours as shown in Table 6. When asked if the administration did anything to stop sexual harassment, majority of pupils said yes while minority said no as shown in Figure 4.2.

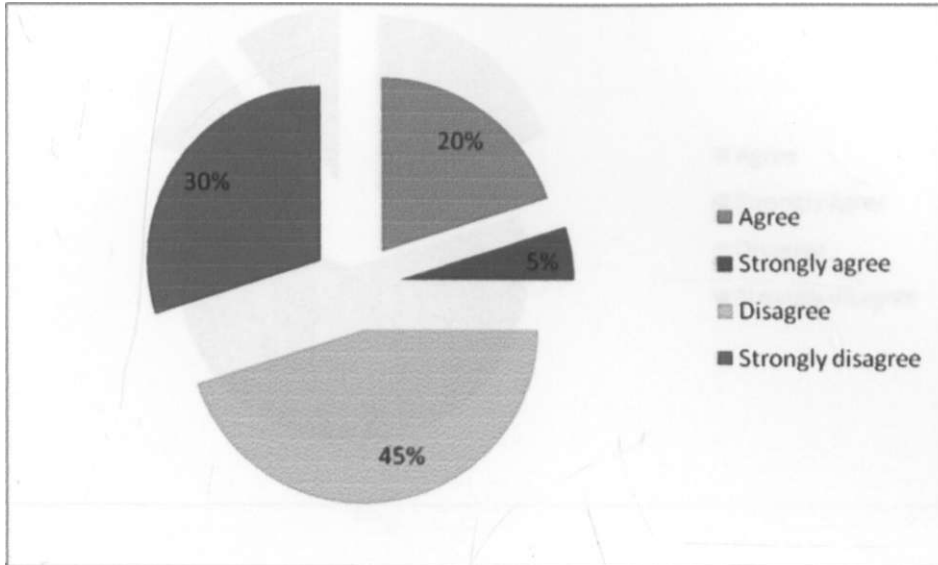
Figure 4.6: Respondents opinion on whether administration did anything to stop sexual harassment according to the pupils



4.8 The influence of teaching aids and facilities on girl child participation in education

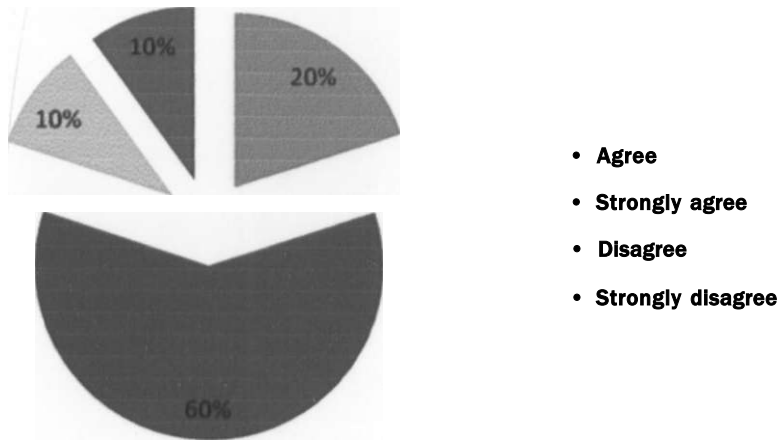
Overwhelming number of teachers agreed with the statement that poor teaching aids influenced girl child participation in school. Only a few disagreed that poor teaching aids did not influence girl child participation in education, In addition, majority of head teachers agreed that poor teaching aids influenced girl child participation in education whereas minority felt otherwise. Pupils were also asked their opinion on whether poor teaching aids influenced girl child participation in education as shown in Figure 4.3

Figure 4.7: Teachers opinion on whether use of poor teaching aids influences girl child participation in school



As Figure 4.3 shows, majority of pupils disagreed that use of poor teaching aids influenced girl child participation in education whereas a few thought otherwise. A toilet is an important facility in a school for both genders and the results are shown in Figure 4.3 as to whether it influenced girl child participation in education.

Figure 4.8: Teachers opinion on whether lack of good toilets influences girl child participation in education



As shown in Figure 4.4, majority of teachers mentioned lack of good toilets as influencing girl child participation in education whereas a few thought otherwise. In addition, majority of head teachers were also in agreement that lack of good toilets influenced girl child participation in education. Only minority said it did not. Pupils were also asked about lack of water and the answers are given in Table 4.8.

Table 4.8: Lack of good toilets sanitation according to pupils

Category	Frequency		Percent	
	Agree	Disagree	Agree	Disagree
Lack of good toilets	125	55	70	30

Furthermore, majority of pupils concurred with their teachers and head teachers that lack of good toilets influenced girl child participation in education, although a few felt otherwise as shown in Table 4.8.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the findings

The purpose of this study was to establish the institutional factors influencing girl child education in public primary schools in Tenges division, Baringo district, Kenya. The study was guided by objectives that focused on the influence of sanitary towels, headteachers adherence to educational policies, sexual harassment, female teacher and teaching and learning materials on girl child participation in education. The study embraced descriptive survey and the target population included all the teachers and pupils in Tenges Division, Baringo district. The sample size comprised of 180 pupils, Questionnaire was the main tool for data collections and the data was analysed using SPSS and presented using frequency distribution tables and pie charts.

Through data analysis the study established that the sanitary towels were not available to some female pupils and this is one of the main factors that keep girls out of school. The study established that girls miss classes during the time of menstruation. The study also established that due to lack of sanitary towels some girls borrow sanitary pads from friends; others wash the already used pads while others decide to be absent from school during the time of menstruation period.

The study also established that lack of good toilet facilities and water affects girls' participation in education, this is because they have no better place to dispose their sanitary towels and no water for cleaning themselves during that time.

The study also established that girl child harassment due to sex relationships is common in primary schools in Tenges division, some of the perpetrators of sex harassment for the girls include, male pupils, male teachers, neighbours and rich people in the community.

The study also established that all the pupils were not aware of government policies that protected girl child participation in education. This severely affects their participation in education because when their rights are infringed on they may not be aware of their rights.

It was also established that some head teachers did not follow the laid down procedure in implementing them. The main reasons given for non-adherence of the head teachers to the policies were ignorance and that they did not know how to go about it. Regarding if the school administration did anything to stop the harassment of girl pupils, the majority said it did not.

When teachers, head teachers and pupils were asked if they were aware of any cases of sexual harassment, they all agreed. The main sources of sexual harassments were the male pupils and male teachers. Early pregnancy was mentioned as being responsible for girl child dropping out of school. The study tried to find out if fear of sexual harassment existed among female pupils and the majority said it did not.

The study also found that teachers discriminated against girls by not encouraging them to perform well and portraying them as inferior sex in their speech. It was also found out that teaching and learning facilities influenced girl child participation in education.

5.2 Conclusions

This study established that there is low participation of girl child in education in Tenges Division the study concluded as follows:

- This is an indication that girls are not given equal chances to participate in education, some of the reasons for low participation of girl in schools were that the lack of sanitary towels
- There is lack of good toilet facilities and water affects girls' participation in education, this is because they have no better place to dispose their sanitary towels and no water for cleaning themselves.
- Girl child harassment due to sex relationships is common in primary schools in Tenges division, some of the perpetrators of sex harassment for the girls include, male pupils, male teachers, neighbours and rich people in the community.
- Some head teachers did not follow the laid down procedure in implementing the educational policies. The main reasons given for non-adherence of the head teachers to the policies were ignorance and that they did not know how to go about it. Regarding if the school administration did anything to stop the harassment of girl pupils, the majority said it did not.
- The main sources of sexual harassments were the male pupils and male teachers. Early pregnancy was mentioned as being responsible for girl child dropping out of school.
- There is teachers discrimination against girls by not encouraging them to perform well and portraying them as inferior sex in their speech.
- Teaching and learning facilities influenced girl child participation in education.

5.3 Recommendations

The following are developed from the study:

- The study established that lack of sanitary towels is one of the major factors keeping girls in primary schools; the study therefore recommends that the government together with non-governmental organizations should provide sanitary towels especially children from the poor families.
- The study established that, some schools do not have good toilet to enable girls dispose their used sanitary towels, the study therefore recommends that the schools without the toilet should make arrangement and built good toilets that would enable girls dispose the used sanitary towels with ease.
- The study also established that sexual harassment is prevalent in schools; the study recommends that the TSC should enforce laws that restrict male teachers from engaging girls in sexual affairs.
- The study also recommends that there is need to improve teaching and learning aids since they affect girl child participation in school.

5.4 Suggestions for further study

Based on the finding of the study, the researcher suggests that a study on institutional factors affecting girl child education in primary schools need to be done in many districts to allow comparison. The researcher also suggests that a study ought to be carried out to establish institutional factor influencing girl child performance in examinations.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University of Nairobi
Department of Education Foundations
P.O. Box 92
KIKUYU

The Headteacher,
Primary School,

Dear Sir/Madam,

**RE: STUDY ON GENDER DISPARITY IN EDUCATION IN TENGES DIVISION
BARINGO DISTRICT**

I am a postgraduate student in the University of Nairobi pursuing a Master of Education degree in Educational administration. I am conducting a study of institutional factors influencing girl child participation in education in public primary schools in Tenges division, Baringo district, Kenya.

I am seeking your permission to visit your school to interview you, your class eight teachers and pupils using questionnaires.

Your positive response will be highly appreciated.

Thank you.

Yours faithfully,

Tisia Priscilla

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

Instructions

The purpose of this questionnaire is to investigate the institutional factors influencing girl child participation in education in public primary schools in Tenges division, Baringo district, Kenya. Kindly respond to the following questions. Be truthful and honest to the best of your knowledge. The answer you give will only be used for the purpose of this study. Do not write your name anywhere in this questionnaire.

Part A

Background information

1. What is your gender?

Male [] Female []

2. Is the female teachers equal to the number of male teachers in your school?

Male _____ Female _____

3. What is the gender of your deputy headteacher?

Male [] Female []

Part B

4. Is the number of boys equal to the number of girls in your school?

Yes [] No []

b) If no who are more?

i) Boys [] ii) Girls []

c) If the number of boys are more, would you attribute it to school factors?

Yes []

No []

5. If yes, what institutional factors affect girl child?

Admission criteria

Girl child harassment

Lack of role models from female teachers.

Lack of sanitary towels.

Any other specify

Conflict with teachers

When forced to repeat particular class

Giving up due to poor performance

6. Can you please comment on male teacher discrimination of girls in their teaching?

7. Which of the following aspect of discrimination towards girl's student do you see among teachers in your school? Choose as many responses as possible.

- Using teaching materials that favours males students []
- Portraying female as an inferior sex in their speech. []
- Giving boys/men prominence as active players in business world []
- Failure to encourage girls to perform well in class []
- Use of sexist terms that are gender biased e.g. chairman, policeman etc []
- Open favoritism towards male student []
- Making negative comment about girls in public []

8. a) Do you have initiative/activities/programs to improve girl child access to education in your school?

Yes [] No []

b) If your answer is 'Yes', please list your initiatives:-

i.

ii.

iii.

c) If no give reason

9. The items below are thought to be teaching learning facilities that influence girl child participation in education. Indicate how you agree or disagree. Strongly agree (SA), Agree (A), Disagree (D), Strongly disagree (SD) Not sure (NS).

	SA	A	D	SD	NS
a) Lack of good toilets					
b) Use of poor teaching aids					
c) Lack of proper sanitation					
d) Lack of water					

APPENDIX B

QUESTIONNAIRE FOR CLASS EIGHT TEACHERS

Instructions

The purpose of this questionnaire is to investigate study institutional factors influencing girl child participation in education at public primary schools in Tenges division, Baringo district, Kenya. Kindly respond to the following questions. Be truthful and honest to the best of your knowledge. The answer you give will only be used for the purpose of this study. Do not write your name anywhere in this questionnaire.

Part A

1. What is your gender?

Male [] Female []

2. How many teachers teach in class eight?.....?

Male_____Female

3. Do you experience some absenteeism in your class?

Yes [] No []

b) If yes who is frequently absent? Boys [] Girls []

4. Please indicate the number of girls and boys in your class.

Boys_____Girls_

Part B

5. If the number of boys in Q4 is more, give reasons

6. a) Are there students who have dropped out of school in the course of the year?

Yes [] No []

b) Please indicate the number of boys and girls who dropped last year 2010.

No of boys []

No of girls []

7. From the following reasons listed please indicate the ones that are mainly associated with girls drop out. Indicate as many as possible

a) Early pregnancy []

b) Male child preference at expenses of girls []

c) Fear of sexual harassment []

d) When forced to repeat particular class []

e) Giving up due to continuous poor performance []

f) Lack of sanitary towels []

g) Any other specify []

8. Are there cases of sexual harassment in your school?

Yes []

No []

9. If yes by who

10. In your own opinion does the administration do anything to stop it

Yes[]

No[]

11. Do you know of any government policy that protects girl child?

Yes[]

No[]

12. If yes in your opinion does your Headteacher follow the policies?

Yes[]

No[]

13. If no to 12 above give possible reasons for non adherence

14. Give suggestions on what can be done to ensure equity in access to education by both gender

15. The items below are thought to be teaching learning facilities that influence girl child participation in education. Indicate how you agree or disagree. Strongly agree (SA), Agree (A), Disagree (D), Strongly disagree (SD) Not sure (NS).

	SA	A	D	SD	NS
a) Lack of good toilets					
b) Use of poor teaching aids					
c) Lack of proper sanitation					
d) Lack of water					

Part B

5. What is the highest education level would you like to attain?

Primary education []

Secondary education []

College level []

University education -First Degree []

Any other (Specify)

6. If primary education, what will make you not continue with secondary education?

7. Do your teachers give you talks on career? Yes [] No []

8. In your opinion, do you think boys and girls are given equal chances for schooling in your school? Yes [] No []

9. If Yes, who is more favoured?

Boys [] Girls []

10. If boys give reasons

11. If girls give reasons

12. Are there cases of sexual harassment in your school?

Yes [] No []

13. If yes by who

14. In your own opinion does the administration do anything to stop it?

Yes []

No []

15. Do you know of any government policy that protects girl child?

Yes []

No []

16. If yes in your opinion does your Headteacher follow the policies?

Yes []

No []

17. If no to 15 above give possible reasons for non adherence

18. Give suggestions on what can be done to ensure equity in access to education by both gender

9. The items below are thought to be teaching learning facilities that influence girl child participation in education. Indicate how you agree or disagree. Strongly agree (SA), Agree (A), Disagree (D), Strongly disagree (SD) Not sure (NS).

	SA	A	D	SD	NS
a) Lack of good toilets					
b) Use of poor teaching aids					
c) Lack of proper sanitation					
d) Lack of water					

APPENDIX E

RESEARCH CLEARANCE PERMIT

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY
 P.O. Box 30197-00100, Nairobi
 has been permitted to conduct research in
 Location: **Baringo District, Baringo Province, Rift Valley**
 on the topic: **Institutional factors influencing girl child participation in education at public primary schools, Fenges Division, Baringo District, Kenya**
 for a period ending: **31 July 2012**
 www.nscst.go.ke

Date of issue: **14/07/2012**
 Research Permit No: **NCST/RC/14/012/811**
 Fee received: **KSh. 1000**



Prof. Dr. Mr. Mrs. Miss. Inatu S S ffi ^ ^ If is f ^ ' ' ' ^
 of Nairobi

Signature: *[Handwritten Signature]*
 Stamp: **NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

APPENDIX F

RESEARCH AUTHORIZATION

MMWCCCHKVA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Mt M a*o V Dmi 24hm
BMM Mh 211P3 290
M MMUMT H24
Wm WMS HM MW

HAHOb-wra,
VMttamnaitla

NCST/R CD/14/012/810

22nd JBBS 2012

OwM

0*U:

Tisia Priscilla
University of Nairobi
P.O Box 30197
Nairobi

RE; RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Institutional factors Influencing girl child participation in education at public primary schools In Tenges Division, Baringa District, Kenya"* I am pleased to inform you that you have been authorized to undertake research in Baringo District for a period ending 31 st July, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Baringo District before unbelting 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, Ph.D & S.S. & 7
DEPUTY COUNCIL SECRETARY

Copy to.

District Commissioner
District Education Officer
Baringo District.

T»« CgumSfrS&rKt^ nrfmlety < J.CenyvtttJ to r1* fhm>ti<H, & UJ* < *r athl
teciwlevy jcr Ndw Mwum,