

**FACTORS INFLUENCING GIRLS' PARTICIPATION IN PRIMARY  
SCHOOLS IN CHEPTAIS DISTRICT; BUNGOMA COUNTY KENYA**

**Wekesa Edith Nasiebanda**

**A Research Project Report Submitted in Partial Fulfilment of the  
Requirement for the Degree of Masters in Education in Emergencies:  
University Of Nairobi**

**2014**

## DECLARATION

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

---

Edith Nasiebanda Wekesa

Reg No. E55/63883/10

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

---

Dr. Loise Gichuhi

Lecturer

Department of Educational Administration and Planning

University Of Nairobi

---

Dr. Rosemary Imonje

Lecturer

Department of Educational Administration and Planning

University Of Nairobi

## **ACKNOWLEDGEMENT**

I am indebted to my supervisors Dr. Loice Gichuhi and Dr. Rosemary Imonje for their guidance and encouragement throughout the study. I am also grateful to all the lecturers who guided me through the education in emergencies course.

I acknowledge the Ministry of Education for granting me an opportunity to pursue a master's degree in the University of Nairobi.

I am grateful to the DEO of Cheptais; Mr. Jacob Wanyama for his support, the head teachers, class teachers, quality assurance officers, community leaders and parents for their hospitality and cooperation during the collection of data stage.

Lastly I thank my family members who urged, prayed and persevered throughout this study. I give honor and praise to the All-Mighty God for the blessings and protection he bestowed upon me during the study.

## **DEDICATION**

This work is dedicated to my beloved husband Samson Wekesa, my children Collins Wamukota, Kevin Lusweti, Linda Mkoya and Valerie Nelima. My mother Fridah Nangoni and siblings Gladys Nabubwaya, Mary Simuli, Anne Nelima and my Grand Daughter Tiffany Nasiebanda Makinia.

## TABLE OF CONTENTS

<b>Title</b>	<b>Page</b>
Declaration .....	i
Acknowledgement .....	ii
Dedication.....	iii
Table of Content .....	iv
List of Abbreviations and Acronyms .....	xi
Abstract .....	xiii

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the study .....	1
1.2 Statement of the Problem .....	5
1.3 Purpose of the Study .....	6
1.4 Objectives of the Study .....	6
1.5 Research Questions .....	7
1.6 Significance of the Study.....	7
1.7 Limitations of the Study .....	8
1.8 Delimitations of the Study .....	9
1.9 Basic Assumptions of the Study .....	9
1.10 Definitions of significant terms as used in the study .....	10

1.11 Organization of the Study .....	10
--------------------------------------	----

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction.....	12
2.2 Conflict and education in Mt. Elgon .....	12
2.3 Importance of girl’s education in a nation.....	16
2.4 Factors influencing girls’ participation in primary education .....	17
2.5 Community factors affecting Girl’s Education.....	20
2.6 Insecurity influence on girl child participation in education.....	25
2.7 Parents’ participation in girls’ education.....	28
2.8 Theoretical Framework .....	29
2.9 Summary of Literature Review.....	30
2.10 Conceptual Frame Work.....	31

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction.....	34
3.2 Research Design.....	34
3.3 Target Population .....	35
3.4 Sample size and Sampling Procedures.....	35
3.5 Research Instruments .....	36
3.6 Instruments Validity.....	37
3.7 Instruments Reliability .....	38

3.8 Data Collection Procedures .....	39
3.9 Data analysis techniques.....	39

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

4.1 Introduction.....	41
4.2 Questionnaire Return Rate.....	41
4.3 Demographic Information of respondents .....	42
4.4 Data Analysis on factors influencing girls’ participation in primary schools in Cheptais district .....	51
4.5 To determine community based factors influencing girls’ participation in primary .....	66
4.6 To establish how insecurity affects participation in girls’ education in.....	76
4.7 The community participation in education of girls. ....	83
4.8 Safety and participation of girls in education .....	89
4.9 Community leaders and parents.....	91
4.10 Responses from Quality Assurance and Standards Officers .....	95

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Summary of the study.....	97
5.2 Conclusion of the study .....	100
5.3 Recommendations of the study.....	104

## **APPENDICES**

APPENDIX 1 Letter of Introduction .....	110
APPENDIX 2 Questionnaire for Head teachers .....	111
APPENDIX 3 Questionnaires for the Class Teachers .....	116
APPENDIX 4 Questionnaire for QASO/ Field Officers.....	120
APPENDIX 5 Interview Schedule for Community Leaders/ Parents .....	123
APPENDIX 6 Research Permit .....	1234

## LIST OF TABLES

Table 1.1 Enrolment Statistics for Bungoma County.....	4
Table 4.1 Questionnaire Return Rate.....	42
Table 4.2 Class teachers' professional qualification.....	46
Table 4.3 Head teacher's teaching experience.....	47
Table 4.4 Class teachers' teaching experience.....	48
Table 4.5 Designation of class teachers.....	49
Table 4.6 Class teachers view on economic status influence .....	55
Table 4.7 Head teachers view about gender roles of the girl.....	75
Table 4.8 Class teachers view about gender roles of the girl.....	75
Table 4.9 Head teachers view on early marriage.....	79
Table 4.10 Class teachers view on early marriage.....	79
Table 4.11 Distance to school from head teachers view.....	80
Table 4.12 Distance to school from class teachers view.....	81
Table 4.13 Insecurity from head teachers view.....	82
Table 4.14 Insecurity from class teachers' view.....	82
Table 4.15 Class teachers' views on parents attending educational days..	87

## LIST OF FIGURES

Figure 1 Inter relationship between family, community, safety factors and community participation on girls' participation in education....	30
Figure 4.1 Respondents occupational composition .....	44
Figure 4.2 Enrolment of pupils per class per gender in sample schools...	50
Figure 4.3 Parent's level of education influence to enrolment of girls.....	53
Figure 4.4 Parent's level of education influence to enrolment of girls .....	54
Figure 4.5 Poverty from head teachers view point.....	57
Figure 4.6 Poverty from class teachers view point .....	58
Figure 4.7 Single parenthood from head teachers view point.....	60
Figure 4.8 Single parenthood from class teachers view point .....	61
Figure 4.9 Large family size as sampled by class teacher.....	63
Figure 4.10 Attitude of parents from head teachers' sample.....	64
Figure 4.11 Attitude of parents from head teachers' sample.....	66
Figure 4.12 Gender preference from head teachers.....	67

Figure 4.13 Gender preference from class teachers .....	67
Figure 4.14 FGM from head teachers.....	69
Figure 4.15 FGM from class teachers .....	70
Figure 4.16 Negative peer influence from head teachers.....	71
Figure 4.17 Negative peer influence from class teachers .....	72
Figure 4.18 Early pregnancies from head teachers' point of view.....	73
Figure 4.19 Early pregnancies from class teachers' point of view .....	74
Figure 4.20 GBV from head teachers view point.....	77
Figure 4.21 GBV from class teachers view point .....	78
Figure 4.22 Parents participation.....	84
Figure 4.23 Look for children who drop out of school.....	85
Figure 4.24 Head teachers view on parents attending educational days...	86
Figure 4.25 Consultation between parents and teachers.....	88
Figure 4.26 Escort girls to school .....	89

## **LIST OF ABBREVIATIONS AND ACRONYMS**

ADPC	Asian Disaster Preparedness Centre
BPFA	Broad Platform of Action
CAT	Committee Against Torture
CRC	Convention of the Rights of the Child
CDE	County Director of Education
EFA	Education for All
FAWE	Forum for African Women Educationalists
FGM	Female Genital Mutilation
FPE	Free Primary Education
HRW	Human Rights Watch
GOK	Government of Kenya
ICRC	International Committee of the Red Cross
IEPC	Indiana Education Policy Centre
INEE	Inter-Agency Network of Education in Emergency
MDG	Millennium Development Goals
MOEST	Ministry of Education Science and Technology Kenya
PEV	Post Election Violence
SGBV	Sexual Gender Based Violence

SLDF	Sabaot Land Defence Force
SMC	School Management Committee
UNESCO	United Nations Education Science and Cultural Organization
UN	United Nations
UNICEF	United Nations Child Education Fund
USAID	United States Agency for International Development
UPE	Universal Primary Education

## **ABSTRACT**

The issue of girl child participation has become a real concern in all nations of the world particularly the developing countries like the Sub Saharan Africa. The girl child education provides benefits to the family and society at large, thus issues affecting it should be addressed for the good of human development. The purpose of this study was to investigate factors influencing participation of girls in primary schools after post election violence in Cheptais District, Bungoma County.

Data was collected from public primary schools through the use of questionnaires and an interview schedule to solicit information from head teachers, class teachers, community leaders and parents. The target population of the respondents in the eight rural schools was eight head teachers, 64 class teachers, six parents and two Quality Assurance and Standard Officer (QASO). In sampling the schools, private schools were excluded from the study because the conditions are different and the factors being investigated may not influence them equally as in public schools. The persistent land conflicts and inter clan conflicts was also a major factor that formed the sampling. 10 of schools took part in the study. Data collected was then organized according to the factors which included demographic aspects such as gender, group (head teachers, class teachers, community leaders/parents and QASO). Descriptive statistics was then used to compute percentages and frequency distributions to draw graphs, tables and pie charts.

According to the findings, girls are more likely not to participate in school than boys. Poverty and large family settings were found to be the main reason girls drop out of school. Other factors identified included insecurity, lack of parental concern, peer influence, pregnancy and early marriages, cultural rites, gender based violence, female genital mutilation and need to work to supplement family income. Early marriages were also given as a major contributory factor to high dropout rate in the upper classes. The Sabaot Land Defence Force conflict also emerged as a major factor leading to girls' low enrolment and participation in schools. This is because the research carried out established that there is still conflict because of land and the boys who had been engaged in the Sabaot Land Defense Force were a threat to the safety of the girls going to school.

The study recommended that a similar but wider research should be conducted in districts that are faced by conflict, so as to elicit a more accurate Bungoma County outlook of factors leading to low girls' participation in public primary schools and also the role of the community

in ensuring participation of girls in public primary schools. The researcher also recommends that a similar study be done in the parts of the country which were affected by PEV to determine factors influencing low girls' enrolment and participation and to find the role of the community in ensuring participation of girls in these schools.

The community should be sensitized on the importance of education for girls after conflicts, and their participation enhanced. Boys who have been engaged in conflict should be re-integrated into society to support the education of girls.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Girls' education as a Human Right provides economic and social benefits and is an international objective, (Birdsall, Levine, & Ibrahim, 2005). Primary school enrolment has improved steadily to near parity in response to this objective in Kenya. Participation of girls in primary education has converged with that of boys in most counties. However 72 million school age children are out of school by 2005 and a majority of them are girls (UNESCO, 2007). Out of this school age girls, not enrolled in school, 70% are from socially excluded groups (Lewis & Lockheed, 2006).

Access to education for girls in countries of conflicts, post conflict is limited by factors such as gender issues, girls' workloads, sibling care, early marriage, poverty, accessibility of schools and safety and security. The distance to and from school may place girls at undesirable risk of attack, abduction and sexual violence in areas where fighting forces are present.

According to UNESCO & UNHCR, (2007) early marriages and motherhood in most cases means the end of educational opportunities

for girls. Early pregnancy and marriage are higher in insecure environments, due to gender based violence. Early marriages could be the desire for parents to secure protection and economic survival.

Conflicts exacerbate inequalities in education for women and girls and increases vulnerabilities (World Vision, 2001). Conflict represents a major impediment for the realization of the EFA and Millennium Development Goals (MDGs), especially for the universal completion of primary education and gender equality in primary and secondary education (Buckland 2005). According to Nicolai 2008, over half of the world's primary-aged children out of school are estimated to live in conflict-affected fragile states

Regional, ethnic or religious group inequalities in educational attainment can be further widened as a result of armed conflict, as is the case for ethnic groups living in Northern Uganda, indigenous peoples in Guatemala or women in Afghanistan.

UNESCO (1999c) reported that in the 1980s the combination of an economic crisis, floods and drought, as well as the on-going civil war, negatively affected enrolment levels and educational attainment. The civil war was also highly destructive to physical educational infrastructure: the Mozambique Ministry of Education reported that by

the end of the civil war, 58% of primary schools in the country had been closed or destroyed (Brück 1997, 40). The UN further reported that during the years 1981 to 1988, armed conflict in Mozambique resulted in 454,000 child deaths (Graca Machel 1996).

In *Education Under Attack*, UNESCO reports that “education has been attacked in at least 31 countries in Africa, Asia, Europe and Latin America over the past three years” (2010b). However, Afghanistan is one of the most affected countries with attacks on schools which increased, from 242 in 2007 to 670 in 2008 (UNESCO 2010b).

Conflict interrupts education in other devastating ways through active recruitment of children as slaves or child soldiers. For example, in Uganda, Finnström (2006, 203) observed that “the evolving war caused an enormous humanitarian catastrophe in northern Uganda. Children faced the brunt of this war; tactics by the LRA included rampant abduction of children for use as soldiers or sex slaves (CSOPNU 2007).

Previous studies carried out on factors that influence girl’s participation in primary school agree on several of them. These include cultural, socio-economic, parental level of education, attitude towards girls’ education, home background of the child, and drug abuse.

**Table 1 Enrolment Statistics for Bungoma County**

District	2010		2011		2012		2013		2014	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Bumula	29,124	29,693	30,643	30,914	31,041	31,535	32,215	32,607	33,568	33,607
Bungoma Central	21,384	20,597	20,207	20,003	20,909	20,776	24,005	21,357	25,357	24,727
Bungoma East	33,718	34,002	34,125	34,691	34,975	35,102	35,233	35,798	35,925	38,798
Bungoma North	31,841	31,877	32,175	32,606	33,075	33,616	34,054	35,690	35,001	35,090
Bungoma South	28,403	28,784	28,971	29,533	29,570	29,987	29,862	31,174	32,215	33,333
Bungoma West	17,485	17,429	19,060	19,225	18,423	18,525	20,487	19,763	20,548	19,663
Cheptais	19,479	10,966	13,250	13,194	14,468	13,600	15,209	13,206	16,214	13,885
Kimilili	21,384	20,957	22,066	22,022	23,012	22,853	21,300	18,773	22,317	21,687
Mt. Elgon	15,089	15,285	16,142	16,352	16,538	16,753	17,822	17,924	18,207	18,313

Source : Education Statistics Section MoEST Bungoma County

From the table above, the enrolment of girls has been on the steady increase. However compared to other districts, in Cheptais district, girls' enrolment is lower than that of boys. In 2010 for example, 10,966 girls were enrolled while boys were 19,479 a difference of nearly 50%. In Bungoma South, the enrolment of girls is at parity with the boys or

slightly higher as compared to Cheptais. In 2011, the enrolment of girls improved in Cheptais district but over the next three years it has stagnated at the same level while in other districts the enrolment of girls is at a steady rise. In Bumala, Bungoma North, Bungoma South and Bungoma East the enrolment of girls is higher than that of boys, while in Bungoma Central and Bungoma West the enrolment of girls is at near parity with that of boys.

The low participation of girls in Cheptais district is an issue of concern for education stakeholders whose responsibility is to ensure that every child of school going age receives basic education.

## **1.2 Statement of the Problem**

Despite free primary education still being offered and five years after PEV, and the UNESCO, (2009) report that Kenya is among the 15 African countries that have achieved gender parity in education; the low participation of girls in primary schools in Cheptais district raises a lot of questions that need urgent attention. Compared to other districts in Table 1 above, Cheptais district girls' enrolment is lower than that of boys. In 2010 for example, 10,966 girls were enrolled while boys were 19,479 a difference of nearly 50%. In other districts the enrolment of girls is at parity with the boys or slightly higher. In 2011, the enrolment of girls

improved in Cheptais district but over the next three years it has stagnated at the same level while in other districts the enrolment of girls is at a steady rise. Questions such as what the stakeholders, such as the community, parents and the government are doing to curb the trend need to be answered. Efforts to enhance security by the government are not enough to check the trend and more needs to be done. The community needs to participate too to come up with solutions to the problem.

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

The purpose of this study was to investigate community-based factors that influence girls' participation in primary schools in Cheptais District.

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

The objectives of the study were as follows;

- i. To determine how the home background influences participation of girls' in primary education in Cheptais district.
- ii. To examine how community factors influence participation of girls' in primary school in Cheptais district.
- iii. To establish how insecurity influences girls' participation in primary school education in Cheptais district.

- iv. To establish the role of the community in ensuring participation of girls in primary schools in Cheptais District.

### **1.5 Research Questions**

The research addressed the following questions;

- i. How does the home background influence girls' participation in Primary education in Cheptais district?
- ii. In what ways do community factors influence girls' participation in primary schools in Cheptais district?
- iii. How does insecurity influence girls' participation in primary school in Cheptais district?
- iv. Does the community ensure the participation of girls in primary schools in Cheptais District?

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

The findings would assist policy makers in formulating and implementing policies that address protection of learners' to promote access, gender equity and equality to education, in conflict prone areas. In addition to that, the research would provide information to other practitioners and other stakeholders on the challenges that affect girls' participation in school after conflict and hence set up child friendly schools to enable access to education by the girl child. Also this study

would sensitize stakeholders on the issue of gender disparity in education after conflicts to find solutions to dropouts. The study would help the local leaders to sensitize the community in sending the girl child to school.

Lastly the research findings from this study would provide insight information on how conflict has affected girls' education in Cheptais that will be used to conduct further research on safety of learners in conflict areas.

### **1.7 Limitations of the Study**

There is limited documented statistical data on conflict in Mt Elgon yet it has been between two communities for a very long time. Statistics on attacks on schools in Kenya were often in excess of 10 years old. However by interviewing staff in the offices in the districts concerned, relevant information was to be collected.

The other limitation is access to schools that were most affected by the conflict since the terrain is not easy for outsiders. However by talking to the community leaders' rapport was established and relevant information was given.

The other limitation was that the study was sensitive as it touches on the tenets of a society and security including suspicion and trauma. Cultural practices and beliefs accepted like FGM and GBV are not to be discussed in public and respondents were not willing to discuss them. The

researcher used a local teacher to inform the participants that the information was for academic purposes which eliminated the fear and doubt. There is still in the community a feeling of insecurity due to the presence of *OKOA MAISHA* army guards. The letters of introduction and the permit were evidence to the local leaders that this was an academic research.

### **1.8 Delimitations of the Study**

Although there are many factors that influence girls participation in primary education the researcher restricted herself to the community based factors influencing the girl child in participating in primary education.

The research was also limited to Cheptais District which was largely affected by the conflicts and to make it difficult for the child to access education. It was also carried out in Public day primary schools in Cheptais district in Bungoma County

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

The study makes the following assumptions:

- i. The respondents were willing to participate in the research
- ii. There will be no conflicts at the time of the data being collected.

- iii. There will be cooperation from all the respondents to participate regarding the information.

### **1.10 Definitions of significant terms as used in the study**

**Community factors** refer to the aspects in the society which include beliefs, practices, such as marriage, FGM, place of women in society and attitude towards women.

**Community leaders** include the village elders, assistant chiefs and chiefs.

**Conflict** refers to a state of unrest or turmoil in the society.

**Enrolment rates** refer to the population of school age children actually enrolled in school.

**Home factors** refer to identifiable home conditions that influence enrolment and participation of pupils in schoolwork.

**Participation** refers to reporting to school on time, taking part in school activities, and being in school throughout the school season.

### **1.11 Organization of the Study**

This study is organized in five chapters. Chapter one is the introduction which contains the background of the study, statement of the problem, purpose of the study, research questions, significance of the

study, limitations of the study, delimitation of the study, basic assumptions, definition of terms and organization of the study. Chapter two focuses on review of literature which is discussed under different sub-headings. It ends by giving a summary of literature review and conceptual framework. Chapter three will discuss the research methodology which includes; research design, target population, sample and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis. Chapter four describes the data analysis, presentation of findings, discussion and interpretation. Chapter five is a summary of findings, conclusion, recommendations and suggestions for further research. The bibliography and appendices will appear at the end of chapter five.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature review for this study is organized in the following themes: introduction, conflict and education in Mt. Elgon, importance of girls' education, factors affecting girls' participation in primary education, community participation in education, theoretical and conceptual framework on conflict and summary of literature review.

#### **2.2 Conflict and education in Mt. Elgon**

Conflict represents a major impediment for the realization of the EFA and Millennium Development Goals (MDGs), especially for the universal completion of primary education and gender equality in primary and secondary education (Buckland 2005). According to Nicolai 2008, over half of the world's primary-aged children out of school are estimated to live in conflict-affected fragile states

Regional, ethnic or religious group inequalities in educational attainment can be further widened as a result of armed conflict, as is the case for ethnic groups living in Northern Uganda, indigenous peoples in Guatemala or women in Afghanistan.

The Jomtien call towards EFA was that; states protect children's rights including the right to education. However in Kenya the intermittent election violence raises serious concerns about the future of education for girls in conflict prone districts. The Post-Election Violence (PEV) resulted in significant loss of lives and property, disruption of business and uncalled for internal displacements of people (Human Rights watch 2008). The 2007 post-election violence led to 1,300 deaths, displacement of more than 350,000 persons, disruption of economic (e.g., agriculture, tourism, international trade) and social (e.g., local and international travel) activities, loss and destruction of public and private property and high inflation. This poses a great challenge in the attainment of developmental goals as envisioned in the Millennium development goals (MDGs) and Kenya's Vision 2030.

In Kenya there are spots where conflict, including armed conflict, is very frequent. Inter-tribal conflict has persisted over the years in Kenya and usually escalates every five years whenever there are parliamentary and presidential elections. The conflicts are more concentrated in some parts of the country such as the Rift Valley, Tana River, Northern Eastern and Mt. Elgon District. Mt. Elgon District is mainly inhabited by members of the Sabaot Community. The Sabaot community is comprised of two major clans – the Soy and Ndorobo. Other members inhabiting the district

include the Ogiek, Bukusu, Teso and various Kalenjin subgroups (Human Rights Watch, 2008).

Fighting between the Soy and Ndorobo clans, in Mt. Elgon District over land issues dates back to 1965,( Human Rights Watch, (HRW) 2010). The conflict has been as a result of the Kenyan government attempting to resettle landless members of the two clans in Mt. Elgon over the years (Ngetich & Kwalia, 2007; Siringi, 2007). According to Siringi, the conflict intensified in 2006 claiming over 600 lives and displaced more than 66,000 people. The escalation of the conflict in 2006 was attributed to the country's general elections that were conducted in December 2007.

During the 2008 Post Election Violence, education was largely disrupted as insecurity intensified. Teachers and pupils fled from their homes following the clashes. The Sabaot Land Defence Force (SLDF) used girls and women as a shield against the army. The International Rescue Committee (IRC) highlighted sentiments aired in several community demonstrations, which had supported the Government's maintenance of a security presence in the region. In particular, IRC had noted the importance of ensuring protection, particularly against sexual and gender-based violence (SGBV) in the region. ([www.rescue.org](http://www.rescue.org))

The government launched a joint military-police operation called “*Okoa Maisha*” (“Save Lives” in Swahili) to clamp down on the activities of the SLDF. The population initially welcomed this operation, considering it long overdue but was quickly alienated by their strategy consisting of indiscriminately rounding up all the men and young boys in Mount Elgon district, taking them to military Camps where they were tortured, sometimes to death, to force them to identify SLDF members or the location of weapons. (Human Rights Watch 2010)

In 2010, however, the army and administration police became a negative factor hindering the community in its activities. The raping of the women and girls was used as a weapon to silence the men who were fighting. The Committee Against Torture (CAT) (2010) expressed deep concern about “allegations of mass arrests, persecutions, torture and unlawful killings by the military in the Mount Elgon region during the ‘Operation Okoa Maisha’ conducted in March 2008” (Human Rights Watch 2010).

Incidents of land or ethnic clashes, political violence and cattle rustling in Cheptais district have had direct and indirect impact on teaching and learning. A number of schools affected by insecurity had to be closed. Some children affected by conflicts lived in refugee camps and were at

risk of lack of basic necessities in isolated situations. They needed physical and emotional assistance to live in a safe environment.

### **2.3 Importance of girl's education in a nation.**

Girls' education at primary school level has a huge impact on individuals and societies. Girls who receive quality, basic education are more empowered and better prepared to protect themselves against violence, abuse, exploitation, and trafficking, and are less vulnerable to disease, including HIV/AIDS (UNESCO 1996). For girls, the return to a year of secondary education correlates with as high as a 25 per cent increase in wages later in life. Moreover, the promotion of girls' education is important not only for improving individual livelihoods, but the positive effects also spill over to families, communities and economies at large.(UNESCO 1996)

Nevertheless, girls consistently face exclusion from and inequities within education systems over the course of their lives – from early childhood to secondary schooling to adulthood – impeding pathways to higher education and a lifetime of learning. Hence not achieving gender equality in education means that the world cannot achieve the other goals in health, social and development as envisaged.

In 2000, at Dakar, the global community committed itself to achieving education for ALL, including those affected by conflict and disaster.

#### **2.4 Factors influencing girls' participation in primary education**

The factors that influence the participation of girls in education have been discussed by many researchers. Odaga and Heneveld, (1995) discuss three categories of factors that hinder girls' education in Sub-Saharan Africa. The categories include socio-economic, socio-cultural and school, institutional and political factors. In a study by Njau & Wamahia, (1998), pregnancy, psychological cost of pregnancy, direct cost of schooling, societal perceptions, the labour market, opportunity costs, family poverty, irrelevant curriculum, insecurity, structural attributes and classroom cultures, as the critical factors that lead to lack of participation of girls in primary education.

For the sake of this study, the review will summarize the literature under the following categories home, community, and safety based factors.

## **2.5 Home background factors influence on girls participation in education**

The family background affects the early years of formal schooling of the child as this is seen in the probability that children enrol in, attend and complete various levels of education (Lockheed 1991). According to Smith and Cheung 1986, the occupational level and educational level of parents, shapes the school attainment of their children. This is because children from literate homes enter school with more vocabularies than children who are unfamiliar with books. Children with parents who have graduated from college assume that academic excellence is their birthright, while other children struggle to achieve it. The struggle leads these children to drop out of school as lack of education from parents leads to non-enrolment of their children. Traumatic events such as violence and conflict are harmful to children's participation in education.

Parental education, family income and parental occupation affect the participation of a child's participation in education.

The low, or none education of parents more so mothers, has impact on the education of their children. The little or lack of education limits their knowledge and hinders their awareness on the intergenerational and accumulative on benefits of education over the years.

Accordingly the economic status of a household determines the level of the girl child's education. For girls poverty hampers their educational opportunity. According to researchers the direct and indirect cost of sending a child to school is more than a poor family can afford more so if the child is a girl. When parents' income is low they would most likely spend the money on the primary needs of the family instead of taking their daughters to school. This state of poverty could be a result of displacement during conflict. The parents who are IDPs lose their source of income and thus they cannot provide for the cost of education in turn will not enroll the girls in school. The home environment which is not conducive may also lead to girls not participating in education. According to Chepcheing and Kibos (2004), they reveal that children's academic performance is affected by their parents' ability to provide conducive environment financially.

Research has revealed that children from single parent families, large families, poorly housed and low income families grow up holding lower aspirations for education, (Essen, 1992). In Cheptais district, men were eliminated by the *OKOA maisha* security as they were regarded as part of the militia group. The men who had been part of the SLDF were

eliminated in the forest rendering many families fatherless. The women were left to be the head of the households, (Watch 2010).

Large families at times face problems in educating their children. When faced with economic hardship, a great number of parents, even those aware of the importance of girls' education, are forced to educate boys at the expense of girls. It is still argued that the man is the "bread winner" and hence boys need more education than girls who will get married and will have a man take care of them.

## **2.6 Community factors affecting Girl's Education**

In some African communities such as the Maasai, religious and traditional norms dictate that girls are to be married at a certain age. When they are still in school with no prospects of marriage when they mature, the family is disgraced. The girls are therefore pulled out of school as soon as they reach maturity to prepare them for marriage. Early marriage in particular has been repeatedly identified as one of the major causes of girls' dropping out of education.

Cultural rites have a major role on the participation of girls in education. Some girls after FGM, start feeling that they are now grown up women and should get married. This is because girls are expected to be married to immediately after they have been initiated. Pressure is therefore put on them to leave school and fulfil the traditional expectations.

According to Koringura (2004), traditional leaders look at education as a threat to the traditional community survival as it is viewed as an agent for destroying the society's cherished traditions.

Parents stress the education and school participation of boys as they expect economic support from them in their old age rather than immediately. For this reason the parents and the community do not necessarily view girls schooling to be of great importance as that of boys, Lewis & Lockheed (2006, 2007, 2008).

Gachathi report (1976), reports that girl child education is less developed than that of boys. According to the report this was contributed by traditional beliefs and prejudice regarding the roles and occupations of women in society. A daughter's labour at home is more valuable and justified than her time spend in school. For instance in some communities the roles of girls is to fetch water, firewood, care for the siblings and help in the farm than be in school. Further, the expected economic returns for educating girls are less than educating boys which results in less investment in girls' education. To most parents therefore they would rather educate a boy than a girl. A study by Mondoh (2001), states that girls perform more chores in the house than boys which makes it difficult for parents to enrol them in school as they loose the economic support of the girls.

Mlama P, (2001) indicates that traditional cultural attitudes are very strong in rural areas. The little money parents have to source for sending children to school is seen as too big an investment to invest on the girl child. Unfortunately these cultural attitudes are still very strong this 21<sup>st</sup> century to the detriment of the girl child.

Sexual harassment is downplayed in most communities. However, sexual harassment of girls by males in the community including family members, teachers and boys can have a drastic effect on the girls' education and result in her dropping out of school. According to Wamahiu and Wasuna, (1997), sexual harassment and early pregnancies pose a threat to girls' participation and retention in school. Reports by Forum for African Women Educationalists (FAWE) indicate that more than 12,000 girls drop out of Kenya's schools yearly due to pregnancy (Abagi and Odipo, 1997)

Changing mindsets and behaviours is one of the biggest challenges facing girls' education and also one of the most complex to address. The attitude that girls' only need to be educated and trained in house chores to prepare them for marriage still persists. Furthermore many parents keep their daughters at home whenever there are some chores (cooking, selling,

farming, taking care of other siblings or sick members of the family, laundry.) to do.

Negative peer influence is also a major hindrance to girls' enrolment. Some negative peers lead the girls astray by dissuading them against school as they say it is a waste of time for a girl who after all will get married and bear children hence not use the knowledge they will gain in school. Others who have been exposed to money early by working in the capital city as maids also become negative influencers to the girls. They feed them with stories of living large and enjoying life free from encumbrances of school. There is need for the girls to have positive peer influence.

Culture defines what a man or a woman should do. The age old traditional belief of a woman as a wife and mother still prevails in society. The community think it is more beneficial to formally educate a boy than a girl and that girls need only be trained in house hold chores to prepare them for marriage. Some subjects are believed to be best left for boys especially the science subjects and mathematics hence the community view it as unnecessary to have girls in school learning those subjects.

The burden of caring and of household domestic labour falls on girls and women in traditional gendered roles. In situations of poverty or where parents are unable to work due to illness such as HIV and AIDS,

these burdens are intensified and the value of having girls at home to undertake domestic chores, look after siblings or care for sick family members may be perceived to outweigh that of remaining in school. This is particularly the case in a context where girls' future roles are widely believed to be solely in the household.

One of the factors discouraging girls' school participation and enrolment at primary level is the greater and earlier responsibilities at home. According to Lockheed (1975) and Baldwin, (1981), the girls provide more productive labour at home than boys and support on the home income. A study on rural dropouts, in Ghana found out that 8 out of 10 female dropout from primary schools were occupied with learning trades, either by helping their mother's or guardians or on their own. These activities interfered with the school participation thus it results in many not being enrolled as they will dropout.

Girls spend more hours doing productive household labour than boys. A study by UNESCO (2007), on time budget studies found out that young girls spend more time on household and child care tasks than boys. This contributes to girls not being enrolled in school because the parents will lose the contribution of the girl child towards the family. In Rwanda girls between the ages of 6-8 years spend more hours doing child care tasks than the boys of the same age. They also spend one fifth of the

number of hours that the boys did in school. FAWE, (1996), reported that girls' participation in primary school is negatively affected by labour as girls are overloaded in domestic activities.

Recent studies in Benin, Ethiopia and Ghana, for example, found that parents, and in particular fathers, hold the belief that their sons are destined to become the heads of their families and earn money, while girls are destined to marry young, bear children and become housewives, and thus they didn't see the value in sending girls to school.

## **2.7 Insecurity influence on girl child Participation in education**

During conflicts, girls' rights are violated as they are subjected to mental, emotional and physical repercussions. The girl child access to education is affected through rape, killing, forced recruitment in the armed forces, sexual exploitation, abduction forced marriage and increased exposure to HIV and AIDS. These effects hinder the girls' participation in education leading to male dominance.

On Rwanda conflict Feliaciti, (2006) indicates that rape and other grave sexual violence against girls are carried out during conflicts as a weapon of war. The effects of rape and other sexual crimes force the girl child to drop out of school, have forced pregnancies and suffer psychologically, (Muthengi, 2013).

Gender based violence is a gross violation of women and girl's human rights and is also a significant public health issue; the relationship between GBV and HIV/AIDS, for example, is clearly established and demands a concerted response in terms of both prevention and response. Gender-based violence is also increasingly being recognized as an inhibitor to development.

Gender-based violence takes many forms and includes rape, sexual exploitation, sexual assault and abuse, forced sex and other types of sexual violence, domestic violence, trafficking of women and girls, forced prostitution, sexual harassment and discrimination, and denial of rights. It also encompasses forms of violence that are specific to cultures and societies, such as female genital mutilation, widow inheritance, and early and forced marriage.

During armed conflict women and girls are particularly vulnerable to gender-based violence, including all forms of sexual violence (Feliaciti, 2006). Recent assessments conducted in Kenya indicate that displaced women and girls not only fear sexual exploitation and assault but are experiencing other types of gender-based violence as well. Vulnerability to exploitation and abuse by virtue of their age and gender is further increased by the post-election conflict and the prevailing humanitarian and

security conditions. Conflict can also exacerbate harmful cultural practices, such as forced and early marriages when parents do not have the resources to take care of their children. Understanding the causal relations between vulnerability of women and girls, types of gender based violence, and, different phases of the conflict, is therefore an essential pre-requisite for defining appropriate response.

Long distance from home gives rise to issues of concern for the security of the girl child. Adolescent girls may be victims of sexual harassment and abduction UNESCO, (2006). Researchers have found a relationship between late entry of girls to school, frequent absenteeism and finally dropping out. Girls may start school late due to the great distance from home.

Travelling long distances before arriving in school decreases the productivity of girls since they arrive in school already tired. Participation and performance in any subject is consequently hampered. This long distance, due partly to the terrain of Cheptais, also means they get back home too tired to do any meaningful studies.

Some girls get to school late and are caned for it which is the common mode of punishment hence prefer to stay home rather than travel the long distance only to be punished. Sex pests also abound on the way to school and this dissuades the girls from going to school.

## **2.8 Parents' participation in girls' education**

INEE (2004), states that active involvement of the community facilitates the identification of community specific education issues that affect them. Members of the Community therefore suggest strategies that are effective in addressing the issues. Also community participation serves as a strategy to identify and mobilize local resources within a community, as well as build consensus and support for education programmes

The department of education and training, (2006) suggests that parents, staff and students should collaborate to implement whole school programs and procedures to strengthen the quality of relationships between people, build empathy and work cooperatively. However Gottfredson quoting (Day & Golench, 1995), state that, “parents in disorganized areas are less active in the school and less likely to exert external pressure to improve schools”.

The home background has an impact on the participation of girls' in education in primary school. This includes Parents level of education, economic status of a family, large family size, the attitude of parents towards girls' education, distance to school, parentage of the child and occupation of parents. UNICEF (2004), in a study carried out in 55 countries revealed that educated women who become mothers are ready to send their girls to school. According to Kibera & Kimokoti, (2007), the

parental level of education plays an important role to enhance participation in education. This is because parents who have attained a certain level of education will send their children to school regardless of gender to benefit the economic status of the society as a whole.

## **2.9 Theoretical Framework**

The Conflict Theory was developed by Karl Marx, (1818-1883). The conflict theory postulates that, inequalities in power and reward are built into all social structures. Individuals and groups, who benefit from any particular structure, strive to see it maintained. For example, the wealthy may fight to maintain their privileged access to higher education by opposing measures that would broaden access, such as affirmative action or public funding. A social science perspective that holds that stratification is dysfunctional and harmful in society, with inequality perpetuated because it benefits the rich and powerful at the expense of the poor.

Conflict theorists argue that dominant groups monopolize positions of power, maintaining power from generation to generation and keeping subordinate groups out. They also argue that dominant groups get inordinate power to define which positions are socially rewarded.

This theory applies to this study, as it shows how the communities use their culture to ensure the position of the girl child as a minor partner in education. In most African communities' girls are seen as second class children. The community and the parents will educate boys and let girls to married. This confirms the fear that if the girls are education they will demand their rights and therefore not respect the societal norms of just being seen and not heard. So the non enrolment of girls in school in primary school is to perpetuate the illiteracy among the girl child and be controlled by the men.

In the conflict view, the most powerful members of dominant groups create the rules for success and opportunity in society, often denying subordinate groups such success and opportunities; this ensures that the powerful continue to monopolize power, privilege, and authority.

The shortcoming of the theory conflict is that change and agreement can only be achieved through conflict therefore ignoring other ways i.e non-forceful ways in which people reach agreements. These theory only sides with people who lack power and lastly it focuses on economic factors as the sole issue for all conflict in society yet there are other factors

## **2.10 Summary of Literature Review**

Several studies have been undertaken locally to bring to an understanding of the effects of conflicts to the education of the girl child. Matindi (2013) studied the factors influencing girl child access to primary education for the internally displaced persons (IDPs) in Naivasha district of Kenya. His findings were largely based on post election situations within a controlled and monitored area. Chepsoit (2011) studied on the impact of insecurity on access to primary school education in Pokot Central District, Kenya. The findings focussed on the whole spectrum of insecurity. Muthengi J. (2013) studied on the impact of conflict on access to primary school education in Tana - River District, Kenya. Her findings were wholly focussed on conflict and not on the community factors after post conflict election violence that influences the participation of girl child.

The studies carried out are in different circumstances and cultures. Furthermore the target population is not the same. It is evident from the literature review the participation of girls in primary school is an issue of concern to education as a whole. It is also clear that no study has been carried out in the Cheptais district to establish the underlying causes of low enrolment and retention of girls in primary education after the Post-

election violence in Cheptais District. This study therefore hopes to fill this gap in the hope that by exposing the causes of low enrolment and participation, strategies will be put in place to improve girls' participation in primary schools.

## 2.11 Conceptual Frame Work

**Figure 1.1 Inter relationships between family, community, safety factors and community participation on girls' participation in education**

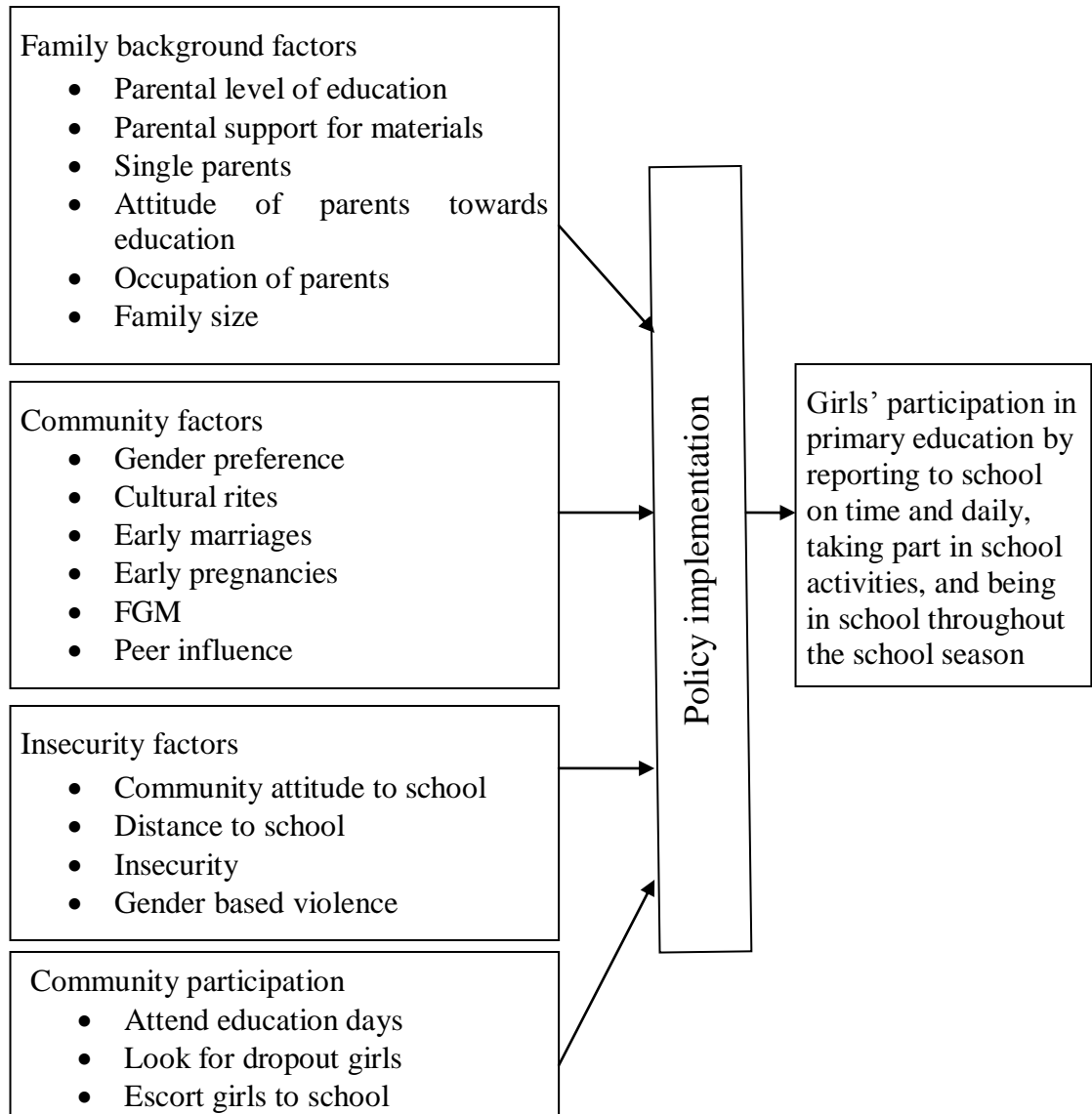


Figure 1.1 demonstrates how participation of girls in education is influenced by home background, social-cultural beliefs and practices of a community and insecurity in the community within which the school exists. These if addressed set the stage for higher enrolment and participation of girls in primary schools. Participation of the girls leads to higher rates of retention and completion achieving gender parity in education. The community is important in the safety of the girls in education.

The factors form the independent variables are namely; home background, community, and safety of girls. These then affect the dependent variable girls' participation achieved through high enrolment in public Primary school. Girls' participation in public Primary schools in Cheptais District will result in higher enrolment, improved participation, retention and higher Completion rates

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter comprises of the research methodology and is organized as follows: - research design, target population, sample sizes and sampling procedures, research instruments, instrument validity and reliability, data collection procedure and data analysis technique.

#### **3.2 Research Design**

The study adopted a descriptive survey approach. According to Orodho and Kombo (2002), descriptive survey research design is a method used to collect information about opinions, attitudes and habits of people or any of the variety of educational or social issues by interviewing or administering questionnaires to a sample of individuals. A descriptive survey design was utilized because it is appropriate in the collection of original data about selected problem areas and the possibility it offers in making descriptive assertions about a large population (Gay, Mills & Airaman, 2006). In addition, interview schedules were used to seek information from community leaders and parents in the chosen schools. Further analysis of the class registers established the participation of girls in schools.

### **3.3 Target Population**

The target population of this study was Head teachers, Class teachers, Quality Assurance officer, Community leaders and Parents. This is because the head teachers, class teachers, Quality Assurance officer, Community leaders and Parents are best placed to know the factors that affect girls' participation in primary education.

There are 82 public mixed primary day schools in Cheptais district divided into two divisions; Kopsiro and Cheptais. There are 82 head teachers 523 teachers. Hence the head teachers and class teachers of Class 1-8, from the public primary schools formed the target population of the study. The population for this study was from Cheptais district.

### **3.4 Sample size and Sampling Procedures**

A select representative sample of the schools was used to draw conclusion about the population. There are 82 schools in Cheptais district out of which 8 were selected. Stratified and Simple random sampling was used to pick the schools from Cheptais district which the head-teachers and Class teachers were identified. Simple random sampling was then used to pick schools from the school. The head teachers and teachers from these schools responded to a questionnaire for the study. Purposive

sampling was done to identify the Community leaders and parents who were interviewed.

### **3.5 Research Instruments**

Data was collected by use of questionnaires and interviews. These methods were used to avert the threat of invalidity of research findings by use of one method. Robson (1993) asserts that the use of multiple methods of data collection or triangulation enhances credibility.

Three sets of questionnaires were used to collect data from head teacher, class teachers and education officers. The questionnaires which included close ended questions for the head teachers had 5 sections and each section collected different information as follows;

- i. Background information about the respondents
- ii. Information about the school
- iii. Community factors influence girls participation in education
- iv. Insecurity factor influence on girls participation in education
- v. Community /parents participation in education

The questionnaires which included close ended questions for the class teachers and QASO had 4 sections and each section collected different information as follows;

- i. Background information about the respondents

- ii. Community factors influence girls participation in education
- iii. Insecurity factor influence on girls participation in education
- iv. Community /parents participation in education

Interview schedule was used to gather information from the community and parents. Lovel & Lawson, (2010), interview schedule is an appropriate instrument in any study as it helps the interviewer to cover all dimensions of the investigation through probing of participants. The interview schedule for the research had 15 questions and each question collected different information on the status of the interviewee and the community factors influencing girls' participation on education.

### **3.6 Instruments Validity**

A pilot study was conducted to determine the validity and reliability of the research instruments, the clarity of instructions, their relevance, so any vague questions were rephrased. The pilot study was done in one school where one head teacher, four class teachers and one Quality Assurance and Standards Officer (QASO), and one parent were selected by simple random sampling. The school used for piloting was left out in the main study.

Validity of a test is a measure of how well a test measures what it is supposed to measure (Kombo and Tromp, 2006). The content and construct validity of the research instruments was improved upon by

removing vague items and replacing them with more suitable ones after the pilot study. In addition, a check by supervisors was also used to validate the research instruments.

### **3.7 Instruments Reliability**

Reliability of the instruments was checked by Test-retest method. Orodho (2005), points out that reliability of instruments is their consistency in producing the same results. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same result under the same condition over a period of time. The reliability of a standardized test is usually expressed as a correlation coefficient, which measure the strength of association between 0.00 and 1.00 with the former (0.00) showing there is no reliability and the later (1.00) showing that there is perfect reliability which is an ideal situation. The reliability was ascertained by test and retest technique. To enhance reliability of the instruments, a pre-test study was conducted in one school in Kopsiro division. Reliability of a research instrument involves administering the same instrument twice to the same group of subjects (Mugenda & Mugenda 2003). The second administering was done after a time lapse of one week. The score from both tests was correlated to determine their reliability using Pearson's Product movement correlation. If the

coefficient will be close to +1 or -1, the instrument will be said to be reliable for data collection.

$$R = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[\sum x^2 - (\sum x)^2/n][\sum y^2 - (\sum y)^2/n]}}$$

$$\sqrt{[\sum x^2 - (\sum x)^2/n][\sum y^2 - (\sum y)^2/n]}$$

Where  $\sum xy$  = sum of product of the value of each variable

$\sum x$  = sum of the first set of scores

$\sum y$  = sum of second set of scores

$N$  = The total number of respondents

$\sum x^2$  = sum of the first set scores squared

$\sum y^2$  = sum of the second set scores squared

### **3.8 Data Collection Procedures**

Before embarking on the data collection exercise, the researcher obtained a research permit from the National Council of Science and Technology and sought clearance from County Commissioner and the County Education office in Bungoma. Sampling of schools was done at the DEO's office, Cheptais. The researcher visited the sampled schools and obtained permission from the school authorities to collect data.

### **3.9 Data analysis techniques**

After collecting the data, inspection for data was carried out to ensure that the instruments were completely and appropriately filled. The

researcher classified and coded the data according to the pattern of research questions and objectives outlined in chapter one. Qualitative data obtained was analyzed by narrative reporting and categorized into themes. Quantitative data was analyzed using descriptive statistics, which were used to summarize the data by giving the frequencies of the responses in percentages. This made the data easier to comprehend. The descriptive statistics was obtained effectively using the Statistical Package for Social Sciences (SPSS) programme. The SPSS computer application programme was used to draw tables, graphs and charts as well as to calculate the percentages of some responses

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter discusses the findings of the study. The data was collected from primary Head Teachers, Class Teachers, Quality Assurance and Standards Officers (QASO), Community leaders/Parents. The discussion of the findings is based on thematic areas derived from objectives that were formulated to guide the study. The data is presented in tables, graphs and figures.

#### **4.2 Questionnaire Return Rate**

The researcher after acquiring permission from relevant authorities embarked on the distribution of questionnaires to head teachers, class teachers, and QASO and parents/community leaders. Questionnaires were given out to eight head teachers and 64 class teachers, six parents/community leaders and two QASO. All the respondents returned their questionnaires, which translates to 100% rate of return. The questionnaire return rate is displayed in table 4.1.

**Table 4.1 Questionnaire return rate**

<b>Sample</b>	<b>Projected Sample Size</b>	<b>Achieved Sample Size</b>	<b>Percentage</b>
Head teachers	8	8	100
Class teachers	64	64	100
Community leaders/parents	6	6	100
Quality Assurance Officer	2	2	100

### **4.3 Demographic Information of respondents**

This section attempts to highlight major characteristics of the target population of this study. It examines the demographic information of respondents who include head teachers, class teachers, QASO and community leaders/parents in the sampled schools. The demographic information under scrutiny includes respondents; gender, age, professional qualification, head teachers and class teachers working experience, class teachers position in the school, number of streams and composition of pupils by gender per class in the sampled schools.

Information was sought on the distribution of respondents by gender. It was found necessary to look at the gender composition of respondents to establish whether there are gender disparities when it comes to access to school headship, teaching positions and pupils' enrollment in public primary schools in Cheptais District.

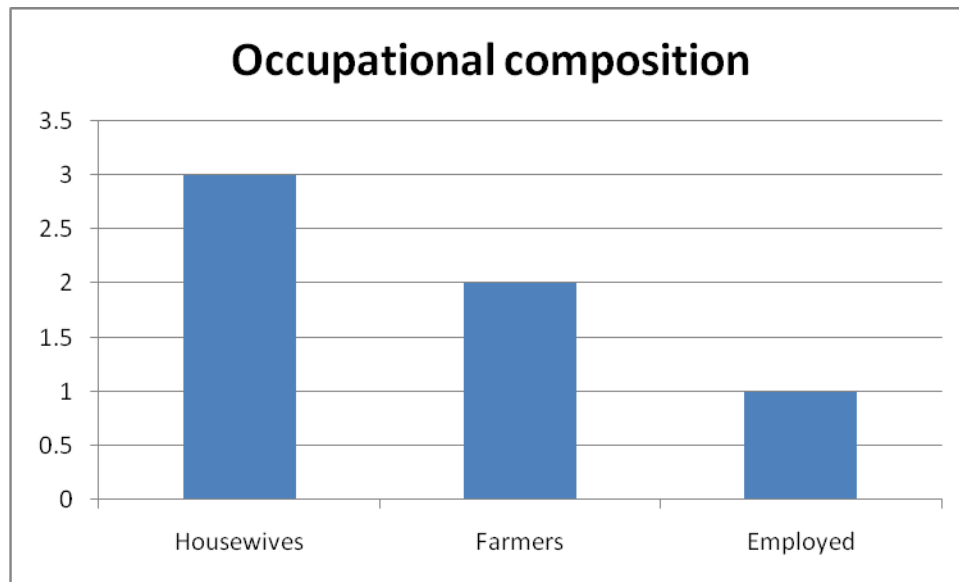
The respondents' gender composition of teachers was divided into two categories, one for head teachers and the other for class teachers.

Among the head teachers the males out-number females, in leadership positions. The males were 6 while the women were 2. This is an indication that there are more males in positions of school headship and teaching positions which goes a long way in to explain why there are more boys than girls enrolled in public primary schools in Cheptais district as there maybe gender discrimination against females. This may also account for different responses from the head teachers as compared to class teachers. This can lead to girls not participating because there are no role models for them to learn from.

Among the class teachers females outnumber their male colleagues in the sampled schools. 55% of the class teachers sampled were female while 45% of them were male. The number was a good representation of both genders according to the researcher.

From the above data the researcher concluded that it was a good representation of both genders though the high number of class teachers against head teachers may explain for some of the discrepancies in the results that follow though the researcher believes what they said represents a large majority. A sample of six was used here in the study. Their occupational status data is captured in figure 4.1. Fifty percent or three of them were housewives while 33 % were farmers. One was employed. Community leaders and parents play a major role in factors that influence girls' to go to school.

**Figure 4.1 Occupational composition community leaders / parents'**



Quality Assurance officer, Community leaders and Parents are best placed to know the factors that affect girls' participation in primary education as they interact with them on their way to and from school, inspect the schools, and also live with them.

Table 4.2 gives the results of the professional qualifications of the class teachers handling sampled schools class 1 to 8. The researcher asked the class teachers to give information about their professional qualifications. This entailed them giving details about their level of education and the qualifications they had.

Professional qualification of teachers is a very important factor in the teaching career. It determines the level which a teacher can teach and impart knowledge. The professional qualifications of the head teachers, was investigated and it was found that; 63% of the head teachers had attained diploma certification while 37% of them were approved teachers.

This information is important because the higher the education of the teachers the more they are expected to propagate the rights of the girl child and therefore sensitize the community to send the girls to school.

Class teachers were to indicate their professional qualifications.

**Table 4.2 Class Teachers Professional qualification**

Qualifications	Frequency	Percentage
P1	44	68.7
DIP	15	23.4
ATS	5	7.9
Total	64	100

P1 stands for Primary One, DIP stands for Diploma, ATS means Approved Teacher.

According to table 4.2 a majority of the class teachers at 69% have P1 certificates. Diploma level teachers were also an impressive number at 23%. Approved Teachers made up the remaining 8%. This means that most of the teachers had good professional qualifications hence qualify the research.

#### **4.3.1 Teachers teaching experience**

The study further sought to find out the teachers teaching experience in years. As shown in table 4.3, head teachers were asked to indicate their teaching experience. It was important for the researcher to know the teaching experience of the teachers because teachers who are more experienced are more knowledgeable on the factors affecting the girl child education in Cheptais district.

**Table 4.3 Head teachers teaching experience**

Experience in Years	Frequency	Percentage
0-5	0	0
6-10	1	12.5
11-15	2	24
16-20	2	24
20 and above	3	39.5
Total	8	100

The class teachers were asked to indicate their teaching experience. It was important for the researcher to know the teaching experience of the class teachers because teachers who are more experienced are more knowledgeable on the factors affecting the girl child education in Cheptais district. Table 4.4 captured the class teachers teaching experience.

**Table 4.4 Class teachers' teaching experience**

Experience in Years	Frequency	Percentage
0-5	11	17.2
6-10	10	15.6
11-15	11	17.2
16-20	6	9.4
21-25	12	18.8
25 and above	14	21.8
Total	64	100

According to the respondents a majority of the class teachers at 82% have been teaching for more than 6 years which shows they have good experience hence can give more accurate accounts of what factors affect participation of girls in schools in Cheptais district.

In order to establish various positions occupied by the class teachers in public primary schools, the researcher asked class teachers to provide this information. It is important to know the designation of the teacher as this affects the interaction with students as teachers with higher designation have more information about their students due to the access they have.

The statistics and results on frequencies and percentages presented

and summarized as shown in table 4.5.

**Table 4.5 Designation of class teachers**

Designation	Frequency	Percentage
head teacher	1	1.6
deputy head	2	3.1
senior teacher	15	23.4
assistant teacher	46	71.9
Total	64	100

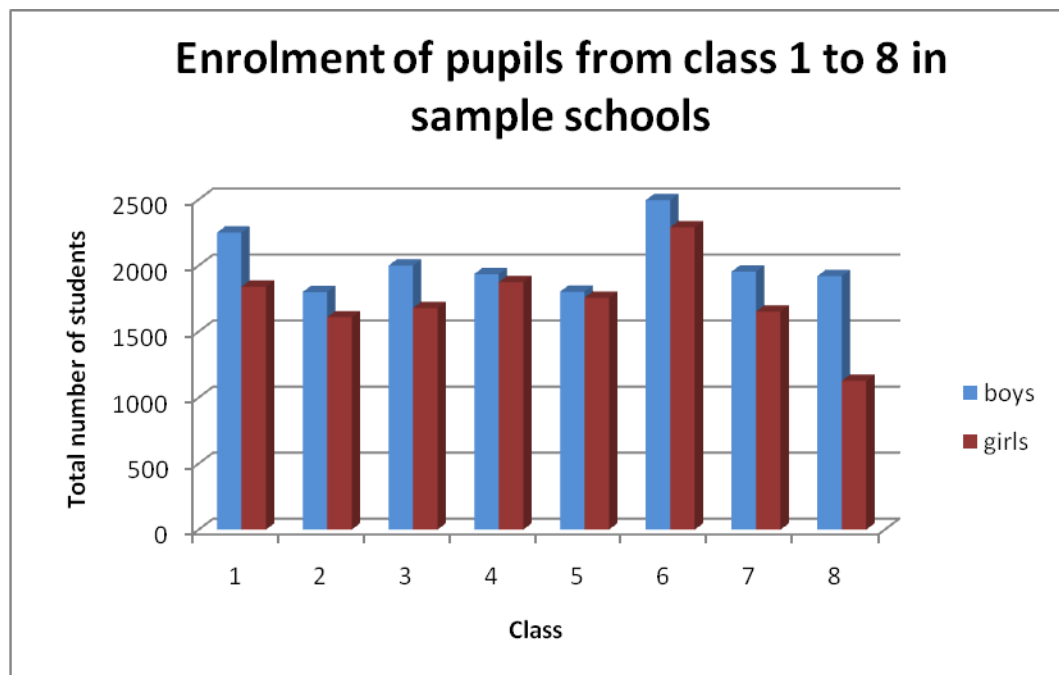
The findings show that the majority of the class teachers are assistant teachers which give them able time to interact with the pupils and parents and therefore be able to observe the attendance of the girl child without much interference of other duties. Heading a class according to the researcher gave a teacher more exposure to matters affecting the students as these would facilitate more interaction. It can therefore be concluded that the respondents had the right information.

This study sought to establish from head teachers the number of streams per school. The majority of the schools had 22 streams while others had 15. The lowest number of streams was eight. This was noted by the researcher to affect enrolment and participation of girls in schools in

the district especially where the streams were less.

The researcher in an effort to establish participation rates of pupils per class by gender sought information from head teachers who provided the research with school enrolment records from the class registers. This information was important as it was an indicator of what the participation of the girls' was from the attendance registers. The statistics are illustrated by figure 4.2.

**Figure 4.2 Enrolment of pupils per class per gender in sample schools**



According to the findings, the number of boys in each class was consistently higher than that of girls, an evidence of low enrolment and

participation rates of girls as compared to boys. It was observed that girls drop out rate is higher in the upper classes as they mature. It further depicts that there is fluctuation in the number of pupils from one class to another, a fact that some head teachers attributed to some pupils dropping out of school, others transferring to other schools as well as new pupils joining the school. Class 7 and 8 had a curiously low number of students. The trend depicts a lot of wastage of learners' and therefore the completion and transition rates. This agrees with Ministry of Education and Culture and USAID/ Malawi (1990) a study carried in Malawi , repetition rates were seen as to be high among girls and they would not benefit since the onset of adolescence would put them at risk of early pregnancy, pressure of marriage and initiation precipitating exit before completion of the education cycle.

#### **4.4 Data Analysis on factors influencing girls' participation in primary schools in Cheptais district**

Participation rates of pupils in public primary schools in Cheptais are dependant on factors which are community based. It was therefore paramount for the researcher to investigate these factors and the extent to which they influence participation of girls in education.

#### **4.4.1 To determine family background factors influencing girls' participation in primary schools in Cheptais district**

The study sought to establish the home factors influencing girls' enrolment in primary schools. The information was sought from head teachers and class teachers. They were asked to indicate the extent to which they found family background factors, affected the enrolment of girls in their schools. The total number of heads of institutions accessed was eight. This group of respondents comprised heads of Primary schools. Heads of institutions are responsible for overall management and administration within their institutions. They are expected to be conversant with ongoing activities in schools and were asked questions to highlight the extent to which they contributed to enrolment of girls in schools.

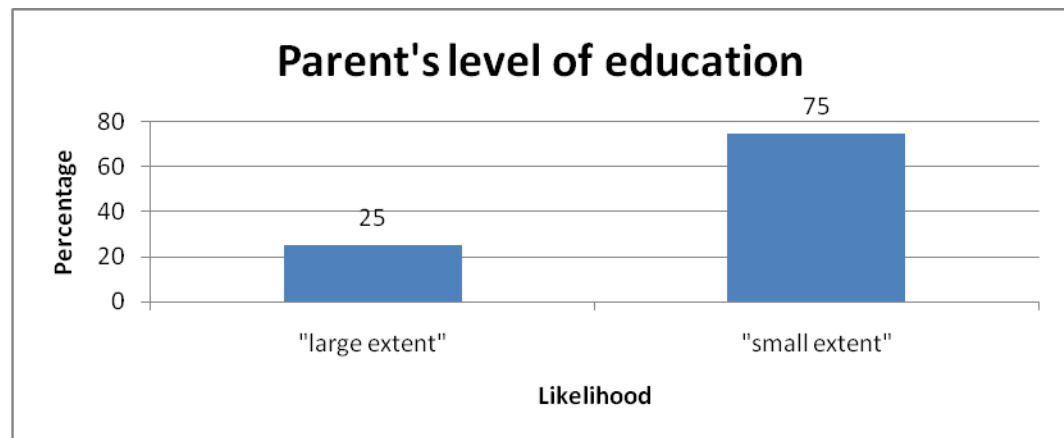
Class teachers interact more with their students and hence have a broader view of what challenges girls face in school and class. A total of 64 class teachers were sampled in this research project. They were asked to rate the factors according to the extent to which they contribute to girls' enrolment in schools. The questions were based on these factors; early marriages, family size, reluctant parents, female genital mutilation, lack of role models in the community, negative attitude towards girl education, parents' level of education, early pregnancy and gender based violence.

Their responses have been summarized in the data, tables, charts and graphs below.

The parents' level of education influence on girls' enrolment was also investigated by the researcher. She sought to find out how the education level of parents impacted on the way girls were enrolled and participated in primary school education in Cheptais. Figure 4.3 illustrates the findings. Teachers were expected to rate the statement as follows;

To a Large Extent, To a Small Extent, Not At All

**Figure 4.3 Parents' Level of Education as a factor**

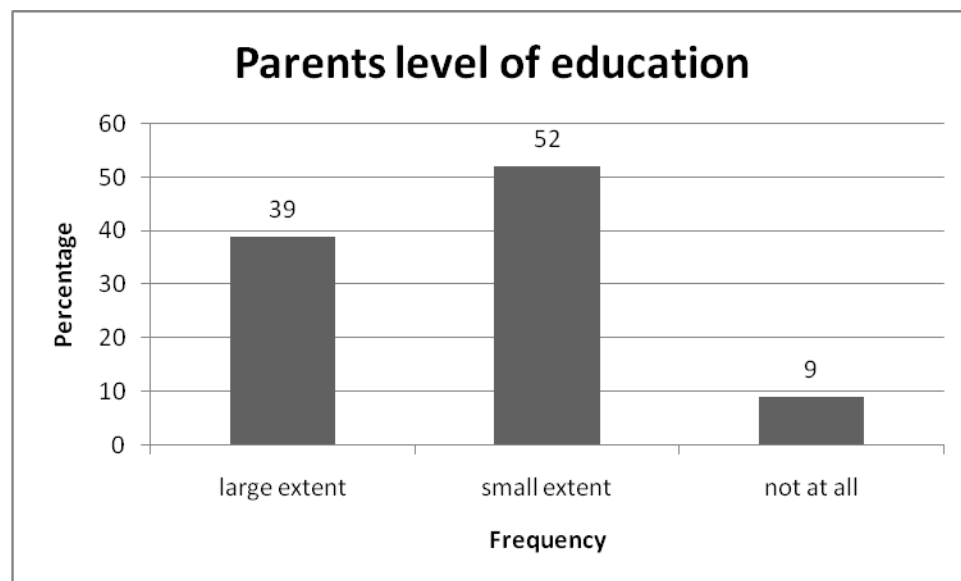


From the findings 75% of head teachers sampled considered parents' level of education a small contributor towards low enrolment

level while 25 % considered this a major contributor. This indicates that a majority of head teachers did not find it a major contributor.

Class teachers were also to give their views. According to the class teachers, the parents' level of education is a contributor to the enrolment of girls as illustrated in figure 4.4; Teachers were expected to rate their observations on the statement as follows: To a Large Extent, To a Small Extent, Not At All

**Figure 4.4 Parent's level of education influence to participation of girls'; class teachers' views**



The findings show that for the class teachers in Cheptais district, 39 % attributed parent's level of education a major factor in the participation of girls', 52 % considered it a minimal contributor while nine percent did not consider parents level of education a factor. This supports

the head teachers' view that parents' level of education is not a major contributor to the participation of girls in primary education.

On whether economic status of parents' influences the girls' participation in education, the head teachers responded in the following manner. 88% of the head teachers agreed that parents in Cheptais were not economically able as 12% saw the economic factor as a minor hindrance.

The class teachers asked the same question gave the results as illustrated in table 4.6. The economic status of the parents will enable them to provide for the needs of the girl child while in school. For enrolment, retention and completion the supply of books, sanitary towels for the girl is needed. The class teachers were to respond as follows:

To a large extent, to a small extent and Not At All.

**Table 4.6 Class teachers' views on economic status influence on girls education**

Response	Frequency	Percent
Large extent	50	78.1
Small extent	10	15.6
Not at all	4	6.3
Total	64	100

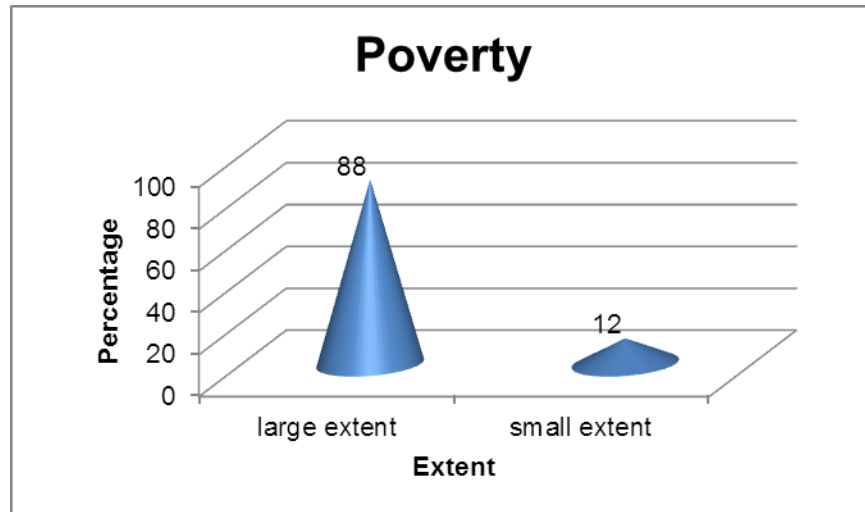
Research findings show that 78% of the class teachers agreed with the statement that economic status of parents in Cheptais influenced the

participation of the girl child in education. 16% of the class teachers disagreed that economic status of parents in Cheptais influenced the participation of the girl child in education.

The findings from both the head teachers and class teachers indicate that the economic status of a parent influences the participation of girls in education in Cheptais district. This confirms Chepcheing and Kibos (2004), study where they reveal that children's academic performance is affected by their parents' ability to provide conducive environment financially.

Teachers were asked to rate a survey statement on the extent to which poverty influences girls' participation in primary education in Cheptais district. The success of education depends on the material access students have hence the need for the survey statement. Teachers were expected to rate how poverty influences girls' participation in primary education in Cheptais district. Figure 4.5 gives the results given by the head teachers'. The head teachers were to respond as follows: large extent, small extent, not at all.

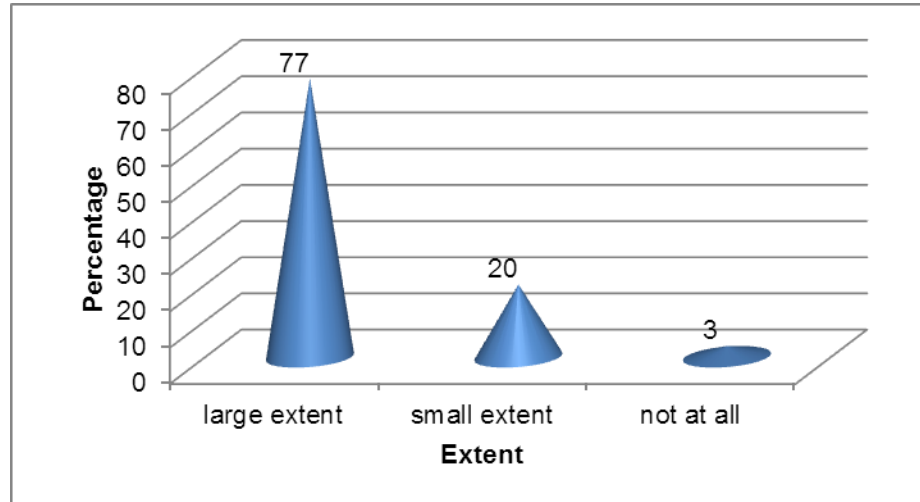
**Figure 4.5 Poverty as a factor of low participation of girls in schools**



The researcher set to determine whether poverty influences the participation of girl child in primary education. According to the findings of the head teachers sampled, 88 % said poverty most likely affects participation of girls in primary schools in the district, and 12 % said poverty likely affects the participation rate. This means that poverty is a major factor influencing girls' participation in Cheptais and there is need to find solutions to the problem. Without learning materials, school uniforms and sanitary towels, participation in primary education for girls in Cheptais is a challenge.

Class teachers were also asked to rate the survey statement on poverty. Their responses have been captured by figure 4.6. The class teachers were to respond as follows: large extent, small extent not at all.

**Figure 4.6 Poverty from class teachers view point**



Findings from class teachers who were also surveyed about poverty as an influence were as follows; 77% considered it the most likely reason, 20 % considered it the likely reason and 3 % did not agree that poverty was a reason towards low participation of the girl child as illustrated in figure 4.6. The class teachers', therefore point out that poverty is a major contributor to the low participation of girls in primary schools in Cheptais district.

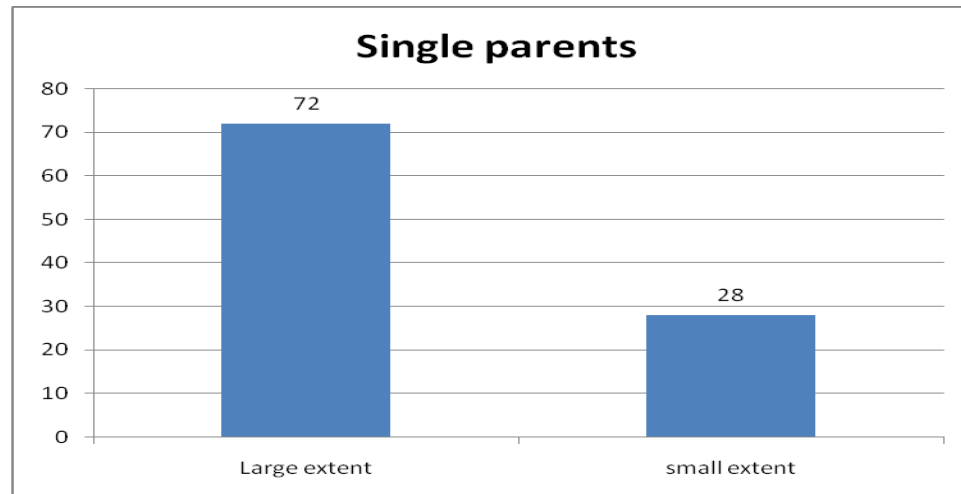
From the above figures 4.5 and 4.6, poverty emerges as one of the main contributors influencing low participation rates of girls in Cheptais district. The study has revealed that poor economic status of parents adversely affects female participation in primary education as shown by 88% and 77 % of the head teachers and class teachers sampled

respectively. Parents in Mt. Elgon are subsistence farmers and due to the conflict many have become IDPs and lost their property (Human Watch, 2010). The poverty stricken circumstances make it extremely difficult for parents to provide for what the girl child needs in school.

The post election violence in Cheptais district left many homes with one parent as men were detained or killed in the *oko maisha* operation. (Human Watch, 2010). This affects and disrupts the education of the girl child who will be forced to drop out of school. The Kenya Red Cross report (2004) confirms that conflicts affect the education system and has great consequences to the girl child. The single parents use the help of the girl child to support the family financial. The single parents have no property as they are IDPs girl child become poor. The povety leads to the girl child being denied education to help support the family. There is clear correlation that conflict deters devoplment which leads to povety and this affects the education which leads to non achievement of the other MDG goals as Koffi Annan former general secretary of the united nations that girls education is a crucial precedent to meeting the broader goals of gender equality, womens empowerment, children rights enumerated in the CRC, BPFA, EFA and MDGs. (Global Campaign for Education, 2005). Figure 4.7 illustrates how single parenthood has affected participation of

girls in primary education in Cheptais district. The head teachers were to respond as follows: To a large extent, To a small extent and Not At All.

**Figure 4.7 Head teachers view on single parents**

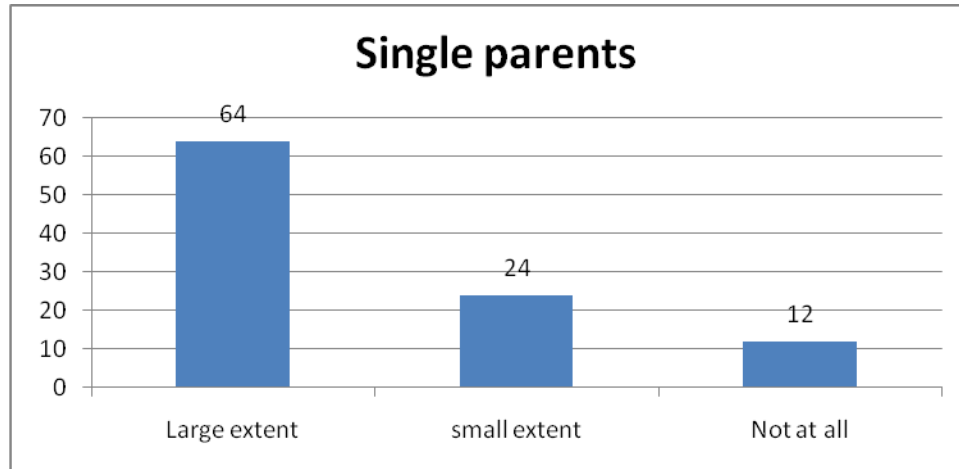


Findings from the illustration show that 72% of head teachers support the fact that single parenthood affects the participation of girls in primary education. This shows that it is one of the major factors affecting participation of girls in primary education in the area.

Class teachers were asked to rate a survey statement on their appreciation of how single parenthood affects participation of girls in primary education in Cheptais district.

The class teachers were to respond as follows: To a large extent, To a small extent and Not At All.

**Figure 4.8 Class teachers view on single parenthood**



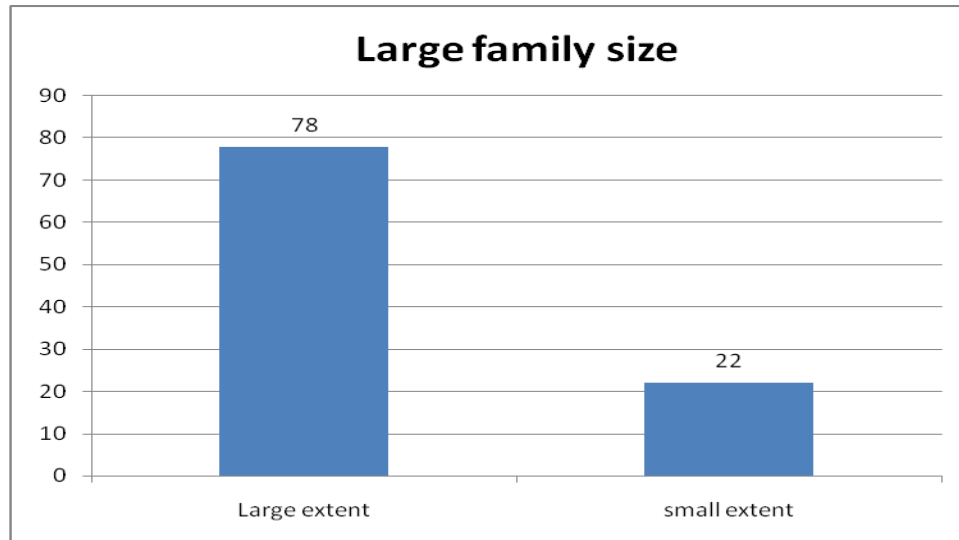
The findings indicate that class teachers attributed single parenthood as a major reason affecting enrolment of girls in Cheptais. 64% of sampled class teachers said it was to a large extent while 24% thought it was not a major factor while 12% did not see it as a reason at all as illustrated in figure 4.8.

In conclusion, evidence shows that single parenthood is a major factor in the participation of the girl child in primary education as 72% head teachers and 62% class teachers confirm. This is in line with Susan and Dyan, (2004) who report that the death, disappearance, detention or flight of parents and care-givers results in hundreds of thousands of single parent households.

All head teachers sampled in a survey statement concerning large family size as an influence on girls' participation in primary school, considered large family sizes in Cheptais district as a major factor leading to low participation rates of girls in primary schools. This is because in most families around the district girls are forced to stay at home to look after their young siblings when parents are away farming or looking for jobs.

Large family size in Cheptais is the norm due to some age old beliefs that the bigger the family the more prosperous one is. It is a status quo that makes many parents overlook the future of their children especially girls' in primary education..Class teachers were expected to respond as follows: To a large extent, To a small extent and Not At All.

**Figure 4.9 Large Family Size**

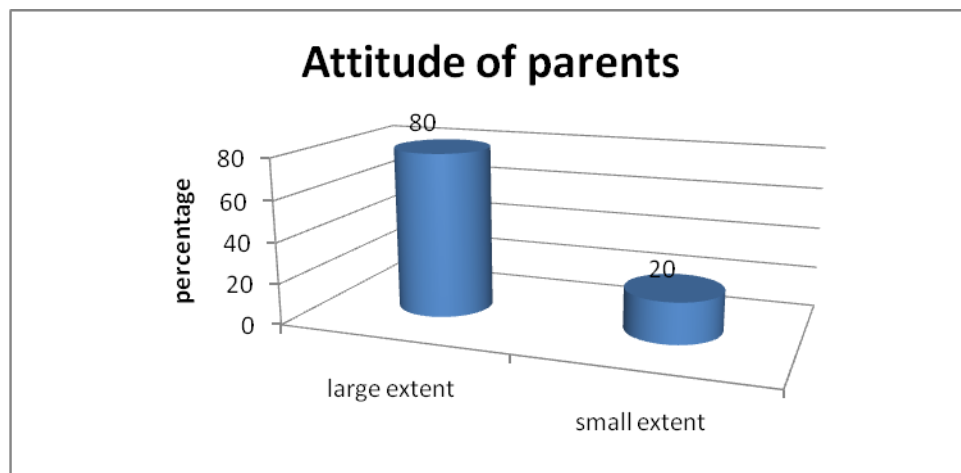


From the findings it is agreed that class teachers attribute low participation rate of girls in primary schools to the large family sizes in Cheptais district. 78 % consider this a major contributor where as only 22 % view this as a small contributor. This emerges as one of the major factors affecting girls’ participation in Cheptais district.

The reluctance of parents sending the girl child to school could be because of the vulnerability of the girl child to sexual and gender violence as they go to school. This concurs with the report from Save the Child, (2003) on the grave violations on the children’s future during conflict. Shemuyakina (2010) found out that the 1992-98 civil war in Tajikistan a negative effect on the school enrolment of girls as those who lived in conflict affected regions were 12% less likely to complete primary school.

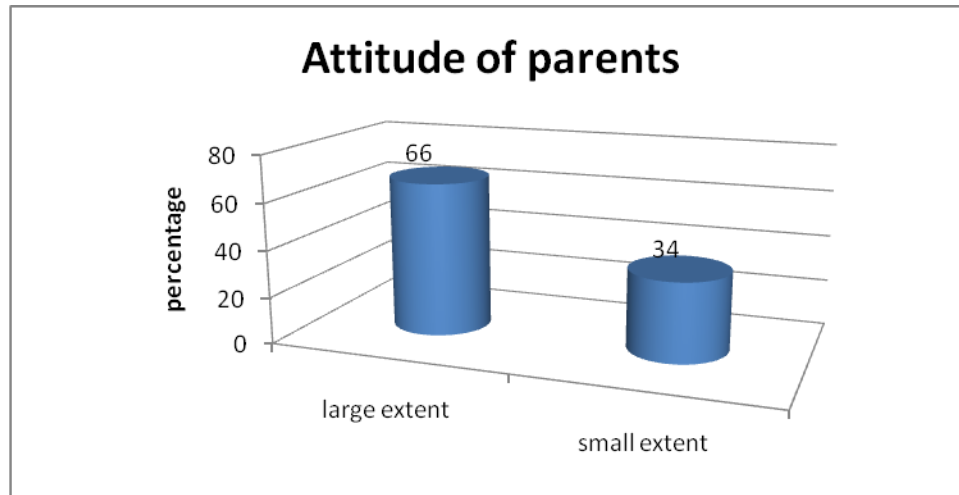
In Cheptais district, the researcher sought to investigate how the cultural attitudes and practices influence the participation of girls' in primary education. This information is important because the parental attitudes determine a child's initial chances of education. Parents control the initial decision of a child to attend school and influence the nature of a child's participation in education. The results are illustrated in figure 4.10 and 4.11. The teachers were expected to respond as follows: To a large extent, to a small extent and Not At All.

**Figure 4.10 Attitude of parents towards girls as viewed by head teachers**



From the findings, 88 % of the head teachers considered the of parents attitude as a major contributor affecting enrolment of girls to primary schools. 12 % of the head teachers did not see this as a reason affecting the enrolment rate.

**Figure 4.11 Attitude of parents as sampled by class teachers**



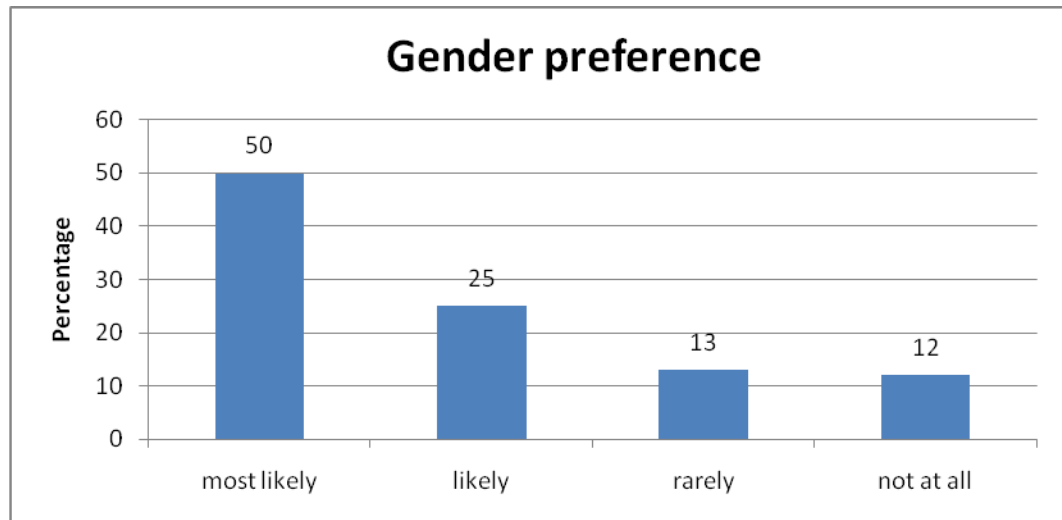
Findings from the study say that 66% of class teachers sampled considered attitude of parents a major factor affecting enrolment of girls in primary schools while 34% said it is a small factor. From figure 4.10 and 4.11, both the head and class teachers agree that the attitude of parents about sending the girl child to school affects her participation. The researcher deduced that attitude of parents plays a significant role in influencing girls' enrolment and participation in education. This confirms the Gachathi report (1976), that girl child education is less developed than that of boys due traditional beliefs and prejudice regarding the roles and occupations of women in society.

#### **4.5 To determine community based factors influencing girls' participation in primary schools in Cheptais district**

The research sort to find out which community based factors influence girls' to attend school in Cheptais district. Many factors contribute but the researcher narrowed them to the following; poverty, insecurity, negative peer pressure, lack of encouragement from parents, early marriage, house work, working to support family financially, taking care of other family members, fear to repeat class, cultural rites, no need for girls going to school. The parameters used were; gender preference, early pregnancies, FGM, home responsibilities, community attitude to school, lack of encouragement from parents, negative peer influence, cultural rites and beliefs.

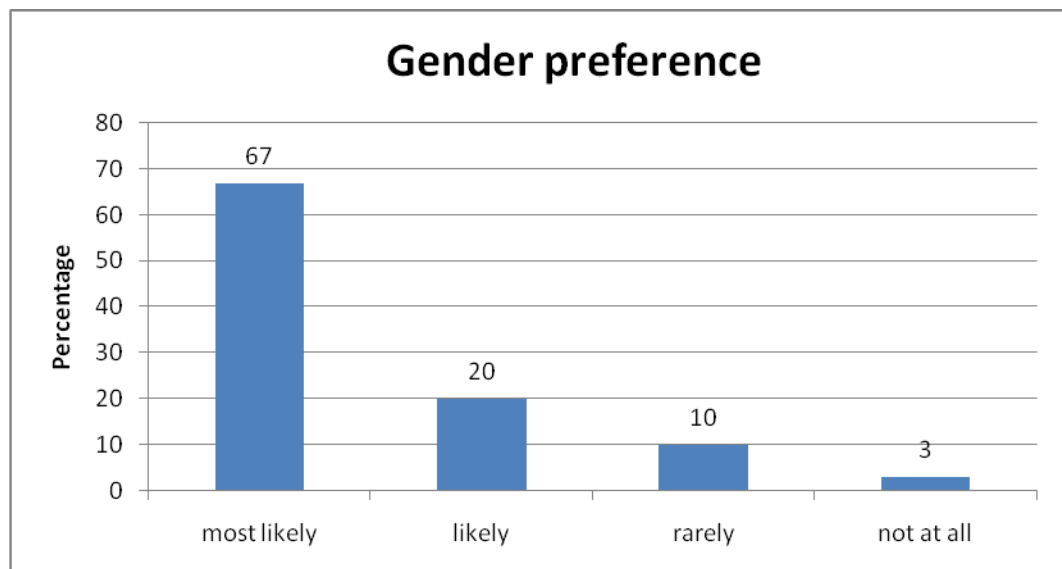
Figure 4.12 and 4.13 are the responses from the head and class teachers on whether gender preference in education influences the girls' participation in education. This information is important as according to the human rights and the Kenya constitution education is a right for every child and there should be no discrimination. The teachers were to respond to the statement as follows; most likely, likely, rarely and not at all.

**Figure 4.12 Gender preferences from head teachers' sample**



The research findings show most likely 50%, likely 25%, rarely 13 and not at all 12%. According to head teachers sampled 75% agree gender preference influences the participation of girls while 25 % disagree.

**Figure 4.13 Gender preferences as an influence on girls' participation from class teachers' view**



From the class teachers responses 67% view gender preference as a most likely factor, 20% likely, 10% rarely and 3% not at all. From the above data analysis, 87% agree as 13 % do not agree that gender preference is an influencing factor on the girls' participation.

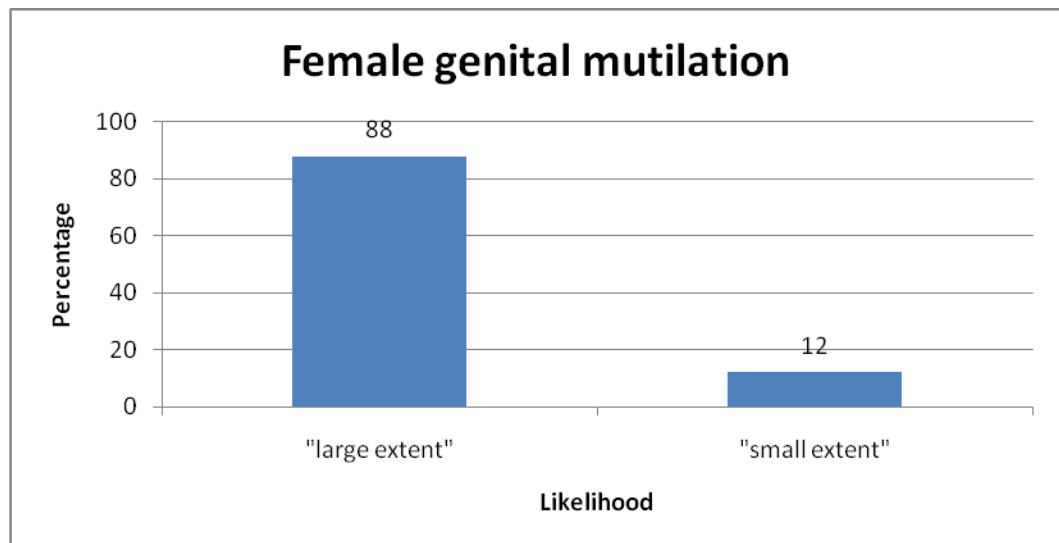
From both the head teachers' at 75% and class teachers at 87 % it emerges that gender preference is a major factor influencing girls' participation in schools in Cheptais district. Parents still prefer to take the boy child to school than the girl child. This agrees with Mlama, (2001), if the financial expenses of education forces parents to choose whether to send the son or daughter to school they will choose the son because sons are seen as a higher economic investment for the future of the family. Lewis & Lockheed (2006, 2007, and 2008) found out the parents and the community do not necessarily view girls schooling to be of great importance as that of boys.

#### **4.5.1 Cultural rites (Female Genital Mutilation) influence on girls' participation**

FGM is still embraced in some parts of the country. The researcher sought to investigate how FGM influences participation of girls in primary education in Cheptais district. Once they have undergone FGM they feel too mature to go back to school as they are considered adults and ready to

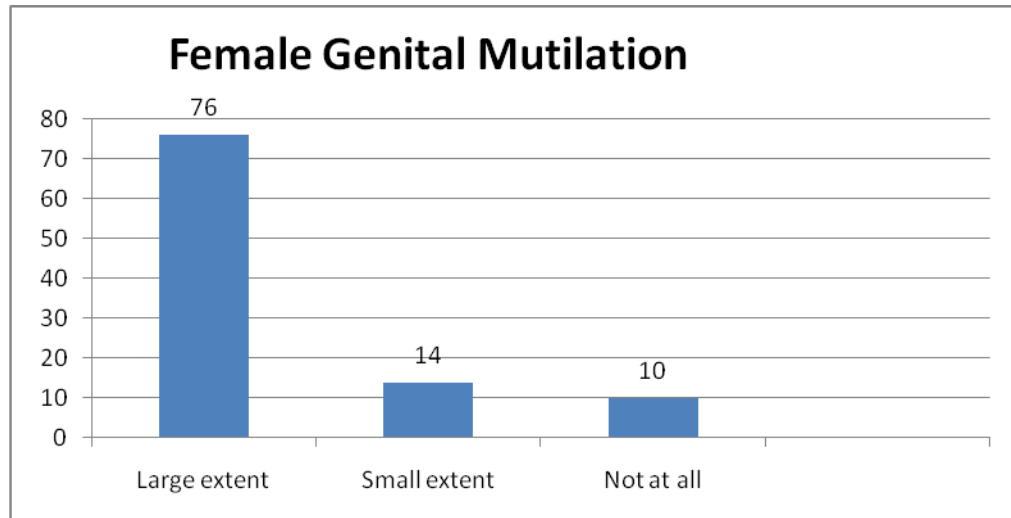
bear children. In figures 4.14 and 4.15, the head teachers and class teachers were asked to determine whether cultural rites/FGM depresses the education of girls and they were to respond in the following context; To a large extent, to a small extent, not at all.

**Figure 4.14 Female Genital Mutilation**



Evidence indicates that FGM creates a lot of dilemma for girls. 88% of head teachers pointed out FGM is a major contributor towards low participation rate of girls in primary schools in Cheptais district.

**Figure 4.15 Female Genital Mutilation**



Majority of class teachers, 76 % did consider FGM a major factor contributing to low girls' participation rate in primary schools while 14 % consider FGM a minor contributor and 10 % do not consider FGM as a factor leading to low participation rates of girls in primary schools.

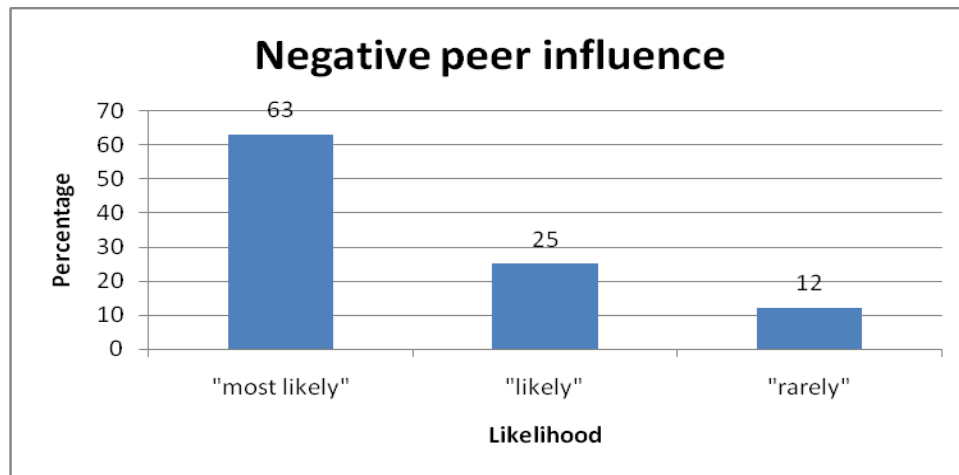
The researcher therefore concluded that FGM was one of the major influences on girls' participation in primary education in Cheptais.

#### **4.5.2 Negative Peer Pressure as a factor influencing girls' participation**

Negative peer influence is also a major hindrance to girls' enrolment. Some negative peers lead the girls astray by dissuading them against school as they say it is a waste of time for a girl who after all will get married and bear children hence not use the knowledge they will gain

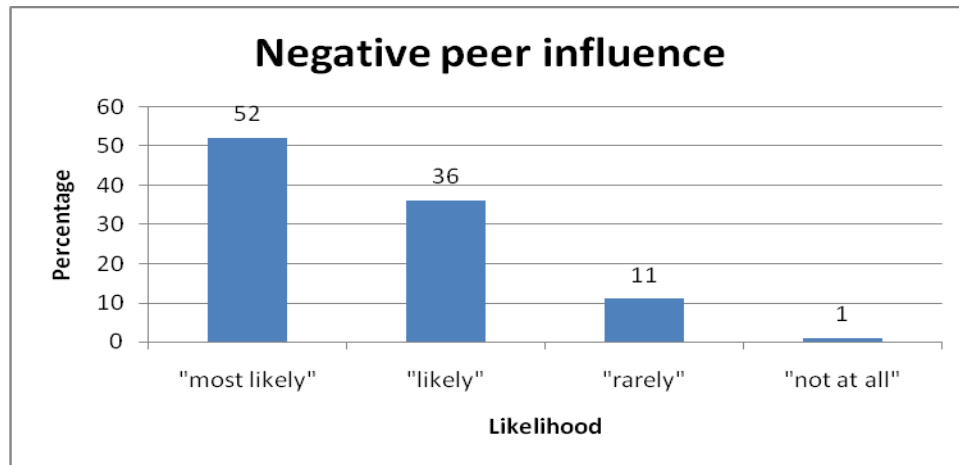
in school. The researcher investigated how it affects girls' participation and the results are illustrated in figures 4.16 and 4.17 respectively. Head and class teachers were to respond in the following context; most likely, likely, rarely, not at all.

**Figure 4.16 Negative Peer Influence**



The research findings from head teachers strongly attribute low participation rates of girls in primary school to negative peer pressure; as 63% agreed with the statement, while 25 % consider it a factor but not strongly. Only 12 % of the head teachers do not consider negative peer pressure a factor at all.

**Figure 4.17 Negative peer influence**



Many girls were found not to attend classes regularly because of negative peer influence from their friends. 52 % of class teachers strongly agreed with this finding, 36 % agreed partially, while 12 % did not agree.

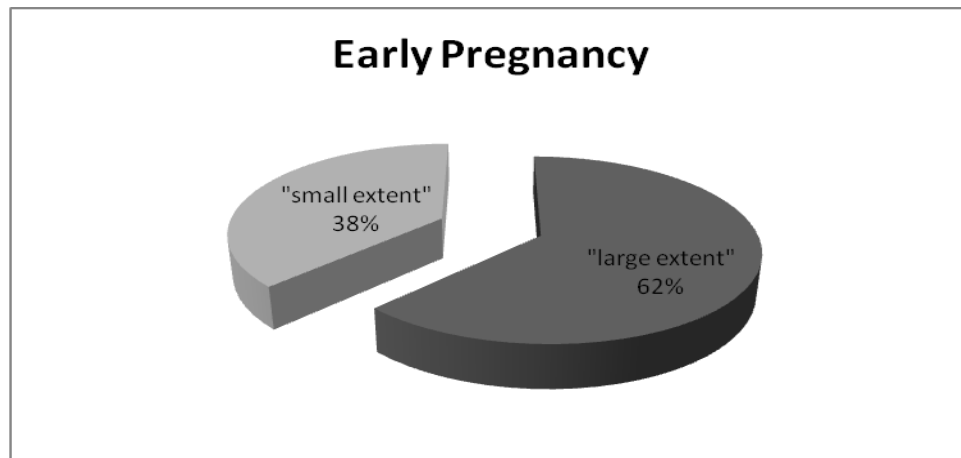
From figure 4.16 and 4.17 it can be summarized that negative peer influence is a major reason influencing girls' participation in Cheptais district. The boys and girls who dropped out of school to join SLDF forced their sisters not to go to school. They influence them to get married as the community socialization feels that girls should marry and get dowry to enable their brothers to marry.

#### **4.5.3 Early Pregnancy influence on girls' participation**

The researcher investigated whether early pregnancy was a factor influencing girls' education in Cheptais district. Some girls get pregnant early due to various factors such as poverty and peer influence. Head and

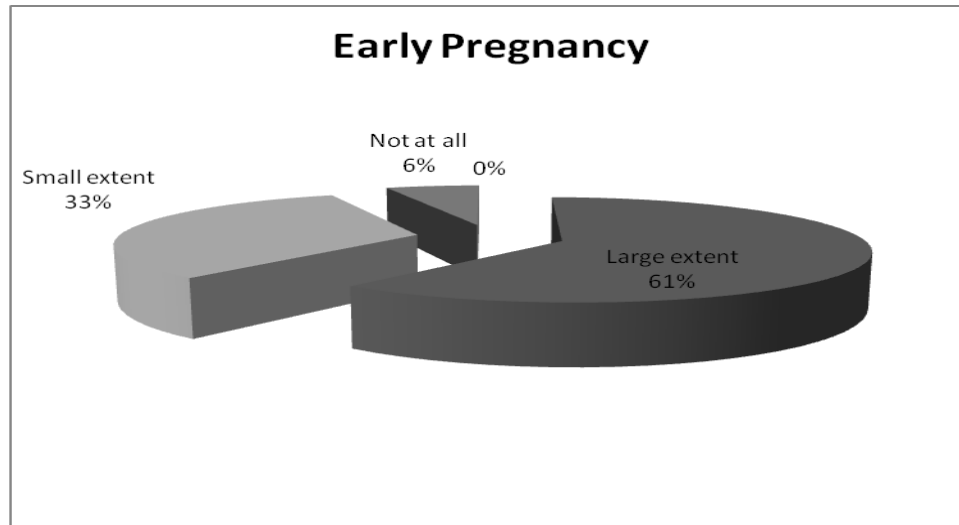
class teachers sampled gave their views as illustrated in figures 4.18 and 4.19 respectively. They were to respond in the following context; To a large extent, to a small extent, not at all.

**Figure 4.18 Early pregnancies from head teachers' point of view**



From the research findings 62 % of head teachers considered early pregnancy a major factor while only 38% viewed this as a small contributor.

**Figure 4.19 Early pregnancies from class teachers' point of view**



The researcher therefore concluded from the findings that early pregnancies are a contributor towards low participation.

Table 4.7 and 4.8 respectively are on the statement whether the roles of the girl in the family and community have any influence on her participation in education. This information is important as the Culture of a community defines women and men and their roles in a given society, shape gender specific opportunities and constraints. The gender specifics about the division of labour also shape the decision whether a child should or should not be in school. These gender based division of labour is both in production of goods and services and in the household. The teachers

were to respond to the statement as follows; large extent, small extent or not at all.

**Table 4.7 Head teachers' views about gender roles of the girl and participation in school**

Response	Frequency	Percent
Large extent	7	87.5
Small extent	1	12.5
Not at all	0	0
Total	8	100

From the above data the head teachers views are, large extent 88%, small extent 12%. This shows the majority of the head teachers agree that community attitude is a major factor.

**Table 4.8 Class teachers' views about gender roles of the girl and participation in school**

Response	Frequency	Percent
Large extent	44	68.8
Small extent	18	28.1
Not at all	2	3.1
Total	64	100

The findings of class teachers sampled show, large extent 69%, and small extent 28% and 3% not at all. 69% of class teachers sampled agreed to this fact while 31 % consider it as a minor reason.

From tables 4.7 and 4.8 the roles girls play in the family are a factors influencing girls' participation in schools in Cheptais district. This agrees with the FAWE, (1996), report that girls' participation in

primary school is negatively affected by labour as girls are overloaded in domestic activities. Anderson, (1999) argued that the disadvantage of girls' education is mediated through gender based divisions of labour and social roles.

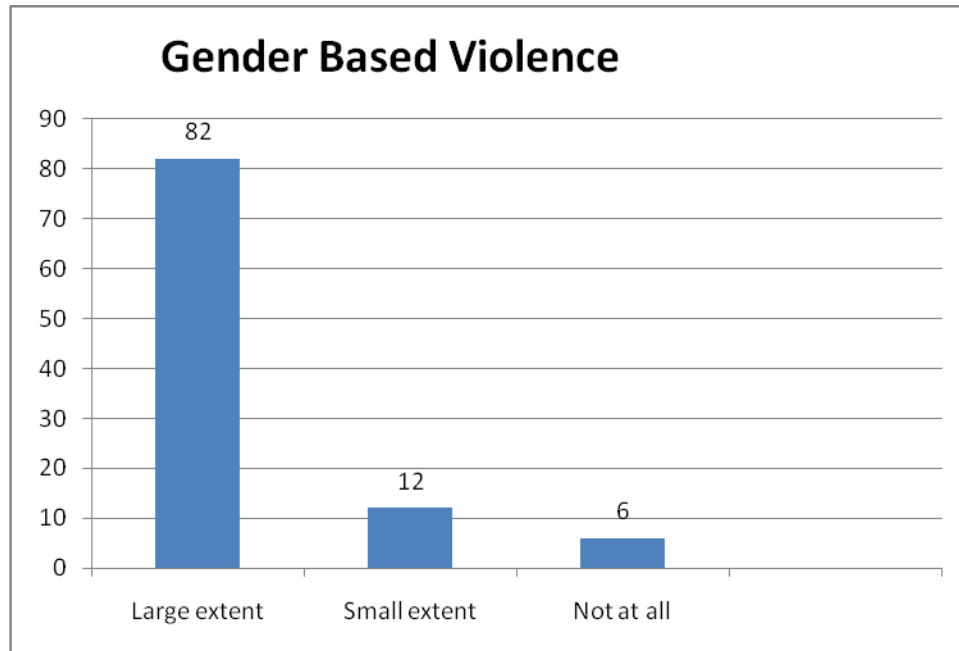
#### **4.6 To establish how insecurity affects participation in girls' education in primary schools in Cheptais District**

The Community's participation in the education of girls is crucial in ensuring safety of the learners especially girls. The head teachers, class teachers and QASO were also requested to give their opinion on the role of the community in ensuring participation of girls in primary schools in Cheptais District. Additionally, an interview schedule was used to gather this information from the community leaders and parents. The teachers' responses are as follows;

##### **4.6.1 Gender Based Violence as an influence on girls' participation**

Figures 4.21 and 4.22 are on how gender based violence influences participation of girls in education in Cheptais. This information is important as the girl child is vulnerable to sexual gender violence. GBV has been used as a weapon of war and it has influence on the girls' participation in education. The responses of the head and class teachers are illustrated in figures 4.20 and 4.21 respectively.

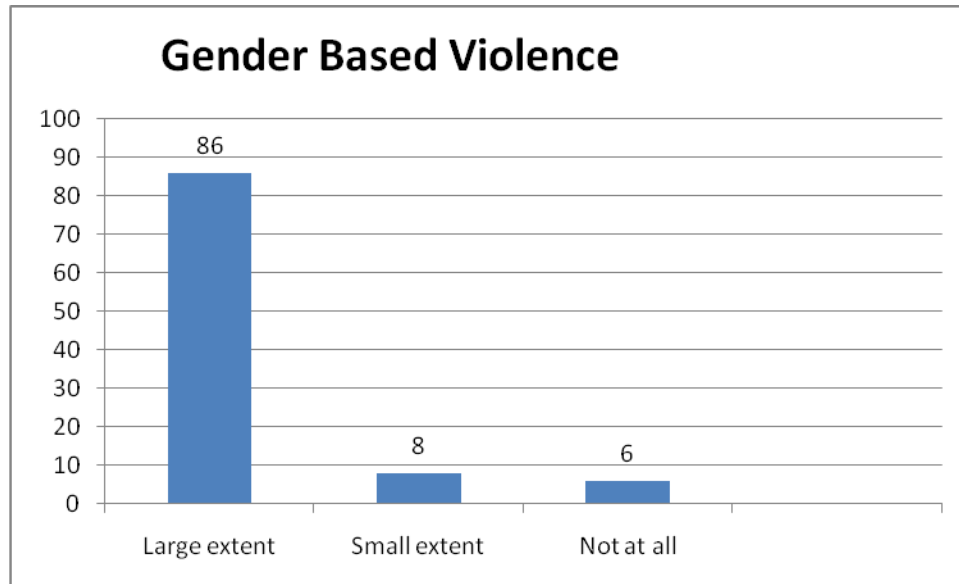
**Figure 4.20 Gender based violence from head teachers view**



82 % of head teachers sampled strongly attribute low participation rate of girls to gender based violence, while 12 % consider gender based violence a minor contributor to low participation rates and 6 % do not find gender based violence as a factor.

Gender based violence is a major factor according to the class teacher's. 86% of them say it plays a major role in low participation of girls in schools while 8% say it is at a small extent as shown in the figure below.

**Figure 4.21 GBV from class teachers view**



The majority of the head teachers (82%) and the class teachers (86%) agree that gender based violence is a major factor in the participation of girls in education. This agrees with Mlama, (2001) that sexual and gender based violence continues to be a significant obstacle to girls' education.

#### **4.6.2 Early Marriage as a factor influencing girls' participation**

Table 4.9 and 4.10 are on whether early marriage influences the participation of girls in primary education as viewed by the head and class teachers respectively. This information is important as the community practices and beliefs affect the girl child in her academic achievement every day. These practices and beliefs will influence the

community's attitude towards the girl child and her education. The head and class teachers were to respond to the statement as follows; Most likely, likely, rarely and not at all.

**Table 4.9 Head teachers view on Early Marriage**

Response	Frequency	Percent
Most likely	5	62.5
Likely	2	25
Rarely	1	12.5
Not at all	0	0
Total	8	100

The findings show that most likely 63 %, likely 25 % while 12% rarely. This means that 88% of the head teachers view early marriage as a major factor in the participation of girls in education.

On the other hand 30 % of class teachers strongly agree, 45 % agree partially, 22 % rarely and 3 % do not consider this a reason as table 4.9 shows.

**Table 4.10 Class teachers' response on early marriages**

Responses	Frequency	Percentage
Most likely	19	29.7
Likely	29	45.3
Rarely	14	21.9
Not at all	2	3.1
Total	64	100

The statistics show that the majority of teachers (85%) and (75%) of teachers agree that early marriages are an impediment to the participation of girls in schools. Early marriage is considered one of the major factors influencing girls' participation in schools. This was considered one of the major community-based factors leading to low participation of girls in schools in the district.

#### **4.6.3 Distance to school**

Long distance from home gives rise to issues of concern for the security of the girl child. Adolescent girls may be victims of sexual harassment and abduction UNESCO, (2006). Researchers have found a relationship between late entry of girls to school, frequent absenteeism and finally dropping out. Girls may start school late due to the great distance from home. Table 4.11 and 4.12 summarizes the respondents' views on long distance. The head and class teachers were to respond to the statement as follows; Most likely, likely, rarely and not at all.

**Table 4.11 Distance to school from head teachers view**

Response	Frequency	Percent
Most likely	3	37.5
Likely	2	25
Rarely	3	37.5
Not at all	0	0
Total	8	100

The data analyzed established that 62 % of head teachers sampled considered distance to school as a major factor for the low enrolment and participation rates among girls in primary schools. 38 % of head teachers interviewed did not consider this as a reason for the low participation rates of girls in primary education in Cheptais district.

**Table 4.12 Distance to school from class teachers' viewpoint**

Response	Frequency	Percent
Most likely	8	12.5
Likely	31	48.4
Rarely	19	29.7
Not at all	6	9.4
Total	64	100

Sixty one percent of the respondents consider the fact that girls do not attend school because of the long distance they have to cover, a major reason. This emerged as one of the major reasons influencing girls' participation in schools as the girls also had to look after other family members while the parents were away.

#### **4.6.4 Insecurity influence on girls education**

During conflicts, girls' rights are violated as they are subjected to mental, emotional and physical repercussions. The researcher sought to investigate how the level of insecurity which has been quite high in Cheptais district affects the participation of girls' in primary education. Table 4.13 and 4.14 tabulate the results.

**Table 4.13 Insecurity from head teachers' point of view**

Response	Frequency	Percent
Most likely	2	25
Likely	6	75
Rarely	0	0
Not at all	0	0
Total	8	100

25 % of the head teachers considered insecurity a very major contributor towards low participation rates of girls in primary schools whereas 75 % consider it a likely contributor as tabulated.

**Table 4.14 Insecurity from class teachers' point of view**

Response	Frequency	Percent
Most likely	12	18.8
Likely	27	42.2
Rarely	21	32.8
Not at all	4	6.2
	64	100

Majority of class teachers interviewed consider insecurity as one of the reasons for low participation rates by girls in primary schools. 61% of them were of the opinion that it played a role, while 39% considered it not a major factor in the enrolment and participation of girls in schools in Cheptais district. The researcher concluded that insecurity is one of the major factors affecting girls' participation in Cheptais district.

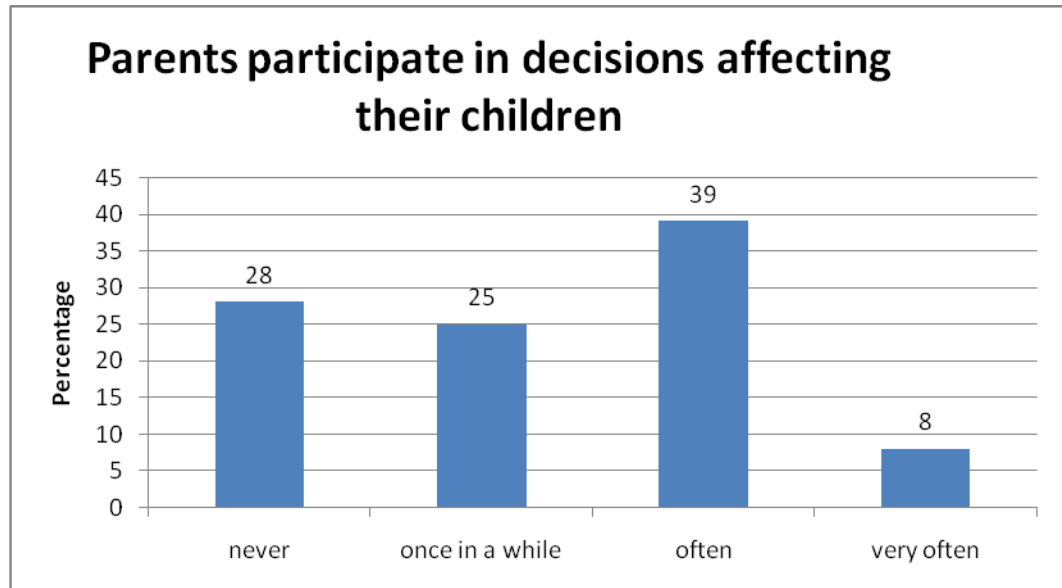
#### **4.7 The community participation in education of girls.**

The safety of the girls is important in their participation in primary school. The community has to ensure that the girls are safe as they go and come from school. The study sought to find out, how the community supports girls' safety in schools.

##### **4.7.1 Parents participate in decisions affecting their children**

It is important for parents to participate in decisions affecting their children. Schools have sets of rules and sometimes make certain decisions like making a child repeat a certain class. Parents need to be involved in such decisions. The researcher sought to investigate the extent to which parents participate in such decisions and the findings are illustrated in figure 4.22. Parents were to respond to the statement as follows; Very often, often, once in a while, never.

**Figure 4.22 Parents participate in decisions affecting their children**

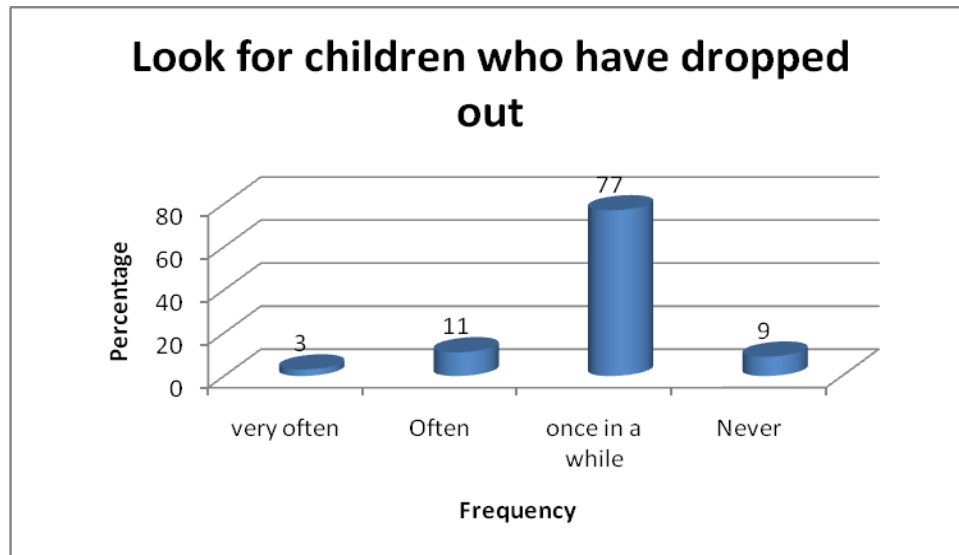


It was established through the study that a good number of parents take part in decisions affecting their children as they accounted for 47% of the total.

#### **4.7.2 Look for children who have dropped out**

Children who drop out of school need to be brought back to continue with their education. Some parents neglect this and do not follow up on why their children dropped out nor take them back. The researcher investigated if parents look for children who have dropped out and the results are illustrated in figure 4.23. Head teachers and class teachers were to respond to the statement as follows; Very often, often, once in a while, never.

**Figure 4.23 Look for children who have dropped out of school**

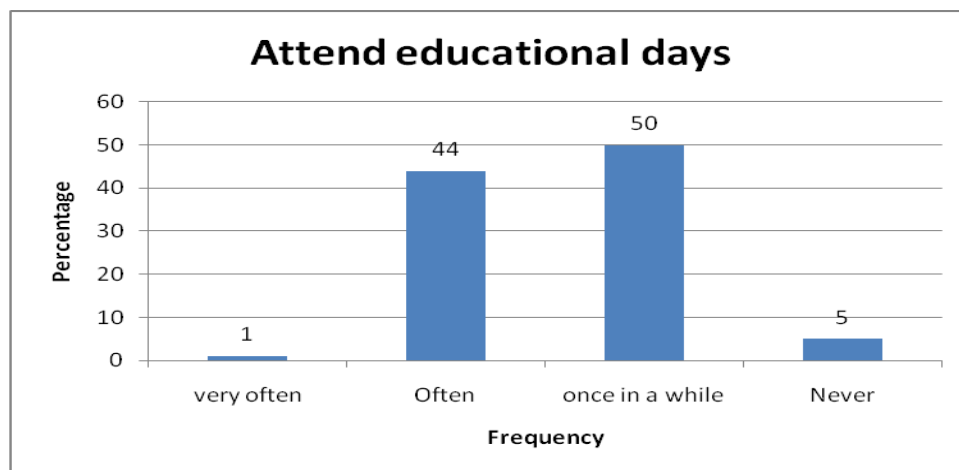


The head teachers sampled agreed 100 percent that parents do not look for children who drop out of school to bring them back. 77 % of the teachers agreed that this is done once in a while. In summary, parents do not mind about the girl child who drops out of school. This is in agreement with the findings of Lewis & Lockheed (2006, 2007, 2008) that parents and the community do not necessarily view girls schooling to be of great importance as that of boys, so they would not look for them when they have dropped out of school. This confirms that community factors influence girls' participation in primary school education.

### 4.7.3 Attend educational days

The community participates in the education of the children by attending educational days where policies and decisions affecting education are made. The researcher therefore asked whether parents attended education days and the results are illustrated in figure 4.24 and table 4.15 respectively. The head teachers were divided into half over this issue. 45% said parents attended while the other 50 said once in a while and 5% said never. However, 6 percent of the teachers interviewed could positively say parents attended educational days very often, while 59 % said parents attended often 34% once in a while and 1 % said parents never attended these days.

**Figure 4.24 Head teachers' on parents attending educational days**



**Table 4.15 Class teachers views on parents’ attending educational days in school**

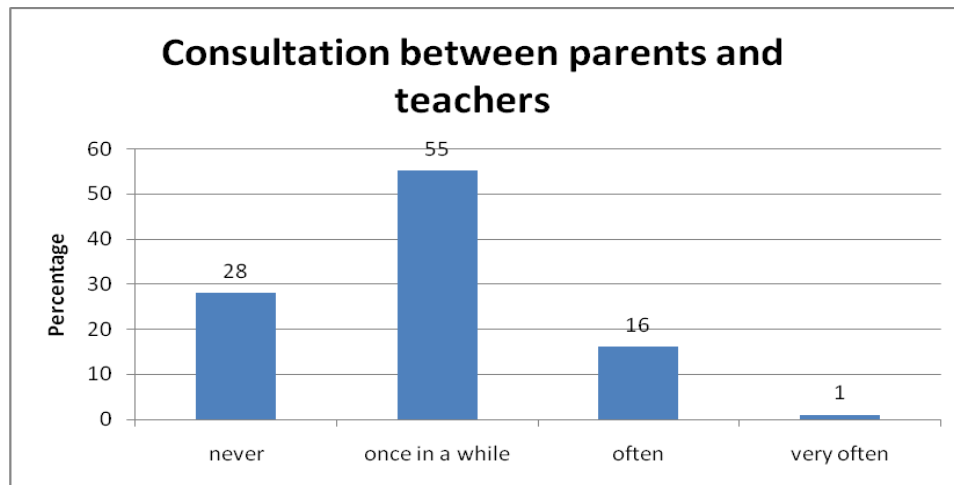
Rate	Frequency	Percent
Very often	4	6.3
Often	38	59.4
Once in a while	21	32.8
Never	1	1.5
Total	64	100

Majority of the head teachers at 55% did not agree that parents participate in the education days while the majority of the class teachers at 61% indicate that parents participate in education days. The perception of the teachers could be the socialization that women decisions are not accepted. In Mt. Elgon as confirmed during the interview with the parents most men do not attend education days as they see it as a woman’s agenda.

**4.7.4 Consultation between parents and teachers**

Consultation is important as it helps parents and teachers know the progress of the girls in primary education. The researcher sought to investigate if there was any consultation between parents and teachers in Cheptais district. Figure 4.25 illustrates the findings.

**Figure 4.25 Consultation between parents and teachers**



80 % of head teachers sampled confirmed that parents never consult teachers on the performance of their children while 20 % said once in a while. However only 17% of teachers sampled could positively say there was frequent consultation by parents about their children’s performance, 55 per cent answered to occasionally and 28 % answered that there is never any consultation to parents.

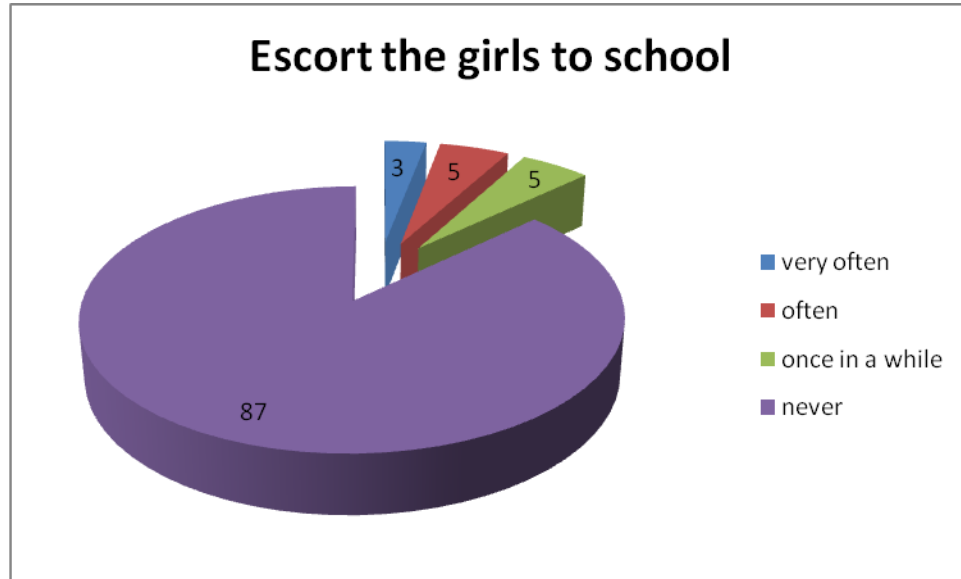
In summary parents in Cheptais district do not participate in the decision making of the kind of education their children should have. This confirms Day & Golench, (1995), who found that, “parents in disorganized areas are less active in the school and less likely to exert external pressure to improve schools”. This confirms that the home

background and specifically parents level of education has influence on the girls' participation in primary education.

#### **4.8 Safety and participation of girls in education**

The safety of the girls is important in their participation in primary school. The community has to ensure that the girls are safe as they go and come from school. The study sort to find out, how the community supports girls' safety in schools. Head teachers and class teachers were to respond to the statement as follows; Very often, often, once in a while, never.

**Figure 4.26 Escort the girls to school**



All the head teachers agreed that girls are never escorted to school while 87% of the class teachers said parents have never escorted girls to school, 5% said once in a while and often respectively as 3% indicated often.

This can be summarised that the non-participation of the community to ensure the safety of girls in Cheptais district influences the girl child participation in education.

## **4.9 Community leaders and parents**

The research sought to establish how community leaders and parents play a major role in factors that influence girls' to go to school. A sample of six was used here in the study. The responses were as follows.

### **4.9.1 Responses from parents/community leaders.**

A sample of 6 was used here in the study. The responses were as follows.

All the respondents indicated that their children go to the primary schools around which are mainly public day schools. They showed that they did not have economic power to send their children to academies which are in other districts. Therefore the girls in this community come from their families every day and stay in the community practising the customs and beliefs of the community.

The respondents said that they have children both in primary schools and secondary schools. On average they had 10 children each. This shows that the community values a large family which sometimes make the girl child not to go to school. Some of the respondents said their children had finished primary schools while others have children in primary schools.

The respondents say that some of the children dropped out of school because of the insecurity and conflict that has peddled Cheptais. They also said there are children who are out of school especially girls due to pregnancy and early marriage. They said that after FGM according to their culture girls should get married so that their brothers can also get dowry to pay for their wives and parents to have some property. This can be concluded that girls are associated with property ownership and marriage.

The Community leaders / parents agreed that girls were the ones who missed school in case of any problem arising at home. The respondents said the girls support their parents in raising finances for the family as farm hands. The respondents also attributed early pregnancy to a factor of missing school. The early pregnancies were due to the fact that the girls are lured into looking for money due to poverty at home. The men and boys lure the girls and they end up getting pregnant. Another issue of early pregnancy was that the girls after FGM were encouraged that they are adults and therefore they can engage in premarital sex. The socialization and culture practice is that a girl who has been circumcised is ready for marriage to enable the family get animals that enable their brothers also to marry. Poverty in the community forces the girls to marry early as they are encouraged by both their parents and brothers.

Lack of encouragement was also cited as an impediment to the girls' participation in primary school. The boys who dropped out of school and parents do not value education. Therefore the girls are threatened that they can not go to school if the boys were defeated with the education. This agrees with the head teacher and class teacher evidence on negative peer influence on the girl child participation in education.

Another factor cited was the threats and gender violence against the girls. The girls are threatened with rape if they go to school. This has led to most girls fear going to school and therefore end up dropping out. The respondents agreed that GBV from the security and the *oko maisha* security and the boys who are members of SLDF abducted girls for marriage or for sexual exploits. They also confirmed that women are associated with marriage. Therefore they agree with the head and class teachers about GBV forcing girls to drop out of school due to pregnancy and stigma.

The security of the girls is not guaranteed according to the cultural beliefs. The girls cannot sleep in their parents' house after FGM and they have to look for where to sleep. In the event of this they end up staying with anybody willing to accommodate them. The respondents confirmed that the safety of the girls is not guaranteed by parents as many of them

would like their daughters to marry immediately after initiation and due to poverty parents and their children share a small room.

The researcher therefore concludes that community factors of poverty, cultural beliefs and practices, parent's level of education, lead to early pregnancies and early marriages of girls in Cheptais district. These in turn affect the participation of girls in primary education in Cheptais District according to the respondents.

The majority of respondents said, they never consult teachers about their children's performance. The men said it was the duty of the mothers to do that but they rarely do it. All the respondents said the post election violence contributed a major role in girls' enrolment. Insecurity from the Sabaot Land Defence militia was a major factor and still is. The Camps of the Administration that were erected are just at the gates of the school, this poses a n issue as the girls sometimes are lured to go there. On the other hand the schools that are next to the forest are not safe from the SLD militia. The girls were threatened with rape and therefore forced to marry or drop out of school for fear.

#### **4.10 Responses from Quality Assurance and Standards Officers**

Two Quality Assurance Officers were sampled in the study, one male the other female. This was a good gender representation. Both of them have been in the area for more than five years hence they had some experience in factors affecting girls' enrolment in the district. These were some of their responses:

Both were of the opinion that early marriage contributed a lot to the enrolment and participation of girls in Cheptais district. They both agreed that parents were reluctant to take their girl children to school due to various factors. The quality assurance and standard officers agreed that the low level of the education of parent was major factor in the participation of girls in primary school.

However, the officers could not agree on early pregnancy, and gender based violence as a factor influencing the participation of girls in primary education. The officers could not agree on the adequacy of the enrolment and participation of girls in Primary school. Looking at the respondents this can be attributed to the socialization of the officers. The cultural practices cannot be interpreted as early pregnancy or gender violence as culture demands women to marry after FGM.

The officers both agreed that girls looking after animals in the community affected the boy child more than the girl. They also agreed that there was no negative peer influence on the girls not attending school. This can be summarised as socialization influencing decision making.

## **CHAPTER 5**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This section presents the conclusions and recommendations drawn from the findings of the study. The conclusions are in line with the study objectives. Recommendations have been suggested based on the stated conclusions.

#### **5.1 Summary of the study**

The study was set up to investigate factors influencing factors influencing girls' participation in primary schools and to establish the role of the community in ensuring participation of girls in primary schools in Cheptais district. This comes in the wake of reported high dropout rates of girls especially in the upper classes. The study came in background of the fact that despite Kenya has been seen to have achieved gender parity in education and free primary education in the country many girls were still out of school in the district. It was therefore imperative to establish the factors that were leading to that trend in Cheptais district. The study targeted 82 primary schools in Cheptais District, Bungoma County from which a sample of eight primary schools were selected.

Research findings show that different factors influence girls' participation in schools showed. The effects of conflict on parents played a major role in influencing their girls to go to school. More than 80% of the total respondents agreed to this fact. Some parents were reluctant to take their girls to school because of various reasons such as cultural practices and attitudes, insecurity in the community, poverty and the economic status of the parents.

The findings also pinpointed negative peer influence as one of the major reasons influencing girls' participation in Cheptais district. Here too more than 75% of the respondent said it is a major factor. Most girls were influenced negatively by their peers some of whom got married early or dropped out of schools to cater for their large families.

The study found that poverty also emerged among the main contributors influencing low participation rates of girls in Cheptais district. Most families were poor due to the conflict which saw many of their livestock and crops destroyed or stolen. Most people were still trying to return to a sense of normalcy after the conflict.

Research findings on early marriages found 65 % of the total respondents attributed the low participation rate of girls in primary schools to early marriages. The findings also revealed large family sizes in

Cheptais district are a major factor leading to low participation rates of girls in primary schools. In most families around the district girls are forced to stay at home to look after their young siblings. Seventy five percent of the respondents said this was a major factor.

Seventy seven percent of the respondents considered the reluctance of parents to take their girls to school as a major contributor affecting enrolment of girls to primary schools. Girls are made to look after their young siblings while boys attend school.

The findings also zeroed in on early pregnancy as a major contributor to low enrolment level of girls in primary schools. 63 % of the sampled group considered this a major factor while only 37% viewed this as a small contributor.

The research also noted that 75 % of head teachers considered parents level of education a small contributor towards low enrolment level whereas 25 % considered this a major contributor. For class teachers, 40 % attributed the low enrolment level of girls to primary schools to their parent's level of education. 52 % of the class teachers considered it a minimal contributor while 8 % did not consider it as a major factor. This evidence contradicts other studies that have had this as a major factor.

Rarely do parents consult teachers and attend education days to discussion to address education matters of their children in the district. 80

% of head teachers and 55 % of class teachers agreed it has never happened, during the study. Only 6 % noted that parents very often attend educational days, 45% as class teachers observed.

Only three percent of teachers sampled said that parents very often take runaway girls back to school. 11 % of those interviewed said parents do this often, 77 % said once in a while and 9 % of teachers said parents never return drop out girls back to school. This is a major factor influencing girls' participation in schools in Cheptais district.

The findings about safety were that girls are never escorted to school by their parents as a measure to guarantee their safety. Most were left to fend for themselves in case anything happened as they had no escort.

## **5.2 Conclusion of the study**

After assessing the major factors influencing girls' education in Cheptais District, the study established community-based factors influence girls' enrolment and participation in schools. It emerged that community based factors greatly affected the enrolment and participation of girls in public primary schools and contributed to the high dropout rates at the end of the 8 year study period of girls in schools in Cheptais District. It also emerged that the community plays a small role in ensuring safety and participation of girls in primary schools.

### **5.2.1 Community factors influence on the girl participation in primary school.**

The factors investigated were gender preferences, cultural rites/FGM, peer influence, early pregnancies and community beliefs parents level of education, economic status of parents, poverty, single parenthood and parents' attitude towards girl education. The sampled head and class teachers agreed that all this factors impacted negatively on the girl child participation in primary education.

The cultural customs, practices and beliefs have a major impact on the girl child and it appears those who have gone to school are rare in this community or are not benefitting from having gone to school. The majority player in the girls' participation in primary education is parents. When they are not educated they transfer lack of appreciation of the value of education. It is therefore difficult for parents to impress upon the girl child to participate in education.

Evidence from the data indicates that the head and class teachers agree that these factors are a major impediment on the girl child participation in primary education. However they contradict many studies carried out that the parents' level of education has little impact on the

participation of girls. The parents/leaders interviewed also agree on all the factors but also differ on the parents' level of education. While the quality assurance and standard officers agree that all those investigated factors have an influence on the participation of the girl child in primary education.

It is therefore important that until those influenced by education appreciate the value of going to school it may be difficult for the girl child to participate in education. Therefore it can be concluded that socio-cultural factors may influence drop out and absenteeism of the girl child from education.

It can therefore be concluded that family background factors can lead to non-enrolment, participation and absenteeism, and drop out of the girl child from school.

### **5.2.2 Insecurities impact on the participation of the girl child in education**

The factors investigated included GBV, early marriages, distance to school and security issues. The head teachers and class teachers agreed that insecurity and conflict impact negatively on the participation of the girl child. The girl child is vulnerable to conflict and the land clashes and the ethnic clashes in Cheptais district make it difficult for the girl child to

go to school. It can therefore be concluded that conflict leads to insecurity of the girl child leading to drop-out of the girl child from primary education. The parents and leaders interviewed concurred that the safety of girls is at stake due to the cultural norms and beliefs.

### **5.2.3 Community participation in the education of the girl child**

The study investigated how the community supports the girl child in education. The factors include consultation between parents and teachers looking for children who drop out of schools, and attending education days.

From the data the head teachers and class teachers agreed that there is very little participation of the community in their education. The parents and leaders interviewed also confirmed that school matters of the girl child is the duty of the mother rather than for both father and mother. The QASOs also agreed that there is little community participation in education of the girl child. It can therefore be concluded that the community attitude towards the girl child's education is negative and therefore they do not participate in encouraging their girl child to go to school.

### **5.3 Recommendations of the study**

Quality education is a fundamental human right, as laid down by International Law. These laws do not distinguish between conflict or disaster-affected populations and those not affected. Therefore the girl child in a conflict area should be enabled to attain quality education.

#### **5.3.1 Community based factors influence on participation of girls' in primary school in Cheptais district**

Policy should be implemented which makes schooling more attractive and less costly to the consumer. The ministry of education should effectively inform and demonstrate to the target population that it is to their interest to respond to these policies.

#### **5.3.2 Insecurity influence on girls' participation in primary school education in Cheptais district.**

Safety of girls is important in education during and after conflict emergency. Parents and community leaders should be encouraged to ensure they provide security for their girls as they go to school.

#### **5. 3.3 Participation of the community in supporting girls' in primary school education in Cheptais District**

The local leaders and school management should be sensitized and empowered with appropriate support to take a lead in encouraging

girls to participate more fully in education. All stakeholders in the provision of education should work together in this responsibility.

The community should be sensitized on the importance of education for girls during conflict/emergency, and their participation enhanced.

#### **5.4 Recommendations for further research**

Having explored the factors influencing girls' participation in primary school education in Cheptais district after post election violence, the study recommended

- i. A similar study on school based factors be carried out in areas that were affected with post election violence to assess the recovery of education and validity of the research findings
- ii. A similar study to be carried out on the effects of the Post election violence on boy child in Cheptais as the study isolated the same.
- iii. A similar study to be done to investigate parents' participation factors influencing low girls' enrolment and participation and to find the role of the community in ensuring participation of girls in these schools.

## REFERENCES

- Abagi and Odipo (1997) *Efficiency of primary education in Kenya: Situational Analysis and Implications for Educational Reforms* Nairobi: Institute of Policy Analysis and Research.
- Chege, F. and Sifuna, D. (2006). *Girls and women's education in Kenya. Gender perspective and Trends*. UNESCO, Nairobi.
- Chepcheng, M.C. and Kiboss, J.K. (2004). *Influence of family socio-economic status and gender on students' academic performance*. Journal of Education and Human Resource Vol. 2, No. 2 March 2004, Egerton University, Nakuru, Amu Press.
- Dyan M. and Kristopher C. (2006). *The Girl Child and Armed Conflict; Recognizing and addressing grave violations of girls human Rights: UN division for the Advancement of Women (DAW) Florence, Italy 25-28 September 2006*
- Feliaciti C. (2006), *Restorative justice for the girl child in post conflict Rwanda*
- Gay L.R, Mills, G.E R Airmann P. (2006), *Educational Research: Competencies for analysis and application*. New Jersey: Pearson Prentice-Hall
- Global Campaign for Education, (2005), *Girls Cant Wait : Why Girls Education matters and How to Make it Happen Now*. Briefing Paper for UN Beijing, Review and Appraisal. Reproduction Health Matters.
- Government of Kenya, (1976), *Report of National Committee on education objectives and policies*. Nairobi. Government Printers.
- Human Rights Watch, (2008). *"All the men have gone" War crimes in Kenya's Mt. Elgon conflict*. New York: Human Rights Watch Publishers.
- ICRC, (2001), *Strengthening protection in war: A Search for professional standards*, Geneva

- Kombo DK and Tromp L.A (2006). *Proposal and Thesis writing: An introduction Nairobi*: Paulines Publications Africa
- Konrad Glogowki : *Teachers without Borders 2011 : Education under attack*
- Korin'gura J.C, (2004), *An Investigation into the Factors, which influence Enrolment, Participation, Transition and Completion Rates in Secondary Schools in West Pokot*. Med Thesis U.O.N
- Kothari C.R. (2004), *Research Methods(2<sup>nd</sup> Edition )Methodology and technics*. New Age internationalPublishers New Delhi.
- Ministry of Education, (2010), *Education Sector Emergency Preparedness and Response Plan*. Republic of Kenya -Nairobi
- Mlama, P (May 2001), *When Girls Go Missing From The Classroom*, Partnership for Strategic Resource Planning for Girl's Education in Africa, FAWE.
- Mugenda O, M & Mugenda A G. (2003), *Research Methods Qualitative and Quantitative Approach*, Nairobi: Acts press
- Ng'etich P. and Walia B. (2007), *The Genesis of clashes*, Nation newspaper 13<sup>th</sup> August 2007
- Orodho J.A (2004), *Elements of Education and Social Science research Methods*: Masola Publishers, Nairobi Kenya
- Republic of Kenya (2010), *Constitution of Kenya*, Nairobi Government Printers
- Save the child (2010), *Barriers to accessing primary education in conflict fragile states: Literature review*: London international, Save The Child London. Retrieved 7<sup>th</sup> Feb 2013
- Save the child (2013), *Attacks on Education: The Impact of Conflict and Grave Violations on Children's Futures*. London UK

- Shemyakina, (2006), *The effect of armed conflict on accumulation of schooling.*
- Siringi S. (2007), New squad formed to crush militia. Newspaper 13<sup>th</sup> August 2007
- Sommers M. (1999), *Emergency education for children: Mellon Foundation/MIT.* Cambridge M.A.
- Sommers M (2002), “*Children, Education and War: Reaching Education For All Objectives in Countries Affected by Conflict,*” Conflict Prevention and Reconstruction Unit Working Papers, Paper No. 1
- Summers, W.K. (1992), *Contradicting commitments. How the achievement of Education For All is Being Undermined by the International Monetary Fund. Action Aid International and Global Campaign for Education.*
- Susan M. & Dyan M. (2004), *Where are the Girls*
- UNESCO (2000), *The Dakar Framework For Action : Education For All - meeting our collective commitments.* Paris :UNESCO
- UNESCO (2007) – *A Human Rights Approach to Education for All:* Paris: UNESCO
- UNESCO (2009), *Education For All global monitoring report:* Paris :UNESCO
- UNESCO (2010), *Education For All global monitoring report 2010: Reaching the marginalized.*
- UNESCO -IIEB 2010 (A) *Sector planning working paper 1 strategic planning: Concept and rationale.* Paris Unesco IIEB retrieved January 2013
- UNESCO -IIEB 2010 (B) *Report on online discussion forum on planning and preparedness for education in emergencies.* Paris: UNESCO IIEB retrieved January 2013

UNESCO global monitoring Report 2011. *The Hidden crisis: Armed conflict and Education Discussion Paper MO 5939*

UNESCO (2012), Institute for Statistics, *eAtlas of Out-of-School Children*.

UNESCO (2011), *Education For All (EFA) Global Monitoring Report - The Hidden Crisis: Armed Conflict and Education*

## **APPENDICES**

### **APPENDIX 1 Letter of Introduction**

University of Nairobi School of Education  
Department of Education Administration and Planning  
P.O. BOX 30197-00100  
Nairobi

Dear Respondent,

I am a post graduate student at the University of Nairobi, studying for a Master of Education degree. I am carrying out a study on the factors that influence girls participation in Primary Schools in Cheptais District; Bungoma, County Kenya. I hereby request you to allow me to carry the study in your school. The information you give is needed for academic research purpose. I appreciate your assistance and cooperation.

.

Yours faithfully

Mrs Edith Nasiebanda Wekesa (M, Ed Student)

## APPENDIX 2 Questionnaire for Head teachers

Kindly respond honestly to all the items in the questionnaire by ticking appropriately or filling in the blank spaces. Your identity will be treated with confidence and the information will be used only for purposes of the study.

### PART A: Background information

1. The person completing the questionnaire is;  
Male  Female
2. What is your designation?  
Head teacher  Deputy Head teacher  Senior teacher   
Assistant teacher
3. For how long have you been working as a deputy/senior teacher/head teacher?  
0-5 years  6-12 years   
Others  Specify
4. For how long have you been teaching?  
0-5yrs  6-12yrs  13-20yrs  25yrs and above
5. What is your qualification?  
P2  P1  DIP  ATS IV  ATS III  GRAD 1

### PART B: Information about your school

1. How many pupils do you have in your school?.....  
Girls  Boys
2. How many (classes) are there in the school?.....
3. From which socio-economic status do majority of the girls in your school come from?

- a) Poor homes [ ]
- b) Rich homes [ ]
- c) Average homes [ ]

4. Indicate by filling in the table the enrolment of boys and girls between the years 2002 and 2012 as indicated

class	Gender	02	03	04	05	06	07	08	09	10	11	12
1	Girls											
	Boys											
2	Girls											
	Boys											
3	Girls											
	Boys											
4	Girls											
	Boys											
5	Girls											
	Boys											
6	Girls											
	Boys											
7	Girls											
	Boys											
8	Girls											
	Boys											

5. To what extent does family background factors affect the participation of girls in primary school in Cheptais district.

Factors	To a large extent	To a small extent	Not at all
Parents' level of education			
Parental support for materials			
Single parents			
Attitude of parents towards education			
Occupation of parents			
Poverty			

6. To what extent does social- cultural factors affect the participation of girls in primary school in Cheptais district. Give your opinion by ticking the appropriate box

Factors	To a large extent	To a small extent	Not at all
Gender preference			
Cultural rites (FGM)			
Early marriages			
Peer influence			
Early pregnancies			
Family size			

7. To what extent does insecurity hinder girls' participation in school

Factors	To a large extent	To a small extent	Not at all
Community attitude to school			
Distance to school			
Insecurity			
Family size			
Peer influence			

8. Parents/ Community Leaders influence on the girls participation

Tick the following comments if they appropriately describe the community's interests and support for education

Reasons	Very often	Often	Once in a while	Never
Encourage girls to come school				
Look for children who drop out of schools and bring them back				
Attend educational days in the school				
Parents of your pupils consult you about their academic				
Girls escorted to school				

**APPENDIX 3 Questionnaires for the Class Teachers**

Kindly tick [  ] or fill in the blank spaces as appropriate, elaborate if possible. All information obtained through this questionnaire will strictly be used for academic purposes and will be treated as confidential.

**Part A: Background Information**

1. The person completing this questionnaire is;  
Male [  ] Female [  ]
  
2. What is your designation?  
Head Teacher [  ] Deputy head [  ]  
Senior teacher [  ] Assistant teacher [  ]
  
3. For how long have you been teaching?  
0-5yrs [  ] 6-12yrs [  ] 13-20yrs [  ] 25 and above [  ]
  
4. What is your qualification?  
P2 [  ] P1 [  ] S1 [  ] DIP [  ]  
ATS [  ] ATSI [  ] ATSIII [  ] ATSIIII [  ]  
Grade I [  ]
  
5. Which other responsibilities do you have in the school?  
.....  
.....  
.....

6. To what extent does family background factors affect the participation of girls in primary school in Cheptais district.

Factors	To a large extent	To a small extent	Not at all
Parents' level of education			
Parental support for materials			
Single parents			
Attitude of parents towards education			
Occupation of parents			
Poverty			

7. To what extent do social cultural factors affect the participation of girls in primary school in Cheptais district. Give your opinion by ticking the appropriate box.

Factors	To a large extent	To a small extent	Not at all
Gender preference			
Cultural rites (FGM)			
Early marriages			
Peer influence			
Early pregnancies			
Family size			

8. To what extent does insecurity hinder girls' participation in school

Factors	To a large extent	To a small extent	Not at all
Community attitude to school			
Distance to school			
Insecurity			
Family size			
Peer influence			

9. Parents/ Community Leaders influence on the girls participation

Tick the following comments if they appropriately describe the community's interests and support for education

Reasons	Very often	Often	Once in a while	Never
Encourage girls to come school				
Look for children who drop out of schools and bring them back				
Attend educational days in the school				
Parents of your pupils consult you about their academic				
Girls escorted to school				

**APPENDIX 4 Questionnaire for QASO/ Field Officers**

1. The person completing the questionnaire is;  
 Male [ ]                      Female [ ]
  
2. What is your designation?  
 DQSO            [ ]      DDQUSO            [ ]      DSO            [ ]  
 TAC TUTOR [ ]
  
3. .For how long have you been working in this position?  
 0-5 years            [ ]      6-12 years            [ ]  
 Others            [ ]      Specify                      [ ]
  
4. What is your qualification?  
  
 P2            [ ]      P1            [ ]      DIP            [ ]      ATS IV [ ]      ATS  
 III [ ] GRAD 1 [ ] MED            [ ]      PHD            [ ]
  
5. To what extend does family background factors affect the participation of girls in primary school in Cheptais district.

Factors	To a large extent	To a small extent	Not at all
Parents' level of education			
Parental support for materials			
Single parents			
Attitude of parents towards education			
Occupation of parents			
Poverty			

6. To what extent does social -cultural factors affect the participation of girls in primary school in Cheptais district. Give your opinion by ticking the appropriate box.

Factors	To a large extent	To a small extent	Not at all
Gender preference			
Cultural rites (FGM)			
Early marriages			
Peer influence			
Early pregnancies			
Family size			

7. To what extent does insecurity hinder girls' participation in school

Factors	To a large extent	To a small extent	Not at all
Community attitude to school			
Distance to school			
Insecurity			
GBV			

8. Parents/ Community Leaders influence on the girls participation

Tick the following comments if they appropriately describe the community's interests and support for education

Reasons	Very often	often	Once in a while	Never
Encourage girls to come school				
Look for children who drop out of schools and bring them back				
Attend educational days in the school				
Parents of your pupils consult you about their academic				
Girls escorted to school				

## APPENDIX 5 Interview Schedule for Community Leaders/ Parents

1. Where do your children go to school?
2. What do you do?  
Mother; House wife          Business      Employed  
      
Father; Farmer                 Business      Employed
3. What is your marital status?  
Married                           Single
4. How many children do you have?  
Boys                              Girls
5. How many of your children attend primary school?  
Boys                              Girls
6. Have all your children completed primary school?  
Yes                           No                        
  
If no please give reasons for dropout
7. In case of a problem at home, who misses school mostly?  
Boys             Girls
8. What makes girls not attend school?
9. Do you go to consult the class teacher/ head teacher over you daughters' performance?
10. Did the PEV affect the enrolment of girls in school?  
Yes                           No
11. Do you attend education days in school?
12. Do you support the education of girls?
13. Do the leaders encourage you to take the girls to schools/
14. Do many parents send their girls to school? If No why not  
If yes is it the same as they take the boys?