

**SOCIAL FACTOR AND FEMALE PUPILS' PARTICIPATION IN
MOBILE SCHOOLS IN WAJIR DISTRICT
NORTH EASTERN PROVINCE
KENYA**

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DECLARATION

I Karani Odanga Phelix declare that this book is my original work; it has been never submitted to any university or any institution for the award of a degree or equivalent.

Name: Karani Odanga Phelix

Signature.....

Date.....

APPROVAL

This research entitled "Social factors and females' participation in mobile schools in Wajir District in North Eastern province Kenya" has been done under supervision.

Sign.....*Handwritten signature* 22/05/2012

Dr. Gulebyo Muzamir Said.

DEDICATION

This desertation is dedicated to my parents who has continuously supported me throughout my education;financially and morally,my family members who have always encouraged me through their prayers that has enable these heights that I would never have achieved.

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Thank all the people whose assistance enable me to accomplish my Bachelor Degree successfully;special thanks to my parents for continuous financial and spiritual support they renders towards education .

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ABSTRACT

This study established the social factors and females' participation in mobile schools in Wajir District in North Eastern province Kenya. Specifically, the study sought to determine (i) To determine the profile of the respondents as in gender, level of education, age, qualification and experience.(ii)To determine the extent to which social factors (such as home based factors, individual based factors and school based factors) affect girls' participation in mobile school programme in Wajir District.(iii)To determine the degree of girls' participation in mobile school programme in Wajir District.(iv)To determine if there are significant differences in the degree participation in mobile school programme in Wajir District between male and female pupils.(v)To determine the relationship between the social factors and girls' participation in mobile school programme. A survey design was used specifically descriptive correlation and descriptive comparative; data were collected from using self administered questionnaires as the key data collection instruments. Data were analyzed at univariate level using frequency counts, mean Pearson Linear Correlation coefficient and regression analysis at bi-variate level. The findings revealed that there was a high level social factors there were several social factors affecting participation of learners in mobile schools programme north Wajir District; high level of participation of girls learners were high; there was no significant difference in the of social factors and level girls participation in mobile prodramme; social factors are positively correlated with girls in mobile programme in schools. Recommendations based on the findings were that ; government of Kenya should implement more poverty reduction programs in country parts in mobile schools; parents should give equal rights to both boys and girls when it comes to school matters;Girls participation in leadership at schools needs be encouraged by both parents and school adminitration; girls participation in schools should be given more attention.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the study

The concept of Education for all (EFA) is a direct political response to pressures emanating from the civil society organizations and international donor agencies among others that realize the symbiotic relationship between education and good governance as well as respect for human rights and dignity. Education is the major source of upward mobility especially in the developing countries, and a principal instrument in fostering democracy, equality and justice. Therefore, equal and equitable educational opportunities are essential as an answer to socio economic and political marginalization of different social groups in developing economies. Otherwise, the domination and suppression of the less privileged will continue unabated. The recognition of education as an indispensable weapon for human and national development therefore, pressed both national and international laws to declare it a human right.

The world education forum held in Dakar, Senegal in April 2000 adopted six major goals for education, two of which also became Millennium Development Goals later in the same year. The Dakar goals covered the attainment of Universal Primary education (UPE) and gender equality, improving literacy and educational quality, increasing life and early childhood educations programmes, and were to be achieved within 15 years. However the gender goal was judged to be achieved urgently, requiring the achievement of parity in enrolment for boys and girls at primary and secondary levels by 2005.

In the pre independent Kenya the nomadic pastoralists' communities were disadvantaged in many ways. One of these disadvantages was in educational and literacy. As fate would have it, the women bore the brand of it.

The nomadic girls and women acquired informal education through instructions from the older women from the society. This knowledge enables them to lead and carry out the normal duties and responsibilities of a woman in society. This informal education is all very well for them at this level. Unfortunately, it does not enhance the women's economic and social status Vis-à-Vis that of a men. The women find themselves in the same difficult position of their mothers before them had endured. It is therefore obvious that formal education is urgently needed to complement informal education to open their minds available to them, especially in this fast moving information age.

Formal education entails going to a learning institutions as we know it today for the purpose of acquiring knowledge that assists one assimilating into today's society without feeling or being disadvantaged. Women are far behind their men folk in unfettered access to, retention in, and completion of the school cycle by all children, irrespective of their social-economic status and gender. Some of these arguments includes enhancement of individuals' and national progress through better political enlightenment and participation, economic growth and positive change in cultural beliefs and attitudinal dispositions that are inimical to human and national development (World Bank, 1995; Tahir, 1991). This study accepted these reasons as enough bases for the positive of education to all, in addition to believing that education is an inalienable right.

The multiple benefits derived from the education of girls are widely acknowledged. The education of girls and women has powerful inter-generational effects and is a key determinant of social development and women's empowerment. The inter-generation effect being there, why then is girls' participation in formal education so dismal within the nomadic pastoralist communities. Some of the reasons cited by researchers like Juma (1994) and Jama (1993) are; i) inherent gender bias; ii) men still do not believe that women need this kind of education— their place is in the kitchen; iii) negative attitudes towards women's education and fears that education will spoil the girls who might remain 'loose' in urban centers; iv) the fear that parents will acquire no benefits because the girls are on transit to another home; v) desire for dowry when a girl gets married and the fear to lose it when they decide not to get married because they are educated.

The enrollment rate of boys in North Eastern Province at 32% shows clearly the disparity as compared to the national rate of 88.2%. Within the North Eastern Province, Wajir district which has the highest population than the other district, within the province, it also has the second highest illiteracy rate in the province.

The UNICEF (1998) survey ranking the district by comparing the district population against the actual female enrollment established that Wajir district was the last in Kenya followed by Ijara, Garissa and Mandera district respectively. This background of literacy rates of 12.3% for female and 44.66% for males is made worse by the high illiteracy rate (80.2%) of female in the district (Republic of Kenya Wajir district development plan, 2006).

Current Situation of Mobile schools

Many countries had experimented and some still pursue the use of mobile schools in order to make education more accessible to nomadic pastoralist. Mobile schools have largely used specially constructed tents or temporary shades under trees or thatches staffed by teachers who move along with the nomads and their mobile schools during migrations (Carr-Hill and Paert, 2005). There has been substantial experimentation with mobile schools. Kratli (2000) cited such countries as Algeria (Rybinski, 1981), Iran (Hendershot, 1965), Mongolia, and Nigeria. For example, experimented the mobile school strategy, through a carefully-designed community mobile school project in which teachers from among the pastoral communities and those that were willing to travel with them, were trained for three-year period and were deployed to teach in the school.

Similarly, there had been small-scale nomadic mobile schools in Kenya in 1995 with a view to overcoming the exclusion of pastoralist from acquiring education. The Kenyan model used a teacher living with the family or a group of pastoralist, of which they are a part, with learning process designed to fit the household labour arrangements and long distance mobility. The Kenyans model had recorded almost 6,000 pupil enrolment between 1995 and 1999 (Carr-Hill and Peart, 2005).

Despite the attractive nature of the mobile school approach, it had encountered a number of difficulties. Ezeomah (1997; Tahir, 1997) identified problems related to the design of the mobile collapsible classrooms, lack of adequate funds to supply and maintain the tents in sufficient number, the reluctance of non-nomadic teachers to travel

and live nomadic lifestyle, lack of effective administration and lack of government policy, among others.

Nonetheless, research evidence has persistently shown that nomads are responsive to, and are indeed, demanding for education that is sensitive to their needs, aspirations and culture. From Sudan and Eritrea (Ismail, 2002), Nigeria (Tahir, 1998, Ezomah 1990,) Carr Hill and part, 2005), United Kingdom (Bakari, 2000), Mongolia (Kratli, 2001), etc., abundant evidence shows that the nomads yearn and clamour for education. Yet, they are largely denied the type of education they envision, despite the above enumerated efforts. The deciding factors that make education unattractive to nomadic populations are the design and delivery of the education package that are largely insensitive to their culture and the negative attitudes and behaviors towards them as a group by the sedentary population. There are the overwhelming unsubstantiated assumptions that pastoralism, for instance, is environmentally distractive, economically irrational and culturally backward. This is the major problem impeding their education (Jama, 1993).

To address the low enrolment rate among the pastoralist nomad communities the government introduced mobile schools which are being piloted in few districts, namely Samburu, Wajir, Garissa and Ijara districts. Despite the Kenya governments introduction of the free primary education in its quest to provide basic education for all school aged children out of school is still high among the pastoral communities. The number of pastoral children out of school, coupled with the gender disparities among the children enrolled in the primary schools has worsened the situation of the girl child in the pastoral community's vis a vis education attainment. With the introduction of

mobile schools for the nomadic communities the situation has not changed and girls' enrollment is still far much lower than that of the boys especially in Wajir district.

Statement of the Problem

Most primary schools in Kenya are of static nature and thus do not cater for the nomadic communities. To address this situation the government has started mobile schools but the girl child is still disadvantaged in that their enrollment in these schools is very low.

The essence of Free Primary Education by the Government of Kenya was to increase equity in access, retention and completion of primary to all children in Kenya. This is not realized by the nomadic communities since their children have no proper access to education due to the nature of their livelihood. This research project intended to find out the reasons behind this low enrollment of girls in the mobile schools

Purpose of the Study

The main purposes of this study were;

- i. To examine the strong and weak social factors that affect girls participation in mobile school program in Wajir.
- ii. To generate data for further research into mobile school programme.
- iii. To test the null hypotheses of no significant differences in the degree of participation between boys and girls and of no significant relationship between social factors and girls' participation in mobile schools program in Wajir district.
- iv. To make recommendation for improvement in the participation of the girl child in education.

Objectives of the Study

The study had the following objectives:

- i. To determine the profile of the respondents as in gender, level of education, age, qualification and experience.
- ii. To determine the extent to which social factors (such as home based factors, individual based factors and school based factors) affect girls' participation in mobile school programme in Wajir District.
- iii. To determine the degree of girls' participation in mobile school programme in Wajir District.
- iv. To determine if there are significant differences in the degree participation in mobile school programme in Wajir District between male and female pupils.
- v. To determine the relationship between the social factors and girls' participation in mobile school programme.

Research Questions

The study was guided by the following research questions;

- i. What is the profile of respondents in terms of gender, level of education, age, qualification and experience?
- ii. To what extent do social factors (such as home based factors, individual based factors and school based factors) affect girls' participation in mobile school programme in Wajir District?
- iii. What is the degree of girls' participation in mobile school programme in Wajir District?
- iv. Is there are a significant difference in the degree of participation in mobile school programme in Wajir District between male and female pupils?

- v. Is there a significant relationship between the extent of social factors and the degree of girls' participation in mobile school programme in Wajir District?

Hypotheses

- i. There are no significant differences in the degree of participation in mobile school programme in Wajir District between male and female pupils.
- ii. There is no significant relationship between the extent of social factors and the degree of girls' participation in mobile school programme in Wajir District.

Scope

Geographical scope

The study was conducted in Wajir Bor division, Wajir district of North Eastern province Kenya. The district has 13 division of which the study will cover only one division namely Wajir Bor Division.

Content Scope

The study examined the extent to which socio factors affect girls' participation in mobile school program in Wajir district Kenya. Socio factors were limited to home based factors, individual based factors and school based factors. Participation was limited to enrolment, dropout and performance.

Theoretical Scope

The study was based on theoretical model of learning by Chinapa viyagum (1984), which emphasizes equal rights to education irrespective of age, sex, ethnicity, social status, origin and access to different types and levels of education. The model argues that children

should have equal treatment in school in terms of teacher behaviour as well as teacher – learner relationship and interaction.

Time Scope

The study will be conducted between August and November 2011.

Significance of the study

The findings of this study will hopefully help education planners, both at national and regional levels, to develop policies that are gender sensitive and set strategies in place

In order to enhance effective enrollment and retention of girls of the pastoral communities in primary education. The study will be of significance to education officers, teachers, parents, pupils and academicians such as future researchers in the same field.

The study was also intended to sensitize all the stakeholders, district administrators, local leaders, teachers and pupils about the factors that affect girls' participation in primary education in Wajir district. The study may also act as basis for further research in various dimensions of girls' education at different levels.

Operational Definitions of terms

Mobile school : A school with no permanent structures which moves with nomadic communities while shifting in search water and pasture.

Nomadic community: a pastoralist community that shift from place to place in search of water and pasture for their livestock

Socio-cultural factors: A combination of social and cultural practices that either limit or enhance girls' participation in mobile school programme.

Social economic factors: A combination of social and economic status of the nomadic community, in this context that may influence or limit girl child participation in mobile school programme.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Several studies have been undertaken in an attempt to find out factors that influence the access and retention of girls in primary education in Kenya by several scholars. These studies identified socio-economic, socio-cultural and school based factors as the most important. The literature review in this chapter was organized around the following themes.

- Social cultural
- Social economical
- School environment

No table of contents entries found. The deciding factors that make education unattractive to nomadic population are the design and delivery of the education package that are largely insensitive to their culture and the negative attitudes and behaviors towards them as group by the sedentary population. There are the overwhelming unsubstantiated assumptions that pastoralism, for instance, is environmentally destructive, economically irrational and culturally backward. This is the major problem impeding their education.

There are negative traditional attitudes and values which are anti pathetic towards modern education. The nomadic pastoralist communities generally view as being irrelevant what children learn in school. Secular education is believed to lead to their alienation from community's nomadic way of life. Secular education potentially threatens their basic survival. Because of this embedded fear children

have largely been kept out of schools and instead used for the nomadic economic production (PDE, NEP 2006). The researcher wished to find out whether this is the truth or there are factors contributing to the low enrolment of girls.

Traditional attitudes towards women and their place in society militate against education for girls (Juma 1994). According to Juma (1994) Muslims have been suspicious of western education because it is seen as a threat to the Quranic education system, male and female roles as ethical and religious system. Maleche (1972) argues that even the cultural level of conversation for girls which is based on beer, food, dress, children and gossip about other people, does not encourage girls to develop high aspirations for education. The illiterate parents fear that their daughters will be alienated from traditional cultural way of life after schooling and will therefore be exposed to risks such as early pregnancies and loss of virginity. According to Islamic traditions loss of virginity and early pregnancy outside marriage is seen as a failure on the part of the father and a great sin. This evaluation is not fully based on the religious aspect but rather the customs of the community. Islam encourages education for both the girls and boys equally.

Security in and out of school is also a key issue influencing girls' education, some of the girls, who walk long distances to school end up being raped and sexually abused by older boys and male adults. A survey by UNICEF (1998) confirmed that the influx of refugees on North Eastern Province was cited as a major cause of fear and insecurity among girl-pupils. In the hope of protecting daughters from sexual exploitation or coercion to engage in sexual activity, parents would rather have their daughters stay at home than become victims

of rape and sexual harassment, hence hindering girls access to and retention in schools. The researcher concurred with the findings that security was a hindrance to the participation of girls in education among the nomadic communities.

Nomadism has been argued to be as old as humanity and is a common characteristic of human reaction to hostile or unfavorable conditions on their livelihood. All over the world, the phenomenon of nomadism is generally recognized as the nomadic groups constitute a sizeable portion of the world's population. Nomads are an ethnographic group who wander from place to place with no fixed home. Their movement was necessitated by their economic activities, be they cattle rearing, fishing, hunting and gathering, or craftwork.

Nomadic is a way of life for the Somali community where families move far away from "settlement areas" where static schools are located, in search of water and pasture for their animals. Girls are more affected by these than boys because among the Somali community boys can be left to stay with any of the relatives in the settlement areas to pursue education but not girls for they must be under the care of their parents always UNESCO (1998). Since migrations take place in the third terms of the school calendar and there are no adequate boarding school for girls, parents end up not taking their girls to school or withdrawing them altogether.

Islam encourages the search for knowledge; the scriptures say that you can pursue education even as far as china. Though this is the case, there are some religious guidelines such as mixing of sexes, dress code and movement of girls and women from one place to another that can not be easily accommodated in modern schools (Juma, 1994). According to Islam, a girl is not supposed to be in the

company of any other male except her blood relatives, therefore, mixing of boys and girls for curricula and co-curricula activities contravenes the Islamic rules and greatly discourages parents from enrolling their daughters in schools. The Islamic dress code for girls entails that can not effectively participate in co-curricula activities such as games and swimming especially when a male teacher is instructing. The use of games uniform or swimming suit makes girls feel embarrassed and develop hatred towards school, hence they drop out. According to Islamic tradition a girls is not supposed to leave the confines of her home except in the company of a close blood relative, this mean taking the girl to and from school. Therefore they would rather prefer that such daughters stay at home, hence hindering them access to school (UNICEF, 1998). The researcher shared the same sentiments on the dress code as the earlier findings that it hinders girls' access to secular education.

Secular education is also seen as to interfere with Quranic education system, the nature of parenthood and Islamic ethical and religious systems (Juma, 1994). There is conflict between timing for learners of the Quran, which is supposed to be from six year olds to eleven year olds while primary enrolment age is from six years olds to fourteen years olds. Parents see modern education as a tool for spreading Christianity among Muslims. Therefore most Somali people would prefer their children to complete the quranic education before they can enroll in secular schools.

Girls' access to school and retention was also hampered by cultural practices such as female genital mutilation and betrothal, which dictate the place of the girl in the society (Mohamed 2003). The type of female genital mutilation called infibulations is meant to control the girls sexual activity prevents promiscuity and preserves virginity.

Parents will therefore be greatly discouraged to enroll their daughters in school for fear that they might lose their virginity which will mean shame, loss of dignity and pride for the parents. Betrothal payment of bride price and preparation for marriage closely follow initiation ceremony. Girls are modeled to be good wives, homemakers and mothers from betrothal. Researchers argue that this undue emphasis on marriage and motherhood results in undue preoccupation of girls with marriage and inhibit them from developing imagination, initiative and independent thought. This preoccupation makes girls to lose interest and hence drop out of schools since the mobile schools are within the nomadic settlement, the researcher intended to find out if this was the case.

Another negative cultural practice that inhibits a girl's access to and retention in primary education was inheritance, where a girl was given to her brother in law for marriage in case of the death of her sister. This means that a girl could be denied access to school or could be withdrawn from school to be inherited by her brother in law. This was major drawback to girls' access to and retention in primary education. The home environment makes girls internalize the believe that women are physically frail, emotionally unstable and mentally inferior to at an early age (Jama, 1993). Girls are often trivialized and depicted as objects that are there for the pleasure of men and to bear children (FAWE, 1997). This meant that a woman was considered as a person who could not be self reliant and had to be kept under surveillance of men to avoid any disgrace to the family name. According to the Somali communities school girls were considered disobedient, less submissive, more promiscuous and stubborn. The Somalis belief that a girl should not be exposed to western education

as they will become prostitutes (UNICEF, 1998). The parents decision as to whether to enroll girls in school and for how long they should stay could be predetermined by such prejudices. The researcher fully agreed with the above findings based on his interaction with Somali community. All these studies were based on findings from static schools, the question addressed by the researcher was, having brought the school within the homestead (manyataa) why was it that girls were still under enrolled compared to boys in the mobile schools

Socio-economic

According to Anderson (1967) the parental level of education, occupation and income levels play a significant role in access to and retention of girls in education. Education experience and outlook of parents is transmitted to their off springs (Juma, 1994). Studies showed that there was a direct relationship between parental levels of education and girls enrolment and retention in school, because educated parents with high income were able to provide their children with a conducive home environment, provide all the necessities of the school and pay for extra tuition, hence encouraging access and retention of girls in school because they understood the value of education and its benefits to the child. Educated parents enrolled their children in schools, encouraged them to study by availing relevant books and ensuring completion of their education (Tyler, 1997). Although the researcher agreed with the above findings as regards education in general, this study investigated whether or not the parental level of education, secular or otherwise, occupation and income levels had a role to play in the access to and retention of girls in mobile schools in Wajir district.

Tan (1991) argues that girls are expected to contribute to child care and other household chores at a much earlier age than boys. Researchers have noted that girls are taken away from schools to help in the home, nurse babies, clean the home, fetch firewood and water, cook food and milk the cows (Juma, 1994). (Maleche, 1972) argues that heavy household duties and long distance from school results in physical and mental exhaustion, which makes learning uninterested and ineffectual. This means that girls waste a lot of time in the household chores while boys remain in school learning. Girls therefore, could end up dropping out of school hence decreasing retention in school. The researcher tended to disagree with the above sentiments since girls all over this continent in general and this country in particular are viewed more or less the same, records show that girls in some areas are more than boys in primary enrolment, therefore the above argument did not hold.

Boys' education was favoured more by parent especially mothers because they depend on their adult son' during old age. Investment in son's education was seen as security in old age (Phachoropoulus and woodhall 1985). They also relied on their daughters labour before marriage. Therefore taking a girl to school would have been a waste of time. Female enrolment patterns in patriarchal societies was affected by patrilineal descent system which gave preference for investment in schooling to boys who were believed to retain responsibility for their parents when they grow older compared to girls who were incorporated into their husband families (Eshiwani, 1993). This was the reason why boys were expected to receive maximum training in order to attain higher status as head of families and successful heads of their respective families. Boys were also expected to inherit their parents' property and hence, maintain the

family's status quo. A girl, on the success of their husband and therefore it was used as an excuse for girls not to be taken to school (Maritim, 1990).

Education is viewed as an investment; hence the lack of employment after completion of school has decreased interest in schooling. Therefore the region with most employment opportunities and greater agricultural activities, especially of cash crops, are also the regions of greatest educational progress and proportionally greater participation of women in primary education (Eshiwani, 1983). Majority of the population of Wajir district are unskilled, 80% of the labour force comprise of people who are illiterate and skilled only in nomadic livestock production. Women constitute 49% of the labour force, majority of who are illiterate and largely home makers (National Development Plan, 2002-2007).

Child labour was another predominant factor which hinders primary school enrolment especially in poor families (UNICEF, 1989). Children's labour was often critical to the income or survival of households of poor families in Wajir district especially the pastoralist Odada (1989.p.7) state;

.... Many parents who have limited resources choose to invest in boys..... or have the children stayed at home to provide the much needed labour or sell things from the roadside stalls.

Girls from poor families feel obliged and are forced by their parent to get involved in income generating activities so as to contribute to the family income.

In pastoralist' communities girls sell milk and firewood the whole day. Sleeping late and waking up earlier than boys. This could be one reason why girls cannot be taking to school and even when they are enrolled. They will be too exhausted; hence they will drop out of school leading to low access to and low retention rates of girls in primary education.

Livestock keeping which is the major economic activity of the inhabitants of Wajir detract, contributes to the factors that affect access to and retention of girls in education in the district. The Northern Frontier Province (now North Eastern Province) annual reports (1931-1933) clearly states that livestock means everything to the pastoralist people and that all else is subsidiary to it. The over dependence on livestock and the nomadic lifestyle overburdens the girls, whose labour is of paramount importance for such task as herding the stock, taking the animals to watering points among other things. The researcher agreed with above findings for static schools, this may be the reason why girls cannot be taken to school and even when they are taken, they are withdrawn from school before completion. The researcher wishes to see whether he same applies to the mobile school setup.

The School Environment

The school environment made a difference in education of girls in Kenya as more parent were sending children to educational centres (Gakuru, 1979). The pastoralist communities of Kenya, who are preoccupied with search for pasture and water for their livestock, needed schools that were compatible with their way of life, where the teacher shifts with the community whenever they relocate to other areas in search for pasture and water, unlike static schools.

Unfortunately, the mobile schools in Wajir district were all co-educational in a society which believes in seclusion of girls under whatever circumstance. This could be one of the factors that affected access to and retention of girls in mobile schools.

According to a study carried out by (UNICEF 1998) the proximity and access to primary school was a predetermining factors on the enrollment and retention. In arid and semi-arid areas, the distant between schools and homes is far and the education delivery systems are often incompatible with the lifestyle of the nomadic people. Distance between schools and home affect girls more than boys because parent are afraid of letting a girl walk alone and she may be kept out of school unless there was someone to accompany her, preferably an elder brother, to school. In Ghana and Egypt, researchers have found that long distance to primary schools deters girls' enrolment but not boys (Hertz 1991). The limited number of mobile schools and the highly dispersed pastoral population force children to transverse difficult terrain which makes access to schools more difficult for girls than boys.

Researcher have also found inefficient teaching, lack of proper qualification for some teachers, lack of knowledge of subject matter and lack of commitment of teacher makes girls lose interest in learning and look forward to marriage (Maleche, 1972). The lack of female teachers to act as role model, insensitivity of administrative machinery and the rigidity of education structure which prevents adjustment to socio-economic and socio-cultural needs of the nomadic people retard access to and retention of girls in primary education (Juma, 1994).

In a study of primary textbooks in Kenya, it is argued that textbooks contribute to failure and withdrawal from school of girls because they are portrayed in respectable and well-paying occupations while women and girls, if mentioned, are shown participating in traditional chores (Obura, 1991). The curriculum on the other hand, overloads the children due to the many subjects, though some are not examinable, they are still taught in class hence the workload is still high. This is even worse for girls who have a lot of household chores, to the extent that they cannot finish their homework. This is followed by punishment from the teachers which makes girls develop negative attitudes to school and eventually drop out of school.

The classroom dynamics greatly affected the access to retention of girls in primary education. Teachers both male and female, tended to be unnecessarily harsh to girls, focus more attention on boys and give boys more rewards than girls during the teaching and learning process (UNICEF, 1998). This greatly discouraged girls because they needed to be appreciated just like boys, hence dropping out of school. There was evidence that girls are not safe in school either. Boys and male teachers who tease them in class by touching their breasts, sexually harassing girls, particularly in the adolescent stage. The exposure of girls to sexual harassment by peer and teachers has greatly decreased parents' interest in enrolling girls in school (Mohamed, 2003). Sexual harassment inside and outside school strengthens parental fear and that of girls themselves in attending schools and can be seen as a reflection of sexist cultures (FAWE, 1995). Safety and cultural concern may leave parents obliged not to send girls to schools even supervised by and served by female teachers (HERTZ, 1991). The long distance to school and difficult terrain may be a security risk for girls, these may affect their access to and retention of girls in

schools in Wajir district but, is it the same where mobile schools are concerned since the schools are within the settlement? The study intended to find out.

Poor supervision and indiscipline in schools has pushed many pupils to engaging in activities such as smoking, drinking of alcohol, chewing Miraa among others. It was observed that teachers pass time in staffroom chatting, gossiping or simple whiling away time while classes remained untaught and the syllabus remain uncovered (UNICEF,1998).The low performance of students eventually mean that education does not fetch benefit as an investment. Parents get demoralized and see education as a waste of time and resources that could be invested elsewhere. This study investigated whether or not these school dynamics, such as school environment, security, poor supervision and indiscipline, among others, have effect on access to and retention of girls in mobile schools in district.

Theoretical perspective

The study was based on the theoretical model of learning by Chinapah Viyagum (1984). The model emphasizes equal rights to education irrespective of age, sex, ethnicity, socio-economic and regional origins and equal access to different types and levels of education. The model argues that children should have equal treatment in school in terms of teacher behavior as well as teacher-learner relationship and interactions. School input such as teacher education, training and stability, class size, pupil-teacher ratio, school facilities, adequacy of teaching-learning materials and resources, as well as school administration are identified by the model as vital factors in access and retention of pupils in school. The model further argued

that the interaction between the home and school characteristics and processes, influenced schooling. The home characteristics such as parental socio-economic status together with religious values predetermine the parents' belief and practices, as well as attitudes towards girls' education. These characteristics determine the stereotypes that exist which will predetermine the fears of the parents and the girls' ambition as well as pre-occupations. The parental socio-economic status and home possession directly influence the home processes such as parental support to the school in terms of paying fees, buying books e.t.c

School characteristics such as school type, greatly influences the access and retention of girls in primary education. Teacher quality, class size and teacher salaries determine the morale and interest in teaching, the quality of teaching and learning in schools. The home processes such as parental economic support of the school needs influence the physical facilities that exist and the teaching aids that are available to the teachers and learners. The home and school processes are intertwined, hence play co-current roles in the process of school learning.

Related Studies

According to a study carried out by (UNICEF 1998) the proximity and access to primary school was a predetermining factors on the enrollment and retention. In arid and semi-arid areas, the distant between schools and homes is far and the education delivery systems are often incompatible with the lifestyle of the nomadic people. Distance between schools and home affect girls more than boys because parent are afraid of letting a girl walk alone and she may

be kept out of school unless there was someone to accompany her, preferably an elder brother, to school. In Ghana and Egypt, researchers have found that long distance to primary schools deters girls' enrolment but not boys (Hertz 1991). The limited number of mobile schools and the highly dispersed pastoral population force children to transverse difficult terrain which makes access to schools more difficult for girls than boys.

Researcher have also found inefficient teaching, lack of proper qualification for some teachers, lack of knowledge of subject matter and lack of commitment of teacher makes girls lose interest in learning and look forward to marriage (Maleche, 1972). The lack of female teachers to act as role model, insensitivity of administrative machinery and the rigidity of education structure which prevents adjustment to socio-economic and socio-cultural needs of the nomadic people retard access to and retention of girls in primary education (Juma, 1994).

In a study of primary textbooks in Kenya, it is argues that textbooks contributes to failure and withdrawal from school of girls because are portrayed in respectable and well paying occupation while women and girls, if mentioned, are shown participating in traditional chores (Obura, 1991). The curriculum on the other hand, overloads the children due to the many subjects, though some are not examinable, they are still taught in class hence the workload is still high. This is even worse for girls who have a lot of household chores, to the extent that they cannot finish their homework. This is followed by punishment from the teachers which make girls develop negative attitudes to school and eventually drop out of school.

The classroom dynamics greatly affected the access to retention of girls in primary education. Teachers both male and female, tended to be unnecessarily harsh to girls, focus more attention on boys and give boys more rewards than girls during the teaching and learning process (UNICEF, 1998). This greatly discouraged girls because they needed to be appreciated just like boys, hence dropping out of school. There was evidence that girls are not safe in school either. Boys and male teachers who tease them in class by touching their breasts, sexually harassing girls, particularly I adolescent stage. The exposure of girls to sexual harassment by peer and teachers has greatly decreases parents' interest in enrolling girls in school (Mohamed, 2003). Sexual harassment inside and outside school strengthens parental fear and that of girls themselves in attending schools and can be seen as a reflecting of sexist cultures (FAWE, 1995). Safety and cultural concern may leave parents obliged not to send girls to schools even supervised by and served by and female teachers (HERTZ, 1991).The long district to school and difficult terrain may be a security risk for girls, these may affect their access to and retention of girls in schools in Wajir district but, is it the same where mobile schools are concerned since the schools are within the settlement? The study intended to find out.

Poor supervision and indiscipline in schools has pushed many pupils to engaging in activities such as smoking, drinking of alcohol, chewing Miraa among others. It was observed that teachers pass time in staffroom chatting, gossiping or simple whiling away time while classes remained untaught and the syllabus remain uncovered (UNICEF,1998).The low performance of students eventually mean that education does not fetch benefit as an investment. Parents get demoralized and see education as a waste of time and resources that

could be invested elsewhere. This study investigated whether or not these school dynamics, such as school environment, security, poor supervision and indiscipline, among others, have effect on access to and retention of girls in mobile schools in district.

CHAPTER THREE

METHODOLOGY

Research Design

The study used the descriptive survey research design utilizing both qualitative and quantitative approaches. Descriptive studies of the survey nature could be used not only for the purpose of description but also for the determination of relationship between variable at the time of study (Babbie, 1973). Mugenda and Mugenda (1999) assert that this type of research design attempts to describe such things as possible behaviour between values and characteristics. Descriptive studies aims at giving an accurate account about a specific aspect, situation, community or person. Descriptive study was also used to determine the reasons and causes for the current situation under study (Mugenda and Mugenda, 1999). The research design attempts to explain the reasons and source of observed events, characteristics and correlations. The careful reporting methodology of descriptive survey promotes replication later by other researchers and retesting of the findings (Babbie, 1973).

The researcher had chosen this design because it fits the type of study he carried out. The researcher described the factors that contributed to girls' non attendance of the mobile schools and determined the relationship between these factors.

The researcher looked at the effect of the independent variable on the dependent variable and examined the data collected to determine the cause, relationship or associations and their meanings. The study investigated how the independent variables quantitative

approaches because no one method was adequate on looking for solution to causal problems as stated;

Research population

The study targeted the standard eight pupils in seven selected mobile schools in wajirbor division. The study involved seven mobile schools in the division. The target population in the study location was 86 standard eight pupils of the selected schools.

Sample Size

Given the target population of 56 standard boys and 30 standard eight girls, a sample size of 49 boys and 28 girls of the selected mobile schools was adequate. The sample size was arrived at using the sloven's formula of determining sample size. According to this formula, the required minimum sample size of any given population can be arrived at.

$$n = \frac{N}{1 + N(e)^2}$$

where n= Sample size

N = Target population

e = Significance level, given by 0.05.

Sample size computation

Boys	=	n	=	$\frac{N}{1 + N(e)^2}$	
		n	=	$\frac{56}{1 + 56(0.0025)}$	$\frac{56}{1.14}$
		n	=	4.9	
Girls	=	n	=	$\frac{N}{1 + N(e)^2}$	
		n	=	$\frac{30}{1 + 30(0.0025)}$	$\frac{30}{1.075}$
		n	=	2.8	

Distribution of study samples Size for pupils

Schools	Target population	Sample Size
Wasir Bor A	10	9
Wasir Bor B	8	7
Waalgarass	9	8
Dambas	6	5
Tarbaj	7	6
Riba	9	8
Khorof harar	7	6
Total	56	49

Boys

1. Wasir Bor A

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{10 \times 49}{56} = 8.75 = 9$$

2. Wasir Bor B

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{8 \times 49}{56} = 7$$

3. Safray

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{9 \times 49}{56} = 7.87 = 8$$

4. Wellathai

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{6 \times 49}{56} = 5.25 = 5$$

5. Ruba

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{7 \times 49}{56} = 6.12 = 6$$

6. Sitawariyo

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{9 \times 49}{56} = 7.87 = 8$$

7. Dashek

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{7 \times 49}{56} = 6.12 = 6$$

Girls

Schools	Target population	Sample Size
Wasir Bor A	7	6
Wasir Bor B	5	5
Waalgarass	3	3
Dambas	2	2
Tarbaj	4	4
Riba	4	4
Khorof harar	4	4
Total	30	28

1. Wasir Bor A

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{6 \times 28}{30} = 5.6 = 6$$

2. Wasir Bor B

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{5 \times 28}{30} = 4.6 = 5$$

3. Safray

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{3 \times 28}{30} = 2.8 = 3$$

4. Wellathai

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{2 \times 28}{30} = 1.8 = 2$$

5. Ruba

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{4 \times 28}{30} = 3.7 = 4$$

6. Sitawariyo

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{4 \times 28}{30} = 3.7 = 4$$

7. Dashek

$$n_2 = \frac{N_2 \times n_1}{N_1} = \frac{4 \times 28}{30} = 3.7 = 4$$

Sample procedure

Wajir district has seven mobile schools found in two divisions namely Wajir-Bor and Griftu. Wajir-bor division has five of the mobile schools while the remaining two are in Griftu division. The researcher had purposefully sampled Wajir-Bor division for the study because it had more of the school and they were well established since they were started earlier than the others. All the head teachers and teachers' population in the sampled schools were included in the study.

RESPONDENT	TARGET POPULATION	SIMPLE SIZE
Head Teachers	7	3
Teachers	21	10
Parents	206	147

Research Instruments

According to Mugenda and Mugenda (1999), the most commonly used instruments in social science researches are; Questionnaires, interview schedules, observation forms and standardized test. The focus group discussion is also useful because it is best suited for obtaining data on group attitudes and perceptions in order to bring to the fore the problems they encounter and suggest possible solution (Mwiria and Wanahiu, 1995). The study used questionnaires for all the respondents in the study.

Mobile School Questionnaires

The study made use of both open ended and close-ended items. The close-ended items were included because they were easy to administer and analyse, therefore, were economical in terms of time and allow the collection of data from a large group of respondents. The open-ended items, on the other hand, were easy to formulate and helped in collecting more in-depth responses from the subjects.

Pilot Study

The research instruments were piloted in the two mobile schools in Griftu division, namely, Turantura and Garsekoftu mobile schools. Researchers agree that random sample piloting instruments would be ranging from 1% to 10% depending on sample size (Mugenda and Mugenda , 1999). The piloting aimed at refining the instruments and enhancing validity and reliability.

Validity and reliability of the instrument

According to Mugenda (1999) validity is the degree to which results obtained from analysis of data actually represent the phenomenon under study. To enhance the validity of the instrument a pilot study was conducted in order to assess the clarity of the instruments so that items found to be inadequate could be either modified or disregarded completely, with the aim of improving the quality of the instrument and consequently the validity.

According to best (1998) Reliability is the degree of consistency a given instrument demonstrates when it is used to measure particular phenomena. The test-retest technique was used to establish the

reliability of the instrument. The developed questionnaires were given to a few identical subjects within the pilot study group (not included in the main study). Their responses were scored manually. The same questionnaires were administered to same group after two weeks. The responses were scored manually; a comparison between the two scores was made. A pearson's product moment formula for the test-retest was used to compute the correlation coefficient, a correlation level of 0.80 was found to acceptable, in order to establish the extent to which the questionnaire were consistent in eliciting the same responses every time the instrument is administered (Orodha, 1998).

Data gathering procedure

After gaining permission to conduct the research from the relevant authorities the researcher proceeded to the field to administer the research instruments. The researcher first visited the office the district education officer and then explained about the study and sought permission to interview him. The researcher then made a visit to all the respondent and made prior arrangement with them on the dates he could visit for the administration of the research instrument. The researcher then made a second visit and administered the research instruments personally. The researcher then collected back the instruments after the respondents have responded. The researcher checked the responses given by the respondents and went back for a third visit seeking for clarifications.

Data analysis

In descriptive survey the study involved a variety of descriptive and inferential statistics. The study used frequencies and percentage because they easily communicated the research findings to the majority of the respondent (Gay, 1992).

Frequencies easily show the number of times a response occurs or the number of subjects in a given category. Percentages were used to compare the sub-group that differ in proportion and size.

The data from the interview and focus group discussions was carefully read and coded after editing the field notes. The coded responses were analyzed deductively using SPSS.

Ethical considerations

While doing this research, the researcher will try to handle respondents with diligence to fill the questionnaire forms by motivating them. In addition, the principle of anonymity will be respected. The researcher will associate with the correspondents in order to induce a good cooperation which will lead to accurate, reliable and successful information.

Limitations of the study

The study limited itself to only one district in the pastoral region. For a more conclusive result, all the ASAL districts should have been studied, but this was not possible due to financial and time constraints. There was also lack of enough literature on the pastoralist communities especially in the area of access to educational provision. The review was being drawn from within and outside Kenya.

The study investigated social factors that affect girls participation and mobile school programme.

CHAPTER FOUR

DATA PERESENTATION, ANALYSIS AND INTERPRETATION

It begins with presentation of data on profile of respondents, then data on the extent to which social factors (such as home based factors, individual based factors and school based factors) affect girls' participation in mobile school program in Wajir district, followed by data on the degree of girls' participation in mobile school program in Wajir district, then a comparison of girls' and boys' participation in mobile school program in Wajir district and finally the relationship between social factors and girls' participation in mobile school program in Wajir district.

Profile of Respondents

Respondents in this study the male and female primary pupils and the first objective set out to determine the profile of respondents in terms of gender, age, parents'/guardians' religion and income level. In each case, pupils were asked to provide their profile characteristics, using a closed ended questionnaire. Their responses were analysed using frequencies and percentage distributions and as indicated in table 1, male pupils' were 49(over 64%) while female pupils were only 28 (over 36%). Concerning age, majority, 38 (49.4%) were between 12 – 15 years and 25(34%) were below 12 years, while only 14(18.2%) were 16 years and above. Concerning parents' religion, 14(53.2%) were Christians, 33(42.9%) were Muslims, while only 3(3.9%) belonged to other religions. Finally, regarding parents' income

level, 49(63.6%) were low income earners, 17(22.1%) were medium income earners, while only 11(14.3%) were high income earners.

Table 1
Respondents' Profile

Gender	Frequency	Percent
Male	49	63.6
Female	28	36.4
Total	77	100.0
Age bracket		
below 12yrs	25	32.5
12-15	38	49.4
16 and above	14	18.2
Total	77	100.0
Religion of your parent/guardian		
Muslim	33	42.9
Christian	41	53.2
Others	3	3.9
Total	77	100.0
Parents/Guardians incomes level		
High	11	14.3
medium	17	22.1
Low	49	63.6
Total	77	100.0

The findings in Table 1 indicated that most pupils in the sample were male. This indicates a big difference in the education participation between male and female learners, a gap which requires an immediate solution. The findings also revealed that almost half of the pupils in mobile school program in Wajir district are below the puberty age, implying that their ability to participate in the mobile school program may be limited.

The results in Table 1 also indicated that there are two dominant religions in the mobile schools program that is Christianity

and Islam, where by the two contribute almost 97% of the overall population. However, Christian learners were slightly more than Muslim pupils. This is however surprising because, Wajir district is dominated by Muslims. However due to some cultural factors among Muslims, it is probable that many Muslim pupils dropout earlier from schools, as compared to their Christian counterparts.

Finally as regards to parents' income level, the findings suggest that most parents in this region are poor, since they belong to the low income earners. This high rate of poverty is likely to affect negatively pupils' participation in the mobile school program, since many parents may not afford to buy some school requirements while others may divert their children from school programs to domestic work, in order to earn a living.

The Extent to Which Social Factors Affect Girls' Participation in Mobile School Programme in Wajir District

The independent variable in this study was social factors and the second objective was to determine the extent to which the three social factors (i.e. home based factors, individual based factors and school based factors) affect girls' participation in mobile schools program in Wajir district. To achieve this objective, 29 qualitative questions were asked in the questionnaire, divided as follows; 9 questions on home based factors, 7 questions on individual based factors and 13 questions on school based factors. Each of these questions had four possible responses ranging from 1= strongly disagree, 2=disagree, 3=agree and 4=strongly agree. Pupils in each of the 29 items were asked to rate the extent of these three social factors in their own view by indicating the extent to which they agree or disagree with each item. Their responses were summarised and ranked using means as

indicated in table 2. For interpretation of responses, the following numerical values were used;

<i>Answer Range</i>	<i>Response mode</i>	<i>Interpretation</i>
3.26 – 4.00	Strongly agree	very high extent
2.51 – 3.25	Agree	High extent
1.76 – 2.50	Disagree	Low extent
1.00 – 1.75	Strongly disagree	Very low extent

Table 2
Extent to Which Home and Individual Based factors Affect Girls'
Participation in Mobile School Programme in Wajir District
(Items Analysis n=105)

Home Based factors	Mean	Interpretation	Rank
Your parents/guardians pay fees for girls first	2.90	High extent	1
Your parents/guardians pay fees for both girls and boys at the same time.	2.83	High extent	2
You always fetch firewood for the family	2.77	High extent	3
You always wash clothes for the family at home	2.47	Low extent	4
You always take part in looking after goats, sheep & cows & camels while at home.	2.44	Low extent	5
You travel along distance to school-3/ more kilometer	2.35	Low extent	6
You participate in cooking food at home	2.30	Low extent	7
You always fetch water while at home	2.04	Low extent	8
Your parents/guardians pay fees for boys first	1.71	Very low extent	9
Average Mean	2.42	Low extent	
Individual Based factors			
You think a good class should have only boys.	2.64	High extent	1
In your opinion education is also good for girls	2.44	Low extent	2
You think a good class should have only girls	2.42	Low extent	3
Education is good for both girls and boys equally.	2.39	Low extent	4
You think a good class should have both boys & girls	2.14	Low extent	5
In your opinion education is better for boys	1.79	Low extent	6
Average Mean	2.31	Low extent	
Overall Average Mean	2.37	Low extent	

The means in Table 2 indicated that the extent to which some home based factors contribute towards girls' participation in mobile schools program, is higher than others. For example results indicated that the following home based factors to a high extent contribute towards girls' participation in mobile schools program; paying school fees for girls first (mean=2.90), paying fees for both girls and boys at the same time (mean=2.83) and participation in fetching firewood for the family (mean=2.77). The following five factors were rated as contributing towards girls' participation in mobile schools program to a low extent; washing clothes for the family at home (mean=2.47), taking part in looking after goats, sheep & cows & camels while at home (mean=2.44), traveling along distance to school (mean=2.35), fetching water while at home (mean=2.30) and participating in cooking food at home (mean=2.47). On the overall, home based factors were found to contribute towards girls' participation in mobile schools program to a low extent (average mean=2.42).

These results indicate that things like participation in domestic work by a learner do not serious limit or affect their participation in school programs such as the mobile schools program. However factors like discrimination of boys and girls at home will seriously affect pupils' participation in school programs. For example, where fees for girls is paid fast or at the same time with that of boys, it increases their participation. However, paying fees for boys fast reduces or affects girls' participation in mobile school program.

Concerning the extent of individual based factors, results in Table 2 indicated that there was only one factor that affects girls' participation in mobile schools to a high extent, and this was the thinking that a good class should have only boys, with a mean rating of

2.64. Other individual factors affect participation to a lower extent. The average mean for all the six items on individual factors (2.31) showed that individual factors were also perceived by the pupils to contribute to their participation to a low extent. In summary, both home and individual based factors were perceived to contribute towards girls' participation in mobile school program to a low extent (Overall mean =2.37). This implies that according to the way pupils perceive things, home and individual based factors are fair contributors towards girls' participation and so, most of these factors are not among the possible factors inhibiting their participation. The only impending question would now be what factors do really matter?

The researcher also examined the extent to which school based factors could be affecting girls' participation in mobile schools program in Wajir district. Table 3 shows these results item by item, indicating that several school based factors affect girls' participation to a high extent. These include, teachers' favoritism for girls (mean=2.87), having more male teachers than females (mean=2.82), having desks for girls or boys only (mean=2.74), class size (mean=2.56) and others. There are also many school based factors which affect girls' participation to a low extent. For example, having more girls than boys in a class (mean=1.78), having separate toilets for boys and girls (mean=1.88) and so on. On the overall however, school based factors were perceived to contribute towards girls' participation to a low extent (overall mean=2.37). This however suggests that not all school based factors affect participation of particular type learners at the same level and so aggregating them may not bring out a clear picture. Thus, it is better to look at them individually.

Table 3
Extent to Which School Based Factors Affect Girls' Participation in
Mobile School Programme in Wajir District
(Items Analysis n=105)

School Based Factors	Mean	Interpretation	Rank
In your school teachers favour girls.	2.87	High extent	1
In your school there are only male teachers.	2.82	High extent	2
In your class you have desks for girls only.	2.74	High extent	3
Your classroom is big enough	2.56	High extent	4
In your school teachers favour boys	2.51	High extent	5
In your class you have desks for boys only.	2.45	Low extent	6
In your school you have cans for keeping sanitary pads	2.44	Low extent	7
In your school there are more male than female teachers	2.32	Low extent	8
In your school teachers treat boys and girls equally	2.31	Low extent	9
In your school there are many female teachers.	2.09	Low extent	10
In your school teachers discriminate girls	2.00	Low extent	11
In your school you have separate toilets for girls & boys	1.88	Low extent	12
In your class there are more girls than boys	1.78	Low extent	13
Average Mean	2.37	Low extent	

The results of Table 3 also suggest that different school factors may affect differently the different learners in the same school setting. For example, there are some pupils who will be affected by teachers' behaviour of being so harsh, while others may not be threatened by this. A general analysis from all social factors indicate that from all the three coners considere in this study (i.e. home, individual and school), there are factors which affect seriously girls participation, although all learners are not affected in the same way by a single factor. This implies that there is no any one factor, whether home based, individual or school, that can be implicated to be majorly responsible for the low rate of girls' participation, rather it is observed that each factor affects the individual learner differently.

The Degree of Pupils' Participation in Mobile School Programme in Wajir District

The dependent variable in this study was girls' participation in mobile schools program in Wajir district Kenya and the third objective was to determine the degree to which female pupils participate in these schools in Wajir district. To achieve this objective, five qualitative questions were asked in the questionnaire, each with four response scales ranging from 1= strongly disagree, 2=disagree, 3=agree and 4=strongly agree. In each question, pupils were asked to rate their level of participation by indicating the extent to which they agree or disagree with each item. Their responses were summarised using means as indicated in table 4. To interpret their responses, the following numerical values were used;

<i>Answer Range</i>	<i>Response mode</i>	<i>Interpretation</i>
3.26 – 4.00	Strongly agree	very high degree
2.51 – 3.25	Agree	High degree
1.76 – 2.50	Disagree	Low degree
1.00 – 1.75	Strongly disagree	Very low degree

Table 4
Degree of Pupils' Participation in Mobile School Programme
 (Items Analysis n=105)

Participation	Mean	Interpretation	Rank
You actively participate in games and sports	3.31	very high degree	1
You always ask teachers questions in class	3.08	High degree	2
Last/this term, you were absent in class for many days (more than 5 days)	2.97	High degree	3
Last term/this term you were absent from class for only a few days (less than 5 days)	2.95	High degree	4
In your school, most prefects are boys	2.88	High degree	5
Last/this term, you did not miss any day at school	2.45	Low degree	6
You always give suggestions to teachers in class.	2.13	Low degree	7
You always answer teachers' questions in class	1.81	Low degree	8
You are a prefect in this school.	1.61	Very low degree	9
Average Mean	2.58	High degree	

Results in Table 4 indicated that pupils rated their degree of participation in games and sports to be very high (mean=3.31) and as high on asking teachers questions in class (mean=3.08). However pupils' absenteeism and irregularity at school and in class was rated as high. For example, when asked whether they were absent from school for many days this term, majority of them agreed (mean \approx 3), indicating that participation in terms of regularity at school was low. The same applied to regularity last term (mean \approx 3). But when asked classroom attendance, pupils rated their participation as high (mean \approx 3). Girls' participation in pupils' leadership was rated as low, as most respondents showed that most prefects in their schools are boys (mean=2.88). Participation in terms of giving suggestions to teachers in class and answering questions asked by teachers in class was also rated low (means \approx 2).

On the overall however, the degree of pupils' participation came out to be high. However, these findings indicate that participation is low on some aspects and high on others. Results show that on activities where pupils' participation would be desired to high, it was found to be low. For example, pupils' participation would be desired to be high on giving suggestions and answering questions in class, but it was found to be low. Also participation leadership would be desired to be high but it was found to be low. Thus, basing on analysis of these items, one can even conclude that the desired participation of pupils in these mobile schools was found to be low. The high participation was on items which are not so important for a learner.

Significant Difference in Degree of Participation in Mobile School Programme Between Male and Female Pupils

In the fourth objective of this study, the researcher wanted to determine if there is a significant difference in the degree of participation between male and female pupils. To achieve this objective, the researcher tested a null hypothesis that the degree of participation does not significantly differ between female and male pupils. To test this null hypothesis, the researcher used the students' two independent samples t-test to compare the mean responses for all the nine questions asked on participation. Results of this test are presented in table 5.

Table 5
Difference in Participation Between Male and Female Pupils

	Gender	Mean	t	Sig.	Interpretation	Decision on Ho
Last term/this term you were absent from class for only a few days (less than 5 days)	Female	2.90	-.604	.547	No significant difference	Accepted
	Male	3.04				
Last/this term, you did not miss any day going to school.	Female	2.43	-.290	.773	No significant difference	Accepted
	Male	2.50				
Last/this term, you were absent in class for many days (more than 5 days)	Female	2.96	-.242	.809	No significant difference	Accepted
	Male	3.00				
You actively participate in games and sports	Female	3.08	-2.905	.005	Significant difference	Rejected
	Male	3.71				
You are a prefect in this school.	Female	1.43	1.084	.282	No significant difference	Accepted
	Male	1.71				
In your school, most prefects are boys	Female	2.96	1.113	.269	No significant difference	Accepted
	Male	2.75				
You always ask teachers questions in class	Female	2.96	-1.131	.262	No significant difference	Accepted
	Male	3.29				
You always answer questions asked by teachers in class.	Female	1.79	.147	.884	No significant difference	Accepted
	Male	1.82				
You always give suggestions to teachers in class.	Female	2.10	-.439	.662	No significant difference	Accepted
	Male	2.18				

Results in Table 5 suggest that participation for male and female students does not significantly differ for all items except one and that is participation in games and sports ($t = -2.905$, $\text{sig.} = 0.005$), where the male pupils' degree of participation (mean = 3.71) exceeded that of female pupils (mean = 3.08). However, while the differences are not statistically strong, a close look at the means for male and female pupils indicates that male pupils exceeded female pupils in almost all activities. This leads to a conclusion that the degree of male pupils' participation in mobile school program is higher than that of female pupils almost in all aspects, although the differences are not statistically significant. Basing on these results, the null hypothesis is rejected for all the items in Table 5 except one and in general the researcher takes a decision that the differences in the degree of participation between male and female pupils are not statistically significant.

Relationship Between Social Factors and Girls' Participation in Mobile School Programme in Wajir District

For the last objective, the researcher wanted to determine whether there is a significant correlation between social factors and the degree of pupils' participation in mobile schools program in Wajir district. To achieve this objective, the researcher tested a null hypothesis that the two variables (social factors and participation) are not significantly correlated. To test this null hypothesis, the researcher used the Pearson's Linear Correlation Coefficient (PLCC), results of which are presented in table 6.

Table 6
Correlation Between Social Factors and Participation in mobile school program

Variables correlated	R-value	Sig- value	Interpretation	Decision on Ho
HBV Vs Participation	.044	.706	No significant correlation	Accepted
IBF Vs Participation	.264	.021	Significant correlation	Rejected
SBF Vs Participation	.200	.050	Significant correlation	Rejected

The results in Table 6 indicated that home based factors are not significantly correlated with pupils' participation in mobile schools program. This is indicated by an insignificant sig. or p-value of 0.706. However, the r-value (0.044) showed that the two variables are positively correlated, implying that an improvement in these home based factors is likely to improve girls' participation in mobile schools program for the case of Wajir district.

The findings indicated a positive significant correlation between individual based factors and participation ($r = 0.254$, sig. = 0.021). This implies that an improvement in individual based factors will lead to an improvement in girls' participation in mobile school program in Wajir district. Basing on this particular finding, the null hypothesis is rejected and a conclusion is made that individual factors significantly influence pupils' (girls') participation in mobile schools program.

For the case of school based factors, results in Table 6 suggest that the two are positively and significantly correlated ($r = 0.200$, sig. = 0.050). This finding indicates that several school factors can significantly enhance or inhibit girls' participation in mobile schools program in Wajir District. With support of these results, the null

hypothesis is rejected and a conclusion is made to the effect that school factors and pupils' school participation are significantly correlated.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings

This study set to find out the influence of some social factors on girls' participation in mobile schools program in Wajir district Kenya. It was guided by five specific objectives, that included determining the i) profile of respondents in terms of gender, age, parents religion and income level; ii) extent to which social factors like home based, individual based and school based factors affect pupils' participation in mobile schools program in Wajir district; iii) degree of pupils' participation in mobile schools program in Wajir district iv) significant difference in the degree of participation between male and female pupils; and v) significant relationship between social factors and degree of pupils' participation in mobile school program in Wajir district.

The findings from frequencies and percentage distributions showed that male pupils' were 49(over 64%) dominated female pupils (28 or 36%), majority, 38 (49.4%) were between 12 – 15 years and 25(34%) were below 12 years, while only 14(18.2%) were 16 years and above, most parents 14(53.2%) were Christians, while 33(42.9%) were Muslims and majority, 49(63.6%) were low income earners, 17(22.1%) were medium income earners, while only 11(14.3%) were high income earners.

The extent to which home based factors affect girls' participation in mobile schools program, differs with some factors affecting it more than others. For example home based factors with a high extent included; paying school fees for girls first (mean=2.90), paying fees for both girls and boys at the same time (mean=2.83) and participation in fetching firewood for the family (mean=2.77). The

home based factors with a low extent included; washing clothes for the family at home (mean=2.47), looking after goats, sheep, cows and camels while at home (mean=2.44), traveling along distance to school (mean=2.35), fetching water at home (mean=2.30) and cooking food at home (mean=2.47). On the overall, home based factors contributed to a low extent (average mean=2.42).

Concerning individual based factors, results indicated that only one factor (the thinking that a good class should have only boys) contributed to a high extent (mean = 2.64). The average mean on individual factors (2.31) a low extent contribution and both home and individual based factors contributed to a low extent (Overall mean =2.37).

Also, several school based factors were found to contribute to girls' participation to a high extent, for example, teachers' favoritism for girls (mean=2.87), having more male teachers than females (mean=2.82), having desks for girls or boys only (mean=2.74), class size (mean=2.56) and others. Some school based factors affect girls' participation to a low extent; for example, having more girls than boys in a class (mean=1.78), having separate toilets for boys and girls (mean=1.88) and so on and on the overall, school based factors were perceived to contribute towards girls' participation to a low extent (overall mean=2.37).

Regarding degree of participation, that of games and sports was very high (mean=3.31) and asking teachers questions in class was high (mean=3.08). Pupils' absenteeism and irregularity at school and in class was rated as high (means \approx 3). But classroom attendance, was high (mean \approx 3). Girls' participation in pupils' leadership was found low, (mean=2.88), while participation in terms of giving suggestions to teachers in class and answering questions asked by teachers was also rated low (means \approx 2).

B. Weaknesses

Some home based factors were found with a lower extent contribution towards pupils' participation in school programs than expected and these included; washing clothes for the family at home (mean=2.47), looking after goats, sheep, cows and camels while at home (mean=2.44), traveling long distances to school (mean=2.35), fetching water at home (mean=2.30) and cooking food at home (mean=2.47). Also several individual based factors were found with a lower contribution than expected and these included beliefs such that; education is also good for girls, a good class should have only girls, education is good for both girls and boys equally, a good class should have both boys & girls and that education is better for boys only.

Also several school based factors were found with a lower effect on girls' participation than expected and these included, having more girls than boys in a class (mean=1.78), having separate toilets for boys and girls (mean=1.88) and so on.

Girls' participation in pupils' leadership was found to be weak (mean=2.88), pupils' absenteeism and irregularity at school and in class was high (means \approx 3) while participation in terms of giving suggestions to teachers in class and answering questions asked by teachers was also found low (means \approx 2).

Testing of Hypotheses

The degree of participation in mobile schools program did not differ significantly between male and female pupils in general and so the null hypothesis was accepted. However it differed significantly for one item and that was participation in games and sports ($t = -2.905$, sig. = 0.005) and so the null hypothesis was accepted in case of this particular item.

There is a positive but insignificant correlation between home based factors and pupils' participation in mobile schools program ($r = 0.044$, sig. = 0.706) and so the null hypothesis was accepted, while a positive and significant correlation exists between participation and individual based factors ($r = 0.254$, sig. = 0.021) as well as school based factors ($r = 0.200$, sig. = 0.050) and so the null hypothesis was rejected in case of these two items.

Recommendations

From the findings and conclusions reached in this study, the following recommendations were derived, following study objectives and hypotheses;

Objective One

There is need for the Government of Kenya to implement more poverty reduction programs in country parts like Wajir. This is because, majority of the parents are still low income earners (Table 1), which implies that they cannot afford better education for their children. So efforts to improve pupils' participation in education should also include steps, programs or projects to reduce poverty and uplift parents' income levels.

Objective Two

In order to improve girls' participation in mobile schools program, the following home based factors have be worked upon; parents should always ensure that either they pay fees for girls first, or they for boys and girls at the same time. This will encourage female pupils to study, issues of paying for boys first should be avoided by parents. Parents should also ensure that the work given to children at home, especially to girls, such as fetching firewood, cooking food, washing clothes, animal rearing and other activities involving income

generation, do not consume pupils' time of studying. For example parents should make sure that such activities leave their children some time and energy to read books and do home works given to them. To make this more effective, parents should monitor the time table of their children for doing domestic work and school work.

Both parents and pupils need to change their attitude towards education of the girl child. They need to develop a belief that educating girls and having girls in school/class together with boys is more important than having boys alone. Girls themselves need to be sensitized on the importance of their education, that they should stop the thinking that their work is to get married, produce and take care of the children and the home. It is important for them to know that their quality of life improves with education, even if they are in marriage. Boys too need this sensitization as well as teachers. Such sensitization should be given by education officers and other stake holders in the promotion education for girls.

The following school based factors need to be worked upon if girls' participation is to be improved; schools should have desks for girls only or boys only, since girls may not be energetic enough to squeeze themselves with the boys, which may discourage them; more female teachers need to be employed to give more examples to girls. The situation now is that the staff is dominated by male teachers. This may portray a wrong picture to girls that may be they cannot study to higher levels, so they decide to give up early or they put in less effort in school programs.

School managers should also ensure that their schools have separate toilets for girls and boys. Some girls fear to share with boys and this may discourage them from attending school.

Objective Three

Girls' participation in leadership at school needs to be encouraged by both parents and school administrators, since it was found to be weak. Girls also need to be encouraged to always give their suggestions to teachers in class and answer questions asked. This will improve their overall participation. Attendance also needs to be worked on. This can be enforced by both parents and teachers. Teachers should tighten registers and daily roll calls while parents should ensure that their children go to school daily, unless they are sick or have an inevitable problem.

Objective Four

Girls' participation in schools should be given more attention than that of boys, since in most cases girls are still rating lower than boys. However, that of boys should not also be neglected since the existing differences are not so big. This will help to avoid creating another gender imbalance against boys.

Objective Five

More efforts for improving girls' participation in mobile school program need to be given to individual and school based factors, since they are the ones with positive significant relationships with participation. An improvement in individual and school based factors is likely to improve girls' participation to a higher extent than an improvement in the home based factors.

Suggestions for Further Research

The field of girls' education in Wajir district has not been exhausted by this study, therefore, more studies need to be conducted examining;

1. Economic factors and girls' participation in mobile school program

2. Cultural factors and girls' participation in mobile school program
3. Environmental factors and girls' participation in mobile school program.

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APPENDIX II
CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name _____

Reg. _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

- ___ Physical Safety of Human Subjects
- ___ Psychological Safety
- ___ Emotional Security
- ___ Privacy
- ___ Written Request for Author of Standardized Instrument
- ___ Coding of Questionnaires/Anonymity/Confidentiality
- ___ Permission to Conduct the Study
- ___ Informed Consent
- ___ Citations/Authors Recognized

Results of Ethical Review

- ___ Approved
- ___ Conditional (to provide the Ethics Committee with corrections)
- ___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III
INFORMED CONSENT

I am giving my consent to be part of the research study of Karani Odanga Phelix that will focus on The Social factors and Female participation in mobile schools in Wajir District in North Eastern Province Kenya

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials.....

Date.....

APPENDIX IV
RESEARCH INSTRUMENT

Questionnaires for pupils

Part 1

Profile

1- Gender

Male Female

Part 2

Social factors

Home based factors—

How true are the following?

Answer key: (Tick the correct answer)

1= very untrue 2= untrue 3=true 4=very true

1 – You participate in cooking food at home

— Very untrue

— Untrue

— true

— Very true

2 – You always wash clothes for the family at home

— Very untrue

— Untrue

— true

— Very true

3 – You always fetch firewood for the family

— Very untrue

— Untrue

- true
- Very true
- 4 – You always fetch water while at home
- Very untrue
- Untrue
- true
- Very true
- 5 – You always take part in looking after goats, sheep & cows & camels while at home.
- Very untrue
- Untrue
- true
- Very true
- 6 – You travel along distance to the school (3 or more kilometers)
- Very untrue
- Untrue
- true
- Very true
- 7 – How can you describe your parents/guardians incomes?
- High
- Medium
- Low
- 8 – What is the religion of your parent/guardian?
- Muslim
- Christian
- Others mention.....
- 9 – Your parents/guardians pay fees for boys first
- Very untrue
- Untrue
- true

— Very true

10. Your parents/guardians pay fees for girls first

— Very untrue

— Untrue

— true

— Very true

11. Your parents/guardians pay fees for both girls and boys at the same time.

— Very untrue

— Untrue

— true

— Very true

B. Individual based factors

12. In your opinion education is more good for boys

— Very untrue

— Untrue

— true

— Very true

13. In your opinion education is also good for girls

— Very untrue

— Untrue

— true

— Very true

14. Education is good for both girls and boys equally.

— Very untrue

— Untrue

— true

— Very true

15. You think a good class should have both boys and girls

— Very untrue

— Untrue

— true

— Very true

16. You think a good class should have only girls

— Very untrue

— Untrue

— true

— Very true

17. You think a good class should have only boys.

— Very untrue

— Untrue

— true

— Very true

18. What is your age bracket (please tick)

— Below 12 years

— 12 to 15

— 16 and above

C. SCHOOL BASED FACTORS

19. Your classroom is big enough.

— Very untrue

— Untrue

— true

— Very true

20. In your class you have desks for girls only.

— Very untrue

— Untrue

— true

— Very true

21. In your class you have desks for boys only.

— Very untrue

— Untrue

— true

— Very true

22. In your school you have separate toilets for girls and boys.

— Very untrue

— Untrue

— true

— Very true

23. In your school you have cans for keeping sanitary pads (for only girls)

— Very untrue

— Untrue

— true

— Very true

24. In your school there are more male than female teachers.

— Very untrue

— Untrue

— true

— Very true

25. In your school there are only male teachers.

— Very untrue

— Untrue

— true

— Very true

26. In your school there are many female teachers.

— Very untrue

— Untrue

— true

— Very true

26. In your school teachers treat boys and girls equally.

— Very untrue

— Untrue

— true

— Very true

27. In your school teachers favour boys.

— Very untrue

— Untrue

— true

— Very true

28. In your school teachers favour girls.

— Very untrue

— Untrue

— true

— Very true

29. In your school teachers discriminate girls.

— Very untrue

— Untrue

— true

— Very true

30. In your class there are more girls than boys

— Very untrue

— Untrue

— true

— Very true

31. Last term/this term you were absent from class for only a few days
(less than 5 days)

— Very untrue

— Untrue

— true

— Very true

32. Last/this term, you did not miss any day going to school.

— Very untrue

— Untrue

— true

— Very true

33. Last/this term, you were absent in class for many days (more than 5 days)

— Very untrue

— Untrue

— true

— Very true

34. You actively participate in games and sports

— Very untrue

— Untrue

— true

— Very true

35. You are a prefect in this school.

— Very untrue

— Untrue

— true

— Very true

36. In your school, most prefects are boys

— Very untrue

— Untrue

— true

— Very true

37. You always ask teachers questions in class

- Very untrue
- Untrue
- true
- Very true

38. You always answer questions asked by teachers in class.

- Very untrue
- Untrue
- true
- Very true

40. You always give suggestions to teachers in class.

- Very untrue
- Untrue
- true
- Very true