

**DETERMINANTS OF GIRL CHILD PERFORMANCE  
IN SELECTED PRIMARY SCHOOLS IN  
SOI DIVISION, MOGOTIO  
DISTRICT. KENYA**

A Thesis

Presented to the School of  
Postgraduate Studies and Research  
Kampala International University  
Kampala, Uganda

In Partial Fulfillment of the Requirements for the Degree  
Master of Education and Administration

By:

Jerusha Waithira

November, 2010

LC2474.6  
W1457  
2010



## DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

JERUSA WATHIRA ~~THA~~  
Name and Signature of Candidate

22/09/2010  
Date

DECLARATION B

"I/We confirm that the work reported in this thesis was carried out by the candidate under my/our supervision".

Dr. Mwariki Roseann @Mwariki

Name and signature of supervisor.

21/09/2010

Date

## APPROVAL SHEET

This dissertation entitled " **Determinants of Girl Child performance In Selected Primary Schools In Soi Division, Mogotio District. Kenya**" prepared and submitted by JERUSHA WAITHIRA Reg. No. MED/21914/81/DF in partial fulfillment of the requirement the Degree of Master of Education in Education Management and Administration has been examined and approved by the panel on oral examination with grade of PASSED.

Mjem Iry Enlanger

Name and Signature of Co-coordinator

Faculty of Education

21/09/2010

Date

Janiki Roseann R. Wanda

Name and sign of Supervisor

OCHAN JOSEPH Ochan

Name and sign of Panelist

Lotika Sarah D. Hyatt

Name and sign of panelist

Mjem Iry Enlanger

Name and sign of panelist

Date of comprehensive examination 04/09/2010

Grade:

\_\_\_\_\_  
Name and sign of Director, SPGSR

\_\_\_\_\_  
Name and sign of DVC, SPGS

## **DEDICATION**

I dedicate this to my husband Jacob Kiptum, my son Roy, my daughter Magdalene, my brother Job and my mother Phylis for their both spiritual and financial assistance towards success of my thesis.

## **ACKNOWLEDGEMENT**

I acknowledge the understanding, patience and professional guidance of Dr. Mwaniki , who has been my supervisor in this thesis.

My sincere thanks also go to the respondents who participated in the study without them the study would not have been possible.

## **ABSTRACT**

The purpose of the study was to investigate the determinants of girl child performance in selected primary schools in Soi division, Mogotio district, Kenya. The specific objectives of the study were to determine the factors affecting girl child education in regards to accessibility, income of parent's and parental attitudes towards girl's education. The study used descriptive survey design and the instruments of data collection were questionnaires to the respondents who included teachers, pupils and administrators and a total of 229 who were selected using stratified random sampling by grouping schools into urban and rural participated in the study. Findings indicate that due to long distances girls miss classes, drop out of school, perform poorly and some do not enroll in school. The study found out that due to lack of fees girls miss classes perform poorly drop out and some fail to enroll in school. Early marriages, low enrollment and poor performance were the results of parental attitudes towards girl's education. The study recommended that schools that are near homes more especially in the rural areas should be constructed to solve the problem of long distances to school. The community can be taught survival skills like running small scale businesses, maintaining water harvesting activities and having small kitchen gardens and practicing horticulture to solve the problem of poverty among the people more especially those from rural areas. Parents more especially those from rural areas should be sensitized on the importance of girls education because the study found out especially from the rural areas that most people thought that girls education was useless and that girls are meant to be married hence such attitudes need to be changed.

## TABLE OF CONTENTS

DECLARATION A	i
DECLARATION B	ii
APPROVAL SHEET	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
LIST OF TABLES	ix
<b>Chapter</b>	
One	<b>THE PROBLEM AND ITS SCOPE</b>
	1
	Background of the Study
	1
	Statement of the Problem
	3
	Purpose of the Study
	3
	Research Objectives
	3
	Research Questions
	4
	Scope of the Study
	4
	Significance of the Study
	4
Two	<b>LITERATURE REVIEW</b>
	5
	Introduction
	5
	Theoretical Review
	5
	Conceptual framework
	6
	Factors affecting girl child education
	7
Three	<b>METHODOLOGY</b>
	15
	Introduction
	15
	Research Design
	15
	Research Population
	15
	Sample and Sampling Procedure
	16
	Instruments
	16



	Validity and Reliability	16
	Data Analysis	16
	Ethical Consideration	17
	Limitations	17
Four	<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA</b>	18
	Introduction	18
	Profile of the Respondents	18
	Factors affecting girl child education	20
Five	<b>FINDINGS, CONCLUSION AND RECOMENDATION</b>	25
	Introduction	25
	Summary of the findings	25
	Conclusions	26
	Recommendations	27
References		28
APPENDICES		32
	APPENDIX 1: TRANSMITTAL LETTER	32
	APPENDIX II: RESEARCH INSTRUMENT	33
	RESEARCHER'S CURRICULUM VITAE	36

## LIST OF TABLES

Table 1: Profile of the Respondents	19
Table 2: School Accessibility and Girl Child Education	20
Table 3: Income of Parents and Girl Child Education	22
Table 4: Attitudes of Parents and Girl Child Education	23

## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Background of the Study**

Education is a basic human right and been recognized as such since the 1948 adoption of the Universal Declaration on Human Rights- Since then, numerous human rights treaties have reaffirmed this right and have supported entitlement to free compulsory primary education for all children. (UNESCO, 2007)

The UN Special Initiative on Africa stresses the need to improve opportunities for those most likely to be deprived of education in particulars and women. Nineteen sub-Saharan African countries have female literacy rates below 30 percent and less than half of 6-11 old girls are estimated to be in school of which 8 regress further due to location hazards. These negative trends persist. Despite earning evidence that investing in female education has a high return in greater earning ability for families, reduced fertility and infant mortality, and increased levels of public health.

UNESCO, UNICEF and the World Bank are all actively working to promote greater access and progress to education for girls, one interesting effort is collaboration with the Forum of African. Women Educationalists (FAWE), a Pan-African non-governmental organization based in Nairobi, Kenya. UNESCO (2001)

In most developing countries, girls do not receive the same educational opportunities as boys. Even when given the opportunity to be educated. The girls typically face formidable barriers to the completion of their studies, For example. While virtually all girls in Kenya are initially enrolled in primary school,

approximately 65% of them drop out before completing Standard 8. Many of the barriers that girls face in striving to stay in school are either directly or indirectly related to reproductive health, sexual behavior and maturation. Some of the causes of school dropout in Kenya include early marriage, pregnancy. Lack of gender appropriate facilities in schools (such as latrines), low self-esteem. Lack of money, harassment by male teachers and fellow students, and the low value placed on the education of girls by their parents and society in general. (FAWE, 2000).

The rate of transition from primary to secondary education increased to about 60 percent in 2007 (from 46 percent in 2003). But as at the primary level, regional disparities in overall enrollment rates exist in secondary schools. In 2006, the secondary gross enrollment rate (number of enrolled children as a percent of the number of children in the official school-age group) was 6.3 percent of girls in the Northeastern province (8.6 percent of boys and 3.6 percent of girls), compared with a national average of 32.2 percent (34.6 percent of boys and 29.9 percent of girls). Moreover, girls' gross enrollment rates are lower than boys' across regions, and the relatively high gender ratios achieved at the primary level in certain regions are not maintained as many girls drop out of school (Hu, S. (2003)

At the university level, women remain underrepresented, forming about 40 percent of the total student population in 2007. Women's low rates of attendance at the university level reflect the cumulative effect of factors hindering their progression in education from the time they enter school at the preprimary level. Women's representation remains low despite the fact that the government has lowered girls required university entry points by one point to improve women's access to university education. The effects of this low representation in education are reflected in the labor market, where women

represent only 30 percent of all wage employees in the modern sector (Tembon M, 2008). It is because of the above background that the study was undertaken.

### **Statement of the Problem**

Education is essential for any individual's life chances and both within and across countries it continues to be a dividing line among different social groups. For example, levels of education correlate with income levels and with the ability to hold a job in the formal sector however most girls do not get a chance to education due to factors like distance to school, income and attitudes of parents and therefore they are bound to stay poor and illiterate forever. Moreover, it has been asserted that education inequality has a negative effect on economic growth of a country and income growth of the poor (Birdsall and Londono, 1997). Therefore by not educating the girl child the individual and country are bound to lose hence need for the study.

### **Purpose of the Study**

The purpose of the study was to investigate the impact of school location and hazards on female progression in Soi division, Mogotio district, Kenya and provide recommendations based on the findings.

### **Research Objectives**

1. To determine the profile of respondents in Soi division, Mogotio district, Kenya.
2. Determine the factors affecting girl child education in Soi division, Mogotio district, Kenya.

## **Research Questions**

1. What is the profile of respondents in Soi division, Mogotio district, Kenya?
2. What are the factors affecting girl child education in Soi division, Mogotio district, Kenya?

## **Scope of the Study**

The study was carried out in Soi division Mogotio district in Kenya. The research was centered on the factors affecting girl child education in regards to accessibility, income of parents and attitudes of parents towards girl's education. The research was carried out for five months starting from January 2010.

## **Significance of the Study**

The study would be of importance to the following:

It would accord government policy makers to make policies that will suit the problems related to solving female drop out from school.

The research would benefit the researcher in that, through interacting with various respondents, the researcher's ability and skill are widening and enhance through literature gain in research.

The study would benefit other scholars who would conduct studies in related field in future.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter gives a detailed review that can well explain better the phenomenon of the impact of school location and hazards to female progression, bringing out the various views given by numerous authors on similar subject by showing factors affecting girl child education.

#### **Theoretical Review**

##### **Gender Performance Theory**

According to gender theory (Judith Butler 2008) males and females enter the educational system with different sets of behaviors, attitudes and values. These gendered behaviors, attitudes and values are the result of childhood socialization in line with the cultural norms of masculinity and femininity. It is proposed that, in educational settings, values and attitudes interfere with females' educational achievement.

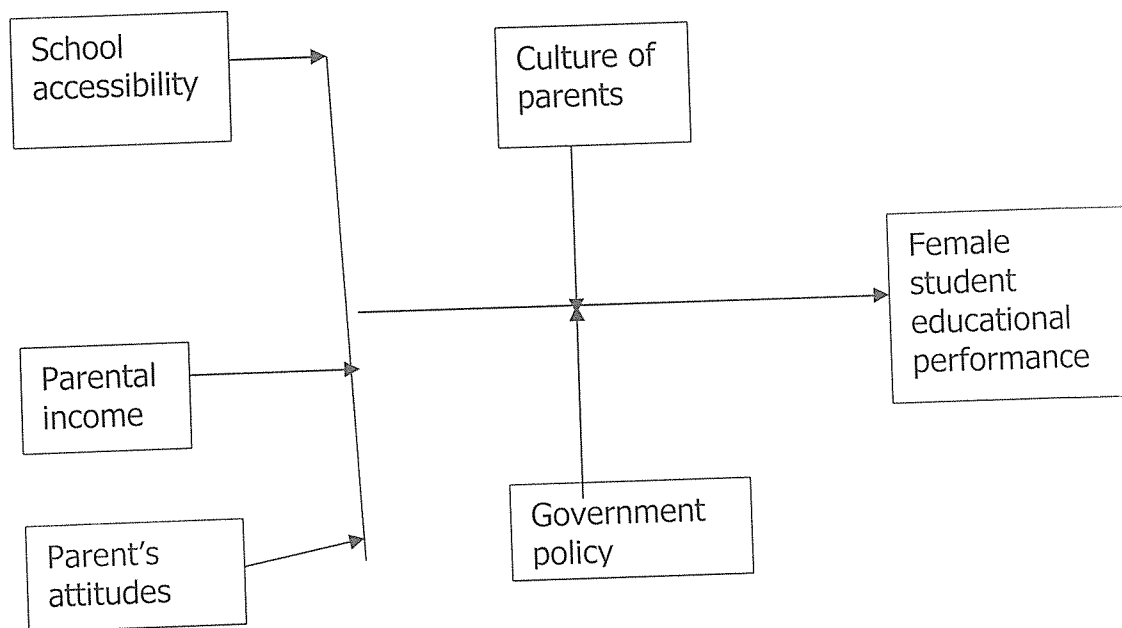
Within the gender theory perspective, there are a range of complex and competing discourses regarding the interface between gender, education and society. Discourses regarding girls' educational achievement tend to focus on the "ways in which schools are constructed, sustained and reinforced in wider society. A number of themes can be extracted from these discourses: The existence of multiple masculinities that constantly struggle and compete with female performance.

An emphasis of the importance of both school factors (location, curriculum materials) and social factors in the wider society economic changes, changing gender roles) in the construction and reinforcement of masculinities.

Recognition that female academic achievement varies between Rural and Urban settings and thus social and ethnic factors should not be ignored in discussions of female progression.

### Conceptual framework

#### Factors affecting female student educational performance



The factors like accessibility, parental income and parent's attitudes affect the academic performance of girls in such a way that they perform poorly or drop out of school.

Source: (Researchers own construction 2010)



## **Factors affecting girl child education**

### **School Accessibility**

Accessibility of schooling has been a considerable barrier to children's educational opportunities, especially girls' (Kaufman, C., Maharaj, P., and Richter, L. 1998; King, E. M. and Lillard, L. 1987). But, accessibility is not the only factor. Some argue that school quality is more important than school accessibility for girls (Mensch, B. and Lloyd, C. 1998; Tindigarukayo, J. K. 1996), particularly is the perception of school safety (Knodel J. 1997; Mensch, B. and Lloyd, C. 1998).

The proximity of the schools to school-age children is also vital. Hertz (1995) quoted a study by Robinson done in Egypt in 1987, which showed that the enrolment and the persistence of girls were a function of distance to the available schools. Thus for instance the location of a school within 1km of a community resulted in an enrolment rate of 74 percent for girls; when the distance was increased to 2km., girls' enrolment fell 30 percent. Hertz therefore concluded that female students are vulnerable and face difficulties in accessing long distance village schools which has obviously played a big role in female students' progression.

The factors affecting girls' participation in education are numerous and varied. In arid and semiarid areas, a nomadic way of life makes it difficult for girls to attend schools consistently, Long distances to schools particularly disadvantage girls, who have care giving responsibilities that keep them close to home (UNICEF. 2005). Since the pastoral Maasai require significant land resources to graze their cattle, their villages are constructed far apart from each other. As a result, one school must serve several villages typically within a 15- to 20-kilometer radius. There are no cars, buses, horses, or even bicycles available

to Maasai children, so they must walk this great distance. Many girls are denied an education solely because of parental concerns for their safety during these long walks.

Even for those who make it to school, the long walks undermine education. Not surprisingly, teachers report that children who have spent two to five hours walking to school in the morning, often without having had anything to eat, are tired, and their ability to concentrate is impaired. Also, it is often late when children arrive home after such long walks, and they are still required to do chores. Even if they still have the desire and energy to study after they are finished with their responsibilities at home, it is dark and there is no electricity or artificial light.

### **Income of parents**

Income is seen as a crucial factor for schooling decisions since it determines the amount of available resources for each child and the family. Especially, when families are credit constrained the current income will significantly shape the family's ability to invest in children's education (Glewwe and Jacoby, 1994). A number of studies have found a positive connection between household income and schooling of children.

Poverty is the single largest factor that causes disparities in education. Many poor parents cannot afford school fees and uniforms, as well as the supplies necessary to send their children to school. If all of their children cannot attend school, then parents will most likely give boys precedence over girls. Moreover, poor families cannot withstand the loss of income or labor contributed by children, in particular that of girls, and therefore do not send them to school. Traditional divisions of labor disadvantage girls. Girls are more likely to have tasks that prevent them from attending school, for instance, household chores

and caretaking of younger siblings or sick members of the family (EFA Global Report 2006).

Research into the constraints to girls' schooling explains the persistence of gender gaps and indicates how the combined effects of household poverty and gender reduce educational opportunity for girls (Brock, C. and Cammish, N.K., 1991). The opportunity costs of girls' schooling are most significant for poor households. Girls' labour is used to substitute for their mothers', e.g. by caring for siblings (Herz, B. et al 1991). The loss of girls' labour during school hours thus has an impact on women's ability to raise household income either through food production or wage labour (Baden, S., 1995).

Not only are the costs of schooling girls greater but the private returns (to the household) are often perceived to be less, because of wage differentials between educated women and men, because daughters are expected to leave the household upon marriage, or because tradition favors female seclusion, or women remaining within the home (Rose et al. 1997). Other constraints to girls' schooling include concerns about girls' safety both in school and journeying between home and school, especially at puberty, and worries about girls becoming sexually active outside of social sanction (Robert et al 2002). For poorer households, these safety concerns may be increased because children from the poorest households are often furthest from schools, particularly at secondary level (UN 1995).

International evidence indicates that income has a positive impact on girls' education and vice versa. Countries with higher GDP per capita have higher girls' enrolment (UN 1995). Families in higher income quintiles have higher levels of girls' enrolments, in both urban and rural areas. Statistical estimates also show that per capita income has a significant and positive impact on girls' enrolments. On the other hand, data also shows that female literacy impacts female incomes

positively; and economic returns to female education are higher than those for males (UNDP, 1996).

Other research shows that, between direct and opportunity costs, education is more expensive for the poor (Mason and Khandker, 1996). If, as a Zambian study shows, girls spend more time on productive work than any group of adult men (Allen, 1988), it is not surprising that lost opportunity costs, plus the fact that even direct costs can sometimes be higher for girls (Mason and Khandker, 1996; Mingat 1999) make educating a girl quite an expensive undertaking. A Kenyan study illustrates the dilemma parents face: 47 % of the rural population and 27% of the urban population are living below the poverty line and, yet, are expected to bear almost 60% of the cost of primary school, forcing them to choose among their children (Ackers, Migoli and Nzomo, 2001).

Poor households are unable to access basic services like food, education and health. (World Bank 2003) Indeed, their ability to support and invest in their children education is very limited. A girl-child in such a household is more disadvantaged than the boy-child. Where resources are scarce and the school demands for expenditures from a household, a girl-child is likely to be pulled out of school compared to the boy-child. In some cases, girls are forced into early marriages so that parents can get dowry – extra income to pay fees for the boy-child's secondary education or training. (UNDFW 2000)

Child labor due to poverty is one of the key factors hindering children from attending school children are engaged in activities such as working in coffee, tea, sugar and sisal plantations, fishing, and mining (Sachs JD 2005). The labor of a girl-child is required to support the mother in many ways including: looking after other siblings, helping the mother with domestic chores, assisting in running the mother's small-scale business, caring the sick or accompanying the mother for a community service like attending a relative's

funeral. Because the girl's labor is critical, taking her to school or keeping her there appears to be very costly to poor parents. When girls do engage in paid employment it is in the gender role stereotypical work of being housemaids. (WORLD BANK 2000)

### **Attitudes of parents**

Parental attitudes, as well as parental education, is another element of family dynamics that has provided some leverage in explaining sex differentials in education and, in some cases, changing parental attitudes have narrowed gender gaps. Perceptions of limited labor market opportunities constrains girls' education opportunities in Kenya (Buchmann, C. 2000) and in the Gambia (Bakarr, F. K. 2000). A child's educational attainment is strongly influenced by characteristics of his/her parents, such as their own educational attainments, economic resources, and expectations. Attitudes and preferences regarding children's educational attainment are important determinants of parents' childrearing behavior

On the other hand in Asia, it's parental attitudes about how the education of children may or may not disrupt the family economy. In Thailand, Knodel, J. (1997) finds that, especially among rural families, sons were preferred recipients of education investments during the early period of economic growth. Daughters, on the other hand, especially youngest daughters, were not preferred recipients for fear they may not be available to care for their parents when they got older (the traditional expectation).

Women suffer from a low status in society. Women participating in income generating activities in the formal sector are usually considered to neglect their husbands, children and other domestic responsibilities (King, E.M. and Hill, A., 1993). Marriage of girls is considered the main responsibility of parents, and as such preparing and saving for dowry are common social norms, the aspirations,

achievements and performance of women/girls are usually responsive to the stereotyped expectations of their families and socio/cultural settings. For example, stress on daughters' roles, as mothers and housekeepers is common. (Tembon M., 2008)

In many societies, preference for sons is a powerful tradition. This preference manifests itself in neglect, deprivation, and discriminatory treatment of daughters to the detriment of their physical and mental health. Male preference adversely affects females through inequitable allocation of food, education, and health care, a disparity frequently reinforced throughout life. The educational and economic implications of son preference are grave. Despite substantial increases in the number of women who have attained at least seven years of education, there are far fewer females than males enrolled in schools in many developing countries. Heise LL (1993)

Parents' perceptions and society expectation, part of gendered sex role socialization affect how girls and boys participate in education. From tender age, the young children are socialized into "sex roles." Thus learning "sex appropriate" behaviors and traits in childhood is one of the prerequisites for smooth functioning in society (common in rural areas). In general most children, and girls in particular, especially those in rural areas, fail to enroll in or to complete primary schooling because their parents do not value education.

In most cases because the parents themselves are uneducated/illiterate. (UNICEF 2000) There is also a 'myth' among most illiterate parents that "boys are generally clever and hard working in school. Their minds are always in school. But girls like playing and when they mature they are difficult to deal with and they get pregnant". The implication is that they should not be given the opportunity to go to school. Such 'messages' demotivating to girls, who internalize them and in return end up believing that school, is not for them.

According to Gertler (1990), illiteracy among poor and rural people is common. The most marginalized group deprived of education is the rural girls from poor and illiterate families. Parents' education has a strong influence on children's education, especially of girls'. Children of those parents that have obtained some schooling are much more likely to have attended school as compared to those whose parents have themselves never been to school. This difference is much more pronounced in rural areas compared to urban, and for girls relative to boys

To assess stereotypes, the students are told gender neutral stories about students who are good in class and good at performing. Researchers were interested in examining the genders of the drawings that children produced for each story. Female elementary school teachers who are anxious about study pass on to female students the stereotype that boys, not girls, are good at performing. Girls who endorse this belief then do worse and end up dropping out of school. (Science Daily. 2010)

Low expectations are often held by both parents and teachers concerning the return on their respective investments in girls' education. At home and in school, this leads to differentiated treatment marked by boy preference particularly in the allocation of scarce resources including who gets time to do self directed study versus undertaking maintenance chores and serving the needs of family members and visitors. At school it is amazing to see that girls are more often taken out of class to entertain school guests in song and dance plus serving food as it is assumed this is a role they should naturally perform. Usually it takes girls long hours to practice the songs further missing out on school learning hours (UNICEF, 2003).

According to Youri P (1993), research from Kenya indicates that there gender discrimination by school teachers in some rural locations with boys receiving more attention in the distribution of text books and other learning

materials. The quality of student-teacher interaction is noted as negative towards girls and tends to discourage their participation in class. Little evidence exists to suggest that female teachers are any better or worse than their male counterparts with regard to in-class relationship with students.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter explains the methods that the researcher used to select the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods that were used to collect process and analyze data.

#### **Research Design**

A descriptive survey design was used and this helped the researcher get a sample of variables than the whole population. Descriptive survey design was also appropriate because the researcher knew what the variables under study were which had been studied before. The researcher therefore sought to describe the variables and related them to previous studies. The descriptive survey attempted to picture or document current conditions or attitudes to describe what existed at the moment (Mouser & Katton, 1989). The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

#### **Research Population**

The research targeted teachers and students among Soi primary schools. The researcher targeted school administrators, teachers and students in the division.

## **Sample and Sampling Procedure**

The study adopted a stratified random sampling by grouping schools into urban and rural. Out of ten schools in the urban and six in the rural four from each region were picked randomly giving a total of eight schools. To obtain the sample size from the eight schools selected the researcher used a table developed by Bartlett, Kotrlik, & Higgins to arrive to a sample size of 106 in the rural and 119 in the urban schools and three teachers were selected from each school to make a total of 12 teachers each from the urban and rural schools to make the total of 237 questionnaires that were distributed and 229 were filled and returned. The study was therefore based on a sample size of 229.

## **Instruments**

Questionnaires were used to extract information from the teachers and students in various schools. Questionnaires were preferred because of the advantage of extracting a lot of information from many respondents in a short period of time.

## **Validity and Reliability**

To ensure the conscience of the instruments, a reliability test was performed by piloting the instruments to some respondent who are located in various schools.

## **Data Analysis**

Raw data was collected using quantitative and qualitative analysis, sorted and categorized after which it was analyzed. The data was analyzed through tables and conclusions and recommendations were made.

## **Ethical Consideration**

A letter of introduction was collected from the institute of open and distance learning and was showed to the head teachers of the schools to seek permission to distribute the questionnaires. The responses collected from respondents in both ways of data collection systems were confidentially used for the research. Questionnaires posed an element of privacy and hence respondents were free to answer whatever they felt

## **Limitations**

Some respondents hid the information required. There were difficulties in accessing respondents due to bad roads and topography of the area.

## **CHAPTER FOUR**

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

#### **Introduction**

This chapter is to present, interpret and discuss the field results. Results are presented in tables and in form of frequency counts and percentages. The results and discussion are central on the set objectives which were to: determine the factors affecting girl's education in regards to accessibility, parent's income and parent's attitudes. The chapter has a part to elaborate the responses in relation to the literature review followed by presentation, interpretation and discussion of responses related to research questions.

#### **Profile of the Respondents**

237 questionnaires were distributed to the respondents and 229 were well filled and returned this makes a response of 97%. The study therefore is based on a sample of 229. Table 1 shows the gender, age and academic level of the respondents.

**Table 1:** Profile of the Respondents

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	116	51
Female	113	49
<b>Total</b>	<b>229</b>	<b>100</b>
<b>Age</b>		
11-13	160	70
14-15	30	13
16-20	7	3
21-25	3	1
26-35	10	4
36 and above	19	8
<b>Total</b>	<b>229</b>	<b>100</b>
<b>Academic level</b>		
Std 6	45	20
Std 7	65	28
Std 8	95	41
Certificate	10	5
Diploma	8	4
Degree	6	2
<b>Total</b>	<b>229</b>	<b>100</b>

**Source: Primary Data 2010**

According to the table 116 (51%) of the respondents sampled were male and 113 (49%) were female. This implies that the male respondents were more compared to the female respondents. According to the table the age of the respondents was divided into six categories that is 11-13, 14-15, 16-20, 21-25, 26-35 and 36 and above. Those who were between 11 and 13 were 160 (70%), those between 14 and 15 were 30(13%), those between 16 -20 were 7 (3%), 21-25 were 3(1%), 26-35 were 10 (4%) and 36 and above were 19 (8%).

According to the above results most of the respondents were between 11 and 13. Respondents in standard six were 45 (20%), 65 (28%) were in standard seven, 95(41 %) were in standard eight, 10(5%) had certificates, 8 (4%) had diplomas and 6(2%) had a degree.

## Factors affecting girl child education

### School accessibility

The proximity of the schools to school-age children is also vital. Hertz (1995) quoted a study by Robinson done in Egypt in 1987, which showed that the enrolment and the persistence of girls were a function of distance to the available schools. Therefore to prove Hertz's work, the study was carried out through a question was posed to respondents and the response is illustrated in Table 2.

**Table 2:** School Accessibility and Girl Child Education

Category	Strongly Agree	Agree	Strongly Disagree	Disagree	Total
1.Absenteeism due to long distances	102	32	51	44	<b>229</b>
	45	14	22	19	<b>100</b>
2.Girls do not go to school because of long distances	80	50	40	59	<b>229</b>
	35	22	17	26	<b>100</b>
3.Girls drop out of school due to long distance	100	40	38	51	<b>229</b>
	44	17	16	22	<b>100</b>
4.Girls perform poorly due to long distances	120	50	30	29	<b>229</b>
	53	22	13	12	<b>100</b>

**Source: Primary Data 2010**

According to table 4.2 102(45%) strongly agreed that girls miss school due to long distances, 32(14%) agreed, 51(22%) strongly disagreed and 44(19%) disagreed. This implies that due to long distances girls sometimes miss school. The table also shows that 80(35%) strongly agreed that girls do not enroll in school due to long distances, 50(22%) agreed, 40 (17%) strongly disagreed and 59(26%) disagreed. This implies that due to long distances girls do not enroll in school and this is so because some parents fear to enroll their children in schools far from home due to safety.

The table illustrates that 100(44%) strongly agreed that girls drop out of school due to long distances, 40(17%) agreed, 38 (16%) strongly disagreed and 51(22%) disagreed. This shows that due to long distances girls drop out of school. According to the table 120(53%) strongly agreed that girls perform poorly due to long distances, 50(22%) agreed, 30 (13%) strongly disagreed and 29(12%) disagreed. This shows that due to long distances girls perform poorly. A study by UNICEF (2005) shows that children who have spent two to five hours walking to school in the morning, often without having had anything to eat, are tired, and their ability to concentrate is impaired

### **Income of parents and girl child education**

Income is seen as a crucial factor for schooling decisions since it determines the amount of available resources for each child and the family. Especially, when families are credit constrained the current income will significantly shape the family's ability to invest in children's education (Glewwe and Jacoby, 1994). Table 3 therefore illustrates the response on income of parents and girl child.

**Table 3: Income of Parents and Girl Child Education**

Category	Strongly Agree	Agree	Strongly Disagree	Disagree	Total
Absenteeism due to lack of fees	82	69	44	34	<b>229</b>
	36	30	19	15	<b>100%</b>
Low enrollment due to lack of fees	91	56	35	47	<b>229</b>
	40	24	15	21	<b>100%</b>
Drop out due to lack of fees	80	65	35	49	<b>229</b>
	35	29	15	21	<b>100%</b>
Poor performance due to lack of materials	85	84	34	26	<b>229</b>
	37	36	15	11	<b>100%</b>

**Source: Primary Data 2010**

According to the table 82(36%) strongly agreed that girls miss classes due to lack of fees, 69(30%) agreed, 44 (19%) strongly disagreed and 34(15%) disagreed. The above results imply that due to lack of fees girls sometimes miss classes. The table shows that 91(40%) strongly agreed that girls do not enroll due to lack fees, 56(24%) agreed, 35 (15%) strongly disagreed and 49 (21%) disagreed. This shows that due to finances girls do not enroll. According to UNDP (1996), Families in higher income quintiles have higher levels of girls' enrolments, in both urban and rural areas. Statistical estimates also show that per capita income has a significant and positive impact on girls' enrolments.

The table shows that 80(35%) strongly agreed that girls drop out due to lack of fees, 65(29%) agreed, 15 (34%) strongly disagreed and 49 (21%) disagreed. This implies that due to finances girls dropout of school. The table shows that 85(37%) strongly agreed that girls perform poorly due to lack of



fees, 84(36%) agreed, 34 (15%) strongly disagreed and 26 (11%) disagreed. This implies that due to lack of materials girls perform poorly.

Basing on the findings, poor parents' involvement towards girls' education is due to poverty in households where the population is unable to access basic services like food, education and health. The study has discovered that due to high schooling costs, households have to made harsh decisions on who should benefit from the little that they have, thus have ended up pulling girls out of school or have not bothered to take them to school.

### Attitudes of parents and girl child education

Parental attitudes, as well as parental education, is another element of family dynamics that has provided some leverage in explaining sex differentials in education and, in some cases, changing parental attitudes have narrowed gender gaps(Buchmann, C. 2000). There to prove this the respondents were asked their opinion on parent's attitudes and girl child education. Their response is illustrated in Table 4.

**Table 4:** Attitudes of Parents and Girl Child Education

Category	Strongly Agree	Agree	Strongly Disagree	Disagree	Total
Low enrollment due to parental attitudes	68	66	46	49	<b>229</b>
	30	29	20	21	<b>100%</b>
Drop out due to early marriage	117	71	25	16	<b>229</b>
	51	31	11	7	<b>100%</b>
Poor performance due to parental attitudes	63	80	50	36	<b>229</b>
	28	35	22	15	<b>100%</b>

**Source: Primary Data 2010**

Table 4 shows that 68(30%) strongly agreed that girls do not enroll in school due to parental attitudes, 66(29%) agreed, 46 (20%) strongly disagreed and 49 (21%) disagreed. This implies that some parents do not enroll girls in school because they have negative attitudes. A study in Thailand by Knodel, J. (1997) found out that, especially among rural families, sons were preferred recipients of education investments during the early period of economic growth. Daughters, on the other hand, especially youngest daughters, were not preferred recipients for fear they may not be available to care for their parents when they got older.

117(51%) strongly agreed that girls drop out due to early marriages, 71(31%) agreed, 25 (11%) strongly disagreed and 16 (7%) disagreed. This implies that some parents marry off girls at an early age. 63(28%) strongly agreed that girls perform poorly due to parental attitudes, 80(35%) agreed, 50 (22%) strongly disagreed and 36 (15%) disagreed. This implies that girls perform poorly due to parental attitudes.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMENDATION**

#### **Introduction**

This section summarizes the factors affecting girl child education in Soi division; Mogotio District, Kenya The research analyzed the following objectives: factors affecting girl child education in regards to accessibility, income of parents and parent's attitudes towards girl's education.

#### **FINDINGS**

##### **School accessibility and girl child education**

The study found out from 45% of the respondents who strongly agreed and 14% who agreed that girls miss school due to long distances This implies that due to long distances girls sometimes miss school. Findings from 35% of the respondents who strongly agreed and 22% who agreed show that long distances contribute to low enrollment of girls in school.

School drop out as a result of long distances was also one of the reasons girls do not complete their education and this is according to 44% of the respondents who strongly agreed that girls drop out of school due to long distances. This shows that due to long distances girls drop out of school. The study also found out from 53% of the respondents who strongly agreed that girls perform poorly due to long distances.

##### **Income of parents and girl child education**

36% of the respondents strongly agreed and 30% agreed that girls miss classes due to lack of fees, 40% strongly agreed that girls do not enroll due to

lack fees, 35% strongly agreed that girls drop out due to lack of fees, 29% agreed, 37% strongly agreed that girls perform poorly due to lack of fees, 36% agreed. The findings therefore show that income of parents contributes to girls education.

Basing on the findings, poor parents' involvement towards girls' education is due to poverty in households where the population is unable to access basic services like food, education and health. The study has discovered that due to high schooling costs, households have to make harsh decisions on who should benefit from the little that they have, thus have ended up pulling girls out of school or have not bothered to take them to school.

### **Parent's attitude and girl child education**

Findings indicate that due to parents negative attitude girls are not enrolled in school and this is according to 30% of the respondents who strongly agreed and 29% agreed that girls do not enroll in school due to parental attitudes. According to the results girls drop out due to early marriages and this is according to 51% of the respondents who strongly agreed. 28% of the respondents strongly agreed that girls perform poorly due to parental attitudes and 35% agreed. The results therefore show that parents attitudes towards girls education determines whether girls will participate in the education system.

### **Conclusions**

The study concluded that due to long distances girls miss classes, drop out of school, perform poorly and some do not enroll in school.

The study found out that due to lack of fees girls miss classes perform poorly drop out and some fail to enroll in school.

Early marriages, low enrollment and poor performance were the results of parental attitudes towards girl's education.

## **Recommendations**

Basing on the study findings the following recommendations are made: schools that are near homes more especially in the rural areas should be constructed to solve the problem of long distances to school.

The community can be taught survival skills like running small scale businesses, maintaining water harvesting activities and having small kitchen gardens and practicing horticulture to solve the problem of poverty among the people more especially those from rural areas.

Parents more especially those from rural areas should be sensitized on the importance of girls education because the study found out especially from the rural areas that most people thought that girls education was useless and that girls are meant to be married hence such attitudes need to be changed

## **Areas for further research**

Research should be done on the impact of school location on girl child performance.

Girls face a lot of hazards as they study and this affects their educational achievement therefore a study should be done on the hazards that affect girl's education.

## References

### Books

Baden, S., (1995) '*Gender profile of Morocco*', Brighton: BRIDGE, IDS

Heise, L.L. (1993) Violence against women: The missing agenda. En: Koblinsky, M., Timyan, J., Gay, J., eds. *The health of women. A global perspective*. Boulder, CO: Westview Press.

King, E.M. and Hill, A., (1993) *Women's Education in Developing Countries*, Baltimore: John Hopkins University Press

Lockheed, M. et. al. (1991). *Improving education*. *Education Review*, 16 (3), 303-311. Ltd. Macmillan Publishers.

Robert H. Lauer, Jeanette C. Lauer (2002). *Social Problems and the Quality of Life*. McGraw Hill Companies.

Sachs JD (2005) *The end of poverty, Economic possibilities of our time*, New York: The Penguin press.

Tembon, M., and L. Fort, eds. 2008. *Girls' education in the 21st century: Gender equality, empowerment, and economic growth*. Washington, DC: World Bank

UNICEF (2005) *Gender Achievement and Prospects in Education*. The GAP Report. New York. UNICEF.

## Journals

Ackers, J., J. Mignoli and J. Nzomo. 2001. "Identifying and Addressing the Causes of Declining Participation Rates in Kenyan Primary Schools." *International Journal of Educational Development* 21: 361–372.

Hu, S. (2003). Educational aspirations and postsecondary access and choice: Students in urban, - suburban, and rural schools compared. *Education Policy Analysis Archives*. 21(14). Nairobi, Kenya. *Journal of education*

Judith butler (2008) Dissidences. *Hispanic Journal of Theory and Criticism* 4/5

## Internet

University of Chicago (2010). Believing stereotype undermines girls performance: Elementary school women teachers transfer their fear of doing math to girls, Study finds: Science Daily. [Electronic]. Retrieved on [March 29th, 2010] from the World Wide

Web:<http://www.sciencedaily.com/releases/2010/10/100125172940.htm>

Youri, P. (ed) 1993. Female Adolescent Health and Sexuality Study in Kenyan Secondary Schools: African Medical and Research Foundation. [Electronic]. Retrieved on [March 29th, 2010 from the World Wide Web: Retrieved from <http://cnaa.asu.edu/epaalvlnl> 4/<http://ep4su.edu/epaalvlnl> In] 4/

## Unpublished material

Bakarr, F. K. (2000). Factors That Affect Girls' Access to Basic Education in the Rural Areas of the Gambia. Dissertation Abstracts International: The Humanities and Social Sciences. Columbia University Teachers College.

Brock, C. and Cammish, N.K., 1991, Factors Affecting Education in Six Developing Countries, *London: Overseas Development Administration*

Buchmann, C. (2000). Family Structure, Parental Perceptions, and Child Labor in Kenya: What Factors Determine Who is Enrolled in School? *Social Forces* 78(4), 1349-79.

Education for All - Global Monitoring Report *EFA Global Monitoring Report 2006*

Hertz, Bet al, (1991). Letting Girls Learn: Promising Approaches in Primary and Secondary Education. *Discussion paper No. 133. Washington DC: World Bank.*

Kaufman, C., Maharaj, P. and Richter, L. (1998). Children's Schooling in South Africa: Transitions and Tensions in Households and Communities. *Annual Meeting of the Population Association of America, Chicago, IL, April 2-4.*

Knodel, J. and Jones, G. (1996). Post-Cairo Population Policy: Does Promoting Girls' Schooling Miss the Mark? *Population and Development Review* 22(4), 683-702.

Mason, A.D., and Khandker, S.R., 1996, 'Household schooling decisions in Tanzania', Poverty and Social Policy Department, Human Capital Development, *World Bank, Washington D.C.*



Mensch, B. and Lloyd, C. (1998). Gender Differences in the Schooling Experiences of Adolescents in Low-Income Countries: *The Case of Kenya. Studies in Family Planning* 29(2),167-184.

Mingat, P. Moock, P. Murphy, P. Paci, H. Patrinos, J. Tan, C. Thomas, C. Winter, and H. Yang. 2001. "Education" in *Poverty Reduction Strategy Sourcebook*. PREM Poverty Unit. Washington D.C.: The World Bank.

MOEST (2003), *Draft Education Sector Plan 2003 – 2007*, Nairobi:

Rose, P., Yoseph, G., Berrihun, G. and Nuresu, T., (1997) 'Gender and primary schooling in Ethiopia', *IDS Research Report 31, Brighton: IDS*

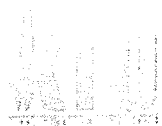
UNDP (2000), *poverty report* United Nations Publications, New York, United Nations Development Programme (UNDP), 2000. *Overcoming Human Poverty:*

United Nations, (1995), *The World's Women*, New York: United Nations Womankind Worldwide, 1995, '*Women and Education*', *Women's Lives 4*, London: Womankind Worldwide

World Bank (2005). Priorities and strategies for education. *A World Bank Review. Washington D.C.: World Bank.*

## APPENDICES

### APPENDIX 1: TRANSMITTAL LETTER



KAMPALA  
INTERNATIONAL  
UNIVERSITY

Gigaba Road, Kimsanga PO BOX 20000 Kampala, Uganda  
Tel: (+256) (0) 11-2668111 Fax: (+256) (0) 11-501974  
E-mail: [admin@kint.ac.ug](mailto:admin@kint.ac.ug) Website: <http://www.kint.ac.ug>

---

INSTITUTE OF OPEN AND DISTANCE LEARNING  
OFFICE OF THE DIRECTOR

22<sup>nd</sup> March 2010

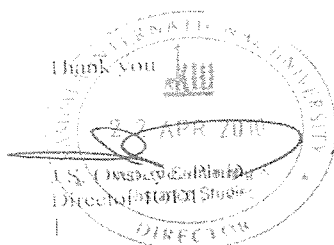
THE DISTRICT EDUCATION OFFICER,  
MOGOTIO DISTRICT  
P.O. BOX 71, MOGOTIO

Dear Sir/Madam,

#### INTRODUCTION LETTER FOR RESEARCH

I have the pleasure to introduce **Jerusha Waithira Reg.No. MED/21914/81/DF** to you. She is a student of Masters Degree of Educational Management and Administration at Kampala International University. He is carrying out his research on **"Determinants of Girl Child Performance In Selected Primary Schools In Soi Division, Mogotio District. Kenya. She** is at the data collection stage and your Institution / Organization has been identified as his area of study. It will therefore be appreciated if you can give the best assistance to him for a dependable research work.

The university will be counting on your kind cooperation.



---

*"Expanding the Horizons"*

## APPENDIX II: RESEARCH INSTRUMENT

### Questionnaire for Respondents

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic "School location hazards and female student progression in Soi division, Mogotio District, Kenya. You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

#### SECTION A

##### Personal information

Where options have been provided only tick the number of the box with the appropriate answer

##### 1. Gender

1.	Male	2.	Female
----	------	----	--------

##### 2. Age

1.	Below 13 years	2.	13-16 years	3.	16-20	4.	21-25	5.	26-35	6.	36 & above
----	----------------	----	-------------	----	-------	----	-------	----	-------	----	------------

##### 3. Highest level of education

1.	Standard 5	2.	Standard 6	3.	Standard 7	4.	Certificate	5.	Diploma	6.	Degree
----	------------	----	------------	----	------------	----	-------------	----	---------	----	--------

Please indicate how much you agree or disagree with each of the following statements:

### School Accessibility and Girl Child Education

Category	Strongly Agree	Agree	Strongly Disagree	Disagree
1.Absenteeism due to long distances				
2.Girls do not go to school because of long distances				
3.Girls drop out of school due to long distance				
4.Girls perform poorly due to long distances				

### Income of parents and girl child education

Category	Strongly Agree	Agree	Strongly Disagree	Disagree
Absenteeism due to lack of fees				
Low enrollment due to lack of fees				
Drop out due to lack of fees				
Poor performance due to lack of materials				

### Attitudes of Parents and Girl Child Education

Category	Strongly Agree	Agree	Strongly Disagree	Disagree
Low enrollment due to parental attitudes				
Drop out due to early marriage				
Poor performance due to parental attitudes				

## RESEARCHER'S CURRICULUM VITAE

### BIOGRAPHY

Name : Jerusha Waithira  
Year of birth : 1971  
Sex : Female  
Id No. : 10744717  
Nationality : Kenyan  
Telephone : +254 725205121  
Address : P.O.box 500 Eldama Ravine  
Religion : Christian  
Language : English, Kiswahili and Kikuyu  
Current Employer : Teachers Service Commission (TSC )

### EDUCATION BACKGROUND

2008 – 2010 MED Kampala International University (KIU) - On going  
2006 – 2008 BED Kampala International University  
2004 - 2005 Diploma St. Michael ECD - Kakamega  
1991 – 1993 Certificate (TTC) from Kigali Embu  
1986 – 1989 KCSE Solian girls High School  
1978 – 1985 KCPE Maji Mazuri Primary School

### WORKING EXPERIENCE

- Assistant Teacher – Koibatek Primary School (2010 – to date)
- Assistant Teacher – Mogotio Primary School (2008 - 2009)
- Assistant Teacher – Eldama Ravine Primary School ( 1994 – 2008)

### INTERESTS AND HOBBIES

- Working with young children
- Reading
- Participation in voluntary work.

## **REFEREES**

Mr. Felix Ngulati

Headteacher – Koibatek Primary School.

P.o.Box 842 Eldama Ravine

Mrs. Milkal Monir

DICECE – Koibatek

P.O.Box 162 Eldama Ravine