

**TEACHERS' PERCEPTION ON DETERMINANTS
OF GIRLS' ACCESS TO PRIMARY EDUCATION
IN SELECTED SCHOOLS IN TANA
RIVER 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 of Master of Educational
Administration and Management

By:

Dakane Mohamed Ahmed

MED/20549/79/DF

June, 2011

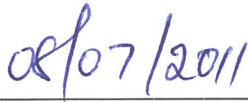


DECLARATION A

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

A handwritten signature in blue ink, appearing to read 'Dakane Mohamed Ahmed', written over a horizontal line.

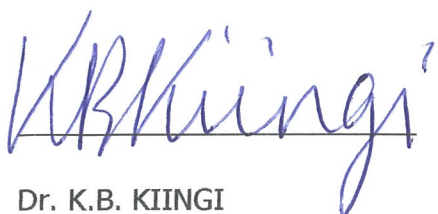
Dakane Mohamed Ahmed

A handwritten date '08/07/2011' in blue ink, written over a horizontal line.

Date

DECLARATION B

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

A handwritten signature in blue ink, appearing to read 'KBKiingi', written over a horizontal line.

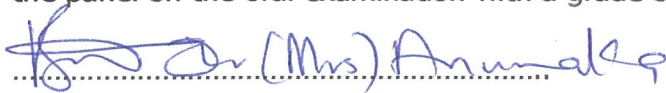
Dr. K.B. KIINGI

8-7-2011

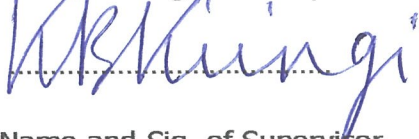
Date

APPROVAL SHEET

This thesis entitled "Teachers' Perception on Determinants of Girls' Access to Primary Education in Selected Schools in Tana River District, Kenya" prepared and submitted by Dakane Mohamed Ahmed in partial fulfillment of the requirements for the degree of Master in Education Administration and Management has been examined and approved by the panel on the oral examination with a grade of PASSED.


.....

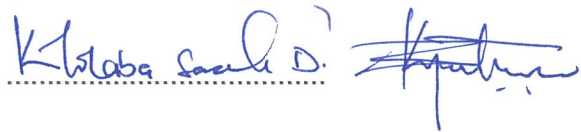
Name and Sig. of Chairperson


.....

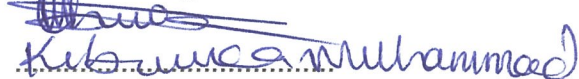
Name and Sig. of Supervisor

.....

Name and Sig. of Panelist


.....

Name and Sig. of Panelist


.....

Name and Sig. of Panelist

Date of Comprehensive Examination

Grade

.....
Name and Sig. of Director, SPGSR

.....
Name and Sig. of DVC, SPGSR

DEDICATION

This work is dedicated to my beloved parents, wife Timira and my children for their love, spiritual guidance and moral support.

ACKNOWLEDGEMENTS

I wish to thank the Ministry of Education for providing me this opportunity for pursuing Master of Education. My sincere gratitude goes to my supervisor Dr. K.B. Kiingi of Kampala International University who committed his time and patience to guide, supervise and correct my work throughout my research period.

My gratitude goes to the District Education Officer Tana River District and his entire staff for the assistance and support they rendered to me during my research in the district.

My special thanks to go to my family members for their patience and support during this busy schedule. Writing this thesis could not have been completed without their assistance, advice and encouragement during the data gathering, analysis and typesetting.

I also acknowledge all those who contributed to my work in one way or another. May the Almighty guide them rightly.

ABSTRACT

The work embodied in this thesis was carried out in Tana River District, Kenya with objectives to determine teachers' perception on determinants of girls' access to primary education in selected schools, and such include the profile of respondents and the difference in teachers' perceptions in respect to gender, qualification, experience and age, and the level of teachers' perceptions in terms of socio-economic, cultural and school based factors. A review of related literature was conducted. A questionnaire was employed as a research instrument to investigate the major variables. The collected data was analyzed using frequency counts and percentage distribution on characteristics of the respondents and mean to determine the level of teachers' perceptions on the major variables. T-test was used to determine the difference in teachers' perceptions in terms of the profile of respondents. Tana River District has five educational zones and out this (Galole Central) with eighteen public primary schools and 144 teachers was selected for the study and no sampling was done. According to the findings, the access of girls' to primary education are influenced by socio-economic, cultural and school based factors which further determine the parents and society's commitments to investing and supporting girls education. The study concluded that there is need to have more female teachers' in all schools for girls' to emulate. The government and parents should address the independent variables that affect girls' access to primary education, since they have significant effects on their participation. The study recommended that all learning resources in schools be increased and improvement on physical facilities such as toilets and furniture. The government should increase

the human resource and finally the school administrators to ensure the security of children especially girls' in schools.

ABBREVIATIONS

ASAL	-	Arid and Semi Arid Land
ATS	-	Approved Teacher Status
DEO	-	District Education Officer
FGM	-	Female Genital Mutilation
FPE	-	Free Primary Education
GER	-	Gross Enrollment Rate
KCPE	-	Kenya Certificate of Primary Education
KESSP	-	Kenya Educational Sector Support Programme
MOE	-	Ministry of Education
MOEST	-	Ministry of Education Science and Technology
NARC	-	National Rainbow Coalition
P1	-	Primary Teacher One
P2	-	Primary Teacher Two
TSC	-	Teachers Service Commission

TABLE OF CONTENTS

	Page
Declaration A	i
Declaration B	ii
Approval sheet	iii
Dedication	iv
Acknowledgements	v
Abstract	vi
Abbreviations	viii
Table of contents	ix
List of Tables`	xii
Chapter	
One THE PROBLEM AND ITS SCOPE	1
Background of the Study	1
Statement of the problem	4
Purpose of the Study	5
Research Objectives	5
Research Questions	6
Hypothesis	7

	Scope	7
	Significance of the Study	8
	Operational Definitions of Key Terms	9
Two	REVIEW OF RELATED LITERATURE	10
	Concepts, Ideas, Opinions	10
	Theoretical Perspectives	21
	Related Studies	23
Three	METHODOLOGY	29
	Research Design	29
	Research population	29
	Sample Size	30
	Sampling Procedure	31
	Research instrument	31
	Validity and Reliability	32
	Data Gathering procedures	32
	Data analysis	33
	Ethical Considerations	33
	Limitations of the study	34
Four	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	35

Five	FINDINGS, CONCLUSIONS AND	
	RECOMMENDATIONS	52
	Findings	52
	Conclusions	54
	Recommendations	56
	References	58
	Appendices	62
	Appendix I: Questionnaire for Teachers and	
	Headteachers	62
	Appendix II: Authority letter from DEO	
	Tana River District	67
	Appendix III: Clearance Letter from Ethics	
	Committee	68
	Researcher's Curriculum Vitae	69

LIST OF TABLES

	Page
Table 1: Distribution of school enrolments and staffing in public primary school in Tana River District	30
Table 2: Sampling and Sampling Procedures	31
Table 3: Profiles of the Respondents	36
Table 4: Socio - economic factors	38
Table 5: Cultural factors	39
Table 6: School - based factors	41
Table 7: T-test results on male and female respondents mean rating	43
Table 8: Teachers' perceptions according to gender	44
Table 9: Teachers' perceptions according to qualification	45
Table 10: Teachers' perceptions according to teaching experience	47
Table 11: Teachers' perceptions according to teaching age group	50

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

The provision of education to all Kenyans is fundamental to the success of the government's overall development strategy. The realization of Universal Access to Basic Education ensures equitable access to education for all children, including disadvantaged and vulnerable groups.

During the 2002 general elections, National Rainbow Coalition (NARC) election manifesto pledged to provide Free Primary Education. Following its victory, on January 6, 2003, the Minister for Education, Science and Technology (MOEST), launched the Free Primary Education (FPE) programme, thus fulfilling its pledge on education. Primary school fees and levies for tuition were abolished as the government, and development partners were to meet the cost of basic teaching and learning materials, wages for critical non-teaching staff and co-curricular activities. The government and development partners were to pay Kshs. 1,020 for each primary child in a year. FPE did not require parents and communities to build new schools, but they were to refurbish and use existing facilities such as community and religious buildings. To charge additional levies, school heads and committees were to obtain approval from the MOEST through a request to the District Education Board made by the District Education Officer, after a consensus among parents, (MOEST, 2003).

Despite the Kenya government's effort to make education accessible to all children, girls' access to education is still dismal in

marginalized districts. As indicated in the Kenya Education Plan 2007, North Eastern and Coast provinces recorded the lowest enrolment compared to other provinces. In spite of the fact that 51% of the Kenyan population been female, girls' access to primary education was less than that of the boys in most provinces except for Central and Western Provinces. According to the Education Plan 2002, the national Gross Enrolment Rate (GER) by gender was 82.2% boys and 72.0% girls in 2004, which improved to 110.7% boys and 104.4% girls in 2007. Although this indicated a remarkable improvement, girls still trailed behind boys during the entire period.

Unfortunately, according to MOEST statistics from 1990 to 2000, Kenya's primary school completion rates were below average. Throughout the period, and girls' completion rates were lower than those of the boys. This was most pronounced in the arid and semi-arid districts and pockets of poverty stricken regions. The national completion rate in 2002 was 65.5% boys and 60.1% girls. However, the completion rate improved by 2007 to 86.5% boys and 75.7% girls. At the same time coast province recorded 54.0% boys and 36.6% girls in 2002. This improved by 2007 to 88.0% boys and 58.8% girls. As Eshiwani (1985) asserts, girls' enrolment in schools has increased since independence, however the rate of improvement is not evenly distributed due to regional differences.

On the whole, while Kenya seems to have made impressive strides in gender equity as regards access to primary education, with some districts registering gender parity, girls' participation rates are still a major area of concern in some districts such as Tana River. According to research carried out by Action Aid (2005) the boys and girls in Tana River have roughly similar school enrolment rates up until

age twelve, girls start falling behind boys in school enrolment beyond that age. By age sixteen, boys' enrollment is about 15 per cent greater than girls' enrollment, and by age eighteen, the gap widens to 37 percent; widening further to 43 percent by age twenty.

However, although the implementation of FPE as an intervention to low enrolment the number of pupils in public primary schools increased from 5.9 million in 2002 to 6.9 million in 2004 and 7.2 million in 2005, and currently the enrolment is at 8.9 million (MOE,2010). This positive development nevertheless, increased gender disparities in the gross enrolments in favour of boys. Primary education continues to experience a number of challenges, such as overstretched facilities, poverty, shortage of teachers, lack of community support, gender and regional disparities, increased number of orphans in and out of school as a result of parental death due to HIV/AIDS and other related diseases, poor sanitation facilities which are not conducive especially for girls, poor management and internal inefficiency in schools that negatively impacts on access, equity and quality of education. In addition, most parents are under the impression that it is the government's exclusive responsibility to provide all the necessary resources to support the primary education sub-sector. These misunderstanding needs to be addressed (Education International, 2003).

Participation of the girls in education continues to be a challenge in Tana River District since it is among the ASAL areas. The cultural practice of early marriage for young girls haunts many families as their young girls are withdrawn from school and married to comparatively older men. This practice becomes a double tragedy when the girls must be quickly married to counteract perennial poverty in their homes

through payment of dowry. Moreover, the community members have negative attitude towards girls' education. They believe that girls' education contributes less to the family and puts more emphasis on boys' education. It was upon this background and setting that the study investigated the teachers' perception on determinants of girls' access to primary education in selected schools (Galole zone) in Tana River District. Kenya.

Statement of the Problem

The inception of free primary education in 2003 aimed to overcome the barriers that restricted the access of all children of school going age who could not manage to go to primary schools due to high costs. FPE relieved a big burden from many vulnerable and poor families, and a success has been felt in equality in accessing primary education without much cost. This has made many who were unable to enroll in schools to do so and hence increasing the enrolment of primary schools from 5.9 million in 2002 to 8.9 million in 2010. This in turn contributed to a greater increase in the pupils entering secondary education. In Kenya, there are many educational planed activities and programmes but they could not be implemented fully due to financial gap in the Ministry of Education. The old facilities available in schools are being over strained due to the pupils' influx in primary schools. But low access and high dropout is still a big challenge for girls in the primary schools and this is as a result of socio-economic level of parents, retrogressive cultural practices, and unconducive school based environments. The focus of this research study is therefore to determine the teachers' perception on factors that affect

girls' access to primary education in 18 selected primary schools in Tana River District, Kenya.

Purpose of the Study

The purpose of this study was to examine the different perceptions of male and female teachers in the 18 selected (Galole zone) schools on factors affecting girls' access to primary education.

Research Objectives

The objective of this study was to determine teachers' perception on determinants of girls' access to primary education in selected schools in Tana River District, Kenya. The specific research objectives were:

1. To determine the profile of respondents in terms of gender, professional qualification, teaching experience and age;
2. To determine the level of teachers' perceptions on the determinants of girls' participation to primary education in terms of the following factors;
 - 2.1 Socio-economic factors
 - 2.2 Cultural factors
 - 2.3 School-based factors
3. To examine the difference in teachers' perceptions on the determinants of girls' access to primary education in respect to;
 - 3.1 Gender

3.2 Professional qualification

3.3 Teaching experience

3.4 Respondents age

Research Questions

Arising from the stated objectives, the study attempted to answer the following questions;

1. What is the profile of respondents in terms of gender, professional qualification, experience and age?
2. What are the levels of teachers' perceptions on the determinants of girls' participation to primary education in terms of the following factors?

2.1 Socio-economic factors

2.2 Cultural factors

2.3 School-based factors

3. What are the differences in teachers' perceptions on the determinants of girls' access to primary education in respect of the profile variables?

3.1 Gender

3.2 Professional qualification

3.3 Teaching experience

3.4 Respondents age

Hypothesis

Null Hypothesis: There is no significant difference between the perception of male and female teachers on determinants of girls' access to primary education.

Scope

Geographical

Tana River District has 5 educational zones; Galole Central, Galole North, Galole South, Bura and Madogo. The study was carried out in selected schools (Galole Central Zone) which has 18 public schools. The zone is situated in the central part of the district.

Content

The study focused on the teachers' perception on determinants of girls' access to primary education in Galole Central Zone. The respondents were 144 teachers from the 18 public primary schools in the zone. The whole schools and teachers in the Zone were used for the research study and no sampling was done since the number was small and could be reached easily. The determinant factors of girls' access to primary education were measured using the teachers' information from the questionnaire.

Time

The study was restricted to a period of seven years since the inception of free primary education by the Kenya government in 2003 to 2010.

Significance of the Study

The findings of this research shall be used and benefit the girls, society, parents, teachers, policy makers and implementers, administrators and researchers to come up with strategies and informed decisions on raising enrolments of girls in primary schools with the aim of reducing gender disparities. The findings shall also be used by the government of Kenya and Ministry of Education in particular to come up with specific policies that will support the girls' basic education and ensure teachers' handle the girls' issues with care and determination at school level.

Operational Definitions of Key Terms

- Equity : Equal chances for both males and females in Provision of an education.
- Cultural factors: Refers to societal norms and attributes that Influence the direction and character of technological change.
- Profile : Refers to the characteristics of the respondents which are; gender, experience, qualification, education, age, position.
- School factors: Refers to those factors that influence the effectiveness and efficiency of education provision and management in learning institution.
- Socio- economic: Refers to the social and economic experiences and realities that help mould one's personality and such include income status, ethnicity and sense of community.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Opinions, Ideas from Authors/Experts

Socio-economic factors

According to Kinyanjui (1980) social -economic refers to the social and economic experiences and realities that help mould one's personality and such include income status, ethnicity and sense of community. If social- economic factor are positively addressed at all level, then all people will live a fair life. This study focused and described socio-economic in terms of poverty, child labour, religious practices and parents' illiteracy.

Andai (2005) affirmed that education is the great equalizer. Education removes the socio- economic and other barriers and reduces problems of illiteracy and massive dropouts of girls in education. Thus

Orodho and Njeru (2003) point out that any education system should be able to remove challenges and obstacles such as socio-economic, gender disparities and even historical aspects that prevent the young generation from attaining their inborn talents. Girl Child Network, (2004) emphasized that both socio-economic and school based factors affect girls' active participation in primary education.

Poverty

According to UNICEF and UNESCO (2005) Poverty refers to the state of one who lacks a certain amount of material possession or money. It is also described as the level of income that cannot necessitate one to be able to buy the basic things an individual needs such as food, clothes and pay for a shelter to live in. Poverty remains the largest barrier to children's access to primary education. Poor households are unable to access basic services and their ability to support and invest in their children's education is very limited. In some cases, as in the ASAL areas and the slums in urban centers, girls as young as twelve years are forced into early marriages so that parents can get dowry, as an extra income to pay fees for the boys in secondary and in training institutions (Mulama, 2008). In such communities girls were looked at as a source of wealth, hence could be married in exchange of pride wealth. This study wanted to examine the extent to which poverty affects girls' access to primary education in selected primary schools in Tana River District.

Religious Practices

According to Salim (1973) religion refers to a cultural system that establishes symbols that relate humanity to spiritually and moral values. On religious grounds Muslims had generally been suspicious of the western education which was more inclined to Christianity education and was seen as a threat to Muslim social structure. In the rural areas children especially girls are given the Islamic education first at an early school going age and therefore miss the basic formal education. Girls are mostly disadvantaged as at a later period since they get earlier marriage to preserve the cultural practices, (Clarke,1979). Rangers (1975) affirmed that religion still has a role in

education participation among the communities in Kenya. This study wanted to determine the effects of religious practices on girls' access to primary education.

Child Labour

Obura (1995) refer child labour as subjecting uncomfortable physical work on fulltime employment of children who are under a minimum legal age consequently leading to child's psychological effect or child abuse in the future. He added that those girls at school, much work await them at home, which amounts to child labour. Child labour 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 harvest, farming and mining. Girls are required to support the mother in many ways including; looking after the siblings, helping the mother with domestic chores, assisting in running the mother's small-scale business, caring for the sick or accompanying the mother for a community service like attending a relative's funeral. UNICEF (2008) report underscored the link between child labour and illiteracy. According to this report, over 100 million children, who accounts for 70 percent for all child labourers, work in agriculture in rural areas where access to school, availability of trained teachers and educational supplies are severely limited. This study wanted to establish the effects of child labour on girls' access to primary education in Tana River District.

Parents Illiteracy

According to Girl child Network (2004) parent's illiteracy refers to the incapability of parents not being able to read and write any given information. Parents' illiteracy contributes to girls' failure in accessing primary education. Researches show that there is a

direct relationship between parental education level and children access and promotion in education. Wainaina (1995) indicated that illiterate parents want their girls to stay at home as helpers in domestic work. The perception and attitude of society and parents continue to determine girls' enrolment in schools. Studies carried out by World Bank (2004) and Ngau (1991) on enrolments, dropouts and access rate found that they were on the increase as more went to school. The children from homes with illiterate parents are mostly affected by these phenomena. The study wanted to examine the effects of parents' illiteracy on girls' access to primary education.

Cultural factors

According to Ongong'a (1990) cultural factors refers to societal norms and attributes that influence the direction and character of technological change. Cultural factors include habits, customs and traditional values. Culture does not only influence our social relationships, but it also influences character change.

Social values are the norms and practices acquired and gained through relating with others which can also be adopted from the environments within which one lives. Social values produce conditions that encourage further change. When children are educated they are socialized to anticipate and appreciate change. The cultural aspects of any one community can offer limitless combinations of situations which may rob an individual of opportunities to be educated and lead down the path of depression. This could put a certain segment of the population at a relatively higher risk of dropout (Ongong'a, 1990).

The structure of a society affects its rate of change in subtle and not immediate ways. A society which vests great authority in the very old people as classical is likely to be conservative and stable. A society which stresses conformity and trains the individual to be highly responsive to the group is less receptive to change than a society with people who are highly individualistic and tolerate considerable cultural variability. When a culture is very highly integrated so that each element is rightly interwoven with all the others in a mutually interdependent system, change is difficult and costly. But when the culture is less highly integrated so that work, play, family, religion and other activities are less dependent upon one another, change is easier and more frequent through education. A tightly structured society wherein every person's roles, duties, privileges and obligations are precisely and rigidly defined is less given to changes than a more loosely structured society wherein roles, lines of authority, privileges and obligations are more open to individual rearrangement (Eshiwani, 1985). This study wanted to find out the effects of parental attitude, nomadic lifestyle, early marriage, female genital mutilation and role model on girls access to primary education in Tana River District.

Parental Attitude

Mulama (2008) refer parents' attitude as the reactions to any given situation and perception towards ideas, belief or images on something positively or negatively. From tender age the parents socialize their children into "sex role". Thus learning sex appropriate behaviors and traits in childhood as a prerequisite for smooth functioning in the society. According to Eshiwani (1985) the attitude of parents in girls education have not kept to pace with modernity. Many

parents resist the idea of giving equal chances of education to both girls and boys.

In Kenya the some communities such as the Cushitic resisted the missionary education because they were opposed to some cultural practices and values such as the FGM and early marriages. This made the communities lag behind in education as compared to other parts of the nation. It was attributed to the fact that payment of school fees for girls is wastage of resources. Mulama (2008) notes that in case of pending domestic chores, the girls are stopped from going to school. It can therefore be submitted that the girls' access to education is affected because of their future responsibilities. Boys are held responsible for extending the family lineage in future, whereas girls are married to join another lineage. From this, priority is given to boys' in all ways and the girls are left at home and oriented for marriage. Generally, the boys are given more value in the society than the girls. The girls are seen as liability that will go to other homes after marriage. The study wanted to examine the effects of parents' attitudes and perception on girls' access to primary education.

Nomadic Lifestyle

Mulama (2008) refer nomadic as a member of a group of people who have no fixed home and move from one place to another with their livestock according to the seasons in search of water and pasture. The nomadic ways of life affect the girls' access to primary education. This necessitated the girls to stay at home and fulfill household chores while their parents go to graze their livestock. In some cases, the girls look after the goats and the boys after camels and cattle's. Some parents take the boys to boarding schools but girls remain at home.

This study wanted to establish the effects of the nomadic lifestyle on girls' access to primary education.

Early Marriage

According to Munro (1975) marriage refers to a social union or legal contract between people that creates kinship. An early marriage is the engagement of an underage child for marriage which is usually a common practice in the nomadic communities. The parents give away their girls in marriage to cut costs and also away of obtaining wealth in exchange. To prevent unwanted and teenage pregnancies and for fear of shame, some parents opt to give away their daughters for marriage as early as 12 years (Mulama, 2008). She observed that parents force their 12 years old girls into marriage to acquire extra income in form of dowry in order to pay for the boys' education. This is a fact that girls are expected to learn house hold chores at an early age to prepare for marriage. This seriously affects their access to education. This study wanted to examine the effects of early marriage and betrothing of young girls in accessing primary education.

Female Genital Mutilation (FGM)

Mulama (2008) refer FGM as the procedures that involve partial or total removal of the external female genitalia resulting serious injury on the female. Girls undergo the process of FGM at early ages. Some of these girls get permanent damage and yet others almost bleed to death during child birth, menstruation period or even when they first meet with a man for sexual intercourse. This is militating against girls' right and education. Chege (1983) confirms that this was the reason why missionaries were opposed to such cultural practices like FGM. The parents use customs, culture and traditions as justifications for discriminating and violent treatment against the girls. Due to the

effects of FGM the girls are affected physically and psychologically and alternatively this exposes her as an adult, yielding further barriers. This study wanted to find out whether FGM has a direct affect on the girls access to primary education.

Role Models

According to Wainaina (1995) role model refers to a person with good outstanding qualities that other people admire and try to copy from him or her. Most of the girls lack role models in the schools and even more worse in their homes and that some of the girls are encouraged by their parents, relatives and neighbors to get married early. Girls' are delayed to enroll in schools, hence outgrow the primary school going age and look too old for the level, thus better off in marriage. Most of the selected primary schools are dominated by male teachers and girls have no one to emulate and even at homes since most parents are illiterate and cannot help in any way in terms of assisting or guiding them in school assignments. In the case where the mother is illiterate, the matter is even worse since they ask the girls to help them in domestic chore and see school a waste of time. This study wanted to find out the effects of role models in girls access to primary education.

School based factors

According to Juma (1994) school based factors refers to those factors that influence the effectiveness and efficiency of education provision and management in a learning institution. The school based factors were categorized into three main areas; learning resources, peer pressure and influence and insecurity in schools. The learning

resources are further grouped into-physical, materials and human resources.

In 2000 the International Community committed to achieving Millennium Development Goals (MDG's) by the year 2015, two specific goals related to education; MDG 2 focuses on universal primary education and MDG 3 aims to reduce the gender gap in education. In 2003, Kenya government put an end to the primary school fees that many children, specifically those from marginalized population and orphans from receiving education. In this study the researcher is interested to evaluate the effects of school based factors on girls' access to primary education in selected primary schools in Tana River District.

Learning Resources

According to Abagi and Odipo (1997) learning resource refers to any property available in an institution of learning that can help a learner to learn effectively and efficiently and such include physical, material and human resources. This study wanted to determine the effects of learning resources on girls' access to primary education in Tana River.

Physical Resource

Abagi and Odipo (1997) refer physical resource as all tangible resources in a learning institution used in the learning process. The most important physical facilities in the primary schools are the classrooms, toilets, administration block and the play grounds. Most of the facilities are limited in all the selected primary schools and the few available are child unfriendly and in particular for girls. Essential facilities such as toilets are not found in some schools and the few that

exist are for boys. Classrooms are congested due to the influx of free primary education. This study wanted to examine the extent to which physical facilities affect the girls' access in education in the selected schools in Tana River District.

Material Resources

According to Abagi and Odipo (1997) material resources refers to all tangible items that can be used directly by the learners and teachers in the learning and teaching process. The material resources in the educational setup include textbooks, charts, maps, pens and chalks. Unlike physical resources which are fixed and unmovable, materials resources are directly utilized in the teaching and learning process by the teachers' and learners. The availability of these resources in a school makes it friendly to the learners. The shortages of these materials are common in all the selected schools. In addition the setup of the curriculum and the ways the text books were designed indicates that they are still male dominated in terms of the content and examples that are given inside them. The study wanted to find out the effects of materials resources on girls' access to primary education.

Human Resources

Floro and Wolf (1990) refer human resource as all persons involved in an organizational activity. In education, human resources are all people involved in the teaching and learning process. For work to go on effectively in an institution, adequate human resource must be there. Human resources in schools include teaching staff, non teaching staff, and the learners. Adequate human resource help learning take place in an orderly manner. The most important type of human resource in an institution is the teacher and learner. The more teachers with higher qualifications in a school, the higher the school is

well resourced and attracts learners from all over. But all the selected schools are understaffed and it is a common trend in the primary schools in the whole district, and this affects the access of children to school. This study intended to measure the effects of understaffing on girls' access to primary education

Peer Pressure and Influence

Mwangi (1999) refers peer pressure as the influence exerted by a peer group in encouraging a person to change his/her attitudes, values or behavior in order to follow suit of the copied behavior. Peer pressure is a major problem for teenagers, caused by influences imposed by others and them wanting to fit into certain group. Peer pressure is the influence of a social group on an individual, where teenagers and children feel social pressure to conform to the current environmental behavior. Young people copy and emulate what other people of their age group do. Young people usually copy bad behaviors from other age mates and such include; illegal drinks, drug abuse, violence, chewing mirra, prostitution and smoking. Currently there a lot of peer group pressure and influences in schools. This study wanted to examine the extent to which peer pressure and influence affect the girls' access to primary education in the selected schools in Tana River district.

Insecurity in Schools

UNICEF (2005) describes insecurity as a feeling of general unease or nervousness that may be triggered by perceiving of oneself to the vulnerable in one way or another. The girls who attain puberty age always complain of being insecure in the schools. The main areas of complaints are sexual harassment from teachers and fellow pupils, bullying girls by boys in and outside of class. When this is known to

other pupils, they are teased and humiliated and become a laughing stock which discourages them in continuing with the school work. Action Aid (2010) affirms that boys have a tendency of beating and bullying girls which they find it normal, but disruptive to girls love for school. UNICEF (2005) argues that girls are harassed, violated and abused in schools by the teachers and fellow pupils and out of school by strangers a situation which does not go down well with them when fellow schoolmate learn about it. The study intended to establish the effects of insecurity in schools on the girls' access to primary education.

Theoretical Perspectives

In this study, the researcher opted to view teachers' perception on determinants of girls' access to primary education and hence make use of Rousseau's equity theory which asserted that natural statesmen were born equal and personal qualities should not jeopardize social equality. Thus, all people are created equal with the same moral and physical abilities (Andai, 2005). Public provision of education can foster equity if it can counterbalances poor home circumstances at the outset of children's lives. But it may increase in equity if it offers a common resource that is primarily claimed by those least in need of it. Basic education remains an equity priority because it includes the entire cohort. In this sector, particular attention should be given to efforts to sustain the performance of those with learning difficulties. Existing education resources are being reallocated in ways that may not help equity in basic education. There is pressure for money from expanding tertiary education system. (UNESCO, 2005)

Several studies have examined equity and retention of girls in education. For instance, EFA is an international initiative first launched in Jomtien, Thailand in 1990 to bring the benefits of education to every citizen in every society. In order to realize this aim a broad coalition of national governments, civil society groups and development agencies such as UNESCO, the World Bank committed to achieving some Education for All goals:

- Ensure that by 2015 all children, particularly girls, in difficult circumstances, and those belonging to ethnic minorities have to access and complete free and compulsory primary education of good quality;
- Ensure that the learning needs of all young people are met through equitable access to appropriate learning and life skills program;
- Eliminate gender disparities in primary education by 2005 and achieve gender equality by 2015 with a focus on ensuring girls' full equal access to and achievement in basic education of good quality.

MDGs 2 and 3 refer only to issues of UPE and gender parity respectively, the World Bank recognizes that achieving these goals require supporting the full EFA commitment. Although the gender gap in education (MDG3) is narrowing, girls are still at a disadvantage when it comes to access and completion of primary school. Despite recent gains in girls' enrolment at primary level, particularly in low income countries in Sub-Sahara African and South Asia, 24 countries are unlikely to achieve gender parity at the primary level by 2015.

The World Bank (2004) supports Education for All Track Initiative (FTI) as the primary vehicle for accelerating progress towards UPE and

particular in gender disparity. The bank supports specific operations such as; improving primary school access and equity, as well as educational quality and improving the dropout and retention rates of girls, as well as their learning outcomes.

The introduction of FPE by the government of Kenya removed major obstacles that hinder children of school going age from education and completing the primary cycle. The government did this by meeting the cost of basic teaching and learning materials, paying wages and salaries for critical teaching and non teaching staff and supporting co-curriculum activities. Since the monies government allocates to schools is not adequate, equity and access still remains an issue in Kenya.

Related Studies

Social-economic factors

World Bank (2004) points out the quality and quantity of education achieved by a child is closely associated to their parents' economic status. Children from poor families can hardly have access to the most required materials for effective learning and in most cases; such children are vulnerable in schools.

Andai (2005) cited from Mwangi (1999) argues that poverty in developing countries have been a major barrier for effective and efficient provision of education. He argues that in most developing countries, there are many families whose members despite full day work do not get adequate income for their living. Children at tender age especially girls in such families have to go and look for a work in order to earn a living. Despite the government of Kenya offering free

primary education, many families are unable to meet the other requirements for their children's education particularly for girls who need sanitary towels and other personal effects; this contributes negatively to the girls' access to schools.

Ngau (1991) argued that educational participation is considered as an investment in human resource, which is governed by the household economic capability. The cost of education in East Africa countries is shared responsibility between the government and the parents. In the context of Kenya, the government pay teachers' salaries provide general administration through bodies such as the teachers Service Commission, Kenya National Examination Council and other agencies. Parents through parents' teachers association (PTA) bear the cost of physical infrastructures buy furniture, equipments and educational materials since what the government disburse to school for FPE is not adequate. Such requirements have not been met adequately in most schools given that most families have a low income and this has greatly affected the progress of schools in most parts as for as access to education is concern. The poverty eradication Action plan of 2005 presents a clear picture of the economic situation in rural areas. The lean period and low income availability concedes with the periods of lack of effective access to health and education services, because of long distance to schools and from homes withdraw their children and devote less time to school. Because of such economic difficulties, child labor crops in and effects both girls and boys, hence girls leave school to serve in domestic chores and boys move away from school to work as beach boys or work in tea, coffee and other plantations or even mining factories, either to meet their personal requirements or help to sustain their families basic needs.

inequalities and regional differences as experienced to date in parts of the country.

Cultural factors

According to Wainaina (1995) cultural factors does not only influence our social relationship but it also influences the direction and character of change. He adds that parental perception and societal expectations were part of gender sex roles socialization, thus children learning "sex appropriate" behaviors and traits in childhood as one of the prerequisites for smooth functioning in the society and this affects children access and participation in education.

According to Eshiwani (1985) the attitude of parents on girls education have not kept pace with modernity since many parents resist the idea of giving equal chances of education to both boys and girls. He argues that in Kenya, the pastoral communities resisted the western education because the Christian missionaries were opposed to some cultural practices and values such as female genital mutilation and early marriages. He further argued that parents' illiteracy contributed to girls' failure to access education early and confirmed that there is a direct relationship between parents' education and children access and promotion in education. He also mentioned that equal education opportunities in Kenya are undermined by strong family ties. He added that the parents often wanted their girls to stay at home as helpers in the domestic work and those who are in school, when they come home, much work awaits them which amounts to child labour eventually. He also established that there is a "myth" among illiterate parents that boys are generally clever and hard working in school, but girls like playing and when they mature, they are difficult to deal with.

Andai (2005) argued that cultural practices such as female genital mutilation, early marriages, and teenage pregnancies were famously practiced in the nomads dominated areas in Kenya. The girls were initiated culturally and after the initiation rites they undergo through traditional teaching on the way of life in the community and the responsibility attached to them. This makes girls believe that they are mature enough and ready to take up adult responsibilities. He added that this also leads to girls being betrothed to fairly elderly men in exchange of bride wealth.

School based factors

UNICEF (2005) point out that teachers have critical role to play in the provision of quality education, nurturing of children, maintaining good security and friendly environment for the children and in particular the girls. Teachers' are to be good role model especially female teachers so that the girls emulate them. Despite the many problems teachers' face in field such as less payment of salaries, poor working and living conditions in rural areas and lack of in service training opportunities, teachers have to sacrifice their time and energy in order to achieve the desired standards in the schools.

Juma (1994) stated that many schools in rural areas lack facilities such as furniture, classrooms and toilets making the learning environment very unfriendly and uncondusive for the learners and hence affect the their access to education. In addition, since a of number of schools in Kenya were destroyed during the years of violence 2008 and they are in a dilapidated state, urgent renovation and building of new schools required to make them in a better situation and friendly manner. Many children especially the girls had no proper access since many of them are not in their original homes and

are in refugees camps with no schools. Some children track long distance to reach schools where their security is at stake and parents do not wish to risk their children's life.

Action Aid (2005) and Girl Child Network (2004) pointed out that there are several school based factors especially in the rural areas that affect the active participation and access of girls in primary education. These include gender stereo type, bullying, and curriculum setup, dilapidated classrooms with no floors, inadequate teaching staff, poor conditioned or even lack of toilets facilities, inadequate textbooks and lack of furniture. All these factors lead to unfriendly and unconducive environment for the learners to learn effectively and efficiently in schools. Action Aid argued that boys have a tendency of beating and bullying girls which they find it normal but disruptive to girls love for school. They also mentioned that a good number of teachers and pupils believe girls in upper grades are sexually abused in schools by either the male teachers or fellow male pupils. In addition, most schools in the rural areas have classrooms that are dilapidated, with floor that are not cemented and thus dusty, there are no windows and doors with no shutters, no desks to seat and write on, and pupils' seat on makeshift benches and stones. But the most worrying issue is the lack and poor state of the few toilets facilities available in the schools. These unconducive environments adversely affect girls self esteem, participation and access to education.

CHAPTER THREE

METHODOLOGY

Research Design

The design of the study is mainly quantitative and adopted a descriptive correlation and comparative survey design. Orodho (2004) states that descriptive research is used literally to describe situations. He argues that it is an accumulative database that is purely descriptive and it seeks to explain relationships and tests hypothesis. The study was descriptive correlation because it was interested in describing the relationship between the perception of male and female teachers on determinant of girls access to primary education. In addition it was comparative in that the study determined whether there was a significant difference in the levels of low access in the selected schools (Galole Central Zone) in Tana River District, Coast Province, Kenya. The study also took a quantitative approach in that it was based on variables measured with member's responses and analyzed with statistical procedures.

Research population

The target population of this study included all the teachers and headteachers from the selected primary schools (Galole Central Zone) in Tana River District. There are 77 public primary schools under five educational Zones in Tana River District, out of which Galole Central Zone with 18 schools was taken as a sample of the district. No further sample sizing was done in the selected schools in the Zone because the numbers of schools are few and could all be reached easily. There

Table 2: Sample and Sampling procedures

Category	Population	Sample size	Sampling method
Headteachers	18	18	Purposive
Teachers	126	126	Purposive
Total	144	144	

Sampling Procedure

Purposive and simple random sampling methods were used to select all teachers' in each of the 18 selected schools. In this case all the 144 teachers, male and female in the selected schools were used for the research study. Simple random sampling was used by accessing the lists of teachers in each school for easy distribution and accountability of the instruments issued.

Research Instrument

A researcher made a questionnaire was used to gather data from the teachers and headteachers. Bless and Achola (1987) observed that the use of questionnaire is a very popular method of data collection in social sciences and education in general because it is relatively easy and cost effectiveness with which they are constructed and administered to large samples. The questionnaire had five sections A-E; section A on the profile of respondents (teachers'), section B on socio-economic factors, section C on cultural factors, and section D on school based factors. All questions in sections A-D were closed ended and respondents were only required to tick the relevant options. All

questions on socio-economic, cultural and school based factors were scale ranging from one to five, where 1=strongly disagree, 2=Disagree, 3=Neutral, 4=agree and 5=strongly agree.

Validity and Reliability of the Instrument

The pre-testing was administered as a pilot study in five schools in the neighboring Galole North Zone in Tana River District and respondents consisted of 5 headteachers and 15 teachers; in this case they were not included into the final research findings. The inaccuracies noted were then corrected with guidance from the supervisor and finally the instrument was accepted as reliable. Content validity was determined using the split half technique to assess the reliability of the instrument. Any data with high split half reliability is accepted as valid if it has high correlation coefficient. This correlation was done using the spearman-Brown prophecy formula whereby the closer to one the coefficient, the higher the reliability of the instrument. Reliability is concerned with what constitutes a minimum level of acceptability of a test. Reliability coefficient index is acceptable at 0.7 and expressed as:-

$$r = \frac{2r \text{ split half}}{1 + r \text{ split half}}$$

Where r= the total number of tests

Data Gathering Procedures

After the proposal was defended, necessary adjustments and corrections were made. The researcher then acquired a letter from the

school of post graduate studies and research department to the concerned authorities in the ministry of education, Kenya. Before administering the instrument, the researcher visited the ear marked schools for familiarization and making appointments with the respondents on convenient dates to administer the instrument and further to obtain permission from headteachers. The questionnaire was administered on the agreed dates by the researcher himself, and then the data was gathered, entered into computer and analyzed using the SPSS, through a specialist in statistic and SPSS. Results from the analyst were then interpreted and a final report prepared for defense.

Data Analysis

Frequency counts and percentage distribution were used to analyze the data on the characteristics of the respondents. Mean was used to determine the effects of socio-economic, cultural and school based factors on girls' access to primary education and T-test was used to determine the difference in teachers' perceptions on determinant of girls' access to primary education. The Statistical Package for Social Scientist (SPSS) was used in the analysis of the data.

Ethical Considerations

The researcher obtained authority letters from the university and the education officials from the district where the research was done. The study engaged all the teachers of the 18 selected schools (Galole Central Zone) in Tana River District. Complete confidentiality was promised to all respondents and all the information they provided were kept secret. The respondents were given liberty to participate in

the study and none of them were forced or compelled to take part in the answering of the questionnaire. Acknowledgement of authors works and individual opinion contributions were done and respected.

Limitations of the Study

The study focused on the teachers' perception on deterrents of girls' access to primary education in selected primary schools. The researcher based his study on only one zone (Galole Central) because of some limitations such as insecurity, in that the area is prone to banditry and regular tribal clashes. The research was carried out when clashes were at the climax and many of the schools in the rural villages were by then closed since the parents have moved with their children due to insecurity. Therefore, the researcher opted to carry out his research in all the Galole central zone schools which could represent the entire district since it is the second biggest zone in terms of schools and teacher population.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter shows the profile of respondent, the teachers' perception on determinants of girls' participation in primary education in respect to socio-economic, cultural and school based factors and the difference in teachers' perceptions in terms of gender, qualification, experience and age of respondents.

Profile of Respondents

The first objective of this study is the profile of respondents. The respondents were described according to gender, professional qualification, teaching experience and age. Table 3 below shows the frequency and percentage distribution of the profile of respondents.

Table 3: Profile of the Respondents (n=144)

Main category	Sub category	Frequency counts	Percentage
Gender	Males	125	90
	Females	14	10
	Total	139	100
Qualification	ATS	15	11
	P1	105	76
	P2	19	13
	TOTAL	139	100
Teaching experience	1-5 years	22	16
	6-10 years	75	53
	Above 10 years	44	31
	TOTAL	141	100
Respondents age	Below 24 years	2	2
	25-34 years	45	32
	35-44 years	61	44
	45-54 years	30	21
	TOTAL	138	100

Table 3 above shows that the male respondents (90%) over dominated female respondents (10%) while the P1 holders (76%) dominated other level of professional qualification. The table also shows that teachers' experience was distributed as 1-5 years (16%), 6-10 years (53%), and above 10 years (31%). As regards to the respondents' ages, those teachers between 35 and 44 years of age (44%) dominated the field. This implies that majority of the teachers in

the selected schools were in their middle age bracket of between 35 to 44 years old.

Teachers' Perceptions on Determinants of Girls' Participation to Primary Education

The purpose of this study was to determine the teachers' perception on determinants of girls' access to primary education in Tana River. The research was carried out on the following areas; the second objective of this study cover socio-economic, cultural and school based factors and the third objective discusses the difference in teachers' perceptions on determinants of girls access to primary education in relation to gender, qualification, experience and age of respondents.

Socio-economic factors

The first independent variable in this study was the socio-economic factors for which the second objective was to determine the teachers' perceptions on determinants factors that affect girls' access to primary education in respect to socio-economic, cultural and school based factors in Tana River District. The socio-economic factors were discussed under four area of concern; poverty, child labour, religious practices and parents illiteracy. Each area was related to the specific effect it has on the girls' access to primary education. The teachers were asked to rate the socio-economic factors according to their perceptions and experiences. They ticked the choice according to their perceptions and their responses were in the likert scale rating from 1 to 5, where, 1 =Strongly disagree 2=Disagree 3=Neutral 4=Agree and 5= Strongly agree. The teachers responses were analyzed using mean computed through SPSS as shown in the Table 4 below.

Table 4: Socio-economic factors

Socio-economic factors	Mean	Interpretation
Poverty	4.67	Strongly agree
Child labour	3.60	Agree
Religious practices	2.90	Neutral
Parents' illiteracy	4.09	Agree
TOTAL	3.82	Agree

The result on Table 4 above indicate that the socio-economic factors in the selected schools had a total mean= 3.82 which indicated that it was agreed by all teachers that socio-economic factors affect girls access to primary education. By average the total mean rating is approximately 4 which fall under agreed on the likert scale. For instance poverty was rated as the factor which affects mostly the girls access to primary education and all teachers agreed (total mean index of 4.67 ~ 5 which averages the responses to strongly agree). The same applied to parents' illiteracy (mean index of 4.09 which is ~ 4 agree). However child labour and religious practice were on an average scale and found to be neutral by all teachers in the selected schools (mean indexes = 2.90 and 3.60 respectively). But the overall mean for all the four type of socio-economic factors turned to be mean= 3.82 indicating that all the factors were agree (~ 4) by the teachers that they affect girls access to primary education. Although a factor like religious practice was found neutral (2.90) but had no much serious effect on girls' access to primary education. However the overall perceptions of the teachers indicate that they all agree that socio-

economic factors affect girls' access to education. It is important to look at each factor and weigh its effects so that those who may want to address the factors in terms of priority will be able to access them easily.

Cultural factors

Another independent variable in this study was cultural factors that affect girls' access to primary education. This factor is under objective two and further studied under five areas of concern such as; parents' attitudes, nomadic life style, early marriages, female genital mutilation and role models. These were measured in terms of teachers responses and scoring from the questionnaire was done and ranked as follows; parents' attitudes (mean index =3.82 ~ 4 Agree), role model (mean index =3.57 ~4 Agree), nomadic life style (mean index =3.27 ~3 Neutral), early marriages (mean index= 3.08~ 3 Neutral) and FGM (mean=2.16~ 2 Disagree). The responses of the teachers were as shown in Table 5 below.

Table 5: Cultural factors

Factors	Mean	Interpretation
Parents attitude	3.82	Agree
Nomadic lifestyle	3.27	Neutral
Early marriages	3.08	Neutral
FGM	2.16	Disagree
Role models	3.57	Agree
TOTAL	3.18	Neutral

The Table 5 above shows the teachers perception on effects of cultural factors on girls' access to primary education in the selected schools. The results in this table indicates that a total of mean index of 3.18 which falls under neutral on the likert scale was seen to be the teachers' overall perception as determinant factors on girls' access to primary education. Most of the teachers agree (mean index =3.82 ~ 4) that parents attitude has a great effect on the girls' access to primary education. According to the teachers feelings and perceptions, cultural factors were prioritized in terms of their effects on girls access to primary education and came up with the following basing on the likert scale rating: parents attitudes (mean index =3.82 neutral but ~ 4 agree), followed by role model (mean index=3.57 neutral but ~ 4 agree), nomadic lifestyle (mean index =3.27 neutral), early marriages (mean index of 3.08 neutral) and the least rated factor was FGM (mean index =2.16 disagree). The total mean index of all the cultural factors in the selected schools was 3.18 and this indicates that the overall factors were neutral according to all teachers and they concluded that cultural factors affect girls' access to primary education.

School based factors

The third independent variable, school based factors in objective two in this study was found to be affecting girls' access to primary education significantly. These factors were studied under three areas of concern and such include; learning resources such as physical, materials and human resources, peer pressure and influence and insecurity in the school. These were measured in terms of teachers responses and scoring from the questionnaire and was ranked as follows; absence of material resources was rated to be the most affecting factor in schools (mean index =3.87 ~ 4 agree) followed by

physical facilities and peer pressure and influence which were rated to be the second highest factors with same (mean index =3.70 ~ 4 Agree), human resource (mean index =3.31 neutral) and the least rated school based factor was insecurity in schools(mean index =1.88 ~ 2 disagree).

Table 6: school based factors

Learning resources	mean	Interpretation
Physical resources	3.70	Agree
Material resources	3.87	Agree
Human resources	3.31	Neutral
Peer pressure/influence	3.70	Agree
Insecurity in schools	1.88	Disagree
TOTAL	3.29	Neutral

The result in table 6 above indicates that school based factors in the selected schools had an overall mean index (3.29 neutral) and this shows that the school based factors discussed above affects significantly the girls access to primary education. It can also be deduced from the table that most mean rating are ~ 3, which falls under neutral on the likert scale rating. For example material resource was rated as agree (mean index=3.87 which ~ 4 agree), the same applied to physical resource (mean index = 3.70 which ~ 4 agree). However human resource was found to be on average and had a

(mean index =3.31 neutral). There were also two other main factors that were identified and according to the teachers perception they had a great effects on girls access to primary education, and such include peer pressure and influence and insecurity in schools. Peer pressure and influence (mean index =3.70 neutral, which ~ 4 agree) was seen as one of the major hindrance to girls access and stay in the primary schools. On the other hand insecurity in schools was rated the least (mean index = 1.88 strongly disagree but ~ 2 disagree). This indicates that teachers disagree with the issues of girls being bullied, harassed and intimidated by male teacher and fellow pupils in schools. Although the total (mean index = 3.29 neutral). According to the teachers' perceptions, physical and material resources are very inadequate in all the selected schools and need to be addressed with outmost urgency it deserves. This explains the need to categorize factors in terms of its effect on girls' access to primary education.

The different Perceptions of Male and Female teachers in selected schools

The purpose of this study was to examine the different perceptions of male and female teachers in selected schools on factors affecting girls' access to primary education in Tana River District, Coast Province Kenya. To achieve this, the researcher examined the mean responses of female and male teachers in 18 primary schools as summarized in tables 4, 5, 6 above. The research tested a null hypothesis and that the mean rating for male and female respondents differed significantly. T-test was used to test the hypothesis of this study and the results are as shown in the table 7 below.

Table 7: T-test results on male and female respondents mean rating

Factors	Mean		t-value	Sig. level	Decision on H ₀
	Male	Female			
Socio-economic	3.67	5.00	-5.583	0.000	Rejected
Cultural	3.04	4.74	-5.781	0.000	Rejected
School Based	3.13	4.78	-5.855	0.000	Rejected

The T-test results in the above table indicates that the mean rating for male and female respondents significantly differed on all the variable factors such as; socio-economic ($t = -5.583$, $\text{Sig.} = 0.000$), cultural factors ($t = -5.781$, $\text{Sig.} = 0.000$), and School Based factors ($t = -5.855$, $\text{Sig.} = 0.000$). These results imply that there are significant differences in all the factors as per the teachers' perceptions on determinants of girls' access to primary education. Basing on these results, the null hypothesis for the three factors were rejected, leading to a conclusion that there are significant effects in girls' participation in primary education in relation to the independent variables discussed above. This further suggests that the more these variables exists in schools, the more girls' enrollments lags behind.

Teachers' Perceptions on Gender

According to the teachers' perceptions on gender as shown in table 8 below, indicates that there is a significance difference in the teachers' perceptions on gender. For instance, the mean perceptions from all the variables significantly differ in relations to socio-economic,

cultural and school based factors. Basing on these results, the decision on null hypothesis was rejected, leading to a conclusion that these variables have significant effects on girls' access to primary education. This can also imply that urgent measures are required to safe guard the situation of the girls' since there are rampant peer pressure and influence in and of the school.

Table 8: Teachers' Perceptions according to Gender

Factors	Gender	N	Mean	t	Sig.	Interpretation	Decision on H ₀
SEF	Male	125	3.67	-5.583	0.000	Significant difference	Rejected
	Female	10	5.00				
CF	Male	125	3.04	-5.781	0.000	Significant difference	Rejected
	Female	7	4.74				
SBF	Male	125	3.13	-5.855	0.000	Significant difference	Rejected
	Female	13	4.78				

Legend:

SEF; Socio-Economic

CF; Cultural Factors

SBF; School Based Factors

Teachers' Perceptions according to Qualification

On Bonferroni multiple comparisons and the teachers' perception on qualifications in Table 9 indicates that there is a significant difference in the teachers' qualifications. For example, the

mean perceptions from the three factors (variables) significantly differ, in that socio-economic $F=161.786$, $Sig.=0.000$, cultural factors $F=131.332$, $Sig.=0.000$ and school based factors $F=101.114$, $Sig.=0.000$. Basing on these results, the decision on null hypothesis was rejected, leading to a conclusion that all the variables used in this study significantly affects girls' access to primary education. This further implies that the more these factors are not addressed accordingly, the less girls' enrollments and participation in primary education.

Table 9: (a) Teachers' Perceptions according to Qualification

Factors	Qualification	N	Mean	F	Sig.	Interpretation	Decision on H_0
SEF	ATS	15	2.13	161.786	0.000	Significant difference	Rejected
	P1	105	3.83				
	P2	15	4.95				
	Total	135	3.77				
CF	ATS	15	1.53	131.332	0.000	Significant difference	Rejected
	P1	105	3.20				
	P2	12	4.55				
	Total	132	3.13				
SBF	ATS	15	1.31	101.114	0.000	Significant difference	Rejected
	P1	105	3.33				
	P2	18	4.71				

Legend:

SEF; Socio-Economic CF; Cultural Factors SBF; School Based Factors

(b) **Bonferroni Multiple Comparisons**

Factors	(I) Qualification	(J) Qualification	Mean Difference (I-J)	Sig.	Interpretation
SEF	ATS	P1	-1.698	0.000	Significant difference
		P2	-2.817	0.000	
	P1	ATS	1.698	0.000	Significant difference
		P2	-1.119	0.000	
	P2	ATS	2.817	0.000	Significant difference
		P1	1.119	0.000	
CF	ATS	P1	-1.665	0.000	Significant difference
		P2	-3.017	0.000	
	P1	ATS	1.665	0.000	Significant difference
		P2	-1.352	0.000	
	P2	ATS	3.017	0.000	Significant difference
		P1	1.352	0.000	
SBF	ATS	P1	-2.023	0.000	Significant difference
		P2	-3.404	0.000	
	P1	ATS	2.023	0.000	Significant difference
		P2	-1.382	0.000	
	P2	ATS	3.404	0.000	Significant difference
		P1	1.382	0.000	

Teachers' Perceptions according to Teachers' Experience

On Bonferroni multiple comparisons and the teachers' perceptions on teaching experiences in Table 10 indicate that there is a significant difference in the teachers' perceptions on experience. For example, the mean perceptions from the three variables used in this study significantly differed and these include; socio-economic $F=302.494$, $Sig=0.000$, cultural factors $F=304.446$, $Sig=0.000$ and school based factors $F=254.779$, $Sig=0.000$. Basing on these results, all the null hypothesis were rejected, leading to a conclusion that all these variables significantly affects the girls' access to education. This further implies that the more these factors are addressed positively at school level by government and parents the better the girls' access to primary education.

Table 10: (a) Teacher Perceptions according to Teaching Experience

Factors	Experience	N	Mean	F	Sig.	Interpretation	Decision on H_0
SEF	1-5 years	22	2.34	302.494	0.000	Significant difference	Rejected
	6-10 years	75	3.76				
	Above 10 years	38	4.60				
CF	1-5 years	22	1.75	304.446	0.000	Significant difference	Rejected
	6-10 years	75	3.07				
	Above 10 years	35	4.14				
SBF	1-5 years	22	1.50	254.779	0.000	Significant difference	Rejected
	6-10 years	75	3.18				
	Above 10 years	41	4.44				

(b) Bonferroni Multiple Comparisons

Factors	(I) Experience	(J) Experience	Mean Difference (I-J)	Sig.	Interpretation
SEF	1-5 years	6-10 years	-1.422	0.000	Significant difference
		Above 10 years	-2.258	0.000	
	6-10 years	1-5 years	1.422	0.000	Significant difference
		Above 10 years	-.835	0.000	
	Above 10 years	1-5 years	2.258	0.000	Significant difference
		6-10 years	.835	0.000	
CF	1-5 years	6-10 years	-1.312	0.000	Significant difference
		Above 10 years	-2.383	0.000	
	6-10 years	1-5 years	1.312	0.000	Significant difference
		Above 10 years	-1.070	0.000	
	Above 10 years	1-5 years	2.383	0.000	Significant difference
		6-10 years	1.070	0.000	
SBF	1-5 years	6-10 years	-1.684	0.000	Significant difference
		Above 10 years	-2.944	0.000	
	6-10 years	1-5 years	1.684	0.000	Significant difference
		Above 10 years	-1.260	0.000	
	Above 10 years	1-5 years	2.944	0.000	Significant difference
		6-10 years	1.260	0.000	

Teachers' Perceptions according to Teaching Age group.

On Bonferroni multiple comparisons and the teachers' perceptions on teaching age groups in Table 11 indicate that there is a significant difference in the teachers' perceptions on age group. For example, the mean perceptions from the three factors used in the study significantly differ in terms of socio-economic $F=176.321$, $Sig=0.000$, cultural factors $F =144.183$, $Sig = 0.000$ and school based factors $F= 245.950$, $Sig = 0.000$. Basing on these results, the decision on null hypothesis were rejected, leading to a conclusion that all these independent variable factors significantly affects girls' access to primary education. This also indicates that the existent of these factors in schools and at homes affects the girls' participations fully in primary education.

Table 11: (a) Teacher Perceptions according to Teaching Age Group

Factors	Age Group	N	Mean	F	Sig.	Interpretation	Decision on H ₀
SEF	Below 24 years	2	1.75	176.321	0.000	Significant difference	Rejected
	25-34 years	45	2.93				
	35-44 years	61	4.02				
	45-54 years	27	4.74				
	Total	135	3.77				
CF	Below 24 years	2	1.20	144.183	0.000	Significant difference	Rejected
	25-34 years	45	2.32				
	35-44 years	61	3.34				
	45-54 years	24	4.29				
	Total	132	3.13				
SBF	Below 24 years	2	1.00	245.950	0.000	Significant difference	Rejected
	25-34 years	45	2.06				
	35-44 years	61	3.64				
	45-54 years	30	4.57				
	Total	138	3.29				

(b) Bonferroni Multiple Comparisons

Factors	(I) Respondents age	(J) Respondents age	Sig.	Interpretation
SEF	Below 24 years	25-34 years	.000	Significant difference
		35-44 years	.000	
		45-54 years	.000	
	25-34 years	35-44 years	.000	Significant difference
		45-54 years	.000	
	35-44 years	45-54 years	.000	
CF	Below 24 years	25-34 years	.001	Significant difference
		35-44 years	.000	
		45-54 years	.000	
	25-34 years	35-44 years	.000	Significant difference
		45-54 years	.000	
	35-44 years	45-54 years	.000	
SBF	Below 24 years	25-34 years	.005	Significant difference
		35-44 years	.000	
		45-54 years	.000	
	25-34 years	35-44 years	.000	Significant difference
		45-54 years	.000	
	35-44 years	45-54 years	.000	

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECCOMENDATIOIS

Introduction

This chapter presents the findings, conclusions and recommendations following the study objectives. The areas for further research are also suggested here.

Findings

The study intended to establish the teachers' perceptions on determinants of girls' access to primary education in selected primary schools in Tana River District, Kenya. It was based on the three research objective which include;

1. The profile of the respondents
2. The level of teachers' perceptions on determinants of girls' participation in primary education in relation to socio-economic, cultural and school based factors
3. Examine differences in teachers' perceptions on determinants of girls' access to primary education in relation to gender, qualification, experience and age.

Analysis using frequencies and percentage distribution showed that the male teachers (90%) dominated the female teachers (10%) in the sampled schools. The teachers professional qualifications were dominated by P1s (76%), while majority of the teachers' experiences were between 6-10 years (53%) and the teachers' age was dominated by those in the age bracket of 35 - 44 years (44%).

Data analysis using SPSS's descriptive analysis showing means revealed that the socio-economic factors in the selected schools was

rated agree as per the likert scale overall (mean index = 3.82), the cultural and school based factors were rated with neutral with an overall (mean index = 3.18 and 3.29 respectively). In the socio-economic factors poverty was rated the highest with a mean of (4.67 ~ 5) which indicates that teachers have a high feelings and strongly agreed that poverty affects girls access to primary education. This was followed by parents illiteracy (mean index = 4.09), child labour (mean index= 3.27) and the least rated was religious practices with a (mean index =2.90). In the case of cultural factors, parents' negative attitude towards girls' education was rated the highest with a mean of 3.82, followed by limited numbers of female role models(mean=3.57) in schools and even at homes. Nomadic lifestyle was rated the third with a mean of 3.27, early marriage was rated the fourth and had a mean of 3.08, and the least rated under the cultural factor was FGM with a mean of 2.16. Finally the school based factors were analyzed as follows; under the learning resources, the absence and effects of material resources like text books, exercise books and other materials used for teaching aids were rated the highest with a mean of 3.87 ~ 4 which indicates that all respondents agreed, followed by physical resources which include the classrooms, toilets, playgrounds, furniture was rated a mean of 3.70 and human resources was rated 3.31 been the lowest. The other factors which were examined under the school based factors were peer group pressure and influence which was at high scale like the materials at a mean index of 3.70 ~ 4 which indicates that majority of the respondents agreed peer pressure and influence has great effects on girls access to primary education. Insecurity in schools was also a factor that was identified as a challenge in schools but according to the teachers perception it was rated the least with a mean index of 1.88 ~ 2 which shows that they

disagreed with it as a factor affecting girls' access to primary education.

Conclusions

Basing on the findings of the study the researcher made the following conclusions;

There are more male primary school teachers than female teachers in Tana River District. Majority of the teachers in Tana River are middle aged between 35 to 44 years. As pertains to the professional qualification most of the teachers are P1. There is a need to have more female teachers' in the primary sector in order the girls' to emulate them. The government should recruit younger teachers' and improve on the qualifications of those in the field.

The respondents agree that socio-economic factors (mean=3.82) have a role to play on girls' access to primary education. As pertains to cultural factors (mean=3.18) and school based factors (mean=3.29), the respondents feel neutral that these factors have an effect on girls' access to primary education. Adequate girls' participation in primary education will not be achieved unless socio-economic, cultural and school based factors which were sighted as hindrances to girls' access in the study findings, need to be addressed positively by both parents and the government and should be seen as a shared responsibility.

Learning resources significantly affects girls' access to primary education. The respondents rated the availability of learning resources in the study as physical (mean=3.70 agree), materials (mean=3.87 agree) and human resource (3.31 neutral). The learning resources discussed in this study include; physical (classrooms, toilets, and

furniture), materials (text books, exercise books, pens, chalk, and map) and human resources (teachers and other workers). For effective and efficient teaching and learning in schools, there shall be adequate learning resources. There are limited learning resources in the selected primary schools for this study and there is an urgent need to save the situation. For example, half of these schools have no proper toilets at all and others have but only boys. In the case of instruction materials, the situation is even worse. In order girls' to participate in primary education adequately, enough learning resources should be available in primary schools and whole environment be girls friendly.

The provision of learning resources by the government and parent are likely to improve the girls' access to primary education by 0.50 or 50% and a decrease in learning materials is likely to lower their access by 50%. The quality and quantity of learning resources like text books and all other materials used for teaching and learning significantly affects girls' access to primary education. An increase in the learning resources and addressing the cultural and school based factors by one parent is likely to improve the girls' access and decrease the low enrolment of girls in the primary sector. In order to achieve better girls' access to primary education, a lot of sensitization needs to be done for parents' in order to change their attitude towards girls' education. In addition they should also learn that it is their responsibility to provide learning resources for the schools where their children learn since what the government provides is simply subsidizing. The teachers should also ensure that schools environment are girls friendly and their fear in schools in terms of teachers and fellow pupils' harassment should be stopped with immediate effect.

Finally the results from the teachers' perceptions on determinants of girls' access to primary education showed the socio-

economic, cultural and school based factors have a significant effect on girls' access. It was established from the study findings that the hypothesis given was rejected by both male and female respondents significantly in the entire variable. The same was reflected in the t-test and Sig. level comparisons as follows; Socio-economic factors t-value = -5.583, Sig. level=0.000, cultural factors t- value = -5.781, Sig. level = 0.000 and School based factors t-value= -5.855, Sig = 0.000. This implies the t-test results were similar in all the variables and therefore the decision on null hypothesis was rejected.

Recommendations

On the bases of the findings of this study, the researcher recommends that there is a need to address and do something on the determinants of girls' access to primary education which were found to be wanting in schools. The researcher recommends that;

All the learning and teaching resources in all primary schools needs to be increased, as they were found not adequate. If all materials cannot be provided at once, more attention should be given to those which are more essential and crucial for learning such as text books and teaching and learning aids. The absence of essential materials directly affects the girls' motivation and hence reduces their access and retention in school.

In order to improve the children's' access and more so for girls, there is need to increase on the quality and quantity of child friendly and suitable physical resources in schools such as classrooms, furniture and toilets. To attract more girls to schools, toilets and lavatories should be equipped with sanitary towels.

The government should increase the human resource especially teachers in schools since all selected schools for this study were

understaffed and the same apply to all other schools in Tana River district. School administrators should ensure that other essential workers like security guards; watchmen are employed for schools in order to ensure the children's security in and around the schools.

The primary schools are faced with a lot of financial strains since the governments' provision of FPE funds are not adequate. The monies government pays are used to pay the non teaching staffs and for buying institutional materials used for teaching and learning in the classrooms. The government should increase and distribute monies allocated for the primary schools in Tana River District on time to enable them pay the workers and buy adequate institutional materials for schools. In addition primary schools should be allowed to make some small payments that can help the schools run well when they do not get money from government.

Areas for further Research

The research of this study is not exhaustive and therefore a further research can be undertaken by other researchers in the following areas;

A study can be undertaken to determine the roles of the government, Nongovernmental organization and communities to address gender inequality in education.

Another research study can be conducted on the impact of socio-economic factors and children's education in primary schools.

A study can also be undertaken to examine the impact of school based factors in the primary schools and the resolution that can be reached.

REFERENCES

- Abagi, O. and Odipo, G. (1997). Efficiency of primary education in Kenya. Situation analysis and implications for education reforms. Nairobi: Institute of Policy Analysis and Research.
- Action Aid and Arid Lands Resource Management. (2005), the Pastoralist Communities and Free Primary Education in Kenya, a Preliminary Survey. Nairobi: Universal Printers.
- Andai, O.S. (2005). Determinants of females' access to education. A Case Study of Kaloleni Division, Kilifi District-Kenya. MED Proposal- Kenyatta University.
- Bless N. and Achola, P.W. (1987). Fundamentals of Research Methods, Africa Approach. Lusaka: Lusaka University Educational Research.
- Chege, A. N. (1983). Education for Maasai Girls and Socio Economic Impact. Unpublished Thesis- University of Nairobi.
- Clarke, B.P. (1979). Islamic Education and the Development Process in Nigeria, Comparative Education. Nairobi: East Africa Publishers.
- Commonwealth Education Fund and Elimu Yetu Coalition. (2003). Reform Agenda for Education Sector in Kenya. Nairobi: UNESCO Office
- Daily Nation- Saturday, (January, 29th 2010). Action Aid Survey on Gender Perceptions in Tana River County. National News page3.
- Education International. (2003). Education for All: Is commitment enough? Brussels Educational Centre.

- Eshiwani, G.S. (1985). *The Education of Women in Kenya, 1975- 1984*. Bureau of Educational Research. Kenyatta University.
- Floro, M. and Wolf, J.M. (1990). *The Economic and Social Impact of Girls in Primary Education in Developing Countries, Advancing Basic Education and Literacy (ABEC) Project*. Washington, D.C: Abel and Howell Company.
- Juma, M.N. (1994). *Determinants of female participation in primary schools: A case study of Kwale and Taita Taveta Districts*. MA Research proposal-University of Nairobi.
- Kinyanjui, K. (1980). *Regional and class inequalities in provision of primary education in Kenya (1968-1973): Historical and social economic background*, 105 Occasional Paper.
- Magara, O.Y. (2009). *Constraints on Access to Primary School Education in Kamwimbi Zone; Igamba Division, Meru Kenya*.
- MoEST. (2003). *Draft Policy on Gender and Education*. Nairobi ; MoEST Documentation Centre.
- MoE. (2010). *Education Sector Report*. Nairobi: Government printers.
- Mulama, J. (2008). *Five years after the introduction of F.P.E in Kenya; the enrolments of girls in schools continued to lag behind in Garissa. North Eastern Region; Kenya*.
- Munro, J.F. (1975). *Colonial Rule and the Kamba Social Change in Kenya Highlands 1889-1939*. Nairobi: Clarendon Press.
- Mwangi, J.W. (1999). *The Ordeal of a Standard Eight Pupil in Kenya: African Child speaks*. Nairobi: Camerapix Publishers.

- Ngau, M. (1991). Effects of Grade Repetition and Dropouts in Kenya Primary Schools: A Critical Analysis of Access and Equity in Education. UN published PhD Dissertation- University of California.
- Obura, A.P. (1995). The girl child opportunities and disparities in education. Synthesis report workshop presented under the partnership between UNICEF/ESARO. Gaborone: Ernesa and Femnet.
- Ongong'a, J.J. (1990). Re-evaluation of African Traditional Women in Education. Basic Education Resource Centre Bulletin. Nairobi: Kenyatta University.
- Orodho, J.A. (2004). Techniques of Writing Research Proposals and Report. Nairobi: Masola Publishers.
- Orodho, J.A .and Njeru, N. (2003). Access and quality education implementation and policy options. IPAR Discussion paper No: 037/2003.
- Rangers, T. (1975). "African Attempts to Control Education in East and Central Africa – 1900-1939". In Past and Present No. 2.
- Salim, A.I. (1973). Swahili speaking peoples of Kenya coast, 1895-1970. Nairobi: East Africa Publishers.
- The Standard – Wednesday, April, 15th 2004. A study on the girls' violation in schools and parents attitude. Pages 11 – 12. Girl Child Network.

UNICEF and UNESCO. (2005). Log Frame Programme Implementation of EFA; Tana River District work plan 2003 – 2015. Hola: DEO's OFFICE.

UNICEF. (2008). Orphaned hood as a risk factor for child marriage, sexual debate and teen pregnancy. Evidence from Subs Sahara Africa. Chapel Hill: Research and Evaluation Associates.

Wainaina, N. (1995). The Girl Child in Africa: Special Report on Gender Review (Vol.2 No.1, March 1995). Nairobi: Signal Press Ltd.

World Bank. (2004). the rural access initiatives, a review of activities and achievements 2001-2004. Shortening the distance of EFA in the African Schools. Nairobi.

Appendices

Appendix I: Questionnaire for Headteachers and Teachers of Primary Schools

Dear respondents,

This study is intended to examine teachers' perception on determinants of girls' access to primary education in selected schools in Tana River District. Headteachers and teachers were chosen in their capacities as having direct link with learners. They also offer supervisory roles to the curriculum implementation and guide pupils in their work while they are at school. The data is to be used strictly for the purpose of the study with utmost confidentiality. Please respond to the questions as frankly as possible. Your honesty and cooperation in filling this questionnaire will be highly appreciated. Kindly do not write your name. Thank you.

SECTION A: PROFILE OF RESPONDENTS.

1. What is your gender?

a. Male ☐

b. Female ☐

2. What is your professional qualification?

a. P2 ☐

b. P1 ☐

c. ATS ☐

3. What is your teaching experience?

a. 1-5 years ☐

c. 11-16 years ☐

b. 6-12 years ☐

d. over 17 years ☐

4. In which age bracket are you?

a. 20-25 years ☐ b. 26-32 years ☐

c. 33-40 years ☐ d. 41-50 years ☐ e. over 51 years ☐

5. What position do you currently hold in your school?

a. Headteacher ☐ b. Teacher ☐

SECTION B: SOCIO-ECONOMIC FACTORS

Please rate the following socio-economic factors and how you think they affect girls in primary schools. Your answers should range between 1 = strongly disagree, 2 = Disagree, 3 = Neutral

4 = Agree, 5=strongly agree

Socio-economic factors	RESPONSES				
	1	2	3	4	5
Poverty					
Child labour					
Religious practices					
Parents illiteracy					

SECTION C: CULTURAL FACTORS

Please rate the following cultural factors that hinder girls' access and stay in school. Tick the response you think is appropriate. 1 = strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5= strongly agree

Cultural factors	RESPONSES				
	1	2	3	4	5
Parents' attitude					
-High value of boys					
-Domestic chores					
-Society expectation					
Nomadic life style					
Early marriage and betrothing of young girls					
Female genital mutilation (FGM)					
Role model					

SECTION D: SCHOOL BASED FACTORS

To help us classify your responses, please tick the appropriate space provided in the table below. 1 = strongly disagree 2 = Disagree

3 =Neutral 4 = Agree 5= strongly agree

Indication of learning resources in schools	RESPONSES				
	1	2	3	4	5
Learning resources					
Physical resources					
- Furniture					
- Classrooms					
- Administrative offices					
- Toilets and laboratory facilities					
- Playgrounds					
Material resources					
-Relevant text books					
-Demonstration charts, maps, radio					
-Other teaching / learning materials- chalk, pens, rulers					
Food/water					
Human resource					
-Qualified teachers					

-Non teaching staff					
-Administrators					
-Security guards/watchmen					
Peer group pressure and influence					
-Fight/unrest					
-drug and substance abuse					
-absenteeism					
Insecurity and fear in school					
-sexual harassment and bullying/intimidation					

Appendix II: Authority Letter from D.E.O Tana River

MINISTRY OF EDUCATION

Telegrams: "EDUCATION OFFICER", HOLA

Telephone: HOLA, 046-62226
When replying please quote



*DISTRICT EDUCATION OFFICE
TANA RIVER DISTRICT
P.O Box 13 – 70101*

Ref. No: TR/GF/VOL III (74)

Hola
Date: 10th May, 2010

The Headteachers
Tana River District ,
Primary schools.

**RE: RESEARCH ON GIRL CHILD ACCESS TO PRIMARY
EDUCATION.**

MR. DAKANE M. AHMED.

The above named officer is carrying out a research on Girl child access to primary education Tana River District.

Mr. Ahmed is your former education officer whom you all know very well. The research work is very crucial and will be beneficial to find solutions for the extreme girls dropout in this district.

You are therefore requested to give maximum cooperation and give correct data and information to the researcher.

Thank you.

Nicholas M. Wamere
District Education Officer,
Tana River District

*DISTRICT EDUCATION OFFICER
DISTRICT*

CC.

The Provincial Director of Education
Coast Province

Appendix I11: Clearance Letter from Ethics Committee



Ggaba Road, Kansanga PO BOX 20000 Kampala, Uganda
Tel: +256(0) 41-266813 * Fax: +256 (0) 41-501 974
E-mail: admin@kiu.ac.ug *website: http://www.kiu.ac.ug

INSTITUTE OF OPEN AND DISTANCE LEARNING OFFICE OF THE DIRECTOR

Date: 04th January, 2010

TO WHOM IT MAY CONCERN

Letter of Introduction.

This is to introduce **Dakane M Ahmed** Reg. No. **MED/20549/72/DF** a student pursuing a Master's Degree in Educational Management and Administration of Kampala International University from **May 2008** in the Institute of Open and Distance Learning Programme. He is writing his research on '**Determinants of Girls Access to Primary Educational in Kenya. A Case Study of Tana River District, Kenya**'. He is at the data collection stage and your Institution/ Organization has been chosen for his research study.

It will be appreciated if you can accord him the necessary assistance.

Thank you,



J.S. Owocye, Ph.D
Director- IODL

"Exploring the Heights"

Researcher's Curriculum Vitae

Personal Profile

Name	Dakane M. Ahmed
Date of birth:	1961
Sex:	Male
Identity card No	2111664
Place of birth:	Fino
District:	Mandera
Province	North- eastern
Nationality	Kenyan
Marital status:	Married
Telephone (mobile)	0713751001

Educational Background

K.I.U. M.E.D (Arts)

Kenyatta University (BED Arts)

Machakos Teachers College

Garissa Secondary School

Arabia Primary School

Work Experience

Assistant Teacher

Deputy Head teacher

Headteacher

Teachers' Advisory Centre Tutor

Assistant Inspector of Schools

Deputy DEO Kajiado District

District Education Officer - Tana River District

District Education Officer – Khwisero District.

Other Relevant Data

Strengthening of Primary Education (SPRED 1, 2, & 3)

Primary School Management (prism)

Educational Management

Kenya Educational Sector Support Programmer (KESSP)

Result Based Management for Educational Officers

HIV/AIDS management in the work place

School based teachers' development (SBTD)

School empowerment programme (SEP)

Supervision and Inspection of Schools

Disaster Preparedness and Management

