

**FACTORS AFFECTING GIRLS EDUCATION IN SELECTED PRIMARY
SCHOOLS OF SOYOI ZONE WEST POKOT
DISTRICT, KENYA**

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DECLARATION

I, declare that the material in this book has been done entirely by my effort and has not been presented else where for any academic awards.

Signature

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APPROVAL

This research report is submitted for examination with my approval as a University Supervisor.

Signed



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MS. TALIGoola DEBORAH

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DEDICATION

This book is dedicated to my Husband and my children for their patience during the time when I was away for studies in Uganda.

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My gratitude first goes to God who has given me the strength and courage to undertake this research.

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ABSTRACT

The main purpose of the study was to investigate the factors affecting girls' education in the rural primary schools of West Pokot District Kenya. Specific objectives were to the relationship between security, safety and enrollment of girls, the relationship the curriculum and enrolment of girls: poverty, the relationship between harmful traditional practices and enrollment of girls, the relationship between attitudes towards girls and enrollment of girls and the relationship between sanitary conditions and enrolment of girls. The methods used for data collection were questionnaires to the teachers and focus group discussions with the students. The findings from the study indicated that low economic status which was supported by 50%, Cultural beliefs 45%, parental attitudes 70% and family structure 80% are among the social economic factors that affect academic performance of students. The study recommended that the teacher should avoid any act of discrimination that marginalizes girls or makes them feel guilty in comparison with boys, behavior that suggests to girls that they are less capable than boys; and any physical, verbal or mental violence susceptible of harming the dignity of girls or hindering their full growth. Teachers should not ignore children who are with drawn instead should try to find out the problem and devise means to solve it. For example children from single parents

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education plays a crucial role in development, but large sections of the population in Third World countries have little or no access to formal education and are illiterate. Many school-age children in these countries are denied access to education.

Girls in the Third World, particularly girls in Africa, have very limited access to educational opportunities. Several studies have indicated the small percentage of girls who receive formal education at primary, secondary and post-secondary levels in Africa (Adams and Kruppenbach, 1987; Nafziger, 1988; Bogonko, 1992). On the other hand, UNESCO (1983) and the World Bank (1983) recognise the need to expand and improve women's opportunities in order to have meaningful development. Education is now viewed as the *modus operandi* to prepare girls for an expanded scope of participation and a more dynamic role as agents of change (Adams & Kruppenbach, 1987). However, many women still receive little or no education; the Kenyan example is described below

The introduction of formal education in Kenya during the colonial period was characterized by unequal access between the sexes, with fewer girls' than boys' schools and low enrolment rates for girls (Nafziger, 1988; Bogonko, 1992).

Expansion of educational facilities, especially at secondary level, became a priority at independence in 1963, in order to meet the manpower demands of the new state. However, discrimination against women in education continued, as girls' schools were neither expanded nor increased at a par with those for boys. Today, the enrolment rate of girls in schools is lower than that of boys (Republic of Kenya, 1993).

Currently, the education system consists of eight years of primary, four years of "O" level secondary and, lastly, post-secondary education. Universal primary education was implemented by 2003, resulting in a high rate of enrolment at this level. A competitive national examination is administered in the seventh year to select students for government secondary schools. Some primary school leavers not selected for government secondary schools join private ones. At the end of four years of secondary education, the Kenya Certificate of Secondary Education Examinations (KCSE) is administered.

1.2 Statement of the Problem

Although education in Kenya is naturally valued, there are inequalities on the basis of gender, girls being less educated (UNICEF, 2002). Disparities between boys and girls' educational participation rates in Kenya implicate distinct patterns. There is therefore need to investigate why this is so and hence the reason for carrying out this research to investigate the factors affecting girls' education in rural primary schools of West Pokot District Kenya.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors affecting girls' education in the rural primary schools of West Pokot District Kenya.

1.4 Objectives of the Study

1.4.1 General: to investigate the investigate the factors affecting girls' education in the rural primary schools of West Pokot District Kenya..

1.4.2 Specific Objectives were:

1. To investigate the influence of safety and security of girls on their educational attainment.
2. To examine the school-based factors which influence girl-child education

3. To investigate how poverty affects girl child educational attainment

1.5 Research Questions

1. What is the influence of safety and security of girls on their educational attainment?
2. What are the school-based factors which influence girl-child education
3. What are the school-based factors which influence girl-child education?

3.6. Scope of the study

The study was carried out in the selected schools of West Pokot District in Kenya. West Pokot District is an administrative district in the Rift Valley Province of Kenya. Its capital town is Kapenguria. It was limited to the objectives of the study where by any other aspect of girl child education was not investigated. The study took place from August 2009 to December 2009.

1.7 Significance of the Study

This study would benefit the following disciplines:

The study would become an instrument of change in the ways in which people and communities think about the education of the girl child and their capabilities. With changed attitudes, an appropriate, relevant, affordable and effective education within the communities, the discrimination girls face for just being girls in the society could be countered.

The study would help education planners to study the root cause of the attitudes the community have towards girl's education in Kenya. It is relevant in that girls have the right to be educated. They therefore regularly engage in drafting policies that will benefit girl's education.

The government has ignored the section of sanitation in schools which is one of the reasons girls drop out in school and yet this can help improve the education standards of schools that is achieve quality education the study will therefore call upon government intervention which includes inspecting the schools to ensure that the environment is conducive for learning.

Head teachers, teachers and parents will be sensitized in identifying the problem of low enrolment of girls and finding ways to solve the problem.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of low enrollment of students more specially girls. It is guided by the objectives of the study outlined in chapter one.

2.1 Theoretical framework

This study is based on the theory of Gender Inequality (R. Angoniti), which states that gender roles are a consequence of relationship between biological differences and the needs of an increasing differentiated society. In her book, history of ideas on women, R. Angonito provides an account of varying explanation ranging from the philosophies of St. Paul, Aristotle and Plato to modern feminist thinkers like Mary Wollstonecraft, Simon de Beauvoir and Betty Freidan.

Whatever the explanation, there has been agreement that universal male domination has existed for centuries, although its extent and form vary widely. There is abundant literature in the west differentiating the approaches. For this discussion, however we shall use the grouping provided by S. Acker (1984, 1987), combined with J. Sayer (1984, 1987), whose analysis focus on the subject of education.

Sexual division of labor has been linked to the need of the society, which has to maintain the reproduction and distribution of resources and to ensure loyalty to social norms and roles.

Differentiated and unequal gender role deserve to maintain an integrated and orderly society through consensus (Fagerlind and Saha, 1989). This explanation

is derived from the notion of man- the hunter and protector of the family. Man is the breadwinner and therefore the head of the household. This has been vigorously challenged by some feminist scholars who point out that it is a socially constructed ideology that in fact even in hunter gatherers societies, the family depended on the contribution of both man and woman, and in many cases those of the women exclusively.

Functionalists believe that education is an important means by which basic allegiances to the society are inculcated, and the way of ensuring advanced training goes to those most suited to it, and according to their talents. They therefore advanced equal right for men and women, based on merit other than birth or social position. They want substantive reforms in the education system and believe that the state can bring out great gender equality so as to improve the relationship between man and woman. Complementary but equal. Gender justice is emphasized

The theory is related to the study in the way that it highlights the differences of gender in the education system by roles which is most related to the main causes of girls dropout at primary level. Though it follows the notion of man the hunter and the protector of the family, functionalists have come to support women and advocate for equal education rights since the society depends on both men and women support. The education system should be based on merit rather than birth or social position.

2.2 The status of Girls Education in Africa

According to FAWA magazine titled "the education of girls and women", females constitute nearly 50% of the children in grade one in Kenya, Zambia and Nigeria. However the enrolment decreases the higher one ascends the education hierarchy. In the sub Sahara region, girl's gross enrolment ratios at primary level rose from 22% in 1961 to more than 61% in the 21st century. FAWA (2000)

At the primary level, the gross enrolment ratio rose from 4% in 1970s to more than 30% and at the literacy level the proportion of women decreased from 0.2% in the 1960s to more than 10% in the 21st century which is still a low level.

In several counties, the enrolment ratio stagnated or declined due to high rate of population growth and poor economic performance in the region. Girls participation significantly contributed to the increase in enrolment ratio and has showed slightly increase in the 21st century. World Bank (2000)

It is estimated that over 36 million of African girls, most of whom residing in rural areas are out of school, either having never enrolled or having dropped out of the education system. If the poverty rate rises in some societies, the number is expected to rise. World Bank (2000)

2.3 Reasons for Low Enrolment of Girls

2.3.1. Safety and security of girls

According to the Beijing Women Conference (1995) the safety and security of girl children whether in school or out side were repeatedly mentioned by the speaker in many country papers as the constraining factor. Sexual exploitation and abuse (coercive sex- rampant in Kenya) as reported by the family planning perspective published in November 2004, were seen as evidence of lack of safe and secure learning environment. Dr. Karin Hyde, in the thematic paper, however, defined the safety and security of girls in low levels of schooling rather than broad terms to include the sexual, physical emotional and intellectual dimensions, identifying gender and age as the bottom of the pecking order.

If Education For All (EFA) is to be achieved, then an empowering learning environment characterized by “ physical, emotional intellectual and sexual safety of girls” has to be created through an evolving process, an environment “in which girls are not merely protected and sheltered from danger of man kind, and their physical, emotional and intellectual growth is encouraged and nurtured, but also

one in which they are supplied with the tools of knowledge, self confidence and assertiveness that will provide some measures of defense against abuse.” Hyde, 1996:6 Gender responsiveness will be a feature of equality of schooling, making the “school environment as enabling and empowering for girls as it is for boys” (Hyde, 1996:5) and all students “can see themselves as not just the receiver of information but also as sharers and transmitters” (Hyde, 1996:4).

2.3.2. The curriculum

Post education colonial system in Africa have not been able to make the paradigmatic shift away from the theoretical framework in any way Wamahui (1996) “typically distinguished by authoritarian teaching styles: monologuing, talk-and- chalk method, note memorization and repetitions learning and frequent use of corporal punishments which do not favor the girls as a weak human link” provide poor learning environment not only for girls but for all children.”

As Catherine Odora Hoppers, in her thematic paper on “Alternative Approaches to Education” observe; education system in continents are “acutely paramedical, basically narrow, very limited and very limiting. It is one whose creed it is not just to restrict and ration both quantity and support patriarchy, elitism, westernization while maintaining an underlying disdain for any positive reference to African values and traditional

2.2.3. Harmful traditional practices

According to Ngugi Wa Thiong’o (1996) “harmful traditional practices like female genital mutilation and other initiations rituals practice in some African societies are brutal and inhuman.

Cultural practices lead to despair in schools attendances on girls both in preparations and healing processes which some times lead to death. The ultimate lead to despair in school attendance and the performance ends up to girls with drawing from school (Okwach, 1997:6).

According to Pricilla Nangurai (Head Mistress with the heart of a Moran", Kenya) as quoted in "The Education of Girls and Women in Africa magazine by FAWE (Forum for African Women Educationalists: pg 32), most men do not believe that females require formal education to fulfill their lot in life.

"To them the most important thing for a woman is to get married and a handsome dowry obtained which lead to early marriages," said Mrs.Nangurai who is the only daughter of her mother's five children to finish primary school as well as college where she majored in education at Kenyatta university.

According to "the Daily Nation 2002),Kaituma Abdi was quoted to have said that most girls are left to be married or married off at the age of fifteen.

On Wednesday 29 June, 2003, the minister Education Honorable George Saitoti (KBC News) warned people from marrying off their girl children when they have not finished education.

He further gave advice that such outdated cultural practices should be eradicated through educating the ignorant parents and members of society.

One of the most common reasons for girls not attending up to form one of primary school level is that their families require them to work.

According to "The Education of girls and women in Africa Magazine (1996), forum for African woman educationalists, Nairobi, Kenya, of all girls who enroll in standard one, only 34% complete standard eight as compared to 70% for boys. This is attributed to the education which offers competing demands on girls' time and labor in developing countries in particular.

Girls are perceived as sources of domestic labor for example care fellow siblings and also act as sources of income for their families.

According to the recent estimates in the labor magazine (ILO), children 10-14 mostly girls are economically active of which Africa constitutes 32 %(68 million).

Parents are the main employers which affects their circumstances and attitudes providing a major challenge to education.

“Child labor will never be eliminated because many children are forced to work and earn some money. Those who get used to earning upon returning to class cannot easily concentrate. World Bank (2000)

2.3.4. Attitudes towards girl's education

Parents' perceptions and society expectation, part of gendered sex role socialization affect how girls and boys participate in education.(Rich,A.2000) From tender age, the young children are socialized into “sex roles.” Thus learning “sex appropriate” behaviors and traits in childhood is one of the prerequisites for smooth functioning in society (common in rural areas). (UNICEF 2000)

In general most children, and girls in particular, especially those in rural areas, fail to enroll in or to complete primary schooling because their parents do not value education.(UNESCO 2003) In most cases because the parents themselves are uneducated/illiterate. There is also a ‘myth’ among most illiterate parents that “boys are generally clever and hard working in school.

Their minds are always in school. But girls like playing and when they mature they are difficult to deal with and they get pregnant”. The implication is that they should not be given the opportunity to go to school. Such ‘messages’ demotivating to girls, who internalize them and in return end up believing that school, is not for them.(UNESCO 2004)

The attitude of teachers towards girls also affects their education. Girls are viewed as weak and therefore cannot excel in class and hence discourages them.(Robert (2000)

2.3. 5. Poverty

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

2.3.6. Sanitary conditions

Sanitation provision can have a detrimental effect that can further contribute to low attendance and retention rates for girls. (Beusang 2004) Female students often missed classes during menstruation, or because cultural restrictions combined with poor hygiene and lack of privacy prevent them from using the school latrines at all. Studies show that girls' performance, attendance and retention rates are lower than boys, and poor school sanitation is one of the multiple difficulties that girls have to struggle with. (UNICEF 2005)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter details the methods the researcher used to collect data

3.1 Research Design

The research is presented in both qualitative and quantitative design. Qualitative design helped the researcher get a deeper meaning of the study while quantitative helped in analyzing the numbers that were involved in the study. Primary data was collected through both structured and unstructured interviews. National and international documents were consulted.

3.2 Environment / Area and population of study

This study was conducted in Soy Zone, West Pokot District, Kenya. The case study was selected because that is where the researcher lives and therefore it made it easy to get information from the respondents. The costs of research were also reduced that is the researcher needed to take few trips.

3.3 Sample selection

The respondents included students, teachers and parents of students in the community. The teachers and parents were selected purposively while the students were selected randomly.

3.4 Data Collection

The instruments of the study included questionnaires to teachers and focus group discussions with the students both disabled and normal.

3.4.1 Research instruments

Questionnaires were used to extract information from students and this was so because they helped obtain data within a short time and interviews were held

with the teachers. Focus group discussion will be used to get information from parents

3.5. Data Collection Procedures

A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before Questionnaires were distributed to students and interviews carried on with the teachers. The data collected will be sorted and categorized after which it will be analyzed. The conclusions and recommendations will be made.

3.6. Methods of data analysis

Data analysis was done using SPSS (Statistical Package For The Social Scientists)- for the Quantitative data. Quantitative data was analyzed to generate information about the causes of low enrollment of girls in primary schools. Data was tabulated using frequency counts and percentages.

Qualitative data was analyzed basing on the items derived from the objectives of the study. The information got was used to supplement and complement what was derived from quantitative data.

3.7 Statistical Treatment of Data

The mean score of the number of individuals that gave a particular response were obtained. The following formula was used to obtain the mean score.

$$\bar{X} = \frac{X_1 + X_2 + \dots + X_n}{\Sigma n}$$

Where

\bar{X} = the mean score

Σ = summation

n = sample size

X_1 = Sample

CHAPTER FOUR

FINDINGS AND INTERPRETATIONS

4.0 Introduction

This chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage. It focuses on the factors responsible for girls' low enrollment in form one, in Soy Zone, West Pokot District, Kenya

4.1 Profile of the respondents

Table 1: Shows the profile of the respondents.

Respondents	Frequency	Percentage
Sex		
Male	30	46
Female	35	54
Total	65	100
Age		
8 and below	13	20
9-10yrs	35	54
11 and above	17	26
Total	65	100
Academic level		
form one	23	35
form two	25	38
form three	17	26
Total	65	100

Source field data

Eighty 80 questionnaires were distributed to the students and 65 were filled and returned .This therefore represents 81 % of the total number of questionnaires that were distributed.

The study covered 65 randomly selected students of whom 30 (46%) were male and 35 (54%) were female

The age category of the respondents was divided in three groups that is 8 and below were 13 which was 20%, 9-10 yrs were 35 (54%) and 11 and above were 17 representing (26%) of the respondents.

Interviews were carried out with teachers and Focus group discussions were used to extract data from the parents both male and female

4.2 Safety and security of girls and enrolment and education attainment

The respondents were asked whether the school was safe for girls and this was the response

Table 2: shows school environment safe for girls

Response	Frequency	Percentage
Strongly agree	20	31
Agree	30	46
Strongly disagree	5	8
Disagree	10	15
Total	65	100

Source: primary data 2009

20(31%) of the respondents strongly agree that the school environment is safe for girls, 30(46%) agree while 5(8%) strongly disagree and 10(15%) disagree.

In interviews held the teachers revealed that most parents fear to take girls to school because they think the environment is not safe for them.

According to the parents in focus group discussions held with them they expressed fear for the physical and sexual safety of girls in school due to cases of physical and sexual harassment and abuse from peers and teachers in the school. Where schools are situated long distances away, parents were worried about their daughters' safety while traveling to and from school. Because of this view parents are reluctant to send their children to school especially girls.

".....girls are vulnerable and therefore prone to danger so I cannot risk taking them to school especially primary where big boys bully girls and teachers sexually harass them....."(Parent FGD participant)

4.2.2 Girl child school dropout and usage of school environment

The respondents were asked whether girls drop out due to the unsafe environment and this was the response.

Table 3.Shows drop out due to unsafe environment

Response	Frequency	Percentage
Strongly agree	10	15
Agree	13	20
Strongly disagree	22	34
Disagree	20	31
Total	65	100

Source: Primary data 2009

10(15%) of the respondents strongly agree that because of unsafe environment, girls drop out, 13(20%) agree while 22(34%) strongly disagree and 20(31%) disagree.

The teachers revealed in interviews that most girls drop out because of unsafe environment. According to the teachers girls are sexually harassed by boys and male teachers and therefore cannot cope with the situation which leads to dropping out.

The parents revealed that most of their daughters have drop out of school because they could not cope with the situation at school. Some parents admitted to withdrawing their daughters from school because the environment was no longer safe for them.

4.3 School based influences and girl child education

4.3.1. The curriculum and enrollment of girls

The respondents were asked whether the curriculum does not favor the girls and this was their response.

Table 4: The curriculum does not favor the girls

Response	Frequency	Percentage
Strongly agree	30	46
Agree	31	47
Strongly disagree	1	2
Disagree	3	5
Total	65	100

Source: Primary data 2009

The table shows that 30(46%) of the respondents strongly agree that the curriculum does not favor girls, 31(47%) agree while 1(2%) strongly disagree and 3(5%) disagree.

According to the teachers the curriculum is gender biased and therefore girls feel discouraged and hence drop out.

According to the parents the curriculum taught in schools is rarely sensitive to the practical needs of the communities it serves, what is learnt is mainly theoretical and can rarely be practically applied at home in the students' daily life and activities. For this reason many parents felt that there was no immediate

need for their children to be in school especially girls and considered time spent in school as time wasted, which could be put to better use on domestic chores.

Some parents also complained about the way subjects were taught in school and felt that the teachers lacked the qualifications and motivation to do a good job. They felt that many of the teachers were poorly trained, had little of the knowledge necessary and most were too inexperienced to carry out effective teaching.

“.....the subjects taught in primary schools are too many and useless to the children therefore I do not waste my time and money taking them to school.....”(parent FGD participant)

4.3 Social-cultural influences of girl-child education

4.4.1. Harmful traditional practices and enrollment of girls

The respondents were asked whether socio cultural practices affect girl's education and this was their response.

Table 5. Shows socio cultural practices affect girl's education.

Response	Frequency	Percentage
Strongly agree	13	20
Agree	20	31
Strongly disagree	10	15
Disagree	22	34
Total	65	100

Source: Primary data 2009

13(20%) of the respondents strongly agree that socio cultural practices affect girls education, 20(31%) agree while 10(15%) strongly disagree and 22(34%) disagree.

The socio cultural practices that teachers mentioned were marriage, female circumcision among others and said they were a hindrance to girl's education.

4.4.2 Early marriage and girl education

The respondents were asked whether, girls are married off early because of culture and hence miss school and this was their response.

Table 6: Because of culture girls are married off early

Response	Frequency	Percentage
Strongly agree	22	34
Agree	20	31
Strongly disagree	10	15
Disagree	13	20
Total	65	100

22(34%) of the respondents strongly agree that because of culture girls are married off early, 20(31%) agree while 10(15%) strongly disagree and 13(20%) disagree.

The teachers revealed that because of the existing cultures girls are married off early and therefore this hinders girls' education.

It was reported that many communities favor marrying off girls while still fairly young. In most cases, these girls drop out of school once they are married to start families. In some communities, especially in the Muslim communities, there is the practice of betrothing girls at a very young age, sometimes at birth and marrying them off in late adolescence. The practice of early marriage often therefore leads to the end of a girls' formal education. In most cases, the girls have little say in the matter of whether or who they want to marry.

The practice of early marriage is often a result of tradition in many cultures. However, during group discussions some parents supported early marriage for young girls as a way of avoiding the risk that they might get pregnant out of

wedlock and bring shame to the family. Girls are also married off so that families can benefit from the dowry which is part of the marriage ceremony in many African cultures.

“.....most girls get pregnant before marriage which is a shame to the family and therefore we have to marry them off early because they bring that shame.....”(parent FGD participant)

The study revealed that girls are expected to participate in initiation ceremonies aimed at preparing them for womanhood and marriage. These ceremonies are often held during the school term and result in girls missing a considerable amount of school time. Participation in these ceremonies was said to affect girls' participation in education in two particular ways. One was that the time spent at these ceremonies was at the expense of precious school time. When these girls eventually return to school, teachers find it difficult to find the time to give them the individual attention required to help them catch up with the others.

Another effect of these ceremonies was said to be that the girls who were initiated regard themselves as adults and ready for marriage and no longer see the need to concentrate on their school work as they feel that it would be of little use to them in their future roles as mothers and wives. These ceremonies were said to be especially popular among those communities with economically disadvantaged parents, with little or no education, who were reported to have little awareness of the advantages of education for girls.

4.4.3 Gender related roles and girl child education

The respondents were asked whether girls are expected to do all the work because of culture and this was their response.

Table 7. Girls are expected to do all the work

Response	Frequency	Percentage
Strongly agree	12	18
Agree	13	20
Strongly disagree	20	31
Disagree	20	31
Total	65	100

The table shows that 21(18%) of the respondents strongly agree that girls are expected to do all the work because of culture, 13(20%) agree while 20(31%) strongly disagree and 20(31%) disagree.

The culture that girls have to do all the work according to the teachers leads to drop out because girls have no time for studies.

Teachers indicated that generally girls spent considerably more time performing household tasks than boys. It was also noted that these chores were often performed by girls, either early in morning before school or in the evenings after school. This was seen to affect girls' education in a number of ways. The number of hours spent performing house hold chores and other tasks means that girls have little time and energy left to devote to their academic work., Girls also had an added disadvantage in that while the types of chores that boys do, like herding, allow them time and opportunity to study, the chores that girls do are difficult to combine with study, i.e. preparing food, washing clothes, etc. Girls are often late for school in the morning as a result of having to complete their household chores.

Apart from the punishment incurred for this lateness, because it is at this time that students are thought to have the most energy and are thought to be able to concentrate best. There is quite a bit to cover in the syllabus in a short time and because the teacher to student ratio is high, it is sometimes very difficult for teachers to give such students the individual attention they require during class time to help them catch up.

Because girls are responsible for such a diverse number of household tasks, some parents prefer to keep their daughters at home. This is especially true in areas where girls engage in income earning activities to supplement family income. Many parents therefore find that the opportunity cost of education is too high. This is especially true when the income from such activities contributes towards raising the family's standard of living.

It is also important to note that as the girl becomes older, she is often expected to take on more responsibilities in the running of the home and this takes more of her time during a period when she is probably at an educational level when learning is more involving and intense and requires more focus. This is likely to affect her performance, leading to loss of morale. Poor performance often leads to repetition and the resulting frustration could lead to school dropout.

The respondents were asked whether women circumcision affect girl's education and this was their response.

Table 8. Women circumcision affects girl's education

Response	Frequency	Percentage
Strongly agree	30	46
Agree	25	38
Strongly disagree	4	6
Disagree	6	9
Total	65	100

30(46%) of the respondents strongly agree that circumcision affects girls education, 25(38%) agree while 4(6%) strongly disagree and 6(9%) disagree.

According to the teachers Female Genital Mutilation was one of the traditional practices that interfere with girls' access to education. This practice in addition to resulting in absence from school also involves health risks. After participating in

these activities girls are considered by society as ready for marriage and this has a negative effect on some girls' attitudes towards school.

4.4.4 Attitudes towards girls and enrollment of girls

The respondents were asked whether parents think that girls are not supposed to go to school and this was their response

Table 9. Girls are not supposed to go to school.

Response	Frequency	Percentage
Strongly agree	11	16
Agree	14	22
Strongly disagree	10	15
Disagree	30	46
Total	65	100

According to the table, 11(16%) of the respondents strongly agree that parents think girls are not supposed to go to school, 14(22%) agree while 10(15%) strongly disagree and 30(46%) disagree.

The respondents were asked whether the society view girls as a gender that should get married and not be educated and this was their response.

Table 10: Girls should get married and not educated

Response	Frequency	Percentage
Strongly agree	21	32
Agree	20	31
Strongly disagree	13	23
Disagree	11	16
Total	65	100

21(32%) of the respondents strongly agree that the society view girls as a gender that should get married and not educated, 20(31%) agree while 13(23%) strongly disagree and 11(16%) disagree.

The teachers revealed that that most girls are married off at an early stage because they are seen as a burden.

According to many of the parents in the study, it is expected that girls will in adulthood only take on the roles of wives and mothers. Many parents and community members believe that a formal education is not necessary in order for girls to prepare for these expected roles as they can be learnt from their mothers and others in the community. As a result many parents do not enroll their daughters in school or withdraw them before completion. This denies these girls an opportunity for formal education in general

Many parents and community members also have the attitude that educating girls is a waste of time and money, because they will eventually be married off and their education would therefore only benefit their husbands and the families they marry into. Money spent on the girl's education would thus be considered lost to the girls' family.

4.4.5 Women circumcision and girls' education

The respondents were asked whether the attitude parents have towards girl's education affect them and this was their response.

Table 11.The attitudes of parents towards girl's education affect them.

Response	Frequency	Percentage
Strongly agree	35	54
Agree	20	31
Strongly disagree	7	11
Disagree	3	4
Total	65	100

The table shows that 35(54%) of the respondents strongly agree that parents attitudes towards girl's education affect them, 20(31%) agree while 7(11%) strongly disagree and 3(4%) disagree.

The teachers believe that the attitudes of parents towards a girls education influences academic achievement that is the parent is encouraging the girl will achieve higher and if the parent is discouraging the girl will not achieve higher in education.

Another aspect of this that was highlighted during group discussions, is that, because girls are considered less capable, they often receive less encouragement and are rarely challenged at home or school to strive to succeed in their academic work. Because less was expected of them, they also in turn expected less of themselves and were less confident of their academic abilities. Boys on the other hand were said to be "pushed" to succeed because more was expected of them. One parent had this to say;

".....women's education is useless because one day she will have to be married off and her husband will take care of her....."(parent FGD participant)

The respondents were asked whether teacher's attitudes towards girls affect them and this was their response.

Table 12: Teacher's attitudes towards girls

Response	Frequency	Percentage
Strongly agree	27	42
Agree	13	20
Strongly disagree	15	23
Disagree	10	15
Total	65	100

Source: Primary data 2009

The table shows that 27(42%) of the respondents strongly agree that teacher's attitudes towards girls affect them, 13(20%) agree while 15(23%) strongly disagree and 10(15%) disagree.

The teachers revealed that some of the teachers did not encourage and clearly showed them that they were not capable of performing well and this leads to drop out of girls.

".....some teachers clearly show girls that they are not capable of excelling in class and this discourages them....."(Interview with a teacher)

4.4.6 Gender preference and girl child education

The respondents were asked whether teachers think girls cannot excel in school and this was their response.

Table 13. Teachers think girls cannot excel in school

Response	Frequency	Percentage
Strongly agree	22	34
Agree	32	49
Strongly disagree	8	12
Disagree	3	4
Total	65	100

22(43%) of the respondents strongly agree that teachers think girls cannot excel in school, 32(49%) agree while 8(12%) strongly disagree and 3(4%) disagree.

Some teachers denied that they encouraged all the students equally however revealed that some teachers had such an attitude.

Some parents complained that some teachers constantly reminded girls that their place was in the kitchen and therefore could not excel in school. One parent had this to say;

“.....my daughter could not continue school because a teacher always made comments that discouraged her for example there is a time when he commented that she should get married and leave education for those who were clever and capable.....”(Parent FGD participant)

The respondents were asked whether the perceptions of the girl child leads to school drop out and this was their response.

4.3.5. Poverty and enrolment of girls

The respondents were asked whether because of poverty leads to low enrollment of girls and this was the response.

Tables 14. Poverty leads to low enrolment of girls.

Response	Frequency	Percentage
Strongly agree	21	32
Agree	29	45
Strongly disagree	5	8
Disagree	10	15
Total	65	100

The table shows that 21(32%) of the respondents strongly agree that poverty leads to low enrollment of girls in form one, 29(45%) agree while 5(8%) strongly disagree and 10(15%) disagree.

The teachers revealed that even when parents were aware of the importance of and concerned about the education of girls, enrollment levels were still low due to their inability to meet the costs of education.

Parents pointed out that the high cost of education coupled with the deteriorating economy, which had reduced the disposable income available to the families, had made it difficult to provide an education for all the children regardless of sex. In almost all the countries education is financed through cost sharing, with the parents bearing the bigger share of the burden.

However it was also noted that in communities where girls' education was not valued, the issue of poverty further aggravated the situation of girls' lack of access to education because in such areas parents when faced with scarce resources choose to educate boys rather than girls. This also effects parents' willingness to pay for tuition and provide educational resources for their daughters.

4.4.7 Poverty and early marriage

The respondents were asked whether parents marry off their girls at an early age because of poverty and this was their response

Table 15. Because of poverty parents marry off the girls

Response	Frequency	Percentage
Strongly agree	16	25
Agree	29	45
Strongly disagree	10	15
Disagree	10	15
Total	65	100

16(25%) of the respondents strongly agree that parents marry off their children at an early age because of poverty, 29(45%) agree while 10(15%) strongly disagree and 10(15%) disagree.

The teachers revealed that most girls who drop out are married off so that the parents get rid of what they consider as a problem.

Some parents admitted to marrying off their children due to poverty. According to them marriage of daughters was considered a quick source of income and parents were often eager to marry off their daughters early which they would have difficulty doing if they were not initiated. Initiation ceremonies are therefore viewed as the key to a quick assured income, while educating girls is considered a waste of money as the money spent will be of no benefit to the girl's family.

Table16. Girls engage in sexual activities because of poverty.

Response	Frequency	Percentage
Strongly agree	25	38
Agree	20	31
Strongly disagree	9	14
Disagree	11	17
Total	65	100

The table shows that 25(38%) of the respondents strongly agree that girls engage in sexual activities because of poverty, 20(31%) agree while 9(14%) strongly disagree and 11(17%) disagree.

The teachers revealed that they have had many cases of girls involving in early sexual activities because they want to get money. It was established that some girls engage into sexual relationships with the teachers.

The parents revealed that girls are a risk to educate because they are likely to get pregnant or married and drop out of school and any money spent on their education would therefore be wasted. For this reason some parents expressed the opinion that given a choice, they would prefer to educate boys. As one parent put it:

".....It is better to educate a boy because after all, most girls are very foolish, they get themselves pregnant and drop out of school. Why should I waste my money?"(Parent FGD participant)

The respondents were asked whether the distance to school is long and because of poverty they reach at school very late and this was their response.

4.4.8 Sanitary conditions

The respondents were asked whether the sanitary condition of the school is not good and hence girls drop out and this was their response.

Table 17. Sanitary conditions of the school not good

Response	Frequency	Percentage
Strongly agree	26	40
Agree	10	15
Strongly disagree	27	42
Disagree	2	3
Total	65	100

26(40%) of the respondents strongly agree that the sanitary conditions of the school are not good for girls and hence drop out, 10(15%) agree while 27(42%) strongly disagree and 2(3%) disagree

The teachers revealed that adolescent girls suffered the most especially menstruating girls and therefore if the school environment is not clean they will remain at home during their periods and hence miss classes which lead to poor performance then repetition and then drop out.

According to the teachers girls who perform poorly are more likely to drop out of school than boys because girls grow faster than boys and therefore cannot repeat a class being they think they are too old for it and therefore decide to drop out.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The major purpose of the study was to low enrollment of girls of Soy Zone, West Pokot District, Kenya. This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

5.1. Summary of findings

The study revealed that most parents are afraid their daughters will be sexually abused at school and therefore decide not to take them. According to the Beinjin Women Conference (1995) the safety and security of girl children whether in school or out side were repeatedly mentioned by the speaker as the constraining factor to girls education. Sexual exploitation and abuse (coercive sex- rampant in Kenya) as reported by the family planning perspective published in November 2004, were seen as evidence of lack of safe and secure learning environment.

The study further revealed that the parents view the curriculum useless and gender biased and therefore see no use for education. According to Wamahui (1996) Post education colonial system in Africa have not been able to make the paradigmatic shift away from the theoretical framework in any way “typically distinguished by authoritarian teaching styles: monologuing, talk-and- chalk method, note memorization and repetitions learning and frequent use of corporal punishments which do not favor the girls as a weak human link” provide poor learning environment not only for girls but for all children.”

The study also highlighted that traditional practices negatively affect girl's education. The practices mentioned were female genital mutilation, initiation ceremonies and early marriage. Okwach, (1997) Cultural practices lead to despair in schools attendances on girls both in preparations and healing

processes which some times lead to death. The ultimate lead to despair in school attendance and the performance ends up to girls with drawing from school.

Findings indicate that parents and the community at large do not value girl's education which discourages them and more so because of the attitudes they are not taken to school or encouraged to continue further. According to UNESCO (2003) most children, and girls in particular, especially those in rural areas, fail to enroll in or to complete primary schooling because their parents do not value education

It was established that girls do not enroll in school because parents do not have enough money to cater for the fees. It was revealed that matters were made worse for poor parents who did not value girl's education. According to UNDFW (2000) where resources are scarce and the school demands for expenditures from a household, a girl-child is likely to be pulled out of school compared to the boy-child. In some cases, girls are forced into early marriages so that parents can get dowry – extra income to pay fees for the boy-child's primary education or training.

About sanitary conditions were a hindrance to girl's education and matters were made worse for menstruating girls. According UNICEF (2005) girls' performance, attendance and retention rates are lower than boys, and poor school sanitation is one of the multiple difficulties that girls have to struggle with.

5.2. Conclusion.

The main purpose of the study was to determine to low enrollment of girls, Soy Zone, West Pokot District, Kenya. The study revealed that safety and security of girls was important for their education.

It was also established that the curriculum is gender biased and therefore does not encourage girls to study further.

The study revealed that harmful cultural and traditional practices like women circumcision and early marriage hindered girls' education.

According to the study, the negative attitudes the society has towards girls' education do not encourage them to study.

Poverty was also seen as a barrier to girls' education because parents did not have money to provide for the necessary school needs.

Finally, the study revealed that sanitary conditions are a hindrance to girls' education and especially for adolescent girls.

5.3. Recommendations.

Family mobilization is vital to success in educating girls. Information and awareness-raising campaigns should target parents, particularly mothers, and encourage them to register girls in school. However, for the girl to remain and succeed in school, thorough action must be taken to encourage families to change attitudes and lighten the household workload of the girl and provide her with the time and a comfortable space for learning at home. Families are called upon to increase their involvement in the process of educating their daughters by providing adequate follow-up to academic learning at school and at home.

The teacher should avoid any act of discrimination that marginalizes girls or makes them feel guilty in comparison with boys, behavior that suggests to girls that they are less capable than boys; and any physical, verbal or mental violence susceptible of harming the dignity of girls or hindering their full growth.

Governments should commit to the promotion of women through multi-faceted actions such as the reduction of poverty which impedes female education, and the eradication of all sources of gender discrimination, be they ideological, cultural, social, economic or professional.

National policies constitute the general framework for the guidance, coordination, impetus, follow-up and evaluation of actions taken for female schooling. The policies require, above all, a clear definition of priorities with defined options for equity, that is, the access of all children to education, without distinction based on gender or any other factor.

Efforts should be made to provide communities which rely heavily on girls' labor with labor saving technology and use other strategies to reduce the amount of time girls have to spend on household chores. Examples were given of providing boreholes, setting up wood lots near homes and building crèches so that mothers can send young children there for day care, allowing the girls who would normally tend to them free to attend school.

5.4 Areas further research.

Research should be done on parental attitudes towards girl's education because this contributes much to girl's participation in education.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR THE PUPILS

Dear respondent

I am a student of Kampala International University carrying out an academic research on the topic "factors responsible for girl's low enrollment in form one, in Soy Zone, West Pokot District, Kenya as a case study. You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: Do not write your name anywhere on this paper.

PERSONAL INFORMATION

Sex

Male []

Female []

Age

8 below []

9-10yrs []

11 and above []

Class []

Safety and security

1. The School environment is safe for girls

Strongly agree [] agree []

Strongly disagree [] disagree []

2. Girls Drop out due to unsafe environment

Strongly agree [] agree []

Strongly disagree [] disagree []

Harmful traditional practices and enrollment of girls

3. Socio cultural practices affect girl's education.

Strongly agree [] agree []

Strongly disagree [] disagree []

4. Because of culture girls are married off early

Strongly agree [] agree []

Strongly disagree [] disagree []

5. Because of culture girls are expected to do all the work

Strongly agree [] agree []

Strongly disagree [] disagree []

6. Women circumcision affects girl's education

Strongly agree [] agree []

Strongly disagree [] disagree []

Attitudes towards girls and enrollment of girls

7. The community thinks Girls are not supposed to go to school.

Strongly agree [] agree []

Strongly disagree [] disagree []

8. Girls should get married and not educated

Strongly agree [] agree []

Strongly disagree [] disagree []

9. The attitudes of parents towards girl's education affect them.

Strongly agree [] agree []

Strongly disagree [] disagree []

10. Teacher's attitudes towards girls affect their education.

Strongly agree [] agree []

Strongly disagree [] disagree []

11. Teachers think girls cannot excel in school

Strongly agree [] agree []

Strongly disagree [] disagree []

Poverty and enrolment of girls

12. Poverty leads to low enrolment of girls

Strongly agree [] agree []

Strongly disagree [] disagree []

13. Because of poverty parents marry off their girls at an early age

Strongly agree [] agree []

Strongly disagree [] disagree []

14. Girls engage in sexual activities because of poverty.

Strongly agree [] agree []

Strongly disagree [] disagree []

Sanitary conditions

15. Sanitary conditions of the school not good

Strongly agree [] agree []

Strongly disagree [] disagree []

APPENDIX B: FOCUS GROUP DISCUSSION GUIDE WITH THE PARENTS

1. Is the School environment safe for girls?
2. Do girls drop out due to unsafe environment?
3. What do you comment on the statement that the curriculum does not favor the girls?
4. Do Socio cultural practices affect girl's education?
5. Are girls are married off early because of culture?
6. Do you make girls do all the domestic chores?
7. Do you think Women circumcision affects girl's education?
8. What attitudes do teachers and society has towards education and how do they affect them?
9. How has poverty affected the schooling of girls?
10. What is the relationship between sanitary conditions of a school and girls schooling?

APPENDIX C: INTERVIEW GUIDE FOR THE TEACHERS

1. is the School environment safe for girls and does it contribute to girls drop out?
2. Does the curriculum cover girl's needs?
3. How do Socio cultural practices affect girl's education?
5. Are girls are married off early because of culture?
6. Do you have students who come to school late because they have to first do domestic chores and how does it affect their education?
7. Do you think Women circumcision affects girl's education?
8. What attitudes do teachers and society has towards education and how do they affect them?
9. How has poverty affected the schooling of girls?
10. What is the relationship between sanitary conditions of a school and girls schooling.



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Office of the Director

3RD DECEMBER 2009

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR... LEAH JEPKEMBOI...

.....TANVI..... REG. #.....BED/15730/71/DF.....

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

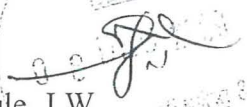
He/she wishes to carry out a research in your Organization on:

FACTORS AFFECTING GIRLS EDUCATION
IN SELECTED PRIMARY SCHOOLS OF
SIYOI ZONE WEST POKOT DISTRICT.
KENYA.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,


Kule, J.W

Deputy Director





WEST POKOT DISTRICT