

CHALLENGES FACING THE GIRL CHILD EDUCATION IN THE
SELECTED SECONDARY SCHOOLS IN SOTIK
DISTRICT, KENYA

BY

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BED/15814/71/DF

RESEARCH REPORT SUBMITTED TO THE SCHOOL OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF BACHELOR OF
EDUCATION ARTS OF KAMPALA INTERNATIONAL
UNIVERSITY

APRIL, 2009

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.

SIGN

..........

KIRUI K. DAVID

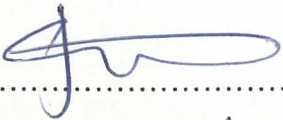
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APPROVAL

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

Sign



MR. KIMWISE

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Alouk

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14/04/09

DEDICATION

This is dedicated to my wife Janet Kirui and children Chepkirui, Kipyegon, Aron, and Diana for their support, patience and understanding during this period of study.

ACKNOWLEDGMENT

First of all I would like to thank my supervisor Mr.Kimwesi for being there for me whenever I needed him and also offering advice where necessary.

I would also like to thank my friends for being there for me and helping me out whenever I needed help. God bless you.

I would also like to thank the respondents who returned the questionnaires and those who were cooperative to me.

DEFINITION OF TERMS

The following terms have been defined in the context of this research;

Academic performance: How students more especially girls fair on in school that is in grades and in continuing school.

Adolescence: The period when girls develop from childhood to adulthood more especially when they start menstruating.

Drug abuse: the improper use of drugs or alcohol to the degree that the consequences are detrimental to the user in society.

Enrolment: When a school admits a new student or when a student joins a new school.

Students: children studying in secondary school

Low: when few students join form one.

Sexualities: The differentiation between sexes.

School drop out: the number of pupils who enroll in a school during a year but leave the school before the end of the year. It does not include girls who transfer from one school to another.

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ABBREVIATIONS AND ACRONYMS

EFA- Education for all

FAWE- Forum for African Women Educationalists.

FGD- Focus group discussion

IDEA- Individual with disabilities education act.

ILO- International Labor Organization

KBC- Kenya Broadcasting Cooperation

KCPE- Kenya Certificate of Primary Education

KCSE- Kenya Certificate of Secondary Education

MDG- Millennium development goals

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ABSTRACT

The purpose of this study was to investigate the reasons for low enrollment of girls in schools in Sotik District, Kenya.

Specific Objectives of the study were: To investigate the relationship between security, safety and enrollment of girls in form one, examine the relationship the curriculum and enrolment of girls in form one, investigate the relationship between harmful traditional practices and enrollment of girls in form one, to investigate the relationship between attitudes towards girls and enrollment of girls in form one, to examine the relationship between poverty and enrolment of girls in form one and to examine the relationship between sanitary conditions and enrolment of girls in form one

The methods used for data collection were questionnaires to the students, interviews for the teachers and focus group discussions with the parents.

The findings revealed that unsafe environment at school, gender biased curriculum, harmful traditional practices, negative attitudes towards girls education, poverty and sanitary conditions lead to low enrollment of girls in form one.

The study recommended that, 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.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

History in many developing countries (including Kenya) shows that in the long term, education policies do have very far-reaching consequences. Not only do they make a difference, but this difference lasts a long time. There is a great deal of evidence showing that countries that expanded their education systems, subsequently experienced rapid economic growth; and countries that had exceptional economic growth already had exceptionally well-educated populations (UNESCO, 1989).

In a changing world in which knowledge and ideas are capital, adaptability is essential and the response to time and environment is a challenge to developing nations. As education became a resource that is more vital to a nation, the nation's progress became more dependent on its provision of education to all citizens (World Bank, 1993).

It is well documented in the social sciences that women can use education to alter their roles as mothers, workers, and citizens. Improvement in the quality of lives is a cherished aspiration both in Western and non-Western societies.

However, in Kenya traditional beliefs and government policies undercut women's chances of attending any level of education, especially higher education. Boserup (1970) and Harrison (1984) also provide the same argument that in some societies (including the majority of African countries), religious beliefs, cultural norms, family economic conditions and the division of labor within the home function to define female children's roles as future mothers. For example, in Kenyan society (the Islamic North) girls are taught that they are inferior to boys. Consequently, they pursue an education that makes them less qualified than their male counterparts for employment in the modern sector (Al - Amin, 1975). First, the majority of Kenyans believe that women do not need a university degree to be good wives or mothers.

Second, women were not expected to hold a public office or work in public enterprise outside the privacy of their homes (Abu Nasr, 1982; Bowman and Anderson, 1980). Third, in the modern school system, female children experience less encouragement from their families and teachers to pursue their education. Also, the lack of incentives for female children undermines their ability and willingness to achieve in their schooling

These attitudes and more are the reason why this study will take place to investigate the challenges of girl child education in secondary schools.

1.2 Statement of the problem

From the researcher's personal teaching experience, girl child education has a major influence on the well being of the society and yet it's not given much attention. This lack of attention to the most important aspect of life has driven the researcher to carry out the study.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study is to investigate the factors affecting the girl-child education in selected secondary school located in the Kenyan District of Sotik.

1.3.2 Specific objectives will be to;

1. Investigate some factors that impact on the girl-child education in the selected secondary school.
2. Make recommendations that can help solve the problem

1.4 Research questions

1. What are some of the factors that impact on the girl-child education in selected secondary school?
2. What solutions can be put in place to avert the situation?

1.5 Scope of the study

The study will be carried out in the selected secondary school located in Sotik District of Kenya. It will be limited to the objectives of the study where by any other aspect of girl child education will not be investigated.

1.6 Significance of the study

The research will help government to see the need of improving the girl-child education in order to improve the performance of pupils.

Informed decisions in policy formulations and in the building of the institutions aimed at improving the girl- child education might be made basing on the findings from research.

The research will help researchers and academicians to increase on the available literature for further studies

CHAPTER TWO

REVIEW OF RELATED LITERATURE

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 study. It is guided by the objectives of the study and presented in sub themes.

2.1 Poverty and education of girls

Poor households are unable to access basic services like food, education and health. 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. It was clear that 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, like in the ASAL regions and the slums in urban centers, it was reported that girls as young as 11 years are forced into early marriages so that parents can get dowry – extra income to pay fees for the boy-child's secondary education or training. (Abagi, O, 2002)

2.2 Girl-child Labor and education of girls

Child labor is one of the key factors hindering children from attending school. In such districts like Maragwa, Nyando, Taita Taveta, and Bondo children are engaged in activities such as working in coffee, tea, sugar and sisal plantations, fishing, and mining. It was reported that often the

labor of a girl-child is required to support the mother in many ways including: looking after other siblings, helping the mother with domestic chores, assisting in running the mother's small-scale business, caring the sick or accompanying the mother for a community service like attending a relative's funeral. Because the girls labor is critical, taking her to school or keeping her there appear to be very costly to poor parents. When girls do engage in paid employment it is in the gender role stereotypical work of being housemaids. This phenomenon was reported from nearly all the districts. (Abagi, O, 1999).

2.3 Parents' Perceptions and attitudes towards schooling and girls

Parents' perceptions and society expectation, part of gendered sex role socialization affect how girls and boys participate in education. From tender age, the young children are socialized into "sex roles." Thus learning "sex appropriate" behaviors and traits in childhood is one of the prerequisites for smooth functioning in society (common in rural areas). (Bunyi, G. W, 2004).

In general most children, and girls in particular, especially those in rural areas, fail to enroll in or to complete primary schooling because their parents do not value education. In most cases because the parents themselves are uneducated/illiterate. 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. (Court, 2004).

2.4 Traditional and Socio-cultural practices and rites

Two traditional socio-cultural practices: early marriages and FGM were reported as militating against girls' education. FGM was found to be common in the following areas North Eastern, Meru, Kisii, Kajiado, Keiyo, Transmara (Rift Valley). Early marriages were reported from nearly all the districts visited. According to the respondents parents deny their daughters education and marry them off for selfish reasons. The pastoralist life in North Eastern province and some parts in the Rift Valley, where families move from one region to the other in search of pasture and water also affect the education of children. As they move schools become further and further from them and the issue of security also becomes complicated. In such communities, while boys will be looking after family animals, the girls will be studying their mothers so as to be good wives and homemakers. Going to school is not a priority for such families, even if there are learning facilities (Deolalikar, A.B. 1999)

2.5 Insecurity and distance from school

Insecurity and distance from school are 'twin' factors, which were cited by both parents and pupils as inhibiting their children participation in

school. Parents in ASAL areas of North Eastern, Eastern, Rift Valley and Coast suffer most coupled with insecurity in their regions make them not to send or withdraw their children from school. They fear that their children are exposed to dangers of being raped, kidnapped and even killed. (MoEST, 2003).

Distance and insecurity erodes parents' confidence in sending their daughters to school, especially in areas that are still prone to cattle rustling and raids by thugs. Some parents thus delay their children's enrollment to school until they are somehow mature (9-10 years) to walk long distance to and from school or to run from 'harassers'. Some refuse to enroll them in school altogether, while some pull them out of school when they sense that insecurity is becoming acute. (Republic of Kenya and UNESCO, 2003)

2.6 Peer pressure and truancy and education of girls

Both girls and boys are reported as staying out of school due to getting into 'bad ways'. Many respondents indicated that children did not go to or finish school due to what they called "*bad behavior*" which in the case of girls takes them to towns where they "*visit bars, watch video and disco*". In some cases girls were reported as bending to peer pressure. The outcome is always pregnancy and thus dropout from school. (Republic of Kenya, 1998)

2.6 HIV/AIDS pandemic and education of girls

HIV/AIDS pandemic has created havoc in many communities especially in Nyanza, Coast and Nairobi provinces. There are several children who are affected by the pandemic as they are either orphans or are taking care of sick parents. It is reported that there are many orphans in primary schools in Bondo District. One thing that is certain is that HIV/AIDS, and its effects on households resources and structure, is one of the inhibiting factors that affect negatively the participation of girls in education. Regional studies by UNICEF and UNAIDS indicate that girls are more vulnerable than boys. In most cases, they dropout of school because they take the role of heading households and providing for their sick parents or for their young brothers and sisters. More systematic study needs to be done in Kenya to establish this relationship. (UNESCO, 200)

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 Sitik 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 pupils 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 secondary 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.

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

Where

\overline{X} = the mean score

Σ = summation

n = sample size

X_1 = Sample

CHAPTER FOUR

FINDINGS AND INTERPRETATIONS

4.1 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 secondary schools found in Sitik District, Kenya.

4.2 Profile of the respondents

Table 4.1: Shows the profile of the respondents.

| Respondents | Frequency | Percentage |
|---------------------|-----------|------------|
| Sex | | |
| Male | 30 | 46 |
| Female | 35 | 54 |
| Total | 65 | 100 |
| Age | | |
| 13 and below | 13 | 20 |
| 14-17yrs | 35 | 54 |
| 18 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 13 and below were 13 which was 20%, 14-17 yrs were 35 (54%) and 18 and above were 17 representing (26%) of the respondents.

The academic level of the respondents was divided in three categories that is form one, form two and form three. 23 (35%) of the respondents were in form one, 25 (38%) were in form two and 17 (26%) were in form three.

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

4.3 Reasons for low enrollment of girls

4.3.1. Safety and security of girls and enrolment in secondary schools

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

Table 4.2: 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 |

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 secondary where big boys bully girls and teachers sexually harass them.....”(
Parent FGD participant)

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

Table 4.3.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 |

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.

4.3.2. The curriculum and enrollment of girls

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

Table 4.4. 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 |

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 secondary 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)

4.3.3. Harmful traditional practices and enrollment of girls in form one

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

Table 4.5. 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 |

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.

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

Table :4.6. 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.

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

Table 4.7 . 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 4.8. 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.

4.3.4 Attitudes towards girls and enrollment of girls in form one

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

Table 4.9. 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 4.10. 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.

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

Table 4.11.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 4.12. 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 |

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 Ontulili secondary school)

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

Table 4.13. 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 pupils 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 in form one

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

Tables 4.14. 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.

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

Table 4.15. 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.

Table4.16. 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.

4.3.2 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 4.17. 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 in secondary schools in Sitik 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

The first research objective sought to investigate the relationship between securities; safety and enrollment of girls in form one. 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 second research objective was to examine the relationship between the curriculum and enrolments of girls in form one. The study 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, rote 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 third objective sought to investigate the relationship between harmful traditional practices and enrollments of girls in form one.

The study revealed 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.

The fourth objective sought to investigate the relationship between attitudes towards girls and enrollment in form one. The study revealed 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

The fifth objective sought to examine the relationship between poverty and enrolments of girls in form one. The study revealed 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 secondary education or training.

Finally the study sought to examine the relationship between sanitary conditions and enrolments of girls in form one. The study revealed that sanitary conditions were a hindrance to girl's education and matters were made worse for menstruating girls. According to 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 the low enrollment of girls in secondary schools in Sitik 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 girl's education do not encourage them to study.

Poverty was also seen as a barrier to girl's 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 girl's 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 multifaceted 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.

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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APPENDIX I: TRANSMITAL LETTER



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OFFICE OF THE DIRECTOR INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE:

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR

The above named is our student in 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:

.
.

Case Study:

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

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

Yours faithfully,

MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE

APPENDIX B: QUESTIONNAIRE FOR THE STUDENTS

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 secondary schools Sitik 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

13 below [☐]

14-18yrs [☐]

18 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 in form one

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 in form one

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 in form one

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 C: 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 have 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 D: 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 have 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.