

**SELECTED SOCIAL AND ECONOMIC FACTORS THAT AFFECT GIRL
CHILD'S PARTICIPATION IN SECONDARY SCHOOL EDUCATION IN
BURETI DISTRICT, KENYA**



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A Research Paper Submitted to the Graduate School in Partial Fulfillment of the Requirement for the Award of Degree of Master of Education (Educational Administration, Planning and Economics) of Egerton University.

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DECEMBER 2011

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DECLARATION

This is my original work and has not been presented for degree or diploma in any other university.

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RECOMMENDATION

This MEd. Research Project has Been Submitted for Examination with my Approval as the University Supervisor:

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ACKNOWLEDGEMENTS

It is gratifying to have this opportunity to acknowledge the wonderful people who helped me bring this research study to a successful completion. I wish to appreciate the tireless effort of my Supervisor Fr. Dr. S. Mbugua for taking me through the rigorous research work.

I also wish to thank the lecturers in the Department of Curriculum Instruction and Educational Management for shaping my intellectual capacity to the point of this project write up. I cannot forget the work of the defense panel for their positive critiques that have nourished this research work into acceptability in the world of academia.

The services and the support of the entire Egerton University academic and non academic staff deserve my gratitude for their limitless support they accorded me during my research work. I cannot also miss to recognize the contributions of my friends who persistently encouraged me during the difficult times in the course of the study.

My family also lent me immeasurable support. In particular, my wife Bornes Langat deserves the highest recognition for being indefatigable helper. Above all, I will give all the gratitude to the almighty God who gave me the divine power to accomplish this honorable task

DEDICATION

This research work is dedicated to my parents; Mr. Jeremiah Maina and Mrs. Grace Maina who gave me the first lessons in life during my infancy and have patiently waited to see this research work completed; and to my loving son Gideon Kiprono, who at this moment may not comprehend the content and value of this study but through time he will not only understand but also will be a beneficiary of the reward therein.

ABSTRACT

Education is an important aspect for overall development of every person irrespective of gender. In Kenya, the girl child is faced with a number of challenges in the process of her secondary school education. The problem of low level of participation by the girl child in secondary school education is evident in Bureti District among other areas in the country, leading to diminishing girl child participation in gainful employment and other social and economic activities. This study, carried out in the district, therefore sought to investigate selected social and economic factors that affect the girl child's participation in secondary school education in Bureti District. The district had 62 secondary schools of which 15 were girls' schools while 30 were mixed secondary schools and 17 were boys' schools. The entire district had a total population of 12250 students and 406 teachers. The target populations were 5541 girl students and 62 secondary school teacher counselors in the district. Survey design was used in this study in which a sample size of 360 girl students and 16 teacher counselors were drawn from 15 girls' and mixed secondary schools in the district using stratified sampling technique. Students and teachers' questionnaires were used to collect the required data from the students and counselor teachers respectively. Research instruments were validated through pilot study and reliability of 0.75 was determined using the Cronbach's alpha procedure. Descriptive statistics; mean, frequencies and percentages were used to analyze the data while Statistical Packages for Social Sciences (SPSS) program was used for analysis. From the study, it was established that the most common factors that affected girl child participation in secondary school education were parents' level of income and their stereotype thinking towards girl child education. These have led to a number of girls dropping out of school. As a recommendation, the government should aid the education of girl child in the district through provision of bursaries for the girl students as effort is also made to ensure that parents' attitude is changed in favour of girl child education.

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LIST OF ABBREVIATIONS AND ACRONYMS

CATs-	Continuous Assessment Tests
CSA -	Center for Study of Adolescences
DEO -	District Education Officer
DWEF -	Dakar World Education Forum
KDDP -	Kericho District Development Plan
KIE -	Kenya Institute of Education
IFPRI -	International Food Policy Research
ILS -	International Literacy Survey
ILO -	International Labor Organization
MOE -	Ministry Of Education
SPSS -	Statistical Packages for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background information

Education is a basic human right without which human society will be adversely affected. According to a report compiled by the United Nations Educational Scientific and Cultural Organization (IFPRI 2004), there are about 72 million primary school aged children and 226 million secondary school aged children still out of school worldwide. Of this, 60 percent are girls. The report further indicates that in Africa alone, there are 40 million children out of school while about half of all girls do not proceed beyond primary school. A report compiled by Center for Study of Adolescence (Moyoncho 2007) shows that in Kenya, the school completion rate for girls remains lower than that of boys in most parts of the country. This points out to the low participation of girls in educational opportunities in Kenya. Furthermore, a report by The Society for International Development (Bwire 2004), regional and gender disparities are evident especially in arid areas and pockets of poverty areas especially in urban slums in Kenya. Table 1 indicates the transition rate for girls from primary to secondary schools over time as a measure of the level of participation (in terms of numbers) by girls in schooling. It gives a clear indication of gender disparities in educational opportunities and which may have long-term effects on the girl child.

Table 1: Comparison of Transition Rates from Primary to Secondary in the year 2004

Province	Boys %	Girls %
Nairobi	100	100
North Eastern	75	75
Central	91	87.4
Nyanza	100	89.4
Coast	88	76.8
Western	98.5	86.5
Rift valley	78.5	74.6

Source: SID (2006).

Traditional gender roles coupled with social-economic factors like poverty and child labor can have effect on a child's learning. They also may create an imbalance on the workload of boys and the girls, which may undermine their performance in school. Dakar World Education Forum (DWEF, 1991) proposed the elimination of gender disparity in primary and secondary education by the year 2005 and achieve gender equality in education by 2015 with focus on ensuring girls full access at all levels of education. Furthermore, The Children Act (2001) provides that every child shall be entitled to education; the provision of which shall be the responsibilities of the government and the parents. This is because in Kenya, education is linked to economic development, social mobility, and national unity. Therefore, it plays a key role in transforming the society and providing individuals with the necessary skills for survival

However, in Republic of Kenya (2004), economic survey indicates that the enrolment in schools is in favor of males. Girl child's participation in secondary school education has therefore been affected by factors that may be related to their social economic background. By undermining the girl child's education, it will have a negative impact on their future lives in terms of employment opportunities, improved economic productivity and fundamentally the health of the family, nutrition and the schooling of the next generation. In Bureti District (DEO 2007), enrollment in secondary schools is in favour boys. Furthermore, cases of school dropouts, absenteeism and low performance in classroom work are more common with girls than boys in secondary schools in the district.

1.2 Statement of the Problem

Despite the effort by the Government of Kenya to provide access to education in the country, the girl child is still faced with constraints leading to low participation in secondary school education. Out of the many students who enroll each year in form one within the secondary schools in the country, a bigger number of girls as compared to boys do not complete secondary school education. Some girl students who forego schooling completely may end up engaging in hazardous and non-

productive occupations while at the same time resulting in losses of millions of shillings in terms of money invested by the government on education. This situation is complicated by the fact that a society or a country cannot achieve its full development goals if a section of its members are not educated. The implication of disadvantaging the girl child in education is the disqualification from important economic activities like formal employment, poor health conditions leading to lower probability of survival and even lower participation in political and national domain. The problem of low participation of girl child in secondary school is evidenced in Bureti District among other parts of the country. In the district, cases of absenteeism, school dropouts and inactivity in classroom activities are largely associated with secondary school girls than boys. Since very little study has been done, there was therefore need to investigate the social and economic factors that negatively affect the girl child's participation in secondary school education.

1.3 Purpose of the Study

The purpose of this study was to establish the selected social and economic factors that affect girl child's secondary education Bureti District. Overall, it aimed at uncovering the very factors and activities in the home environment that have taken up child's school time and the actual contributors of these activities. The concern of the study was also to explain the rationale behind the scenario; the benefits of keeping the girl child out of schooling hour. It was therefore the purpose of this study to generate more knowledge on the factors that affect girl child's participation in secondary school education particularly with the view of improving educational opportunities for the girl child in the district.

1.4 Objectives of the Study

The specific objectives of this study were:

1. To identify the selected social factors that affect girl child's education in secondary schools in Bureti District

2. To establish the selected economic factors that affect the girl child's participation in secondary school education in Bureti District
3. To determine the selected social and economic causes of girl child's dropout and absenteeism in secondary schools in Bureti District

1.5 Research Questions

1. What are the selected social factors that affect girl's secondary education in Bureti District?
2. What are the selected economic factors that affect the girl child's participation in secondary school in Bureti District?
3. What are the selected causes of girl child's dropout and absenteeism in secondary schools in Bureti District?

1.6 Significance of the Study

The findings of the research may be very beneficial to a number of organizations and government bodies. This research may provide the educational policy makers with in-depth information on the girl child's education and the factors that undermine the same. This information could be very instrumental in formulating policies that would safeguard the girl child in her effort to pursue educational opportunities. Managers of educational institutions and other stake holders may find the information from this research useful while trying to improve school participation by the girl child in their community. It may provide information on the nature of the problem and possible solutions. The findings of this study will also help other organizations like International Labor Organization (ILO) and affirmative action groups in identifying the main causes of child labor and develop measures aimed at improving girl child participation in education in Bureti District and entire country.

1.7 Scope of the Study

This study was confined to selected social and economic factors that affect girl child's participation in secondary education in Bureti District with a target population of 5541 girls in secondary schools in the district. The study was only confined to girls in secondary schools therefore, this left out the larger population of girls found in primary schools, which form the majority of school going girl children. Furthermore, it was limited to Bureti District and may be generalized to other places of the country with caution

1.8 Limitation of the Study

The study was also limited to some extent, in the sense that the counselor teachers did not have filed data of the information they were required to give hence they gave the figures based on approximation

1.9 Assumptions of the Study

This Study was carried out with the following assumptions:

- (i)That all the respondents gave true and accurate information.
- (ii) That the level of participation in school by the girl child was mainly related to the selected social and economic factors.

1.10 Definition of Terms

This study was guided by the following operationally defined terms:

- Access to education** - Availability of educational opportunities for those who are eligible and meet the desired criteria.
- Affect -** Change or influence the life of a child in a negative manner
- Causes** These are the agents that provides for a given situation to happen so as to disadvantage girl child education
- Counseling –** This is giving of intimate and a trusting relationship to a child so as to help him/her understand him/herself and cope with challenges in the educational process.
- Drop outs-** Students who leave school before completing a particular education cycle due to social and economic factors. In this case the cycle is secondary school education.
- Early marriages –** Act of putting a girl into marital status and responsibilities before the completion of school.
- Economic factors –** Issues related to financial abilities of the family members that facilitate girl child education. These include family income and other competing needs.
Also refers to other factors that make parents not spend or use their financial resources on educating the girl child
- Education-** The process of acquiring of knowledge skills and attitude.
The teaching and learning in a formal setting.
- Enrolment-** Has to do with being registered officially and undergoing formal learning in a school
- Equity in education-** Fairness and social justice in the way education opportunities are allocated or shared between girls and boys.
- Forced marriage –** An arrangement to have a schoolgirl get married against her wish/will.

Girl child -	A female person undergoing secondary school education process.
Guardian –	A person bestowed with the responsibility of bringing up and providing the educational needs of a child
Guidance –	This is the process of helping students to solve problems and to be free and responsible members of the society.
Level of Participation-	The degree of involvement of a girl child in school activities like presence in school, learning, doing assignments, examinations and co-curricular activities.
Low Participation-	Inadequate coverage of school hours and activities by the girl child due to social and economic constraints.
Parent -	Mother or father of a school child and includes any person who is responsible for the basic needs of a child
Participation in school-	The presence and full involvement of the girl child in day-to-day activities in School.
Planned marriage –	An arrangement by the parents, relatives or members of the community to have a school girl get married without her knowledge
Selected	Major or prominent social and economic factors that affect girl child participation in secondary school education.
Social factors –	Issues relating to the values, cultural gender roles and demands of the society or community that affect girl child participation in school. These include domestic chores and family responsibilities assigned to girl child
Students	Persons who are officially registered in a secondary school and undertaking instructional learning within the institution.
Transition rate-	The number of pupils and students (in percentages) who move from one grade to another in a school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter seeks to highlight the importance of education in national, technological and industrialization development. It also brings out key benefits that education bestows on an individual hence the rationale for educating a girl child. This chapter also sheds some light on the state of the girl child in Kenya and an overview of the factors that may hinder the girl child from effective participation in secondary school education.

2.2 Importance of Education

Education is the process of acquiring knowledge, attitudes and skills through learning. These knowledge skills and attitudes are very important for the development of the human society and therefore any society that wishes to improve its social, economic standing should invest in education.

Bruns and Mingat (2003) state that education is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for sustained Economic growth. It is fundamental for the construction of democratic societies and dynamic globally competitive economies. A society or country cannot achieve its full development goals if a section of its members are not educated. Females form an integral part of the human capital in the country and their education is very important. Research shows that low levels of human capital are fundamentally inadequate for sustained economic development, stable democratic institution or poverty reduction Mingat (2003). Azariadis and Drazen (1990) postulated that countries may be trapped in low return equilibrium until their level of human capital accumulation rise. This means a country may not do much economically if it ignores the development or human capital through education. Above all, girl education should be given a closer attention to bridge the level of inequality. Gitau (2003) noted that education in Kenya should produce citizens with skills, knowledge, expertise and personal qualities that

are required to support a growing economy. Education should therefore provide the citizens with the necessary knowledge, skills and attitudes for industrial development and produce personalities that can positively respond to the changing global trends. One of the aims of education in Kenya, therefore, is to provide opportunities for the fullest development of individual talents and personality.

2.3 Objectives of Education in Kenya

According to KIE (2006), Secondary education in Kenya should provide the learner with opportunities to:

- Acquire necessary knowledge, skills and attitudes for the development of self and the nation.
- Promote love and loyalty to the nation.
- Promote harmonious co-existence among the people of Kenya.
- Develop mentally, socially, morally, physically and spiritually.
- Enhance understanding and appreciation of the interrelationships among nations.
- Promote positive environmental and health practices.
- Build a firm foundation for further education and training.
- Develop ability for enquiry, critical thinking and rational adjustment
- Develop into a responsible and socially well-adjusted person.
- Identify individual talents and develop them.
- Build a foundation for technical and industrial development.

From the above objectives, it is clear that education aims at making each Kenyan individual self-sustaining, fulfilled and independent. Every individual should be given equal opportunities to education to prepare them to play an effective and productive role in the life of the nation and to meet their needs well as their families'. Education should promote social equality and foster a sense of social responsibility while at the same time ensuring fullest development of individual talents and personality. Considering social revolutions that accompany rapid modernization, education should help the youth to adapt to these changes.

2.4 Rationale for Educating a Girl Child

Chepcheng (2004) notes that since independence, education reviews in Kenya have addressed the issue of gender inequality in the education system. For instance, Gachathi (1979) noted that the girl child education is less developed than that of the boys. Though the problem has been identified, there is still laxity in the policy makers and Stakeholders in addressing it. According to Round up, (2004) *The State of World Population*, only 42 countries in the world were able to increase public spending on schools and only 16 had increased the number of girl's secondary schools. This evidently indicates that very little attention is being given to education particularly girl child education in developing countries. Though Higgins (1992) contents that any society may choose within limits between more education and more of other components of national income, there is still a strong case for the society to provide quality education especially for the girl child. Therefore, there cannot be enough reasons as to why a society does not provide education for the girl child.

Educating a girl has clear advantages that can benefit both the household and the economy. According to a report by the Center for Study for Adolescents (Bwire, 2004), girls' secondary education leads to increased civic and political participation, and low levels of sexual harassment and violence. The report further notes that girls' secondary education is associated with a host of health benefits, delayed marriage and fertility among others. It was also noted by the same report that if women farmers in rural Kenya were accorded equal education as men, crop yields would increase by 22 per cent, thereby increasing earnings from agriculture by the same margin.

2.4.1 Benefits to the Family

For a society to improve the health status of its families there is need to educate the girl child or woman. Bruns & Mingat (2003) point out that greater education for girls has strong positive impact on the health of the Infants and children, immunization rates family nutrition and the next generation schooling. In Africa, where the place of most women is at home there is need to give due education to them, equipping them

with knowledge and skills that can be useful in managing health and nutrition. Report by International Food Policy Research Institute, (IFFRI 2004) indicates that in rural Mozambique, a mother's education even basic literacy also strongly influences the health nutritional status of her pre-school children. Furthermore, new data from Africa show that education for girls and boys may be the single most preventive weapons against HIV and AIDS, (Bruns & Mingat, 2002).

Since an educated girl will translate to an educated mother, it therefore follows that when a girl is educated there are increased chances of becoming a better mother. This would result in a reasonable family size, improved medical attention, better learning opportunities for employment and income earning. It will also result in increased economic productivity and informed citizen consequently a better nation. Koech (1999), on *The Report of Commission of Inquiry into Education System in Kenya*, reviewed the socio-economic benefits that the nation derives by educating the girls. These include; the inter-generational effects of a mother's education on that of her children, non infant mortality and morbidity, maternal mortality, family health and nutrition, overall family size and her productivity. The mother is also the first teacher of the child and her education impacts on early childhood care, development and education. This can be further illustrated Figure1.

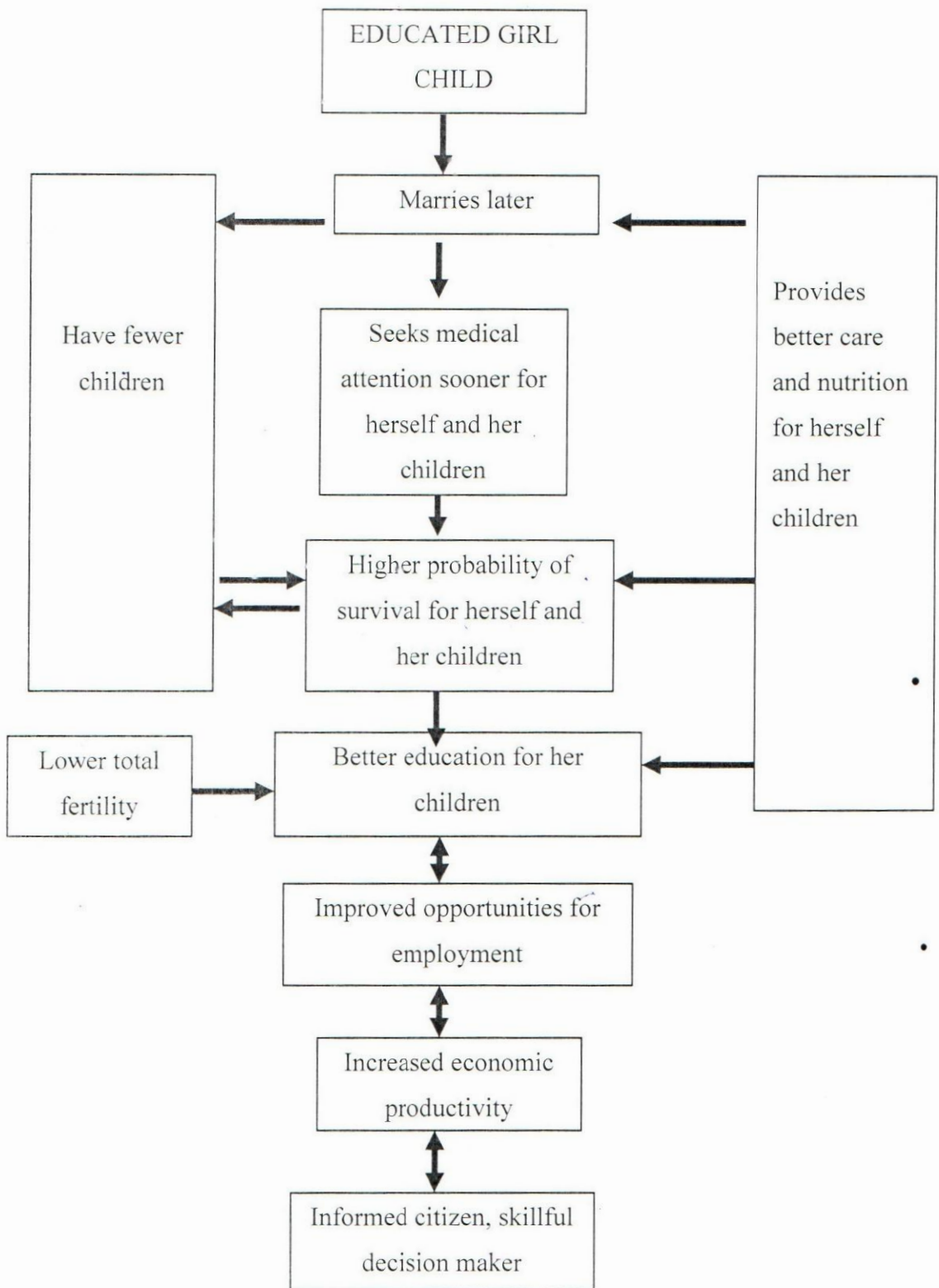


Figure 1: Illustration of the impact of girls' education on their lives and those of their children

Source: Report of Inquiry into the Education System of Kenya (1999)

Figure 1 gives a diagrammatic illustration of the effects of educating a girl child. It is expected that an educated girl marries later due to the fact that most of her time will have been spent in schooling. Eventually when she gets married, she is likely to have fewer children of which she will provide better care and nutrition for herself and her children. She is likely to seek medical attention for herself and the children consequently increasing chances of survival for her and her children. Her children are also likely to get better educational opportunities that will secure employment opportunities and increased economic productivity. In essence, an educated girl will make significant contributions to her personal life, her family and the entire society at large. She will be an informed citizen who can make skillful decision for herself and the country.

2.4.2 Income Distribution

For a society to have property distribution of income or wealth, it has to take into consideration gender equity in terms of educational opportunities. Moyoncho (2007) gives data from International Literacy Survey (ILS) which indicates that there is a high correlation between the country's levels of income inequality and the inequality in the distribution of Literacy. This suggests that more evenly spread levels of human capital are associated with greater income equality. Hyman (2002), states that in every country there is significant variation in people's income. This can be attributed to gender difference or levels of education of the people, which leads to disparity in employment opportunities. This is further confirmed by Republic of Kenya (2004) economic survey, which indicates a wide disparity in income distribution as relates to gender. Table 2 gives statistics on the wage employment by industry and gender in Kenya from the year 2002 to 2003.

Table 2: Wage employment by industry and gender, 2002 and 2003(in thousands)

Industry	Males		Females		Totals	
	2002	2003	2002	2003	2002	2003
Agriculture & Forestry	235.8	237.5	77.9	78.5	313.7	316.0
Mining & Quarrying	4.2	4.2	1.1	1.2	5.3	5.4
Manufacturing	189.8	199.6	40.0	42.1	229.8	241.7
Electricity & Water	17.5	17.3	3.8	3.8	21.3	21.1
Building & Construction	71.5	71.7	5.0	4.9	76.5	76.6
Trade, Restaurants & Hotels	115.2	119.1	42.3	43.6	157.5	162.7
Transport & Communication	68.1	69.3	17.3	17.6	85.4	86.9
Finance, Insurance, Real Estates, Business Services Community,	61.7	61.7	21.6	21.6	83.3	83.3
Public Administration	96.9	94.2	57.2	55.6	154.1	149.8
Education Services	179.0	185.1	136.3	141.0	315.3	326.1
Domestic Services	61.2	58.8	40.6	39.0	101.8	97.8
Other Services	95.4	98.1	60.3	62.1	155.7	160.2
Total	1,196.3	1,216.5	503.4	511.0	1,699.7	1,726.6

Source: *Ministry of Labor 2004*

From the Table 2, it can be noted that in the years 2002 and 2003 there were twice as many males in employment as females. Even in domestic services where women are largely associated, there were only 39 thousands employed as compared to 58 thousand males in employment in that some year 2003. In Kenya and other countries around the world, employment is a core source of income. Those who are employed have better income and higher chances of survival. Given that the majority of those who are employed are men, women are therefore disadvantaged in terms of income distribution. The greater the imbalance in gender enrolment in schools and other institutions, the greater will be the inequality in distribution of income in the later years.

2.5 State of Girl Child Enrolment in Schools in Kenya

There is a possibility that many girls leave school prematurely. This is supported by the fact that according to Republic of Kenya (2004), a recent survey indicates that there is a big difference between enrolment of boys and girls in all levels of education in Kenya. Economic Survey indicated in numerical figures the trend of enrolment and the already existing imbalance in enrolment in educational institutions. Table 3 gives in numerical figures the state of enrolment of boys and girls in Kenyan secondary schools from the year 1999 to 2003 in thousands.

Table 3: Enrolment in Secondary Schools in Kenya by Form and Gender (1999-2003)

Class	1999		2000		2001		2002		2003	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
F 1	105,231	95,773	108,116	97,196	112,174	103,425	116,221	105,231	116,954	111,802
F 2	102,042	91,578	104,078	93,550	106,725	95,589	110,576	103,470	110,285	104,349
F 3	92,003	81,666	98,610	87,347	103,339	90,351	105,179	93,366	108,833	102,954
F 4	84,233	72,232	91,700	78,371	98,920	86,987	99,303	85,881	110,589	96,141
Total	383,509	341,249	402,504	356,463	421,158	376,352	431,279	387,948	447,662	415,246
Grand total	724,758		758,967		797,510		819,227		862,907	

Source: *Ministry of Education science and Technology (2000-2003)*

The data in table 3 gives a clear picture in figures of the total enrolment in secondary schools between 1999 and 2003 in Kenya in terms of gender. It is evident that more boys than girls were enrolled in secondary schools with sex ratio of 108 boys to 100 girls. Furthermore, out of 244.5 thousand who were in Standard 8 in 2002 (Table 4) only 111.802 thousand managed to join form one the following year 2003 (table 3) meaning that about 132.7 thousand girls did not participate in secondary school education. It is also very clear that more girls drop out of school than boys. For example, out of 95,773 girls who joined form one in 1999, 85,881 ended up sitting for KCSE examinations in 2002, implying that approximately 10,000 girls never made up

to form four in their Secondary education. Table 4 further gives the state of enrolment in primary schools in Kenya by standard (class level) and gender from the year 1999 to 2003 as evidence of the girl child's diminished participation in education.

Table 4: Primary School Enrolment by Standard and Gender (1999-2003) in thousands

CLASS	1999		2000		2001		2002		2003	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Std1	509.9	477	505.4	487.2	494.5	466.6	499.8	469.2	660.9	614.7
Std 2	462.3	434.8	487.4	451.4	459.2	435.4	444.3	416	524	493.5
Std3	438.5	415.2	432	414.9	434.5	413.5	424.4	397.3	490.2	458.3
Std 4	418.5	403.6	410.2	414.9	402.7	399	418.1	400	480.4	456.7
Std 5	362.1	364.5	352.5	363.9	375.9	372.3	377.6	371.7	432	419.5
Std 6	333.6	337.2	325.3	332.9	335.9	340.7	346.4	353.2	404.3	402.9
Std 7	310.6	321.7	316.1	320.4	315.2	328	335.6	336.1	405.6	385.1
Std 8	246.6	228	235.6	227.8	261.7	246.6	296.9	244.5	305.4	274.7
Total	3,0821	2,982	3,064.5	3,013.6	3,079.6	3,002.2	3,143.1	2,988.0	3,702.8	3,505.7
Grand total	6,064.1		6,078.0		6,081.9		6131.0		6208.5	

Source: *Ministry of Education Science and Technology (2000-2003)*

Table 4 indicates that there was gender imbalance as 3702.8 thousands boys enrolled at all levels compared to 3505.3 thousand girls giving a male-female of 106:100. It is also worth noting that 580.1 thousand candidates were registered for KCPE examination in 2003 and out of which 305.4 thousand were boys and 274.7 thousand were girls, a clear indication that fewer girls make it to secondary school level of education.

This disparity in enrolment and drop outs of girls is a clear indicator of the general low participation of girl child in all educational levels and the effects will be reflected in the later stages of life in higher education and eventually in the female adulthood. According to Mingat (2003), education affect people's lives chances as adults in terms of earning capacity as well as social mobility. Full participation of the girl child in educational process is therefore very essential for securing a promising future. It is therefore for this reason that Azariads and Drazen (1990) assert that the

most urgent priority is to ensure access to and improve the quality of education for girls and women and to remove every obstacle that hampers their active participation. By granting the girl child a chance to participate fully in education process, one is empowering the society socially and economically. No other gift can the society give to a girl child that good education as Higgins (1992) observed that the returns to other investments are just intangible and immeasurable as those to education or health.

2.6 Factors that Hinder Girl child Effective Participation in Secondary School

Education

Koehler, (1999) notes that girls' education is also a basic human right. Every girl child therefore, has absolute right to access educational opportunities irrespective of socio-economic or environmental backgrounds. During the Dakar World Education Forum (DWEF), the following were endorsed as part of the millennium development goals;

- (i) Ensuring that by 2015 all children particularly girls have access to free and compulsory primary education.
- (ii) Eliminate gender disparity in primary and secondary education by 2005, achieve gender equality in education by 2015 with focus on ensuring girls full and equal access at all levels of education.

The data compiled by the Society for International Development, Monyoncho,(2007) indicates that despite primary school level participation rates being close to gender parity, there are wide gaps between participation rates at the secondary, technical, industrial, vocational, entrepreneurship training, and university level. It reports that there are still challenges in closing the gap between females and males as well as significant differences in drop out, repetition, completion and transition rates. These differences may be caused by a number of factors of which this study therefore, seeks to establish the possible reasons for this significant difference and explain the key factors that hinder girl child participation in secondary school.

2.6.1 Social and Cultural Factors

One of the most common social cultural activities that hinder girls from full participation in schooling is early marriage. Bruns and Mingat (2003) points out that, despite a worldwide trend towards later marriage, millions of girls are expected to marry and begin child bearing in their teenage years. Married girls are less likely to finish school and more likely to contract HIV or other Sexually Transmitted Infection (STI). Girls find it hard to resist marriage opportunities that present themselves before them and they end up leaving school completely to be married deliberately or forced to marry. Muginda, (1998) report on *Child bride* highlights cases of young girls in a village in Kuria District, Kenya getting married. The report further says “that among the Kuria a Bantu tribe, early marriage for girls is perennially old tradition that elders say has kept their daughters ‘clean from contamination’ and given the community an identity”. Mothers have no say in these marriages and cannot save their daughters from forced marriages as the father claims that girls are their property and can marry them off to person of their choice for cattle. Every time a child is rescued from forced marriage, another would be removed from school and forced into cultural abyss. Kuria district, according to the Ministry of Education (DEO’s Office Kuria) has one of the highest numbers of school girls’ dropouts in the country and the Literacy level is just about 46% while adult education is poor. “Educating the girls up to form four or University will delay their chances of getting rich through dowry”. (Muginda, 1998)

2.6.2 Social and Economic Factors

A number of school going girls find themselves out of school to attend some other economic activities. Higgins (1992) asserts that in secondary schools some students are in an age group that puts them definitely into labor force. Such students may opt to stay away from school and get involve in income generating activities in factories or fields. .Koech (1999) noted that child labor is a rampant practice that continues to keep children out of school especially in prevailing situations of poverty at the household level. Children in different parts of the country are involved in activities

such as fishing, picking of coffee, tea and miraa, hawking and petty trading. In addition, many school age girls are employed as house girls and child minders in urban and rural areas. It is important to clarify all forms of labor be it agricultural or domestic paid or unpaid constitute child labor and has impact on the girl child effective participation in School. Many girls are made to remain behind at home to be part of the work force that generates income for the family. This happens at the expense of their education. In many cases, parents do not consider girls' education very important and sometimes girls are made to stay away from school while the boys (brothers) are busy learning in school.

According to Kericho District Development plan (KDDP 1993) the dependency ratio in Bureti was 1:10, this means an average of 10 children depend on one parent. Moreover, the increasing population of school going children was bound to enlarge the dependency ratio further. This means for economic reason parents would opt to keep their children out of school, as they cannot afford school fees and girls are usually the first casualties as they end up being house helps while others drift into early marriages. The boys on the other hand become casual laborers in their homesteads or in the neighborhood. This happens against the background of the children Act, (2001) that says that no child shall be subjected to economic exploitation or work that may interfere with their education or be harmful to their health and wellbeing.

2.6.3 Parental Background /Home Environment

The parental care and background, largely, influences the child access to educational opportunities. International Food Policy Research Institute report (2004) reports and econometric analysis and policy simulation in Mozambique and the key findings were:

Educational level of adults in the household influences household income, child health and nutritional status and likelihood that children attend school.

Adult education level and other demanding factors are important in determining whether children are enrolled or not.

The influence of adult educational levels on school enrolment is especially strong in rural areas.

The probability of a rural child enrolling in school increases by 15% points if the head of the household can read and write.

Raising incomes and adult education levels and reducing financial burdens of schooling all lead to greater Enrolment tends to increase until the age of 10 and then fall and gender plays a large role: boys are more likely to enroll than girls.

These findings therefore a pointer to the fact parental status is an important factor for the girl child participation in schooling. Furthermore, IFPRI (2004) adds that poor housing too, has physical and social effect on the children. Parents who are forced to work long hours have less time and energy to devote to their children. In many cases, family poverty is the key problem. Inadequate diet may lead to poor health, which in turn may cause absence from school and poor academic performance if the parents are poor, then the basic needs of the children are not met and their opportunities diminish and the vicious cycle of poverty sets in. This means;

- Living in poverty reduces children's chances of good education
- Poor education reduces chances of good qualification.
- Poor or no employment leads to further poverty for their off springs .

This therefore means the parental background: academic, social or economic determines the level of participation of girl child in all levels of education. At some point the parent, also need to be assertive when persuading their children to go to school. KDDP (1993) blames parents for lack of emphasizing and interest on education for the significant drop out in the area. Parents are sometimes reluctant in ensuring their daughters and sons attend school as required. The other reason given by the same report for the drop out rate is the failure in National Examinations (KCPE) making them miss secondary places or end up dropping later because of the difficulty or academic work in secondary level. This is further supported by Koech (1999) that girls' poor performance at the primary school level continue to hamper their participation at the secondary school level, while that at secondary level, hinders

their entry into effective participation in tertiary education with particular reference is technical education and science based courses.

2.6.4 School Environment

The school environment can motivate the child or make him/her hate schooling completely. The main challenge for any government to provide quality education lies in provision of enough buildings, teachers, and availability of core text books. IFPRT (2004) suggests that improving physical quality of the school can raise girls' enrolment as well because girls are generally sensitive to physical appearance and the kind of facilities being used at school. According to Bruns and Mingat (2003), management capacity at the school level is also crucial. The quality of school leadership makes a difference between an orderly environment where teachers perform and children can learn and a chaotic environment marked by absenteeism poor school maintenance, disappearance of books and materials and poor relation with parents and community as seen in too many, education systems (pg 115). Therefore improvement of physical outlook of the school and overall management, including classroom control, teacher efficiency will go along into improving the girl child's participation in schooling. The Dakar World Education Forum (1991) under, *Millennium Development Goals*, proposed the following as measures improving the school environment for the girl child:

Targeted stipends for girls

Labor savings technologies, water points and school based child care facilities to ease girl's household work

Schools located close to communities

Separate latrine for girls.

Recruitment of more female teachers and administrators

More mothers involve in school committees

If these measures were put in place, more girls would enroll in school and most may fully participate in schooling to the best level possible in secondary school.

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2.6.5 Other Factors Affecting Girl child's Education

Health related issues can be a hindrance to girl child education. These may include illnesses and other body related incidences like accidents, minor injuries and menstrual periods. Watson and Brazier, (2000), note that girls with heavy periods usually end up using many pads in one day and night and yet they still stain their clothes and sheets. They often miss school because they are bleeding too much or are in too much pain. Given that these periods occur at least every month, if not assisted, these girls may find themselves losing statistically significant school hours otherwise meant for their learning.

Bwire, (2004) also presents a study report entitled *Girls education at great risk*. The report was based on 116 districts in the country and noted the following as major hindrances to girl child effective participation in school.

Sexual harassments and abuse by teachers and boys is a major factor hindering girl's education across the country. That those who resist are punished severely, failed in their class work and exams while those who give in cannot concentrate on their schoolwork and run the risk of falling pregnant or being infected with HIV/AIDS.

The stereotypical roles of girls at home and school affect their study time. That boy should also be made to work at home so that girls can have enough time to study.

North Eastern Province -Rising insecurity and distance from school parents' confidence in sending children especially daughters to school as some have eroded are raped or kidnapped by cattle rustlers on their way to school.

Transmara – That schools are far apart and the nearest is seven kilometers away making it very difficult for girls to travel to school.

Bureti - Cases of boys and men waiting for the schoolgirls on their way home back from school.

Bomet district- that it is a common practice for girls to be kidnapped on their way to and from school and made wives as culture and tradition allow this to happen.

Bondo district – Reports on the attack and raping to death of a schoolgirl in the morning on her way to school. All these incidents point at the situations, dangers and risks of the girl child in her pursuit of education.

2.7 Theoretical Framework

The theoretical orientation of the study was based on Maslow's content theory of hierarchy of human needs. Bronson, M. (1987) presents Maslow's theory of human needs in the form of a pyramid. According to the theory, human needs were identified and need to achieve and be recognized, need for self esteem and the need for self actualization being the highest This hierarchy of needs is presented in figure 2:

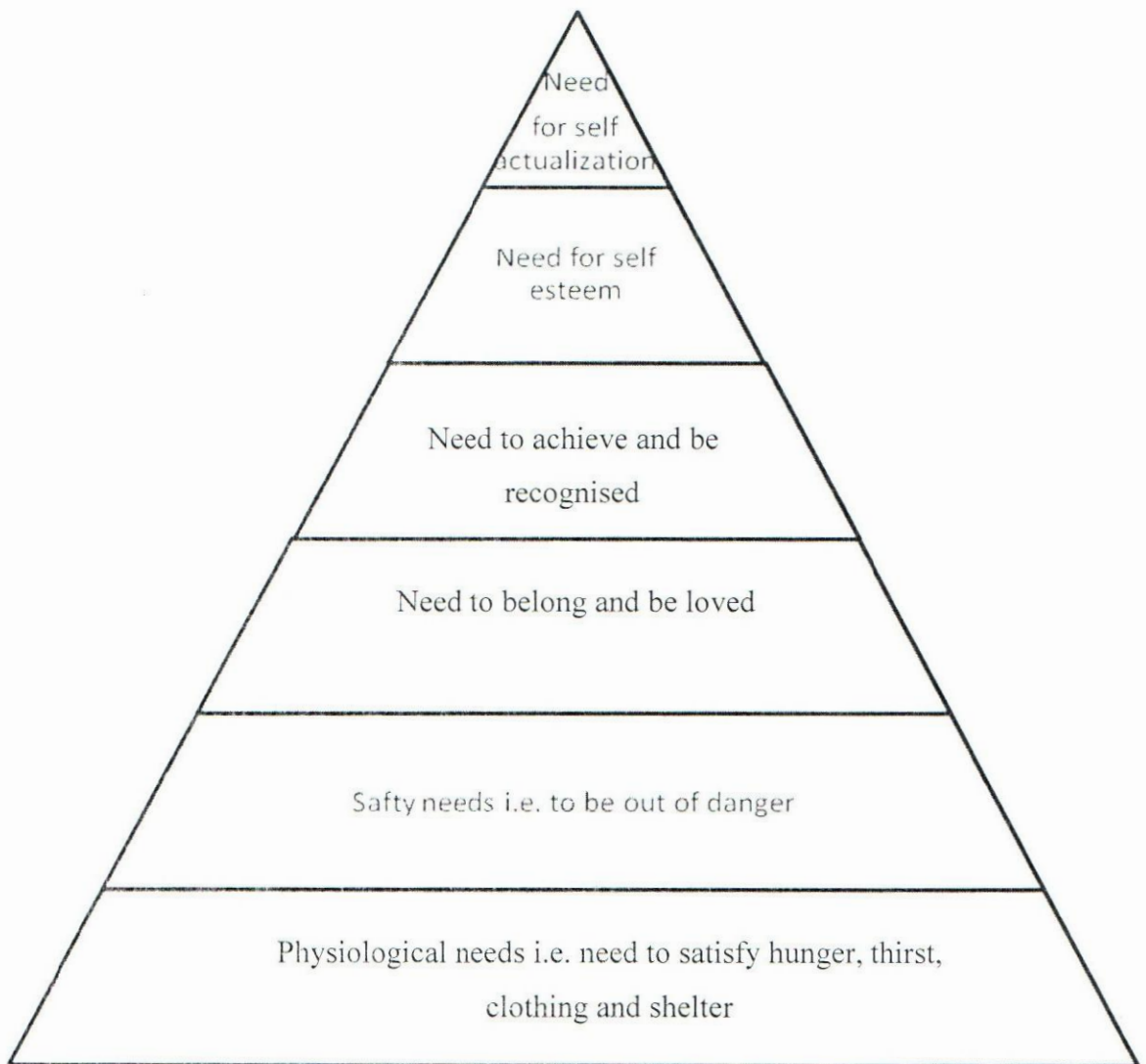


Figure2: Maslow's Hierarchy of needs

The theory presents the idea that human beings have needs but some are more basic than others, consequently there is a hierarchy of needs- that is, a ranked list of those things human beings must have to survive and thrive. The most basic needs come first. We must meet these needs before we even become aware of the other needs. Once the basic needs have been met, we move to the next level and begin to satisfy our needs for safety and security. It is not until these needs are met that we address our emotional needs and so on

According to this theory, if these human needs are not fulfilled, it can result in frustration, conflict, stress and low performance. It is worth noting that the girl child has the same experiences of human needs in the same hierarchy of which if they are not taken care of beginning from the lowest level, they will eventually affect the higher levels. Consequently, the wellbeing of the girl child will be affected during the later stages of her life. Such a girl child may eventually not attain the full potential and self fulfilling level of life as a person .It is only through education that a girl child is stimulated to pursue these needs from the lowest to the highest level of self-actualization

2.8 Conceptual Framework

Under normal circumstances, a girl child would be expected to enroll in school and pursue her educational goals effectively to the highest level possible. However, this is generally not the case. Apart from natural attrition, other factors affect a girl child in a schooling system and tamper with her effective participation in the schoolwork. This suggests the existence of variables that operate from the negative point to undermine the level of education of the girl child. The Conceptual framework of this research study was therefore based on these variables and how they relate with the girl child's educational participation. This relationship can be diagrammatically illustrated as shown in figure 3.

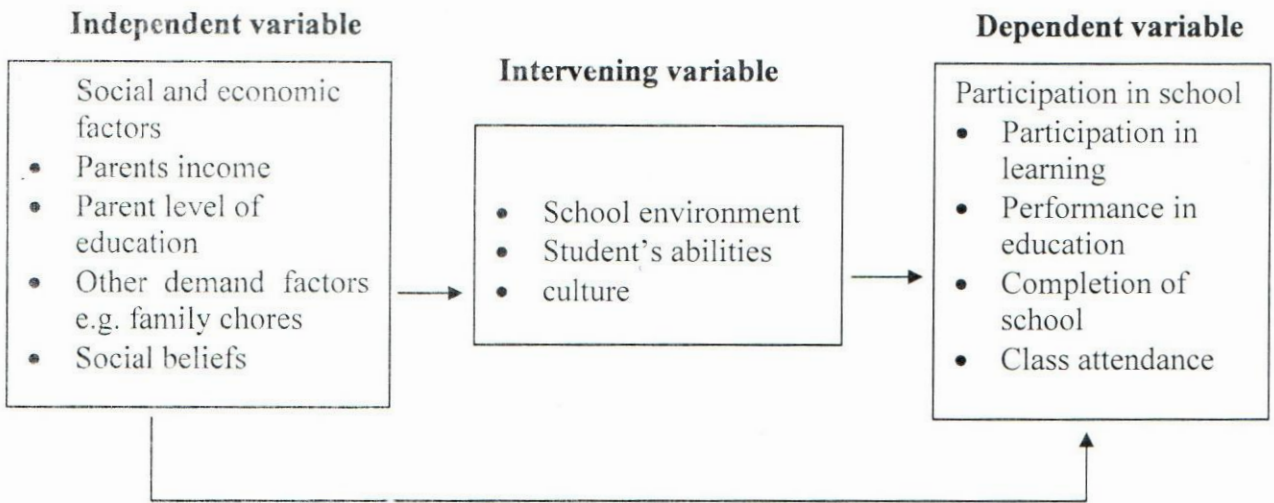


Figure 3: Illustration of relationship between social and economic factors and the level of participation

The study was based on this framework with the social and economic factors being the area of focus in relation to participation in school. The social and economic factors formed the independent variable for this research. This included parent's level of income or their purchasing power. The parent's economic abilities may determine their readiness to educate their girl child while the parent's social background may have influence on the girl child as it directs the parent's attitude towards the girl child's education

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to bring to light the research design, area in which this study was carried out (study location), the total population under study, sampling procedure and size. It will also describe the instruments used including their validity and reliability. Methods of data collection and analysis will also be discussed in this chapter.

3.2 Research Design

A survey design was used in this study as it was the most appropriate. This design is economical and has a rapid turn around in data collection (Crewell, 2003). The survey design is also advantageous in the identification of attributes of a large population from a small group of individuals (Babbie, 1990). This design therefore was appropriate in the sense that the identifiable characteristics of the sampled population of the girls and teachers from the secondary schools in the district would give a significantly correct conclusion of the entire population under investigation. Therefore by use of survey method, the results obtained from the sampled population would be generalized to the entire population of the study, and even to areas outside the study area.

3.3 Study Location

This research was conducted in secondary schools in Bureti district in Rift Valley Province of Kenya and has a variety of secondary schools (i.e. Private, Public Mixed day and Boarding schools). It is a densely populated district with the main economic activity being farming with tea as the main cash crop in the area.. The area under study was predominantly rural with some few emerging urban and market centers hence the information obtained could give an impression reminiscent of the Kenyan society; the urbanized and the rural as far as schooling participation is concerned .

3.4 Population

From the Ministry of Education, Bureti District Education Office (DEO 2007), the district had 62 secondary schools with 12250 students and 406 teachers. Out of the total population of the students, 6809 were boys and 5441 were girls. The target population therefore, was 5441 girl students and 406 teachers. The sample population was selected from 15 secondary schools in the district as shown in Table 5.

Table 5: Population of Girls Students and Teachers in Bureti district.

Division	Students(girls) Population size	Teachers Population Size	Teacher Counselors Population Size
Bureti	1385	104	20
Roret	1574	113	24
Kimulot	1320	89	18
Total	5541	406	62

Source: *DEO's Office, Bureti District (2007)*

3.5 Sampling Procedures and Sample Size

In their article in Educational and Psychological Measurement, Krejcie and Morgan (1970) have provided the following formula for estimating the sample size (S) needed. The sample size is relative to population size (N), a specified confidence level e.g. (95) associated with a Chi-square Statistic for one degree of freedom, and the designate degree of accuracy as reflected by the amount of sampling error d that can be tolerated.

Therefore the formula for getting the sample size is

$$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

Where; **S** = required Sample Size, **N** = the given population size, **P** = population proportion assumed to be 0.5, **d** = degree of accuracy reflected by the amount of error that can be tolerated assumed to be 0.05, **X²** = table value of Chi square for one degree of freedom relative to the desired level of confidence, which is 3.841 for 0.95. In this case the sample size for the 5,541 girls in secondary schools in Bureti will be;

$$S = \frac{3.841 \times 5541 \times 0.5 (1-0.5)}{(0.05)^2(5541-1) + 3.841 \times 0.5 (1 - 0.5)} = 359.2 \approx 360 \text{ girls}$$

This meant 360 girls from secondary schools in Bureti were selected for the purpose of this research. Based on the same formula, out of the total 406 teachers in Bureti, 62 counselor teachers were the target population of which 16 formed the sample size for this study. This research study used Proportionate Stratified-sampling technique, as this was the most convenient and effective in producing the results. This sampling technique according to Kathuri (1993), “The researcher specifies all dimensions or variables then makes sure that every combination is represented by at least one case.” Schools were stratified into three main categories; purely girls’ boarding schools (15 in number), mixed and boarding schools (17), and day secondary schools (13) and therefore selection was done in the ratio of 1:2:1 respectively with full consideration of the geographical locations of the schools. Stratified sampling was also used to cater for the class (forms) difference among the students sampled. This means that at least a girl student was sampled from all the forms (Form 1-4) and in every stream in the sampled schools. Random sampling was used at the classroom level to select the respondents (The first students to raise their hands).

3.6 Instrumentation

The data for the study was collected using questionnaires (Students' Questionnaires and Counselor Teachers' Questionnaires) According to De Vaus (1991) questionnaires are documents that ask the same questions to individuals in the same predetermined order. The Students and Teachers' Questionnaires were administered to the respondents; students and counselor teachers respectively. The sampled students gave their responses in the Students Questionnaire. This questionnaire sought to record information on the girl child's details including social and economic background, parental demands on the girl child, and their level of girl child's participation in school. The Counselor Teachers' Questionnaire generated information on teacher counselors' opinions on the level of participation of the girl child in secondary school education and possible causes of girl absenteeism from school. Girl child parental influence was measured using Likert five scale rating while the student respondents' opinions about the home and school environment were in forced-type responses; taking in view the level of understanding of the respondents. These types of questions helped them to be objective, specific and to avoid inconsistent responses.

3.6.1. Validity of the Instruments

Validity refers to the degree to which the results attained from the analysis of data actually represent the phenomenon under study. In this study, expert advice was sought from the supervisor and other research experts in the department in ensuring the validity of the instruments. In this case, content validity was established before the actual research was carried out

3.6.2. Reliability of the Instruments

Reliability refers to the dependability of the results obtained from the study in making decisions. To ensure reliability of the study findings, a pilot study was carried out in three purposively selected secondary schools within the area under study. These schools were however not included in the actual study. This pilot study was to help the

researcher detect any possible weakness within the instruments and therefore make necessary corrections and adjustments. The reliability of the study was also determined using the Cronbach's alpha procedure (Kathuri & Pals, 1993) and a coefficient of 0.75 was obtained.

3.7 Data Collection Procedures

In preparation for data collection, research permission was sought from the Ministry of Education (MOE) through the Department of Curriculum, Instruction and Management, Egerton University Relevant education authorities the District Education Office in Bureti District were also approached and once permission was granted, the selected schools were visited in person and questionnaires administered to the sample population already arrived at. The respondents were issued with the questionnaires and asked to fill them and for convenience, the questionnaires were collected the same day however the respondents were given enough time to study the questions and give appropriate answers. The students and teachers' questionnaires were issued at the same time each to the respective respondents.

3.8 Data Analysis

Once all the completed questionnaires were collected, the items were coded, tallied, tabulated and data analysis was done using descriptive statistics. Descriptive statistics involve the use of the percentages, means and frequencies. The percentages and frequencies were used to display the outcome of the study especially in quantifying the responses from the respondents (girl students and the teachers). These tools were particularly used in quantifying, giving ratio and frequency counts on parents' level of income, number of students missing exams/CATs, availability of study rooms/materials at home and causes of absenteeism among secondary school girls among others. Once the Percentages and frequencies were tabulated, the research data was translated into pie charts and graphs. The presentation of data in pie charts and graphs provided for effective qualitative analysis and discussion on the research finding

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This study focused on establishing the social and economic factors that affected girl child's secondary school education in Bureti District. The study looked at the various aspects that militated against girl education in Day, Mixed Boarding and purely Girls' Secondary schools within the district. This was in particular view of the social environment as well as the aspects related to the family economic background of the girl child. It is the wish of every government and other educational agencies that all the children of school going age, irrespective of their gender, are accorded the same opportunity to pursue their educational aspirations to their highest level. However, most studies revealed that a number of girls were not able to effectively participate in secondary school education. Some ended up dropping out of school due to school fees problems, early marriages and teenage pregnancies among other reasons. Among those who survived dropping out of school, a number of them may perform poorly in school in terms of both curricular and co-curricular activities. This study therefore, aimed at establishing these factors that affect the girl child in secondary school education in Bureti District. The results were in line with the objectives of the study which were:

- (i) To identify selected social factors that affects the girl child in secondary school education in Bureti District.
- (ii) To establish selected economic factors that effect the girl child's secondary school education
- (iii) To determine selected causes of girl child dropout and absenteeism among the girl children in secondary schools in Bureti District.

This chapter therefore brings out the results and discussions of the study as in line with the objectives.

4.2 Social Factors

The study sought to establish the social factors that affected girl child participation in secondary school education in Bureti District. The Selected social factors under study included: types of schools in the district, occupation of the parents, parents' interest in girl child education, stereotype thinking and girl child's preference of schools among others.

4.2.1 Types of Schools in the District.

The study covered public girls' secondary school in the district. Initially it had been established that in Bureti District, there were 15 girls' boarding schools, 17 mixed and boarding schools 15 boys' schools and 15 mixed, day secondary schools (DEO, Bureti. 2007). Since the study was focused on the girl child education, no statistical concern was raised on purely boys' schools in the district. From the study it, emerged that most of the schools that formed the sampled population were mixed boarding secondary schools. This is indicated in figure 4.

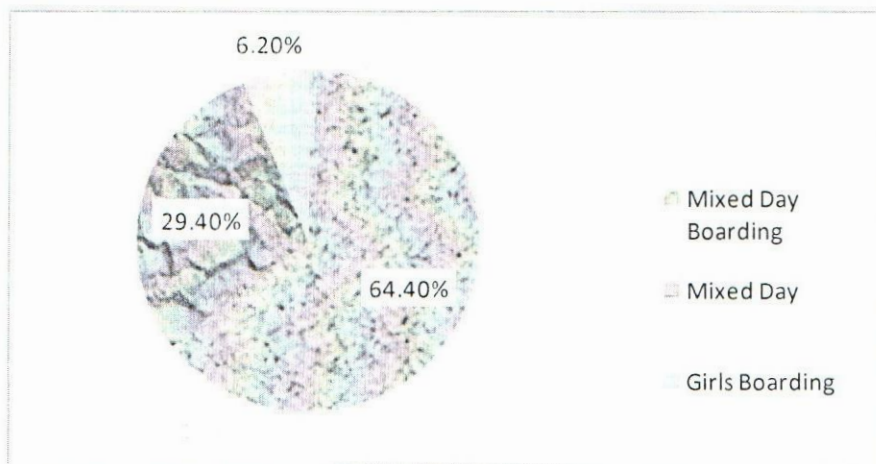


Figure 4: Schools' Categories in the District

From figure 4, it was clear majority of the girls under study were found in mixed boarding schools implying that the biggest population of the girls in secondary school was found in mixed day/boarding secondary schools. From chart 1, it could be further observed that 6.2% of the girls were in girls boarding secondary school which was

relatively a small size of the entire population of the girls in the district. Furthermore, overall analysis of study indicated that majority of the girls were day scholars making up to 64.4% while the remaining 29.4% were in mixed, day /boarding secondary schools. This further supported the initial finding that few girls were found in boarding schools. Instructively therefore, most of the girls in the district were unable to access some of the facilities and benefits of boarding schools which are pertinent to good participation and performance in secondary school education. It could therefore be concluded cautiously that the type of school determined to some extent the level of participation of the girl child on secondary schools in Bureti District.

4.2.2 Occupation of the Parents

From the research findings, it was established that, the most common occupation among the parents of the respondents was farming as indicated in the table 6.

Table 6: Occupations of the Parents in Percentages

Occupations	Fathers	Mothers
	%	%
Farming	48	31
Formal employment	14.	7.4
Business	17.2	12
None	20.4	49.6
Total	100	100

The biggest lot of the fathers was farmers accounting to 48% of the total study population while for the mother's majority of them were housewives taking 42%. Furthermore, 20.4% of the fathers and 49.6% of the mothers did not have any specific occupation at all implying that their purchasing power was minimal hence raising a question on their ability to educate their children. Furthermore, farming in itself is

highly dependent on the prevailing weather conditions of a given region. When the weather conditions are favorable, the yields from farming are high and imply better earnings for the farmers. Given the fact that weather conditions are generally erratic, it is most likely that parents who were mainly farmers may at times find it difficult to finance the education of their children as they would have to depend on the prevailing weather conditions. Therefore in a way, the occupation of the parents may have direct or indirect effect on the level of performance of the girl child in secondary school education in the district.

4.2.3 Parents Interest in Girl child Education

During the study, a survey was conducted among the girls (respondents) to establish the willingness of the parents to meet their cost of education of the girl child. This was because the interest of the parents on girl child education was related to the value they attach on the girl child and subsequently how much they were willing to pay for their education. The results were as indicated in the table 7:

Table 7: Willingness of Parents to Pay School fees for the Gild child.

Willingness	Frequencies	Percentages (%)
Strongly willing	177	49.2
Willing	126	35.0
Not sure	15	4.2
Not willing	24	6.6
Strongly unwilling	18	5.0
Total	•360	100

The findings in table7 indicate that parents were willing to educate their girl children irrespective of their social or economic status. Given sufficient income, the parents were willing to spend on the education of their girl children in secondary schools.

Only 6.6% of the respondents hinted that their parents were unwilling to educate them while 5% of them were for the idea that their parents were strongly unwilling to educate them. Therefore, it can be concluded that majority of the girls believe that their parents were willing to educate them

4.2.4 Parents' Stereotype Thinking on Girl Child Education.

From the study it was evident that there was an idea among the girls that given financial difficulties at home; more girls would drop out school than the boys. In the thinking of the respondent students, the parents would prefer to educate a boy than a girl and therefore they were already armed with the idea that given a financial constraint at home, the girl child's education would be foregone and a boy allowed continuing. This is clearly illustrated by the figure 5:

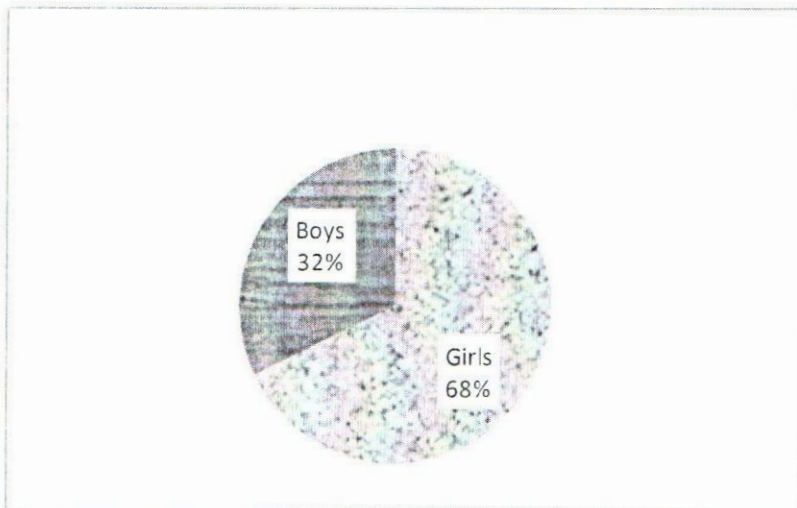


Figure 5: Possibility of the Girl child dropping out School.

This finding could reinforce the stereotype thinking that it was more beneficial to educate a boy than a girl for the possible reason that once a girl was married she relocated to her matrimonial home taking away all her education and all the benefits leaving the family in the same or lower economic position as before. Therefore the fear that a girl transfers the benefits of education elsewhere gave the license to some

parents to invest on the boys than the girls. The girls were also therefore informed by conscience that given a fall in family finance or income, they were more likely to drop out of school than boys. With this kind of thinking or idea the girl child in secondary school in Bureti District may not take education seriously and may lead to poor performance or low participation in their education.

4.2.5 Preference of Schools

The study also sought to establish the preference of girls to different types of schools, Girls Boarding mixed boarding, Girls day and mixed day school. The following results were obtained;

Table 8: Preference of Schools by the Student Respondents

Type of school	Preference in percentages (%)
Girls Boarding school	83.3
Mixed Boarding school	11.6
Girls Day school	3.1
Mixed Day school	2.0
Total	100

From table 8, it was evident that 83.3% of the girls would prefer to learn in girls' boarding schools while 11.6% would prefer mixed boarding schools. 3.1% of the study population would rather join girls' day schools. Only 2% of the girls would opt to join day schools. This meant that if it was within their ability, most girls would rather learn in girls boarding secondary schools. However, on the ground there were only 15 Girls Boarding Schools, 17 Mixed Boarding Schools, and 15 Mixed Day Secondary Schools in the district (figure 4). The desire to be in Girls Boarding schools overwhelmed the availability of such schools in the district. The reason for the desire could be that there were many privileges and benefits of being in a boarding school that could enhance proper participation in secondary school education (IFPRT 2004). On the other hand, there were various disadvantages associated with mixed schools and day schools that militated against the education of

the girl child in secondary schools. This could explain the reason for the preference of boarding schools to other types of schools by the girls in the sample population.

4.2.6 Other Social Factors that Affect girl's Secondary School Education.

The counselor teachers gave statistics from their schools on cases of girls' sexual abuse/ intimidation, early marriages, drop outs and early pregnancies. Figure 6 shows the overall summary of such cases.

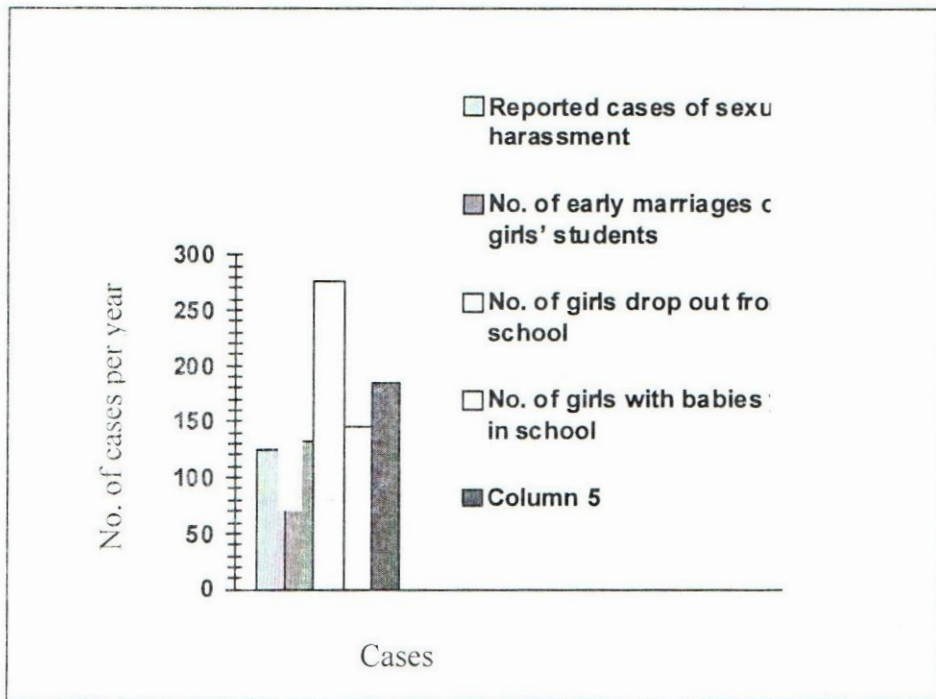


Figure 6: Cases of Girl child Interference in Secondary Schools in Bureti District

From figure 4, it was clear that the biggest numbers of girls were those who simply dropped out of school (280). The reasons could be related to school fees and other factors. The second largest categories of girls' students were those who had babies yet they were still in school. These, summed up to 145 girls in one year. Considering the challenges of being a student mother, such girls were unlikely to do well in their secondary school education. The third category actually represents girl students who

get married before getting to form four. By not going through the full cycle of secondary school education, these students will have denied themselves opportunities for further education, employment and active roles in the society. The last category was the number of girls who were sexually harassed or intimidated during or on their way to school. These were cases related to verbal abuses, waylaying and physical threats by other boys, villagers or strangers. Such cases were however hardly reported to the police.

4.3 Economic Factors that Affect the Girl child Participation in Secondary School Education in Bureti District

The study looked into the economic background of the parents by specially looking the educational and income levels of both parents; father and mother of the sampled population of the girl child in Bureti District.

4.3.1 Level of Education of the Parents

The level of education of the parents may in some instance act as an indicator of economic status of the parents concerned in the study. This is because in formal employments, an employee's earning is normally related to his/her level of education. The more educated a person is, the higher the salary. Therefore education may be one of the key determiners of the parent's financial ability to educate the child. Table 9 indicates the level of education of both parents of the sample population in percentages.

Table 9: Parents' Level of Education in percentages

Level of education	Father	Mother
	%	%
No education	7.8	8.4
Primary	30.8	40.6
Secondary	38.1	33.5
College/ university	23.3	17.5
Total	100	100

From table 11, it was evident that most fathers of the student respondents had education up to secondary school (38.05%) while for their mothers; majority of them had education up to primary school level (40.6%). It means most of the parents only had basic education devoid of other training and skills. As earlier mentioned, the level of education of a parent may have a bearing on his/her income and it is therefore instructive to note that many parents in Bureti District are likely to be trapped in low income bracket and may not really have sufficient financial endowment to educate their children in secondary school (Bruns & Mingat, 2003). This is in essence a negative factor as far as the education of the girl child is concern in the district.

4.3.2 Parents' Level of Income.

The study also looked at the level of income of the respondents' parents' respondents. The responses from the students' questionnaires (appendix A) indicated the variation in the levels of income among the parents. These variations may be attributed to other factors like the parents' level of education (Hyman 2002). Furthermore, in ordinary situations and all other factors kept constant, the spending of an individual household is largely determined by the amount of disposable income. It therefore means that parent's expenditure on education of the child is constrained by their level of income. From the study, the parental level of income of the sampled population is shown in table10:

Table10: Parents' Level of Income.

Amount earned Kshs/Per month	Frequency	Percentage of parents (%)
Less than Ksh. 3000	115	31.6
Between 3000 – 5000	93	25.6
Between 5000 – 10000	74	20.4
Between 10000 – 15000	60	16.3
Over 15000	9	2.5
Total	360	100

Table 10 shows that majority of the parents (31.6%) earn below Ksh. 3000 per month. While those who earned over Kshs. 15000 per month were only 2.5% .It gave the impression that most of the parents, both fathers and mothers earned income that was below the expected par which was therefore likely to affect negatively the education of their children. This is true considering the fact that in a household there were other competing needs that required the financial attention of the parents. These may include food, clothing shelter and many others. In a situation when all these needs may have risen, some parents may have opted to forego the education of their daughters so as to attend to the more pressing needs like food, consequently, the education of the girl child was possibly negatively affected. This coincided with the findings of the same study generated from the counselor teachers' responses that indicated that a number of the girls students in the district missed classes/CATs due to school fees. The results of the study were as shown in Table11:

Table11: Cases of Girl students Missing Classes/CATs due to School fees.

Cases	Frequency	Percentage (%)
Have always missed	67	46.1
At least missed	135	37.2
Not sure	20	5.5
Missed only once	28	7.7
Never missed at all	10	2.8
Total	360	100

From the table, it was clear that majority of the girls missed classes due to school fees problems. Only 2.8% never missed school because of school fees. Comparing this scenario with the parental level of income, it could be understood that there was a relationship between the two; that if the parent's level of income was low there were chances that the ability to pay school fees was also low hence the possibility of the

child to be sent out of school quite often resulting in absenteeism from classes, missing of CATs and other important school activities by the student. This would eventually have negative effects on the overall participation of the girl child in secondary school education (Gachathi 1979).

4.3.3 Provision of Study rooms and Other Materials

The study further sought to establish whether there were study rooms in the home of the respondents. These were rooms that were basically used during private study by the girl children when they were not in school. These facilities were supposed to be provided for by the parents or guardians of the girl child. These results obtained were presented in figure 7.



Figure 7: Availability of Study rooms at Home.

The results indicated that number of parents (57%) had study rooms for their girl children at home. It meant that the parents of the respondents were fully aware of the need to provide a conducive environment for their children to learn. As relating to other study materials many parents had tried to provide these items as portrayed in table 12:

Table12: Provision of Study Material at Home.

Availability	Frequency Of provision	Percentage (%)
Study materials	205	57.2
No study materials	155	43.8
Total	360	100

This was a positive indication of the parents' attempt to provide for the education of the girl child since a good number 57.2% had made the attempt of providing study materials, though there was still a reasonable number (43.8%) who had not done the same.

4.3.4 Time for Private Studies

The research also sought to establish the availability of private study time for the girl child at home. This was the time when the girl child sat at home and concentrated on her school work. Time has an economic value. It is actually a resource and can be invested just like money; if it is spent well on education, it will yield some benefits in the future. The results in the table 13 indicated the percentage the number of respondents who had and those who did not have private study time at home

Table 13: Availability of Private Study time at Home.

Time availability at home	Percentage number of respondents	Frequency
Hardly no time	42.2	153
Little time	29.2	106
Not sure	5.5	21
At least there is time	41	11.1
A lot of private study time at home	10.6	39

From the table above it was clear that not many girls had time for private studies at home. 42.2% hardly had time for private studies at home. 29.2% had little time to do private studies while only 10.6% of respondents had a lot time to private studies at home. Given the fact that most of girls in secondary school in Bureti were day scholars, it was likely that a number of them still did not have time for private studies at home. There was a strong possibility that these girls engaged in other income generating activities (Higgins1992). This was further compounded by the already existing problem of being out from classes and missing of CATs due to school fees problems resulting in low participation of the girl child in secondary school education in Bureti District. This aspect of unavailability of study time for the girl child was further supported by the teachers' views on girl child's academic work as presented in Table14:

Table 14: Teachers' views on girl child's academic work

Teachers' views	Yes	No
Girls enjoy their academic work	93.75%	6.25%
Girls with school fees are always active in class	62.5%	37.5%
Work at home interferes with girls studies	100%	0

From table 14, it was evident that girls enjoy their academic work at school. This was justified by 93.75% of the teachers sampled while 6.25% of the teachers did not believe so. This gave the impression that girls in secondary schools in Bureti District had a liking for education and given all the necessary conditions for education, they could do well in their educational pursuits. 62.25% of the sampled counselor teachers thought that girls with school fees problems were active in class while 37.5 did not believe so. In other words, despite the constant disruptions of their learning due to school fees problems, they still found education to be important. From the study it also emerged that 100% of the sampled counselor teachers believed that work at home interfered with girls' studies. This could be linked to sex stereotyping by the

society whereby a girl was expected to play the role of a mother in the family. In such a situation a girl was expected to do all the domestic chores like cooking, fetching water and firewood, baby sitting, milking cows and even washing family clothes. These chores were constraints to a girl child's educational pursuits (Koech 1999). This was further supported by earlier findings that a number of school girls find themselves out of school to attend to some other economic and social activities

4.4 Causes of Absenteeism by Girl child in Secondary Schools in Bureti District

Absenteeism was one of the key indicators of low participation in secondary school education. A student who was absent from school automatically disqualified him/herself from the day to day school curricular activities. The study therefore sought to establish the main reasons for girl child absenteeism in secondary schools in Bureti District. The respondents (Teacher counselors) gave the views as presented in Table 15:

Table 15: Causes of absenteeism among secondary school girls

Causes	Frequency	Percentage
School fees	211	58.6
Medical cases	91	25.3
Domestic reasons	26	7.2
Indiscipline cases	14	3.9
Others	18	5
Total	360	100

From table 15, it was clear that the main cause of absenteeism among the secondary school girls in Bureti District is school fees problem (58.6%). Most teachers believed that most girls missed classes because of school fees. It means that many students

found themselves out of school for a day or more as they were sent home to bring school fees, an obligation which should have been handled by their parents. This put into question the parents' ability and commitment to paying school fees for their daughters in secondary schools. In most secondary schools in Kenya, there is a practice of sending students home to bring school fees just before exams begin. In some instances, the students may not get the required amount in good time to go back to school before exams start. Consequently, some students ended up missing exams and eventually affecting their overall performance and participation in secondary school education.

Medical cases were the second leading cause of absenteeism among the girl students in secondary schools in Bureti District. On grounds of health, which may or may not be genuine these girls absented themselves from school. It was instructively noted that students sometimes used the excuse of sickness/illness when they wanted to absent themselves from school. However, the issue of menses among the girls in secondary schools could not be overlooked as it could be a reason for absenteeism especially for girls in that age bracket (Watson and Brazier 2000). Therefore, the issue of medical reasons for absentia from school by the girl child was open to further scrutiny. This indeed was an area of concern as it was a key factor in girl child absenteeism in secondary schools in Bureti District.

Domestic reasons accounted for 7.2% of absenteeism in secondary schools in the district. These reasons could also be related to the social and economic status of the parents. Some parents may have persuaded or coerced their daughters to stay out of school for reasons that were limited to the family level. These reasons might have been according to the parents justifiable enough but had negative effects on their child participation in secondary school education.

Indiscipline cases and other reasons accounted for 3.9% and 5% respectively (table 16). In a secondary school setting; sometimes students are sent home for a day or more when they have been found a disciplinary case. Some are sent home to bring

their parents for the same matter hence time otherwise meant for learning is lost. The other reasons for absentia from school (5 %) could be varied and many and therefore could be investigated in another research.

4.5 Causes of Girl child Dropout in Secondary Schools in Bureti District

The study also intended to establish the causes of girl child interference and dropout in secondary schools in the district. The two factors; absenteeism (discussed in 4.4) and dropping out were significant enough to militate against the girl child participation in secondary school education in the district. From the findings indicated in figure 6, there were statistics of girls who drop out of school. The figure indicated that there were about 280 girls who dropped out of school every year from the sampled secondary schools in the district. This added up to an average of 4 girls dropping out in every school each year in Bureti District. Although some might have ended up joining other schools later, statistics in figure3 also indicated that there were those who might never go back to school after dropping out. This was represented by almost 190 students each year in the district who fell into early marriages .From the study, the main causes of girl child drop out I secondary schools in Bureti District were; school fees problem, early marriages, sexual harassment early pregnancies and motherhood

4.5.1 School Fees Problem

From the findings displayed in table 15, lack of school fees might have led to girl child absenteeism and eventually dropping out of school. The idea that an educated girl transfers the benefits elsewhere made some of the parents reluctant in payment of school fees consequently leading to some of the school girls dropping out of school. This problem of dropout due to school fees had some linkage with economic factors affecting the girl child participation in secondary school education in Bureti District as discussed in 4.3.2.The problem of low income and poverty may have negated the parents' effort to meet the educational costs of their daughters (IFPRI 2004).

4.5.2 Early Marriages

Early marriage was another key factor that led to school drop out among the girls in secondary schools in Bureti District. Figures from the study indicated that annually, about 190 girl students in secondary schools in the district got married before completing their education. Since it is presumed that once a girl gets married, it becomes difficult for her to go back to school therefore this number automatically fits in the drop out category (Bruns and Mingat 2003).

4.5.3 Other Factors

Other factors that might have led to drop out among the secondary school students in Bureti District as indicated in the study include: sexual harassment and early pregnancies. From the data in figure3, annually, there were estimated 130 girl students in secondary schools in the district who were sexually harassed or intimidated annually. This was associated with the earlier report (Bwire, 2004) that sexual harassment and abuse by teachers and boys was a major factor hindering girl's education across the country.

Early pregnancy was also a negative factor affecting girl child education in the district. The numbers of girls in schools yet already have babies were estimated at 130 per year (figure 6). These cases posed a great challenge to the girl child participation in secondary school education. Once a school girl becomes a mother, she finds it difficult to cope with school work and if she does not get adequate support from the teachers and parents, she may end up dropping out of school.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATION.

5.1 Introduction

This study examined selected social and economic factors that affected the girl child's secondary school education in Bureti District. It also shed light on the social and economic causes of dropout and absenteeism among the girls in secondary schools in Bureti district. This chapter highlights an overview of the contents covered in this study. The main objectives of the study were:

1. To establish the selected social factors that affect girl child secondary school education in Bureti District.
2. To determine the selected economic factors that affect girl child secondary education in Bureti District.
3. To establish selected causes of absenteeism and drop out among girls in secondary schools in Bureti District.

This chapter therefore gives summary of the study findings and the recommendations as in line with the objectives of the study.

5.2 Summary

From the study, it emerged that there were key social and economic factors that had negatively affected girl child secondary school education in Bureti District. It also emerged that the same factors; social and economic were significant as far as the causes of absenteeism and drop out among secondary school girl students in the district was concerned. These factors could be presented as follows:

5.2.1 Social Factors

These were reasons that were based on the parents' societal demands and attitudes. These social issues also bordered with cultural expectations of the society and the parents' perspective of girl child education in the district. These social factors were established as follows:

First the type of school attended by the girl child. From the study it was apparent that the type of school affected the participation of the girl child in secondary school education. Among the categories of secondary schools identified in the district were; mixed day, mixed day /boarding and girls boarding secondary schools. It was established that most of the secondary schools found in the Bureti District were mixed day and mixed day/boarding secondary schools and carried the biggest population of the girl students in the district. Such categories of schools did not meet the demands of the girl child in terms of basic facilities and hence negatively affected the participation of the girl child in secondary school education.

The second social factor affecting girl child secondary school education was the occupation of the parents. The study established that the most common occupation among the parents of the respondents was farming. This created the impression that their level of education may be limited (table 10) hence their opinion and level of understanding on education could not facilitate well enough in making informed decisions that could improve girl child education in secondary schools. It could also mean that they were preoccupied with the laborious farming activities such that they had little time or interest in the education of their girl children.

Thirdly, parents' interest in girl child education was another negative factor as far their participation in secondary school education was concerned. From the study, it emerged that the way the parents viewed or valued education affected their input in the same. It followed that the more interest they had on education, the more willing they were to pay school fees and meet other demands related to girl child education.

Gender stereotyping was the fourth social factor that had negatively the participation of girl child in secondary school education in Bureti District. This was the idea that a girl child was of lesser value in the family and that her education or lack of it had little consequence in the family unit. This traditional thinking had negatively affected on the mental state of the girl child consequently affecting her participation in secondary school education.

The fifth social factor had to do with girl child's preference of schools. This idea was about the choice of school for the girl child. Though most of the respondents were girls from day and mixed day /boarding secondary schools, majority of them, (83.5%) as indicated in table 9, would have preferred to be in a girls' boarding school lending credence to the thinking that they felt that they were not in the school of their own choice. It was a fact that most girls' boarding schools were more equipped and attractive than mixed day or boarding schools. This feeling of being in a school not of their choice might have negatively affected the participation of the girl child in secondary school education since students' attitudes translated to their educational latitudes

The sixth social factors according to the study that affected girl child participation in secondary school education were early marriage and student pregnancies. Early marriage meant that a girl student completely abandoned school in order to take up marital responsibilities. This automatically de linked the girl child from her educational pursuits from the study. It was established that a number of girls in secondary schools in the district became victims of early marriages. Girl child pregnancy also meant that a girl dropped out of school as her condition at that time made it difficult to continue with her education. Some may be re admitted to school while others may not. This therefore affected their participation in secondary school education.

5.2.2 Economic Factors

From the study, it was also established that there were economic factors that affected girl child secondary school education in the district these included parents' level of education, and income, provision of study materials and availability of study time. Firstly, the level of education of the parent could be a parameter for gauging their economic status. The more educated a parent was, the more likely that he/she was in a better position of employment and a higher income .This also happened vice versa. Conclusively, a girl child from an educated family had better chance of participation in secondary school education than the one from less educated family.

Secondly, the level of income of the parents was also an important economic factor as far as girl child education was concerned. Girl children from wealthier homes were more likely to participate satisfactorily in their secondary school education than those from less wealthy homes. Thirdly, the provision of study facilities or materials at home played a significant role in girl child participation in secondary school education. These were key facilities like study rooms, books and source of reading light. These were classified as economic because of the cost factor involved in the provision of such facilities. From the study, 42% of the respondents did not have such facilities while 43% of the respondents did not have study rooms at home. These limitations were likely to affect their overall participation in secondary school education.

Lastly, the availability of private study time was another cause of low participation by girls in secondary school education in the district. The study indicated that 42.2% of the respondents hardly had any private study time at home while 29.2% had little the same (table13).since time is an economic resource which is an important input in education, its absence or lack of it therefore affects negatively the participation of the girl child in secondary school education especially for those students who were in day secondary schools.

5.2.3 Causes of Absenteeism

From the study, it was established that the main causes of absenteeism among the secondary school girls in Bureti District were: school fees problem, medical cases, domestic issues and indiscipline. These reasons as identified from the study negatively affected the participation of girl child in secondary school in the district.

5.2.4 Causes of Drop out

This study established that the leading causes of girl child drop out in secondary schools in the district were: school fees problem, early marriages, early pregnancies and sexual harassment incidentally, most of these factors appeared as the leading causes of absenteeism among the secondary school girls in the same district.

5.3 Conclusion

Based on the findings of the study, the following conclusions were drawn after the empirical inquiry on the social and economic factors that effected girl child's secondary school education in Bureti District

- (i) Social factors played a major role in determining the participation of the girl child in secondary school education. These social factors included the level of education of the parents which directly affected the quality of educational decisions they made which in turn affected the participation of the girl child in secondary school education.
- (ii) The stereotype thinking of the parents towards girl child education determined how much or less they are willing to pay for the education of their daughters. It is also instructive to note that the attitude of the girl child towards a particular school affected their educational pursuit. This was evident from the research that though most parents had tried to provide study rooms and learning materials for their girl children, students would still prefer to be in a girl's boarding school. This could be due to other demands from their parents like domestic chores and other family related activities may exert a lot of pressure on girls particularly those who were not boarders. This explained the reason for the girls' preference of boarding school despite the fact that their parents had provided study rooms and learning materials at home.
- (iii) Economically, most parents of the girls in secondary schools in Bureti District were farmers by occupation. It therefore meant that they derived their source of livelihood from farming which is highly dependent on weather conditions. Therefore, sometimes they may not have generated reasonable income to support the education of their children. This explained the fact that majority of the girls' students were found in mixed day/ boarding and Mixed day secondary schools. This enabled them to benefit from the lower costs of education in such schools bearing in mind the Government's subsidy in secondary school education.

- (iv) Most of the parents had education up to secondary school level though for mothers most of them did not go beyond Primary school level. Furthermore, for most of them their levels of income did not go beyond five thousand (5000) shillings per month. Which in itself was a set back in the endeavor to adequately educate the girl child given the assumption that there were other competing needs within the family for instance food, clothing and health care.
- (v) Practically, most parents would opt to forfeit the education of their children so that they could attend to more pressing family needs. From the study it could be concluded the presence of economic setbacks hindered the participation of girl child in secondary school education in Bureti District.
- (vi) It was evident that many girls missed classes or exams due to school fees problems. Some of the girls while out of school ended up in other social challenges. That eventually created setbacks in the educational pursuit. . This was a situation that required collective and concerted effort of all the stakeholders if the level of girl child's participation in secondary education in Bureti District is to be improved.
- (vii) The existence of absenteeism and drop out among girl secondary school students in Bureti District was a confirmation of the presence of some social and economic factors that militated against the girl child secondary school education. These social and economic factors were also linked to the family background and the immediate community of the girl child and they were within a manageable limit.

5.4 Recommendations

Based on the findings obtained from the study, the following recommendation should be acted upon by the relevant authorities.

- (i) The government should provide bursaries and any other form of assistance to needy girl children in secondary schools in the district so as to ensure that they complete their full cycle of secondary school education.
- (ii) Concerted effort should be made by the government and the local leaders to provide well equipped and affordable girls boarding secondary schools to

cater for the needs and the preferences of the girl children in the district This is based on the finding that there was a high demand for girls boarding secondary schools in the district.

- (iii) The government and local leaders should spearhead the fight against early marriages, early pregnancies and sexual harassment and intimidation of the girl child in the district. This is to eliminate girl child absenteeism and drop out from secondary schools in the district
- (iv) Parents should ensure that their girl children do not miss classes and CAT/ EXAMS as this will affect their full participation in secondary school education. This can be achieved by ensuring that they make arrangements to pay fees promptly and work in liaison with the school administration to avoid the embarrassment of sending away the students due to school fees. Parents and schools administrations should devise means and methods of school fees payment that are effective and friendly to the students. These include work study programs and negotiated payments by installments. This would serve to minimize the number of times these students are sent home for school fees hence improve their level of participation in secondary school education
- (vi) School managers should endeavor to provide guidance and counseling programmes designed to educate the girls on social issues and challenges in particular view of equipping them with the skills necessary for their age bracket. This will ensure that they do not fall victims of circumstances that will make them drop out of school or perform dismally in their schoolwork. Such guidance and counseling programmes should include topics on social relationships, peer pressure, drugs and drug abuse, dangers of premarital sexual relationships and early marriages.

5.5 Suggestions for Further Research

The following were recommended for further research;

- (i) Environmental factors within the school that negatively affect the participation of girl child in secondary school education in Bureti District.
- (ii) Cultural factors that affect the participation of girl child in secondary school education in Bureti District.
- (iii) The stage (class level) with the highest drop out of girls in secondary schools in Bureti District.

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APPENDICES

APPENDIX A: STUDENTS' QUESTIONNAIRE

This research questionnaire seeks to get information on the social-economic factors constraining girl child participation in schooling.

Please answer the questions given in this questionnaire honestly. Your answers and any other information will be treated with utmost confidentiality. Put a tick (✓) where appropriate.

1) Name: _____

(2) Age: _____ Years.

(3) Name of your Parents if alive

(i) Father _____ Age _____ Occupation _____

(ii) Mother _____ Age _____ Occupation _____

(ii) Guardian _____ Age _____ Occupation _____

(4) Name of Your School _____

(5) Type/Category of your School

(i) Mixed Day School []

Mixed Boarding []

(ii) Girls Day School []

Girls Boarding School []

(6) Indicate your Form (Grade) F1 [] F3 []

F2 [] F4 []

(7) Are you a day scholar? No [] Yes []

Parental demands on the girl child (social background)

Use the rating below and tick () as appropriate to you

Key: SA- Strongly Agree, A- Agree NS =Not sure D- Disagree SD – Strongly disagree

	SA	A	NS	D	SD
(8) My parents like paying my school fees.					
(9) My parents are not interested in my education					
(10) My parents allow me enough time to do personal studies at home.					
(11) I am given more work to do at home than my brothers.					
(12) I have enough time for studies during holidays.					
(13) My parents would rather educate my brother(s) than me.					

(14) Given a situation where there is less money for school fees, who is likely to drop out of school in your home? Girl [] Boy []

(15) Given a chance to choose, which of the following would be the best school for you?

[] A girls' day school [] A mixed day school

[] A girls' boarding school [] A mixed boarding school.

Girl child's economic Background

(16) Give your parents level of education

	Father	Mother
No education		
Primary Level		
Secondary Level		
College /University		

(17) What is the total income of your family per month

..Less than Kshs. 3,000

Less than Kshs. 5,000

Between Kshs. 10,000 to 15,000

Over Kshs.15, 000

(18) Do you have a Study room at home? Yes No

(19) Do your parents buy study materials for you at home? Yes No

Respondents' Level of Participation in School

What do you think of the following statements about yourself?

Tick (✓) as appropriate.

Strongly agree (1) Agree (2) Not sure (3) Disagree (4) Strongly disagree (5)

Statements	1	2	3	4	5
(21)I have good concentration in class					
(22)I sometimes miss classes because of School Fees					
(23) I sometimes miss exams / CATS because of School fees					
(24) I am very happy with my academic performance in School.					
(25) I do not get enough time at home to do private Studies.					

Thanks for your responses

APPENDIX B: COUNSELLOR TEACHERS' QUESTIONNAIRE

This questionnaire is meant to gather information on the possible reasons for girl's low level of participation in School. Please tick (✓) the most appropriate answers to the questions given. (The information will be treated with utmost confidentiality)

(1) Name _____

Male []

Female []

(2) Type of school that you teach in

Girls boarding []

Girls' day school []

Mixed boarding school []

Mixed boarding and day school []

(3) What is the most common reason for girls' absenteeism from school?

[] Illness/medical problems

[] School fees

[] Indiscipline

[] Domestic reasons

[] Others

(4) What is the most obvious reason that keeps girls out of your school?

[] Pregnancies

[] sexual harassment

[] Early marriages

[] School fees problems

Tick as appropriate

SA – Strongly agree A- Agree NS- Not sure D- Disagree SD- Strongly disagree.

	SA	A	NS	D	SD
(5) Girls in school really concentrate in class					
(6) Girls sometimes miss classes because of school fees.					
(7) Girls student sometimes miss exams/CATs because of school fees.					
(8) Most girls in my school enjoy academic work					
(9) Girls with school fees problem are always active in class					
(10) Domestic work at home interferes with girls' studies.					

(11). Give the appropriate figures from your school relating to these cases

Cases	Approximate. numbers
(i.) Number of the reported sexual harassment/ intimidation of girls per year.	
(ii.) Number of girls who get married before getting to form four every year.	
(iii.) Number of girls who drop out of school every year	
(iv.) Number of girls with babies yet in school	

Thanks for your responses

APPENDIX C: RESEARCH PERMIT



MINISTRY OF EDUCATION.

Telegrams: Elimu Bureti Litein
Telephone: 052. 54292
When replying please quote
Ref.No. and Date
BUR/ED/GEN/20/VOL.1/122.

DISTRICT EDUCATION OFFICE,
BURETI DISTRICT,
P.O. BOX 758,
LITEIN.
5/10/09.

TO WHOM IT MAY CONCERN.

RE: LANGAT BERNARD CHERUIYOT, REG. NO. EMIS/1232/04.

The above is an MED student at Egerton University and had been permitted to carry out a field research on his proposal writing in our Secondary Schools in bureti District.

Please accord him the necessary assistance.

Thanks

For DISTRICT EDUCATION
BURETI DISTRICT
P.O. BOX 758, LITEIN

Paul Ajuoga
District Quality Assurance & Standard
For District Education Officer
BURETI.

EGERTON UNIVERSITY UDA