

**FACTORS AFFECTING GIRL-CHILD PROGRESSION RATES IN
PRIMARY SCHOOLS IN ASAL AREAS: A SURVEY OF WEST
POKOT SUB COUNTY IN WEST POKOT COUNTY KENYA**

BY

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DEDICATION

This research thesis is dedicated to my father Josephat Wawire Mukhatiba, my wife Everlyne Waswa and my three children, Collins Waswa, Kevin Waswa and Emma Waswa. Their patience, understanding and persistent encouragement gave me the spirit to complete my study.

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For any errors, I remain responsible.

Initials: W.A.W

ABSTRACT

The purpose of this study was to investigate factors affecting girl child progression rates in primary schools in west pokot Sub county of West Pokot County, Kenya. The objectives of the study were to investigate the effects of Economic, environmental as well as cultural factors on girl child progression rates in West Pokot Sub-County and extent of the effectiveness of government intervention measures to curb the challenges. The study employed the descriptive research survey design. The conceptual framework illustrated how the effects of economic, environmental and cultural factors influenced girl child primary school progression rates and the effect of government intervention measures. The target population was three teachers, 51 primary school headteachers, 51 primary school management committee chairmen and 612 pupils totaling to 717. The sample was from four divisions in the sub-county with 170 primary schools. The instrument of data collection was the questionnaire. After return of questionnaires, there was data analysis and presentation by use of descriptive statistics; tables, percentages and pie charts. In conclusion results showed that the effects which were economic and cultural in nature negatively influenced girl child progression rates more than any other factors. Government stimulus and ASAL funds had less explicit effect as intervention measures. However, school feeding programme and FGM campaigns and most vulnerable children programme were more effective intervention measures in supporting girl-children education. The study recommended that the government to put emphasis on mobile schools in ASAL areas, initiate special girl child education fund as well as establishing more low cost boarding schools and put up more rescue centres in areas which were more vulnerable to girl child progression rates in primary education programme.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Female participation in education still needs room for improvement in many regions and countries of the world. While performance on access has shown progress, progression rates are not alike especially in the less industrialized countries. Nine out of ten African children enter primary school. This accomplishment is certainly significant, but it does not reveal the insufficiencies of an education system that has not yet seen a majority of the students that start primary school finish. In particular, the state of education of girls and women has become of major concern (ADEA, 2006).

World summit for children (1990) set universal access to basic education by the year 2000 and completion of primary education by at least 80% of primary school age children by the year 2000. However, education for girls is the single greatest of human development. It equips girls with the knowledge, skills and confidence needed to make the work of their abilities to lead healthier lives and to protect themselves from discrimination and violence. But while adolescent years are a time of great promises, they are also a time of particular vulnerability, especially for girls (UNICEF, 2000).

Education of girls and women has been known to be closely linked to a wide variety of demographic, social cultural and economic issues that can have far reaching effects on population growth, health, nutrition, fertility, infant mortality and widening possibilities for increasing productivity and earnings. Similarly, educated mother's tend to value and

encourage the schooling of their children, which can produce long-term multiplier effect on future demands for education, level of participation, and education achievement. Frequently observed feature of education in countries of sub-Saharan Africa is the presence of gender disparities in terms of access, participation, progression and completion rates, which a large extent diminishing their chances for social participation and individual growth (UNESCO, 1995).

As the world settle into the 21st century and beyond, gender disparity and inequality in education is glaring reminder of the failed objectives and missed target in regard to equal access to education expressed by the international conferences, conventions and declarations which many countries including Kenya have ratified. The international community commitment to universal education was first set down in the 1948 universal declaration of human rights and later reiterated in the 1989 convention on the rights of the child. The establishment of UNESCO in 1948 was accompanied by a resolution which declared that education was a human right that should be provided to all children both female and male. At the 1990 World summit for children, world leaders not only re-affirmed their commitment that girls and boys alike should have a quality basic education, they also pledged to place their emphasis on reducing disparities that had existed between rates of school enrolment for decades, (UNICEF, 2004).

The Amman mid - decade Review of Education for All (1996), reaffirmed the commitment to the Jomtien resolutions. It observed that the provision of basic education, especially for girls, has remained elusive in many less industrialized countries. This was said to be particularly so in Africa, where ethnic tension and conflicts have displaced many households thus denying children opportunities of going to school (Sifuna, 2006).

Following the Jomtien on Education for All of 1990 to which Kenya was signatory various national conferences were organized. In 1992 there was a national conference on EFA held in Kisumu, which recommended strategies that would ensure the attainment of basic education by the year 2000 and national conference on the girl-child held in Nyeri the same year. Similarly, we had a national symposium on education of girls held in Machakos and which to the resolution of formulation of guidelines for re-admission into the mainstream of formal education of adolescent mothers who had dropped out of school due to pregnancy; the policy was meant to ensure progression at primary school level (Chege and Sifuna, 2006).

To ensure that all children, including girls, and those in difficulties circumstances or from marginalized and vulnerable groups have access to free and compulsory primary education and that they progress with education, Kenya began by revising fees for learners in hardship areas downwards. In 1974, the first four years were declared free for all school going children. In 1980, FPE for the entire primary school cycle was accomplished through a presidential decree. However a fully funded FPE was accomplished in 2003 when the National Rainbow coalition government took power. (Thungu, 2008).

However, obstacles to female education are often region specific and seem to hinge on various factors that include perceived irrelevance and opportunity costs linked to educating girls and cultural beliefs that portray girls education as unwelcome challenge to

male hegemony, others are cultures whose “hidden curriculum” serve to alienate girls, disempower them and eventually push them out of the system. (Chege and Sifuna, 2006).

West Pokot Sub-County, like any other ASAL region has unfavourable and rugged terrain and due to scarcity of pastures and water, conflicts are often common, the conflicts resulting into violence are often over resources; pasture and water, in addition, the practice of “ROTWO” (female genital mutilation) have increased incidences of early marriages posing a challenge to school progression. Recognizing these challenges, the report on the presidential working party on education and manpower training for the next decade and beyond of 1988 recommended that the government continue to meet the costs of low boarding primary school in ASALS but review such maintenance periodically. The Koech report observed that ASALS have specific problems that affect access more seriously than those experienced by more economically productive districts. The report therefore recommended that the government establishes more boarding schools for both boys and girls in ASALS areas. More importantly, the report emphasized equity in education by provision of universal and compulsory basic education. (KESSP manual, 2005).

Thus due to social benefits of social education to society the need for ensuring children and girls in particular complete the primary school cycle. Sessional paper No.1 of 2005 mirrors the need for all children in different circumstances and those from marginal and vulnerable group have access to free and compulsory education by the year 2010. (Thungu, 2008).

1.2 Statement of the Problem

West Pokot Sub-County experiences a gap in education progression for the girl child primary schools. Starting at class one there is almost gender parity in education participation but the gap enlarges as they progress indicating an extremely high drop out rate of girls. Thus a low progression rate of the girl child in education at the primary school level (West pokot Sub-County development plan, 2008-2012).

The 2003-2010 cohort of girls in primary in west pokot sub-county showed that at standard one the enrolment of girls to boys was almost the ratio of 1:1 up to standard four. However, from standard five the disparity escalated, probably because age was beginning to catch up and thus peer and cultural influence is taking a heavy toll. The progression rates dropped by 30% and similarly 39% at standard seven, and finally reaching standard eight, girls progression rates had dropped by 48% almost half of the boys (DEOS office West Pokot, 2011) The National Bureau of Statistics 2009, Kenya population and housing census vo.11 August 2010 showed that girls who were in school by 2009 in West Pokot sub-county was only 41.9% of the girls who were aged three years and above by then. It showed that 23.1 % had dropped out of school and 33.7% never attended school. It clearly showed that girls who attended school by then were below 50% (KNBS, 2010)

1.3 Purpose of the study

The purpose of this study was to investigate factors affecting girl child progression rates in primary schools in West Pokot sub-county.

1.4 Specific objectives of the study

- i. To investigate the effects of economic factors on education progression rates of girl-child in West Pokot sub-county.
- ii. To establish the effects of environmental factors on education progression rates of girl-child in West Pokot sub-county.
- iii. To establish the effects of culturally based factors on education progression rates of girl-child in West Pokot sub-county.
- iv. To investigate the effectiveness of government intervention measures on education progression rates of girl-child in West Pokot sub-county.

1.5 Research Questions

- i. Do economic factors affect education progression rates of girl-child in West Pokot sub-county?
- ii. Do environmental factors affect education progression rates of girl-child in West Pokot sub-county?
- iii. Do cultural factors affect education progression rates of girl-child in West Pokot sub-county?
- iv. Do government intervention measures affect education progression rates of girl-child in West Pokot sub-county?

1.6 Assumptions of the study

In this study it was necessary to make the following assumptions.

- i. Respondents would cooperate fully in giving information.
- ii. Respondents would fill the questionnaires and return them in the required period of time.

- iii. The area under study would have relative peace to ensure required data was collected.
- iv. Data collected would provide reliable information to be generalized within the study area.

1.7 Significance of the study

The final results of this study would answer many questions that linger in minds of many as regards progression rates of the girl-child and specifically in ASAL and marginalized areas of the country.

Education is central to a country's development and therefore the Kenya government aims at providing educational opportunities to all Kenyan children. This is important of ensuring education for all by the year 2015. It is based on the belief that quality education and training contribute to economic growth and enhance quality and lead to the expansion of employment opportunities for all (KESSP Manual, 2005).

The study will be useful to the current education challenges in ASAL regions and issues of female genital mutilation and early marriages. The study will therefore be useful to school administrators, Ministry of Education officials and other interested stakeholders in uplifting education standards in ASAL areas and Kenya in general.

1.8 Justification of the Study

The nature of progression rates of the girl child in primary school in West Pokot Sub-County necessitates the study would be useful in tackling challenges facing education sector in the sub-county. Without girls' education a country's development remains

seriously hampered and gender equality cannot be realized. Educated mothers have healthier families. Mother's education helps reduce child mortality and child malnutrition. Educating girls is therefore the key to stable, healthy families and communities.

Improved progression rates for the girl-child in West-Pokot Sub County would have a positive impact the general education standards. In effect an educated population would have an overall positive attitude change to the West Pokot community. Educated parents are more likely to send their children to school.

Educated mothers would enhance the education of girls.

1.9 Scope of the Study

The study was carried out in West Pokot Sub-county in West Pokot county of Kenya. Private schools were left out as they operate differently from public schools. The study had a time scope spanning up to a period of three months.

1.10 Limitations of the study

According to Best and Kahn (2003) limitations are conditions beyond the control of the researcher and may place restrictions on the conclusion of the study and their application in other situations. The views of the girl-child who did not complete primary school are included.

Similarly the study was based in rural semi-arid areas and that it is unlikely to reflect an overview of the whole country, due to the nature of the terrain and infrastructure, some areas were not reached. To counter this, some head teachers were to return the

questionnaires. Similarly to ensure a good return there was traveling to specific schools to collect the questionnaires.

The instruments of data collection could pose another limitation in the study in terms of reliability and validity. Reliability of the instruments was ensured by use of reliable and validated instruments of data analysis. A pilot study was undertaken to ascertain the reliability of instruments of data collection. Validity (content) will be ascertained through advice from experts, the supervisors.

1.11. Theoretical Framework

The theory that underpins this study is the production theory. According to psacharopoulous and woodhall (1985), Economists view educational institutions as production units which utilize inputs in form of pupils, teachers, textbooks and desks among others to produce outputs in form of graduates.

The relationship between the inputs and outputs of education is known as the production function of education and useful in measuring the efficiency of the education system.

The education production function can be represented by a formula as shown below:

$$Q = F(A, B, C, D)$$

Psacharopoulous and woodhall (1985), this equation shows that educational outputs (Q) is a function of inputs A, B, C, D where: A- depicts a variety of measures of the school environment such as its physical qualities. The amount and the quality of teaching and the amount of time the student is exposed to such influences.

B- represents a variety of individuals and family background characteristics such as social class and parental education background and income.

C- represents pupils ability and initial level of learning and D- represents peer group influence.

The internal efficiency of education concerns the relationship between the inputs of education and its outputs. Internal efficiency can be analysed from an economic or technical view point.

Husen et al (1985) hold the view that internal economic efficiency is concerned with a achieving a desired output level at a minimum cost, whereas technical efficiency is concerned with a given level of technology. Psacharopoulous and Woodhall (1985) put out the fact that measuring the internal efficiency of the education system is difficult because of the complex nature of the outputs of education, which are influenced by different facts, Husen et al (1985), on the other hand holds that the simplest way of measuring the output of education is in terms of the number of pupils who are educated in a school or the number of graduates or qualified school learners who leave an institution each year. Consequently, increasing the internal efficiency of education system involves increasing the number of graduates or outputs of the education system.

Drop out in education reduces the output of the education system, hence leading to internal inefficiency. Various factors such as early marriages, parental attitudes towards girl child education, direct and indirect costs of education among others works independently to influence drop outs in education. The influence can be represented y an equation as follows:

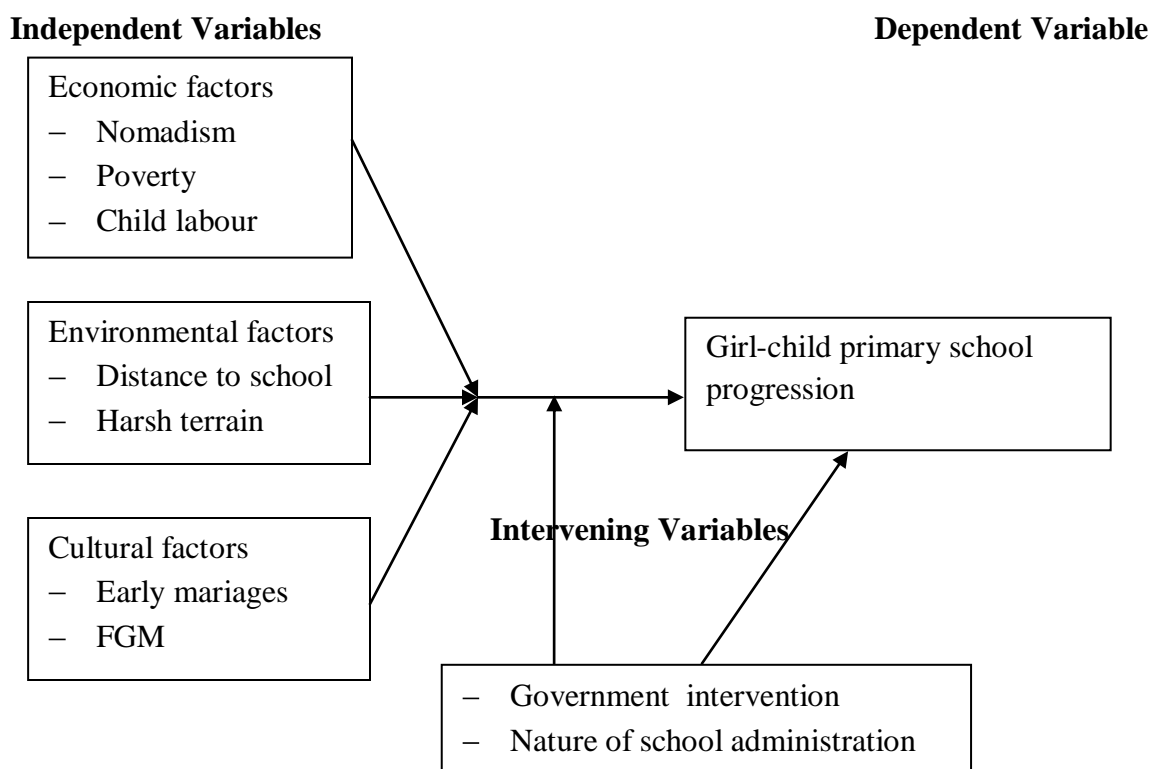
$$W = F(a_1, a_2, a_3, a_4, \dots, a_n)$$

Where W is the magnitude of dropout and $a_1, a_2, a_3, \dots, a_n$ are factors determining drop out in education.

The study therefore attempted to establish the factors that influence drop outs among girls at primary school level and role played by these factors in influencing progression rate among girls in primary school by adopting the production function.

The efficiency theory relates to the study in that measurement of retention of pupils in a school is in essence a measure of efficiency. The internal efficiency was found relevant for the study because the provision of free primary education requires enormous public spending on inputs. One way of ensuring that resources were not wasted is to make sure pupils are retained in school through effective schooling up to completion level where it is expected that they will have attained meaningful education that will enable further learning culminating into a good career and production life.

1.12 Conceptual Framework of the Study



Source: Researcher (2015)

Figure I. shows the conceptual framework on the relationship between variables and Progression of the girl-child at primary school level

The conceptual Framework of the study is the determination of the factors affecting progression rates of the girl-child in primary school.

Non progression is a dependent variable is caused by the independent variables. Any of the three factors are considered to influence progression rate. Again, there are also linkages among the independent variables, meaning that they do not work in isolation.

To increase the progression rate, the stakeholders in education must eliminate all the three independent variables. Non-progression is the by-product of the three independent variables. Non-progression is a by-product of the three independent variables as shown

in the diagram. Government intervention is supposed to counter the three independent variables.

Economic activities determine roles taken by individuals in society and affecting girl-child progression rates in school. Cultural activities define who is a child and an adult contributing to girl-child progression rates in school. Similarly environmental factors in school and at home affect girl-child education because the sub-county is essentially ASAL.

In addition, intervening variables also do play a big role. The nature of school administration and government policies geared towards improving schooling at a big role in determining girl child progression rates. Among them establishment of low cost primary schools, rescue centres as well as mobile schools to enhance progression rates in primary schools.

1.13 Definition of Operational Terms

Progression rates	- Upward mobility from a lower class to a higher one.
ASAL Areas	- Areas with little or no reliable rainfall.
Girl-child	- Younger female pupils in primary school.
Economic Factors	- Community involvement in activities which make their livelihood possible by getting products for survival
Environmental Factors	- The place and people one interacts with
Cultural factors	- Way of life of the people
Intervention	- Ways of curbing challenges that make people lead a decent life

CHAPTER TWO

LITERATURE REVIEW

2. 1. Introduction

This chapter reviews literature related to the study which include ,importance of girl child education, progression state from a global and national view, cultural practices, environmental conditions as well as economic factors and government intervention measures.

2.2. Girl Child Education

Education is considered as a vehicle for poverty reduction. Poverty has been observed to be the highest among people without schooling. Education plays an important role in human development as a way of empowering people to improve their well being and participate actively in nation building. Thus to fight poverty and enhance development, a nations highest priority in the medium and long term should be to ensure affordable and equitable access to education through among others, formulation of admission policies that will include affirmative action to care for female pupils and these with special needs, enhancing management and provision of bursaries and loans to the poor and the vulnerable such as the girl - child and people with disabilities, sensitizing communities against cultural practices that impact negatively on completion and transition rates (PRSP, 2001 - 2004).

Investing in education has a significant social rate of return; Education produces a big pay - off for the recipient and by extension his/her family regardless of the financing source. There is a positive connection between education and individual earnings, and the

better educated an individual is the more productive he/she is not only in the market place but also in the household. In this regard, investment in education has benefits to the individual and society as a whole. Poor education levels are indeed a critical factor contributing to poverty and inequality. Findings from the geographical dimensions of well being indicate that house hold headed by individual with educational attachment of the secondary level or above are better of than those headed by individuals with primary level of education. Households headed by individuals with no education depict the highest poverty incidences. This finding is not unique to West Pokot but is replicated across all districts in Kenya. (Action Aid International Kenya - West Pokot, 2001).

Thus women with higher education are likely to have their children immunized; seek health care from qualified personnel and are also more likely to have information relating to nutrition and child health; this is readily apparent in women who have completed primary school education. To achieve a positive impact on the health of children and women, it is therefore important to ensure that not only girls enroll in school but they are supported to complete their basic education. The poor status of rural women, combined with other social cultural factors, is also a major factor in high levels of maternal mortality. (G.O.K and UNICEF, 1998).

Research by the World Bank has shown that education for girls is the single most effective way of tackling poverty, women with even a few years of basic education have smaller healthier families; are more likely to send their own children; girls and boys to school, child mortality is lower, the higher the number of years of education of their mother. Each additional year of female education is thought to reduce child mortality by

5 - 10 percent. Child nutrition and school performance are also improved. Countries which are failing to ensure that women obtain their right to an education and free and equal rights and opportunities are falling behind in all aspects of development. The importance of education for economic growth is abundantly clear: the most prosperous nations are those that have invested fairly in education. In sub-Saharan Africa, it has been agreed that the cost of countries which have failed to give girls a firm chance of getting an education has been a reduction in economic growth of 0.7 percent every year for the last 30 years: as a consequence, these countries now have GNPS roughly 25% lower than if they had given girls a better chance. A more specific World Bank estimate has suggested that education for female farmers in Kenya could help increase crop yields by as much as 24 percent (UNESCO, 2000).

A great deal of evidence from around the world indicates that gender inequalities undermine the effectiveness of development policies in fundamental ways. While women and girls bear the most direct and severe costs of these inequalities, the cost act more broadly across societies, ultimately harming everyone. A large body of evidence from a range of countries demonstrates that societies that discriminate on the basis of gender pay a significant price in terms of higher poverty levels and lower quality of life, slower economic growth and development, and weaker governance. The costs are largest for the poor. Young children are disadvantaged directly from their mother's illiteracy and lack of schooling. A recent cross country study indicates that countries with the longest gender gaps in schooling and urban unemployment have experienced the fast growth of HIV infection rates, a relationship that holds even after enrolling for many other factors that explain HIV prevalence.

Gender inequalities also reduce output and productivity in firms and enterprises. These losses result from inefficiencies that arise from systematic excluding women from access to productive resources, public services and employment. Evidence suggests that gender inequality weakens a country's quality of governance and thus the effectiveness of its development policies. Several recent studies find that the countries where women have more equal rights or get participation in public, corruption is lower. Regions that invested over the long term in girls' education such as South East Asia and Latin America show higher levels of economic development. As the primary enrolment rate increases, so does the gross domestic product per capital. Former United Nations Secretary General, Kofi Annan once said, "... there is no tool for development more effective than education of girls." Thus education inequality is a major infringement of the rights of women and girls and an important barrier to social and economic development. (World Bank Institute, 2001).

2.3. State of Girl - Child Primary School progression at the Global and National Level

Access to primary education in Sub - Saharan Africa Languishes at a mere 59%. Every year an increasing number of children have been accommodated within primary education, but available places are not sufficient to keep pace with the annual growth in the school - age population. As a result, the global number of children out of school stubbornly remains undiminished at 121 million and the majority is still girls. The mass of children out of school include these who have dropped out early as well as those who have never set foot in the classroom. In Sub - Saharan Africa, the completion rate has improved over the decade but it is still barely over 50% but if it continues to increase

only at the present rate, it will be barely reach 60% by 2015. In many cases, out of school girls are “invisible” they are either not reported or underreported. (UNICEF, 2004).

The 1990 Jomtien forum set the goal of basic education for all children in completion of primary education by 2000 at 80% for girls as well as boys. According to mid - 1994 review by UNICEF,, 42 to 45 countries have achieved or are on target to achieve the 1990 goal of one - third reduction in the gap between 1990 primary school completion rates and the 80% target set for the year 2000. UNICEF supports programmes that help girls access to schools and complete their education. Measures include setting up schools close to communities so that girls do not have to travel, protecting girl’s privacy through provision of separate latrines for girls and boys, developing textbooks and curricula free of gender bias; and training teachers and administrators to be more sensitive to girls needs (UNICEF, 2000).

It is estimated that on average only one in three of the girls enrolled in class one in primary school completes primary education. High dropout rates stem from many causes including family poverty, early marriages, indiscipline etc. Given the magnitude of the problem the government has decided to set a modest goal of aspiring an average national completion rate of about 70%. It is however worth noting that completion rates are not evenly distributed around the nation or between genders. They are low in arid and semi - arid areas, in the slum areas of urban Kenya and among girls. At class one girls in primary schools are at the ratio of one to one with boys showing equal participation. But reaching standard 8, the ratio is around 3 to 1. (G.O.K Programme of Action, 1990s).

Studies show that by the time a cohort entered form one, approximately three quarters of the girls who entered class one had been eliminated from the formal educational system. As girls advance, obstacles that reduce their chances of completing the primary cycle and proceeding to secondary school increase, a study of completion rates based on the central bureau of statistics survey seems to support the view that primary school completion rates have steadily remained low since the 1980s, being consistently below 50%. Although girls have shown some slight improvement, their completion rate has generally been lower than that of boys. (Chege and Sifuna, 2006).

It is the government policy to ensure all children are enrolled and complete the full cycle of primary schooling. Sessional paper No. I of 2005 emphasize the government's commitment to achieving universal primary education (UPE) by 2005 which is a key strategy towards attaining the overall goal of EFA by 2015. UPE is intended to ensure that all candidate eligible for primary schooling to enroll and remain in school, to learn and acquire quality basic education. Similarly, one the MDGS goal is to achieve universal primary education, that is, ensure that boys and girls alike complete primary schooling and significantly promote gender disparity at all levels of Education. In addition, EFA aims at ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality. Equally reinforcing in EFA's goal of eliminating gender disparity in primary and secondary education by 2005 and achieving gender equality in education by 2015 with a focus in ensuring girls full and equal access to and achievement in basic education of good quality (Teachers Image, 2007).

2.4. Cultural Practices

The cultural practices include female genital mutilation, initiation of boys and age set ceremonies, both initiation of boys and girls leading to progression from childhood to adulthood thus making boys to look for wives and girls to look for husbands hence affecting completion rates in primary schools. Age set ceremonies promote cattle rustling, a practice of stealing animals which works against educational development because it promotes early marriages and leads to school dropouts.

The Kenyan society comprises of more than 40 ethnic communities popularly known as 'tribes'. Most of these communities construct the identities based upon tribal and linguistic orientations as well as the ancestral origins. In all Kenyan communities many young people go through initiation ceremonies and rites of passage that are enhanced by instructions for preparation of adulthood and marriage. These instructions also include training of sexuality, sexual relations and family life education. Female genital mutilation (FGM) leads to treating of girl initiates as adult resulting in sexual pressure that can interfere with girls' education (UNICEF, 2004).

Thus traditional practices such as early marriage, female circumcision compromise education of the girl child, female genital mutilation and traditional taboos result from lack of protection, early marriages, denial of education opportunities and other social services also arise from lack of protection of girl children (G.O.K and UNICEF, 1998)

Marger (1999) notes that perhaps the most shocking aspect of women subordination in the developing world is the widespread practice of female circumcision in at least 28 African countries. This involves the ritual excision of some or all the female genitalia

resulting in diminished ability to experience sexual pleasure. It is firmly entrenched in their culture making change slow and difficult. Families insist in having female children circumcised since the honour of the girls and the family dictates it. Many of the girls themselves look forward to the cutting, understanding that the rite represents an entry into adulthood and makes them desirable marriage partners. Yet primary schools education is the main foundation of any education system and primary school offer the only formal education that the majority of citizens will have for their lifetime.

Similarly, continuing importance of the institution such as bride price, polygamy, adultery fines and the economic value of girls especially in rural areas present a diminished opportunity for their schooling. Girls are an important source of income for their families and the need for additional household income often takes priority over education. The higher status accorded to marriage and motherhood in many communities impact negatively on female participation in education. These are the regions where parents wish to protect their daughters from contact with foreign cultures. There is the fear that if a girl is highly educated, she will have difficulties in finding husbands or being a “good wife” (Chege and Sifuna, 2006).

Early marriages massively impedes the educational progress of girls, whether is occurs so as to lighten a family economic burden or to secure a daughter in future. In Nepal, 40% of girls are married by the time they are 15. In Ethiopia and some countries of West Africa, marriage at 7 or 8 is not uncommon. Changing the legal aspects of marriage is unlikely to alter local practices if underlying conditions are not changed. This is why promoting the importance of girls’ education through campaigns, role models, improving

conditions of safety and security and working directly with adolescent girls to strengthen their voice are important measures to allow them to complete an education, traditional practices around adolescence and rites of passage can often lead to the detriment of education particularly girls. In some societies, girls can be enslaved to a tone for the sins of a male relative or to provide security for their family (UNESCO, 2004).

Education stakeholders in Eastern province have decried the negative socio - cultural practices such as early marriages, female circumcision and nomadism in some districts. The prevalence of rites such as early marriages have hampered education progress of the girl child, the rite increases the likelihood of having the pupil discontinue schooling. The dropout mainly affects girls after standard four following circumcision. (Teachers Image, 2007). A consultative report based on West Pokot Sub-County notes that some cultural practices were an impediment to girl child education. That FGM led to high school dropout rates and early marriages (PRSP - Report West Pokot, 2001 - 2004)

It is for this reason that the Kenya education sector support programme proposes community empowerment, mobilization and sensitization on inhibitive cultural practices to girls' education, child labour, FGM and early marriages. It further lays emphasis on affirmative action for girls to access further training, for example, in post school education and training opportunities, etc. More importantly, advocacy for girls' education through community social mobilization campaigns, media and role modeling and the establishment of centre of excellence for girls.

2.5. Environmental conditions

Some Districts are prone to insecurity, for instance, insecurity has had negative effects on development in West Pokot County including loss of life and livelihood. This has led to lack of proper education for the children and provision of other social amenities while putting a great demand on humanitarian assistance. Fear of violence when going to school, while at school or going home from school may keep children away from attending school. In some areas, the problem of cattle rustling is rampant and a hindrance to learners. While boys may experience beating or bullying, girls may be at risk of sexual assault or other forms of harassment. Many parents in ASAL regions in Kenya refuse to send their daughters to school fearing the girls are at risk of being abused and this will affect the girls and their family reputation (Child friendly Manual, 2010).

Traditional beliefs about the status and roles of men versus women can restrict girls access to schooling. In families where women are believed to be inferior to men, girls are kept at home and away from school to do domestic work. This may be reinforced by traditional practices where girls marry at very young ages. Thus, parents see no reason of spending their money on educating their daughters. Negative attitudes, bias, stereotype, taboos, shame, ignorance mis-information amongst others may lead to low self esteem among children from some families. This may result in hiding away and avoiding social interactions. They become invisible members of their communities and this may directly lead to their exclusion from school (Child friendly Manual, 2010).

The school environment can be a big enemy to girls education. School location may be particularly discouraging to girls. Girls can also succumb to pressure from their relatives and friends not to participate. Getting girls into school requires a favourable social and home environment which encourages girls to go to school and stay there (SFP Handbook, 2010).

Empirical data show that physical facilities are an important factor in both school attendance and achievement. Field surveys conducted by the MOEST and development partners show there was limited number of primary schools serving poor populations in isolated rural areas, those living in low-income and in urban pockets of poverty (KESSP Manual, 2005).

Kenya's pastoralist and nomadic communities who are predominantly in ASALs, have not benefited fully from education provision primarily because of their lifestyle that necessitates mobility. The areas suffer from frequent droughts, pervasive poverty and harsh hilly terrain and floods during the rain season. The gross enrollment rate (GER) in these areas at primary school level is around 26% compared to 104% at the national level in the year 2004 (KESSP manual, 2005).

In addition, the distance that pupils travel to school was particularly important in sparsely populated districts. Most rural districts do not have good roads and vehicles; hence some children have to walk for two to three hours often going through difficult terrain and hazardous surroundings especially in areas bordering game reserves and national parks. Similarly, the PRSP consultation report based on West Pokot decries the long distances

children from pastoral communities walk to get to schools (Chege and Sifuna, 2006 and PRSP West Pokot, 2004).

It is estimated that about one million school aged children in the urban slums and ASAL areas are out of school. That many children in ASALs are out of school due to lack of schools within a walking distance. The school environment on the other hand is hostile to the growing number of girls in that the necessary sanitation facilities are not in place. In addition many primary school buildings are generally in a state of poor maintenance and lack of enough classrooms and latrines for the increasing number of children (KESSP, 2005).

Similarly, a government report shows regional disparities exist in terms of availability and proximity of schools to the learner. In ASALs, the distance between schools and home is far and education delivery systems are not often compatible with the lifestyle of the nomadic people. The proximity of these institutions to the home is important especially for the girl-child, who the multiple roles of the school pupils and domestic work because of cultural attitudes. The social distance between the school and the community can be enormous for the hard-to-reach and the unreached. Evidently, girls are more delicate than boys. This is coupled with harsh and unreliable climatic and weather conditions (G.O.K and UNCEF, 1998).

2.6. Economic factors

With the significant increases in primary school enrolment following the introduction of free primary Education (FPE) in 2003, many vulnerable children have either enrolled or returned to school. As these children enroll and return to school there are many

challenges facing them due to hidden educational costs. Lack of uniforms, shoes and desks secondly relegate these children out of school. In West Pokot Sub-County poverty incidences has been quite high with about 53% of the population living below the poverty line in almost all the divisions only 9.6% percent of total district area has high to medium agricultural potential and supports only 47% of the population. The remaining 53% of the population live in the 90.4% of the land, which arid and semi – arid,. The district population is characterized by high mortality rates’, low and declining life expectancy, marriage fertility rates high infant mortality and death rates. The district has a hard-core poverty level of 35.9%. Food poverty is the most prevalent. Other manifestations of poverty are lack of access to amenities such as health, education, safe drinking water and sanitation, conflicts are natural resource base and insecurity (West Pokot District development of plan, 2008-2013).

The main cause of poverty include retrogressive traditional culture of cattle rustling, ethnocentrism and proliferation of illegal arms. This deprives the community of their livelihood, displacement of people and livestock looting, destruction of property, reduced economic activities, collapse of education facilities and low investment in the area. Due to lack of affordable economic activities for the large population, there is low saving hence low investment by the local community, External investors feel insecure in the district, uniformed population will never support programmes like education as they know not of its benefits. (West Pokot district development plan, 2008- 2012).

The nature of poverty situation and economic activities of the people has resulted into increased incidences of child labour hence girl child labour is predominant in the region.

Child labour refers to work that is performed under the minimum working age and is likely to impede the child's education and full development. Thus child labour refers to work that is mentally, physically, socially or morally dangerous and harmful to children as well as work that interferes with their schooling by depriving them off the opportunity to attend school; by obliging them to leave school prematurely; or by requiring them to attempt to combine school attendance with excessive long and heavy work. The ILO minimum age convention 1973 (No. 138) put the minimum working age fixed by ratifying member status. It varies according to the level of employment or work. In general, this is not less than the age of completion of compulsory schooling or the age of 15 (14 for developing countries). The ILO worst forms of child labour convention (WFCL), 1999 (No. 182) cares upto 18 years of age and requires verifying member states to take immediate and effective measures to prohibit and eliminate the worst form of child labour as a matter of urgency. It is divided into two, that is, hazardous labour that jeopardizes the physical, mental or moral well being of a child due to its nature or the condition. Domestic work for girls can be considered WFCL if conditions are hazardous or involve trafficking or physical and sexual abuse. Secondly, the unconditional worst forms of child labour which are internationally defined as slavery, trafficking, debt bondage and other forms of forced labour, forced recruitment of children for use in armed conflict, prostitution and pornography and illicit activities.

The convention in the fight of the child (CRC) (1989) - article 7 includes protection from economic exploitation and labour as a fundamental right, 1948 stipulates that everyone has a right to education (UNESCO, 2006).

According to World Bank (2006) almost 94% of out-of-school children of primary school age are from developing countries predominantly in South Asia (35%) and sub-Saharan Africa (40%). Colclough et al (2000) elucidates that dependency on the household on girls' domestic labour force represents an opportunity cost on their attendance at school. This cost lower enrolment of girls in school (Akumu, 2008).

Historically, children in Africa worked alongside their parents/guardians as a sign of initiation into responsible adulthood. Such work was regulated and was either on the farm or in the household. Kenya ratified the minimum age convention in 1973 which was to ensure effective abolition of child labour. In 1991, the Kenya government began a major offensive against child labour resulting into the establishment of the ILO international programme for the elimination of child labour (ILO - IPEC) in 1992, it is estimated that about 3 million in Kenya of school going age do not attend school. These children are believed to be on the streets of urban centers or engaged in child labour. Most of the children sought early employment because of poverty, cultural attitudes, unplanned large families and unfavourable primary education systems (DOHSS, 1998).

One of the most common reasons for children not attending school is that their families require them to work. According to the most recent estimates, 18% of children aged 5-14 are economically active amounting to some 211 million children, about half of whom are girls. Excluding those involved in household activities, it is estimated that 61% of working children are in Asia (128 million), 32% in Africa (68 million) and 7% (15 million) in Latin America. Parents are the main employers of children, affecting their circumstances and attitudes, providing a major challenge for education (UNESCO, 2004).

Child domestic work remains a highly sensitive issue because it is often marked by kinship arrangement with a supposedly protective environment where children often girls are learning useful skills. In Africa traditional set up domestic labour is an activity for female in the family. Sohoni (1995) concur that domestic chores for girls are numerous and cultural arrangements that put men as the heads of the households complicates the matter more by giving them power to decide who goes to school and who to remain (ILO, 2006).

The girl child is highly prone to child labour due to restriction of free movement of girls and the fact that they have walked long distances to schools especially in ASAL areas where schools are far in terms of kilometers. Secondly, culturally, the burden of household chores forces girls to combine work and school (UNESCO, 2006).

Thus there is high opportunity cost of girls' education. In many communities, child labour is critical for the survival of some households and schooling represents a high opportunity cost to those sending children to schools. Although child labour for agricultural, domestic and marketing tasks cuts across gender lines, when it comes to child care, girls are more likely to be involved than boys. The rapid growth of urbanization has increased the demand for domestic labour. Poor households have responded by sending their daughters into the domestic labour market in exchange of regular cash income. This draws young girls away from schools. Their parents receive payment for their services, but the girls have little or no opportunity to return to school. Studies on pastoralist areas are beginning to show that economic factors play an

important role in limiting the participation of children in school (Chege and Sifuna, 2006).

In the home the girl child is treated unequally as compared to boys in rural areas, workload is astounding. Most household chores are left to her. This is supposed to train her to be a woman - a future wife and mother. There is little time for home work or study (Anthony, 2001).

In addition, cases where families are economically pressed, parents opt to educate boys, as girls remain to assist at home. Girls education is tempered by tradition which puts high premium on the usefulness of their labour on the domestic front; caring for young siblings, cooking, fetching water and general cleaning. (Centre for Law and Research International, 2004).

Equally disappointing is the wide spread of poverty in Kenya, with over 58% of the population living below poverty line. Consequently, the liability of the poor educational cost for all their children is barrier for the education of girls. Among the poor, children and especially girls are often withdrawn from school to engage in domestic work. (Gerhard et al, 1995). It is important to note that girl children are not adequately and consistently protected by law against cultural practices such as child labour. Their educational careers tend to be cut short where such cultural practices are prevalent. The right to participation may also be hindered when conflict arises between school and work due to one rising costs of living. Education included children in both rural and urban slums are forced to engage in paid labour to supplement their parents' income. The

problem of access and quality water is crucial in ASALs which are weather stress areas with wide disparities between seasons as well as within the region. The majority of people in the ASALs rely on distance and unsafe sources of water, which mainly comprises of unprotected wells, boreholes and dams and ponds. West Pokot Sub-County is worst hit with only 6% of household having access to safe water. Many house holds cover long distances and spend a lot of time searching for water and queuing at water points used by both humans and livestock. It is children and women who are mostly involved in this search for water. Thus sometimes girl children are withdrawn from school to assist in search for the collection of water thus comprising their schooling (G.O.K and UNICEF, 1998).

Roles at school at home and in the community are clearly defined along cultural lines and in ways reflected the community's gender expectation. There is clear definition of roles, that is, what boys and girls should perform at home and in the community, girls are usually involved in domestic chores while the boys are responsible for herding cattle, fetching water and minding their families' farm. The children's work reflected apparent gender divisions; it was clear that most of the out of school girls were over burdened with traditional girls work. Study finding clearly reveal the existence of unequal and generated distribution of domestic labour between girls and boys in the home and school setting, which leave the boys with much less work to do. Such behaviour undoubtedly reduced the girl s' time for studying and affected their school performance and their chances of equal education and life opportunities. Girls are socialized to be quite and submissive and to be primarily good wives and mothers. Girls accept and believe that their status and treatment are justified, thus making it more difficult to break through patriarchal norms

and sexual values in such circumstances, girls become particularly vulnerable to exploitation and gender mutilation (UNICEF, 2004).

2.7. Government Intervention Measures

The government of Kenya has an explicit policy to provide education for all within the Kenya constitution, the CRC, the education for all (1990) declaration, which the Government has reinforced (children's Act, 2001).

The Government has adopted girls' education of one of the key strategies for achieving EFA goals; in addition, in recognition of special difficulties adolescent girls face in accessing education due to teenage pregnancies, the government has instituted a policy that allows teenage girls to go back to school after delivery (WFP, 2007).

The Kenya Government has come up the following programmes to retain children in school; among them, School feeding programme, the child friendly school programme, the most vulnerable children grants, the economic Stimulus programmes as well as low Cost boarding schools and mobile schools and ASAL funds to boost education in ASAL areas.

(i) School feeding programme

World food programme in collaboration with Kenyan Government is committed to expanding activities that enable girls to attend school and has a corporate commitment that 50% of all primary school students receiving assistance are girls. The joint WFP has been providing food assistance to primary schools in food insecure areas of Kenya since 1980.

Food assistance has been instrumental in encouraging attendance and maintaining the dietary intake of nutritionally vulnerable children. A large number of children would not attend school without the school meal provided by WFP and for many of them, the meal provided at school is the only meal they get in a day. The long-term objective of the programme is to promote UPE of socio-economically disadvantaged and nutritionally vulnerable children especially girls in targeted ASAL districts. It aims to increase enrolment, prevent drop - out and stabilize attendance. In traditional cultures where girls are expected to stay at home, SFP often convinces parents to send their daughters to school (SFP Hand book, 2010).

In Kenya there are two major areas targeted by the programme. They include the arid and semi – arid areas and some selected unplanned urban settlement of Nairobi. The selection of targeted areas is based on gender specific rates of enrolment and attendance, gender specific indicators of educational efficiency. Such as drop out, promotion and repetition rates and household food security indicators, household food security indicators, household socio – economical and nutritional indicators. The ASALS have for along time been characterized by high drop out rates, low enrolment and achievement. This is mainly due to factors, such as poor state of school facilities traditional nomadic lifestyles and limited awareness of the need for education. One of the serious obstacles is chronic food insecurity.

(ii) Child friendly schools

Child friendly schools is a government Education Programme in schools which includes creating an environment that is conducive to learning; the staff are friendly and the health

and safety needs of the children are adequately met. Therefore school which is child friendly and the health and safety needs of the children are adequately met. It takes cognizance of the rights of all children irrespective of gender, religious and ethnic affiliation, physical and mental abilities/disabilities and any other differences. Thus a CFS welcomes, nurtures and educates all children regardless of their gender, physical, intellectual, social, emotional, linguistic and other characteristics. A child friendly school therefore embraces; an inclusive and child friendly classroom, a safe and protective school, equity and equality promoting school, a health and nutrition promoting school and enhancing school-community linkages and partnerships (Child friendly school manual, 2010).

UNICEF,'S grants' education project strategies are; establishment of girl – child friendly environment in schools through a number of community – based interactions, improve teaching – learning approaches through introduction of child centered and participatory interactive methodologies in the classrooms, facilitation policy dialogue and advocacy and capacity building of key stakeholders at all levels (SFP manual, 2007).

(iii) Most vulnerable children programme (MVC)

The worst vulnerable children grants is an initiative by MOE to assist most vulnerable children to access quality primary education in schools across Kenya it has three central objectives: To retain the MVC currently enrolled in school to stay, return those MVCs who have dropped out of school and enroll those who had never enrolled in school. The ministry has adopted the use multi– sectoral approach to address the needs of the most vulnerable children. The fund requires comprehensive monitoring and evaluation as well as capacity building for field officers, management bodies and strong partnership

amongst all key actors. Many of the most vulnerable children have not been able to access basic education due to poverty. With significant increases in primary school enrolment following the introduction of free primary Education (FPE) in 2003, many orphans and vulnerable children have either enrolled or returned to school. As these children enroll and return to school, there are many challenges facing them such as lack of uniform, shoes and desks. Some learners are at risk of dropping out of school because of lack of basic needs. Learning is hindered if learners are ill, hungry, or malnourished.

For many poor families, school and examination fees, contribution to school or parent – teacher association, even the cost of a book, pencil, school uniform, or transportation, can keep children away from school, (MVC hand book, 2007).

(iv) Economic stimulus programmes (ESP)

The ESP is a short to medium term, high intensity, and high impact programme anchored within the principles of the Government's blue print of vision 2030 and aims at jumpstarting the Kenyan economy towards long term growth and development by addressing the existing challenges and intergenerational inequities. In the education sector, it was meant to improve infrastructure and quality of education; funds were set aside to 52 new sites and 289 existing schools which have been selected to be developed into centers of Excellencies (Elimu News, 2010)

(v) Low cost boarding schools/ mobile schools/ ASALS funds

Low cost boarding and mobile schools were supposed to create conducive environment for learning against the unfriendly lifestyles. The Koech report (2000) emphasized the need for government to give more funds to schools in ASAL areas and to continue supporting low cost boarding schools and similarly establish mobile schools to ensure

nomadic communities access formal education. Apart from mobile schools, to utilize other alternatives such as DUGSI (Traditional Quranic Schools), Madrassa, Feeder schools, Multigrade schools that facilitate reaching the unreached and hard – to reach (KESSP, 2005).

2.8. Summary

From a global and national view, education progression for the girl child has been established to have had many challenges. The factors that have contributed to this include; cultural practices, effects of the environment as well as economic factors. The Kenyan government has come up with various intervention measures to address the challenges, among them; low cost boarding schools and school feeding programme.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design data collection instruments, the study area, target population, sampling strategies, research procedures, data collection procedures, data analysis and ensure validity and reliability.

3.2 Research Design

Research design is the scheme, outline or plan that is used to generate answers to research problems (Orodho, 2003). It constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2003).

A research design is a master plan specifying the methods and procedures for collecting and analyzing the needed information. The researcher employed the survey research technique. (Mugenda and Mugenda, 1999) recommended survey design when collecting original data for the purposes of describing a population that is too large to observe directly, survey designs can be used to ask individuals about perceptions, attitudes, behaviours or values.

Survey research was chosen due to its advantages of affording a research to cover a large area and its usefulness in measuring characteristics of large populations. Despite the above advantages, the dependence on the cooperation of respondents, information considered secret and personal not being revealed and surveys not being able to be used

to predict the future (Mugenda and Mugenda 1999). The researcher tried to counter the above limitations by using standardized research instruments.

3.3 Data Collection Instruments

Research methodology gives details regarding the procedures used in the conducting the study. It involves quantitative and qualitative research paradigms. This study employed both research paradigms to supplement each other so as to obtain in-depth explanations and provide data needed to meet required objectives.

3.3.1 Questionnaire

The questionnaire is advantageous because it can cut down on the cost of travelling to meet respondents and is free from bias. In addition, the questionnaire can make it possible for one to reach a large number of respondents as well as not easily reachable respondents and they have adequate time to respond to the questionnaire. On the contrary, the questionnaire has a low rate of return and requires respondents who are educated. In addition, the researcher has no control over the questionnaire once it is sent and it is likely to generate a poor response to questions which are not properly understood.

3.3.2 Interview Schedule

The interview on the other hand is advantageous because it provides in-depth data not possible with a questionnaire and make it possible to obtain data required to meet the specific objective of the study. The interview is also more flexible and guards against confusing questions. The interview enlists more complete and honest information. The interviewer will explain and clarify purpose of the study. However, the interview is more

expensive due to travelling and requires high level skill since assistants need to be trained. If not properly trained, can introduce bias in the study. In this study, the questionnaire was used to obtain information. This collection of data was from different schools in the district covered long distances. The Questionnaire enabled collection of data in good time.

3.4 Location of the Study

The study was undertaken in West Pokot Sub-County, Pokot County. West Pokot Sub-County had four divisions namely; Kapenguria, Chepareria, Kongelai and Sook. The study was restricted to those four divisions.

3.5 Target Population

(Kombo and at el 2006) says population is a group of individuals, objects or items from which samples are taken for measurement. It refers to an entire group of persons or elements that have at least one thing in common. Target population is the population the researcher wants to study. The study targeted Tac – Tutors, headteachers of primary schools, school management committee chairmen of the primary schools (parents) and pupils. It encompassed a population of 717, that is, 3 Tac – tutors, 51 primary school headteachers, 51 chairmen of school management committees of primary schools, and 612 pupils from the sampled primary school (upper classes – 7-8), Tac-tutors – are in charge of teachers a advisory centres of primary schools and are thus in touch with challenges facing curriculum implementation of the schools. They thus provided information useful to progression rates in primary schools. Head teachers and school management committees of primary schools were in administration and management of the primary schools. They were thus likely to provide information useful to progression

rates in primary schools. School management committee chairmen were also parents to the pupils. For these reasons they held useful information on factors affecting progression rates in primary schools. Students hailed from the community and had information on the whereabouts of their colleagues who dropped out schools and probable reasons. They understood the culture, economic activities and the environment in their various regions.

3.6 Sampling Procedures

The study was based on the four divisions in the Sub-County. The schools were be sampled from each division based on stratified sampling. That is, schools with classes one up to eight, then in each division random sampling was used to select schools to be involved in the study. West Pokot Sub-County had 170 primary schools. The study involved 51 primary schools which was 30% of the population as proposed by (Kothari, 2005).³ Tac-Tutors were involved in the study.

Similarly, 51 chairmen of school management committees were used from the sampled schools. The same rule was used to sample pupils from upper classes in the primary schools, that is standard 7–8. 12 students were sampled which was about 30 percent of a standard class of 40 students.

Table 3:1 - Sample Summary.

Respondent	No.
Tac – tutors	3
Headteachers	51
Smc – chairmen	51
pupils	612

Sample size = 717

3.7 Data Collection Procedures

Data collection refers to the gathering of information to prove some facts. The researcher acquired a research permit before embarking on the study. The researcher then administered the research instruments to the respondents. After obtaining permission to carry out the research, the researcher made reconnaissance visits to the institutions and persons data was to be obtained.

The purpose of this undertaking was to enable the researcher to familiarize himself and to establish rapport with the respondents who included Tac-tutors, SMC Chairmen, primary school head teachers and pupils.

3.8 Reliability

The reliability of the instrument refers to the extent to which the measure gives consistent results. The main purpose of piloting was to ensure as far as possible that the items detect the kind of response the researcher intended to get. The researcher collected data

in split half reliability index of the instrument was calculated using person's product moment correlation (r) from the test-test score. A reliability coefficient of $r=0.5$ or more was considered high enough for the instruments to be deemed reliable.

3.9 Validity

Validity of an instrument or scale is the success of the scale in measuring what is set out to measure so that differences in individual's scores can be taken as representing true difference in the variable under study. The usual procedure in assessing validity of a measure is to use professional or experts the particular field (Mugenda and Mugenda, 1999). The validity of the instrument was verified with the help of supervisors.

3.9.1 Data Analysis Procedure

The researcher first established if all the questionnaires were duly completed. Responses in the questionnaires were coded for analysis purpose. The SPSS computer programme was used in data analysis. Descriptive statistics such as means, percentages and standard deviations were employed in the analysis of data. The analysis was based on demographic data of the respondents and objectives of the study in order stipulated in the document.

3.9.2 Ethical Issues

(Mugenda O.M. and Mugenda A. G., 2003) define ethics as that branch of philosophy which deals with conduct and serves as a guide to ones behaviour. Researchers must be people of integrity who will not undertake research for personal gain or the research will have a negative effect on others. It is also necessary because there are laws which prohibit unethical behaviour in research. In the course of my study, I explained and

justified the need for the research to my respondents and ensured I maintained confidentiality of the information given by the respondents. The respondents gave information based on the principle of informed consent and was completely voluntary. I fully briefed and explained to the respondents the purpose of the study and thus maintained openness and be honesty throughout the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.1 Introduction

This chapter presents data, analysis and interpretation in relation to the topic and objectives of the study. The chapter is presented in the subtitles: respondents' demographic information, economic factors affecting girl-child progression rates, environment and girl-child progression and government intervention on girl-child progression rates.

4.2 Respondents' Demographic Information

The study involved a sample size of 717 respondents stratified into the categories shown in table 4.1.

Table 4.1: Respondents' Category

Category	Frequency	Percentage
Tutors	3	0.4
Headteachers	51	7.1
SMC-chairperson	51	7.1
Pupils	612	85.4
Total	717	100.0

Table 4.2 indicates that the majority 612 (85.4%) of the respondents involved in the study were pupils. This was attributed to the nature of objectives addressed by the study which

needed first hand information from the girl-children as they were directly affected by the investigated variables.

Secondly, the higher number of pupils involved in the study was also attributed to their number in the target population; they were the majority. Subsequently, to the number of headteachers and SMC chairpersons were second in number as per their proportion in the target population. Similarly, the tutors involved in the study were purposively selected to represent their zones; thus their lowest number in the sample size.

All (100%) of the pupils involved in the study belonged to the female gender. However, other categories of respondents were stratified into male and female gender as shown in table 4.3.

Table 4.2: Respondents' Gender

Category	Male		Female		Female
	Frequency	Percentage	Frequency	Percentage	
Pupils	0	0	612	100.0	612(100%)
Tutors	3	100.0	0	0.0	3(100%)
Headteachers	48	94.1	3	5.9	51(100%)
SMC chairperson	49	96.1	2	3.9	51(100%)

Table 4.3 shows frequency percentages of various categories of respondents involved in the study. All 3(100%) of the tutors involved in the study were males. This was attributed to the fact that tutors are selected from the locality or the zones and men are more

qualified for the job than women. This was an indication that females in the studied zones were not as highly learned as males. This has a bearing on access and progression rates of the girl-child. Similarly, the respondents category of headteachers had 48(94.1%) of its representatives as males and 3(5.9%) as females. Therefore, the headship position of primary schools in west Pokot are held by men; an indication that women were not as learned as men in the district, thus the girl-child's access to education has been at stake for many days after independence.

Furthermore, regarding SMC chairperson 49(96.1%) of the representatives were males and 2(3.9%) females. This was an indication that females were less involved in education matters than males. Majority, 49(96.1%) of the SMC chairpersons involved in the study were men.

4.3 Economic Factors Affecting Girl-Child Progression Rates

In establishment of economic Factors affecting girl-child progression rates, the study subjected respondents to a number of items. The first items were on the ability of parents to support their children in school expenses. The headteachers and SMC chairpersons' responses on this item are presented in table 4.2.

Table 4.3: Parents' Ability to Support their Children in School Expenses

Response	Frequency	Percentage	Implication on progression rate
Very good	0	0.0	Negative- (low)
Good	4	3.9	Positive – (high)
Fair	82	80.4	Negative –(low)
Poor	16	15.7	Negative –(low)
Total	102	100.0	Negative (low)

Table 4.4 shows that the majority (80.4%) of the respondents acknowledged that the parents' ability to support their children in school expense was fair. This was attributed to the government's initiative of Free Primary Education Programme which shoulders most of the financial demands keeping pupils in school. However, parents provide their children's personal effects such as uniform and transport to and from home.

In addition 16(15.7%) of the respondents noted that parents' ability to meet their children's expenses was poor. This was attributed to harsh climatic conditions, and cattle rustling which rendered residents of some parts of west Pokot economically poor.

It is clear from the responses, parents inability to cater for the children's expenses leading to low progression of the girl child given that the girl is more vulnerable in being considered for schooling. In essence therefore, poverty plays a big role in making it difficult for the girl child to remain in school; nevertheless government intervention in terms of establishing low cost boarding schools and disbursement of funds in ASAL

areas must have had a role in ensuring those who enter and complete school. From the literature review, it was clearly stated that girls were sold off in exchange of dowry

In relation to the above observations in table 4.4 pupils engaged in the study commented on their parent's ability to cater for their school expenses with ease. Pupils responses are presented in figure 1.

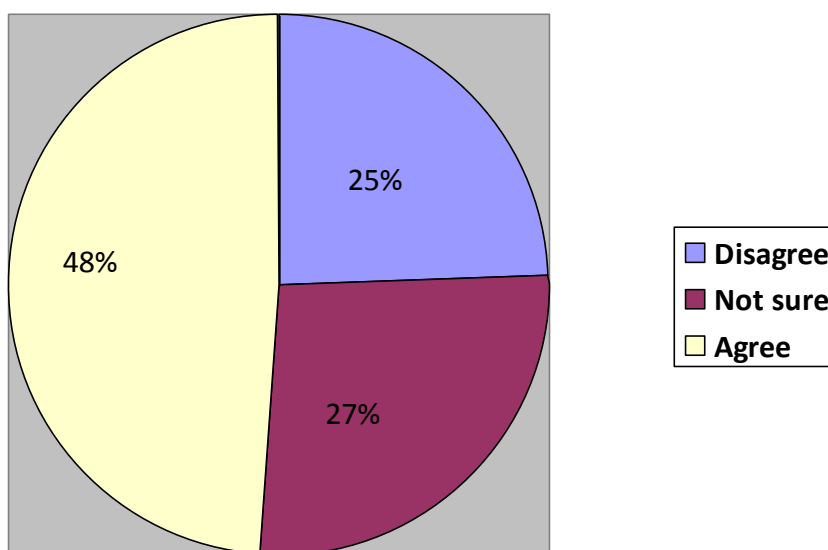


Figure 4.1: Pupils' Responses on their parents' ability to cater for school expenses

Figure 1 shows that the majority (49%) of the pupils involved in the study agreed with the claim that their parents had the ability to cater for their school expenses. This means that parents had some ability to meet their children's school expenses as a result of Free Primary Education. However, 26.5% of the pupil respondents were not sure of their parents Ability to meet their school expenses. Furthermore, 24.55% of the pupils engaged in the study disagreed with the assertion that their parents had the ability to cater for their school expenses. The implication is that school expenses had an impact on girl child schooling

Headteachers and SMC Chairpersons were further subjected to the statement that livestock was a reliable source of income for school expenses.

Their responses are captured in table 4.5.

Table 4.4: Livestock is a reliable source of income for school expenses

Response	Frequency	Percentage	Implication on progression rate
Strongly agree	5	4.9	Positive (High)
Agree	28	27.5	Positive (High)
Disagree	69	67.6	Negative (Low)
Not sure	0.0	0.0	-
Total	102	100.0	Negative (low)

Table 4.5 shows that majority 69(67.6%) of the respondents disagreed with the claim that livestock was a reliable source of income for school expenses. This was attributed to unreliable of the survival of livestock as a result if cattle rustling, diseases and general insecurity. This implied that livestock was not a reliable source of income for school expenses. Since livestock is the main source of income for the Pokot community, failure to be a reliable source of school expenses had a negative impact on learning.

In addition, 28(27.5%) of the respondents agreed with the assertion in question as 5(4.9%) strongly agreed with it. Cumulatively, therefore, 32.4% of the respondents acknowledged the claim that livestock was the main source of income for school expenses. This was attributed to areas where livestock was the main source of income as

a result of sustained peace and security; especially in Kong'elai Division. Generally, the Pokot community depends on livestock keeping as a source of earning their livelihood and thus dependable in all basic provisions; education included. And in this case the girl child is the most affected given that they are given less priority in learning.

Respondents were further asked to give assessment on various economic factors affecting progression rates of girl-child's education. The first aspect top be assessed was labour as indicated in table 4.6.

Table 4.5: Effect of labour on girl-child's education progression rates

Response	Frequency	Percentage	Implication on progression rate
Often	2	66.7	Negative (low)
Rarely	0	0.0	-
Never	0	0.0	-
sometimes	1	33.3	Negative (low)
Total	3	100.0	Negative (low)

Table 4.6 responses were by the three tac-tutors involved in the study. Majority 2(66.7%) of the respondents rated the effect of labour on girl-child education progression rates as often. This meant that girl-children are often involved in child labour of various kinds at the expense of their education thus involving girl-children in household chores and other duties negatively affect the continuity of girl-child education and progression rates which ultimately led to school drop-out. In relation to the literature, West Pokot sub-county is essentially ASAL and therefore girl children are frequently involved in child labour

especially the search for water and food. Girls fall prey to child labour because the community suffers from male chauvinism in which the girl child is given little consideration in education progression.

The study further looked at nomadism as an economic factor affecting girl-child progression rates in education. Tac-tutors responses to this aspect are captured in figure 3.

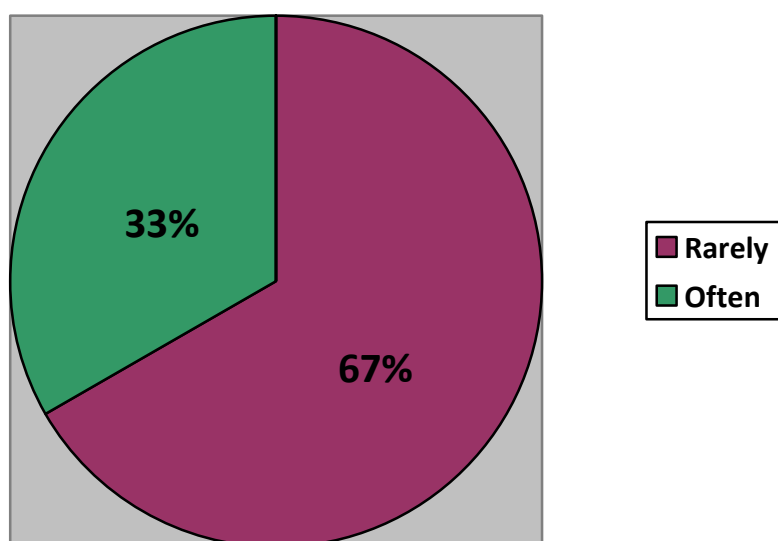


Figure 4.2: Nomadism Affects Girl-Child Education Progression Rates

Figure 3 indicates that nomadism was seen as a factor which rarely affects girl-child progression rates as acknowledged by the majority (66.7%) of the respondents. This was attributed to the fact that nomadism activity had reduced in the zones involved in the study in the recent past preceding the study. However, some parts still practice nomadism; whereby, families move from place to place seeks for pastures and water for their animals during drought season. Consequently, the girl-child's education rate is affected by this movement leading to eventual school drop-out. In such cases mobile

schools were needed; but the more had been initiated by the time this study was undertaken. However, it should be clear that nomadism had negative implication on girl child schooling because families move to the neighbouring country and this means that children drop out of school and perhaps re-entry to school on return. However, since girls are easily trapped by early marriages, girls re-entry to school becomes difficult.

Headteachers' observation on the above aspect of nomadism had an indication that indeed nomadism was one of the main factors affecting girl-child's education progression rate as shown in table 4.7.

Table 4.6: Nomadism Affects Girl-child's Education Progression Rte

Response	Frequency	Percentage	Implication on progression rate
Often	19	37.3	Negative (low)
Rarely	4	7.8	Positive (high)
Never	16	31.4	Positive (high)
sometimes	12	23.5	Negative (low)
Total	3	100.0	Negative low

Table 4.7 shows that the majority 19(37.3%) of the headteachers involved in the study noted that the frequency of nomadism affecting girl-child's education progression rate was often. Furthermore, 12(23.5%) and 4(7.8%) of the headteachers respondents rated nomadism as sometimes and "rarely" affecting the girl-child's education progression rates respectively. Therefore, table 4.7 generally shows that nomadism affected girl-child's education progression rate to some extent. As noted before in this analysis, shifting from

place to place by families seeking for pasture and water for their livestock, their children's education is cut short or interfered with on.

Some way, However, 16(31.4%) of the headteacher rated effect of nomadism girl-child's education rated as "never". These were headteachers from zones where rainfall is relatively reliable and adequate; thus nomadism not practiced.

Furthermore, school management committee chairmen's responses to the effect of nomadism on education progression of girl-child are captured in figure 4.

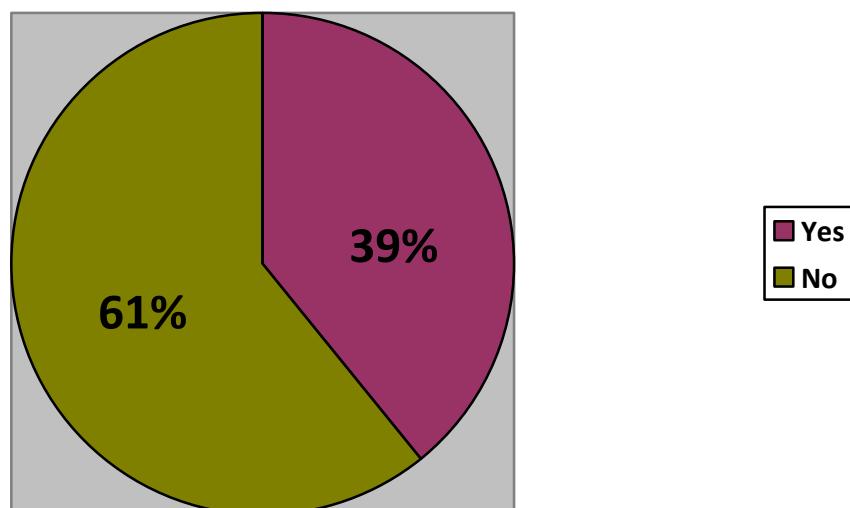


Figure 4.3: Nomadism Affects Girl-Child Education Progression Rate

Figure 4 shows that majority (60.9%) of the SMC acknowledged the assertion that nomadism affects girl-child's education progression rates. This was attributed to reasons aforementioned. However, 39.1% of the respondents refuted the claim that nomadism affects girl-child's education progression rate. In essence, the less well to do families found it difficult to cater for children expenses to school leading to non progression.

Though there is funding from the Kenyan government, free primary education funds, schooling has hidden costs in terms of uniforms, books, sanitary pads for girls and writing materials. When that arises, girls are the ones most affected because as they mature they will require sanitary pads and clean water for their hygiene. When that is not realised, they eventually drop out of school leaving only a few. All respondents were subjected to the claim that poverty affects the girl-child's education progression rate. Their responses are captured in figure 5.

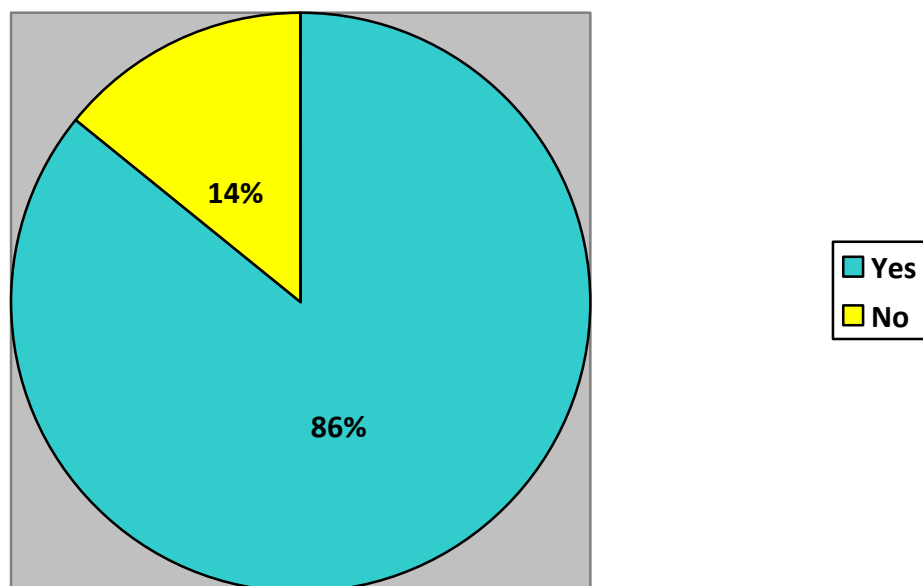


Figure 4.4: Poverty affects the Girl-child's Education Progression rate

Figure 5 indicates that majority (85.7%) of all the respondents involved in the study acknowledged the claim that poverty affects the girl-child's education progression rate. This was attributed to the fact that with poverty no resources are left by the families to

cater for the girl –child’s educational needs. In such cases, preference is given to boy-child at the expense of the girl-child.

However, figure 5 further shows that 14.3% of the respondents refuted the claim that poverty affects the girl-child’s education progression rate. These were respondents, who came from relatively well to do families; who did not look at poverty as a factor hindering the progression of girl-child in education.

As an economic factor, the study sought to establish where there were low cost boarding schools promoting girl-child’s education. Respondents’ responses on the above measure are presented in table 4.8.

Table 4.7: Low Cost Boarding Schools

Response	Frequency	Percentage
V. good	30	28.6
Good	45	42.9
Fair	11	10.5
poor	19	18.0
Total	N=105	100.0

Table 4.8 shows that respondents’ rating of the existence of low cost boarding schools in their zones were to varying degrees. The respondents to this aspect included SMC, Headteachers and tac-tutors. Table 4.8 indicated that the majority 45(42.9%) of the respondents rated the establishment of low cost boarding schools promoting girl-child education as good. In Addition 30(28.6%) rated it as very good as 11(10.5%) rated it fair.

Consequently, cumulatively, 86(82%) of the respondents in table 4.8 noted the existence and importance of low cost boarding schools promoting girl-child's education. These schools promote progression of girl-child's education progression rate. They help retain the girls in school even in the wake of nomadism.

However, table 4.8 shows that 19(18%) of the respondents rated low cost boarding schools as poor. These were respondents who came from zones where this move had not been initiated by the government or Non-Governmental Organizations (NGOs). It is therefore evident that the establishment of low cost boarding schools as government intervention was an effective method of enhancing girl child progression rate. This is because economic, environmental and cultural factors had little effect when the girl children were in school. The Kenyan government provided funds to low cost boarding schools to curb the challenge of low progression in ASAL areas.

ASAL funds are also used in promotion of education in ASAL areas. The study sought to establish whether this economic factor affects the girl-child education progression rate. Respondents responses to this factor are presented in table 4.9.

Table 4.8: ASAL Funds Promotes Girl-child Education

Response	Frequency	Percentage
V. good	2	1.9
Good	5	4.8
Fair	9	8.6
poor	89	84.7
Total	N=105	100.0

Table 4.9 shows that ASAL Funds are not used to retain girls in schools. This is because majority, 89(84.7%) of the respondents involved in the study as shown in table 4.9 rated the ASAL funds in promoting girl-child education as poor. This was attributed to the general use of the ASAL funds on other school projects without targeting the girl child. However, 2(1.9%) of the respondents rated ASAL fund as very good, 5(4.8%) as good and 9(8.6%) as fair in promoting girl-child education. It must be clear that the effect of ASAL funds is not much felt because it was not consistent and did not have much impact.

The Kenya government initiated the economic stimulus programme to assist promote education in various parts of the country. The respondents rated this programme in assisting to maintain the girl child in school. Their responses are reflected in table 4.10.

Table 4.9: Role of Economic Stimulus Programme in Keeping the Girl-child in school

Response	Frequency	Percentage
V. good	11	7.8
Good	3	10.8
Fair	3	2.9
poor	80	78.4
Total	N=102	100.0

Table 4.9 shows that majority 80(78.4%) of the respondents rated economic stimulus programme as poor in helping keep girl-child in school. This was attributed to lack of provision for the programme to directly fund girl-child education. The programme

benefits general school projects without consideration for helping the girl-child in specific. However, 8(7.8%), 11(10.8%) and 3(2.9%) of the respondents rated it as very good, good and fair respectively. Similarly, the fund had not been consistent and targeted a few schools.

4.4 Environment and Girl-Child Progression Rates

The second objective of the study looked at the role of environment in progression rate of the girl child education. Several statements were used to elicit information from respondents regarding this aspect. The first statement was in harsh terrain. Respondents responses on the influence of harsh terrain on progression rate of the girl-child are captured in table 4.11.

Table 4.10: Influence of Harsh Terrain on Progression Rate of the Girl Child

Response	Frequency	Percentage	Implication on progression rate
Often	21	39.9	Negative (low)
Rarely	11	20.4	Positive (high)
Never	8	14.8	Positive (high)
Sometimes	14	25.9	Negative (low)
Total	N=54	100.0	Negative (low)

Table 4.11 presents responses by headteachers and Tac-tutors regarding the influence of harsh terrain on education progression rate of the girl-child. The majority 21(39.9%) of the respondents reported that often harsh terrain influenced the education progression rate

of the girl-child; as 11(20.4%) subscribed to “rarely” frequency and 14(25.9%) to sometimes. Generally, therefore, cumulatively, 85.2% of the respondents acknowledged that harsh terrain influenced academic progression of the girl-child, through in varying degrees. However, table 4.10 further notes that 8(14.8%) of the respondents refuted the claim that harsh terrain influences progression rate of the girl-child’s education. These were respondents came from areas where the terrain was not harsh and therefore, the item was not applicable.

Regarding the same aspect of harsh terrain SMC’s responses are captured in figure 6

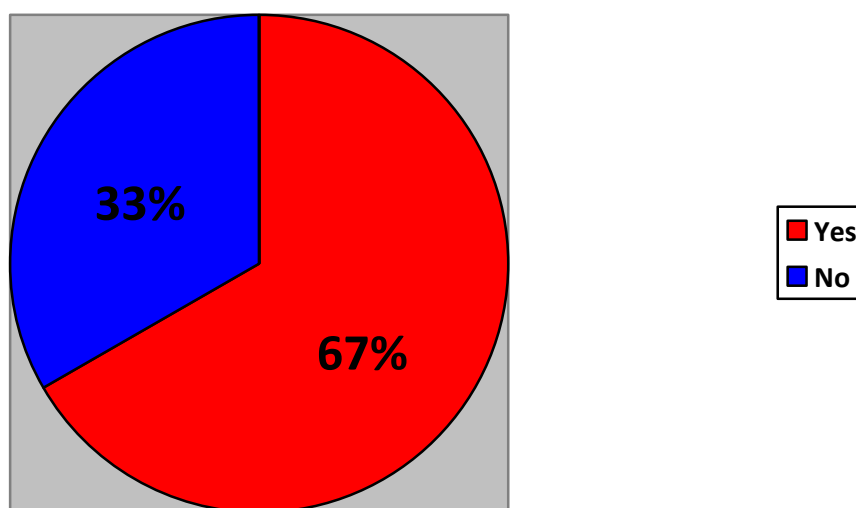


Figure 4.5: Harsh Terrain causes withdrawal of girl children from school

Figure 6 indicates that the majority of the SMC respondents acknowledged the assertion that harsh terrain causes withdrawal of girl-children from school. This was attributed to the fact that the harsh terrain affects punctuality of the learners and girls in particular may easily give up as a result of inability to struggle through the harsh terrain to and from

school. However, 33.3% of the respondents refuted the claim that harsh terrain influences withdrawal of girl-children from school.

In relation to the above aspect, 84.6% of the pupils involved in the study acknowledged that rugged and difficult terrain hindered girls from continuing with school as indicated in figure 6.

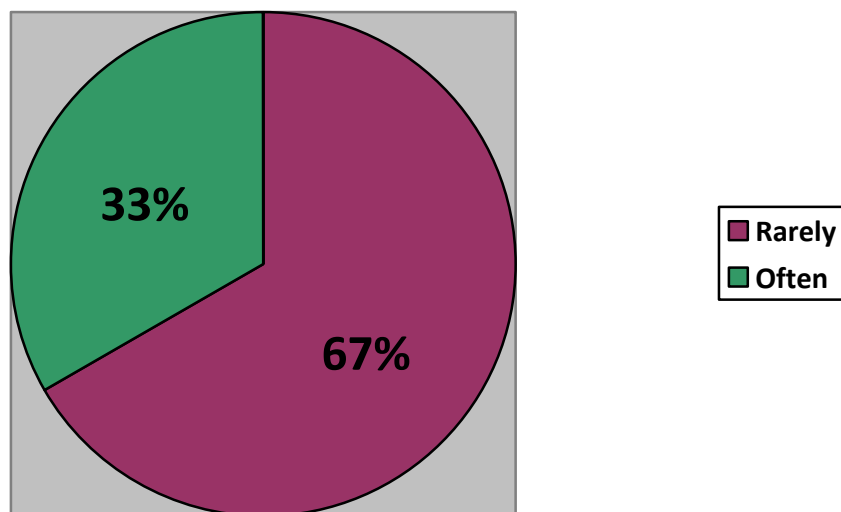


Figure 4.6: Rugged and Difficult Terrain hinders girls from continuing with school

Figure 7 further shows that 15.4% of the pupils engaged in the study refuted the claim that rugged and difficult terrain hindered girls from continuing with education. These were pupils drawn from schools in flat terrain. When learners are affected due to harsh terrain, girls are the most affected because of their delicate nature causing them to drop out of school. Physically, boys have the ability to withstand harsh terrain as compared to girls.

Regarding harsh weather conditions, pupil's responses are presented in figure 8.

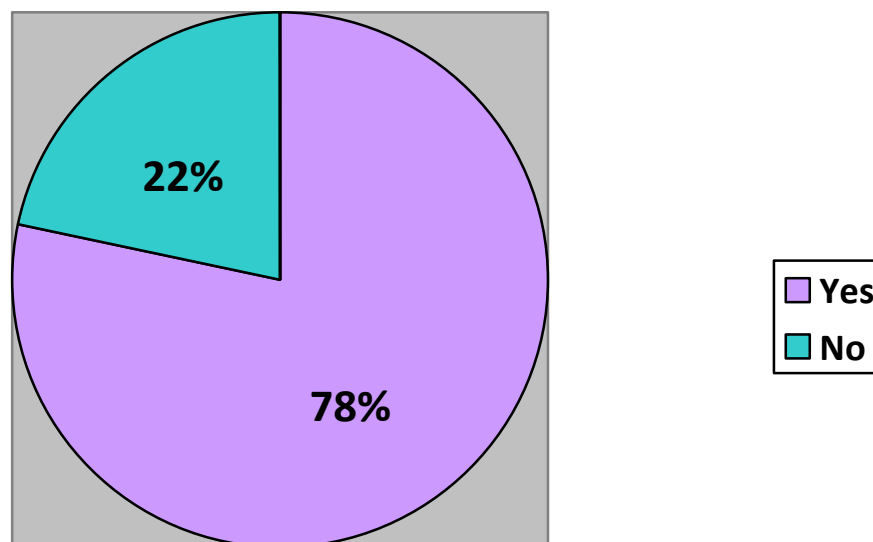


Figure 4.7: Harsh Weather conditions hinders girls from continuing with school

Figure 8 shows that the majority (78.3%) of the pupils engaged in the study noted that harsh weather conditions hindered girls from continuing with school. This was attributed to harsh temperatures during the dry spell as well as foggy conditions during rain season. In these conditions most girls drop out of school. However, 21.7% of the pupils involved in the study refuted the claim that harsh weather conditions hindered girls from continuing with education. Harsh conditions make the environment unbearable for girls thus leading to non progression in school.

On the item of long walking distances the pupil responses are presented in figure 9

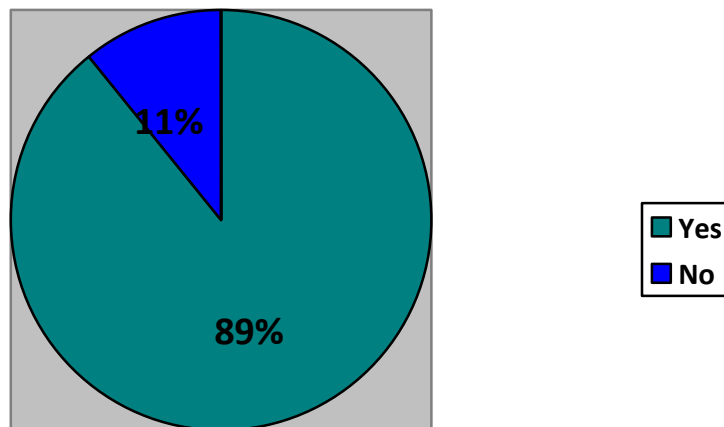


Figure 4.8: Long Walking Distances Hinder Girls from Continuing with School

Figure 9 reveals that the majority (89.1%) of the pupils involved in the study acknowledged the claim that long walking distances hindered girls from continuing with school. These distances affects the punctuality of learners and results to persistent absenteeism which ultimately leads to school drop-out. However, 10.9% of the pupils involved in the study noted that long walking distances did not hinder girls from continuing with school. These were pupils whose homes were not far from their schools.

SMC respondents' responses on distance to school are captured in Figure 9.

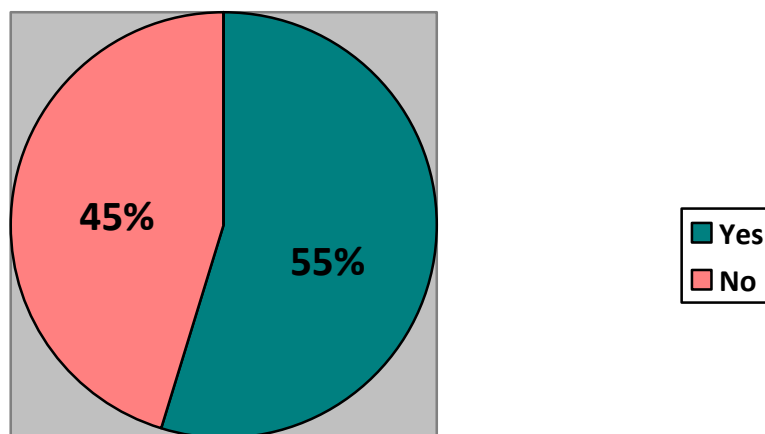


Figure 4.9: Distance to school causes withdrawal of girl- children from school

Figure 10 reveals that the majority (54.9%) of the SMC respondents were in agreement with the assertion that distance to school causes withdrawal of children from school. This was due to reasons of punctuality and fatigue alluded to either in this section of analysis. However, 45.1% of the SMC respondents did not see distance to school as a reason causing withdrawal of children from school.

Furthermore, headteachers' responses regarding influence of distance to school on education progression rate of the girl-child are presented in table 4.12.

Table 4.11: Rate of Distance School Influencing Education Progression of the girl child

Response	Frequency	Percentage	Implication on progression rate
Often	9	17.6	Negative (low)
Rarely	19	37.3	Positive (high)
Never	4	7.8	Positive (high)
Sometimes	19	37.3	Negative (low)
Total	51	100.0	Negative (low)

Table 4.12 reveals that 19(37.3%) and 19(37.3%) respectively rated distance to school as “rarely” and “sometimes” influencing education progression rates of the girl child as 9(17.6%) rated it as “often” cumulatively, therefore, 92.2% of the headteachers involved in the study acknowledged the claim that distance to school was a factor influencing the girl-child’s education progression rate. However, 4(7.8%) of the headteachers refuted the claim that distance to school was a factor influencing the girl-child’s education progression rate. Long distances discourages girls schooling leading to non progression

Home environment was also investigated as an environmental factor influencing the girl child’s education progression rate. Headteachers responses to this aspect are presented in table 4.13.

Table 4.12: Home Environment influences Girl-child's Education Progression Rate

Response	Frequency	Percentage	Implication on progression rate
Often	27	52.9	Negative (low)
Rarely	3	5.9	Positive (high)
Never	1	2.0	Positive (high)
Sometimes	20	39.2	Negative (low)
Total	51	100.0	Negative (low)

Table 4.13 indicates that the majority 27(52.9%) of the headteachers involved in the study rated the influence of home environment on girl-child's education progression rate as "often," as 3(5.9%) rate it as "rarely" and 20(39.2%) as "sometimes". These ratings give a cumulative percentage of 98%. Therefore, 98% of the headteachers engaged in the study acknowledged that home environment influences girl-child's education progression rate though to varying degrees. This was attributed to the fact that home environment is important in motivating or demotivating child- children to go to school. The home environment is also important in shaping a child's general character which is important in academic progress. Therefore, home environment causes children to leave school and get married.

The SMC respondents' responses to home environment are presented in Figure 10.

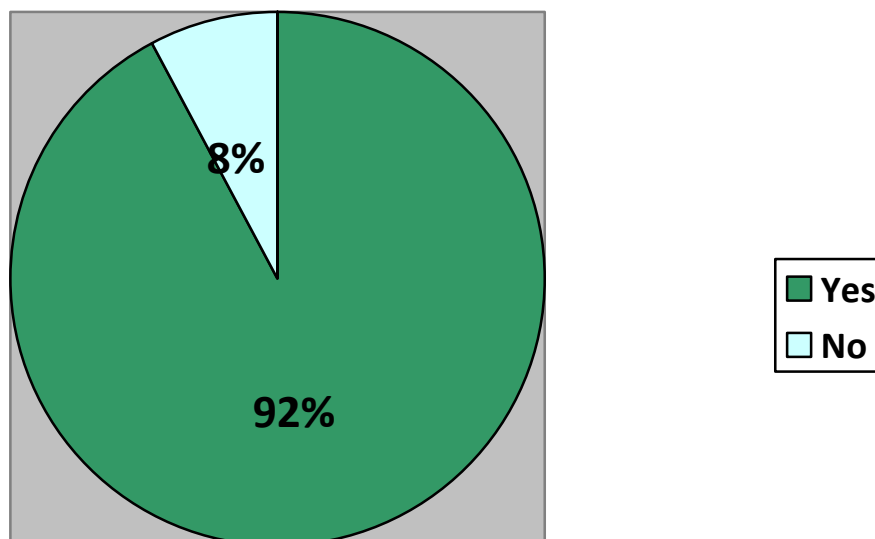


Figure 4.10: Home Environment causes withdrawal of girl-children from school

Figure 11 reveals that 92.2% of the SMC respondents involved in the study acknowledged the assertion that home environment causes withdrawal of girl-child from school. This was an indication that parents should be aware of the influence of environment of their homes on the girl-child's education. However, 7.8% of the SMC respondents refuted the claim that home environment causes withdrawal of girl-children from school.

In relation to home environment, the SMC respondents generally acknowledged that home environment was not friendly to girl-child education as indication in table 4.13.

Table 4.13: The Home Environment is friendly to the Girl-Child Education

Response	Frequency	Percentage	Implication on progression rate
Strongly agree	0	0.0	-
Agree	3	5.9	Positive (high)
Disagree	39	76.5	Negative (low)
Strongly disagree	9	17.4	Negative (low)
Total	N=54	100.0	Negative (low)

Table 4.14 reveals that the majority 39(76.5%) of the SMC respondents disagreed with assertion that home environment was friendly to the girl-child. In addition, 17.4% of the respondents strongly disagreed with the assertion. Cumulatively, therefore, 93.9% of the SMC respondents refuted the claim that the home environment was friendly to the girl-child's education. This undermines education progression rate of the girl-child. Home environment stands out in this analysis as one of the most important environmental factors affecting the girl-child's education progression rate. The home environment can discourage schooling and encourage early marriages leading to low progression.

4.4 Cultural Factors Affecting Girl-Child Progression Rates

The third objective of this study was on cultural factors affecting progression rates of the girl-child. Respondents were subjected to various items in eliciting information on this objective. The first statement was on early marriages. Headteachers' responses on this aspect are presented in table 4.15.

Table 4.14: Early marriages influence progression of the girl child in school

Response	Frequency	Percentage	Implication on progression rate
Often	34	66.7	Negative (low)
Rarely	2	3.9	Positive (high)
Never	0	0.0	-
Sometimes	15	29.4	Negative (low)
Total	51	100.0	Negative (low)

Table 4.15 indicates that majority 34(66.7%) of the headteachers involved in the study rated early marriage influence on progression of the girl-child in school as “often” as 2(3.9%) rated it “rarely” and 15(29.4%) as “sometimes”. Therefore, all (100%) the headteachers involved in the study acknowledged that early marriage influences the progression of girl-child in school. This was attributed to the fact that once girls are married off early their education ends. In case of the Pokot community in which early marriages are practiced, girls are easily married off while in primary schools. It therefore cuts down the number of those who proceed to the next level.

Another cultural factor investigated by the study was female genital mutilation. Respondents’ responses to this aspect are indicated in table 4.16.

Table 4.15: Influence of Female Genital mutilation on progression rate of the girl-child in school

Response	Frequency	Percentage	Implication on progression rate
Often	28	54.9	Negative (low)
Rarely	3	5.9	Positive (high)
Never	0	0.0	-
Sometimes	20	43.1	Negative (low)
Total	51	100.0	Negative (low)

Table 4.16 indicates that all (100%) of the teachers respondents involved in the study as heads acknowledged that female genital mutilation (FGM) influenced the girl-child's progression rate in school. This influence was to a varying degree whereby 28(54.9%) rated it as "often", 3(5.9%) as "rarely" and 20(43.1%) as sometimes. This was attributed to the fact that the Pokot commonly is still rich in its culture and female circumcision is highly cherished as an important preparation of girls for marriage. After circumcision, the female is ready for marriage despite the young age and this leads to girl-child school dropout. Similarly, all 3 (100%) of the Tac-tutors involved in the study rated the influence of female genital mutilation on progression of girl child in school as often. Furthermore, all the respondents involved in the study regarded female genital mutilation as symbolizing initiation into adulthood. Thus FGM was readily acceptable by the Pokot community. This hinders the academic progression of the girl-child.

The study also established that parents give priority to boys when it comes to provision of school facilities. Girls are ignored and regarded as a source of wealth through marriage.

This aspect is captured in Figure 12. In effect the reformed, non progression affects girls more than boys

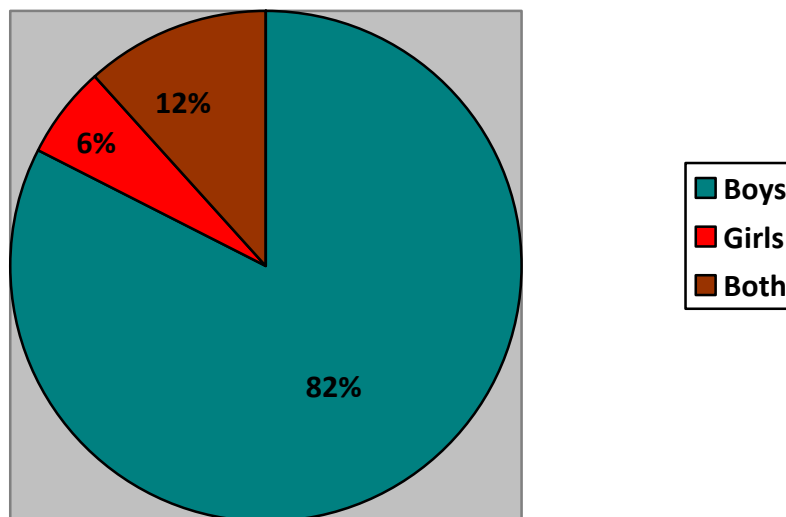


Figure 4.11: Who do parents give priority in providing education facilities

Figure 12 indicates that parents give priority to boys when it comes to provision of education materials. Girls are marginalized and little attention is given to them by parents hence their poor progression rate in school.

The study investigated the role of the government in promotion of the girl-child education. The government does this through a number of ways. Respondents were investigated on the government's initiative of providing school feeding programme as a way of improving the girl-child's progression in school. Their responses on this are presented in table 4.17.

Table 4.16: School Feeding Programme as a measure of retaining the girl-child in school

Response	Frequency	Percentage
Very good	70	66.7
Good	28	26.7
Fair	2	1.9
poor	5	4.8
Total	N=105	100.0

Table 4.17 reveals that majority 70 (66.7%) of the respondents rated school feeding programme as a very good measure of retaining girls in school. In addition, 28(26.7%) rated it as fair. This implies that school feeding programme would minimize of time wastage going home for lunch. Furthermore, most pupils come from far and walk for long distances to school. In such cases, they stay in school without meals during the one hour lunch break which cannot allow them go to their homes for lunch and back. Therefore, school feeding programme seems appropriate to keep the girls in school. It should therefore be noted that school feeding programme as a government intervention as early as seen in literature review was an effective method of enhancing girls education in primary schools. The programme ensures children spend most of the time in school and thus eliminating the dangers of being married off as they frequent their way home and back to school

The government has also initiated the anti-FGM campaign as a strategy of retaining the girl-child in school. Respondents rated the community's sensitizations of this campaign as shown in table 4.18.

Table 4.17: government's anti-FGM Campaign

Response	Frequency	Percentage
Very good	56	53.3
Good	7	6.7
Fair	6	5.7
poor	36	34.3
Total	N=105	100.0

Table 4.18 indicates that the majority 56(53.3%) of the respondents involved in the study rated government's anti-FGM campaign as very good. These were respondents who come from areas where the government had completely sensitized people on the dangers of FGM. In addition, 7(6.7%) rated the campaign as good as 6(5.7%) rated it fair and 36(34.3%) as poor. Those who rated it as poor (34.3%) came from areas where government agencies had not done proper sensitization of the community on dangers of FGM. Sensitization of the community was therefore crucial in keeping girl children in school because early marriages and FGM was practiced as a way of life of the Pokot. Sensitization therefore enlightens them and takes them away from the cultural bondage. This plays to enhance girl child progression in primary schools.

Regarding establishment of mobile schools as a strategy of retaining the girl-child in school, all 105 (100%) of the respondents subjected to this item refuted that the government not initiated any mobile school. The government had also initiated the child friendly programmes as acknowledged by the majority of the respondents involved in the study as indicated in Figure 13.

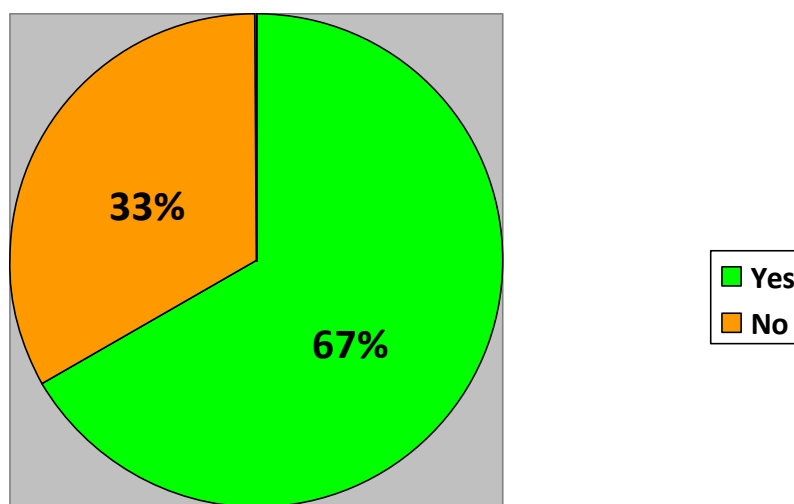


Figure 4.12: Child Friendly School Programmes

Figure 13 indicates that majority (66.7%) of the respondents acknowledged the claim that the government had put in place child friendly school programmes as a way of keeping girl-child in school. Making the school environment friendly makes a home for the girl children and therefore retains them in school. Most girls drop out of school because the environment is unfriendly.

Furthermore, the government had initiated most vulnerable children school programmes as indicated in Figure 14.

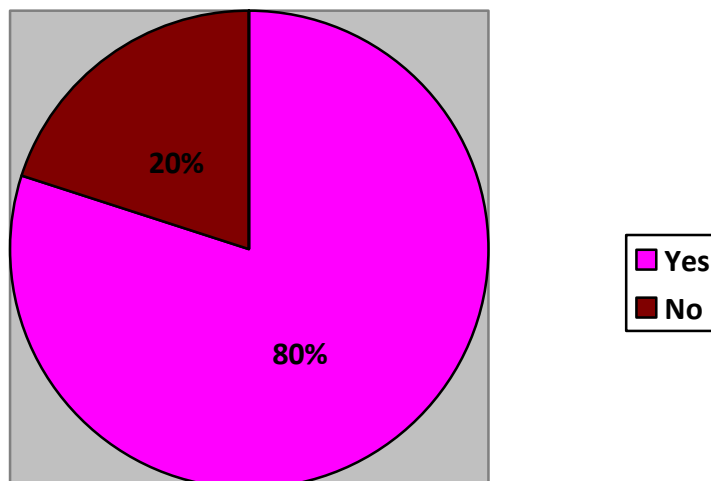


Figure 4.13: Most Vulnerable children school programmes

Figure 14 reveals that majority (80.1%) of the respondents involved in the study acknowledged that the government had put in place most vulnerable children school programmes. In this case the girl-child falls in this category of children. Therefore, the more by the government aims at retaining the girl-child in school. Some of these programmes include provision of sanitary towels to girl child in school.

The programme caters for children's hidden costs such as uniforms, shoes, writing materials and sanitary pads. This ensures children are motivated because their needs are catered for therefore enhancing progression rate of the girl child.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter highlights on summary, conclusion and recommendations based on the findings of the study.

5.2 Summary

The study was guided by four objectives on which this summary is made in terms of findings.

5.2.1: Investigate how economic factors affect primary girl-child education progression rates in West Pokot Sub-County

The first objective of the study was to investigate economic factors affecting girl-child education progression rate. The study found out that most of the respondents acknowledged that the parents' ability to support their children in school expense was fair. This was attributed to the government's initiative of Free Primary Education Programme which shoulders most of the financial demands keeping pupils in school.

In addition, majority of the pupils involved in the study agreed with the claim that their parents had the ability to cater for their school expenses. This means that parents had some ability to meet their children's school expenses as a result of Free Primary Education. However, a number of the pupil respondents were not sure of their parents Ability to meet their school expenses.

The study further established that majority of the respondents disagreed with the claim that livestock was a reliable source of income for school expenses. This was attributed to unreliable of the survival of livestock as a result if cattle rustling, diseases and general insecurity. This implied that livestock was not a reliable source of income for school expenses.

Majority of the respondents rated the effect of labour on girl-child education progression rates as often. This meant that girl-children are often involved in child labour of various kinds at the expense of their education thus involving girl-children in household chores and other duties negatively affect the continuity of girl-child education and progression rates which ultimately leads to school drop-out.

Nomadism was seen as a factor which rarely affects girl-child progression rates as acknowledged by the majority of the respondents. This was attributed to the fact that nomadism activity had reduced in the zones involved in the study in the recent past proceeding the study.

Furthermore, majority of all the respondents involved in the study acknowledged the claim that poverty affects the girl-child's education progression rate. This was attributed to the fact that with poverty no resources are left by the families to cater for the girl – child's educational needs. In such cases, preference is given to boy-child at the expense of the girl-child.

It was established that majority of all the respondents involved in the study acknowledged the claim that poverty affects the girl-child's education progression rate.

This was attributed to the fact that with poverty no resources are left by the families to cater for the girl –child’s educational needs. In such cases, preference is given to boy-child at the expense of the girl-child. Nevertheless, most of the respondents rated economic stimulus programme as poor in helping keep girl-child in school. This was attributed to lack of provision for the programme to directly fund girl-child education.

5.2.2: To establish how the environment affects primary education girl-child school progression rates

The second objective focused on the influence of environment on girl-child school progression rate. Generally, majority of the respondents acknowledged that harsh terrain influenced academic progression of the girl-child, through in varying degrees. It was found out that the majority of the SMC respondents acknowledged the assertion that harsh terrain causes withdrawal of girl-children from school. This was attributed to the fact that the harsh terrain affects punctuality of the learners and girls in particular may easily give up as a result of inability to struggle through the harsh terrain to and from school. It was further found out that most of the pupils involved in the study acknowledged that rugged and difficult terrain hindered girls from continuing with school.

In addition, majority of the pupils engaged in the study noted that harsh weather conditions hindered girls from continuing with school. This was attributed to harsh temperatures during the dry spell as well as foggy conditions during rain season. In these conditions most girls drop out of school. It was also found out the majority of the pupils involved in the study acknowledged the claim that long walking distances hindered girls

from continuing with school. These distances affects the punctuality of learners and results to persistent absenteeism which ultimately leads to school drop-out.

Furthermore, most of the SMC respondents involved in the study acknowledged the assertion that home environment causes withdrawal of girl-child from school. This was an indication that parents should be aware of the influence of environment of their homes on the girl-child's education. Nevertheless, majority of the SMC respondents refuted the claim that the home environment was friendly to the girl-child's education.

5.2.3: To establish how cultural factors affect girl-child school progression rate in primary schools in West Pokot Sub-County

The study looked cultural factors affecting girl-child progression rate in primary schools. All the headteachers involved in the study acknowledged that early marriage influences the progression of girl-child in school. This was attributed to the fact that once girls are married off early their education ends. All of the teachers respondents involved in the study as heads acknowledged that female genital mutilation (FGM) influenced the girl-child's progression rate in school. This influence was to a varying degree rated it as "often", as "rarely" and as sometimes. This was attributed to the fact that the Pokot commonly is still rich in its culture and female circumcision is highly cherished as an important preparation of girls for marriage. After circumcision, the female is ready for marriage despite the young age and this leads to girl-child school dropout. Similarly, all of the Tac-tutors involved in the study rated the influence of female genital mutilation on

progression of girl child in school as often. Furthermore, all the respondents involved in the study regarded female genital mutilation as symbolizing initiation into adulthood.

5.2.4 To investigate the effect of government intervention measures on girl-child progression rates in primary schools in West Pokot Sub-County

The study established that majority of the respondents rated school feeding programme as a very good measure of retaining girls in school. In addition, a good number rated it as fair. This implies that school feeding programme would minimize of time wastage going home for lunch. Furthermore, most pupils come from far and walk for long distances to school. In such cases, they stay in school without meals during the one hour lunch break which cannot allow them go to their homes for lunch and back. Therefore, school feeding programme seemed appropriate to keep the girls in school. Regarding establishment of mobile schools as a strategy of retaining the girl-child in school, all of the respondents subjected to this item refuted that the government not initiated any mobile school.

However, majority of the respondents involved in the study acknowledged that the government had put in place most vulnerable children school programmes. In this case the girl-child falls in this category of children. Therefore, the more by the government aims at retaining the girl-child in school. Some of these programmes include provision of sanitary towels to girls-child in school.

5.3 Conclusion

The study found out that economic and cultural factors affect the girl-child's education progress than any other factors. The government stimulus and ASAL funds were not benefiting the girl-child directly. Environmental factors also affect the girl-child's education. Government intervention measures such as low cost boarding schools, school feeding programme and anti FGM campaign were effective ways of retaining girls in school.

5.4 Recommendations

The study makes the following recommendations based on the findings:

1. Government should put in place mobile schools in ASAL areas.
2. Special girl-child's education fund should be initiated.
3. More low cost boarding schools should be established.
4. Rescue centres for young girls to be initiated in affected areas.

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APPENDICES

APPENDIX A: TAC-TUTOR'S QUESTIONNAIRE

This questionnaire is *intended* to gather information on factors affecting progression rates of the girl child in West Pokot Sub-County. Your responses will be absolutely anonymous and will be used by the researcher for the purpose of the study only. Your name will not be written anywhere. Please fill the required information on the spaces provided or tick where necessary.

1. Name of zone:.....
2. Gender:
 Male:..... Female:.....
3. Designation:.....
4. Number of years in the station:.....
5. Give an assessment of progression rate of the girl child in the division/zone.
 A. V. Good [] B. Good [] C. Fair [] D. Poor []
 A (80-100%) B (50-79%) C (40-49%) D (below 40%)

6. Give an assessment how the following affect girl child progression rates in your zone/division. (Indicate using: often, rarely, never, sometimes) Tick where appropriate.

	OFTEN	RARELY	NEVER	SOMETIMES
Poverty				
Early marriages				
Girl child labour				
Distance to school				

Female genital mutilation				
Harsh terrain				
Nomadism				
Home environment				
Border conflicts				
Pregnancies				

7. Rate the ability of parents to support primary schools financially in your zone.

A. V. good [] B. Good [] C. Fair [] D. Poor []

8. Are parents supportive of girl child education? Give an assessment.

A) high [] B) Moderate [] C)low []

9. Indicate whether the following programmes are in your zone.

A) School feeding programme []

B) Low cost boarding schools []

C) Mobile schools []

D) Economic stimulus programme []

E) Most vulnerable children programme []

F) Child friendly school programmes []

G) Asal funds []

H) Government anti- FGM campaign []

I) Any other , specify.....

10. Are these measures effective in helping retain the girl-child in school?

A. V.good [] B. Good [] C. Fair [] D. Poor []

(Fill the table below appropriately)

		V. Good	Good	Fair	Poor
A.	School feeding programme				
B.	Low cost boarding schools				
C.	Low cost boarding schools				
D.	Mobile schools				
E.	Economic stimulus programme				
F.	Most vulnerable children programme				
G.	Child friendly school programmes				
H.	Asal funds				
I.	Government anti- FGM campaign				
J	Any other specify				

11. What steps can be taken to improve girl child progression rates in your zone/division?

.....

.....

7. Give an assessment of the completion rate of the girl child at standard eight.

A. V. Good

B. Good

C. Fair

D. Poor

8. Rate the ability of parents to support their children in school expenses at your school.

A.V. good [] B. Good [] C. Fair [] D. Poor []

9. Livestock is a reliable source of income for school expenses.

A) Agree [] B) Disagree [] C) strongly disagree (D) Not sure

10. Rate the following items according to how they influence progression rate of the girl child in school.

Use; Often, Rarely, Never, Sometimes

		Often	Rarely	Never	Sometimes
A.	Harsh terrain				
B.	Distance to school				
C.	Early marriages				
D.	Female genital mutilation				
E.	Poverty				
F.	Nomadism				
G.	Insecurity				
H.	Home environment				
I.	Pregnancies				

11. How often do you organize open days for parents and teachers to have a chance to discuss pupils progress in a term?

A. Thrice [] B. Twice []

B. Once [] D. None []

12. If so, how is the general attendance of parents?

A. Excellent [] B) Good []

B. Fair [] D) Poor []

13. Indicate whether the following programmes are in your school.

School feeding programme []

Low cost boarding schools []

Mobile schools []

Economic stimulus programme []

Most vulnerable children programme []

Child friendly school programmes []

Asal funds []

Government anti- FGM campaign []

Any Other, Specify []

14. Are these measures effective in helping retain the girl – child in school?

Use : V. Good B. Good C. Fair D. Poor

		V. Good	Good	Fair	Poor
A.	School feeding programme				
B.	Low cost boarding schools				
C.	Low cost boarding schools				
D.	Mobile schools				
E.	Economic stimulus programme				
F.	Most vulnerable children programme				
G.	Child friendly school programmes				
H.	Asal funds				
I.	Government anti- FGM campaign				
J	Any other specify				

15. What steps can be taken to ensure in affective participation and progression of the girl child?

1. _____
2. _____
3. _____
4. _____
5. _____

APPENDIX C: SCHOOL MANAGEMENT COMMITTEE CHAIRMEN

This questionnaire is intended to gather information on factors affecting progression rates of the girl child in West Pokot Sub-County. Your responses will be absolutely anonymous and will be used by the researcher for the purpose of the study only. Your name will not be written anywhere. Please fill the required information on the spaces provided or tick where necessary.

- 1) Name of school.....
- 2) Sex.....
- 3) Zone.....
- 4) Comment on girl-child progression rates at your primary school.
 A. very good [] B. good [] C. Fair [] D. Poor []

KEY

A= 80-100% B= 65-79% C= 50-64% D= 1%-49%

- 5) Rate the ability of parents in school ability to support their children in school expenses.
 A) V. Good [] B) Good []
 C) Fair [] D) Poor []
6. Livestock is a reliable source of income to care for school expenses?
 A) Agree [] B) Disagree []
 C) Strongly disagree [] D) Not sure []
7. What causes withdrawals of girl children from school? Tick whichever is applicable.
 A) Female genital mutilation []

- B) Early marriages []
- C) Nomadism []
- D) Harsh remain []
- E) Distance to school []
- F) Need for dowry []
- G) Poverty []
- H) Insecurity []
- I) Home environment []
- J) Pregnancies []

8. What does FGM symbolize ?

- A. Initiation into adulthood []
- B. stage to get married []
- C. None of the above []

9. Is the home environment friendly to girl child education ?

- A. Agree [] B. Disagree []
- C. Strongly disagree [] D. Not sure []

10. Who do parents give priority in providing education facilities ?

- A. Boys [] B. Girls [] C. Both []

11. Indicate whether the following programmes are in your School.

- A) School feeding programme []
- B) Low cost boarding schools []
- C) Mobile schools []
- D) Economic stimulus programme []
- E) Most vulnerable children programme []

F) Child friendly school programmes []

G) Asal funds []

H) Government anti- FGM campaign []

I) Any other , specify.....

12. Are these measures effective in helping retain the girl-child in school?

A.V.good [] B.Good [] C.Fair [] D. Poor []

		V. Good	Good	Fair	Poor
J.	School feeding programme				
K.	Low cost boarding schools				
L.	Low cost boarding schools				
M.	Mobile schools				
N.	Economic stimulus programme				
O.	Most vulnerable children programme				
P.	Child friendly school programmes				
Q.	Asal funds				
R.	Government anti- FGM campaign				
J	Any other specify				

10. Suggest ways of reducing withdrawals of girl-children from school ?

.....

.....

(d).Caring for young ones []

(e).Working to raise funds []

(f).Any other, Specify []

10. Which of the following reasons do you think hinder girls from continuing with school? Tick whichever is applicable.

a) Female genital mutilation []

b) Early marriages []

c) Lack of uniforms []

d) lack of books []

e) long walking distances []

f) Harsh weather conditions []

g) Rugged and difficult terrain []

h) Pregnancies []

11. How far is your school from home _____ km.

12. How do you get to school?

A. walking [] B. Matatu [] C. cycling []

13. How far is the water source for school use?

A. less than 1km []

B. between 1-2kms []

C. over 2kms []

D. over 3kms []

14. Who draws the water for the school?

A. Girls [] B. Boys [] C. All []

15. Is the water reliable throughout the year?

A. Yes []

B. No []

16. What is the highest level of education attained by your (Tick appropriate one)

A. Mother

i. None

ii. Primary

iii. Secondary

iv. College

v. University

B. Father

i. None

ii. Primary

iii. Secondary

iv. College

v. University

16. If no, have any attained adult literacy classes ?

Mother : Yes [] No. [] Don't Know []

Father : Yes [] No. [] Don't Know []

17. What level of education do your sisters have

i. None

ii. Primary

iii. Secondary

iv. College

v. University

18. Who do your parents give priority in providing education facilities like books and School fees

Boys [] Girls [] Both []

19. How often are you absent from School ?

Often [] Very Often [] None []

Give reasons

.....

.....

.....


.....

20. Do you have any sisters who have dropped from School before completing all the classes ?

Yes [] No []

APPENDIX E: AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-316471, 254-020-316472
254-020-310571, 254-020-310572, 254-020-310573
Fax: 254-020-316245, 316246
When replying, please e-mail
scs@nscst.go.ke

P.O. Box 18075-00100
NAIROBI, KENYA
Website: www.nscst.go.ke

To: **NCST/RCD/L4/012/523** Date: **21st May 2012**

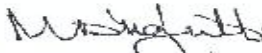
Ambrose Wawire Waswa
Moi University
P.O. Box 3900-30100
Eldoret.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors affecting girl child progression rates in primary schools in ASAL areas: A survey of West Pokot District in West Pokot County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in West Pokot District for a period ending **31st December, 2012.**

You are advised to report to the **District Commissioner and the District Education Officer, West Pokot District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.



DR. M. K. RUGUTT, PHD, IISC.
DEPUTY COUNCIL SECRETARY

Copy to:


The District Commissioner
The District Education Officer
West Pokot District

APPENDIX F: AUTHORIZATION PERMIT

FOR THE PURPOSES OF THIS PERMIT, THE NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY HAS REVIEWED THE RESEARCH PROPOSAL AND HAS DETERMINED THAT THE RESEARCHER HAS THE NECESSARY QUALIFICATIONS TO CONDUCT THE RESEARCH AND THAT THE RESEARCH IS IN THE INTERESTS OF THE NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY.

THIS IS TO CERTIFY THAT Prof./Dr./Mr./Mrs./Miss/Institution **has been permitted to conduct research in the topic:** Factors affecting girl child progression in primary schools in Asututuro District, West Pokot, Rift Valley Provinces, Kenya.

Research Permit No. NCST/RCP/14012523
Date of issue: 21st May, 2012
KSH. 1,000



Signature: [Signature]
Secretary
National Council for Science and Technology

Permit Validity: 31st December 2012