# Social Cultural Factors Influencing Pupils' Participation in Primary Education in Ololulunga Division, Narok County Kenya

Agnes Chepkemoi Busienei      Dorcah Asiago*      Jeremiah M. Kalai

Department of Education Administration and Planning

University of Nairobi, P.O Box 92, Kikuyu, Kenya

**Abstract**

Access to primary education is crucial as noted by World Bank reports that demonstrate that primary education enhances citizen partition in governance, development activities, creates health awareness and makes citizens less gullible, more receptive to change than the case would be with a populace that has no access   to education. Reports from studies and government annual education reports have noted discrepancies in access to education between high economic potential areas and low economic potential areas. Participation rates have been an issue of concern to most educational stakeholders in Kenya over the past years. This is manifested by lower rates of completion. This study sought to establish the influence of socio-cultural factors (female genital mutilation; moranism), economic factors (family incomes-poverty levels and child labour) and teenage pregnancies on pupils' participation in public primary schools as perceived by head teachers, members of school management committees and class right pupils in Ololulunga Division, Narok County, Kenya. The study adopted descriptive survey design whose intent is to obtain pertinent and precise data on status of the phenomena. The study had a target population of 64 public primary schools translating to 64 head teachers, 64 members of school management committees and 1260 standard eight pupils spanning over three educational zones; namely Ololunga, Lemek and Melelo zones. The sample size consisted of 12 head teachers, 12 members of School Management Committees and 252 class eight pupils. Questionnaires were used to obtain data from the pupils while interview guides were administered to the head teachers and members of school Management committees (SMC). Data was analysed by use frequencies and percentages captured through the Statistical Package for Social Sciences (SPSS). Female genital mutilation and the associated rites of passage were rated as the greatest impediment to girl-child participation in primary education by 33.3 percent of the respondents, while teenage pregnancies were the second challenge. The rite of passage of circumcision and being a moran (community defender) was equally a challenge for boy child participation in education. Poverty and employment (child labour) were the least rated impediments to pupils' participation in primary education. The study concluded that socio-cultural factors had a negative influence on pupils' participation than the economic factors

**Keywords**: socio-cultural factors, pupil participation, rites of passage (365 words)

## 1. Introduction

According to Alexander (2010) and World Bank (2005), education plays an important role in socio-economic and other forms of development of a county. It is in this regard that governments commit huge monetary investments in educational programmes with a view to obtaining the accruing benefits from education. Education remains one of the key facilitators of development. It imparts knowledge, skills and attitudes for survival and full participation in society. Education increases individual productivity as measured by the well documenting link between educational attainment and personal earnings and fosters economic growth (World Bank, 2005). Economies in developing countries and developed countries depend on the creation, acquisition, distribution and use of knowledge and this requires an educated and skilled population (World Bank, 2005). Despite significant growth in secondary school enrollment in recent years, developing countries face enormous challenges especially in improving overall educational attainment. The primary reasons are limited access, low internal efficiency resulting from high repetition and dropout and low overall quality (World Bank 2005). In spite of the commitment of many developing countries to achieve access to education, Keiko (2006) observes that achieving the goals of Education for All (EFA) has been a major concern of education in developing countries since 1990, but its realization does not seem to be easy. One of the major reasons that make realization of EFA difficult seems to be the limited access of girls to school education, especially in South Asia and Africa. Dakar Framework of Action 2000 also indicated that EFA goals could not be achieved without promotion of girls' education.

Although initially girls' education seemed a major challenge for governments, a number of initiatives have to a reasonable degree ameliorated the challenge though not completely brought it to the desired levels (Republic of Kenya, 2007, Chege& Sifuna, 2006). While this is desirable, emerging trends point to another challenge of limited access to boys' participation in education (Kirikua, 2010, Wamalwa, 2011& Omollo, 2013). The new trends point to boys beginning to lose out due to being involved in lucrative businesses such as selling khat (miraa, Kirikua, 2010), informal transport-bodaboda (Omollo, 2013) and experiencing difficult environments that push them out of school owing to perceived or real indiscipline (Wamalwa, 2011).

In 2002, the constitution was amended to make eight years of elementary education a fundamental right of every child. The government of India launched the National Program for Universal Elementary Education, which aimed at ensuring that all children between ages 6 and 14 complete 8 years of education of satisfactorily quality by 2010. The results show a dramatic reduction in the number of out of school children from 25 million in 2003 to fewer than 10 million in 2005. Drop out also reduced modestly, as a consequence of some improvement in school quality (World Bank 2005). In a study to investigate head teachers' strategies in curbing dropout in public primary schools in Kuria East district, Koech (2013) cited Bray (2003) who observed that parents withdraw children from schools because of the opportunity costs. Even where the education is officially deemed as free, parents find the actual cost of schooling too demanding because of the attendant costs like transport, food and the foregone benefits if the children stayed at home. Although the cited cases were in India and China, the findings are as valid in developing countries including Kenya as they are in the study locations of the cited study.

Although the initial of access to education reaches the threshold, gender differences begin to emerge. Cultural factors that favour sending boys to school while keeping girls at home to look after siblings combined with low expectations that girls will enter the job market, are cited as primary reasons for gender differentials in primary and secondary enrolments  (World Bank, 2000). UNESCO (2005) indicates that in South Asia, 52 percent of boys and 33 percent of girls are allowed in secondary schools. In the Middle East and North Africa the figures are 64 percent for boys and 55 percent for girls, and in African countries, 28 percent for boys and 22 percent for girls.  At independence, the Government of Kenya recognized that education was the basic tool for human resource development, improving the quality of life and cultivating nationalistic values. Although the education sector has faced serious challenges over the years (particularly those relating to access, equity quality and relevance), significant achievements have been made over the years (Kenya vision, 2030). Enrolment has improved markedly, though notably at the primary and public university levels. The rate of transition from primary to secondary has registered particularly impressive growth –from 41.7% in 2002 to 60.0% in 2005 (Republic of Kenya, 2008).  The Cabinet Secretary for Education Jacob Kaimenyi noted gender disparities in enrolment and participation to the point of transition during the official release of the Kenya certificate of secondary school education on February 2015. Overall, 254,746 male and 224,884 female candidates sat for examination compared to 2013 when 55 percent boys and 45 percent girls were recorded in terms of candidature. These differences were not supported by the census data that mainly shows a higher number of females compared to males and also a higher number of boys than girls for the school going age. Although, the Demographic Health Survey of Kenya shows that Female Genital Mutilation among 15-49 years old declined from 37.6 percent in 1998 to 27.1 percent in 2008-2009, the figures are still too high and progress has been too slow (UNESCO, 2014). Besides denying girl child to education, FGM has immediate effects and long-term on women's health. These effects include severe bleeding, infection and shock (Abdulla, 2012).

Boys' participation in education is equally affected by socio-cultural factors. Moranism, in the Maasai community is a stage of circumcision which involves a lot of ceremonies to prove the "Manhood" (Kindi, 2011). A boy of age 10-15 is required to be brave enough to undergo the "cut'' (Kuli, 2011) Boy child of this category is the most affected in education because the ceremonies that accompany circumcisions are mainly done during the months of August up to January. They miss school for several days during the initiation period. Male child after confirmation of manhood develop a negative attitude towards female teachers .Their education is affected greatly since female teachers are on the increase. They eventually drop out of school due to the notion of manhood, cannot comply with school rules, chores and even attendance (Florio & Wolf, 2000).

Kenya vision (2030) indicate the management strategies that promote equity in access: increasing the number of boarding schools, enhancing financial strategies for the disadvantaged and vulnerable groups, public education campaign against Retrogressive cultural practices-collaboration between the Government, communities and non-governmental organizations will be enhanced to ensure effective observation of the Children's Act. Jemutai (2013) noted that head teachers can employ a number of strategies to enhance pupil participation in schools such as involvement of parents in school management, use of guidance and counseling programmes as a way of sensitizing children on importance of education and involvement of pupils in decision making on matters that affect them. Home school partnerships are very crucial for fostering learner participation in education.

Head teachers should implement school feeding expansion of school infrastructure through construction of new primary school, employing female teachers to act as role models and revision of the primary school curriculum to make it less burdensome and more attractive to learners (UNESCO, 2010). Teachers' pupil interactions are a key mechanism in regulating pupil interaction and participation in formal classroom practice (Renshaw, 2003). A report by UNESCO (2007) strongly points out that school dropouts have severe limitations to the pupils who drop out as well as their families and the societies in which they operate. The effect is lifelong unless efforts are made to rejoin education (Koech, 2013).  Koech further notes that a need exists to arrest the situation as a measure of complying with the Ministry of Education's strategic objectives of guaranteeing high completion rates and also ensuring compliance with the Convention with the Rights of the Child (CRC).

Cultural practices militate against the foregoing aspirations and government efforts.

## Statement of the problem

While the country enjoys increase in numbers of pupils participating in education, transition rate have remained relatively low over the same period. This is attributed by challenges which include: access, equity, quality and relevance, cost and financing of education, gender and regional party (Achoka et.al., 2007; Republic of Kenya, 1998) enrolment rate of pupils in 2008 in class one does not correlate with the number of those sitting for Kenya certificate of primary Education in 2015.

**Table1: Enrolment and completion rates in Ololunga Division, Narok County. Enrolment rate (2008) Completion rate (2015).**

|  |  |  |
|---|---|---|
| **Boys** | **224** | **103** |
| **Girls** | 194 | 102 |
| **Total** | 431 | 205 |

The level of wastage is high; transition rate is quite low of 48%.It is against this background that this study sought to establish whether Female Genital Mutilation and Moranism have had any significant contribution in the level of participation in primary schools in Ololulunga district.

## Research methodology

### Research design

The research was carried out using a descriptive survey design which seeks to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes and values (Orodho, 2009). The design was most suitable for collecting data meant to describe the characteristics, attitudes and opinions of the respondents. The use of descriptive survey enabled the researchers to establish the status of the socio-cultural factors in relation to pupils' participation. Such data could be obtained more from surveys than other designs would. Interviews of the cultural practices from heads of primary schools, representatives of the school management committees and class eight would provide data for answering the research questions

### Target population

The study was carried out in Ololulunga Division which has 64 public primary schools. The target population consisted of 64 head teachers, 64 school management committees and 1260 class eight pupils that were divided among the three zones Ololulunga, Melelo and Lemek respectively. Sample size and sampling techniques Mugenda and Mugenda (2003) defined a sample as a small group obtained from the assessable population. According to Mugenda and Mugenda (2003) 10-30 percent of the target population is sufficient to make generalization. The study used 20 percent of the 64 public primary schools in the three educational zones. Using stratified proportionate sampling, 12 school heads and 12 representatives of School Management Committees. Purposive sampling for class eight was used to select 252 pupils from 1260 pupils in class eight. Purposive sampling was informed by the fact that class eight pupils are more mature than the other pupils and therefore could interrogate the dynamics influencing their participation in education either positively or negatively. Therefore the study sample comprised of 12 head teachers, 12 school management committees and 252 class eight pupils. The higher sampling of the class eight pupils was informed by the fact that they understand best their socio-cultural practices and how such could impede their access to education in form of dropouts or prolonged absenteeism

### Research instrument

Data were gathered using questionnaires for class eight pupils and interview guides which were administered to head teachers and school management committees. The instrument return rate was 94.2 percent for head teachers and 100 percent for the class eight pupils respectively. The lower return rate for the head teachers could be attributed to their busy schedules while the organization by class teachers facilitated the 100 return rate.

### Research objectives and research questions

Objectives of the study were to:

i)   Establish the influence of socio-cultural factors (female genital mutilation and moranism) on pupils'participation in public primary schools as perceived by head teachers, school management committees and class right pupils in Ololulunga Division

ii)   To assess the influence of economic factors (family poverty levels and child labour) on pupils' participation in public primary schools as perceived by head teachers, school management committees and class right pupils in Ololulunga Division

iii)   To determine the strategies used by primary school head teachers in enhancing pupils' participation in public primary schools as perceived by head teachers, school management committees and class right

pupils in Ololulunga Division

## Research questions

The following research questions guided the study:

i)   What is the influence of socio-cultural factors (female genital mutilation and moranism) on pupils' participation in public primary schools as perceived by head teachers, school management committees and class right pupils in Ololulunga Division?

ii)  To what extent do economic factors (family poverty levels and child labour) influence pupils' participation in public primary schools as perceived by head teachers, school management committees and class right pupils in Ololulunga Division?

iii) What strategies do public primary school head teachers use in enhancing pupils' participation in public primary schools in Ololulunga Division?

## Research findings and Discussion

The data used was quantitative and qualitative in nature. The data collected was analyzed using descriptive statistics and the results presented using tables of frequencies and percentages. Bar graph and pie charts were used to present information facilitated by statistical package for social sciences SPSS. The ensuing subsection explores the research questions.

**Research question 1: To what extent do socio-cultural factors influence female pupils' participation in primary schools?**

**Table2:**

**Reason for dropping out of school, presented by head teachers**

| Reason | Frequency | Percentage |
|---|---|---|
| Female genital mutilation | 4 | 33.3 |
| Early pregnancies | 3 | 25.0 |
| Poverty | 3 | 25.0 |
| Child labour (employment) | 2 | 16.7 |

Table 2 shows that majority of the pupil drop out of school due to FGM and early pregnancy. The practices that accompany FGM hinder pupils from attending school. After circumcision, girls are considered as adults in cultural lenses and therefore allowed to have boyfriends which results to pregnancies. That could be the underlying reason for the head teachers to rate teenage pregnancies as the highest cause or impediment to pupils' participation in schools and particularly girls. These findings concur with Florio and Wolf, (2000) in their study in Malawi that noted that some parents are reluctant to send their children to school because school could be a corrupting influence to child behavior. Such traditional practices become a major impediment to children's education particularly in communities among the developing countries that have managed to preserve their cultural practices. Important as cultural practices, it must be noted that any force that militates against the future progress of individuals or communities or even an entire country, such needs to be re-examined with the a view to being brought in tandem with the current global trends and practices. Table 3 presents girls' age brackets in terms of how affected they could be by rites of passage such as female genital mutilation and other attendant socio-cultural practices.

**Table 3: Prevalence of rites of passage (female genital mutilation) by age bracket**

| Age's | Rates | Percent |
|---|---|---|
| 8-10 | Least affected | 25% |
| 11-13 | Most affected | 58.3% |
| 14-18 | Affected | 16.7% |
| | | 100% |

From the findings, head teachers indicated that female genital mutilation is widely practiced particularly around teenage and pre-teenage stages. The community believes that the rite of passage is more important than attending school since it guarantees one a place of prestige in the community as a prospective bride. The ages most affected by the rites of passage are the pre-teens to the early teenage which is when most of the pupils are completing primary or just about to complete primary schools. The effect would be early pregnancies or even risking teenage marriages, a factor which disadvantages the pupils for a life time. This deplorable situation is noted by Giddens (2011) in Omollo (2013) who aptly notes that an environment with indifference, ignorance, social discord, improper family care and guidance which permits deviant behavior predisposes a pupil to poor training, become socially maladjusted and become fickle minded.

Since head teachers are coordinators of programmes and have to mobilise communities and other stakeholders in attaining educational objectives, it was deemed necessary to establish the perceptions of the head teachers regarding the attitudes of parents in facilitating educational programmes. The item was informed by the

fact that literature on effective schools movement indicates strong home-school partnerships and a lot of sensitisation on how to become part of educational processes. The findings on responses on parents' attitude towards education are presented in table 3.

**Table 4: Head teachers' responses on parent's perception towards education**

| Response | Frequency | Percent |
|---|---|---|
| Value education | 1 | 8.3 |
| Ignorant of the importance of education | 5 | 41.7 |
| Time Wasting | 6 | 50.0 |
| Total | 12 | 100.0 |

From the study findings majority of head teachers felt that the parents have a negative effect on their children's education due to the fact that they did not appreciate the value of education and owing to socio-cultural practices, most parents led to a lot of wasted time of their children on non-academic related activities. The foregoing findings suggest a possibility of low sensitization or capacity building programmes particularly from non-state actors that could promote education of both girls and boys since they are adversely affected by socio-cultural practices. These findings were also confirmed by school committee representative who stated that parents had negative attitude towards education especially girl child's education. These findings are in line with Abdulla (2012) who noted that boys are regarded as being very important sine they are expected to be breadwinners, heirs, professional persons and leaders of the society while girl is viewed to be inferior and therefore discriminate right from birth. While it is possible to apportion blame owing to the low participation rates occasioned by pupil wastage, it is important to note that all stakeholders have to work together to enhance the participation rates of the pupils. It is in light of the foregoing that the views of representatives of school management committees were sought to determine what kept pupils away from schools since the SMC members were frequently called upon to handle school-related discipline issues and other management challenges. The findings are presented in table 5.

**Table 5: Causes of absenteeism among the boys as presented by committee members**

| Reasons | Frequency | Percent |
|---|---|---|
| Helping in the farm | 3 | 25% |
| Moranism | 6 | 50% |
| Working to raise fees | 2 | 16.7% |
| Assisting sick relatives | 1 | 8.3% |
| Total | 12 | 100% |

From the findings, the committee members indicated that most boys were involved in attending ceremonies prior to initiation period which could take up to 4-5 months, while others were involved in masculinity reasons like working to raise school fee. The findings were  confirmed by  the  head teachers  who  indicated that majority  of  the  boys  are  absent  especially  during  the  months of July to November. These are times when ceremonies are held followed by circumcision on the month of December. In addition, the socialization before and after circumcision makes it difficult to manage the prospective initiates. They consider themselves to be adults who should not be compelled to submit to authorities since culturally, they are authorities in themselves. Table 6 presents the age brackets most affected by the boys' rite of passage of being circumcised and being morans.

**Table 6: Head teachers' responses on the rate at which Moranism affects boy child**

| Age's | Frequency |
|---|---|
| 8-10 | Less affected |
| 11-13 | Most affected |
| 14-18 | Affected. |

From the study findings, head teachers indicate that most boys who are in class 6-8 are the most affected. They become absent as they attend ceremonies after which they are circumcised they choose to attend school or not. They eventually drop out. The findings were also confirmed by committee members who indicated that for every 10 boys who have been circumcised 3 of them continue with school translating to 33%. The fact that even 14-18 years are affected may negatively affect those who are also in secondary schools, thereby jeopardizing the future of education and the competitive advantage of the community in national and county appointments.   In an item to determine pupils' frequency of attending school particularly when there are rites of passage, the findings were as presented in table 7.

**Table 7: Pupil's responses on frequency of school attendance**

| Frequency of attendance | frequency | percent |
|---|---|---|
| Not at all | 0 | 0 |
| Sometimes | 50 | 20 |
| Most times | 200 | 80 |
| Total | 250 | 100 |

From the findings, majority of pupils indicated that they are sometimes late for school.  It imply that late attendance have a negative impact on pupils participation. This is due to missed lessons that eventually translate to poor performance. These findings  agree with  Hennam (2001),  who  established that  pupil  participation has positive effects since it positively impacts  on self-esteem, motivation, sense  of ownership   and empowerment and that plays a significant role  on effectiveness of the learning process. The next subsection focuses on the strategies used by head teachers in improving pupils'' participation in primary school education.

**Strategies put in place to enhance participation**
The question that was answered by use of qualitative data obtained from interview of head teachers brought out the following as the most feasible strategies in addressing the challenge of pupils' participation particularly for the nomadic communities:
   i)     boarding  schools
   ii)    alternative financial resources mobilization
   iii)   public  education campaign and
   iv)    school feeding programmes
    Although  the strategy of constructing boarding schools is perhaps the most effective particularly for the girl child, the attendant costs involved may be a challenge in the short run. It could therefore be possible to explore the possibility of mounting public campaigns by alumni of the schools, non-state-actors, public advocacy groups and even involvement of the former provincial administration to champion the cause of education. In addition, school feeding programmes would be a bonus in areas that suffer from food insecurity. Such could improve pupils' participation in primary schools. These  findings  concur  with  UNESCO (2010) report that implementation  of school feeding programme, expansion of school infrastructure through constructions of new primary  school mapping  to identify and  address  problems in underserved areas  and revision of the  primary school curriculum to make  it less burdensome and more attractive to learners would help improve participation. Although head teachers suggested alternative financial resources mobilization, it is not very clear how additional resources would help to address cultural related impediments to pupils' participation in primary education. What is evident is that such resources would come in handy for advocacy groups to sponsor pupils to secondary schools or to rescue those who could be about to go through forced rites of passage by relocating them to boarding schools.

**Conclusions**
From the study, it was apparent that practices that accompany Female Genital Mutilation and Moranism adversely affect school attendance and other forms of participation and therefore the quality of education could be affected. Participation rates were also affected as the pupils' age went up since they attained the age of initiation.  It was concluded that ignorance of the value of education was the most serious impediment to pupils' participation which was often aggravated and interwoven with cultural beliefs about the place of a woman and a man in the socio-economic fabric. The amount of time allocated to non-academic activities attests to the foregoing sentiments.

**Recommendations**
In view of the foregoing discussion and conclusions this paper makes the following recommendations:
i)       This study suggests that advocacy groups and clubs be established in schools to sensitize pupils and parents on the place of socio-cultural practices in today's market place and socio-economic agenda of communities and nations. The head teachers and the school management boards could champion the agenda
ii)      At class level, class teachers could infuse aspects of culture with their impact on economic dynamics of nation building and how education comes into play in such dynamics
iii)     Human right and child right agencies  can have chapters in primary schools that are tailor made to address cultural issues that could be impediments to access, progression, transition and even completion of quality education
iv)      Children's departments should also work closely with schools and particularly in sensitsing school teachers and  heads especially during public forums such as prize giving on the importance of the education for all in order to enable communities achieve sustainable development goals

## References

Abdulla, 1. (2012). *Factors affecting Girls participation in primary Education in Garissa District,* Kenya , Unpublished M.Ed  project, Kenyatta University, Nairobi.

Achoka, J., Odebero, S. & Ndiku, J.M (2007) Negative Cultural Influence on Secondary School Girl-Students' Academic Achievement in Bungoma County, Kenya*. Journal of Education and Curriculum Development Research. Vol.* 1(2), pp. 25-35, November 2013.

Alexander, W. B.N. L (2010) *Assessment of factors affecting female participation in senior high school education in Ghana: A case study of Asunafo North and Sunyani Municipalities,* a thesis submitted to the School of Graduate Studies Kwame Nkrumah University of Science and Technology, in partial fulfillment of the Requirements for the Degree of Master of Science in Development Policy and Planning, Department of Planning, College of Architecture and Planning (accessed 24th October, 2015-www.google.co.ke)

Chege, F. N. & Sifuna, D. N. (2006). *Girls' and women education in Kenya: Gender perspectives and trends.* Nairobi: UNESCO.

Florio, M& Wolf , J. (2000). *The economic and social impacts of girls' primary education  in developing countries.* Washington D.C: USAID/ABEL project.

Keiko, A. (2006). *Socio-cultural factors affecting girls' limited participation to school education in north west Frontier province of Pakistan ,* APERA conference held on 28th -30th November, Hong Kong, pp. 1-9.

Kindi, M. S. (2011). *Administrative and social challenges influencing secondary school female teachers' participation in leadership positions in Narok district, Kenya,* Unpublished M.Ed project, University of Nairobi.

Kirikua, H.T. M. (2010). *Effects of miraa farming on pupils' participation in primary schools in Kiengu division, Igembe South district, Kenya.* Unpublished M. Ed project, University of Nairobi.

Koech, J. (2013). *Head teachers' strategies in curbing dropout in public primary schools in Kuria East District, Kenya.* Unpublished M.Ed project, University of Nairobi.

Kombo, D.K. & Tromp, D.L. A. (2006). *Proposal and thesis writing.* Nairobi: Pauline Publications.

Kuli, T.M (2011). *Factors influencing students' participation in secondary school education* in Marti Division, Isiolo District. Unpublished Project, University of Nairobi.

Mucee, J. N., Bururia3, D., Reche, G.N. & Gikunda, R.M. (2014). Socio-cultural factors that influence access to secondary school education in tharaka south sub-County, Kenya. *International Journal of Education and Research Vol. 2 No. 10 October 2014, pp. 1-14*

Mugenda , O.M& Mugenda, A.G (2003. *Research methods; quantitative and qualitative Approaches.* Nairobi: ACTS press.

Omollo, A. E. (2013). *Socio-economic factors influencing students' dropout in public secondary schools in Rongo district, Migori County, Kenya.* Unpublished M.Ed project, University of Nairobi

Orodho, J. A. (2009). *Elements of Education and social science research methods, second edition.* Maseno: Kanezja.

Republic of Kenya (2008). *The Kenya Vision 2030. Globally competitive middle income country.* Nairobi: Government

Republic of Kenya (2007). *The gender policy in education.* Nairobi: Government printer.

Wachira, J.W. (2008). T*he effect of socio- economic and cultural factors on access and participation in secondary school education in Igembe north district, Meru county, Kenya Unpublished Master of Education thesis, Kenyatta University.*

World Bank (2005). *Expanding opportunities and building competencies for young people: A new Agenda for secondary Education.* Washington DC: World Bank

World Bank (2003). *Achieving Universal Primary Education by 2015: A chance for every child.* Washington D.C: International Bank for reconstruction and Development, World Bank Publications.

UNESCO (2005). *EFA global monitoring report: Education for All, the quality imperative.* Paris: UNESCO.