SCHOOL-RELATED STRATEGIES FOR ENHANCING GIRLS' PARTICIPATION IN EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KAJIADO WEST SUB-COUNTY, KENYA

BY

MURUMBE WAIRIMU MARY

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DECLARATION

Declaration by the Candidate

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Sign: _____   Date: _____

Murumbe Wairimu Mary

M.EDR/4200/20

Declaration by the Supervisors

This thesis has been submitted for examination with our approval as University Supervisors.

Sign: _____   Date: _____

Dr. Wambua Kyalo Benjamin

Department of Education Management and Policy Studies

School of Education

Moi University, Eldoret-Kenya

Sign: _____   Date: _____

Prof. Naydene De Lange

Nelson Mandela University

Port Elizabeth-South Africa

DEDICATION

This thesis is dedicated to my beloved parents Mr. & Mrs. Murumbe and my siblings David, Cecilia, Ruth, and John whose support, encouragement and inspiration have enabled me to be the person I am today.

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ABSTRACT

Girls' education has become a major concern in most developing countries in the world. Despite several strategies and measures that have been put in place by countries to enhance girls' education, their participation is still low. The purpose of this study was to explore the teachers' and girls' perceptions of the school-related strategies for enhancing girls' participation in education in public primary schools in Kajiado West Sub-County, Kenya. The objectives of the study were: to explore teachers' and girls' perceptions of sanitary facilities; to explore teachers' and girls' perceptions of the feeding programme; and to explore teachers' and girls' perceptions of guidance and counseling as school-related strategies for enhancing girls' participation in education in public primary schools in Kajiado West Sub-County. The study was guided by Bronfenbrenner's ecological system theory. This was a qualitative research study that was positioned in the interpretivist paradigm. The study adopted a multiple case study research design. Two public primary schools with the lowest participation of girls' in education in Kajiado West Sub-County were selected purposively as cases of the study. The target population of the study was 44 teachers and 660 girls from the selected schools. Purposive sampling was used to select 2 head teachers, 6 teachers, and 24 girls as the participants of the study. Data was generated through focus group discussions and semi-structured individual interviews. Thematic analysis was used to analyse the data that was generated in the study. The findings revealed that the teachers' and girls' perceptions regarding sanitary facilities were that the sanitary resources were inadequate at school, there was an inconsistent supply of consumable sanitary resources, the quality and relevant education on menstruation management was insufficient, a disengaged relationship existed and that gender stereotyping was a major issue that affected the enhancement of girls' participation in education. In terms of the feeding programme, they highlighted inadequate resources, irregular supply of food by the government, sub-standard quality of meals, a lack of good collaboration between the school and the parents and a poor school-community relationship as barriers to effective implementation of feeding programme. Regarding the guidance and counselling offered, they indicated that insufficient guidance and counselling resources, social cultural beliefs, inadequate training for teacher counsellors, parents' and girls' negative attitudes towards guidance and counselling and an unfulfilling relationship between the teachers and the girls were major challenges hindering guidance and counselling services in enhancing girls' participation in education. The findings speak to the systems and the role players in the systems needing not only to work together, but to be committed to valuing the education of girls and making the schooling experience for girls one that is inclusive, enabling and relevant. This study recommended that all stake holders in girls' education should be fully involved and in communication with each other to achieve the goal of improving girls' participation in education. The Ministry of Education should strengthen its plans, implement them consistently in all counties and regularly monitor whether the school-related strategies for enhancing girls' participation in education are achieving its goals. It should also pay attention to the teachers' and girls' voices to ensure that the school-related strategies are in line with the girls' needs to be able to stay in schools.

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ABBREVIATIONS

AIDS	-	Acquired Immuno Deficiency Syndrome
ASAL	-	Arid and Semi-Arid Lands
EFA	-	Education for All
FAWE	-	Forum for African Women Educationalists
FGDs	-	Focus Group Discussions
FGM	-	Female Genital Mutilation
FPE	-	Free Primary Education
FRESH	-	Focusing Resources for Effective School Health
GEM	-	Global Entrepreneurship Monitor
GER	-	Gross Enrolment Rate
GoU	-	Government of Uganda
HIV	-	Human Immunodeficiency Virus
KBC	-	Kenya Broadcasting Corporation
KIE	-	Kenya Institute of Education
GLSD	-	Gender Labor and Social Development
MoE	-	Ministry of Education
MoES	-	Ministry of Education and Sports
NACOSTI	-	National Commission for Science Technology and Innovation

NAPW	-	National Action Plan on Women
NGOs	-	Non-Governmental Organisations
NGP	-	National Gender Policy
NSGE	-	National Strategy for Girls Education
SDGs	-	Sustainable Development Goals
SFPs	-	School Feeding Programmes
UN	-	United Nations
UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNGEI	-	United Nations Girls' Education Initiative
UNICEF	-	United Nations Children's Fund
UNSDS	-	United Nations Sustainable Development Summit
UPE	-	Universal Primary Education
USA	-	United States of America
USAID	-	United States Agency for International Development
WFP	-	World Food Programme

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents the background of the study, statement of the problem,purpose of the study, objectives of the study, research questions, justification, significance, scope, limitation, assumptions, theoretical framework, conceptual framework and operational definitions of key terms

1.2 Background of the Study

Education for both men and women is fundamental for legitimate development for financial advancement around the world (Arko, 2013). As indicated by Khalid (2012), education has a great impact on changing society. Education can improve the know-how of an individual, and that individual can bring about positive social change in society (Andres & Chavez, 2015). Moreover,education contributes to national development; it contributes to appropriate human capital advancement that aids eradication of neediness, ailments, and ignorance amongst people all over the world (Atta, Jamil, Baloch, & Ayaz, 2011). As per the Global Entrepreneurship Monitor (GEM) Report (2016), if education progress is slowed down, it could lead to a 20 % increase in disaster-related fatalities per decade worldwide. Education is one of the basic rights of people. Education for both boys and girls is generally recognized in the development community as a driver of monetary development and social prosperity (Van Balkom, 2011).

The right to education is specified in Article 26 of the Universal Declaration of Human Rights, which was accepted by the United Nations General Assembly in (December 1949), the International Covenant on Economic, Social and Cultural

Rights of the Child (Article 13) and the United Nations (1993). Moreover, the Children's Act (2001) acknowledges that education is a fundamental human right for each child. Therefore, educating young girls is a human right commitment for nations that have accepted the convention of the Rights of the Child. Guaranteeing young girls their right to wellbeing, education and protection from violence and misuse, including unsafe traditional and cultural practices, is the best method to guarantee that they attain their physical, emotional and social potential and go on to become enabled young women (United Nations Children's Fund [UNICEF], 2011). Girls should have an equal right to quality education (Jones, 2011; United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2014).

Girls' education has been demonstrated to be one of the best methodologies for upgrading the advancement and monetary development of a nation. As indicated by Somani (2017), educating girls is essential to the advancement of society and has a broad impact on sustainable development (Bhagavatheeswaran, Nair, Stone, Isaac, Hiremath, Raghavendra & Watts, 2016). In addition, as indicated by King and Winthrop (2015, p. vii) "girls' education is a ground-breaking power for catalyzing a virtuous cycle of positive advancement results". Studies have demonstrated that girls' primary education quickens economic development, slows population growth, increases agricultural yields, leads to higher wages, diminishes child and maternal mortality, and reduces instances of aggressive behavior at home and increases female participation in government (United States for International Development [USAID], 2008;UNESCO Institute for Statistics [UNESCO-UIS], 2012). This, therefore, shows that support in primary education of girls has both huge social and private advantages. King and Winthrop (2015) and Lockheed (2008) likewise contend that when girls

accomplish more years of education, nations experience upgrades in human capital, maternal wellbeing, fertility, family planning, and farming production.

However, girls' education has become a significant issue in most developing nations. Despite numerous global declarations, development goals and critical action by the global community gender disparity in education keeps on existing. UNESCO (2010) states that gender disparity in education persists in spite of numerous international and national strategies being set up to make gender parity a reality. Globally, especially in developing nations, little progress has been made to instruct the critical population. Two-thirds of the illiterate grown-ups population in the world is women; more than 63 million girls around the globe are out of school (UNESCO-UIS, 2016) and 47% of the out of school girls are never expected to enroll when contrasted with 35% of boys (UNESCO, 2016).There has been some improvement, as girls' proportion of primary school-age children who are out of school has gone down from 58% in 2000 to 52% in 2015 though girls are still at a disadvantage in terms of participating in schooling, especially in sub-Saharan Africa, the Arab States, and South and West Asia (UNESCO-UIS, 2016). According to the United Nations Children's Fund [UNICEF] (2015) girls in some developing nations continue to be barred from the education system.

According to existing literature, worldwide girls' education is impeded by accompanying difficulties such as : school-based violence, parental worry for girls' security in transit to and from school, cost of education, cultural attitudes towards girls' education, domestic and care work (King & Winthrop, 2015), child and juvenile marriages (Parsons *et al.*, 2015; Pesambili, 2013), unintended adolescent pregnancies (Birungi *et al.*, 2015) , destitution (Inoue, di Gropello, Taylor & Gresham,2015)

armed clashes (UNESCO, 2011), HIV and AIDS (Clark, Bruce & Dude, 2006), child labor and family work among others (Winthrop & McGivney, 2014).

Moreover Yara (2012) argues that ensuring quality education for children in numerous pastoral communities in Kenya is difficult, particularly for girls, since when they arrive at pubescence, undesirable pregnancy and early marriages meddle with their scholarly performance and force them to drop out of school. In addition to these, Rafferty (2013) affirms that in numerous societies, being brought into the world as a female can consign the girl to the peripheries of society where her wellbeing is denied and her human rights are routinely disregarded. At every single stage of development, girls are more probable than boys to face challenges related to discrimination and brutality, although the social standards and cultural rules that influence girls are most strongly felt as she tries to establish herself into adulthood. At the beginning of pubescence, or even earlier, some girls are hauled out of school and forced into early marriages and high-risk pregnancies. Others become casualties of harmful practices such as female genital mutilation.In addition, with early and forced marriage, young girls are entangled in relationships that deny them of their fundamental human rights, end their chances for schooling and education, confine their freedom, expand the danger of brutality inside the family, curb their monetary independence and place them at higher danger for unfavorable physical, scholarly, mental and emotional results (Hervish & Feldman-Jacobs, 2011). In addition, adolescent pregnancy has been recognized as a factor that contributes fundamentally to girls dropping out of school before finishing a full cycle of primary education, thereby prompting a persistent gender inequality gap in education (Bhana & Mcambi, 2013; Onyango, Kioli & Nyambedha, 2015; Sathiparsad &Taylor, 2011).

Such difficulties, hence, relate to an entire range of issues extending from socio-political, social-economic to the cultural, which makes it hard for girls to participate in schooling. If a girl gets a chance to participate in schooling, in spite of these difficulties, she is confronted by further difficulties, for example, the nature of the school that might be more conducive to the participation of boys than of girls. Male teachers may not furnish girls with adequate help, and they may even be sexually threatening. Sanitary facilities for girls might be deficient, and other facilities (for example, shortage or absence of chairs) might be unfriendly to girls. Harassment from boys may happen, and the journey to school may have more dangers for the security of girls than of boys (Morojele & Muthukrishna, 2012).

To address the various difficulties confronting girls' education various strategies have been set up for improving girls' participation in education. For example, with the acknowledgment that primary education is significant for the accomplishment of national development, many governments have accepted that primary education ia a basic human right (Morara & Chemwei, 2013). The United States of America (USA) has been working more to narrow the gender gap between boys and girls by evaluating the challenges that girls face, identify gender-related barriers and implementing strategies to remove and overcome them (United Nations Development Programme [UNDP], 2000).

As indicated by UNICEF. United Nations Girls' Education Initiative [UNGEI] (2008), South Asian nations are devoted to advancing education as a principal human right, and this was attested at the legislative gathering in Islamabad in 2002. It was here that every one of the eight states of South Asia swore to assemble resources to give free, comprehensive, gender-responsive quality basic education for all. This commitment has likewise been reflected in the Education for All (EFA) Mid-Decade

Assessment, whereby the standards of non-discrimination, participation, and equality were upheld.

In Africa too, efforts to improve girls' education are afoot. As indicated by North, Letsatsi, Unterhalter, and Dietens (2009), in South Africa, gender equity is one of the major standards supporting the change of the South African education system. The Constitution (1996) and the South African Schools Act (No. 84 of 1996) guarantee the building of a democratic, non-racist and non-sexist education system, however, the current strategy is not clear on how gender equity is considered or will be executed.

In Uganda, the issue of gender disparities has been one of the worries to the government and all civil society stakeholders. The Government of Uganda (GoU) policy provides for equivalent opportunities in education and other areas for both sexes. The GoU through the service of Gender Labor and Social Development (MGLSD) formulated the National Action Plan on Women (NAPW) and the National Gender Policy (NGP) to help advocate for gender equality at all levels in all parts of life. The Ministry of Education and Sports (MoES) in a joint effort with the GoU and the International Community have furthermore set up various activities or mediations and approaches to improve girls' education which incorporate introducing Universal Primary Education (UPE) in 1997 and which aimed at making fundamental instruction available to pupils and applicable to his/her needs in meeting national goals. Girls' education is additionally upheld by the National Strategy for Girls Education (NSGE) to foster gender equality in instruction. It acts as a master plan for use by all partners in girls' education. Girls' education in Uganda is additionally supported by interventions for girls such as Focusing Resources for Effective School Health (FRESH) which centers on provision of safe water and sanitation to schools,

provision of washrooms for girls, urinals for boys, and latrines with priority for girls and special emphasis on separation of girls' facilities from boys' facilities.

In Kenya, girls' education is a significant issue; however, the government has set up several measures to enhance girls' participation in education. Kenya is a signatory to major international conventions and agreements on human rights and gender equality. In 2003 the Government of Kenya introduced Free Primary Education (FPE) to ensure that all children have access to primary education. It aimed at giving more chances to the disadvantaged and to expand the gross enrolment rate (GER) of the school-age children population. The FPE arrangement additionally brought more than 1.5 million children who were out-of-school to join primary schools. FPE policy canceled school fees contending that fees posed a serious hindrance to children wanting to access education in schools. This move was additionally secured in the nation's Constitution (2010) and the Basic Education Act (2013) which has avowed basic education as a right of each child.

To additionally improve participation of girls in education the government introduced the Gender and Education Policy (2007) which recognizes gender equality as fundamental to the accomplishment of EFA. The policy permitted re-entry of girls who have conceived. Moreover, in 2013 class repetition by pupils who have failed to attain certain marks in an examination and which would prompt drop out of school by numerous pupils, especially girls was banned by the Ministry of Education (Circular NO.MOE/HRS/3/7/4, World Bank, 2014). Studies by Plan International (2012) have shown that if girls fall too far behind in school (due to repetition) at the critical ages of 13 and 14, they risk dropping out and never going back to complete schooling.

Research on reasons for girls dropping out in Malawi (Holkamp, 2009) found that girls who have repeated classes get shy and leave school.

The government of Kenya also set up the primary school sanitary pad program in 2012 with the point of guaranteeing consistency in class participation and controlling the drop out among the girls. Moreover, it has laid out strategies on improvement and extension of the existing physical facilities and has additionally emphasized policies with respect to the construction and usage of these facilities, for instance, there is a policy in regards to the development of toilets for girls, water sources and even the size and nature of the study halls (The Republic of Kenya, 2007).

The Ministry of Education has put several strategies in place to support girls' staying in school. One has been emphasizing the need to facilitate girls to get basic necessities like sanitary towels while in school. Nonetheless, Free Primary Education in Kenya has prompted pressure on the provision of sanitation facilities explicitly the toilets, washing water points, and sanitary towels for girls. As per Yieke (2006), pressure on existing sanitation facilities has adversely affected the quality of educating and learning on one hand and added to non-attendance, repetition, and dropout particularly among female pupils. Njue and Muthaa (2015) contend that numerous girls drop out of school at the beginning of menstruation, mostly on the grounds that there are no separate toilet facilities. The government has likewise been supporting the feeding programme to help families in securing education for their children, particularly girls who are regularly differentially excluded from education. Girls who are unable to get something to eat both at home and in school sometimes are lured with money to buy snacks by some men in exchange of sex and in the process they become pregnant and end up dropping out of school.Guidance and counseling is additionally incorporated into primary education in order to give moral support to

children particularly girls in schools. It helps to boost the confidence and motivation among girls who may have a low self-esteem due to their socio-cultural environment which at times discriminates against them. This targets to improve the participation of girls in schools so that in the future they can be empowered and occupy vacant positions in employment.

However, in spite of numerous strategies and measures that have been set up by nations worldwide to enhance girls' education, their participation is still low. As indicated by Shama (2011), the provision of formal education for difficult to reach rural communities (and particularly for girls) has remained a challenge throughout the world. Kiptui and Mbugua (2009) contend that many nations do not consider the exceptional conditions that prevent girls from getting to and finishing basic education particularly in marginalized communities. As indicated by Somani (2017), in most communities, women do not enjoy the same opportunities as men. Their life decisions and chances are more confined than those of men. Girls' unequal access to, retention and completion in education is a reason for and an outcome of these disparities. The educational disparity is a significant contravention of girls' and women's privileges and a hindrance to social and monetary advancement.

Girls' participation in education is dictated by existing policies, however exploring Kenya's policies through the 21st Century, the national education plans reveal the absence of comprehensive gender policies with explicit monitoring and assessment rules. For instance, few education policies give direction on how to connect and address neediness, sexual development, early marriage, teenage pregnancy and gender-based violence in education in a way that can be interpreted and executed effectively at the practical level (Bunyi, undated). In addition, the Kenya government

barely gives direction on the most proficient method to guarantee that schools are not only learner-friendly but that they also are gender-responsive and ensure that girls are made to have a sense of security at school. According to Bunyi, unless the policies are explicit on girls' education needs, the gender gap would keep on being skewed in favour of boys. Kimalu (2007) contends that the policymakers in education ought to adapt strategies to accomplish better participation of girls in education. Kimalu (2007) further argues that without suitable education strategies set up, there can be no successful gender change in the education system.

There are several policies and strategies for enhancing girls' participation which include: provision of sanitation facilities that focuses on toilets, water, and sanitary towels to needy girls, empowerment of girls through participation in peer instruction and guidance and counseling, introduction of a feeding programme in schools, formulation of policy on readmission of school-age girls who get pregnant while in school, developing of boarding and mobile schools for girls in arid and semi-arid regions, in-service training of educators and school directors in child-centered and gender-responsive teaching, peer education and guidance and counseling and institutionalisation of child-friendly schools through the development of a school safety manual.

However, the study will only focus on the perceptions of girls and teachers on sanitary facilities, the feeding programme and guidance and counseling as school-related strategies for enhancing girls' participation in education since they lay the foundation for all the other strategies. If the perceptions of teachers and girls on them are understood, then a deeper insight will be gained on why school-related strategies for enhancing girls' participation in primary education are not working.

1.3 Statement of the Problem

According to Frey and Mac Naughton (2016), the United Nations Sustainable Development Summit (UNSDS) held in September 2015 in New York, oversaw the declaration and adoption of the Sustainable Development Goals (SDGs) of the Agenda 2030 by the United Nations (UN), General Assembly. Goal number four outlines the commitments towards education in guaranteeing inclusive and equitable quality education and promoting lifelong learning opportunities for all (UN General Assembly, 2015). According to Kindornoy and Twigg (2015), this goal recognizes the existing inequalities, exclusions and quality gaps in the global provision of education which undermines effective learning results.

Studies have demonstrated that gender disparities still persist in the Kenyan educational systems in terms of school enrolment, retention, achievement, and completion (Ministry of Education, 2011). Moreover, according to the Economic Survey (2011), more than 400,000 pupils who enrolled in school under the free primary education programme did not finish standard eight. They were forced to drop out or repeat a grade and just 59 percent of them finished the primary education cycle. A note-worthy portion of the those who dropped out were girls. This has caused concern on the high level of wastage in the education system credited to repetition and drop out. Muganda and Omondi (2010) likewise showed that though enrolment rates in primary schools were higher for girls, fewer girls completed primary school and enrolled at secondary schools in contrast with boys.

The participation of girls in primary schools in Kajiado County has been consistently low despite the enormous effort made by the Ministry of Education, teachers, parents and other educational stakeholders to increase the number of girls participating in primary education. According to the Kajiado County Integrated Development Plan

(2018-2022), out of 154677 pupils in primary schools, 48 percent are girls while 52 percent are boys which if unchecked, would have dire consequences for women empowerment in the community. There was a need to understand why school-related strategies for enhancing girls' participation in primary education are not working optimally. This will inform policy formulation for the full participation of girls in schools.The findings will help with policy formulation to ensure that the related strategies used to implement the policy are refined thus underpinning the need for the study.

1.4 Purpose of the Study

To explore teachers' and girls' perceptions of school-related strategies for enhancing girls' participation in education in public primary schools in Kajiado West Sub-County, Kenya.

1.5 Objectives of the Study

i.   To explore teachers' and girls' perceptions of sanitary facilities as a school-related strategy for enhancing girls' participation in education in public primary schools.

ii. To explore teachers' and girls' perceptions of the school feeding programme as a school-related strategy for enhancing girls' participation in education in public primary schools.

iii. To explore teachers' and girls' perceptions of guidance and counseling as a school-related strategy for enhancing girls' participation in education in public primary schools.

1.6 Research Questions

i.   What are the teachers' and girls' perceptions of sanitary facilities as a school-related strategy for enhancing girls' participation in education public primary schools?

ii. What are the teachers' and girls' perceptions of the school feeding programme as a school-related strategy for enhancing girls' participation in education in public primary schools?

iii. What are teachers' and girls' perceptions of guidance and counseling as a school-related strategy for enhancing girls' participation in education in public primary schools?

1.7 Justification of the Study

Education is the foundation of flourishing countries over the globe (Raymond, 2014). According to Somani (2017), educating girls is critical to the improvement of the society. Education enables women to overcome discrimination (UNICEF, 2013). The education of women has been a key concern of the international community to which Kenya is a signatory. Considering the significance of girls' education in enhancing all realms of development that is economic, social and political, efforts to improve their participation in education are of significant importance. It is observed that girls do not participate satisfactorily in education despite several measures being put in place. King and Winthrop (2015) claim that although there have been significant improvement in advocacy and strategies for girls' education in general, adolescent girls, and especially young mothers living in marginalized contexts, are still not participating satisfactorily in education, which remains an issue of concern.

Low levels of girls' participation in education bring about wastage of resources and subsequently add to poverty in the nation. Sebates, Akyeambong, Westbrook and

Hunt (2010) assert that the issue of school dropout must be seen as an education issue as well as an economic issue in terms of huge wastage of national resources that are spent on learners who do not finish school and thus gender equality in education does not become a reality. Education stakeholders have made a lot of effort to ensure girls participate in education wholly at each level, however in spite of their efforts girls' participation in primary education continues to be low. This calls for the need to hear the voices of the teachers and girls themselves, and thus in this study,to look at the perceptions teachers and girls have of the strategies put in place by schools to address the issue of low participation of girls in education, which have not been exhaustively covered by researchers and which remain inadequately understood.

The findings could be useful in reviewing the strategies and support for the improvement of girls' participation in primary education in Kajiado West Sub-County and in other parts of Kajiado County with low girls' participation in education. The study could be of use to education policymakers, school administrators, teachers and NGOs in strengthening the school-related strategies responsible for enhancing girls' participation in education in public primary schools and assist in the alleviation of the problem. The study findings could be used by education planners at the sub-county, county, and national levels to improve planning, developing and implementing a legal framework that will address challenges facing the education of girls in public primary schools. The findings would also be of great importance to NGOs and donors dealing with the provision of education in planning for fund allocation to enhance girls' education. This will be one way of achieving the objective of the Sustainable Development Goals, Education for All and vision 2030 in which Kenya aspires to improve every individual's quality of life.

1.8 Significance of the Study

The research sought to explore the teachers' and girls' perceptions of school-related strategies for enhancing girls' participation in education in public primary school. The study helped in hearing the voices of girls and teachers whose voices are not usually heard. The girls are the ones who the strategies are meant for while the teachers are the ones who implement the strategies, therefore it was important to hear their perceptions of the strategies. The findings of this study helped to deepen the researcher's understanding of why the participation of girls in public primary schools in Kajiado West Sub-County is still low despite several strategies being put in place. The study could be of great benefit to schools in planning for programmes and resources that will enhance more girls' participation in education. The findings could be used to advise school administrators and teachers on how to ensure that the schools' programmes are made more gender-sensitive, friendly and supportive to the girls. Other researchers would also find the study to be of added value to their body of knowledge on girls' education. The study also serve as a useful base for further research in the area of girls' education in sub-Saharan Africa.

1.9 Scope of the Study

This study is located in the discipline of Education Management and Policy Studies and focuses on girls' education, in particular on strategies to enhance girls' primary school education participation. The study was conducted in two public primary schools in Kajiado West Sub-County in Kenya. The study sought to explore the teachers' and girls' perceptions of school–related strategies for enhancing girls' participation in education in public primary schools. There are 108 public primary schools in the Kajiado West Sub-County but for the purpose of this study, the researcher selected two public primary schools with the lowest participation of girls in

education. The participants were two headteachers, six teachers and twenty-four adolescent girls from class six to eight. Data was collected through semi-structured individual interviews and focus group discussions. The field work was done from the month of January to March 2020. The main aspects covered in the study included teachers' and girls' perceptions of sanitary facilities, feeding programme and guidance and counseling as school–related strategies for enhancing girls' participation in education.

1.10 Limitations of the Study

Perception refers to a way something is regarded, understood or interpreted by a person. The researcher relied on the responses (opinions) from the participants to understand their perceptions which might not be generalized. To mitigate this data generated from both the teachers and the girls was triangulated to arrive at the conclusions of the study.

To collect data, interviews and focus group discussions were used. This is a limitation because as research instruments, there is the effect of the interviewer's personality and mood where the interviewer could influence the interviewee's responses. Moreover, with interviews and focus group discussions there might be researcher bias which might influence the research process where the researcher might only include data which is thought to be relevant in supporting her beliefs and omit data that does not support her beliefs. To mitigate this, the researcher did member checking where the data, analytic categories, interpretations, and conclusions were checked with the participants from whom the data was originally obtained to ensure that the researcher and the participants are viewing the data in the same way.

This study was also carried out at one specific point in time and over a short period of time. The findings of the study were a reflection of the situation in the study area at that particular period of time.This is a limitation in that perceptions might change with time. Carrying out the research over a long period of time or replicating it at a later stage would probably help refine the results.

Lastly, the generalization of the findings was limited because the study used a multiple case study research design which is based on some cases and one can never be sure whether the conclusions drawn from those particular cases apply elsewhere. The findings of the study were limited to the two selected public primary schools and might not relate to other schools. Yet, the criterion of transferability enables another researcher to determine whether the findings could be applied to his or her context.However, it should be noted that research of this kind could possibly contribute to the generation of new understanding why girls' participation is still low in Kajiado West Sub-County despite schools putting several strategies in place to enhance their participation.

1.11 Assumptions of the Study

The following assumptions were made in the study;

The study was based on the assumption that the two schools in the study area had sanitary facilities, a feeding programme and guidance and counseling. The study also assumed that all the selected participants were aware of the issue of the low participation of girls in public primary schools in Kajiado West Sub-County. Moreover, it was also assumed that all the study participants gave genuine responses and offered trustworthy information.

1.12 Theoretical Framework

The study was anchored within Bronfenbrenner's ecological systems theory (1979) which offers a conceptualization of the child's environment (ecology) as a multi-layered set of nested and interconnected ecological systems, all of whose "agents" impact the development of the child but with varying level of directness. Children are active participants in their social world and have a capacity to impact it. The connections and interrelationships between the individual and the different levels of environment or settings that directly or indirectly influence the individual's development are discussed below.

The Microsystem

This is the layer nearest to the child and contains the structures with which the child has direct contact. It is the immediate environment where proximal procedures, for instance, specific types of interaction between the organisms (people) and the environment, are played out or the connection between a developing individual and the immediate environment, for example, the school, peers, and family (Bronfenbrenner,1994). The microsystem is the most influential system because the child has direct interaction with the people within this system, that interaction happens consistently over an extended period of time (Bronfenbrenner, 2004). The family is the most significant in the microsystem; and the family members play an intricate part in human development. The most time is spent at home with the family; it provides shelter and safety and also offers emotional support for the child.

The Meso system

This alludes to the relationship that develops and exist between microsystems (family, school, peer group) which associate with each other, and it involves the linkages and processes occurring between two or more settings containing the developing

individual, for example relationships between home and school, home and work places. Hence a mesosystem is a system of microsystems (Bronfenbrenner, 1994).

Schooling is the ideal case of the mesosystem's linkage between family and school. The more involved the parent is with the child's school, the probability of the child excelling in school, receiving higher grades and attending college in future increases. The involvement that the family has with the child's learning before they enter school creates a positive attitude towards their future learning. With regards to the child's relationship with the school, the more perceptive the family and teachers are of the child's learning, the more it will influence the child's educational experience. The child will learn how to complete tasks, problem solve and understand rewards and consequences.

The Exo-system

It involves an environment in which the learner is not a direct and active participant but which has an effect on the learner's life and interrelationships with others (Landsberg, Krüger & Nel, 2005). It comprises the linkage and processes occurring between two or more settings at least one of which does not ordinarily contain the developing individual but in which events happen that impact processes within the immediate settings that do contain that individual (Harkonen, 2007). The structures in this layer influence the child's development by interacting with some structure in her microsystem (Berk, 2004). Parents' workplace schedules or community-based family resources are examples. The child may not be directly involved at this level, but does feel the positive or negative force associated with the interaction with her own system.

The Macrosystem

Bronfenbrenner (1994) states that the macrosystem is the institutional patterns of culture, economy, customs, and bodies of knowledge. This system is societal and impacts the developing child in a much broader context which incorporates the beliefs of the family and their way of life, education, religion, and mass media. The macrosystem impacts originate from cultural perspectives and have a set of related behaviors that are expected from that person. Various values and way of life are also a large influence on the child. Morals and values come from the family's beliefs and religious laws. The impacts of larger principles defined by the macrosystem have a cascading effect on all the other layers. For example in many parts of Africa, long-held beliefs and expectations regarding women are based on patriarchal ideologies that influence a woman's education (Mungwini, 2008). This has disadvantaged girls in terms of schooling where the African patriarchal society has some cultural practices which impede girls' participation in education.

The Chrono system

This refers to the development time period which spans the interaction between different systems and their impacts on a person which in turn interacts with a child's progressive stages of development (Landsberg et al., 2005). Components within this system can either be external, for example, the timing of a parent's death , or internal, for example, the physiological changes happening to the maturing child. As children get older they may respond differently to environmental changes and maybe abler to determine more how that change will impact them.

The figure shows concentric circles labeled from center outward:

INDIVIDUAL

MICROSYSTEM
Face-to-face interactions between individual & environment

MESOSYSTEM
Interactions between two or more environments where individual exists

EXOSYSTEM
Interactions between two or more environments, at least one of which does not include individual

MACROSYSTEM
Cultural, political, economic, & societal backdrop

CHRONOSYSTEM
Historical context & changes in environments over time

Figure 1.1: Bronfenbrenner's Ecological Model

Source; tpcjournal.nbcc.org

This theory, illustrated in Figure 1.1, was applicable to this study in that the degree of agreement among the relationships between systems is significant for learners,in this instance the girls and their development. Conflicting messages and demands from the different systems are detrimental to the healthy participation of girls in education. Bronfenbrenner's systems theory is helpful in making clear that school professionals ought to be critically aware of the theoretical perspectives of child development so that they are able to understand issues influencing girls' participation in education. They require knowledge on the many significant factors from the various systems that contribute to the individual and academic development of girls in their charge.The

theory makes clear the fact that whilst they, the teachers are busy interacting with girls in the classroom and school environment, these girls are also active participants in their own development and have their own perceptions of the environment where they live. The way they perceive their circumstances impact the way in which they interact with their human and physical settings (Landsberg et al., 2005) .

According to Arko (2013) there are both school-related and out-of-school factors bringing about girls dropping out of school. In accordance with the ecological model,intermediate factors, for example, long distances from home to school, greater levels of poverty, and lack of adequate sanitary facilities in schools are likely to make participation of girls in education more difficult. The Kenya National School Health Policy and Guidelines calls for awareness to be created among learners, teachers, parents and the community at large on differences and existing disparities related to gender and other characteristics. The theory offers an illustration of the interconnectedness of the environments that girls interact with and will help to understand how school-related strategies address different difficulties that girls face as they interact with various systems of the environment that influence their development.

However, Bronfenbrenner's ecological system theory is criticized because it is difficult to implement. The theory postulates that all factors of influence need to be considered in terms of systems thinking; this implies even the smallest factor of influence needs to be understood as a major aspect of a multifaceted system of influence. Since all the factors are mutually and systematically influential even the smallest factor makes it very difficult to apply the theory in practice.

1.13 Conceptual Framework

The study will be guided by the following conceptual framework:
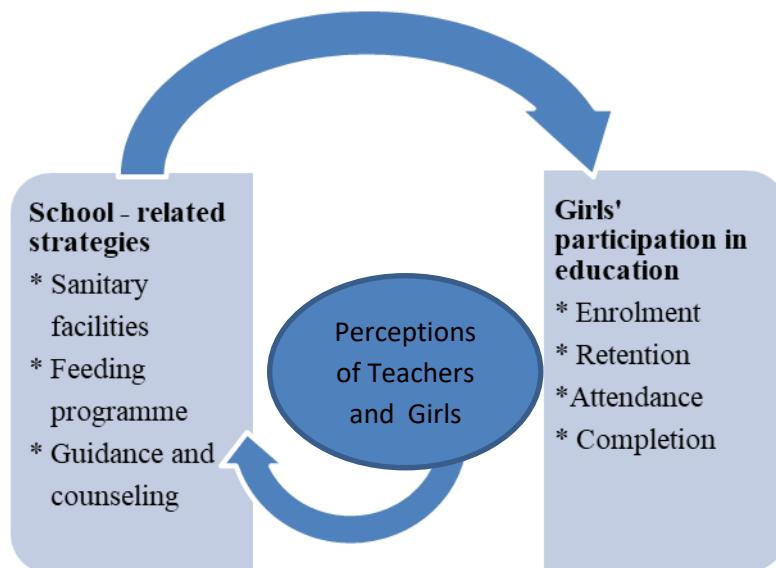
Figure 1.2: Conceptual Framework

According to Mugenda and Mugenda (2003), a conceptual framework is a logical, descriptive and elaborate network of relationship among constructs. It describes and explains the concepts to be used in the study and their relationship with one another. In this study the conceptual framework, as illustrated in Figure 1.2, shows the relationship between school-related strategies and girls' participation in education in primary schools. The school-related strategies were conceptualized in terms of sanitary facilities, feeding programme, and guidance and counselling, while girls' participation in education was conceptualised in terms of enrolment, retention, attendance and completion. The school-related strategies should have a positive impact on enhancing the participation of girls in education in primary schools. However, according to literature, it is evident that their participation is still low, thus the need to look at the teachers' and girls' perceptions of the strategies put in place by schools is necessary to get a better understanding of the phenomenon.

1.14 Operational Definitions of Terms

Girls refer to female children. In this study, they refer to those in primary school,between the ages of 12 and 14 years, and in classes 6 to 8.

Guidance and counseling is a professional field that has a broad range of activities and services aimed at assisting individuals to understand themselves, their problems, their environment and their world (Lunenburg, 2010). In this study, it refers to a broad range of activities and services offered in primary schools aimed at assisting girls to understand themselves, others, the school environment and to attain abilities to adjust accordingly.

Participation refers to taking part in something. In this study it refers to taking part in primary school education by enrolling in primary schools, remaining in school,and completing or graduating in the primary education cycle.

Perception refers to a belief, opinion or perspective that a person has formed about something based on how things seem. In this study, it involves the way teachers and girls see, feel and think about the school-related strategies for enhancing girls' participation in education.

Primary schools are those elementary schools that usually begin with class one and end in class eight.

Public primary schools are those primary schools that are state-owned and are equipped and provided with resources and staff from public funds by the government, parents, and community.

Sanitary facilities include latrines with functional doors, water to clean hands after using the latrines, sanitary towels, toilet paper, and sanitary towel disposal bins.

School feeding programme is a scheduled activity of providing nutritious and balanced diet meals to children at school.

Strategies are plans that have been developed by an organisation, in this study a public primary school, to fulfill a particular objective.

School related strategies refer to both human and material plans put in place by a school to fulfill a particular objective. In this study they are plans put in place by a public primary school to enhance the participation of girls in education.

Teachers are people who help others to acquire knowledge, competence or virtue. In this study, teachers refer to those who teach children in a public primary school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter captures the literature related to the study. The literature review is presented in the following sub-topics:girls'participation in primary education, the importance of girls' education, challenges facing girls' education,strategies for enhancing girls' participation in education,government policies on sanitary facilities,feeding programme and guidance and counseling and perceptions of teachers and girls on sanitary facilities, feeding programme and guidance and counseling as school-related strategies for enhancing girls' participation in education in primary schools.

2.2 Girls' Participation in Primary Education

As per Macmillan Dictionary participation refers to the process of taking part in something, therefore girls' participation in education is demonstrated in their participating in learning exercises to get information and skills willingly. It incorporates enrolment, retention,attendance and successful completion of a given cycle of training. As indicated by Alabi, Bahah and Alabi (2014) education is a human right and a fundamental instrument for accomplishing the objectives of equity, improvement, and harmony. UNGEI (2010) attests that gender equity is a smart financial aspect which aims at destitution reduction. Non-discriminatory education benefits both boys and girls and thus eventually adds to progressively equivalent relations among people. Promoting gender parity in the education system creates a healthy, educated and productive human resource base (Alabi *et al*., 2014).To accomplish satisfactory girls' participation in education several techniques have been set up by various countries. Several activities and gender policies have been initiated

by guardians, governments and other education stakeholders to improve access and participation of girls in education. UN (2007) notes that Education for All (EFA) by 2015 is an idea that was acknowledged by numerous nations of the world and states that everybody ought to have access to quality education for human survival. The countries taking part, Kenya included, consented to give primary education to all, equal education chances to both boys and girls and to decrease illiteracy by half through alternative education avenues. However, UNESCO (2012) shows that the EFA goal was a long way from being accomplished in numerous nations of the world. As per UNICEF (2010) Report on Education for All (EFA) 66% of the 759 million grown-ups lacking literacy skills today are women.

Additionally, an assessment of education accomplishment carried out by UNESCO (2009) shows a disparity in girls' participation in education when contrasted with that of boys in numerous nations. The issue of discrimination against the girls has remained unresolved in the world and particularly in the African setting. In numerous parts of Africa, long held beliefs and expectations regarding girls draw on patriarchal ideologies that influence girls' education (Magwini, 2008). In patriarchal societies, it is the sons who become heirs to their fathers. Girls are viewed as "temporary" family members who will be given away by marriage to join a new family (UNICEF & UIS, 2012).

UNESCO (2009) asserts that financial limitations in the home work against girls in sub-Sahara Africa and have particularly damaging impacts on their education and enrolment. As indicated by the World Education Forum's Final Report (2015) gender discrimination in particular intersects with neediness, ethnic and linguistic differences, disability and traditional attitudes about girls. These combined factors of discrimination undermine the capacity to exercise the right to education (World

Education Forum Final Report, 2015).Livondo (2005) postulates that many communities are hesitant to put resources into girls' education because they do not see the value in educating girls. This mentality is furthered by perceptions about the role of women in the society. According to UNICEF-ISPABEL (2017) educated girls are viewed as a threat to the society and indecent in African societies. This has made gender equality progress on the ground to remain slow and uneven across nations despite significant evidence demonstrating that gender education is key to monetary advancement. In any case, UNICEF (2012) contends that as long as girls do not have equivalent access to education, equity is a long way from being accomplished. Education is the right of every girl and a vital aspect for changing her life and the life of her community. Without education girls are denied the chance to develop their maximum capacity and to play a productive and equivalent role in their families, their societies, their nation and their world (Offorma, 2009). A report by Asare (2009), a national program officer of Ghana Education Campaign Coalition,attests that attempting to remove barriers to quality education should not exclusively be viewed as statutory in fulfillment of girls' rights but a building block to sustainable development.

2.3 Importance of Girls' Education

Education is considered as the critical software for advancement as it shapes the fate for every society (Mwaka, Nabwire & Musamas, 2014). Education is also the foundation of flourishing countries over the globe (Raymond, 2013). As contended by Duman (2010) education remains to be a significant determinant of financial and social opportunities for people. Educating all individuals, not only 50% of them, makes the most sense for future monetary development (USAID, 2011-2015). A nation that gives free access to quality education for all of its citizens is far more

bound to diminish destitution, advance financial development, lower child and maternal mortality and accomplish social incorporation (UN, 2013).

Education prepares an individual, particularly a girl, to fit appropriately into the web of social interaction and similarly enhances better performance in the social roles in the society (Alabi & Alabi,2014).According to the Center for Global Development (2012) (as cited in Njue & Muthaa, 2015) the education of girls, which is confined to certain nations, yields benefits that reach beyond themselves to their communities and to the society at large. Research has demonstrated that there can be no noteworthy sustainable change of the country and no huge decrease in poverty until the girls get the primary education needed to take their rightful place as equal partners in development (Birungi, 2008; Offorma, 2008). The World Development Report (2011) states that educating a girl is one of the strongest ways not only to improve gender equality but advancing monetary development and health improvement of families, communities and countries. Girls' education not only raises opportunities for financial growth, but lowers fertility rates, lowers infant and maternal mortality and improves wellbeing, nutrition and environmental management (World Bank, 2015).

Education enables women to overcome discrimination (UNICEF, 2013; UNESCO, 2012). Girls and young women who are educated have greater awareness of their rights, and greater confidence and freedom to make choices that influence their lives, improve their own and their children's wellbeing and chances of survival, and boost their work prospects. Where social norms and poverty limit opportunities a young girl may not understand her full potential, a quality education can help inform and empower her to make good life decisions (UNESCO, 2014). With a better comprehension of their rights and greater familiarity of the alternatives, girls'

everyday lives have a greater possibility of being improved and could also lead to saying no to gender-based violence.

Education is a key factor in accelerating the demographic transition to bring down birth and death rates. As per UNESCO (2014), if all women in the world finished primary education, there would be 66% less maternal deaths. In terms of education attainment for the next generations, for each extra year of a mother's education, her children accomplish an extra 0.32 years in schooling and for girls the advantage is slightly bigger (UNESCO, 2014). In addition, Hubbard (2009) contends that the social advantages of educating women, specifically, incorporate improved agricultural productivity, improved wellbeing and a decrease in infant and child mortality rates. Research additionally demonstrates that nations, where women have advanced education, are better able to protect their monetary productivity from unfavorable impacts of environmental shocks (Blankespoor, Dasgupta, Laplante &Wheeler, 2012).

2.4 Challenges Facing Girls' Education

As indicated by Duman (2010), there are various reasons why education is unequally dispersed in a society. Among them, gender and culture are prominent and keep on influencing choices of human capital investment. Mujahid-Mukhtar (2008) contends that in South Asia education policy setting remains a male-dominant procedure. This sustains the obstruction of girls'participation in education in the region. In Africa too numerous customary practices favor boys since most African societies are patriarchal. Subsequently, an African girl, who is exposed to western culture of educating girls, frequently ends up experiencing societal resistance and suffering (Dagkas *et al*., 2008). A study by Herera (2003) found that girls tended to drop out of school earlier than boys because of cultural practices. According to Keswiga (2000), customary practices, such as, early marriages have negative effects on the education of girls in

marginalized parts of Kenya. As indicated by Taraiya (2004) in spite of the advancement that has been made to remedy gender disparities in sub-Saharan Africa, cultural practices remain hindrances to girls' education in the region.Moreover, households sometimes display differences over choices of schooling for boys and girls. In most cases in African society boys' education is given a priority. Women's inadequate access to education has been viewed as the source of the different discriminations that they suffer (Alabi & Alabi, 2012). Research shows that there is a range of interrelated factors which interact to impact how and why young girls drop out of school. Bunyi (2008) argues that in schools this combination of factors interacts in complex manners to impact negatively on the participation of girls and women in education.

Girls in school face various difficulties at the entry level which includes neediness, low value to girls' education, child labor and absence of essential requirements for school. Neediness of family leads to not being able to afford the school fees .Girls don't enroll in school because they have chores to do,such as fetching water and firewood.At the participation level, girls are engaged with early sex to get some money that help them acquire some essential requirements like sanitary towels, they are sexually abused in school and they become teenage mothers. At the level of education results absence of gender friendly or sensitive facilities, stereotypes and inadequate life skills to protect themselves expose them to various difficulties such as teenage pregnancies (FAWE, 2013; Gender Eye, Uganda, 2013). According to Sharon (2005) girls more than boys are less probable to enroll in, and more likely to drop out of, schools that are in poor physical condition (for example, with leaky roofs, no latrine, and no water) whose teachers are often absent, and have insufficient resources. Girls would basically choose to stay at home due to the lack of sufficient

sanitation facilities which include adequate water, sufficient toilet facilities and good disposal facilities for sanitary wear which are necessary not only during a girl's period but at all times (Kristof, 2009).

Grant, Lloyd and Mensch (2013) contend that forced early childhood marriages are a common occurrence in some African nations and this influences young girls' education accomplishment. They further note that marriage has consistently been a predominant reason for school dropout among females. Bunyi (2008) likewise declares that other social cultural practices, for example, FGM and other rites of passage as well as early marriages and teen pregnancies cause girls to drop of school early.

While free primary education appears to be "free" in most African nations, the reality is that it is not free since guardians are still responsible for all non-tuition school costs, including uniforms, exercise books, pens, texts books and some other school supplies which numerous families find difficult to afford (Morara & Chemwei, 2013). In Uganda, during the International Day of the Girl, 11th October 2013, the girls raised various issues which included the fact that they are out of school on the grounds that the guardians don't provide the essential requirements to their children, for example, sanitary towels, books, meals, and many others, which has led to a large number of girls to miss school, particularly when they are menstruating.

In Kenya Munyao (2013) concurs that children and particularly girls keep on encountering various problems related to gender issues, for example being discriminated against in accessing education opportunities. Kenya girls suffer an infringement of human rights because of these gender related issues. Even though all

children in Kenya could profit from better access to affordable education, girls are especially vulnerable and marginalized (UNICEF, 2012).

2.5 Strategies for Enhancing Girls' Participation in Education

NGOs and UNICEF Organizations, for example, the Forum for African Women Educationalist (FAWE), UNGEI and other partners in education have massively contributed to girls' education through funding, sensitizing the community about the significance of girls' education and also implementing strategies that will advance girls' education. UNGEI promotes action on girls' education by mobilizing partners and campaigning for high level political action to guarantee that every girl, as well as every boy, gets a quality education. World Bank activities also center on helping nations to advance gender equality. Through its loaning and non-loaning activities, the bank has improved the lives of girls in client nations.

Recognizing the central role that education plays, nations through the Sustainable Development Goals (SDGs). have committed to ensure that all students obtain knowledge and skills needed to promote sustainable development and that they learn in an environment that will enable them to finish free, equitable and quality primary and secondary education. Sustainable Development Goal 4 explicitly focuses on inclusive and equitable quality education and life-long learning for all.As indicated by Mujahid-Mukhtar (2008), in South Asia, all nations in the region have detailed plans and programmes to achieve EFA, and they have attempted to introduce new strategies and programmes in the essential education sector to overcome cultural impediments to girls' participation in education. Moreover, in the previous two decades, Africa has made enormous strides in increasing the number of girls who have access to basic education. Provision of education is a significant part in the realization of Kenya's vision 2030 which aims at transforming Kenya into an industrialized, middle-income

country and providing a high quality of life to all its citizens by the year 2030. Under the economic and social pillars, Vision 2030 further emphasizes enhancement of agricultural productivity, income, food security, nutrition and expanded access to education and training. The Government of Kenya is committed to improving the livelihood of its citizens, as demonstrated by the various policies and legislative steps that have been undertaken by ministries in recent years. This commitment is an extension of the Kenya Constitution (2010), whose chapter 4 expressly guarantees all Kenyans their social, cultural and economic rights, including the right to health, education, food and decent livelihoods.According to Wango, Musomi and Akinyi (2012) education in Kenya is aligned to the constitution and the need to empower girls and women through education is fundamental to accomplish the Bill of Rights.

 The government of Kenya has articulated its commitment to giving primary education to all its school-age children. Kenya is a signatory to significant international conventions and agreements on human rights and gender equality. Addressing the socio-cultural, economic and school-related factors that affect girls' education has been a priority of the government, alongside numerous donors and NGOs. In 2007, the Gender policy in Education was officially launched and disseminated to the executing entities. Gender policy was worked out with different stakeholders in education including Development Partners especially USAID, Girl - child Network, FAWE and others. Girls need a safe and supportive education environment, free from abuse, with separate toilet facilities, safe drinking water, equal attention as with boys and a gender sensitive curriculum (Alabi *et al*., 2014). Sessional Paper No. 2 of 2015 commits the Ministry of Education to implement the National School Health Policy and National School Health Guidelines and to adopt a holistic approach to ensure the provision of water and sanitation in schools, and

immunize, deworm and regularly feed school children. To improve girls' participation in education in Kenya the government has been supporting several school-related strategies for example provision of sanitary facilities, introduction of feeding programme in primary schools, and provision of guidance and counselling to girls with an aim of empowering them. The government has also been addressing gender concerns in education through the Gender policy by making the learning environment conducive to both boys and girls, promoting a gender sensitive curriculum, strengthening the capacity of both parents and education personnel at all levels to address gender issues and re-admission of school age girls who become pregnant while in school.

In spite of this commitment, low female participation in education remains a drawback to realizing an ideal of equality and universality of primary education. Warrington, Fentiman and Kiragu (2011) affirm this by stipulating that although most Kenyan children now go to school, completion rates for girls still remain generally low. Accoring to Manacorda (2012) girls are at a greater risk of truancy, repetition and drop out, and have lower educational achievement than boys in upper primary school.

2.6 Government Policy on Sanitary Facilities

The Ministry of Education cooperating with the Ministry of Public Health and Sanitation have come up with a National School Health Policy. The Kenya National School Health Policy and Guidelines were launched in Nairobi on 5th August 2009. The Policy and the Guidelines define a comprehensive school health programme that allows the government and its partners to provide for quality health education and services to promote overall well-being, nutrition and education of children. They try

to promote gender parity and equity and to enhance children's rights and protection in schools. The Policy complements the existing education and health policies.

It necessitates the support given to pupils to be responsive to their specific needs, with special consideration given to vulnerable children for example girls, orphans or pupils with disability. It also calls for awareness to be created among learners as well as teachers, parents and the community at large on differences and existing inequalities related to gender and other characteristics. According to the policy specific consideration is put on the principle of non-discrimination and the need to promote equity among pupils. To promote parity and eliminate discrimination the policy recommends that schools ought to adapt facilities to the needs of different age groups, boys and girls, and children with special needs. They should similarly promote equivalent opportunities for girls to education and health, for example, by providing to them cheap sanitary towels. According to section 4.4 Water, Sanitation and Hygiene of the policy, a healthy and hygienic school environment is actualised by safe, sufficient water supply, satisfactory sanitation and suitable hygiene promotion. According to the policy the MoE has prepared minimum guidelines to help the school management team to determine the number of hygiene promotion facilities the school's enrolment will require. Schools ought to provide one toilet/latrine for 25 girl pupils which should be supported with special bathing cubicles.Each set of toilet cubicles require atleast one hand washing facility either constructed into the toilet or latrine block or to be provided through a stand alone facility. Schools should provide 5 litres of water for each pupil every day in day schools and 15 litres of water for every pupil every day in boarding schools.

Moreover, to improve psycho-social well-being of the pupils the policy recommends the following measures to be undertaken :

- School Management Teams and parents shall be encouraged and empowered to provide sufficient ablution facilities for boys and girls as recommended in the School Health Rules and Regulations, "Building Code" and Public Health Act.

- Ablution facilities shall be designed and built to various age groups and special needs.

- Hand-washing facilities including soap shall be provided in every school and placed within the vicinity of the toilet/latrine.

- Sufficient, safe drinking water points/fountains shall be accessible in every school.

- School Management Teams shall provide adequate and strategically positioned litter bins, garbage disposal pits, incinerators and ensure appropriate management of liquid wastes.

- Standards for toilets/latrines and all other sanitation facilities shall be frequently reviewed and updated.

- Care shall be taken to ensure that the toilet/latrine standards are relevant to the differing geographic conditions in the country and that they are sensitive to the varying category of users needs.

- Effective monitoring shall be in-built in every school, sub-county and county.

- Key to monitoring will be to ensure that ablution and sanitation facilities are used regularly by the pupils and that they are well maintained,and that hygiene promotion is on-going.

- Hygiene promotion will be pupil centered and be an ongoing process whose spill-over effect from the schools will positively impact behavioral change.

- School Management and stakeholders shall ensure that the surroundings around the school remains healthy.

- Resource mobilisation mechanisms and budget line for construction operations and maintenance of sanitation and hygiene shall be reinforced.

2.7 Teachers' and Girls' Perceptions of Sanitary Facilities

It is clear that there is a policy in place to ensure adequate sanitary facilities are in place for the learners while at school. Environmental factors affect all pupils in schools, however, girls have specific needs, particularly during puberty, which if not accommodated, girls' participation in education will be poor. Such facilities, like toilets ought to be given enough privacy.They should be constructed separately from those of the boys. Provision of water for drinking and maintaining cleanliness and sanitary towels is additionally fundamental for girls' comfortable stay in school and for learning. As per UNICEF (2008) the child friendly schools which gave privacy and hygiene facilities to girls through separate toilets for boys and girls as well as water and wash areas tended to attract and retain pupils at a comparatively higher rate, particularly girls. This is on the grounds that different toilets give protection from abuse by boys as well as encourage girls who are menstruating to attend and stay in school where they could take care of their feminine hygiene and manage their periods discretely.

Studies in sub-Sahara Africa nations show that absence of sufficient facilities is a common feature in numerous schools (UNICEF, 2007). In many South African communities, the physical space of toilets presents obstacles to girls' safety, and by

implication, to the achievement of desired SDGs (Moletsane, Mitchell, Smith & Chisholm, 2008). In Ethiopia, like many parts of the developing world, menstrual hygiene management is one of the critical difficulties adolescent girls face while they are in school (Tsegayo, Selamawit, Adane & Fantahum, 2011). In Tanzania an investigation of each school in 16 districts undertaken in 2009, it was recognized that 52% of all schools had no doors on their latrines 92% had no serviceable hand washing facilities and 99% had no soap (UNICEF, 2011). In many schools in sub-Saharan Africa, it is a risky thing for girls particularly in the context of gender-based violence and sexual abuse. This is mostly so since toilets are as far from being private spaces as possible in terms of their location and absence of doors (Moletsane et al., 2008).

The Government of Kenya through the National School Health Policy and Guidelines planned to give safe water, satisfactory sanitation and hygiene services to all schools in the republic as stipulated in the National School Health Policy (MOPH.S/MoE, 2009).The Kenya National School Health Guidelines include some highly relevant thematic areas, including values and life skills, gender issues, child rights and protection, water, sanitation and hygiene, nutrition, disease prevention and control and special needs.According to the Republic of Kenya (2009) National School Health Policy, schools should guarantee that boys and girls have separate toilets and the sanitary facilities which should provide privacy and be easy to clean and maintain. They should also provide bins for disposal of sanitary towels. However, many cases schools don't offer separate toilet facilities for boys and girls which is a great agony for menstruating girls (Okemwa, 2010).

Huisman, Rani, and Smits (2010) contend that separate toilets for boys and girls address safety in public places. UNICEF (2013) estimates that 1 in every 10 school-age African girls do not go to school during their monthly periods. Absence of or low quality sanitary facilities combined with households' destitution also make girls to miss an average of 3 to 5 days of schooling every month which impacts negatively on their academic performance and completion of primary education (Mc Mahon & Baker, 2011).

The ministry of education emphasizes the need to have girls helped to acquire sanitary pads and be taught on their safe disposal (MOE, 2009). The government of Kenya consequently established the primary school sanitary pads program in 2012 with the aim of guaranteeing consistency in school attendance and curbing drop out among the girls. The Education secretary underscored the need to offer girls with sanitary pads saying that most girls leave school as they are compelled to remain at home for long periods during their monthly cycle (KBC, 2013). In spite of the effort by the government of Kenya to give sanitary pads to primary schools, drop-out among girls in primary schools still persists (UNESCO, 2009).

Insufficient sanitary facilities in schools mostly influence girls participation in education since this insufficiency shows that schools are undependable for girls.Burgers (2000) found that absence of sanitation facilities and poor hygiene have a solid negative effect on girls' education. A study carried out by Njue and Muthaa (2015) on the influence of availability of sanitary facilities on the participation of girls in public primary schools in Garissa County, Kenya demonstrated that if proper school sanitation and hygiene are made accessible girls are probably going to appreciate learning, learn better and take back to their families the ideas and practices

of sanitation and hygiene. The accessibility of sanitary facilities influences enrolment, class attendance, self-assurance, concentration in class and performance of girls. Most girls evade school while encountering their menstruation for fear of criticism as most lack adequate sanitary pads. Some girls utilize old blankets and this erodes their self-confidence for they fear to mess themselves in school and being ridiculed by their male partners. Valentine Atieno a 13-year-old girl affirms this through her declaration that before she was acquainted with Ruby Cup (menstrual cup that lasts for 10 years) she was utilizing tattered clothes during her periods, as her mother couldn't bear the cost of sanitary towels. She normally remained at home during menstruation since she feared being laughed at by boys and other girls due to too frequent leaks (Weigaard & Julie, 2013).

The findings of the study by Montgomery, Ryrus, Dolan, Dopson and Scott (2012) on sanitary pad intervention for girls' education concur that girls who had no access to sanitary pads reported missing 3-5 school days a month, which was corroborated by teachers and guardians. These girls utilized pieces of clothes instead of sanitary pads. They had constrained access to soap and water to keep the cloth clean and no private space for drying. The cloth was unreliable for the distance they had to travel to school and started to smell after few hours. This generally made girls to decide to remain at home. Muchemi (2007) asserts that as indicated by educators, poor states of the toilets and absence of privacy and hygiene facilities resulted girls' absenteeism from school. Moreover, according to a study by Njoroge (2005) on investigation into the reasons for dropout among girls in public primary schools the findings indicated that 66.7% of teachers were of the view that provision of sanitary towels and construction of toilets could help retain more girls in schools.

2.8 Government Policies on Feeding Programme

Food and nutrition is among the main priorities for the Kenyan government.Through the policies the government reaffirms its commitment and determination of facilitating achievement of quality education for all children through provision of school meals. The Government of Kenya commits to ensure that school children are well nourished and healthy and are able to learn and develop their full potential. The school feeding programme is known for its impact in addressing nutritional requirements, which helps children to focus on their studies. School meals are seen as an instrument to address specific micronutrient deficiencies in school-age children. The government aims to ensure that all children in pre-primary and primary schools get at least one nutritious meal for every school day. The national government commits to strengthening the National School Meals and Nutrition programme. The policies on school meals are in accordance with the SDGs,which place great emphasis on food security and eradication of extreme hunger and destitution.

The National Social Protection Policy (2011) recognize school meals as a vital safety net for school children and their families to improve their livelihoods in the long run and to strenghthen and extend the coverage of social protection. School meals are known as a cross-sectoral interventions that, despite being led by a particular government sector, require coordination and support from other sectors, specifically social protection,agriculture and health, to unleash their most positive outcomes. The Food and Nutrition Security Policy (2011) highlights 14 priority nutrition areas including the prevalence of micro-nutrient deficiencies, improving nutrition in schools and other institutional feeding (which explicitly mentions school feeding) and data collection and cross-sectoral data analysis on food and nutrition.

The National School Health Policy and the National School Health Guidelines(2009) similarly recognize children's rights to health, nutrition services, water, sanitation and education as guiding principles . The policy and guidelines recommend intergration of school meals and nutrition interventions as well as strong multi-sectoral partnerships,coordination and collaboration so as as to improve pupils' wellbeing.

2.9 Teachers' and Girls' Perceptions of Feeding Programme

A school feeding programme is defined by the World Food Program (WFP) (2013) as the provision of food to school children. Adrogue and Orlicki (2013) additionally define a school feeding programme as the supply of food to children through schools. In 2000, the United Nations members met in Dakar, Senegal and committed themselves to the eradication of hunger and attainment of universal primary education. School Feeding Programmes (SFPs) were distinguished as one of the crucial interventions selected to address these difficulties. SFP as a social security net has been popular in developing nations as an instrument for accomplishing the Sustainable Development Goals addressing education. The WFP Report (2006) recognizes that to help learning and human capital advancement, it is important to handle the problems of hunger. School feeding adds to having healthy and well-educated children however its effect relies upon whether quality education is accessible (WFP 2013).

Hungry children experience more challenges to focus and perform complex tasks than well-nourished ones (Kazianga, De Waque & Alderman, 2009). Studies done show that school feeding programmes can be utilized to decrease children's dropout rates and simultaneously increase enrolment if well implemented (World Bank, 2011). Kazianga *et al*. (2009) found that young girls' enrolment had expanded by 5-6 percent

after one academic year after the introduction of a school feeding programme in Northern provincial Burkina Faso. As indicated by Education Training Unit (2010) in South Africa, an average of 80% of males and 83% of females go to primary school because of the provision for a school feeding strategy in South Africa's constitution. Pupils involved in the school feeding programme have access to upgrading their participation in education since it empowered them to go to school as often as possible and learn more productively (Yunusa, Gumel, Adegbusi & Adegbusi, 2012).

According to the Kenya's Feeding Program Training Handbook (2006) the objectives of the SFP are to improve the children's ability to concentrate and assimilate information by diminishing short term hunger, add to improvement of nutrition intake and general health of the children from low income families, and to upgrade the participation rates of children in the disadvantaged places in Kenya. SFPs have been implemented in Kenya since the 1980's with differing degrees of success (Songa, 2011). In 1980 the government of Kenya in a joint effort with the WFP introduced feeding programmes to pre-primary and primary school children in Arid and Semi-Arid Lands (ASAL) and slum areas of Kenya. The practice solved short-term hunger, improved pupils' wellbeing and gave them energy and capacity to cope with their school-work, in the end increasing their participation in learning (Rukmani, 2011; Songa, 2011; Wambua, 2008). The SFP has remained a basic development intervention to support the country's achievements in the education sector.

In Kenya, the SFP in public schools have shown to expand academic performance compared to schools with no feeding programmes (Chepkwony, Kosgei & Kariuki, 2013). Giving food in schools has likewise been indicated not only to boost access and encourage regular attendance but also upgrade general learning and performance

for children from especially poor family units (WFP, 2005). Children who get meals are generally healthier, more receptive, energetic and easier to teach (Galal, 2005). Setting priority to SFP is fundamental in lessening the short-term hunger, improving learners' cognitive functioning and improving the learning condition (Lawson, 2012). Guaranteeing that children are well fed, healthy and able to learn are basic to the effectiveness of education systems (Republic of Kenya, 2005). A study by Rukami (2011) revealed that the SFP improves pupils' participation in school. Another study by Obonyo (2009) in Yala division in Busia County also found that the SFP is an effective instrument in diminishing pupils' dropout rate.

In rural regions schools that give meals have higher attendance rates and low drop-out rates than schools that do not (Espejo, 2009). As per Ahmed (2004), school meals expanded participation for pupils particularly girls in school. He found that school feeding programme increased pupils' enrolment, decreased dropout rate, increased attendance and improved performance in participating schools as contrasted with their counterparts where no feeding programmes were available. SFPs help to get girls into schools and help to keep them there, expanding their enrolment and diminishing their absenteeism, and once they are in school, the programme can contribute to their learning, through avoiding hunger and improving their cognitive capacities. According to Lambers (2009) in Kenya there is proof that school feeding programmes attract more deprived girls to schools, however gender proportion remains below parity in many schools. According to Jukes, Drakes and Bundy (2007) short term hunger in children may bring about difficulty in concentrating and performing complex exercises. School feeding adds to a child's readiness to learn and capacity to take part in their own education process, and the advantages are especially solid for girls.

Studies have indicated that girls who get inadequate food are bound to get lower math score, repeat a grade and even experience issues in coexisting with other children (Alaimo, Qson & Frangilio, 2001) as cited in Carmen and Whiteman (2009).According to a study carried out by Muvhango (2016) the teachers reported that the SFP had improved girls' wellbeing which had contributed significantly to their performance in classroom. In the same study girls were also of the view that the SFP made a significant positive impact on their lives and their learning. Williams, McIntyre, Dayle and Raine (2003) reported that although several studies have assessed the quantitative results of school feeding programme, studies on the perceptions and expectations of a feeding programme using qualitative data are uncommon.

2.10 Government Policies on Guidance and Counseling

Formal guidance and counseling in Kenyan schools was officially recognized in 1970. The MOE set up a Guidance and Counseling Unit under its inspectorate division. The unit was charged with the obligation of managing educational and vocational guidance, and psychological counseling in schools (Ministry of Education, Science and Technology, [MOEST], 2005). This initiative was, however, not well supported; henceforth, implementation did not take place as planned (Okech & Kimemia, 2012). Recommendations for guidance and counseling services in schools were later made in a government policy document, The Report of the National Committee on Educational Objectives and Policies of 1976 (Republic of Kenya, 1976), which indicated that guidance and counseling be taught in subjects,for example, religious education and social education and ethics to promote the development of self-discipline among pupils in schools.

Moreover, support of guidance and counseling in schools has been proven in a policy document (Kenya Education Sector Support Program [KESSP], 2005) describing the government's plan for education, and guidance and counseling as one of the areas needing support (MOEST, 2005). Among the issues identified that require to be addressed through counseling are increasing numbers of HIV/AIDS orphans in schools, insufficient career opportunities, drug and substance abuse among pupils, and the numerous family problems that affect pupils' academic performance (MOEST, 2005).

The Kenya National School Health Policy and Guidelines likewise address educating pupils about sexual and reproductive health (SRH) of adolescents through guidance and counselling.They recognize the need to educate pupils on SRH and provide them with the necessary skills to prevent unwanted pregnancies, disease or sexual violence. The policy requires the school to offer counselling to the pregnant girl to ensure her and the child's wellbeing. The girl has a right to continue with her studies as long as possible and seek re-admission to the same or another school after pregnancy.

2.11 Teachers' and Girls' Perceptions of Guidance and Counseling

Decent quality education can help boost the confidence and inspiration among girls who may have a low self-worth due to their socio-cultural condition (UNESCO, 2012). Having guidance and counselling services is a major positive development for any school or institution (UNESCO, 2011). The guidance and counselling in primary schools play a role in advising girls on their career opportunities, social life protection against HIV/AIDS, early pregnancies and other protective devices. As indicated by Boutwell and Myrick (2006) guidance and counselling play a significant role of promoting girls' success through an emphasis on social and emotional adjustment by

means of prevention and intervention services, and advocacy and treatment of emotional disturbances.

Weissberg and Myrisk (2007) articulate that most pupils express a fundamental need for social and emotional adjustment which is grounded in the establishments of comprehensive guidance and counselling services. As per UNICEF (2008), pupils' exceptional needs and services, guidance and counselling, remedial and welfare services should be made accessible through educators.

In Kenya, guidance and counselling is an activity that is planned for providing information and skills to impart self-awareness and ideal utilization of learners' potential holistic growth and development (Kenya Institute of Education, 2008). Guidance and counseling services in Kenya are mostly provided in secondary schools,and to a small extent in the primary school.The majority of the school counselors are teachers appointed to the position of guidance and counseling teacher.

In primary schools, teacher counselors are appointed by the school head teachers to provide counseling services.These appointments are based on personal qualities as opposed to professional training (Njoka, 2007). A majority of teacher counselors are given a list of counseling duties to perform in addition to their regular teaching responsibilities, with no additional pay. This dual responsibility leaves the school counselor with limited time to provide counseling services to pupils (Wambu & Wickman, 2011). Due to limited time, guidance and counseling is mainly offered during breaks, lunch breaks, and after school.Counseling services are conducted without any formal organisational structure (Gysbers & Henderson, 2001). Many of the teacher counselors have only attended workshops and/or short courses (Nyutu, 2007).

Guidance and counseling in Kenya mainly focuses on responsive services where teacher counselors attend to the immediate needs and concerns of the pupils. In most cases, pupils are referred either by the head teacher or teachers, and on a few instances, pupils may self refer. Upon such referral, counseling may take the form of individual crisis intervention, for example, in the event that a pupil has lost a parent or sibling. Moreover, a study carried out by Gatua (2012) demonstrated that there existed an effect of guidance and counselling on learners' social and emotional adjustment. Egbochuku (2008) asserts that the aim of school guidance and counselling services is to provide learners with chances to develop knowledge and appreciation of themselves and other people, to develop relationship abilities, moral norms and a sense of responsibility.

Decision-making by girls particularly during the adolescence stage is critical and girls require careful guidance on it. Absence of self-confidence, just as low self-esteem, can also constrain girls' education. Livondo (2005) in a study, carried out on school dropouts stipulates that effective individual guidance and counselling, for example, empower girls to boost their self-esteem. Onyando and Omondi (2008) agree with the findings and contend that when girls are empowered to believe in themselves, to be assertive and to speak out, their general participation in school changes positively and their academic performance improves significantly creating a feeling of pride, dignity and identity with the school. This prompts their desire for re-entry, retention and successful completion of their formal education.

A study carried out by Chireshe (2011) on school counsellors' and learners' perceptions of the benefits of school guidance and counselling revealed that the school counsellors and learners overwhelmingly perceived different advantages spilling out of the school's guidance and counselling services at their schools ranging

from personal and social advantages, educational scholarly advantages and career and professional advantages. The findings of the study showed that a school's guidance and counselling services received by learners brought about a reduction of instances of poor discipline among learners, reduced school dropout rates, imparting learners with life skills, attitude and values that empower them to solve problems and make sound decisions; helping learners address the social, psychological and emotional issues they experience and assisting learners to become more aware of their career choices. In the study female learners and female school counsellors viewed the service more positively than the male participants.

2.12 Summary of the Literature

According to Somani (2017), educating girls is basic for the development of communities and broadly for society in general. Education is the most sustainable approach to address worldwide difficulties like poverty, health problems, ignorance, lack of tolerance and conflicts among others. Low levels of education attainment particularly for girls represent a very serious constraint on development in most of the sub-Saharan nations (Sifuna, 2006). As per Wang (2013), disparities in access to education and learning achievement are the main obstructions to achieve EFA goals. Girls' education, particularly at the primary level, is increasingly being realized to provide immense social and economic advantages for developing nations. However, the participation of girls in education is more often constrained in these nations. The issue of discrimination against the girls has remained unresolved in the society and particularly in the African setting which is a major concern in the educational discourse (Alabi *et al*., 2014). Enhancing girls' access to high-quality education is a worldwide priority that is articulated in the Sustainable Development Goals (SDGs). In Kenya, the government has articulated its commitment to providing Primary

Education For All its school-age children by coming up with different policies and signing of international agreements. However,gender disparities still persist in the Kenya education system. Education attainment levels for girls are generally low in disadvantaged regions. Abagi (2005) notes that girls' participation rates in education are extremely low in Arid and Semi-Lands (ASALs), urban slums and marginal rural areas with low agricultural potential in Kenya.

Several other studies on girls ' education have been focused on factors affecting girls' education and strategies for enhancing girls' participation in education. For example, a study by Allando (2015) investigated factors influencing girls' participation in public primary education among the nomadic pastoralists in Magadi division, Kajiado North Sub-County while another study by Otieno (2013) investigated school-based strategies in secondary schools to promote girls' participation in secondary education in Karungu Division of Nyatike District. However, literature is silent on the perceptions of teachers and girls of school-related -strategies for enhancing girls' participation in education in public primary schools. This study will, therefore, fill the gap by exploring the perceptions teachers and girls have of the school-related strategies for enhancing girls' participation in education in public primary schools in Kajiado West Sub-County. As revealed by literature, despite several strategies being put in place to enhance girls' education, their participation is still low. This calls for the need to understand, from the teachers'and girls' perspectives why the school-related strategies for enhancing girls' education are not working optimally.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The study aimed at exploring the teachers' and girls' perceptions of school-related strategies for enhancing girls' participation in education in public primary schools in Kajiado West Sub-County, Kenya. The chapter explains how the study was carried out and thus gives details of the research design and methodology. It also covers the research approach, paradigm, and design as well as the population, sample size and sampling procedures, data collection strategies and procedures, measures of trustworthiness, data analysis techniques and ethical considerations.

3.2 Research Paradigm and Approach

According to Creswell (2013), a paradigm refers to a basic set of beliefs that directs action in the research. A research paradigm is a viewpoint about research held by researchers that are based on a set of shared assumptions, ideas, values and practices (Creswell, 2011). Hutt (2011) further describes a paradigm as a pattern or model of how something is organized and how the parts work. This study was positioned in the interpretivist paradigm. Thanh and Thanh (2015) contend that the interpretive paradigm has the core belief that reality is socially constructed and hence researchers can view the world through the perceptions and experiences of the participants. The interpretivist paradigm holds the assumption that individuals look for understanding of the world in which they live and work by developing numerous subjective meanings of experiences that are negotiated socially (Creswell, 2009). The interpretivist paradigm assumes that the world is not perceived as the fixed parts of objects since meaning can only be derived from the subjective understanding of research and their contexts (Goldkuhl, 2012). The interpretivist researcher tends to

rely upon the participants' opinions of the situation being studied and recognizes the effect of their own background and experiences on the research (Creswell, 2003). The interpretivist paradigm offers a researcher with a structure that paves the way to analyse their participants' experiences about a phenomenon (Willis, Jost, & Nilakanta, 2007). From the interpretive viewpoint, the world is depicted as having been socially constructed, as complex and ever-changing with no single reality apart from our own perceptions.

Interpretivism aligns with the qualitative approach which is characterized by subjectivity, particularity and flexibility, thus this study is a qualitative research study. As per Fouche and Schurink (2014), a qualitative research approach is an all-inclusive and "emergent" strategy that is exploratory in nature which is utilized to respond to inquiries concerning the complex nature of the phenomenon, with the purpose of describing and understanding the phenomenon from the participants' perspective. According to Jwan and Ong'ondo (2011) qualitative research is flexible and seeks to generate and analyse holistic information on an issue of interest, systematically using adequately rigorous, dependable and ethical strategies and techniques in a way that focuses on the unique situations of the context and participants and acknowledges the options available to the researcher.

According to Silverman (2006), human beings cannot be studied as objects since they interpret circumstances differently and give meanings as required. "The qualitative research method focuses on an in-depth probing of a phenomenon such as peoples' beliefs, assumptions, understandings, opinions, actions, interactions or other likely sources of evidence" (Wilson 2009, p.113). Creswell (2009) further affirms that the qualitative research approach emphasizes peoples' opinions and feelings on issues

that directly affect them, thus it enables the researcher to gain a deeper understanding of the research problem.

Looking at the aim of this study the qualitative approach was considered appropriate in gaining an understanding of the perceptions of teachers and girls of the school-related strategies for enhancing girls' participation in education in public primary schools, all of these could be better explored through their own explanations. The qualitative research approach allowed for the collection of a detailed narrative description, analysis and interpretation of data primarily in the form of words rather than numbers since feelings and opinions cannot be designated numerical figures and cannot be tested in a laboratory or measured using scientific equipment.

3.3 Research Design

Research design is the blueprint for the generation and analysis of information (Kothari, 2004). This study used a multiple case study which matches the description of the study and seemed suitable to address the research objectives.A multiple case study includes two or more cases within the same study, with each case predicting similar or contrasting results for various reasons. Yin (2011) stipulates that a multiple case study may study two or more cases jointly in order to investigate a phenomenon.

Creswell (2013), postulates that case study designs are used for inquiry in several fields and are used by the researcher in developing an in-depth analysis of cases.Qualitative case studies are used to study, observe and analyse the phenomenon in its natural setting (Hashim, Hashim & Esa, 2011). According to Baxter and Jack (2008), a qualitative case study permits investigation of a phenomenon within its context using multiple data sources and this ensures that the issue is not explored

through one len, but rather a variety of lenses which allow for several facets of the phenomenon to be revealed and understood.

Through a multiple case study research design data was generated from two public primary schools located in Kajiado West Sub-County. The purpose was to explore deeply and analyze intensively the perceptions of teachers and girls of the school related strategies for enhancing girls' participation in education in the two selected public primary schools.

3.4 Location of the Study

The study was carried out in Kajiado West Sub-County that is situated in Kajiado County which is one of the 47 counties in Kenya. Kajiado County is located in the southern part of Kenya with its headquarters in Kajiado town. It borders Nairobi County to the North East, Narok County to the West, Nakuru and Kiambu Counties to the North, Taita Taveta County to the South East, Machakos and Makueni counties to the North East and East respectively and the Republic of Tanzania to the South. The county covers 21,900.9 square kilometers (km^2). Most parts of the county are Arid and Semi-Arid Land (ASAL) with livestock rearing being the predominant economic activity. The inhabitants of the county are mainly the Maasai community however the major urban areas of the county are highly cosmopolitan with almost every ethnic community in Kenya being represented. In the region most families are polygamous with many households having one husband, several wives and children. Boys are usually involved in herding while girls are mostly involved in fetching water and firewood, cleaning and cooking for their families.

Administratively the county is divided into five sub-counties namely Kajiado Central, Kajiado West, Kajiado East, Kajiado South, and Kajiado North. According to the

county government of Kajiado County Integrated Development Plan (2018-2022), the county has 771 primary schools comprising of 446 public and 325 private schools.

The total population of learners stands at 154,677 pupils in primary schools, where 48 percent of the learners are girls while 52 percent are boys. The net enrolment rate is significant at 77 percent. The retention and completion rates of the pupils stand at 63 and 77percent This implies that a sizeable number of children especially girls drop out of school hence lacking minimum basic education, particularly in the rural areas. This may be credited to the long distance to the nearest primary schools which remains a challenge with over 60 percent of children walking a long distance of 1.1-4.9 kilometers to school. Long distances to schools discourage children, particularly girls from participating in education optimally because of the length of time they use and the energy they expend to cover the distance often on empty stomachs. Lack of mobile school programme where teachers travel alongside nomadic families and adapt class time and locations to help girls stay in school also attributes to the high dropout rate of pupils especially girls during the drought seasons

According to Ary, Jacobs, Irvine, and Walker (2018), the perfect setting for research is one which is directly related to the researcher's interest, objectives, and is easily accessible. The researcher chose this study area because according to the county government of Kajiado Integrated Development Plan of 2013-2017 the county has a high illiteracy rate of 35 percent compared to the national illiteracy rate of 28.6 percent. Moreover, as per the Basic Education booklet (2014) the gender disparities remain evident in education in the county having that most parts of the county are Arid and Semi-Arid Land (ASAL). This can be attributed to a combination of factors that include high dropout rates, negative socio-cultural practices, early marriages, and teenage pregnancies among others. The negative cultural practices such as Female

Genital Mutilation (FGM) are a major impediment to girls' education and empowerment in the county. The study was carried out in Kajiado West Sub-County since it has a rural set up and it can reveal a real picture of what hinders girls from participating optimally in education in Kajiado County.

Two schools with lowest participation of girls on education in Kajiado west Sub-County were selected for the study.

Hills View school has 18 teachers, 10 women and 8 men and 730 pupils, 480 boys and 250 girls. Bright Star school has 26 teachers,15 women and 11men and 980 pupils,570 boys and 410 girls. In Hills View the toilet facilities include 3 toilets for girls and 3 for boys. In Bright Star the toilet facilities include 4 toilets for girls and 4 for boys. The two schools have urinals for boys too. In both schools there are separate toilets for the teachers. The toilets are far away from the classes but in the two schools there are no hand washing points. Both schools are day schools and pupils usually carry water for washing hands from home.

In the two schools the feeding programme is supported by the government who provides them with food. The parents also contribute a little amount of money to support the programme. The schools usually have the feeding programme during the drought seasons only. The pupils are only given lunch in school where they are served with maize and beans or rice and beans.

In both schools guidance and counselling is usually offered by the teachers. Boys and girls are usually counselled together during class time. However, once in a term when the schools are about to be closed,the boys and girls are counselled separately. The schools also have individual couselling for the pupils. In Bright Star school teachers are usually assisted by a certain NGO called CARA (An Irish founded internationally

registered NGO with a targeted focus upon Child Protection) to guide and counsel the girls.

3.5 Target Population

The target population refers to the total number of participants or the total number of environments of interest to the researcher (Oso & Owen, 2008). Rather than meaning each and every individual who lives in the study area, it refers to all the participants who can be researched in relation to the topic of the study (Denscombe, 2014). There are 108 public primary schools in Kajiado West Sub-County, however, in this study the target population comprised 44 teachers and 660 girls from two public primary schools with the lowest participation of girls in education according to the sub-county schools' records.

The headteachers were important in the study because they have the authority to plan, coordinate and supervise all the school programmes and activities aimed at enhancing the participation of girls in schools. Moreover, they are also in charge of all the school official documents that show the participation of girls in schools.

The teachers were targeted because they are the main agents who implement the school programmes and activities that enhance girls' participation in education. Moreover, teachers have direct interaction with the girls and can understand what they go through both at home and in schools.

Lastly, the girls were included in the study because they are the major recipients of the strategies put in place by schools to enhance their participation in education.

3.6 Sample Size and Sampling Procedure

According to Etikan, Musa and Alkassim (2016), the sample is a part of a population or universum. It is a part of a population selected according to some rule or plan to be studied in order to acquire data on the population. Sampling is the selection of participants in a population for inclusion in a research study (Bingham & O' Leary, 2014). Mathews and Ross (2010) describe sampling as a process that involves the selection of some cases from a large group of possible cases. As indicated by Suri (2011), the main purpose of sampling in qualitative research is to select participants who have rich data for analysis.

Creswell (2011), stipulates that in qualitative research, you select individuals or sites that can best assist you to understand the central phenomenon. This understanding emerges through a detailed understanding of the individuals or sites. It can lead to information that allows a researcher to "learn" about a phenomenon, or to an understanding that gives a voice to people who may not be heard otherwise. In a qualitative study, it is typical to study a few individuals or a few cases. This is because the overall capacity of a researcher to provide an in-depth picture lessens with the addition of each individual or site. In this study, non-probability sampling was used to select the sample. According to Watkins (2010), non-probability sampling is used where the researcher has no way of anticipating or ensuring that every element of the population will be represented in the sample. Neuman (2013, p.13) contends that non-probability sampling is suitable in cases where "for qualitative researchers, it is their relevance to the research topic as opposed to their representativeness which decides the manner by which the people to be studied are selected". Kajiado West Sub-County was selected purposively since it has a rural set up and it can reveal a real picture of what hinders girls from participating optimally in

education in Kajiado County since low girls' participation in education is generally experienced in the rural areas of the county.

From the selected sub-county, the researcher further purposively selected two schools that have the lowest participation of girls in education purposively. Head teachers, teachers in charge of sanitary facilities, feeding programme and guidance and counselling were selected purposively. The inclusion criteria were that, they had to be teachers at the school, they were in charge of the support strategies and they were willing to participate in the study. The head teacher pointed me to the teachers who were in charge of the support system and I selected all of them.

With the help of the teachers and guidance and counseling records, twenty four adolescent girls who had sought assistance from the guidance and counseling department and who had lived experiences with the school-related strategies for enhancing their participation, were selected from class six to eight in each selected school. The inclusion criteria were that they had to be girls attending the school, girls who had benefited from the sanitary pads programme in the school and girls who had sought support via the guidance and counselling department. The teachers looked at the records and selected the first four girls on the records in every class from standard six to eight at each school.

Participants were selected up to where saturation point was reached. It was assumed that these participants had certain knowledge about the school-related strategies and could give relevant information about the research objectives. Anney (2014), contends that purposive sampling is the technique mainly utilized in naturalistic inquiry studies and is defined as selecting units for instance individuals, groups of individuals or institutions based on specific purpose related with answering a research study's

questions. In purposive sampling, researchers deliberately select individuals or sites to understand the central phenomenon in detail (Creswell, 2011). Elliott (2011) likewise argues that purposive sampling involves selecting participants who are rich in information. Etikan, Alkassim and Abubakar (2016), contend that purposive sampling is desirable when the set scope is small but the participants have to be studied intensively. The purposive sampling allowed the researcher to use cases and participants that had the required information with respect to the objectives of the study. As noted by Kasomo (2006), this sampling helped to increase the utility of the findings since the sample included the participants who were able to generate detailed information that helped understand why girls' participation in education is still low in spite of schools putting in place some strategies to enhance their participation. The sample size of the participants in the two selected schools is displayed in Table 3.1.

Table 3.1: Sample Size of the Participants

Description	Total Number	Selection procedure
Headteachers	2	Purposive
Teachers	6	Purposive
Girls	24	Purposive
Total	**32**	

3.7 Data Collection Methods

Data collection methods are strategies utilized in research to get information in the field (Creswell, 2014). Leedy and Ormrod (2013), stipulate that primary data collecton methods are the best to generate the information from participants. Qualitative researchers utilize different methods that are interactive and humanistic (Creswell, 2003). Qualitative researchers prefer participants' involvement in their data generation. In qualitative studies, inquirers generate multiple types of

information and spend considerable time in the natural setting generating data (Creswell, 2009). So as to generate information that would best meet the objectives of the study, semi-structured individual interviews and focus group discussions (FGDs) were used .Individual interviews and focus group discussions are very effective and the most commonly used methods for qualitative research (Savin-Baden & Major, 2013).

3.7.1 Semi-Structured Individual Interviews

As per Dornyei (2007), an interview is a natural and socially acceptable method of generating information and can be utilized in different circumstances covering a variety of topics. Kothari (2008), highlights that interview schedules are particularly suitable for intensive exploration. A qualitative interview happens when researchers ask one or more participants general, open-ended questions and record their answers.Qualitative interviews involve a couple of questions which are intented to elicit views and opinions from participants. Onwuegbuezie and Frels (2016), stipulates that during the interview process the two significant methods of gathering information are verbal and non-verbal communication. Interviews are flexible, the interviewer can take care of sensitive comments, and interviews have a high rate of response. Interviews enable the researcher to get in-depth information and the required data through the use of probing questions.Interviews could also avoid confusing answers because the researcher can clarify the answers with participants.As indicated by Hancock, Ocklefond and Windridge (2009), the strenghth of an interview is that it gives a chance to the interviewer to seek clarity on issues raised by the participants and thus avoiding misinterpretation.

Taking into account the likely advantages of interviews in allowing in-depth probing which leads to generation of more data and clear expressions of feelings, opinions and

attitudes by participants which might not be captured by questionnaires, in this study headteachers and teachers were subjected to semi-structured individual interviews which were guided by an interview schedule. This aimed at generating first-hand information about their perceptions of school-related strategies for enhancing girls' participation in education in primary schools. According to Dornyei (2007), a 'good' qualitative interview has two key features, that is that it flows naturally and it is rich in details. To attain this, the researcher listens and does not just talk. All the interviews were conducted in schools and they took approximately one hour. The researcher asked for permission from the participants to audiotape the interviews solely for the purpose of accurately transcribing the conversation and analysis of the data.

3.7.2 Focus Group Discussions

FGD is a research method in which the researcher facilitates a small group of participants to talk about a specified topic or an issue to generate information (Wong, 2008). It is a type of qualitative research method where the researcher asks participants specific questions about a topic or an issue in a group conversation. As indicated by Creswell (2011), a FGD can be utilized to collect shared understanding from several people as well as as to get opinions from specific individuals. The purpose of the FGD is to utilize the social dynamics of the group, with the assistance of the facilitator to stimulate participants to reveal essential data about their opinions, beliefs, perceptions, and attitudes. Liamputtong (2011), highlights that FGDs are appropriate for exploring the experiences, perspectives, needs, beliefs and concerns of individuals. Qualitative researchers frequently use FGDs to get information, viewpoints, and attitudes of participants about issues and look for explanations for practices in a manner that would be less easily accessible in responses to direct

questions, as in one-to-one interviews. FGDs are regularly conducted among homogeneous target populations, who usually share common qualities such as age, sex, or socio-economic status which encourages a group to speak more freely about a certain subject without fear of being judged by others. A FGD enables a rapid collection of multiple point of views on the topic of investigation thus generating more data quicker than in individual interviews.

Considering the potential benefits of a FGD, in the study the discussions were organised for the girls in each school to enable them to participate actively and meaningfully. The FGDs involved 6 girls from class six to eight at a time and there were two focus groups in each selected school. They were conducted democratically and each individual was allowed to ask questions and express their opinions freely. The discussions were guided by a FGD schedule which consisted of a set of questions that were meant to guide the researcher in her data generation process. The schedule helped to keep the discussion relevant to the research questions. The role of the researcher was to introduce the topic to the participants and encourage free interaction through guided conversation. The researcher tried not in any way to influence the responses given by the participants as highlighted by Dahlberg and Mc Craig (2010). Through the FGDs, the researcher was able to understand the girls' perceptions of the school-related strategies for enhancing their participation in schools. All the FGDs took place in the selected schools and they took approximately one and half to two hours. FGDs were conducted by the researcher with the assistance of a research assistant who took notes and made the audio recordings with the permission of the participants. The data generated was then transcribed verbatim by the researcher.

3.8 Piloting of Research Instruments

As indicated by Mugenda and Mugenda (1999), piloting refers to trying out the research instruments in a smaller scope to determine whether or not the study could produce the expected outcomes. A pilot of the instruments was carried out to check whether there were gaps in the instruments for data generation and to identify any problem that was likely to occur during the actual data collection, and therefore to take precautions before the major study. The instruments were piloted in one school in Kajiado South Sub-County for four days. This sub-county has similar characteristics as Kajiado West in terms of low participation of girls in public primary schools. A school in a rural area and with low participation of girls in Kajiado South Sub-County was selected purposively for piloting. During the pilot study some errors were identified in the interview schedule and the FGD schedule where some questions were found to be vague to the participants. The feedback obtained was used to improve on the research instruments.

3.9 Data Collection Procedures

In qualitative research one often need to seek and obtain permission from individuals and sites at numerous levels because of the in-depth nature of extensive and multiple interviews with participants. The researcher obtained a research permit from Moi University School of Education. This permit assisted in seeking permission and clearance to conduct research from the National Commission for Science Technology and Innovation (NACOSTI). The researcher also sought clearance from Kajiado West Sub-County director of education. Copies of the permits were submitted to the school head teachers of the sampled schools during the pre-visit. An introductory letter containing a brief explanation of the study was also submitted. The researcher explained to the head teachers the purpose of the study and requested them to allow

teachers and girls to participate in the study. Since the study was dealing with girls who are young and not completely knowledgeable of the implications of their participation, the researcher sought permission from parents or guardians to allow their children to participate in the study. The researcher also requested the participants to willingly participate in the study after explaining to them the purpose and benefits of the study. A schedule for collecting the data was drawn up by the researcher. Data was then collected from headteachers, teachers and girls using interviews and FGDs Permission to audio tape the interviews and FGDs by the researcher was also sought from the participants. There was no manipulation of the participants.

3.10 Data Analysis Techniques

Analysis of data in research project involves reducing the mass of information generated and presenting the results in a manner that communicates the most significant feature. According to Babbie (2007, p. 378) "qualitative analysis is a non-numeric examination and interpretation of data, for the purpose of discovering underlying meanings and patterns of relationships." Qualitative data analysis encompasses examining qualitative data to derive an explanation for a particular phenomenon. It gives an understanding of the research objectives by revealing patterns and themes in the data. Creswell (2007) stipulates that data analysis in qualitative research comprises of organizing and sorting out the information (text information as in transcripts) for analysis then reducing the information into themes through a process of coding, and finally presenting them in a discussion.

In this study, thematic analysis was used to analyse the data, which refers to a technique for identifying and analyzing patterns of meaning in a data set (Braun & Clark, 2006). The aim of thematic analysis is to identify themes in the information that are significant or fascinating and to use the themes to address the research

question. Preliminary data analysis was done simultaneously with data collection by asking participants during interviews and focus group discussion to clarify any information provided, but not understood by the researcher to avoid misinterpretation. The information generated from interviews and FGDs was transcribed verbatim to preserve the content and the meaning as provided by the participants. Participants' confidentiality and privacy were ensured in transcripts by removing all identifiers and using pseudonyms. The researcher went through transcriptions looking for segments that were applicable to the research questions and assigned words or phrases to them that captured their meanings, generating initial codes. The units of meanings were grouped into categories which were grouped and, finally presented as themes. The researcher used open coding to code the information which implies that the researcher did not have pre-set codes but developed and modified codes as the coding process of the data was worked through.

There are numerous ways to approach thematic analysis (Alhojailan, 2012; Javadi & Zarea, 2016) however, in this study Braun and Clarke's (2006) six steps framework was used. The framework outlines the following six steps: Familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and writing up a research report.

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┌─────────────────────────────────────┐
│      Familiarizing with the data     │
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│        Generating initial codes       │
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│          Searching for themes         │
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│            Reviewing themes           │
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┌─────────────────────────────────────┐
│        Defining and naming themes     │
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│       Writing up a research project   │
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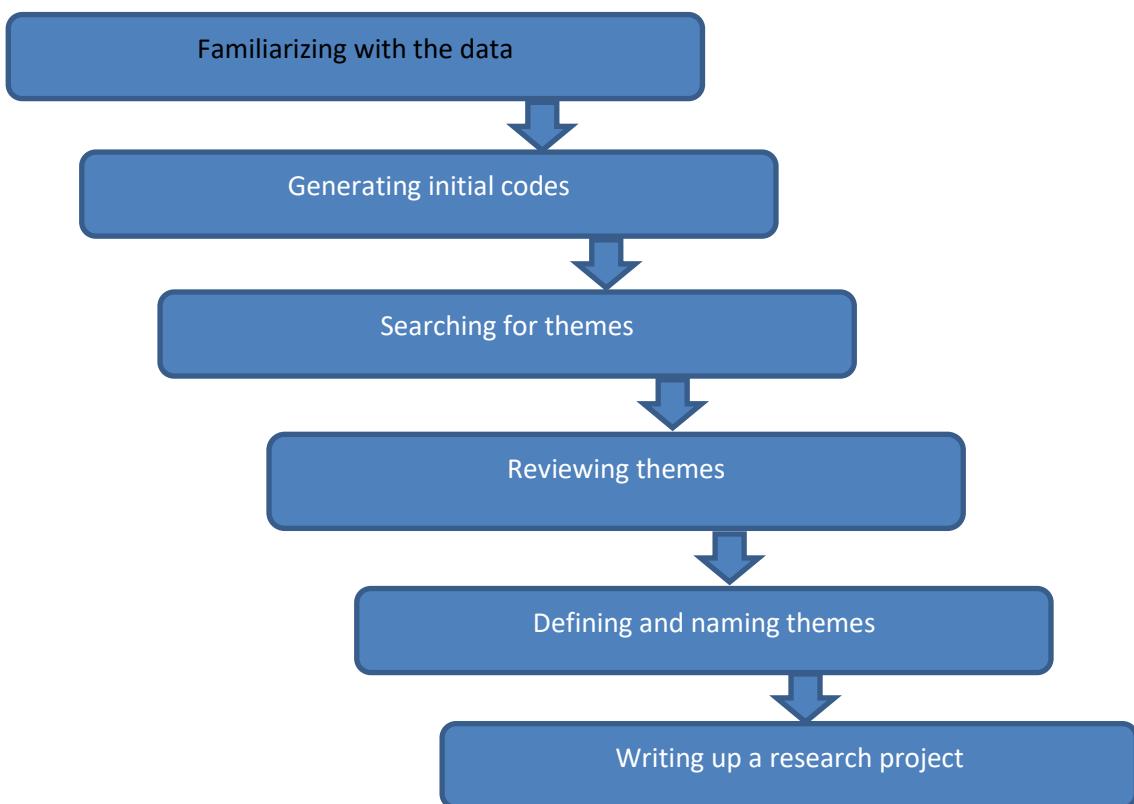
Figure 3.1: Braun and Clark's (2006), six steps framework for thematic data analysis

3.11 Measures of Trustworthiness

According to Pitney (2004), qualitative researchers use trustworthiness to refer to the process of validating the research findings and making them truthful, unlike the quantitative researchers who use statistical methods to establish validity and reliability of research instruments. Trustworthiness is the demonstration that the proof for the results reported is sound and the argument made based on the results is strong and truthful (Anney,2014). Guba and Lincoln (1994) postulate that the trustworthiness of a research study is significant in assessing its value. The trustworthiness of research is a significant methodological issue since other people should see the information from the field to be trusted in the findings of qualitative research (Loh, 2013). Lincoln and Guba (1985) state that to ensure trustworthiness in a qualitative study, credibility,

confirmability, transferability, and dependability should be used. Houghton, Casey, Shaw and Morphy (2013) concur by asserting that dependability, transferability, confirmability and credibility are the standards that are used to assess qualitative research rigor. In the study, trustworthiness was ensured by considering the above standards or criteria,which are discussed below.

3.11.1 Dependability: consistency

Dependability refers to the degree to which the information generated and the findings would be similar if the study is replicated (Ary, Jacobs & Sorensen, 2010). Polit and Beck (2009) define dependability as the stability of the information in same situations. It is concerned with whether we would get similar results if we could research the same thing twice (Guba & Lincoln, 2005). If another researcher wanted to replicate the study, they should have enough information from that research report to do so and acquire similar findings as it did (Gunawan, 2015).

Dependability is established by an audit trail which is a clear account of research activities (Amankwaa, 2016). An audit trail outlines choices made throughout the study based on methodologies and interpretive judgment (Houghton *et al*., 2013). In this study dependability of the research findings was achieved by providing a detailed description of how information was generated to aid future researchers to replicate the work.

3.11.2 Transferability: applicability or generalizability

Transferability refers to the extent to which a researcher's findings can be generalized or applied to other comparable settings (Ary *et al*., 2010). According to Anney (2014), transferability is the degree to which the results of qualitative research can be transferred to different contexts with different participants. Krefting (1991) contends

that transferability is the interpretive equivalent of generalizability, it refers to how much the results of qualitative research can be transferred to other situations.According to Pitney (2004), the findings of qualitative research are usually particular to a small number of people or a specific situation, nevertheless, qualitative findings can be applied to other contexts if the two contexts are alike, which is referred to as "goodness of fit" (Ary *et al*., 2010). As indicated by Black, Palombaro, and Dole (2013), transferability is attained by describing the original context in depth, so that other researchers can determine the transferability of findings to their context.

In this study the findings are specific to the two selected public primary schools, however, the researcher provided a rich and detailed description of the study context, the research design, the sampling technique, the sample size, the data collection methods and the duration of data collection. This thick description will enable other researchers to make comparisons and judgement whether the findings apply to their own circumstances.

3.11.3 Credibility: truth-value

Credibility refers to whether the researcher gets what he or she intended to get or learn in the research (Black *et al*., 2013). It is the confidence that can be put in the truth of the research findings (Anney, 2014). According to Shenton (2004), credibility deals with the question, i.e. how compatible are the findings with truth? or rather it deals with how a researcher comes up with the confidence in the truth of the findings of a specific inquiry. It is the responsibility of the researcher to represent the realities of the participants in an accurate manner (Ary *et al*., 2010). As indicated by Krefting (1991) credibility establishes how confident the researcher is with the reality of the findings dependent on the research design, participants and setting. Credibility is

ensured by triangulation, member checking and prolonged engagement with the participants (Black *et al*., 2013).

In this study, credibility was established by the researcher asking questions properly to avoid misleading responses and using of probing questions during interviews and FGDs to seek clarifications and correct interpretations of what the participants were saying. Thereafter member checking was done where research findings were tested with the members of those groups from whom the information was obtained. Transcript reviews played an important role in establishing credibility as the participants agreed that they captured what they intended to express in the discussion as stated by Cope (2014). The researcher also triangulated the data that was generated from both the teachers and the girls to reach the conclusion of the study. Moreover, direct quotations which can help the reader understand the perceptions of the participants, were provided in the research work.

3.11.4 Confirmability: neutrality or objectivity

Confirmability is the extent to which the findings represent the feedback from the participants and not the researcher's bias (Cope, 2014). According to Shenton (2004), confirmability ensures that the findings of the study are the results of the experiences and thoughts of the participants. As per Creswell (2009), it relates to freedom from bias in research techniques and findings. Shenton (2004), notes that it is the responsibility of the researcher to ensure that the data generated and conclusions drawn can be confirmed by other researchers exploring the same phenomenon. Confirmability could be ascertained throughout the research through an audit trail (Houghton *et al*., 2013).

In this study, confirmability was established through the provision of an audit trail which was enhanced by proper record keeping and management of raw data generated through interviews and FGDs. This enhanced easier retrieval of the information. Clear details of how data was analysed and how the researcher came up with the findings were provided. This would allow any reader to trace the course of the research step-by-step through the decisions made and procedures described in the audit trail as recommended by Shenton (2004).

3.12 Ethical Considerations

Oates (2006) defines research ethics as moral principles that guide research from its beginning to its end and publication. According to Ridley (2012) ethical issues in research concerns the physical, emotional and intellectual well-being of the participants. Creswell and Clark (2017) stipulate that ethical considerations allow the researcher to safeguard the participants, develop trust with them, ensure the integrity of the study and guard against research misbehavior. They further argue that the researcher has an obligation to respect the rights, needs, values, and desires of the participants. In the study, the following ethical issues were considered.

Informed consent

The researcher ensured that participants received full information on the objectives and nature of the study, the risks and benefits of participating with an extended opportunity to ask questions before participating in the study. Since the study involved girls who have not attained the legal age for consent to procedures involved in research, the informed consent of their parents or legal guardians was obtained. The signers were provided with all necessary information in appropriate language and they had the opportunity to refuse to allow their children to participate in the study.The girls were never coerced into participation in the study. This research was explained

to the girls in a way that they could understand. Even after permission to participate in the study was given by the parents, the girls were still free to refuse to take part in the research.

Participation was entirely voluntary and permission to withdraw from the study at any time was given to participants as Lambert and Glacken (2011) argue that the consent ought to permit participants to withdraw from participation without penalty. Informing participants in a correct manner lays the foundation for research that is ethical and legal. Participants were not given any incentive to participate in the study as Ezegwu, Laird, Saluja and Winston, (2011) postulate that no incentives should be given to participants since rewarding or paying participants may influence the informants' motivation to take part in research projects, and may also influence the responses provided by the participants, thus constituting a source of error in the data collected.. All the interviews and focus group discussions were conducted at the schools thus there were no expenses to the participants. This consent process promoted and protected the dignity, privacy, and confidentiality of the participants.

Confidentiality and privacy

The privacy of the participants in research should be respected under all conditions and the researcher should at no point abuse their privacy for her benefit (Sedmark & Longurst, 2010). The researcher protected the participants' confidentiality and privacy during the research process. Participants introduced themselves so as the researcher could establish some rapport with them, however, their names were deleted in the transcripts. Pseudonyms were used instead to protect the privacy of the participants. The information generated during the research process remained confidential and was stored in a secure place during the project. Only the researcher and the supervisors

had access to the data. All the information generated was only used for the purpose of the study.

Doing no harm to participants

The researcher avoided doing any harm to the participants by avoiding any action or statement that might have lowered their self-esteem or self-worth as it is considered unethical. Moreover, the researcher neither compelled the participants to say something they did not believe in nor did she cause fear and anxiety among the participants. The researcher avoided creating discomfort and resentment among participants by not forcing them to recall unpleasant occurrences against their will. In cases where the participants felt emotional or traumatized by talking about the school-related strategies, they were supported by the guidance and counseling teacher.

3.13 Summary of the Chapter

The following diagram shows the summary of the methodology used in the study.
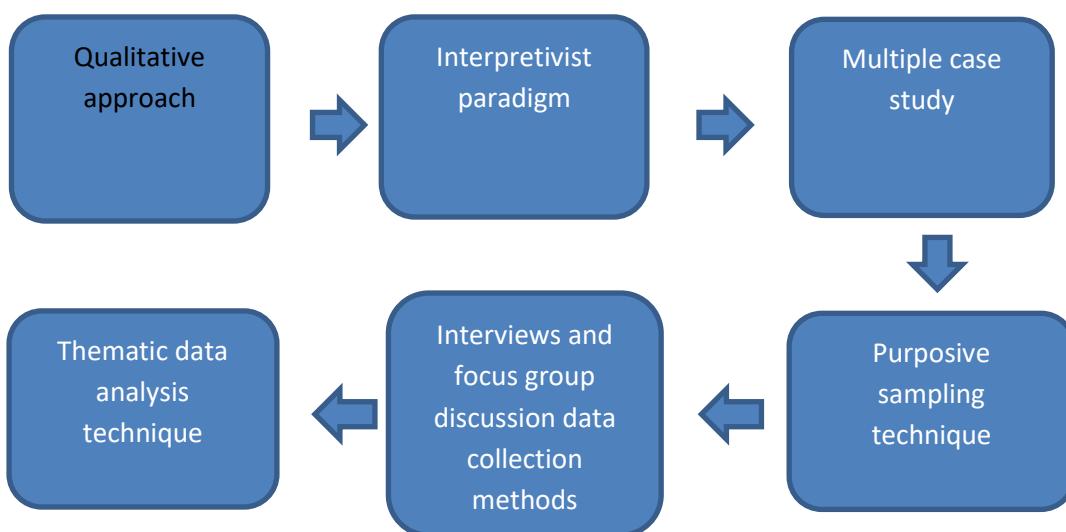
Figure 3.2: Summary of the Research Methodology

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND

DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents, analyses, interprets and discusses the findings of the study. The study explored the teachers' and girls' perceptions of the school-related strategies for enhancing girls' participation in education in public primary schools in Kajiado West Sub-County, Kenya. Data was generated through semi-structured individual interviews and FGDs. In ensuring adherence to ethical research practices I used pseudonyms to protect participants, and to ensure confidentiality, privacy, and anonymity. The findings of each research question are interpreted and discussed in line with the literature.

4.2 Demographic Information of the Participants

In this study I worked with two head teachers, six teachers and twenty four girls that were selected from two public primary schools in Kajiado West Sub-County. The schools I selected were located in the rural areas of the sub-county and they had the lowest participation of girls in education in the sub-county. In this section the researcher provides information on the characteristics of the selected participants from the two schools. The participants were required to indicate how long they have been in their respective schools, as the information was useful in knowing the period of time the participants had lived experiences of the school-related strategies for enhancing girls' participation in their schools. In this way the researcher was ensuring that the participants were knowledgeable about the strategies and would provide relevant information to the research questions.

Table 4.1: Demographic information of the participants

Name of the participant (pseudonym)	Name of the school (pseudonym)	Sex	Designation	Number of years in the school
Alex	Hills View	Male	Head teacher	5
Esther	Hills View	Female	Teacher	6
Ruth	Hills View	Female	Teacher	4
Daniel	Hills View	Male	Teacher	7
Joy	Hills View	Female	Class 8 Pupil	7
Lilian	Hills View	Female	Class 8 Pupil	9
Violet	Hills View	Female	Class 7 Pupil	7
Dorothy	Hills View	Female	Class 7 Pupil	6
Purity	Hills View	Female	Class 6 Pupil	5
Sharon	Hills View	Female	Class 6 Pupil	6
Leah	Hills View	Female	Class 8 Pupil	7
Catherine	Hills View	Female	Class 8 Pupil	7
Stephanie	Hills View	Female	Class 7 Pupil	6
Elizabeth	Hills View	Female	Class 7 Pupil	3
Lidya	Hills View	Female	Class 6 Pupil	5
Angela	Hills View	Female	Class 6 Pupil	6
John	Bright Star	Male	Head teacher	4
Doreen	Bright Star	Female	Teacher	5
Vivian	Bright Star	Female	Teacher	7
Peter	Bright Star	Male	Teacher	7
Alice	Bright Star	Female	Class 8 Pupil	8
Mary	Bright Star	Female	Class 8 Pupil	7
Agnes	Bright Star	Female	Class 7 Pupil	9
Mercy	Bright Star	Female	Class 7 Pupil	6
Pauline	Bright Star	Female	Class 6 Pupil	7
Joyce	Bright Star	Female	Class 6 Pupil	5
Eunice	Bright Star	Female	Class 8 Pupil	7
Susan	Bright Star	Female	Class 8 Pupil	6
Edith	Bright Star	Female	Class 7 Pupil	6
Ann	Bright Star	Female	Class 7 Pupil	8
Lisa	Bright Star	Female	Class 6 Pupil	5
Ruth	Bright Star	Female	Class 6 Pupil	4

Semi-structured individual interviews were used to generate the data from all the head teachers and teachers while FDGs were used to generate the data with the girls. The data generated through the semi-structured individual interviews and FDGs is presented in the form of themes.

4.3 Themes Emerging From the Data

Different themes emerged from the data generated. The findings are supported using direct quotations from the semi-structured individual interviews and FDGs. They are also discussed in line with the literature and Bronfenbrenner's ecological system theory.

4.3.1 Teachers' and Girls' Perceptions of Sanitary Facilities

The first objective of this study was to explore the teachers' and girls' perceptions of sanitary facilities as a school related strategy for enhancing girls' participation in education in public primary schools. Through semi-structured individual interviews and FGDs the participants expressed their opinions of the sanitary facilities in their schools. For this objective five themes emerged, i.e.inadequate sanitary resources, inconsistent supply of consumable sanitary resources, insufficient quality and relevant education on menstruation management, disengaged relationship and gender stereotyping.

4.3.1.1 Inadequate sanitary resources at school

According to the National School Health Policy schools ought to provide one toilet/latrine for 25 girl pupils which should be supported with special bathing cubicles. Each set of toilet cubicles require at least one hand washing facility either constructed in the toilet or latrine block or to be provided through a stand alone facility. Schools should also provide 5 litres of water for each pupil every day in day schools. During the semi-structured individual interviews and FGDs held with the participants it was revealed that both schools had inadequate sanitary resources. All the participants agreed that their schools had inadequate toilets for the girls, and that they lacked water and hand washing points. They also indicated that in their schools,

girls are never given enough sanitary towels, panties and even toilet paper. This is

evident from the following quotations:

> *"When we come to sanitary resources you find the resources we have been given by the government are not adequate like the toilets are not enough for our population. Moreover, the pads they give us they are not enough for our girls so when we don't have the stock in school at times they stay at home until their menses are over."* (Individual Interview, Hills View, Alex, head teacher, line 98-101, page 4 {9/01/2020})

> *"Let me say it has been tough, because like the sanitary resources that we have in our school are not adequate, like the toilets they are not enough, you find that the pupils from Early Childhood Development Education (ECDE) and lower primary share with those of the upper primary the toilets which is not supposed to be the case. If it is water for washing the hands you find the school cannot afford to give to the girls even during their menstruation periods unless during the rainy seasons when we have it in the tanks. For the sanitary towels you find sometimes what we are given by the government and NGOs is not adequate and on the other side you find the parents can't afford to buy for their girls so you find most of the times the girls stay at home during their menstruation."* (Individual Interview, Bright Star, John, head teacher, line 105-112, page 4 {14/01/2020})

Moreover, the teachers in charge of sanitary facilities from the two schools noted that

in their schools, the sanitary resources are not enough by noting that:.

> *"We have toilets for girls and boys separately which somehow are far away apart from each other however they are not enough according to our enrolment. Moreover, since girls in lower and upper primary share the same toilets the ones in lower primary usually leave the toilets dirty by releasing their waste on the floor therefore making it hard to always maintain their cleanliness. The school doesn't also provide soap for washing the toilets. We use water alone for cleaning since the government does not provide us with the soap and we cannot ask for money from parents. We also don't have the hand washing points in the school. Since the school experiences water shortage in most times of the year we don't provide water for washing hands to our girls. Some normally carry their own water from home while those who are unable to carry it from home just go to class like that without washing their hands."* (Individual Interview, Hills View, Esther, teacher, line 63-72 page 3 {10/01/2020})

Another teacher also noted that:

> *"In our school we only have four toilets for the boys and four for girls but for the boys they are somehow enough since we also have urinal for them in the school but for the girls they are not enough since the four toilets that we have for them are shared by the girls in ECDE, lower primary and the ones in upper primary. For the pads we normally give them when they are available, sometimes once in a month while other times once in a term and we usually give them one packet of eight sanitary pads each. But in cases where they have begun their menstruation while in school but what we have been supplied with by the government is over, we usually buy for them. But since they are many girls and we can't afford to give them a packet each we only give them like three pieces of sanitary pads and then when they go home their parents buys for them. But you always find that some parents can't even afford to buy for them more pads when they go home so they are usually forced to stay at home for maybe three to four days until they finish their menstruation then they come back to school. For the toilet papers we usually give them one roll per row to take them for a week if they finish it before the week ends they usually carry it from home and for those whose parents cannot afford they use papers that they tear from their books while some just use some leaves."* (Individual Interview, Bright Star, Doreen, teacher, line 69-83, page 3-4 {14/01/2020})

The girls also had the same views as the teachers by noting that:

> "*Most of the sanitary resources in the school are not enough. Like you see last year we were just given a packet of pads only once in second term and you know some of our parents do not afford to buy for us even the pads. So sometimes when we are in our periods we just use pieces of clothes which we wash after using and use them again after they dry. You do that until your periods are over. But when we have a heavy flow most of the times we don't attend school because you can mess up yourself while in school and others will laugh at you and then also the pieces of clothes cannot be used for many hours before they begin smelling.*" (FGD, Hills View, Sharon, pupil, line 38-44, page 2 {7/01/2020})

Another girl in the same school also noted that:

> *"In our school also we don't even have water for washing our hands after visiting the toilets, sometimes even when we mess ourselves with our periods we don't get water to clean up ourselves so some girls even end running away from school after they have messed up themselves and come back to school the following day while some end up even dropping out of school because of the embarrassment that they go through after messing up themselves while in school. Moreover, the toilets are also not enough, we share with the pupils in the lower primary and most of them don't even know how to use them, so they usually leave them when they are dirty making it*

difficult for us to use the toilets." (FGD, Hills View, Lilian, pupil, line 49-56. page 3 {7/01/2020})

Girls from the other school had similar opinions on the sanitary resources in their school. They highlighted that:

"Some of the sanitary resources in the school are not enough like we are usually given 3 tissues [toilet rolls] per class where each row gets one roll after one week which is never enough for us. Due to this sometimes we use papers or leaves since most our parents cannot afford to buy for us tissues." (FGD, Bright Star, Mary, pupil, line 37-40, page 2 {12/01/2020})

"The sanitary pads that we are given by the school are also never enough for us since some of us have heavy flow like we sometimes use four pads per day so when given one packet of pads with eight pieces you find it's not enough for you.Since some of our parents cannot afford to buy for us the pads at times we use pieces of clothes, mattress or blanket but we mostly prefer to use pieces of mattress or blankets because they are heavy and at least they can be used for some hours before they get full. However, at times we are usually forced to stay at home until our periods are over then we go back to school because when in school sometimes even getting water to clean up yourself in case you have messed up is usually a great challenge." (FGD, Bright Star, Agnes, pupil, line 70-77 page 3 {12/01/2020})

Another girl in the same school also noted that:

"The toilets in the school are also not enough we usually share with the pupils in the lower primary and at times one can wait for like 5 to 10 minutes before you get into the toilet. When menstruating we usually find it hard because even getting a chance to change your pads is usually difficult so due to this at times we prefer staying at home until our menses are over." (FGD, Bright Star, Lisa, pupil line 56-59, page 3 {13/01/2020})

The above quotations confirm that most public primary schools have some sanitary resources, but that it is far from adequate sanitary resources. Most of the girls in the two selected schools cannot afford to get sanitary towels when they are not provided with enough of them by the schools and therefore most do not attend school when they are having their periods. Inadequate sanitary resources in schools affect girls' participation in education since this inadequacy shows that schools are not effectively addressing the needs of the girls. Okemwa (2010) concurs that the absence of or low

quality of toilets and sanitary facilities impact the attendance of girls in primary school during their menstrual cycle. Njue and Muthaa (2015) also concur and contend that the absence of clean sanitary facilities leads to absenteeism, dropping out, repetition of a class,sickness and even sexual harassment.

Girls getting into womanhood need to have separate and sufficient facilities for their monthly cycle period in school; without good facilities, it would discourage them from being in school and thus, they may ultimately drop out (Burgers, 2000). Older girls specifically may also require privacy from other girls, particularly the younger girls as well as adequate sanitary pads supplies and water (Sommer, 2009). According to Sommer, Hirsch, Nathanson, and Parker (2015) an absence of adequate facilities, and materials for girls to manage their menstruation in school is an ignored public health, social, and educational issue that needs prioritization, coordination, and investment. As put by the teachers and girls the inadequate sanitary resources in schools is an issue that really affects girls' effective participation in education. This agrees with the views of the Centre On Housing Rights and Evictions (COHRE) and Water Aid (2008) in that the absence of sufficient toilets and hygiene facilities is a critical obstruction to school attendance and education for girls. According to UNDP (2008) numerous girls end up staying home from school during their menstruation periods. This could amount to missing 20% of schooling and as a result many girls drop out entirely.

4.3.1.2 Inconsistent supply of consumable sanitary resources

Effective participation of girls in education requires consistent supply of consumable sanitary resources. However, participants in this study outlined inconsistent supplies from the government and other NGOs as one of the major problems that hinders the

effective participation of girls in education in public primary schools. They highlighted inconsistent supply of various consumable resources like sanitary towels, toilet paper, water and soap for washing hands as a major issue that makes the sanitary facilities in their schools to be unreliable. The above becomes evident from the following quotations from the participant:

> "*The last time that we were given sanitary towels to give to our girls by the government was last year in second term and they just gave us for one month only. However, in third term when our girls were doing their Kenya Certificate of Primary Education (KCPE) they were supported with sanitary pads by the Safaricom Company. From that time up to now we haven't received any other donation. It is the parents who have been buying the sanitary towels for their girls but since our pupils come from different backgrounds we have some parents who have not been affording to buy for their girls the pads forcing them to stay at home during the days that they are having their menses.*"(Individual Interview, Hills View, Alex, head teacher, line 43-49, page 2 {9/01/2020})

> "*Things haven't been easy for us because if it is water you always find that the government does not supply us with water throughout the year so mostly we depend on rain water. Due to this you find that our school does not afford to provide water for washing hands to the girls during the dry seasons even when they are menstruating. We only afford to provide it to them during the rainy seasons after harvesting it and putting it in the tanks, and you know in this area where our school is located most of the times it is usually dry.Sometimes we go for several months without receiving any amount of rainfall.*

> *Then for the sanitary towels you find that sometimes the supply we get from the government and other well-wishers is inconsistent Sometimes we get the donations once in a term while other times we are given the pads once in a year. To make the matter worse you find that most of our parents do not afford to buy for their girls the pads so you find that most of the times they usually stay at home during their menstruation periods. We even have some who get lured by men with little money to buy sanitary towels and in the process they become pregnant and end up dropping out of school and get married.*" (Individual Interview, Bright Star,John, headteacher line 105-118, page 4-5 {14/01/2020*})

The teachers also noted that:

> "*For the last three years we have been giving girls in this school sanitary pads, though this year we haven't given them because the stock we had last year is over and we haven't been given more this*

year. It is the government that usually supply us with the pads since this is a public primary school. Then sometimes also some NGOs like Safaricom supply us with them. Like last year they once gave us some dozens of the sanitary pads together with some panties which we gave to the girls when they were doing their national examination. However, this supply is never dependable since it is never consistent. Sometimes they supply to us on termly basis while other times they give us the pads on yearly basis and what they give us mostly goes for one month only. So find that most of the times it is the parents who buys the pads for their girls and for those girls whose parents can't afford to buy for them the sanitary pads they usually stay at home during those days they are having their menstruating.

When we come to water for washing the toilets the school only provides it during the rainy seasons only. At least the school got a tank which can harvest the rain water and take us for some days. But when we finish the water in the tank the pupils are usually forced to bring water for washing the toilets from home because the school cannot afford to buy water. Due to this you find that most of the times the toilets are not well cleaned and some girls opt to stay at home at times especially when menstruating to avoid embarrassment because they know even if they mess the toilets they won't get some water to clean them." (Interview, Hills View, Esther, teacher, line 11-28, page 1-2 {10/01/2020})

"In our school we normally give our girls sanitary pads when they are available, sometimes once in a term while other times once in a year. We usually get the donations sometimes from the government while other times we get them from NGOs. But the supply is never consistent, like last year we did not get any supply from the government we only received some donations from a certain NGO which we supplied to our class eight girls when they were doing their national examinations. This year up to now we haven't received any donation, and we don't have any stock that remained last year. We had some that had remained last year from what the NGO had given to our head teacher to give to the class eight girls. But to our surprise when we opened school this term they had already expired. So we just threw them away." (Individual Interview, Bright Star, Doreen, teacher, line 18-26, page 1 {14/01/2020}).

Some girls with the same notions noted that:

"Sometimes we are usually given pads in school like last year we were given once in second term. Every girl from class six to eight was given a packet of eight sanitary pads. But up to today we have never been given again, we just depend on what on what our parents buy for us." (FGD, Hills View, Violet, pupil, line 10-12, page 1 {7/01/2020})

"*Sometimes when our parents are unable to buy for us the pads we usually go to the teachers and at times they give us two and sometimes three pieces of the sanitary pads which we use for one day and then stay home for the remaining days until our periods over.*" (FGD, Hills View, Stephanie, pupil, line 74-76, page 4 {8/01/2020})

"*In our school we are only given water during the rainy seasons since at that time water is always plenty in school but during the dry seasons we are not given the water to wash our hands. Some of us normally carry it from home but sometime we just stay like that without washing our hands. Even when we are on our monthly periods we aren't given water to manage our menstruation and because of this we even fear going to school because if you mess yourself you won't get some water to clean up yourself. Sometimes we just prefer staying at home until our periods are over to avoid embarrassment of being laughed at by other pupils in case one messes herself.*" (FGD, Bright Star, Pauline, pupil, line 28-35, page 2 {12/01/2020})

"*For the sanitary pads we are only given when they are available, like the whole of last year we were not given even once. But when we begin menstruating while in school sometimes we usually go to the teachers and they give us one or two pieces, just to take us for a day and then the following days we sort ourselves.If your parents aren't able to buy for you the pads you use some pieces of clothes or stay at home until your periods are over.*" (FGD, Bright Star, Susan, pupil, line 27-31, page 2 {13/01/2020})

"*For the toilet papers, the school has only given once in 3rd term last year, where we were given one roll of toilet paper per row to use for a week. But this term since we opened school we have never been given the toilet paper. Some of us carry it from home but most of us usually use leaves or papers that we tear from our books.*" (FGD, Bright Star, Ruth, pupil, line 33-36, page 2 {13/01/2020})

The above citations suggest that inconsistent supplies of consumable sanitary resources from the government and NGOs affect the girls' participation in education negatively. Although there is a primary school sanitary pad program that was established by the government of Kenya in the year 2012 with the aim of ensuring consistency in school attendance and curbing drop out among the girls, the support that girls get from the school and the government is still unreliable. Irregular and inconsistent supply of sanitary supplies to the girls makes schools to be undependable for the girls. Kenyan girls see menstruation as the most noteworthy social stressor and

a hindrance to schooling and prefer to deal with their menses at home (Mc Mahon & Baker, 2011). The shortage of money to buy the necessary sanitary towels opens up the possibility of girls being targeted by men for sexual favours in exchange for money. This opens up the possibility for girls being impregnated and having to leave school to have the baby and raise the baby. Some end up being involved in early marriages. Worldwide, early marriage has been recognized as a pervasive form of Gender Based Violence (GBV) that has a devastating effect on the lives of girls (Svanemyr *et al.,* 2015). According to Bailey-King (2018) early marriages hinders girls' access to education and increases their risk of contracting sexually transmitted infections, including HIV/AIDS as well as their vulnerability to intimate partner and sexual violence.

4.3.1.3 Insufficient quality and relevant education on menstruation management

Providing the girls with information on menstruation and allowing discussion of this taboo subject may address factors that impede effective participation of girls in education. Due to cultural norms and social taboos girls often lack access to information about reproductive health and the changes they go through during puberty. These subjects are hard to discuss in social settings especially in schools where there is male leadership. However, if girls are given instructions and demonstrations on how to use the sanitary facilities available they can be enabled to manage their periods better which perhaps would result to increased school attendance. Though provision of relevant and quality education on menstruation management is essential in enhancing girls' participation in education, it was evident from the FGDs and semi-structured individual interviews held with the participants that it was not provided in the schools. Confirming this point of view, the participants pointed out that:

"The teacher in charge of sanitary facilities sometimes talks with them about how they should be carrying themselves during their menstruation periods, but I think not so often, these are big girls they already know what they are supposed to do even without being taught. But in case, there is someone who is not aware of how to use the pads our teachers are too friendly they are always allowed to come and seek assistance from the teachers." (Individual Interview, Bright Star, John, head teacher, line 85-89, page 4 {14/01/2020})

"The time we began giving them the pads in school we first taught them on how they are supposed to use and dispose them. Since then we have never taught them again but most of them are big girls already they knew how to use them even before we taught them. Girls in this school are always too shy to discuss about the topic even if you ask them if at all there is a person who doesn't know how to use the pads they will always tell you that they all know how to use them. Sometimes it becomes difficult to even teach them." (Individual Interview, Hills View, Esther, teacher, line 56-61, page 3 {10/01/2020})

"When we began giving the girls sanitary pads in school we called all the girls from class 6-8 and taught them how to manage their menstruation. We assume that most of them know how to use and dispose the pads well and for the few who do not know they are usually guided by their friends. You know we as teachers have a lot of workload you have to deliver when it comes to academics and your pupils have to pass well at the end of the day, sometimes we don't even have time to talk with our girls. Then our parents are also funny they always leave everything for the teachers, they don't even talk to their girls." (Individual Interview, Bright Star, Doreen, teacher, line 41-47 page 2 {14/01/2020}).

Some girls seemed to be of a different view

"We are never taught by anyone on how to use the sanitary, imagine some of us begin menstruating without even knowing how to use the sanitary pads. For the first time you find that most of us end up messing on our uniforms and we are usually laughed at by other pupils because we don't have an idea of how to use the pads. And you know in our community it's hard to discuss such things with our parents so you find that most time we suffer in silence." (FGD, Hills View, Purity, pupil, line 69-73, page 3 {7/01/2020})

"Our teachers do not educate us on how to manage our menstruation periods, they rarely have time for us, and they are always busy. Sometimes some of us even begin menstruating without even knowing how to use the sanitary towels or to maintain good hygiene. We are just left to learn on our own. Sometimes you even find some girls have begun menstruating, their parents are unable to provide for them the sanitary pads but you find that they don't even have someone to guide them on using other things like pieces of

clothes.” (FGD, Hills View, Angela, pupil, line 18-23, page 1{8/01/2020})

"The teachers rarely guide us on how to carry out ourselves during our menstruation periods, they normally assume that all of us know how to use the pads and manage our menstruation. But that is not true we have some of us who don't even know how to maintain their body cleanliness during the times they are menstruating. Some come to school while smelling something that make other pupils especially boys to refuse to sit with them in class.” (FGD, Bright Star, Mary, pupil, line 12-16, page 1 {12/01/2020})

"Our teachers taught us only once how to use the sanitary pads and that was like three years ago when they began giving us the pads in school. There are some of us who got enrolled in the school after that and they don't even know how to use the pads. Some are shy to ask and they end up not using the pads well. We have some who overstays with the pads until they began smelling while some put them badly and end up messing on their uniforms with the periods. Sometimes you even find some pads disposed everywhere in the school compound, some girls just throw them carelessly after using them.” (Bright Star, Ann, pupil, line 143-149, page 6 {13/01/2020})

The above quotations suggest that information that would help girls to adequately respond to their changing needs during menstruation is often limited or unavailable in their schools. It also seems that the teachers feel they are providing enough education regarding the use of sanitary pads, while the girls think the education is irregular and insufficient. In various settings menstruation is seen as a private issue making it difficult to discuss about it in public, for instance in a classroom many girls are not properly prepared. Various studies especially from low-income nations,show that a very high number of girls start menstruating without having any idea of what is happening to them and why, since teachers and guardians find it difficult to talk about sensitive and sexual issues with their girls, even while admitting that it is also their responsibility (Mc Mahon & Baker, 2011). However, provision of pads with education might be valuable in improving participation and life chances of these girls (Montgomery *et al*., 2012). The use of sanitary towels need to be taught in the context of Reproductive Health Sexuality Education (RHSE). Sexual and Reproductive

Health (SRH) relates to the health and well-being of people in matters related to sexual relations, pregnancy and birth. According to Kenya National School Healthy Policy and Guidelines there is need to educate girls on SRH and provide them with necessary skills to prevent unwanted pregnancies, disease or sexual violence. The ability of women to understand their sexual and reproductive well-being is vital to achieving gender equity in health as well as the empowerment of women through education (Eleanor *et al.*, 2015).

4.3.1.4 Disengaged relationship

A disengaged relationship refers to a relationship where not every voice counts and where there is little consultation and involvement between the school and the girls. Enhancing girls' participation in education is a collective responsibility of different stakeholders in education, however, minimal engagement between the school and the girls - the main beneficiaries of the sanitary programme places - strain on the usage of the sanitary programme meant to enhance girls' participation in education in schools. Maximising girls' participation in education depends on strong engagement and effective communication in schools. Girls that have social contacts and a feeling of connectedness with their schools are more likely to participate in education optimally.Girls spoke of their experiences of not being involved to provide input in terms of their sanitary requirements. Some talked of not being consulted by the schools while they are building toilets or supplying them with sanitary towels which leads to some dissatisfaction among the girls. The above is evident from the following quotations:

> *"In our school it is the school management board that is in charge of managing the school facilities, whenever we want to construct some facilities like the toilets, it is usually the school administration that chooses where and how to construct them. Then for the pads we just share what we have received from either the government or well-*

wishers among the girls from class 6-8 equally. You know, if you go consulting everyone in the school on what they want it might end up becoming difficult for us to do something since people have different tastes and preference. Though sometimes you find that our girls are never comfortable with what we choose for them." (Individual Interview, Hills View, Alex, head teacher, line 67-74 page 3{9/01/2020})

"For the sanitary facilities our school manage them through the school board of management, where it helps the school administration to plan, look for funds and come up with the sanitary facilities in the school. The board of management also ensures that these sanitary facilities are well maintained in the school. We also involve our teachers while developing the sanitary facilities. We always collect their views on how to manage and maintain these facilities in the school. The teachers are also the one who supervise the cleaning of the toilets and issuing of the sanitary pads. But for the girls we don't involve them much in managing the facilities, like while constructing the toilets it is the responsibility of the school administration to decide where and how to construct them and for the sanitary towels, we normally check on the number of the sanitary pads that we have been given by the government or some NGOs then we look at the number of girls that we have from class six to class eight then from there we decide on a number which each one of them will get. If we can only afford two packets for everyone in that particular term, then everyone gets an equal share." (Individual Interview, Bright Star, John, head teacher, line 51-63, page 2-3 {14/01/2020})

The teachers also noted that:

"We are usually involved in the management of the sanitary facilities in the school, the school administration always consults us before the school develop any facility in the school. We are also the one who make sure that the sanitary facilities are well maintained. However, for the girls, it is the school that normally choose for them. You know they are very many and everyone got her own views so if we go consulting each one of them, things would only become so complicated since we can't satisfy each person's desires." (Individual Interview, Hills View, Esther, teacher, line 93-98, page 4 {10/01/2020})

Another teacher from the other school also highlighted the following.

"The school usually involves us in ensuring that the sanitary facilities are well maintained in our school. Moreover, we are always given a chance to give out our views when the school is developing the sanitary facilities. For the girls they are mostly involved in maintaining the cleanliness of the facilities. Major decisions of how to develop and manage the facilities are usually made by the school though you find that some girls are never

comfortable with what the school has chosen for them." (Individual Interview, Bright Star, Doreen, teacher, line 81-86, page 3 -4 {14/01/2020}).

The girls from both the school also noted that:

"*We are never involved by our school whenever it is coming up with the sanitary facilities in the school, like when they want to construct the toilets they don't even involve us in coming up with their location; they just construct them without consulting us. They just tell us that the toilets are ours after they have been completed. Sometimes the toilets are even constructed near the boys' toilets which makes it difficult for us to use the toilets due to lack of privacy.*" (FGD, Hills View, Dorothy, pupil, line 84-89, page 4 {7/01/2020}).

"*Our school also do not ask us the number of packets of sanitary towels that each one of us use in every month but every girl from class 6 to 8 is given an equal share and you know some of us our flow is heavy while others just experience a light flow. So sometimes you find that some of us what we are given is never enough while some what they are given is more than enough they even give them away while others just misuse them. We even have some who have not begun their menstruation and they are usually given, some of them end up even throwing away the pads.*" (Hills View, Leah, pupil, line 14-19, page 1{8/01/2020}).

"*Our school do not involve us at all when they are developing the sanitary facilities, like when constructing the toilets, we are never asked where and how we want them to be constructed and sometimes they end up constructing them where we don't feel comfortable while using them. We are only involved in cleaning the toilets which sometimes we take it as a punishment since we are never provided with brooms and soap to use while washing them. Due to this we feel like we don't own the facilities since we are not given a chance to give our views when the facilities are being developed.*" (FGD, Bright Star, Edith, pupil, line 67-73, page 3 {13/01/2020})

"*When they are giving us toilet papers, they usually give us a small piece in the morning to use the whole day without even asking us whether the piece is enough for us or not. Sometimes you even find that it ends before lunch time. Same to sanitary towels they don't even ask us how many pieces of pads we need per month and since some of us experience heavy flow at times what they give us doesn't even take us for three days. Sometimes we are forced to stay at home for some days when we are on our monthly periods because our parents sometimes are unable to buy for us more pads to use after what we have been given in school ends.*" (FGD, Bright Star, Ann, pupil, line 74-80, page 4 {13/01/2020})

While the head teacher and the teachers confirm that they are included in the discussions of developing the sanitary facilities, the girls clearly are not. The above quotations confirm that girls are not involved when their schools are planning the sanitary facilities meant to enhance girls' participation in education. This brings about dissatisfaction among the girls and limits the usage of some of these facilities. For instance, most girls are never comfortable to use the toilets due to their locations which are always chosen for them by their schools. Studies have indicated that engaging school girls in the evaluation procedure to decide the essential interventions required to enable their comfortable school attendance during monthly menses is critical. Sommer (2010) contends that it is critical to engage adolescent girls in the decision making process right from the initial stages of designing appropriate sanitary facilities. According to Njue and Muthaa (2015) sometimes it is not sufficient just to provide the toilets; however, girls' contribution in distinguishing their location and type can be citical in determining if they will be utilized. Toilets that are located far from school are dangerous for girls while those that are located near the boys affects their privacy (Moletsane et al., 2008).

4.3.1.5 Gender stereotyping

A stereotype is a fixed mental depiction of a certain group of people and the individuals from that group (Bodén, 2013). Gender stereotypes refer to people's beliefs about different genders and their roles the genders ought to play. As per Ezenwo-Ohaeto (2015) in many African societies, most communities are shaped by patriarchy which lauds male authority, domination and supremacy over the females in all spheres of life and in all ecologies. In Kenya there has been unequal representation of gender in all spheres of influence. The male gender has always been considered superior while the female gender inferior (Onyango, 2006). Gender stereotyping

continues to be an impediment in the attainment of equality among people. Stereotypic gender dispositions do not favour girls' education in most African societies. The education system is a subsystem of society that reflects the way of life and the values of a society. In most cases when African society is confronted with limited resources for schooling, it favours the education of boys over that of girls. Culturally the beginning of menstruation may signal to a family and community that a girl is fit to be married or to become sexually active, thus decreasing her chances of remaining in school. Due to gender stereotypes girls' education is not valued and hence little has been done in schools to improve the sanitary facilities meant to enhance girls' participation in education. This is evident from the following quotations:

> "Our school is in Maasai community, where girls' education is not highly valued. Lot of emphasis is on the boys because they are seen as heirs to their fathers who would help in the continuity of the lineage while girls are seen as people who would get married one day and become members of another family. So due to this you find that even the community do not support the school in improving the facilities that would help in improving the girls' education." (Individual Interview, Bright Star, John, head teacher, line 132-137, page 5 {14/01/2020}).

> "Most of our parents are not supportive when it comes to supporting girls' education in this region. Even when you tell them to just buy the sanitary towels for their girls when the school is unable to provide for them, you find that most of them are not willing to do so. To them they view girls as source of wealth and they would rather marry them off when they reach puberty to rich old men in the community than keep them in school." (Individual Interview, Hills View, Esther, teacher, line 41-45, page 2 {10/01/2020})

> "Boys are always treated differently in our school, it is the responsibility of the girls to clean the toilets in the school which we usually take as a punishment since we are never provided with brooms and soap." (FGD, Hills View, Lilian, pupil, line20-22, page 1{7/01/2020})

> "Much attention is always given to boys in our school, they are always encouraged by our teachers to work hard and perform well but for the girls sometimes we don't even have a person to talk to

when we have problems in managing our menstruation periods."
(FGD, Hills View, Violet, pupil, line 23-25, page 1, {7/01/2020})

"Sometimes our parents are never concerned with us, when we begin our menstruation and tell them to buy for us pads, they always tell us that they don't have money. Sometimes they even tell us that we are mature enough to get married and have our own families. When not given pads in school most of the times we use pieces of clothes or just stay at home until our periods are over." (FGD, Bright Star, Pauline,pupil, line 53-57, page 3 {12/01/2020})

"In our school, boys are favoured than girls like for the toilets, you find that for us we just have four of them but for them they have four toilets plus a urinal. So for them they do not queue for long like us. By the time we are going back to class after visiting the toilet we find that already they have begun learning." (FGD, Bright Star, Edith, pupil, line 45-48, page 2 {13/01/2020})

From the above quotations it is evident that gender plays a role when resources are scarce and the children have to be supported in schools, as many teachers and parents tend to not value the girls and their needs. The participants reported that their schools give more preference to boys than girls consequently affecting their participation in education. Teachers tend to interact with and encourage boys more than girls. Moreover, cleaning in general and cleaning of toilets in schools is seen primarily as the responsibility of girls, as they are stereotyped as the ones who should be doing cleaning tasks. These findings concur with the views of Abrahams (2002) who asserts that in numerous settings children were often responsible for the cleaning of toilets, especially girls, and this is often seen as a punishment. It also became clear that the attitude that the society and the community has towards girls and their education is a driving force behind their low participation in education.If the community sees the girls as property which could be sold into marriage,then girls' education will not be valued. According to Haffejee *et al.* (2020) community elders, including parents, do not at all times welcome those who challenge the gender norms related with such harmful traditional practices like early mariages. In settings that are hostile to girls and young women due to unequal gender norms, girls are often silenced

(Moletsane,2018). The gender stereotyping in society limits girls' access to basic necessities that would enhance their participation in education and reinforces negative self-perceptions. From the findings, it is evident that girls are willing to go to school inspite of not having what they need. The findings of this study agree with the argument of Hunt (2008) who demonstrated that schooling expenses are linked to gendered patterns of access, with family units in some cases less willing to provide financial support for girls' education.

4.3.1.6 Synthesis of Teachers' and Girls' Perceptions of Sanitary Facilities

In response to the question "What are teachers' and girls' perceptions of sanitary facilities as a school-related strategy for enhancing girls' participation in education five themes emerged. They include: inadequate sanitary facilities at schools, inconsistent supply of consumable sanitary resources, insufficient quality and relevant education on menstruation management, disengaged relationships and gender stereotyping. These themes explain what the girls and the teachers think and believe of the sanitary facilities in their schools. They suggest why the participation of girls in education is still low despite the strategy being put in place.

4.3.2 Teachers' and Girls' Perceptions of Feeding Programme

The second objective of the study was to explore the teachers' and girls' perceptions of the school-feeding programme as a school-related strategy for enhancing girls' participation in education in public primary schools. Data was also generated through semi-structured individual interviews and FGDs. The participants expressed their views and opinions of what they think of the feeding programme as a strategy for enhancing girls' participation in education in their schools. From the data generated five themes emerged. They include: inadequate resources, irregular supply of food by

the government, sub-standard quality of meals, lack of good collaboration between the school and the parents and poor school-community relationship.

4.3.2.1 Inadequate resources

Providing food in schools as one of the school-related strategies for enhancing girls' participation in education has been shown to have a capability of not only to improve access and encourage regular attendance but also to tackle high school drop out rates and to boost general learning and performance for children especially girls from particularly poor families (WFP, 2005). The country stands out for developing innovative and complementary school feeding programmes, with both successes and challenges. From the responses of the participants in the semi-structured individual interviews and FGDs, it was evident that the schools lacked adequate resources to support the feeding programme. This constraint is caused by an inadequate supply of food by the government and limited financial support from the parents. According to the National Social Protection Policy (2011) school meals are recognized as cross-sectoral interventions that, despite being led by a specific government sector, require coordination and support from other sectors, especially social protection, agriculture and health, to unleash their most positive outcomes. However, continued financing from the government to support the programme is a challenge. Parents are also required to contribute towards the sustainability of the programme in schools. However, due to high poverty levels in the community most parents were unable to raise the required amount of money to support the school feeding programme. The head teachers reported that parents sometimes fail to pay funds to buy water and pay the cooks. Moreover, participants indicated that the recurring water shortage in their schools was a challenge to the implementation of the school feeding programme. It was also noted that due to a lack of dining halls in the schools, pupils were forced to

eat their food in dusty and non-hygienic environments. This is clear in the following quotations:

"Our feeding programme is usually supported by the government, however, most of the times the food that we are usually given is not much. It only takes us for around two months and then it ends. Parents are also required to support the programme by paying little amount of money to buy water during the dry seasons and to pay the cooks. However, most of the time they do not pay the money at the right time so at times you find that we have the food in the school, but it is not cooked for the pupils because the school does not have funds to buy water and pay the cooks." (Individual Interview, Hills View, Alex, head teacher, line 86-92, page 4 {9/01/2020})

"While implementing the feeding programme in our school we usually face several challenges, you find sometimes the government delays in supplying us with food, like this term it hasn't given us any food and since we don't have any stock that remained last term we are forced to let our children go home for lunch. Most of the times we are usually supplied with little amount of food that doesn't take us for long. Another challenge is that in our school most of the time we experience water shortage, we have to buy water and sometimes the school does not have funds to buy it. When we are cooking for our pupils the parents are required to pay some money to pay our cooks and buy water but you find that most of them fail to contribute the money and we have to keep on sending the pupils home to go and bring the money. We also don't have a dining hall in the school, our children usually take their lunch in the field under the trees." (Individual Interview,Bright Star,John,head teacher, line 138-150, page 6, {14/01/2020}).

"The food that we cook for the children in our school is usually provided by the government. Sometimes they give us maize and beans while other times they give us some rice. But most of the time you find that what they give us is usually little. It just take us for some few days then it ends. When the food ends, our pupils usually go home for lunch or carry packed lunch from home. Most of our parents are poor, they cannot afford to contribute money to buy food when what we have been provided by the government ends." (Individual Interview,Hills View, Daniel, teacher, line 12-17, page 1 {13/01/2020}).

"Sometimes the food that we are given by the government is usually too little which makes us to reduce the amount that is served to the pupils per day. Then when we request our parents to support the programme by paying some money to pay the cooks, most of the time you find that they are unable to pay the money. We have to keep on sending the children home to bring the money. Another challenge that we usually experience in implementing the feeding programme

is shortage of water, Kajiado West Sub-County is a semi-arid region and most of the times we experience drought in the region. We have to buy water for cooking and sometimes as a school we don't even have funds for buying the water." (Individual Interview, Bright Star, Peter,teacher, line 32-39, page 2 {16/01/2020}).

"*Most of the times the cooks do not wash the food and the sufurias [sauce pans] they use for cooking well because of lack of enough water in the school. The school mostly depend on rain water so at times when it is dry the school goes for some days without water.*" (FGD, Hills View, Sharon, pupil, line 131-133, page 6 {7/01/2020})

"*The food is never enough sometimes it even ends before you get. Then because the cooks are not many to serve food to the whole school it is usually the big boys of class eight who usually serve us the food. They usually serve boys a lot of food and serve girls little food.*" (FGD, Hills View, Lilian, pupil, line 146-148, page 6 {7/01/2020})

"*No, the food is always too little for us, you feel as if you have not eaten anything even after eating. By the time we are going home in the evening we are always feeling very hungry and imagine some of us come from very far away from the school.*" (FGD, Hills View, Leah, pupil, line 149-151, page 6 {8/01/2020})

"*The school does not also provide us with drinking water at times we stay thirsty the whole day because some of us we come from very far and carrying drinking water from home to school is never easy while some of us even getting some water to use at home is usually very difficult.*" (FGD, Hills View, Angela, pupil, line 152-155, page 6-7 {8/01/2020})

"*Most of the times the food that we are given in school is never enough, we are usually served too little food and the problem is that it is never served equally. Boys are usually given more food than girls.*" (FGD, Bright Star, Pauline, pupil, line 113-115, page 5 {12/01/2020})

"*The food is always very little; they cook food that is not enough for the whole school. Sometimes the food ends even before all of us get something to eat and we stay hungry the whole day.*" (FGD, Bright Star, Ann,pupil, line 182-184, page 8, {13/01/2020})

"*The food is not cooked in a clean place; the kitchen is always dirty. You also find that even the sufurias [sauce pans] that are used for cooking are never cleaned well because of lack water in the school. We are also not provided with water for drinking in school. Some of us usually carry drinking water from home while some just stay thirsty the whole day.* (FGD, Bright Star, Ruth, pupil, line 188-191, page 8 {13/01/2020})

These quotations provide evidence of how the current state of resources i.e. the supply of food, the water, and the people to cook the food in the schools has hindered the extent to which girls are able to access the benefits of the school feeding programme. Lack of funds, inadequate supply of food, shortage of water and lack of dining halls in schools have hindered the effective implementation of the school feeding programme. Due to the lack of enough funds to employ enough cooks in schools the portion of the food for the boys is usually larger than that of the girls since it is the boys who usually serve the food. The boys are put in charge of serving the food by the teachers.The expenses associated with the implementation of school feeding programme represents a significant financial burden for both the government and the parents. Because of neediness most parents were found to be unable to support the schools in implementing the school feeding program. Neediness of the families makes it hard to run the schools (Ngalawa, Simmt & Glanfield, 2015). These findings reflect the views of Milledzi, Keney and Amponsah (2017) who assert that plans and measures should be set up by the government, the implementation ministries and agencies on the best way to expand the existing human, physical and financial resources.

4.3.2.2 Irregular supply of food by the government

The school feeding programme is supposed to improve the participation of girls in education by alleviating short-term hunger. However, most schools provide meals to the children during the drought seasons only. This can impact negatively on the objective of improving the participation of girls in education, since most of the pupils come from poor families. Destitution has affected communities financially and the affected people cannot afford to provide food for their families on a daily basis. From the participants' responses it was evident that parents are strained by their poor social economic status. It is out of this that most parents fail to send their children,

particularly girls to school whenever there is no feeding programme in school. The participants reported irregular supply of food by the government as a major problem that hinders effective participation of girls in schools. This became clear when the participants highlighted the following:

> *"The government only provides us with food during the drought seasons only and that is when we offer the feeding programme here in school, like this year they haven't given us the food. Our children are going home for lunch while those who come from far are carrying packed lunch to school. But sometimes we have those who are unable to go home for lunch or carry something to eat to school, they just share with their friends or stay hungry the whole day. Some just stay at home.We have some children who come to school when there is food and when the feeding programme ends they drop out of school. Some girls even get employed as house girls for some days because their parents cannot afford to provide them with food at home and in school there is no food and then come back to school after some days."* (Individual Interview, Hills View, Alex, head techer, line 23-31, page 1-2 {9/01/2020})

> *"Feeding programme, is a good strategy for enhancing girls' participation in education. You find that whenever we are having it in our school, the enrolment, attendance and completion rate of our girls goes up. But the problem is that the programme is not always there in our schools. The government usually gives us food during the drought seasons only, the other times our children usually go home for lunch or carry packed lunch from home. For those who are unable to get something to eat at home, they usually stay in school hungry and due to this sometimes you find some girls are lured with money to buy snacks by some men in exchange of sex and in the process they become pregnant and end up dropping out of school."* (Individual Interview,Bright Star, John, head teacher, line 207-214, page 8 {14/01/2020})

> *"Though the programme is never there throughout like last year we just had it in second term, I have come to realize that when there is feeding programme in the school absenteeism is usually not there, the children especially girls always come to school because they know there is food they are going to eat in school.* (Individual Interview, Hills View, Daniel, teacher, line 37-40, page 2 {13/01/2020}).

> *"Feeding programme really helps to keep our girls in school because whenever we have the programme you find that they are always willing to come to school since they are getting something to eat yet when they are left at home they are usually sent to herding. However, as a school we usually experience several challenges while*

implementing it, like the government doesn't supply us with the food on regular basis they usually give us the food during the dry seasons only. Whenever we are not having the feeding programme in our school you find that some children especially girls do not even attend school because they don't have the energy to walk the long distances to school since some do not even get something to eat at home. In some other cases you get that when we are not giving them food in school, some pupils from upper primary just attend the morning lessons only. They don't come back in the afternoon after going home for lunch because may be at home there is nothing to be eaten." (Individual Interview, Bright Star, Peter, teacher, line 21-31, page 1-2 {16/01/2020}).

"*At times we have the feeding programme but sometimes we don't have it, like last year second term we had it but this term since we opened school we have not had it. Some of us have been carrying packed food while others have been going home for lunch. Those who can't afford to get something to eat at home stay hungry the whole day while some are given by their friends, but we have others who just stay at home they don't attend school. You know you cannot learn well when hungry.*" (FGD, Hills View, Purity, teacher, line 122-126, page 5 {7/01/2020})

"*The last time we had the feeding programme here in school was last year second term. Since then we, have been going home for lunch and others have been carrying packed lunch to school. But we have some of us who just stay hungry the whole day. Then we have others who stay at home until the time there is food in school, that's when they come back to school. You know some of our parents don't even afford to provide us with food. Like maybe if you fail to get something for supper and breakfast you can't come to school because you won't even be having the energy to learn or even to walk from home to school and back to home.*" (FGD, Hills View, Lidya, pupil, line 123-129, page 5-6 {8/01/2020})

"*We usually have the feeding programme in our school at times, like last year we had it but since we opened school this term we have never been given food here in school. We have been depending on what our parents are able to provide for us. At times we go home for lunch or carry packed lunch to school. But at times some of us stay at home when our parents are unable to provide for us something to eat. Most of our parents are poor they just depend on casual labour and at times they don't even get what to cook for us for supper. At times we just take milk alone and go to sleep.*" (FGD, Bright Star, Mary, pupil, line 101-106, page 5 {12/01/2020})

The aim of introducing a feeding programme in schools was to give children an opportunity of attending school regularly. Nevertheless, the quotations above of the head teachers, teachers and girls concur how the irregular supply of food to schools

by the government has affected the participation of girls in education. Being a semi-arid region, Kajiado West Sub-County experiences shortages of food in most months of the year. In several households in the drought-stricken areas, hunger has been a obstruction to school participation (Dheressa, 2008). It was reported by the participants that some girls usually stay at home when there is no feeding programme in schools and come back when the feeding programme resumes, or are even lured by men for a little money to buy snacks in exchange for sex and in the process some end up becoming pregnant and finally drop out of school. It was also reported that whenever children are not provided with food in school some girls get employed as house girls for some days because their parents cannot afford to provide them with food then come back to school after some time away. All the participants were of the view that the irregular supply of food at school has influenced the participation of girls in schools negatively.

4.3.2.3 Sub-standard quality of meals

During the semi-structured individual interviews and FGDs held, the participants revealed that the meals that the pupils are given in school are of sub-standard quality. In all the schools it was reported that children are given either rice and beans or maize and beans. The majority of the participants reported that the food is never cooked well since it is cooked without oil and salt. The head teachers also reported that since they depend on government's food supplies to run the school feeding programme they do not have a choice of the meals they provide to their pupils. They just provide to their pupils what is given to them. This was articulated in the following quotations:-

> *"We provide the children with what the government has donated to us, sometimes rice and beans while other times maize and beans. Those who are not comfortable with what is available in school usually carry food from home or stay hungry the whole day because we don't offer any special diet to any child."* (Individual

Interview,Hills View, Alex, head teacher, line 38-41, page 2 {9/01/2020})

"We provide to our pupils what is available in school, you know the food is donated to us, so what is provided to us is what we give to them. As a school we don't have a chance of choosing what to cook for our children. What the government decides to give us is what we usually cook for our children whether tasty or tasteless. You know even if we request our parents to chip in at least we provide a better diet for the children. Most of them will not cooperate." (Individual Interview, Bright Star, John, head teacher, line 104-109, page 4 {14/01/2020})

"When the government has not donated to us oil we usually cook for them boiled food, we just put for them salt since our parents are never willing to contribute money for buying oil." (Individual Interview, Hills View, Daniel, teacher, line 33-34, page 2 {13/01/2020}).

"They usually give us food with no salt, the food is always tasteless and dirty. Sometimes while eating it we usually find it with weevils and small stones. Some of us do not even eat the food." (FGD, Hills View, Joy, pupil, line 129-130, page 5 {7/01/2020})

"They usually cook for us either rice and beans or maize and beans which some pupils refuse to eat. Some complain of stomach aches after eating because the beans are never cooked well." (FGD, Hills View, Violet, pupil, line 142-144 page 6 {7/01/2020})

"They cook for us rice and beans or maize and beans but the problem is the food is never cooked well. Most of the times we are usually served food that is not ready. There are times that some of us don't even eat the food they usually carry food from home or just stay hungry up to evening." (FGD, Hills View, Leah, pupil, line 144-147, page 6 {8/01/2020})

"Sometimes the food is not cooked well, they cook it without salt and oil and sometimes they even serve it before it is ready which makes us to have stomach aches at times. Due to this at times we don't even eat the food we just stay hungry the whole day since we are not allowed to carry food from home to school or go home for lunch whenever there is food in school for equality purposes." (FGD, Bright Star, Agnes, pupil, line 119-122, page 5 {12/01/2020})

"We are never given a balanced diet, the school usually cook for us either rice and beans or maize and beans. Sometimes the food is well cooked but at times it is served before it is ready especially maize and beans. At times they even cook for us food without salt and oil. Some of us carry salt from home while some do not even eat the food they just stay hungry the whole day." (FGD, Bright Star, Ruth, pupil, line 178-181 , page 8 {13/01/2020})

From the above quotations it is evident that schools do not provide quality meals to the pupils. It was revealed that pupils are usually given either given rice and beans or maize and beans. The participants moreover reported that the food is not cooked well at times forcing some children to stay hungry the whole day. Overdependence on government food supplies has led to schools being unable to provide quality food to the pupils. Schools just rely on what is donated to them by the government, they have no choice over the quality and type of food that they give to the pupils. The head teachers see the food as a donation and not as the government complying with their own policy. Parents too are not willing and often not able to contribute towards provision of quality meals for children in schools. Kelly (2011) notes that most parents find direct and indirect school fee charges hard to bear with, thus informing the option of choosing boys to attend school while girls stay at home and do domestic chores so as to allow them to go to work and search for food for their families. Increased enrolments of pupils in public primary schools because of free primary education has led to a strain on the government's budget allocation to schools. This has limited the government's ability to supply meals of high quality to schools.

4.3.2.4 Lack of good collaboration between the school and the parents.

Collaboration between parents and school refers to a situation where both the schools and the parents work together to achieve a common goal. For the implementation of the school feeding programme to be successful it requires mutual commitment from both the schools and the parents. Participants in this study explained how the lack of collaboration between the schools and the parents has affected the implementation of the school feeding programme. This is caused by the parents' perceptions and attitudes that the school feeding programme is a government supported project and therefore they should not strain to have it running. The participants in the study

revealed that some parents think that since primary education is free in public schools, it is the responsibility of the government to fund the school feeding programme. Moreover, it was also reported that most parents do not value the education of their children especially that of the girls and therefore they refuse to contribute towards the implementation of the school feeding programme. The above became evident from the following responses:

> *"Most of our parents do not value education especially girls' education. So you find that most of them are never willing to pay any amount of money to the school. But the government only give us food, it doesn't give us funds to buy water and pay the cooks. So for the programme to be implemented parents have to come in and pay something little. Sometimes we really push them to pay the money."* (Individual Interview, Hills View, Alex, head teacher, line 93-97, page 4 {9/01/2020})

> *"Parents around here sometimes are difficult to deal with, like when we don't have the government relief funding and supplies, when we try asking them to bring some money to purchase the food most of them are never willing to pay the money. We once tried to mobilize our parent through the Board of Management (B.O.M) to pay some little amount of money for their children's lunch at one time we didn't have food from the government. But it didn't work well, the parents did not cooperate well so we left it. Imagine even when we have been given some food by the government, when we request them to support the programme by paying some little amount of money to pay the cooks and buy the water most of them do not cooperate, they are never willing to pay the money. Since education is free they believe everything should be given for free in school including meals."* (Individual Interview, Bright Star, John, head teacher, line 30-38, page 2 {14/01/2020})

> *"Some parents are never willing to contribute money to support the feeding programme.They believe it is a government supported programme and they are not supposed to support it in any way.We have to send their children back home to go and bring the money. They are never willing to even offer their labour for free, some time back they used to come physically to cook, they were making a duty roster and then they alternate in coming but that one really gave us hard time because some were very stubborn they didn't want to come, so we decided that we shall be employing some cooks whenever we have the feeding programme."* (Individual Interview,Hills View, Daniel, teacher, line 19-25, page 1 {13/01/2020}).

"The parents usually pay some little amount of money for the feeding programme whenever they are giving us food in school for paying the cooks. Those who fail to pay the money are usually sent home to go and bring the money. Sometimes you find some pupils stay home for even two weeks because some parents are unable to pay the money while others are just unwilling to pay the money, they say education is free." (FGD, Hills View, Catherine, pupil, line 136-140, page 6 {8/01/2020})

"When we have feeding programme in school, parents are required to pay some amount of money. But some parents refuse to pay the money, sometimes the teachers call out our names before we are served the lunch so if your parents have not paid for you the money you are chased away from the queue and you stay hungry the whole day." (FGD, Bright Star, Lisa, pupil, line 245-248, page 10 {13/02/2020})

"But sometimes if your parents have not paid for you the money for the food you are sent home during class time to go and bring the money and you know some never come back to school again. There is one girl in our class who dropped out of school last year, she was sent home to go and bring money for food but she just went and got married because her parents were unable to pay for her the money." (FGD, Bright Star, Ruth, pupil, line 249-253, page 10 {13/02/2020})

From the quotations above it is evident that the schools do not collaborate well with parents to enhance the smooth implementation the feeding programme in schools. For any school programme to be run smoothly, all stakeholders have to dedicate their efforts to work towards its success. However, in the study it was reported that schools rely on government's aid to run the feeding programme. Most participants reported that some parents are not willing to contribute money or offer their labour to help in the implementation of the school feeding programme. It was revealed that most parents believe that they should not be paying anything to schools since primary education is free in public schools. However, the head teachers reported that the government only supplies them with food and for the schools to implement the school feeding programme, parents have to come in and pay some small amount of money to buy clean water using trucks when there is drought and the school tanks are empty and to pay the cooks. Lack of ownership of the school feeding programme by the

parents have impeded the implementation of school feeding programme. When stakeholders have a feeling of ownership in a programme, they are more likely to advocate for the programme during hard times (Quaye, Essegbey, Frempong & Ruivenkamp, 2010). It should not go unnoticed that the teachers sending the children home or out of the queue for food because they have not paid has not only a negative impact on the children's health and wellness, but also on their esteem.

4.3.2.5 Poor school-community relationship

Community participation is critical in the implementation of a school feeding programme, and draws on a sound relationship. A poor school-community relationship implies the presence of a less supportive working relationship between the school and the community. From the data generated in the study it was evident that the poor relationship between the school and the community restrained the effective implementation of the school feeding programme. The majority of the participants reported how some community members have not been supporting the school in sustaining the school feeding programme, and how they break into the school stores and steal the food given by the government or break into school grounds over weekends and holidays to let their animals graze on the schools' farms. This can be seen from the following quotations:

> *"We once tried to grow maize and beans in our school farm at least to substitute [complement] what the government gives us for the feeding programme but we got a lot of problems from the people around our school. This is mainly a pastoralist community, people value their animals so much so during holidays and weekends they were getting their animals into the school farm and they eat all our crops.*" (Individual Interview, Hills View, Alex, head teacher, line 32-36, page 2 {9/01/2020})

> *"The community members do not support the school, sometimes people from around here break into our school at night and steal the food that we have been given by the government. This has happened several times and no one has ever been arrested even after reporting*

the cases to police and the area chief." (Individual Interview, Bright Star, John, head teacher, line 151-154, page 6 {14/01/2020})

"*We don't get any community support in implementing the school feeding programme, the community itself is not agricultural or crop oriented, people are animal oriented they don't cultivate any food that they can donate to the school. Sometimes when we even try to plant some food in our school farm to support the feeding programme when we don't have the government relief funding and supplies some people from around usually destroy our fence and graze their animals on our crops.*" (Individual Interview,Hills View, Daniel, teacher, line 27-31, page 2 {13/01/2020}).

"*At times when we have the feeding programme, some community members who are not even our parents send their children to sneak into our school during lunch time just to eat what we are giving to our pupils and then they disappear after eating. You know most of our pupils do not have school uniform due to poverty issues in the area, so parents take advantage of that and send their children who are not our pupils to come and have lunch in the school. Then our school does not have a fence so these children just get access to the school through any direction. Due to this you find that what we have been given by the government to feed our pupils don't take us for long before it ends.*" (Individual Interview, Bright Star, Peter, teacher, line 45-52. page 2-3 {16/01/2020}).

"*We usually have the feeding programme in the school only when the government has donated to the school some food. But there was a time when the school had grown maize and beans in the school farm they wanted to be cooking for us the food when there is no donation from the government but unfortunately some people from around got into the school and grazed their animals on the crops.*" (FGD, Hills View, Stephanie, pupil, line 130-134, page 6 {8/01/2020})

"*Sometimes the food that is donated by the government is stolen at night. Some people from around break into our school especially during the weekends and steal the food. You know we don't have a fence in our school so thieves get into our school easily.*" (FGD, Bright Star, Mercy, pupil, line 115-117, page 5 {12/02/2020})

A school is most probable to progress well if it has strong positive relations with the immediate community, and if the community feels that it owns the school and its programme (Mkhabela, 2012). An absence of community support in implementing the school feeding programme is responsible for the lack of its sustainability. Schools with their communities behind them implement their feeding programmes more successfully than schools with less community involvement. There is a moral

dilemma of a feeding programme in a school in a very poor community and it is challenging to only feed the school children. In the study it was reported how some parents send their children who are not school children to go and get fed in the schools, making the food not to be enough for the pupils. In nations where there has been active participation of the communities in implementing various programmes in schools, there has been an impressive achievement in accomplishing sustainable improvement in educational levels (Pailwar & Mahajan, 2005). The findings of this study indicated how the school feeding programme has been affected negatively by a poor relationship between the school and the community. This has in turn hindered the participation of girls in education because whenever there is no feeding programme in schools most children, especially girls, are forced to stay at home since they cannot attend school while hungry.

4.3.2.6 Synthesis of Teachers' and Girls' Perceptions of Feeding Programme

Collectively the five themes that responded to the research question "What are teachers' and girls' perceptions of the feeding programme as a school-related strategy for enhancing girls' participation in education" revealed that inadequate resources, irregular supply of food by the government, sub-standard quality of meals, lack of good collaboration between the schools and the parents, and a poor school-community relationship has limited the ability of the school feeding programme in enhancing girls' participation in education in public primary schools.

4.3.3 Teachers' and Girls' Perceptions of Guidance and Counselling

The last objective of the study was to explore teachers' and girls' perceptions of guidance and counselling as a school-related strategy for enhancing girls' participation in education. Through semi-structured individual interviews and FGDs the participants expressed their views of what they feel and think of guidance and

counselling as a strategy for enhancing girls' participation in education in their schools. From the data generated the five themes emerged, i.e. insufficient guidance and counselling resources, social cultural beliefs, inadequate training for teacher counsellors, parents' and girls' negative attitude towards guidance and counselling and unfulfilling relationship between teachers and girls.

4.3.3.1 Insufficient guidance and counselling resources

Quality guidance and counselling services in schools require resources such as a guidance and counselling office, adequate time on the timetable,reference materials for teacher counsellors to read about counselling issues, and a teacher who sees the value of guidance and counselling and who wants to support the pupils who have issues to deal with. A lack of adequate resources was highlighted by participants as a major challenge facing implementation of the guidance and counselling programme in their schools. The head teachers reported that guidance and counselling teachers in their schools had a big workload and that besides the teachers being in charge of guidance and counselling they also had other non-counselling duties like teaching and administrative duties. The teachers concured that they had a big workload since they were selected as class teachers, allocated weekly duties and had administration responsibilities something that made them have limited time for guidance and counselling. The teachers also reported that their schools do not have reference materials to use during the counselling process. The girls also reported that there are no guidance and counselling offices in their schools. They also noted that their teachers are always busy and no specific day has been set aside in their school for guidance and counselling. The above is evident in the following quotations:

> "*For guidance and counseling you find that our teachers' work load is too big for the teachers such that the teachers don't get enough time for guidance and counselling, you see especially with the new*

competency based curriculum there is a lot of work to be done as teachers. We don't even have time to sit and talk with girls since there are so many documents that we have to prepare. Moreover, we don't even have enough teaching materials to use during the guidance and counseling sessions. We usually guide and counsel them from just our own experience which I believe sometimes is not enough." (Individual Interview, Hills View, Alex, head teacher, line 106-111, page 5 {9/01/2020})

"*Another challenge facing guidance and counseling in our school is the big workload for our teachers because you find the same teachers who are expected to meet academic targets of the term are the same teachers who are expected to offer guidance and counselling to our girls. So most of the time you find the teachers giving more attention to class work since at the end of the day they are expected to perform and produce good marks and forget guidance and counseling which is not examinable.*" (Individual Interview, Bright Star, John, head teacher, line 160-165, page 6 {14/01/2020})

"*We don't call professional counsellors in our school. It's the teachers who offer guidance and counseling to our pupils. You know we can't manage to pay someone to just come and counsel our pupils, since this is a public school we don't have the funds to do so and we are not allowed to request for money from parents. But whenever we realize that our children are going through serious problems and they are not improving even after offering guidance and counseling to them as a school, we normally call their parents and talk to them and even sometimes advise them to seek help from other professional organisation in charge of offering professional counselling.*" (Individual Interview, Hills View, Ruth, teacher, line 31-38, page 2 {10/01/2020})

She further noted that:

"*We also have issues with time, our workload is just too big, like the same teacher who is supposed to produce good academic results is the one who is also supposed to guide and counsel our girls, so you find that at times we don't even have time to counsel them and that's why we guide and counsel them whenever there is an issue that needs to be talked about. Then we also don't have resources like teaching materials for guidance and counseling. We usually rely on our own knowledge and experience to counsel our girls*." (Individual Interview, Hills View, Ruth, teacher, line 59-64, page 3 {10/01/2020})

"*Implementing guidance and counseling in our school has been a quite challenging experience because you see as much as guidance and counselling is very important in enhancing girls' participation in education we don't really have adequate time to do it. We don't have a specific day for guidance and counselling in the time table,*

we normally have it once in a while like two times in a term. The big workload that we have especially with the new competence based curriculum which is so much involving cannot allow us to have guidance and counselling quite often in the school. More over the much importance that is given to academic performance can't allow us to dedicate much time to guidance and counselling at the expense of class teaching because at the end of the day parents and the ministry of education expects good academic performance from our learners." (Individual Interview, Bright Star, Vivian, teacher, line 47-56, page 2-3 {15/01/2020})

"*We rarely have guidance and counseling in our school. Our teachers always say they are busy. Mostly we are usually counselled once in a term when we are about to close school for holidays.*" (FGD, Hills View, Purity, pupil, line 182-184, page 7 {7/01/2020})

"*Then when we have personal problems sometimes we find it hard to seek assistance from the teachers because the school does not have a guidance and counseling office where you can share your issue with the teacher in charge of counselling privately. The only place you can meet with the teacher is in the staffroom and the other teachers are always there.*" (FGD, Hills View, Lilian, pupil, line 185- 188, page 8 {7/01/2020})

"*We don't have a specific day that has been set aside for guidance and counseling in the timetable. We are usually counselled once in a term. Our teachers are always busy they don't have time for us even when we have some personal issues that need counselling when we approach them for guidance and counselling they usually tell us to go back later. At times we get discouraged and we don't go back to them again. We just stay with our issues or share with our friends.*" (FGD, Hills View, Leah, pupil, line 208-213, page 9 {8/01/2020})

"*Most of the times our teachers are always very busy, they don't create time to counsel girls and boys separately. Mostly we are usually counselled together while combined during class time.*" (FGD, Bright Star, Pauline, pupil, line 199-201, page 8 {12/01/2020

"*Since we don't have a specific day for guidance and counselling in the timetable we are usually counselled for some few minutes during pastoral programme instruction (P.P.I) by people from a certain NGO who come to our school to teach us the word of God.*" (FGD, Bright Star, Ann, line 261-263, page 11, {13/01/2020

From the above quotations it is evident that insufficient guidance and counselling resources in schools has affected the provision of guidance and counselling services to girls to a very great extent. The participants mentioned that they just get a few minutes, which is inadequate, when one needs to listen and let the girl talk about her

problem, and then think of a workable solution. Several studies have identified inadequate resources as one of the challenges that affects implementation of guidance and counselling in schools. Okere (2005) argues that most counselling programmes in schools are not appropriately financed. According to Nyamwange, Nyakan and Ondima (2012) numerous schools do not have facilities which are fundamental for provision of guidance and counselling services in schools. Ngumi (2003) highlighted that several schools lacked trained counsellors, time assigned for counselling and reference materials for use by counsellors. According to Kafwa (2005) counsellors who have sufficient and relevant facilities tend to be more confident, effective and productive.

The findings of this study indicated that the schools have not set aside specific time for guidance and counselling on the timetable. These findings concur with those of Obi, Mohd and Bernice (2012) who demonstrated that most schools have no regard for guidance and counselling activities. School timetables do not make provision for guidance and counselling activities. In their study they found that terms were planned without giving specific period of time for pupils to have any form of formal guidance and counselling experiences with professional counsellors or selected teachers.

Low (2009) also asserts that absence of guidance and counselling in the school timetable tops the list among others as the major challenge to counselling practice in primary schools. A big workload in schools leaves many teachers who are in charge of counselling with little time to focus on provision of guidance and counselling to girls. These findings confirm the findings of Juma (2009) that a heavy workload and other duties have contributed to teacher counselors not seeing guidance and counseling as a priority in their busy schedules. This affects the effectiveness of guidance and counseling in schools in enhancing the participation of girls in schools.

4.3.3.2 Social cultural beliefs

Cultural factors have been a hindrance to girls' participation in education in arid and semi-arid regions in Kenya since independence. Cultural practices are valued as they are passed from generation to generation. Each human society, regardless of its level of technical advancement devotes a great attention to transmitting its cultural heritage to the young (Obanya, 2005). Messi-Matheri (2008) contends that tradition dictates and outweighs education demand and the Maasai girls easily opt for cultural ways at the expense of her educational opportunities. They choose not to go to school and go through some cultural practices. In the study, most girls were from the Maasai community, however, most teachers in the schools were from other ethinicities and they do not understand the Maasai culture. During the semi-structured individual interviews the teachers reported that culture has a great influence on their girls' participation in education. They noted that despite their efforts of guiding and counseling the girls on the negative effects of some cultural practices like FGM and early marriages, some girls seems to have resisted change and still undertake them secretly. Some girls also revealed that they go through FGM willingly despite being educated about its dangers because they want to be respected members of their community. This became evident in the following quotations:

> *"In the community that we are living in, culture has deep roots, people really value their culture. Through guidance and counseling we usually enlighten our girls on the importance of education and the disadvantages of some cultural practices but surprisingly you always find some girls insisting that they have to go through some practices like FGM and early marriages and no one can change their mind. At the end of the day it is like our efforts do not bear any fruit because after going through FGM most of them usually drop out of school and get married."* (Individual Interview, Hills View, Alex, head teacher, line 120-126, page 5 {9/01/2020})

> *"Culture has also been undermining our work in guidance and counseling, despite our effort to explain to our girls the dangers of some cultural practices they still go back to their culture and*

practice them. In this region I think the influence of culture is stronger than the education we are trying to give them so for the things like FGM even after enlightening them about the same you still realize that when they go back home they still in one way or another get influenced to go for the same. Though now it is done secretively it is not done like it used to be done there before." (Individual Interview, Bright Star, John, head teacher, line 166-171, page 6-7 {14/01/2020})

"Our greatest issue in this region is usually the cultural influence, like we really guide and counsel our girls against some retrogressive cultural practices like FGM and early marriages, they will listen and participate in the counseling process but after some time you will hear them saying, "we are going to do it." You know it is in vain like you guide them then they do against what you tell them. It's like culture has deep roots in the community and making them to stop some practices is not easy even the ones that are not good." (Individual Interview, Hills View, Ruth, teacher, line 46- 51, page 2 {10/01/2020})

"Another challenge is the background and culture of where our girls come from. You find that even if these girls come for counselling and you guide them about certain things. You find that they are not willing to follow what you tell them because back at home there is a force. It becomes difficult for a pupil to be convinced more by the teacher bearing in mind that at the end of the day she still goes back home which got its own culture and you know people's culture is one way and then education is something different. There is a lot of contradiction between the two." (Individual Interview, Bright Star, Vivian, teacher, line 68-73, page 3 {15/01/2020})

"There is a lot of contradiction between the counseling that we get here in school and our culture back at home sometimes we are told some things are bad like FGM but when we go home and tell our parents about it they insist they are good. Some of our friends even laugh at us if we say we don't want to get circumcised. At the end of the day we just accept and go for it for us to be accepted in the community." (FGD, Hills View, Elizabeth, pupil, line 238-242 ,page 10 {8/01/2020})

"In our Maasai culture one has to be circumcised for you to be respected by others in the society sometimes even if we have been taught about the dangers of FGM in school, we just have to go through it. Sometimes we are not even forced by our parents we just get circumcised willingly during the holidays." (FGD, Bright Star, Mary,pupil , line 222-225, page 9 {12/01/2020})

"In our Maasai culture, FGM is highly valued, if you refuse to go through it you can never be respected by your age mates in the community. Sometimes even if we have been taught about the disadvantages of it in school some of us still go and get circumcised

secretly during holidays just for us to be like our friends." (FGD, Bright Star, Edith, pupil, line 300-303, page 12 {13/01/2020})

From the above quotations it is evident that education and culture are not aligned in this community. Social cultural beliefs are deeply ingrained and limit the ability of guidance and counseling teachers to halt practices such as FGM and early marriages. Yara (2012) contends that some cultural practices of pastoralist communities in Kenya contributes to a high rate of drop out of pupils. Girls experience emotional difficulties that are caused by the cultural practice of FGM (Chirui & Kiumi, 2005) and it also affects both the physical and psychological well-being of a girl due to the female genital deformation and mental torture resulting from the pain experienced (Abor, 2006). According to Nekatibeb (2012) when girls go through practices such as FGM they tend to drop from school due to early marriages and therefore their participation in education is affected.

4.3.3.3 Inadequate training for teacher counsellors

An effective guidance and counselling programme is determined by among other factors the professional training in counseling of the teacher counsellor. Besides teacher counsellors having a suitable personality and understanding of guidance and counselling, they require professional training. Gibson and Mitchell (2008) contend that special training provides the school counsellor with special knowledge as a counsellor. Guidance and counselling teachers need to be furnished with professional skills needed to design comprehensive guidance and counselling programmes. Ching (2013) in a study done in Hong Kong schools on the need for guidance and counselling training indicated that training was crucial for a teacher counsellor and should include knowledge and skills related to guidance and counselling and life skills. Consistent training keeps school counsellors educated and well informed (Deluccia-Reinstel, 2009). In this study, the teacher counsellors reported that they

viewed their training in guidance and counselling as inadequate. The head teachers also reported that their schools have never sent their teacher counsellors for in-service training in guidance and counseling, and that the teachers were mainly relying on their own experience to guide the girls. It was also reported by girls that their teachers lacked professional skills in guidance and counselling. The above is confirmed by the following quotations:

> *"Another challenge facing our guidance and counselling in our school is that our school does not have a teacher who has done a course in guidance and counselling and the government does not give us funds to support our teachers to undertake in-service training on guidance and counselling. Our teachers just use their own experience and the training they got as part of their teacher training program to counsel our girls. This is not enough because at time you find that our children come to school with problems that require specialized skills in guidance and counselling. Sometimes we are even forced to refer some children to some professional counsellors since our teachers cannot handle some cases."* (Individual Interview, Hills View, Alex, head teacher, line 112-119, page 5 {9/01/2020})

> *"We don't have any teacher in our school who has done a course in counselling and we have never taken our teacher for in-service training in guidance and counselling due to lack of funds, but at least all teachers have basic skills in counselling. When teachers are undertaking their training in teacher education they are usually taught some topics on guidance and counselling."* (Individual Interview, Bright Star, John, head teacher, line 80-84, page 3-4 {14/01/2020})

> *"I have not done any course in guidance and counselling. To counsel our girls, I usually rely on the counselling skills that I acquired when I was undertaking my p1 certificate training. But I think these skills are not enough especially with this changing society where things are changing every day and our girls are getting exposed more to new things."* (Individual Interview, Hills View, Ruth, teacher, line 40-43 page 2 {10/01/2020})

> *"Moreover, another challenge that we experience in offering guidance and counselling in our school is that no teacher is trained in guidance and counselling, we only have the basic skills in counselling that we acquired during our teacher education program. We don't have specialized skills to handle some cases that are reported to us by our girls. Mostly we usually rely on the help of a certain non-governmental organisation called Cara Girls Rescue*

> *Centre that comes to guide our children in our school. The organisation has professional counsellors who help our school in offering some specialized counselling to our pupils."* (Individual Interview, Bright Star, Vivian, teacher, line 61-67, page 3 {15/01/2020})

> "*Sometimes our teachers are unable to counsel us on some things, when we go to seek help from them at times, they usually request our parents to take us to professional counsellors."* (FGD, Hills View, pupil, Sharon, line 189-190, page 8 {7/01/2020})

> "*Our teachers also counsel us on general things, but when you have very serious problems that require special counseling they usually tell us to request for help from people from Cara Girls Rescue Centre. So at times when we have issues we don't even share with them we just go straight to the people from Cara because those ones are professional counsellors.*" (FGD, Bright Star, Susan, pupil, line 321-324, page 13 {13/01/2020})

The above quotations provide evidence that the teacher counsellors had inadequate training in guidance and counselling thus no specialized skills in counselling which would enable them to offer guidance and counselling to girls effectively. The teachers indicated that they were trained in counselling skills as part of the teacher education program. According to them the training was not adequate to give them all the skills required for effective delivery of guidance and counselling services. The training did not include participatory methods to engage with the learners and so their guidance and counselling take on a moralistic and didactic angle which is not inclusive but rather exclusive. These findings concur with the findings of Nyamwange *et al*. (2012) where teachers themselves indicated that they felt that the training they went through did not sufficiently furnish them with the necessary guidance and counselling skills. According to Njoka (2007) absence of appropriate training for teacher counsellors has been identified as a major challenge in delivery of counselling services in Kenya primary schools. The findings showed that participants acknowledged the need for guidance and counselling training for teacher counsellors. According to Republic of Kenya (2005) there is need for improving guidance and counselling services by

developing capabilities of school counsellors so as to undertake assigned responsibilities with confidence. Wafula (2012) argues that most teachers do not improve their skills even in the light of the changing technological and socio-economic environment. Perhaps lack of well-trained counsellors in schools could be one of the impediments to effective guidance and counselling services offered and which could be one of the causes of low participation of girls in education in public primary schools in Kajiado West Sub-County.

4.3.3.4 Parents' and girls' negative attitudes towards guidance and counselling

Research undertaken by social psychologists reveal that attitude impacts behavior and similarly behavior impacts attitude (Baron & Byrne, 2003; Feldman, 2002). Attitudes have been found to influence the implementation and effectiveness of guidance and counselling services in schools in China (Hui, 2002). Negative attitude towards guidance and counselling does not auger well with provision of quality guidance and counselling services in primary schools. Njimu (2004) argues that there is a connection between a positive perception and knowledge of the significance of guidance and counselling. The head teachers and teachers reported that parents and girls had a negative attitude towards guidance and counselling in their schools. They reported that parents felt that since most teachers did not come from their community, they were not supposed to be very influential in their children's ways of life. The girls also reported that at times they were reluctant in seeking guidance and counselling services from their teachers since they did not understand their culture and some teachers were unwilling to help them. The above is confirmed in the following responses:

> *"Our parents are also not supportive, when we guide and counsel our girls against some retrogressive cultural practices like FGM and early marriages for the girls, their parents always tell them that we*

are misleading them since we do not understand their culture well. And you see these are young girls they tend to believe their parents more than the teachers. So at the end of the day they end up doing what their parents want behind our backs." (Individual Interview, Hills View, Alex, head teacher, line 127-131, page 5 {9/01/2020})

"When it comes to guidance and counselling, our parents have not been so cooperative and supportive. You find that after we have guided and counselled our girls against some cultural practices like FGM and early marriages when they go home and share with their parents what we have told them. Some parents still insist that the practices are good and they should not listen to us. At the end of the day it is like we are contradicting each other and what we are offering as a school to the girls is not helping them." (Individual Interview, Bright Star, John, head teacher, line 174-179, page 7 {14/01/2020})

"Our parents do not also support the teachers in implementing the guidance and counselling programme in the school. Though they do not come to school to complain that we are advising their girls against their cultural practices because they know some of them are against our country's laws, they do not approve our guidance and counselling services. We still find them practicing some of these cultural practices we counsel against with their girls secretly." (Individual Interview, Hills View, Ruth, teacher, line 54-58, page 3 {10/01/2020})

"*There is no cooperation between the parents and the school in running the school guidance and counselling programme, sometimes it becomes very difficult to even offer guidance and counselling to our girls, because sorry to say you find that most of our parents are illiterate and there are so much inclined to their culture such that sometimes they feel that since the teacher does not come from their ethnic group she shouldn't be very influential to the ways of life of their children.*" (Individual Interview, Bright Star, Vivian, teacher, line 76-81 page 3 {15/01/2020})

"*Our teachers are never willing to help us they are always busy, they don't have time for us, sometimes even when you go for individual counseling when maybe you have some personal problems, sometimes they usually tell you to go and see them another day and may be what you needed to be counseled on was urgent. This discourages us from going to them to seek for help. We prefer sharing our issues with our friends because for them even though they can't help us in some things at least they listen to us.*" (FGD, Hills View, Stephanie, pupil, line 232-237, page 9-10 {8/01/2020})

"*Some of our teachers do not understand our culture, sometimes they tell us somethings are bad but when we go home and share with our parents tell us that they are good. We even at times get it difficult*

> *to ask our teachers somethings.*" (FGD, Bright Star, Joyce, pupil,
> line 226-228, page 10 {12/01/2020})

From the above quotations it is evident that parents' and girls' attitudes towards guidance and counselling affected their behavior towards guidance and counselling services in school. These findings are consistent with the findings of Rutondoki (2000) who contends that in Uganda parents resist guidance and counselling of their children because some different cultural practices do not accommodate for guidance and counselling services. The responses from head teachers and teachers showed that parents' and girls' attitudes towards guidance and counselling in school affected their willingness to practice guidance and counselling in schools. As indicated by Ogonya (2007), parents' negative attitude towards guidance and counselling is one of the major difficulties facing provision of guidance and counselling services in primary schools in Kenya. Moreover, teacher consellors utilize most of their time reacting to the needs of only few pupils, generally referred to them by either teachers or the school head teachers because of discipline issues. Consequently, pupils have come to relate counselling with discipline, and thus have developed a negative attitude towards service seeking (Wambu & Wickman, 2011).

Attitudes held by pupils towards seeking guidance and counseling assistance determine how efficiently guidance and counseling resources are utilized (Yunis, 2006). Therefore, girls with a positive attitude towards seeking guidance and counseling help are more likely to seek counseling than those with a negative attitude. Negative attitude towards guidance and counselling leads to poor cooperation between stakeholders in the implementation of guidance and counselling in schools.

As indicated by Kimathi (2002) regardless of how dedicated and skilled a teacher counsellors might be, he/she cannot provide guidance and counselling services

without the collaboration of all the stakeholders. Effective implementation of a comprehensive school guidance and counseling program requires collaborative efforts. The support of the teachers, parents and girls is vital for the success of guidance and counselling programmes in schools. Negative attitude towards guidance and counselling could be one of the barriers to effective guidance and counselling services in schools which perhaps could be the cause of low girls' participation in education in Kajiado West Sub-County.

4.3.3.5 Unfulfilling relationship between the teachers and the girls

Unfulfilling relationship refers to a less supportive working relationship between the teachers and the girls. A fulfilling relationship between the teachers and the girls is essential when working towards enhancing girls' participation in education, and is instrumental in effective running of a guidance and counselling programme in school. Improving teachers' relationship with girls has positive and long-lasting implications and girls who have close, positive and supportive relationships with teachers will seek guidance and counselling services from their teachers more than those girls with conflicting relationships with their teachers. Girls who feel strong personal connection to their teachers, talk with them frequently and receive more helpful guidance and counselling. These girls are likely to trust their teachers and develop more interest in their schooling. Unfulfilling relationships between teachers and girls discourage girls from seeking guidance and counselling services from their teachers and consequently impede their participation in education. For most of the girls in this study the relationship between the teachers and girls was unfulfilling. The girls reported that they had no close relationship with their teachers which made it difficult for them to seek guidance and counselling services. The teachers also highlighted a lack of a close relationship between the teachers and the girls as one of the challenges that face the

guidance and counseling programme in their school. The above is evident in the following quotations:

> *"We rarely have individual counselling in our school. We normally advise our girls to be free to seek for help from any teacher of their choice whenever they have any issue that needs some counseling but most of the times you find that they are never willing to share their issues with the teachers. You know some of our girls do not have parental love while others do not even stay with their parents since in Maasai community most people adopt children, so you find that the children are not close with those they stay with . This is an issue because these girls do not learn to open up from a younger age so even in school you find them not willing to open up to the teachers and due to these we usually generalize when we are guiding and counseling them since we can't force them to share what they are not willing to share."* (Individual Interview, Hills View, Ruth, teacher, line 20-28, page 1-2 {10/01/2020})

> *"We have individual counselling in the school, but the problem with our girls is that they are very shy, even when they are facing very serious problems they rarely come to seek for help from us. At times it's difficult for us to know when they are going through difficult situations in their lives but when we realize that a certain pupil has some character changes in class we always call upon that pupil and we have one on one counseling."* (Individual Interview, Bright Star,Vivian, teacher,line 40-44, page 2 {15/01/2020})

> "*Our teachers are not so friendly to us, most of us are not free with them. We always fear sharing with them our issues because you can never be sure of how they will judge you. We prefer sharing things among ourselves without involving the teachers.*" (FGD, Hills View, Dorothy, pupil, line 199-201, page 8 {7/01/2020})

> "*We also don't trust our teachers because sometimes when we share with them our issues, they normally share among themselves, when other teachers come to class they start talking about the same thing indirectly. Even though they don't mention our names in class, we usually get hurt because some things are too personal we would never wish them to be known by many people.*" (FGD, Hills View, Lilian, pupil, line 202-206, page 8 {7/01/2020})

> *"We are not so much free with our teachers, there are things that we cannot share with them. Even when we have some personal issues from home that need counselling we at times get it hard it to seek help from the teachers. Our teachers are very harsh, approaching them is always very difficult."* (FGD, Hills View, Angela, pupil, line 228-231 page 9 {8/01/2020})

> "*We are not free with our teachers, we usually fear sharing with them because there are times you can go seeking for help from them*

and they just ignore you. There times that we are even abused at home but we can't share with our teachers." (FGD, Bright Star, Mary, pupil, line 190-192, page 8 {12/01/2020})

"*At times, when we even share with our teachers about some things that we are going through in our lives, they usually assume that we are lying and they don't help us. Due to this we usually prefer sharing our issues with people from Cara Girls Rescue Centre, our friends or just keep our issues to ourselves.*" (FGD, Bright Star, Alice, pupil, line 193-195, page 8 {12/01/2020})

"*Most of the time when we have personal problems we usually get help from the people from Cara Girls Rescue Centre and not from our teachers. People from Cara are so much friendly and we are very free with them. But for our teachers we are not that free with them they are always busy, very harsh and never willing to help us. They are also not understanding, at times you can share with them your issues and they end up judging you wrongly.*" (FGD, Bright Star, Lisa, pupil, line 314-318, page 13 {13/01/2020})

From the above quotations it is evident that an unfulfilling relationship between teachers and the girls has been a hindrance to effective provision of guidance and counselling services to girls in schools. The findings of this study indicated that the girls do not get the counselling support that they need in their schools because they do not have a trusting relationship with their teachers. The difference in culture of the teacher and girls leverage a power concern. The girls feel that the teachers look down on them. Most of the girls indicated that they fear their teachers and they are not free to share their issues with them. According to Rimm-Kaufman and Sandilos (2012) pupils who feel their teacher is not supportive towards them have less interest in learning and are less engaged in the classroom. Perhaps unfulfilling relationship could be one of the things that limit guidance and counseling in enhancing girls' participation in education in public primary schools in Kajiado West Sub-County.

4.3.3.6 Synthesis of Teachers' and Girls' Perceptions of Guidance and Counseling

In response to the research question "What are teachers' and girls' perceptions of guidance and counselling as a school-related strategy for enhancing girls' participation in education" five themes emerged. The themes pointed out that, insufficient guidance and counselling resources, social cultural beliefs, inadequate training for teacher counsellors, parents' and girls' negative attitudes towards guidance and counselling, and an unfulfilling relationship between the teachers and the girls have to a great extent influenced the effectiveness of guidance and counselling in the schools. This could also have contributed to the low participation of girls in education in public primary schools in Kajiado West Sub-County.

4.4 Connecting Findings to Theory

The study contributes towards an understanding of why girls' participation is still low despite several strategies being put in place by the schools. The findings revealed the teachers' and girls' perceptions of the school-related strategies for enhancing girls' participation in their schools. Bronfenbrenner's ecological system theory was instrumental in analysis and interpretation of the data. It helped to understand and explain why the school-related strategies are unable to enhance girls' participation in education, as it highlights the interrelationships between the individual girl and the various environments or ecologies directly or indirectly influences her participation in education. The agents of these environmental systems influence the girl's participation in education with varying degrees while the girl also influences the systems. As shown by the findings the family is a microsystem, within the larger macrosystem of poor social conditions, home factors like parents' low social economic status has affected the parents' ability in supporting the school-related

strategies where parents were found to be unable to provide basic necessities of their girls due to poverty. Schools as a mesosystem were also found to be undependable for girls due to lack of basic facilities like adequate toilets and shortage of water.When girls are unable to get basic necessities like food both at home and in school,some of them are lured with money to buy snacks by some men in exchange of sex and in the process they become pregnant and end up dropping out of school. Social cultural beliefs and gender stereotypes which showed low value for girls' education were also recognized as major impediments to enhancing girls participation through the school-related strategies. In some African communities girls are viewed as a source of wealth and parents would rather marry them off to rich old men in the community when they reach puberty, than keep them in school. While the school is trying to position the girl in the centre of education, the family with its cultural values and ideas about girls' education, and also the overaching cultural values in the macrosystems, pulls her from the centre, as the type of education provided at school is not valued. So the microsystems do not speak to each other in enhancing girls' participation in education even more so if the teachers are outsiders to the community.

The importance of the relationship between a child's development and the environment (ecology) as they grow up cannot be underestimated when looking at the strategies for enhancing their participation in education. If the microsystems are aligned, knowing about the breakdown occurring at the girls' individual levels of environment will help the education system to make up for these deficiencies which will, in turn, improve their participation in education. Awareness should be created among learners, teachers, parents and the community at large on differences and existing disparities related to gender and other characteristics. Schools and teachers should work to support the girls by creating an environment that welcomes and

nurtures them. Moreover, societal attitudes that value work done on behalf of girls should be fostered at all levels of their environment: parents, teachers, extended family, mentors, and the government. Girls should always be motivated in all systems of their environment. The schools and the entire environment setting should endeavor to provide all the learners with basic requirements needed for their effective participation in education. Social cultural beliefs that do not value girls' education should be advocated against at all levels.

4.5 Conclusion

This chapter focused on findings of teachers' and girls' perceptions of school-related strategies for enhancing girls' participation in education in public primary schools. My research questions paid attention to teachers' and girls' perceptions of sanitary facilities, feeding programme and guidance and counselling as school-related strategies for enhancing girls' participation in education in public primary schools.The data presented was generated through semi-structured individual interviews and FGDs. It also explained the connection between the findings and the theory. In the next chapter, I present the summary of the findings, conclusion and recommendations. Areas for further study are also highlighted.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

The purpose of this research was to explore the teachers' and girls' perceptions of the school-related strategies for enhancing girls' participation in education in public primary schools. The study focused on exploring teachers' and girls' perceptions of sanitary facilities, feeding programme and guidance and counselling as school related strategies for enhancing participation in education. The study took place in two public primary schools with the lowest participation of girls in education in Kajiado West Sub-County. Data was generated from 32 participants (head teachers, teachers and girls) who were sampled ,and through interviews and FGDs. The study adopted a qualitative research approach, using an interpretive paradigm and a multiple case study research design. Themes were generated from the data to answer the research questions using Braun and Clark's (2006) 6-step framework for thematic analysis. Bronfenbrenner's ecological systems theory was used to frame the study. This chapter therefore presents the summary of the findings, conclusion and recommendations of the study.

5.2 Summary of Findings

The summary of the findings responds to the three research questions:
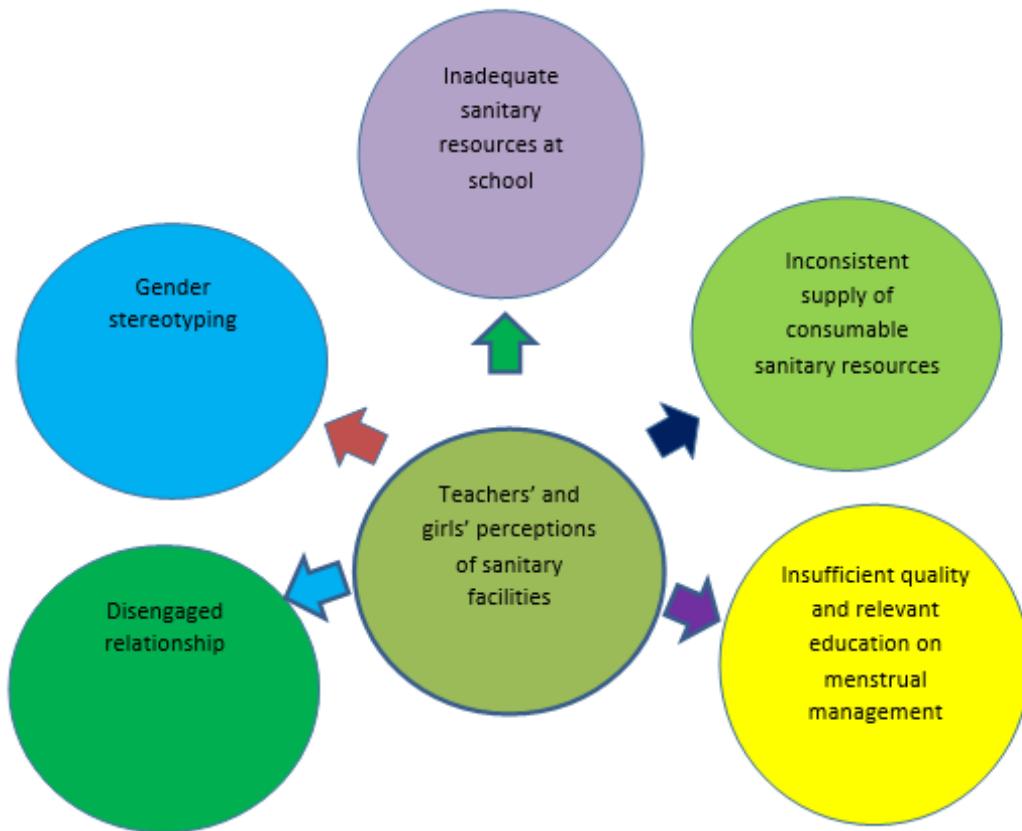
i.   What are the teachers' and girls' perceptions of sanitary facilities as a school-related strategy for enhancing girls' participation in education public primary schools?

ii. What are the teachers' and girls' perceptions of the school feeding programme as a school-related strategy for enhancing girls' participation in education in public primary schools?

iii.   What are teachers' and girls' perceptions of guidance and counseling as a school-related strategy for enhancing girls' participation in education in public primary schools?

The section provides a summary of all the themes that emerged in answering the above research questions.

5.2.1 Teachers' and Girls' Perceptions of Sanitary Facilities

The study revealed that the teachers and girls perceived the sanitary facilities - a school-related strategy for enhancing girls' participation in education in public primary schools – as inadequate and that it does not enable girls to fully participate in the education offered at school. Menstruation is part of every girl's lived experience and has to be kept in consideration when the government and education authorities are aiming for equal education for all. The participants indicated that a lack of enough toilets, water, hand washing points and soap, and inadequate provision of sanitary pads led to a high rate of girls' absenteeism during their menses and school drop out of girls in their schools. The inconsistent provision of consumable sanitary supplies from the government and other NGOs was also viewed as another impediment to girls' participation in education. It was also clear that insufficient quality and relevant education on menstrual management affected girls' participation in education. The participants noted that schools were not taking time to educate the girls on how they are supposed to manage their menstruation periods. A disengaged relationship between the teachers and the girls did not encourage open discussions and which was recognized as another challenge impeding girls' participation in education in the schools.The participants also noted that gender stereotypes have hindered girls from optimally accessing school and participating in education. This is illustrated in Figure 5

Figure 5.1: Teachers' and girls' perceptions of sanitary facilities

5.2.2 Teachers' and Girls' Perceptions of Feeding Programme

The study revealed what teachers and girls feel and think about a feeding programme as a school-related strategy for enhancing girls' participation in education in public primary school. Food security is a necessary prerequisite for attending school and for optimal learning, and as such the girls who find themselves in an impoverished home need the school feeding programme to succeed at school. From the participants' views it is evident that inadequate resources have affected the implementation of the feeding programme to a greater extent. An irregular supply of food by the government was viewed as another constraint inhibiting the ability of the feeding programme in enhancing girls' participation in education. The findings also showed that the sub-standard quality of meals made many girls not to benefit from the school feeding programme that was meant to enhance their participation in education. Notably, a lack

of good collaboration between the school and the parents was also pointed out as a challenge facing implementation of a feeding programme in school. The participants reported that parents were not always willing or able to support the implementation of the feeding programme in schools. The poor school-community relationship was offered as another reason why the school feeding programme was not sufficient in securing food for the girls, as the lack of support from the communities around their schools was an obstacle affecting the school farming and the safekeeping of the delivered food. The above is shown in the Figure 5.2
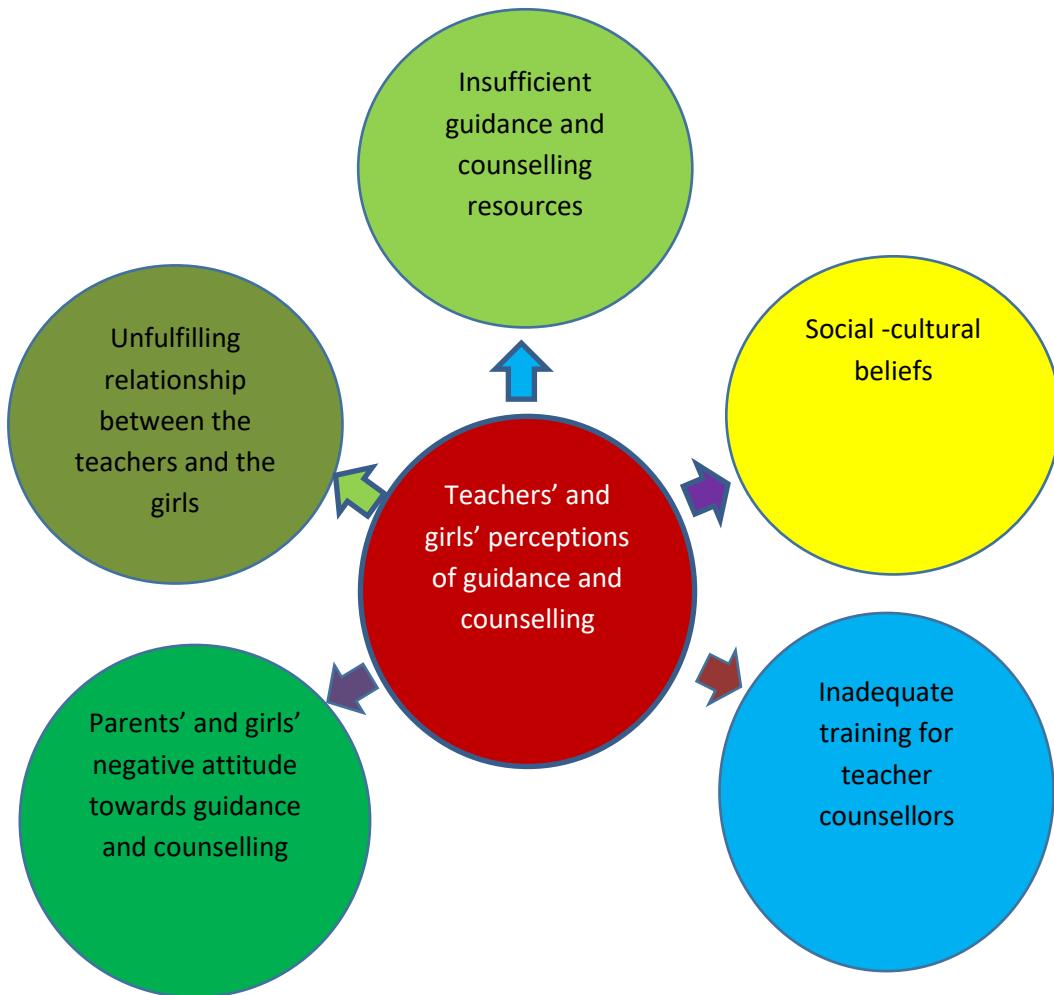
Figure 5.2: Teachers' and girls' perceptions of feeding programme
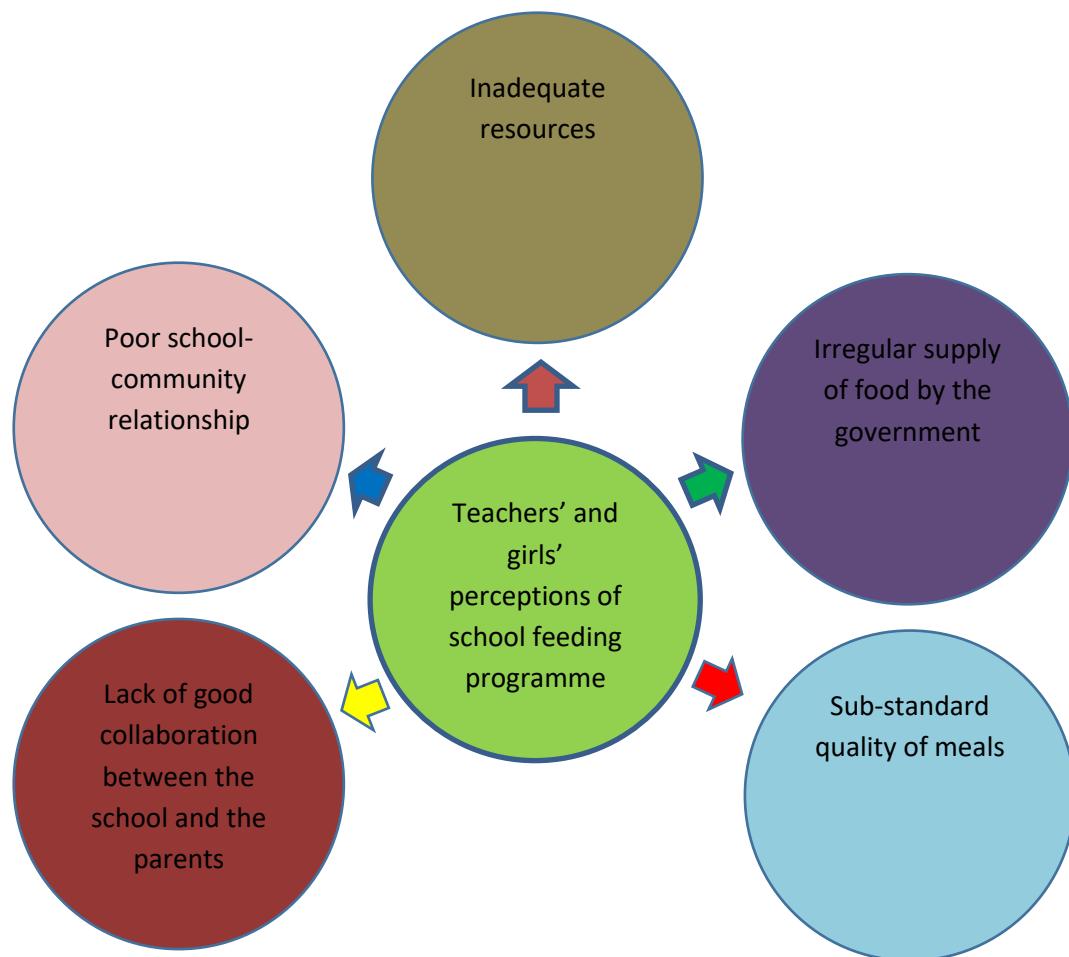
5.2.3 Teachers' and Girls' Perceptions of Guidance and Counselling

The research revealed how teachers and girls perceive guidance and counselling as a school-related strategy for enhancing girls' participation in education in public

primary schools. In a context where girls' education has not been valued, it requires effort to ensure that the girls feel included, understood and valued, and as such guidance and counselling is seen as a key strategy which can support the girls to succeed in school. From the findings however, insufficient guidance and counselling resources were highlighted as a major obstacle hindering the delivery of guidance and counselling in enhancing girls' participation in education. Social culture beliefs were also pointed out as a major barrier to effective implementation of guidance and counselling services in schools, in that the guidance and counselling teachers are not from the community nor from the same culture as the girls, and were not trained on how to negotiate such cultural differences. The participants also cited inadequate training for teacher counsellors as another challenge impeding guidance and counselling, as the girls did not feel that the teachers were always interested in and able to support them in their participation in education. It also emerged that parents' and girls' negative attitude towards guidance and counselling, a support strategy which is not seen as culturally appropriate, has greatly influenced the teachers' willingness to offer guidance and counselling services in schools. The unfulfilling relationship between the teachers and the girls was a further factor affecting effectiveness of guidance and counselling services in schools, as guidance and counselling requires a relationship of knowing and trust. All these could be responsible for guidance and counselling not being able to enhance girls' participation in education in public primary schools. The above is shown in the Figure 5.3.

Figure 5.3: Teachers 'and girls' perceptions of guidance and counselling

5.3 Conclusion

This study sought to explore the teachers' and girls' perceptions of school-related strategies for enhancing girls' participation in education in public primary schools. Data generated through semi-structured individual interviews and FGDs provided insight of the teachers' and girls' perceptions of sanitary facilities, feeding programme and guidance and counselling as school-related strategies for enhancing girls' participation in education. This qualitative study was significant as it contributed - through the voices of the head teachers, teachers, and importantly the girls - to the understanding as to why girls' participation in education is still low in public primary schools despite several strategies being put in place. The findings speak to the systems

and the role players in the systems needing not only to work together, but to be committed to valuing the education of girls and making the schooling experience for girls one that is inclusive, enabling and relevant. A number of conclusions were arrived at:

In line with the first objective which sought to establish teachers' and girls' perceptions of sanitary facilities as a school-related strategy, majorityof the participants were almost unanimous that schools lack adequate sanitary resources. The study also revealed that inconsistent supply of consumable sanitary resources affected girls' school attendance where most girls do not attend school during the times they are having their menstruation. I therefore conclude that the government should put more effort in ensuring that schools have adequate sanitary resources. It should also ensure that it supplies consumable sanitary resources to schools consistently. Girls particularly singled out the lack of sufficient quality and relevant education on menstruation management as a bottle neck towards their participation in education. Lack of relevant knowledge and skills on menstrual management can hinder the participation of girls in education. Girls also pinpointed their disengaged relationship with teachers as a major impediment to the use of sanitary facilities in enhancing girls' participation in education.Lack of girls' involvement in contributing ideas for developing sanitary facilities affects utilization of these facilities in schools The study therefore came to a conclusion that girls should be educated on how to manage their menstruation. The use of sanitary towels should be taught in the context of reproductive health sexuality education. I also conclude thus schools should always involve girls while developing sanitary facilities in school. Equally important is that the gender stereotypes were also recognized as a hindrance to girls' participation in education. The parents view girls as source of wealth and they would rather marry

them off when they reach puberty to rich old men in the community than keep them in school. Due to this perception, the community do not support the school in improving the rate of girls' participation in education. This study came to the conclusion that equal treatment between boys and girls is critical in enhancing girls' participation through sanitary facilities in schools. Communities should be sensitized on the value of investing in girls' education.

Regarding the feeding programme, inadequate resources and irregular supply of food by the government were cited as the main challenges impeding school feeding programme in enhancing girls' participation in education. The study revealed that schools depend on what they are given by the government only, and whenever what is given by the government is inadequate or it is not supplied to schools, the school feeding programme is affected negatively. Girls who are unable to get something to eat both at home and in school sometimes are lured with money to buy snacks by some men in exchange of sex and in the process they become pregnant and end up dropping out of school. The study thus came to a conclusion that the schools should look for relief funding and supplies from NGOs and other donors instead of just relying on the government support only in sustaining the feeding programme. The participants also noted that sub-standard quality of the food also made many girls not to benefit from the feeding programme since some were not even eating the food provided in their schools. I therefore, conclude that schools should make effort in improving the quality of food offered to children in school by ensuring that the food is well cooked and served when ready. Lack of good collaboration between the schools and the parents and poor school-community relationship were also pointed out as major challenges facing implementation of the feeding programme in schools. The participants noted that lack of community support hindered the implementation of the

feeding programme in their schools. The study thus concludes that for the feeding programme to be successful in enhancing girls' participation in education the schools need support from all the stakeholders.The schools should therefore involve parents and the community in the planning and management of the feeding programme for them to have a sense of ownership of the programme.

In relation to guidance and counselling, the study revealed that schools paid less attention to guidance and counselling and focused more on teaching of other subjects which are examinable. Insufficient guidance and counselling resources in schools was recognized as a major challenge facing the guidance and counselling programme in schools. However, teachers expressed their desire to have more attention given to guidance and counselling as they acknowledged its ability to enhance girls' participation in education. The study thus came to the conclusion that schools should accord guidance and counselling the necessary worth that it deserves to guarantee helpful guidance and counselling that help the girls work towards a better future. School adminstrators should allocate more resources for guidance and counselling and set time for it in the school time table. The government, through the Teacher Service Commission (TSC) should also ensure that it has deployed enough teachers in all schools to reduce the teachers' work load and to ensure that school counselors do not have the double responsibility of teaching and counseling.

Participants also highlighted social cultural beliefs as another impediment to effective guidance and counselling services in schools. The findings demonstrate that the Maasai still resist change and value some retrogressive cultural practices like FGM and early marriages which consequently lead to drop out among girls in primary schools. The study therefore concludes that communities need to be sensitized about some retrogressive cultural practices that hinder girls' participation in education, and

be helped to reframe such practices in current living conditions. Schools should also make effort to ensure that they have a culturally appropriate guidance and counselling which is suitable in the Maasai culture. Community elders who could support girls should be involved in supporting the guidance and counsellor teacher. Inadequate training for teacher counsellors was also viewed as another challenge affecting guidance and counselling services in schools. Lack of relevant knowledge skills can impede the implementation of the programme in the schools. The study thus concludes that efforts should be made by schools to select the most suited teachers to be guidance and counselor teachers, and to train the teacher counsellors in using methods appropriate to the age of the children, in order to improve their effectiveness in offering guidance and counselling services in schools. The government should organize seminars and in-service training on guidance and counselling for all the teacher counsellors to acquire specialised skills. The participants also cited parents' and girls' negative attitudes towards guidance and counselling and unfulfilling relationships between teachers and girls as key issues affecting effectiveness of guidance and counselling in enhancing girls' participation in education. The study therefore concludes that for guidance and counselling services to be effective in enhancing girls' participation in education there must be collaboration of all stakeholders. Schools administrators should make arrangements to enlist the support of the parents by introducing them to the idea of guidance and counselling for their girls. This is because no programme in school can function successfully in a school unless parents are supportive. Schools should also create an environment where teachers and girls have a close relationship and solicit active co-operation of teachers and girls in guidance and counselling.

5.4 Recommendations

In respect of the findings of this study, the following recommendations are proposed.

- This study revealed the need to have schools in marginalized/rural/arid areas in particular to be adequately resourced in order to enhance girls' participation in education through the school-related strategies. In line with its mandate to distribute resources to public schools, the Ministry of Education should endeavour to equitably avail and supply the necessary resources required for enhancing girls' participation in education to schools.

- The school administration and the teachers should sensitize parents who persistently fail to provide their girls with basic sanitary requirements. They should educate them on the value of investing in girls' education. Those who do not have the financial means to invest in the girls' sanitary needs should be supported by the school.

- Schools should look for other ways for sustaining the feeding programme instead of just relying on the government's support only. They should look for relief funding and supplies from NGOs and other donors. The community must also be fully involved in the school in a way that enables ownership so that the school gardens could flourish without the animals getting in there.

- The government and the school administration should also support teacher counsellors in implementing guidance and counselling programme in schools. They should provide teacher counsellors with training and their workload should be reduced. Guidance and counselling sessions should be allocated time on the timetable.

- There is need for community participation in the planning and managemement of education. Schools should therefore, mobilize the parents and the

community members to contribute to and support the school programmes that enhance girls' participation in education. To promote girls' participation in education the school administrators together with local leaders should combine efforts to enforce the girls' rights to education and sensitize the community to abandon outdated cultural practices.

- The Ministry of Education should strengthen its plans, implement them consistently in all counties and regularly monitor whether the school-related strategies for enhancing girls' participation in education are achieving its goals. Furthermore, it should pay attention to the voices of the teachers and girls themselves to ensure that the school-related strategies are in line with the girls' needs to be able to stay in schools.

- The government and the schools should put effort to ensure that all the systems in the ecology speaks to each other having the same goal of improving girls' education and who all play their respective parts through collaboration to achieve the goal. All stakeholders involved in girls'education, that is the Ministry of Education, head teachers, teachers, community leaders, parents and girls should value girls' education and be fully involved and in communication with each other to achieve the goal of getting and keeping girls in school and to improve the rate of girls's participation in education.

5.5 Recommendations for Further Study

I recommend the following for further research.

This study was conducted in two public primary schools in Kajiado West Sub-County, in future a similar research ought to be done in the rest of Kajiado County and Kenya at large to get a deeper understanding of the teachers' and girls'

perceptions of the school-related strategies for enhancing girls' participation in education.

This study was also carried out in public primary schools due to the belief that they have a mixed blend of people that cut across different backgrounds. However, I recommend that this study is replicated in private schools.

This study only explored teachers' and girls' perceptions of sanitary facilities, feeding programme and guidance as school-related strategies for enhancing girls' participation in education. However, there are other strategies for enhancing girls' participation in education. Therefore, more research should be done on them.

Studies asking girls what else they need to support them to stay in school should also be done.

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APPENDICES

Appendix I: Letter of Introduction

MARY WAIRIMU MURUMBE
MOI UNIVERSITY
P.O BOX 3900
ELDORET

THE HEAD TEACHER

………………SCHOOL

Dear Sir/Madam,

RE: <u>REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL</u>

I am a post graduate student at Moi University pursuing a master of Education in Research. As part of the requirement of the course; I am required to undertake research. It is for this reason I am writing to request for your support in carrying out a research project entitled **"Teachers' and girls' perceptions of school-related strategies for enhancing girls' participation in education in public primary schools in Kajiado West Sub-County, Kenya."** Kindly allow me to undertake the study in your school. The study will involve the head teacher, teachers and girls of class six to eight. Data will be collected through semi-structured individual interviews and focus group discussions. Be assured that responses will be used for the purpose of the study only and any information provided will be kept confidential. The identity of the participants will remain confidential; none of the participant will be individually identified in the resulting thesis, report or other publications.

Thanks in advance,

Yours faithfully

Mary Wairimu Murumbe

Appendix II: Informed Consent Form For Participants

STUDY TITLE: TEACHERS' AND GIRLS' PERCEPTIONS OF SCHOOL-RELATED STRATEGIES FOR ENHANCING GIRLS' PARTICIPATION IN EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KAJIADO WEST SUB-COUNTY, KENYA

Researcher Name: Mary Wairimu Murumbe
                 PO BOX 3900
                 ELDORET

Before agreeing to participate in this research you are strongly encouraged to read the following explanation of this study. This statement describes the purpose of the research, the study procedures, the possible risks, and discomforts as well as the benefits of the study. Also described is your right to withdraw from the study at any time.

Background and purpose

This study is designed to investigate dynamics related to school-related strategies for enhancing girls' participation in education in public primary schools in Kajiado West, Sub-County, Kenya. The purpose of this research is to explore the teachers' and girls' perceptions of the school-related strategies for enhancing girls' participation in education in public primary schools. My research is contributing to a greater extent in research in generating a better understanding of why the school-related strategies for enhancing girls' participation in education in public primary schools are not working optimally.

Procedures

Participation in the study involves semi-structured individual interviews and focus group discussion which will take one to two hours. With your permission, I will audiotape the interviews and group discussions solely for the purpose of accurately transcribing the conversation and analysis of the data. The audiotapes will be stored securely throughout the study.

Confidentiality

The information generated during this study will remain confidential and be stored in secure places during the project. Only the researcher will have access to the data. There will not be any identifying names on the interview transcripts. Pseudonyms will be used instead to protect your privacy and confidentiality. Your names and any other identifying detail will never be revealed in any publication of this study. However, if you wish to be quoted by name on anything, in particular, I will accommodate the request. The result of the research might be published in a professional journal or presented at professional meetings.

Risks and discomforts

Potential risks and discomforts include getting tired from sitting for long hours and possible emotional feelings of sadness when asked questions during the interviews and focus group discussions. However, note that you do not have to answer any question or discuss any topic that makes you feel uncomfortable.

Benefits

There is no direct benefit involved with participation, however, the research findings could be used to source for funding to improve girls' participation in public primary schools.

Withdraw of participation

Participation in this study is voluntary; refusal to participate will involve no penalty. Should you decide at any time during the interview or focus group discussion that you no longer wish to participate, you may withdraw your participation without prejudice.

Further Questions and follow-up

You are welcomed to ask the researcher any questions during the interview or focus group discussion. Moreover, if you have further questions or information on the study, kindly contact the researcher at any time using the contacts given below.

I……………………………. have read the above information. I freely agree to participate in this study. I understand the purpose of the research, the study procedures, the possible risks and discomforts as well as benefits of the study. I also understand that I am free to refuse to answer any question that I am not comfortable with and I got a right to withdraw from the study at any time.

Participant's signature ………………………...   Date ………………………

Researcher's signature ………………………...   Date ……………………….

Researcher's contact +254701785396

Researcher's email: wairimuann63@gmail.com

Appendix III : Consent Letter for parents/Guardians

MARY WAIRIMU MURUMBE
EDU/PGR/1007/18
PO BOX 3900
ELDORET

Dear Parent/Guardian

<u>**REF: LETTER OF CONSENT**</u>

 I am a post graduate student at Moi University pursuing a master of Education in Research. I intend to conduct a study entitled **"Teachers' and girls' perceptions of school-related strategies for enhancing girls' participation in education in public primary schools in Kajiado West Sub-County, Kenya."** This study will involve teachers and girls of class six to eight. Data will be collected through semi-structured individual interviews and focus group discussions. The girls will be involved in focus group discussions which will be audio taped by the researcher solely for the purpose of accurately transcribing the conversations. The data generated through the discussions will be used for the purpose of the study only and any information provided will be kept confidential .A report of the whole research will be compiled and it will contain direct quotations of your child.

Your child's participation will not harm her in any way. This research will also be explained to your child in a way that she can understand. As a parent/guardian you are requested to give permission for your child to participate in the study prior to the commencement of the research. Your decision to grant the permission is completely voluntary. Moreover, after giving the permission, your child is still free to refuse to take part in the research. The child is also permitted to withdraw from the study at any time for any or no reason. During the research period your child remains in absolute care of her teachers.

If you allow your child to participate in this study, please provide the details below. For further information contact me directly through this telephone number +254701785396.

Thank you for your consideration.

Name of the Parent/Guardian…………………… Name of the Child…………..........

Signature of the Parent/Guardian………………… Date……………………………..

Appendix IV: Map of Kajiado County

(**Source;** https://softkenya.com/kajiado-count
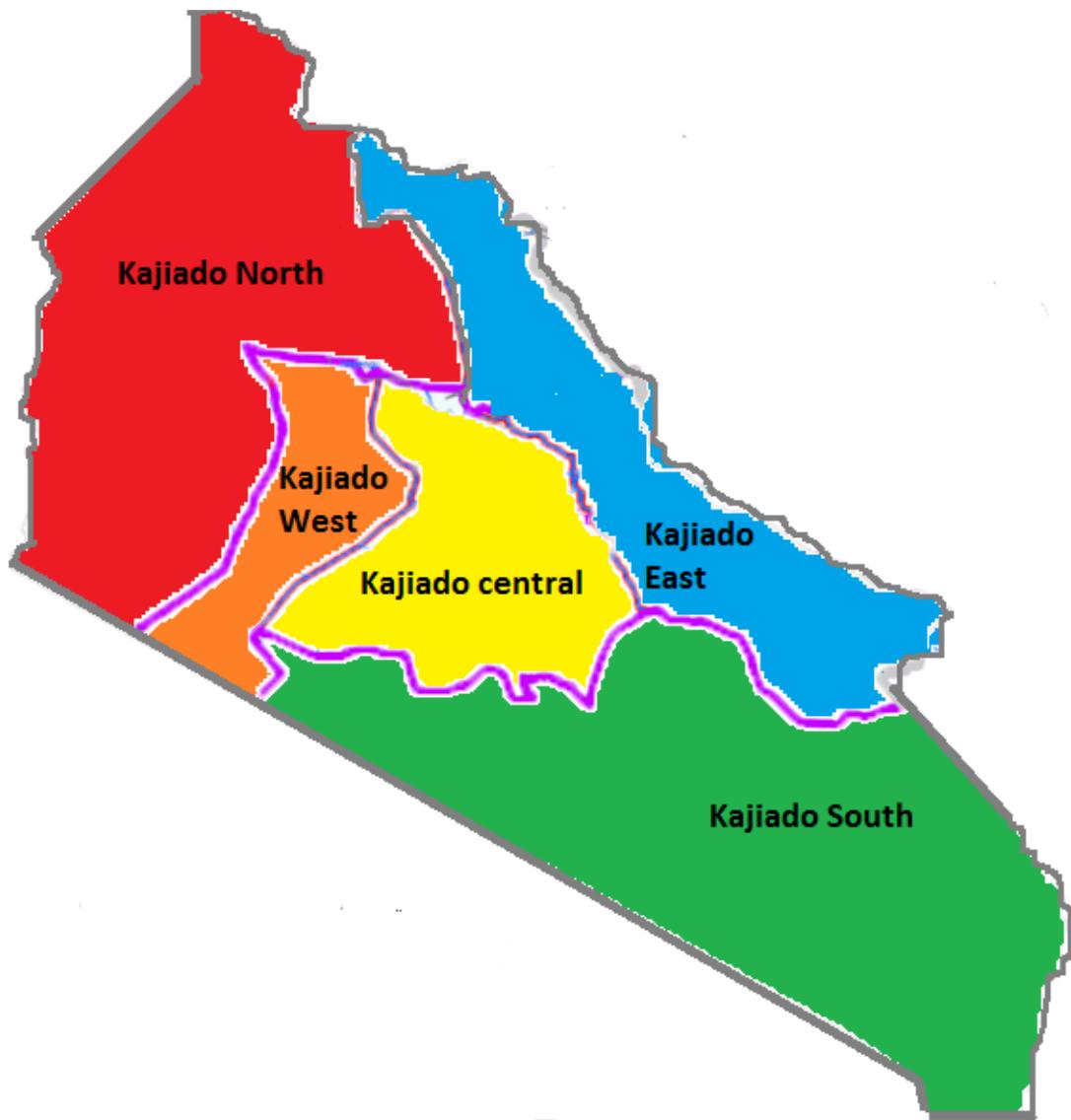
Appendix V: Interview Guides

Interview guide for the headteacher

I am a master student at Moi University doing research on the teachers' and girls' perceptions of school-related strategies for enhancing girls' participation in education in public primary schools in Kajiado West Sub-County, Kenya. You have been selected to help me in the achievement of the objectives of the research. Please answer the questions to the best of your knowledge and ability. Confidentiality and anonymity of all the information provided is guaranteed.

1. How does the school manage and implement the school-related strategies for enhancing girls' participation in your school?
2. Does the school management involve teachers and girls in coming up with the school-related strategies for enhancing girls' participation in your school? If yes, how does it involve them?
3. What are your experiences with school-related strategies for enhancing the participation of girls in your school?
4. What are your opinions about school-related strategies for enhancing girls' participation in your school?

Interview guide for the teacher in charge of sanitary facilities

Introduction from the researcher

1. What sanitary facilities does the school have and how are they managed?
2. What are your experiences of sanitary facilities as a school-related strategy for enhancing girls' participation in your school?
3. What are your opinions about sanitary facilities as a school-related strategy for enhancing girls' participation in your school?
4. How can the school make sanitary facilities as a school-related strategy for enhancing girls' participation in school more effective?

Interview guide for the teachers in charge of the Feeding programme

Introduction from the researcher

1. What feeding programme does your school have and how is it managed?
2. What are your experiences with feeding programme as a school-related strategy for enhancing girls' participation in your school?
3. What are your opinions on the feeding programme as a school-related strategy for enhancing girls' participation in your school?
4. How can the school make the feeding programme more effective in order to enhance girls' participation in school?

Interview guide for the teacher in charge of Guidance and Counselling

Introduction from the researcher

1. What guidance and counseling services do you have at your school and how is it conducted?
2. What are your experiences with guidance and counseling as a school-related strategy for enhancing girls' participation in your school?
3. What are your opinions on guidance and counseling as the school-related strategy for enhancing girls' participation in school?
4. How can the school make guidance and counseling more effective in enhancing girls' participation in your school?

Thank you for taking the time to answer the questions

Appendix VI: Focus Group Guide For Girls

Introduction from the researcher

Sanitary facilities

1. In your own understanding what are sanitation facilities?
2. What are your experiences with sanitary facilities as a school-related strategy for enhancing your participation in school?
3. What are your opinions on sanitary facilities as a school-related strategy for enhancing your participation in school?
4. What can be done by the school to make sanitary facilities as a school-related strategy for enhancing their participation more effectively?

Feeding programme

1. What are your experiences with the feeding programme as a school-related strategy for enhancing your participation?
2. What are your opinions on the feeding programme as a school-related strategy for enhancing your participation in school?
3. What can the school do to make the feeding programme as a school-related strategy for enhancing your participation more effective?

Guidance and counseling

1. In your own understanding, what is guidance and counseling?
2. What are your experiences with guidance and counseling in your school?
3. What are your opinions on guidance and counseling as a school-related strategy for enhancing your participation in school?
4. What can the school do to make guidance and counseling as a school-related strategy for enhancing your participation in school more effective?

Thank you for taking your time to answer the questions.

Appendix VII: Moi University Research Permit
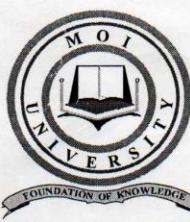
MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: EDU/PGR/1007/18

DATE: 21st November, 2019

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: **RESEARCH PERMIT IN RESPECT OF MURUMBE WAIRIMU MARY – (EDU/PGR/1007/18)**

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Management & Policy Studies, School of Education.

It is a requirement of her M.Ed Studies that she conducts research and produces a thesis. Her research is entitled:

"Teachers' and Girls' Perceptions of School-Related Strategies for Enhancing Girls' Participation in Education in Public Primary Schools in Kajiado West Sub-County, Kenya"

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,

21·11·2019

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION

(ISO 9001 – 2015 Certified Institution)

Appendix VIII: Kajiado West Sub-County Research Permit

MINISTRY OF EDUCATION
STATE DEPARTMENT FOR EDUCATION

Email: deokjdwest@gmail.com
When replying please quote,
OUR Ref: KJD/W/.....................

SUBCOUNTY DIRECTOR OF EDUCATION
KAJIADO WEST,
P.O. Box 88 – 00208,
NGONG HILLS
DATE: 08/01/2020

TO WHOM IT MAY CONCERN

RE: RESEARCH PERMIT FOR MURUMBE WAIRIMU MARY – (EDU/PGR/1007/18)

The above named is a student of Moi University, School of Education, Department of Education Management & policy, is authorized to conduct her research entitled; Teachers' and Girls' Perception of School- Related Strategies for Enhancing Girls' Participation in Education in Public Primary Schools in Kajiado West Sub county.

Please accord her the necessary assistance.

SUB - COUNTY DIRECTOR OF
EDUCATION
0 6 JAN 2020
KAJIADO WEST SUB - COUNTY
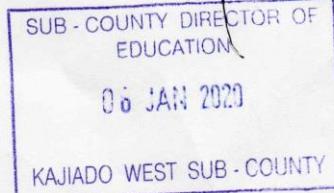
HELLEN A. OTIENO
FOR: SUB COUNTY DIRECTOR OF EDUCATION
KAJIADO WEST

Appendix IX: NACOSTI Research License

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 747299

Date of Issue: 26/November/2019

RESEARCH LICENSE

This is to Certify that Miss.. MARY MURUMBE of Moi University, has been licensed to conduct research in Kajiado on the topic: TEACHERS' AND GIRLS' PERCEPTIONS OF SCHOOL-RELATED STRATEGIES FOR ENHANCING GIRLS' PARTICIPATION IN EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KAJIADO WEST SUB-COUNTY, KENYA for the period ending : 26/November/2020.

License No: NACOSTI/P/19/3000

747299

Applicant Identification Number

Director General
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