

**INFLUENCE OF PRIMARY SCHOOL TEACHERS' ATTITUDE TOWARDS
GIRL-CHILD ACCESS AND EQUITY IN PROVISION OF EDUCATION IN
ELDORET MUNICIPALITY**

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DECLARATION

Declaration by the Candidate

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

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DEDICATION

This work is dedicated to my late father in law, Johana Mwaniki, who even on his death bed had strength to encourage me. To my late parents, Hezekiah Kibe and Ruth Njeri, whose determination for their children to get Education has encouraged me to work hard to reach this far. To my husband, Dr D.M. Mwaniki, who has sacrificed his time and money for me to reach this far. To all our children; - John, Kibe, Joyce, Petronilla and Martha Waitherero, for tolerating my absence and giving me moral support. Not to forget my Mother in law Tabitha Wairimu Mwaniki, whose inspiration and prayers has kept me going. I will cherish their contribution the whole of my future.

ABSTRACT

Kenya still lags behind other countries in terms of provision of education to all children and especially girls. The levels of access are lowest for girls at the University level and other tertiary institutions. At the primary school level, the enrollment figures for girls may be comparable to those for boys but as one goes up the education ladder, the proportion of girls drops rapidly. The girls also tend to drop out more and in greater numbers due to myriad of factors. Thus, this study set out to investigate primary school teachers' attitude towards girl-child access and equity in provision of education, in Eldoret Municipality of Uasin Gishu County, Kenya. The teacher plays a pivotal role in any education set up and so the researcher carried out the study with the main aim of finding out the teachers' attitude towards the girl-child access and equity in provision of education. The study targeted both male and female Teachers. The sample was drawn from different schools, public and private and the main instrument of data collection was a questionnaire. The sample comprised of 200 teachers: 100 males and 100 females from public and private schools. The following objectives guided the researcher in the study: To investigate the influence of teacher's attitude, gender, age, professional qualification and type of school on the teacher's attitude towards girl-child access and equity in the provision of education. The data collected was analyzed using inferential statistics, means, t-test and one-way ANOVA. The mean showed that the teachers had an ambivalent attitude towards girl-child access and equity in provision of education with a score of 68.54. The result of the t-test analysis indicated that there was no significant difference between the teachers' attitude on girl-child access and equity in provision of education. There was no significant relationship between the teachers' age and their attitude towards girl-child access and equity in provision of education. In the one-way ANOVA, the results indicated that the teachers' professional qualification had no significant influence on their attitude towards girl-child access and equity in provision of education. While the results of the t-test indicated that type of school had no significant influence on the teachers' attitude towards girl-child access and equity in provision of education. The researcher concluded that some teachers had ambivalent attitude towards access and equity in the provision of education for the girl-child. Those teachers tested on age and professional qualification (Diploma) had a positive attitude; on gender and type of school had ambivalent attitude towards access and equity in the provision in education. In all the activities that they carry out in the schools they are sort of confused as they did not come clearly to state their stand. There is need to assess the hidden curriculum for the flaws that make the girl-child to be disadvantaged. Teacher training content need to be reviewed before being delivered to the teachers and learners to cater for the girl-child access and equity in the provision of education because the teachers though with higher professional qualifications uses the same content for the learners in the different classes. There is a strong need to enhance positive attitude in teachers to be able to influence the girl-child access and equity in the provision of education.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background of the study, statement of the problem and the purpose of the study. The chapter also presents the research objectives questions, hypotheses and research variables, significance and justification of the study. It also deals with the scope, limitations, assumption of the study, theoretical and conceptual framework and operational definition of terms.

1.1 Background of the problem

It is the greatest lesson learnt of the past generation, that, ‘if you keep a girl in school, you help change the course of her life, that of her family, and an entire Nation (Save the children, 2005). Worldwide, there are about 103 million children of primary school going age who are out of school; of these 58 million are girls (Save the children, 2005). The children of uneducated mothers are more than twice likely to die or be malnourished than those children of mothers who have secondary or higher education. In a typical developing country in the developing world with a population of 20 million, it is normal to have children below five years with a mortality rate of 150 deaths per 1,000 children. Giving girls one additional year of schooling after any examinable level would save as many as 60,000 children’s lives (Save the children, 2005).

Girl’s education is a proven and powerful instrument in the wellbeing of present and future generation of children. Education empowers girls today and saves children’s lives

tomorrow. The more time girls spend in school, the more likely they grow up to be mothers who are healthy, well-nourished, economically empowered and resourceful when it comes to the health of their children. The educated women have fewer children, healthier pregnancies and safer deliveries. Their babies are more likely to survive the childbirth, the vulnerable first month of life and critical first five years of life-laying foundation for healthy and more productive live, (Washington, 2004).

The government of Kenya has emphasized access to primary education as a means of meeting basic learning needs of children in their formative years. Primary education provides the foundation for further learning and offers the best long term strategy for eliminating illiteracy. The former 7-4-2-3 system of education encouraged gender stereotyping by depicting women in their traditional roles such as mothers, house keeper's, catering, or nurses (FAWE, 2001a). The present 8-4-4 curriculum now used in Kenya's primary schools aims at providing a functional education which will meet the needs of the learners especially the majority of learners who will not advance beyond the primary level (GK & UNICEF, 1992). The system of education has seemed to cater for all with women in all sectors including roles that were traditionally male oriented, thus passing the message of equal opportunities. This however is limited to education system only. Outside school and at home patriarchal ideology continues to exist. In many societies in Kenya, traditional attitudes regarding the status of women and girls prompt families to invest first in education of male children. If a family is especially poor, female children will be denied the opportunity to go to school (GK & UNICEF, 1992).

At least half the populations worldwide are women yet in every country, young women and girls are being excluded from exercising their full political, economic, cultural and social rights (YMCA, 2005). It is also indicated that despite countless UN resolutions and government commitment the YMCA worldwide continue to see blatant injustices committed against women on the basis of gender. Young women and girls have limited access to education and vocational opportunities.

Feminization of poverty persists as it is the women who suffer most when it comes to feeding the family. Violence plagues women, children and communities in every country and has a serious implication for women's ability to protect themselves from HIV infection. An educated individual knows his/her rights and will fight for them. The teachers are at the centre of all learning processes and their attitude can determine the kind of message to pass across. A negatively inclined teacher can pass negative messages while a positively inclined teacher can on the other hand pass positive information that may help the learners especially the girls and in so doing equip the girl-child. Lack of education highly affects the self-image of the affected individual which undermines one's self-esteem. This in turn incapacitates one in decision making of what one would like to be or do with one's life in future (YMCA, 2005). Thus the researcher saw the need to investigate the teachers' attitude to find out their inclination towards girl-child access and equity in the provision of education.

1.2 Statement of the problem

It is clear that some of the major causes of illness and death in mothers and young children are rooted in systematic discrimination against women which begins at birth of a girl-child and continues through her childhood and adolescence to motherhood. Education is recognized as a basic prerequisite for development. Education also instills self-confidence and self-reliance in an individual enabling one to make informed decisions in such areas as health and nutrition, family planning, water and sanitation, food production and its management (GK & UNICEF, 1992). Classrooms are active social systems that involve a wide range of complex interactions between peers and importantly between students and teachers (Chang, 2004).

According to attachment theory (Cassidy, 1994), children of all ages function better when they have confidence in a secure base to which they can turn to for support when needed. When children have this support, they explore more competently and are less fearful. When teachers provide emotional support to children, they function more in achievement and in social relations (Cassidy, 1994). In most developing countries, girls do not receive the same educational opportunities as the boys, and even when given the opportunity to be educated, girls typically face formidable barriers to completion of their education. For example, while virtually all girls in Kenya are enrolled in primary schools, 65% of them drop out before completing class eight (FAWE, 2001a). This is the reason why the researcher chose to deal with the primary school teachers as they are the ones who spend most of the time with this group of learners during their formative years. The teachers' attitude towards their learners may determine how they interact and behave towards them. Their positive or negative attitude may affect the learners in their learning

processes and how they perceive themselves. Teachers' attitude can determine the possibility of overcoming the disparity in girl-child access and acquisition of quality education, hence the need for investigating their attitude in order to identify the appropriate strategies for realizing access and acquisition of girl-child education. The study involved both independent and dependent variables.

1.3 Research Variables

The independent variables were: gender, teachers' age, professional qualification and type of school, whereas, the dependent variable was the attitude of teachers towards girl-child access and equity in the provision of education.

1.4 Purpose of the study

Kenya still lags behind other countries in terms of provision of education to all children and especially girls. The levels of access are lowest for girl-child at the University level and other tertiary institutions. At the primary school level, the enrollment figures for girls may be comparable to those for boys but as one goes up the education ladder, the proportion of girls drops rapidly. The girls also tend to drop out more and in greater numbers due to myriad of factors. The purpose of this study was to investigate primary school teacher's attitude towards Girl-child access and equity in the provision of education.

1.5 Research objectives

The following objectives were used to guide the researcher in the study:

1. To investigate the teacher's attitude towards girl-child access and equity in the provision of education

2. To investigate the influence of gender on teacher's attitude towards girl-child access and equity in the provision of education
3. To investigate the relationship between teachers' age and their attitude towards girl-child access and equity in the provision of education
4. To investigate the relationship between teachers' professional qualification and their attitude towards girl-child access and equity in the provision of education
5. Investigate the influence of type of school on the teacher's attitude towards girl-child access and equity in the provision of education.

1.6 Research Questions

The following questions which were derived from the research objectives were used to guide the researcher in this study:

1. What is the teachers' attitude towards girl-child access and equity in the provision of education?
2. Does the teacher's gender influence the teachers' attitude towards girl-child access and equity in the provision of education?
3. Is there a relationship between teachers' age and their attitude towards girl-child access and equity in the provision of education?
4. Does the teacher's professional qualification influence their attitude towards girl-child access and equity in the provision of education?
5. Do teachers from public and private primary schools differ in their attitude towards girl-child access and equity in the provision of education?

1.7 Null Hypotheses

The following null hypotheses derived from the research questions were tested in this study.

Ho₁. There is no significant relationship between teachers' gender and their attitude on girl-child access and equity in the provision of education.

Ho₂. There's no significant relationship between age and the teachers' attitude towards girl-child access and equity in the provision of education.

Ho₃. There is no significant relationship between the teachers' professional qualifications and their attitude towards girl-child access and equity in the provision of education.

Ho₄. There is no significant influence of the type of school (public or private) on teachers' attitude towards girl-child access and equity in the provision of education.

1.8 Significance of the study

In Kenya Education policies have been designed to improve on enrollment and little has been done to make sure that access, retention and completion of quality education, which will put girl-child in a position to compete effectively for the available opportunities in life. Establishing teachers' attitude will help to strategize on how to influence girls' education positively for her benefit and for the entire society. Communities will also be enlightened on the importance of girl-child enrollment in school, retention and completion so that the girl can acquire knowledge that will empower her to be beneficial to the entire nation.

Many of the barriers that face the girl-child in striving to stay in school are either directly or indirectly related to reproductive health, sexual behavior or maturation. Many causes of girls' dropping out of school in Kenya includes early marriage, pregnancy, lack of gender appropriate facilities in schools (such as latrines), low self-esteem, lack of money for basic facilities such a school uniform, harassment from male teachers and fellow students and the low value placed on the girls' education by their parents and the society in general (FAWE, 2001a). For the teacher to impact positively to the girl-child, the teacher must have positive attitude towards girl-child education. Therefore the significance of this study was to establish teachers' attitude towards girl-child access and equity in the provision of education by providing quality education in order to establish whether they are aware of their role in girl-child access and equity in the provision of education. The results of the study will help stake holders particularly teacher trainers to include girl-child access and equity in the provision of education in the teacher training programme.

1.9 Justification of this study

Despite free education in Kenya, gender disparity in education still persists. It is necessary to establish what causes the gender disparities which is an impediment to achieving one of the millennium development goals:- providing Education for All (EfA). It calls for adequate implementation of educational policies that cater for and retain girl-child in school while ascertaining that she acquires quality education. Some of the factors that lead to this unfortunate scenario are the poor education outcomes in females that have been documented especially in science, mathematics and technology research. While education is seen as a vehicle to empower women and give them confidence, it is

apparent that girls' experiences in schools reinforces the ideas about their assumed "appropriate roles" in the school as well as in the society, family and employment (YMCA, 2005).

Under-representation of girls in education is not a product of under-achievement but rather a product of marginalization. The environment where instruction takes place (school) is not gender sensitive and other factors not researched affect the girls' education. Other factors relate to instructional policies and practices while others are associated with the society's beliefs, customs and attitudes about women roles and their capabilities (Hannan, 2008a). On institutions and policies, schools have been implicated in promoting non-participation or discouraging adequate competition with boys for good performance in sciences and mathematics in pursuit for education of girls and women. These factors include lack of role models, teachers' attitudes, types of instructional materials, curriculum offered and time allocation.

Research has found that there can be no equality in education unless the teachers and school administration are sensitive to different treatment offered between boys and girls and which are reinforced by past gendered experiences (Gathu, 2006). Teachers' attitudes are crucial in ensuring that the girl-child appreciates herself as a person and realizes her full potential, and so there was a need to carry out a research on teachers' attitude towards girl-child access and equity in the provision of education.

1.10 Scope and Limitation of the study

The scope of the study was confined to teachers' attitude towards girl-child access and equity in the provision of education. The attitude was examined against gender, age, professional qualification and influence of type of school to establish if some or all had effect on girl-child access and equity in the provision of education. There may be other factors that may influence the girl-child access and equity in the provision of education like early marriages, stereotyping, poverty but these were not investigated in this study. The study was confined to empirical questions related to teachers' attitude towards girl-child access and equity in the provision of education.

The Limitations of this study were:-

- i) That the researcher was dealing with adults who may have not easily owned up to some issues of harboring negative attitudes towards girl-child access and equity in the provision of education. This made it necessary to use a questionnaire that did not need one to answer a question directly but give an opinion.
- ii) Eldoret Municipality is occupied by people of diverse cultural backgrounds. It was not possible to establish a common cultural base that affects all teachers in primary school and may directly or indirectly influence teachers' attitude towards access and equity of girl-child education.
- iii) The enrollment statistics availed by the MEO's office were not indicative of retention and completion rates. Therefore, it was not possible to relate enrollment with the consistency in pursuit of education for the girl-child access and equity in the provision of education within the limited time of the study.

1.11 Assumptions of the Study

In this study it was assumed that:

- (i) The teachers were willing to accept their short-comings in dealing with girls' issues.
- (ii) The girls were willing to be in school to learn and to be accepted without prejudice.
- (iii) Stereotyping has been the norm in the way girls are handled in and outside the classroom.

1.12 Theoretical Framework

The theoretical and empirical framework of this study was derived from Mezirow's theory of Transformative learning. It was used to discuss how the girl-child fails to access equity education equitably in school and other settings. Transformative learning as defined by Mezirow, (1991, 1995, 1996; Cranton, 1994, 1996) is the process of effecting change in a *frame of reference*. An individual acquires a coherent body of experiences; associations, concepts, values, feelings and conditioned responses. These frames of reference define their life.

For the girl-child, the frames of reference are the structures of assumptions through which she understands the experiences she has gained. They selectively shape and delimit her expectations, perceptions, cognition and feelings. They set the "line of action." Once set, she automatically moves from one specific activity (mental or behavioral) to another. There is a strong tendency for the girl-child to reject ideas that fail to fit her preconceptions of type of life she aspires for, labeling those ideas as unworthy of

consideration, nonsense, irrelevant, weird, or mistaken. A teacher who is sensitive to the needs of the girl-child directs circumstances that permit, transformative learning to move toward a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience one has acquired opting for the most favorable.

A frame of reference encompasses cognitive and emotional components, and is composed of two dimensions: *habits of mind* and *a point of view*.

Habits of mind are broad, abstract, orienting, habitual ways of thinking, feeling, and acting influenced by assumptions. These may be cultural, social, educational, economic, political, or psychological. Habits of mind become articulated in a specific point of view; the constellation of belief, value judgment, attitude, and feeling that shapes a particular interpretation. An example of a habit of mind is the predisposition to regard others outside one's own group as inferior or superior. A resulting point of view is the complex of feelings, beliefs, judgments, and attitudes regarding specific individuals or groups. Frames of reference are primarily the result of cultural assimilation and the influences of primary caregivers. This may affect the girl-child as she is primarily affected by culture before she is affected by the school environment which is predominantly shaped by both the teachers and the children the girl-child interacts with.

Points of view are subject to continuing change as one reflects on either the content or process by which one solves problems and identify the need to modify assumptions. This happens whenever one tries to understand actions that do not work the way one anticipated. One may try out another person's point of view and appropriate it, but one

cannot do this with a habit of mind. Points of view are more accessible to awareness and to feedback from others as the case of the teacher-pupil relationship in the class.

Habermas (1981) put forward four-ways to understand problem solving and learning:

i) *Instrumental*—learning to manipulate or control the environment or other people to enhance efficacy in improving performance; The teacher has the opportunity to manipulate the girl-child or the environment whichever way she/he deems appropriate.

ii) *Impressionistic*—learning to enhance one's impression on others, to present oneself; the teacher is able to shape the behavior of the learner either positively or negatively.

iii) *Normative*—learning oriented to common values and a normative sense of entitlement. There is a particular mode of behavior expected of the group of learners which if not adhered to can attract a specified disciplinary action. This becomes part of individuals' values and behavior.

iv) *Communicative*—learning to understand the meaning of what is being communicated. Communicative learning involves at least two persons striving to reach an understanding of the meaning of an interpretation or the justification for a belief.

In instrumental learning, the truth of an assertion may be established through empirical testing. But communicative learning involves understanding *purposes, values, beliefs, and feelings* of being worthy. In communicative learning, it becomes essential for learners to become critically reflective of the assumptions underlying their intentions, values, beliefs, and feelings.

However, Gross, (1992) points out that it is never a case of one feeling being present and another being absent but rather one predominating over the other. Artistic and scientific

endeavors do not flourish in societies where people must struggle for food, shelter and even safety. In the case of girl-child, the theory is used to explain that the girl-child has too much to take care of, from school environment to the home; the expectations are too high to achieve. She has no time to think of self continuance or even self-appreciation. Children from poor families are expected to cater for the family may fail even with the help of a teacher who is positive in helping her. A hungry girl-child may be willing to go to school but because of hunger she misses school to participate in taking care of the neighbor's child in order to get food.

Raju, (1973) established that weariness from long journeys to and from school often on an empty stomach, makes school going an unpleasant routine. For the girl, she would prefer remaining at home and doing the house chores which involve cooking for the family. Indeed when children are sent to school hungry, where they only take a cup of tea to last them until lunch hour may benefit very little from school attendance. This is because they are distracted, sleepy, exhausted and tired. Others may be in need of love and friendship from their peers who are mostly out of school and also their parents who may feel that their daughters are obedient to listen to them and volunteer to remain at home when need is there to take care of the young one. Thus, they end up satisfying their feelings of being worthy at the expense of school attendance.

It also happens that the eventual expectation is wealth and so achieving the goal earlier the better on part of the parents but a waste of happiness, self- esteem and self-confidence for the girl-child. The parents will always feel motivated to ask the girl to

sacrifice school attendance for them and for the siblings. Thus, the need for the teacher to have a positive attitude towards the girl's self esteem which will come as an outcome of the teachers' crucial participation in making the school a better place for the girl child to be attracted to and wish to be there. A teacher's attitude towards access and equity in provision of education of the girl-child should influence the community and education administrators to put emphasis on a girl's need to acquire quality education. He/she should strive to create a classroom environment that will encourage a girl-child to develop confidence to exploit her full potential and improve on performance. The teacher should ensure that the overall school environment favors the girl-child both physically and psychologically in order to sustain self esteem which is a driving force to realize success in school and in society.

1.13 Operational Definition of Terms

Access: The girl-child should be given the opportunity to access education without any discrimination so access in this study is referring to the opportunity to get quality education.

Attitudes: Likes or dislikes that influence peoples' behaviour towards a person or thing.

Can also be defined as a tendency to think, feel or act positively or negatively towards objects in the environment. In this study the researcher looked at the teachers' attitude towards girl-child access and equity in the provision of education.

Early Forced Marriage: Forcefully marrying off an underage girl who has not yet reached the mandatory age of 18 years of making their own decisions.

Equity: A situation in which everyone is treated equally. In this case the Girl-child need to get a access to quality education just like the boy-child.

Gender: Gender refers to the attitudes, beliefs and values perceived about being Male or female.

Girl Child: According to Child Rights Convention a child is any individual aged 0-18 years, a girl of school age falls in this category.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter contains a review of literature relevant to this study. The literature was reviewed under the following sub-headings: Girl-education in the world, enrollment and teaching pedagogy, materials and girl-child access and equity in the provision of education, attitude- behavior link, affirmative action, origin of affirmative action, attitude and behavior, international policies, affirmative action and girl-child access and equity in provision of education. It also contains a summary of the literature reviewed.

2.1 Girl-education in the World

“The girl in every woman precedes and shapes the woman in her and to the extent to which girl-hood is denied, liberated and fostered, womanhood perishes or prospers (Sohoni, 1995). Investing in girl-child education translates quickly into better nutrition, poverty reduction, better health-care and performance in all fields of achievement (GK & UNICEF, 1992).

Girl-education is more than just reading and writing and the skills one needs to get by in life; it is also about public Health (UNICEF, 2005). Numerous studies have shown that educating a girl lowers birth rate, maternal and child mortality, strengthening the role of the family and improving the status of the girl-child. In different cultural, political and social systems, various forms of the family exist. The rights, capabilities and responsibilities of family members must be respected. Women make great contribution to the welfare of the family and to the development of the society, which is not recognized

or considered in its full importance. The upbringing of children requires shared responsibilities of parents, women and men as a whole in the society (GK & UNICEF, 1992).

Recognition should be given to the important role played by women in many countries for caring for other members of the family (Save the children, 2005). Poverty is one of the major factors underpinning early marriage. Where poverty is acute a young girl may be regarded as an economic burden and her marriage to a much older man, is a family survival strategy. Early marriage inevitably denies children of school age the right to the education they need for their personal development, their preparation for adulthood, and their effective contribution to the future wellbeing of their family and society. Married girls who would like to continue schooling may be both practically and legally excluded from doing so thus becoming a statistic in school drop-out (GK & UNICEF, 1992). Putting this into consideration a teacher has a role to play in enrollment, retention of all those that are enrolled to completion. Some male teachers are known to prey on their female students, threatening to fail them and to reward others who “cooperate” with high marks. These are some of the hostile environment that the girls and young women face in the school environment (Adhiambo & Ward, 1995). Most of the girls’ innocence is shattered very early as the African community believes that a girl is never a child and this is why girls are married off very early. A mother will be comfortable leaving a one year old in the care of four year old girl than with a six year old boy (Gathu, 2006).

Birth, marriage and death are the standard trio of key events in most people’s lives; but only one ‘marriage’ is a matter of choice. The right to exercise that choice was

recognized as a principle of law even in Roman times and has long been established in International human Instruments. Many girls and a smaller number of boys, enter marriage without any chance of exercising their right to choose. The assumption is that once a girl is married she becomes a woman – even if at the age of 12. Whether the marriage happens to a girl or a boy, early marriage is a violation of human rights (GK & UNICEF, 1992). This opens the way for a girl-child’s exploitation which most of the times leads to early school drop-out and extended reproductive span. Many girls in Kenya do not join formal education because their parents do not see the importance of education especially to the girl-child. The girls are discriminated, effectively denying them education which is a basic human right. Being illiterate is like being imprisoned in oneself and being a slave to society since illiteracy goes hand in hand with poverty and underdevelopment (Gathoni, 2008).

A teacher’s positive attitude towards girl’s advancement will make the teacher be concerned as to where about of any girl who does not report to school. An effective teacher will be able to strike a balance between exercising authority in the classroom, engaging and interacting with the students as peers or friends (Cameron, Connor & Morrison, 2005). This called for the need to do a research to determine whether there is an influence of teachers’ gender on the teachers’ attitude on girl-child access and equity in the provision of education.

2.2 Enrollment

Globally, girls represent 60% of all out of school children (USAID, 1998). In some countries, girls’ initial enrollment rates are lower than those of the boys indicating

barriers to access. In other countries, such as Kenya, initial enrollment rates are roughly equal, but as girls enter their adolescent years, they drop out at a higher rate than the boys. Poverty is a primary reason for girls as well as boys drop out of school; but girls drop out for other reasons related to reproductive behaviour, for example, early marriages, sexual maturation, (girls and their parents believe they no longer need to attend school because they are of marriageable age), pregnancy, low self-confidence, (girls are unable to resist sexual pressures and sexual harassment by male teachers and boys). Girls may also drop out of school because they feel uncomfortable if they are in their teenage years in primary school.

Girls are often older than their male counterparts, because girls usually start school at a later age and may repeat classes due to the difficult curriculum or having to perform household chores instead of paying serious attention to school work (Oyoko, 2006). Parents and society in general may place low value on girls' education, which contributes to their increased dropout rate. Girls who cannot overcome these barriers are often denied the chance to enjoy healthy and productive adult life (Thomas, 2002). A study carried out in Kenya in 1998 found out that, some 864,593 pupils entered standard one, of those only 380,990 (40%) reached standard eight in 1991. The other 483,603 repeated or else dropped out. The repetition and drop-out rates for girls were higher than those of the boys, with the results that their disadvantages multiplied (GK, Economic Survey, 1991).

Overall improvements in education are always desirable, special attention is needed to provide a conducive learning environment for girls. Experiences show that, if reforms are implemented without explicit identification of girls as targets, gender disparities may not

be reduced and may even widen. Efforts to improve the status of girls and women call for changing deeply engrained attitudes and practices and other additional measures. It requires serious efforts and initiatives in providing an opportunity for creating an enabling environment where girls and other disadvantaged groups can participate fully (Gathu, 2006).

Nationally, Kenya has achieved gender parity in participation at the primary school level, with a Gender Enrolment Rate (GER) of 105.8 for boys and 103.7 for girls (MOEST, 2005). However, this hides regional disparities where the participation of girls is as low as 15.7% compared to 29.3% for boys in one region. The challenge therefore in Kenya is to increase access to education for girls. Ascertain that once girls enroll, the schools provide a good quality education within an environment where girls are able to compete with the boys acquire basic, intellectual and practical skills, perform well in class work. They should successfully complete the education cycle with a level of achievement that enables them to advance to higher levels of learning. The training enables the girl-child to participate in all fields of the job market without prejudice or stereotyping

2.3 Pedagogy

Pedagogy refers to the art and science of teaching. More specifically, it refers to styles and methods of instruction and skills teachers use to impart the specialized knowledge/content of their subject area(s). Effective teachers display a wide range of skills and abilities in the teaching profession (www.nbpts.org). Pedagogy also refers to the methods of teaching, creating a learning environment where all students feel

comfortable and are sure that they can succeed both academically and personally. This complex combination of skills and abilities is integrated in the professional teaching standards that also include essential knowledge, disposition and commitments that allow educators to practice at a high level (www.nbpts.org). Through these pedagogical skills, teachers are able to impart knowledge to the learners in form of education which is the key aspect of equipping the girl-child with quality education for their future.

There is a growing consensus now that education, irrespective of who receives it, contributes to development. It raises income, promotes health and increases economic productivity. Education is a powerful vehicle of ensuring girls and women equal access to knowledge, skills, jobs and participation in society (UNICEF, 2005). It is also to be noted that the span of years at secondary school covers a time of important events and crucial decisions are made about furthering education and future jobs. A fact known by all is that a teacher is part and parcel of education. When a girl remains in school to gain more education it means giving the teacher more time to interact with the learner. How the teacher handles the learner determines what kind of an individual this particular child will become when she grows up (Gathu, 2006).

The school environment sometimes does not provide appropriate support for girls to continue their education (GK and UNICEF, 1992). Many studies indicate that schools fail to provide environment conducive to girls learning. For example, teacher student interactions may be biased in favor of boys as early as elementary school. In the face of failure, boys are encouraged to try again but for girls it is normal if they giving up

(Oakes, 1990). Under all forms of instruction, girls may have less access to science equipment, hands-on activities and computers than boys (Khale & Lakes, 1993; Sutton 1991). Available evidence indicate that teachers are generally unaware of gender differences in talk in the classroom participation and when aware they consider such differences as expected norm or are unaware how to cope with it (Gathu, 2006).

It is common for teachers to tell girls that they are not meant to take up subjects such as mathematics and sciences because these subjects are meant for boys. Teachers also constantly refer to the girls' physical attributes reinforcing the attitude of girls are basically sexual objects (Seminar on cooperation, 2005). Similarly, teachers may reinforce the masculinity and superiority of the boys by encouraging them not to be beaten academically by the assumed superior position of the boys and the inferior one for the girls and women (FAWE, 2005). The female teachers, who have also been socialized to believe in the inferiority of women, also reinforce these attitudes in the classrooms just as much as their male colleagues.

Apart from language use, there are others gender dynamics inside the classroom that can be very detrimental to the teaching and learning process. Sexual harassment of the girls by their male teachers is rampant. A 14 or 15 year old girl who is pursued relentlessly by her teacher for sexual favours will not concentrate in the classroom while at the same time struggling against the sexual overtures by the teacher as the lesson is going on (FAWE, 2005).

Teacher student interaction is also complicated by sexual maturation of the girls that the teacher training does not adequately prepare the teacher to handle. Teachers' attitudes towards students can be a reflection of the societal broader biases about the role of women in society and academic capability of girls. The quality of teacher student interaction may be negative towards girls and this tends to discourage their participation in class. Little evidence exists to suggest that female teachers are any better than their male counterparts with regards to in-class relationship with students (Adhiambo, 1995). For girls to access education, retention and completion of quality education, the attitudes of the teachers is of utmost importance.

From this information, the researcher found it necessary to carry out a research on teachers' attitude to find out their attitude towards the girl-child since teachers' attitude determines the psychological and emotional state of mind that is necessary for meaningful learning. To do this the researcher chose to carry out a research on both the males and females from both public and private primary schools in Eldoret Municipality.

2.4 Teaching-Learning Materials

In every learning situation the teacher uses teaching and learning aids to enhance retention. The learners enjoy handling these materials as they learn more by manipulation which enhances retention. The learners enjoy and learn more when they interact with the environment especially the learning teaching materials in the environment. Girls access to scientific and technical areas remains limited in most parts of the world. In the United States, boys are preferred over girls in subjects such as mathematics, science and technology (UN, 2005). Growing up in this discouraging environment, to further study in mathematics, science and technology at the secondary level, girls often choose to major

in 'soft' disciplines in colleges and university (Sohoni, 1995). In Japan more than half of all students in literature, arts, home economic and teacher training were women, whereas, women constitute only 10% of students in law, politics, economics, engineering and agriculture (Sohoni, 1995). With proper attitude, teachers can play a key role in breaking down cultural stereotypes and building self confidence among girls to encourage more of them to pursue careers in science and technology (Save the children, 2005).

In many parts of the world, text books and other teaching materials do not necessarily portray women and girls in a way to encourage girl-children to assume non-traditional roles in future. An example, in 1991, a study in Kenya by teachers drawn from the three East African countries in a seminar, discovered that women and girls were conspicuously absent in most textbooks and when references to women did appear, they were negative. They were presented as passive while men were portrayed as managers and leaders in both private and public sphere (FAWE, 2005). Such an environment encourages adolescent girls who are usually suffering from low self-esteem to hold low opinion of their academics as well as leadership ability. At the same time, various studies suggest that gender sensitive instruction and materials can make a classroom more relevant to adolescent girls and thus encourage them to remain in school. Instructional practices, with teachers aware of such factors at the level of girls' participation, teachers expectations, concerning girls abilities and achievements, girls-self concepts and long established gender stereotypes, can have a positive impact on girls' performance in the classroom. Teaching materials and study kits can also be revised to communicate gender sensitive messages and girls equal status with boys, Kurtz, Thores & Wolkind, (1995).

Africa has very many types of gender stereotypes. A review by FAWE, (2005), of all text books during a teachers' workshop in three schools one each in Kenya, Rwanda and Tanzania revealed that all text books in use had serious gender stereotyping. For example, there were no positive women images, all engineers and doctors were men, all the heroes in history books were men. A matter of more concern was the fact that teachers who were using these books in all the three schools, in all the three countries, were not aware of anything wrong with the textbooks. They had not received any training in analysis of textbooks for gender responsiveness and some of them had been teaching for over twenty years. This brought out the issue that teachers in primary schools had no say on the choice of text books in the three countries for use in the classrooms in the schools and that the books were determined at the National level. This posed the question of the levels of gender responsiveness at the Ministry of Education. It also called for special methodologies on how teachers could deal with approved text books that were not gender responsive in the course of teaching (FAWE, 2005). A teacher's positive attitude towards teaching materials will play a big role in making the girls appreciate themselves in and outside the classroom. The researcher felt that those weaknesses found with the other teachers in the three East African countries could as well be found with teachers in the present situation, thus the researcher took it up and went ahead to carry out a research on teachers' attitude on girl-child access and equity in the provision of education.

2.5 Girl-child access and equity in the provision of education

A girl-child who has had access and equity in the provision of education is likely to lead a healthy productive life. She is likely to make valid decisions that would lead to a

reasonably healthy life. Educated women are most likely to use contraception to delay or space, pregnancies at healthier intervals which reduce the incidences of low birth weight babies, infant death and malnutrition. Two World Bank studies in Africa found that educated women –whether rich or poor, living in urban or rural area – were more likely to use contraceptives (Save the children, 2005).

AIDS is a preventable disease with no known cure; basic education remains the strongest weapon against it. Girls who are educated have the knowledge and self-confidence to protect themselves against HIV and to prevent transmission to the next generation. More girls than boys are HIV positive in developing countries. In Africa, for every boy newly infected with HIV, there are between three to six girls infected. Where girls are not educated, HIV tends to spread more rapidly (FIDA, 2007).

The teacher is most of the time aware of the situations affecting the learners and so will be in a better position to give guidance where needed. Also he/she can lay strategies that would help the girls to avoid any situation that does not contribute to development of self-esteem or improve the school performance. A teacher's attitude will determine what kind of assistance to offer and as such empower the girls in making them self-reliant. A teacher's gender, age, professional qualification and the type of school will play a crucial role in the girl-child access, retention and completion of quality education. This will enable the girl-child to compete successfully in the job market. It is from this perspective that these variables were focused in the present study.

2.6 Attitudes and behaviour

Attitude is a hypothetical construct that represents an individual's degree of likes or dislikes for something. They are generally positive or negative views of a person, place, thing or event that is often referred to as the attitude object. People can also be conflicted or ambivalent towards an object, meaning that they simultaneously possess both positive and negative attitudes towards the item in question.

Attitudes can also develop on the ABC model (Affect, Behavior and Cognition) Dillard, (1994). The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object Eagly & Chaiken (1995).

Most attitudes are the results of either direct experience or observational learning from the environment. However, unlike personality, attitudes are expected to change as a function of experience. Tesser, (1993) argued that, the hereditary variables may affect attitudes - but believes that they may do so indirectly. For example, consistency theories imply that individuals must be consistent in their beliefs and values. An example of such a theory is the dissonance – reduction theory by Festinger (1956). According to Dillard (1994) attitudes can also be changed through persuasion and individuals should understand attitudes change as a response to communication.

The attitude-behaviour link has been of much debate from the early 30's following Lippitt's study in 1934. In his study he travelled in 128 establishments such as

restaurants and hotels with a Chinese couple. In all except one of these establishments they received between average and above average treatment. However, it was shocking to find out that 99% of these establishments responded that they would not offer services to Chinese visitors. He therefore concluded that people's attitude was not directly linked to their behaviors. Lapierre's study however has several shortcomings:

- a) The attitude was measured after the behaviour
- b) The Chinese couple was in the company of Lapierre who was part of the American Society
- c) The study was conducted on managers but it was the staff that served the Chinese couple.

Current research thus repudiates Lapierre's findings and believes that there is a link between attitudes and behaviour. However, this link is affected by the following factors:-

i) **Situational factors**

Fazio and Roskos-Ewoldsen (1994) found out that situational constraint like being in the company of others helped to moderate the relationship between attitudes and behaviour. They even prevent attitudes from being expressed in overt behaviour. In addition, individuals tend to prefer situations that allow them to express their attitude in our behaviors. These situations help them to strengthen their attitudes (Snyder & Ickes, 1985; DeBono & Snyder, 1995). Thus the relationship between attitudes and situations is a two-way street. Situational pressures shape the extent to which attitudes can be expressed in overt actions; but attitudes also determine the situations people enter.

ii) **Attitude strength**

The term strength includes several components:

- a) The extremity or intensity of an attitude (how strong the emotional reaction provoked by the attitude is)
- b) Knowledge (how much an individual knows about the attitude object) and;
- c) Its importance (the extent to which an individual cares deeply about and is personally affected by the attitudinal object). A result of attitude importance reveals that, the greater the personal relevance the attitude is, the stronger it is on an individual's behaviour.

iii) **Attitude specificity**

Baron, Byrne, and Watson (2005) observed that the more specific an attitude is, the better it is to predict behaviour. For example, individuals would probably be more accurate in predicting an individual's willingness to take action to protect religious freedoms from their general attitude towards religion than from their attitude about wearing religious jewelry (Fazio & Roskos-Ewaldsen, 1994).

iv) **Attitude ambivalence**

This is the ability of some attitudes to involve mixed emotions that are both positive and negative. Research has shown that ambivalent attitudes are weaker predictors of behaviour than attitudes that are not ambivalent (Baron, Byrne & Watson, 2005). However, in prejudiced attitudes, ambivalence makes individuals more alienable to change (Son Hing, Li & Zanna, 2002). In summary, existing evidence suggest that attitudes really can and often do affect behaviour (Petty & Krosnick, 1995). However, the

strength of this link is strongly determined by different factors such as the ones discussed earlier. For example, when people have time to engage in careful, reasoned thought, they can weigh all the alternatives and decide quite deliberately how to act under the hectic conditions of everyday life, however, they often do not have the time for this kind of deliberate weighing of alternatives; in such cases, their attitudes seem to shape their perceptions of the situation and thus their immediate behavioral reactions to them (Fazio, Ewoldsen, 1994; Bargen, 1997).

In conclusion, it is evident that:-

- a) Several factors serve as moderators of the link between attitudes and behaviour for example, situational constraints may prevent individuals from expressing their attitudes overly. In addition, they tend to prefer situation that allows them to express their attitudes.
- b) Several aspects of attitudes themselves also moderate the attitude-behaviour such as attitude strength specificity and ambivalence.
- c) Attitudes influence behaviour through several mechanisms like when people give careful thought to their attitude; intentions are derived from their attitudes. These intentions become strong predictors of their behaviour. However, when they cannot engage in such deliberate thoughts, the attitudes-attitude to behaviour process becomes greatly, influenced/shaped by their perceptions of the situations. In view of this, the teachers' attitude goes a long way in determining the kind of a person the girl-child will be as the teacher is the key mover of all activities that take place in the school set up. The girl-child needs a strong role model who has a positive attitude towards girl child access and equity in education. A negative or

positive attitude will play a crucial role in access and equity in provision of quality education.

2.7 Affirmative action

Affirmative action refers to policies that take factors including; race, color, religion, gender, or national origin (Executive order 11246) into consideration in-order to benefit an underrepresented group usually as a means to counter the effects of a history of discrimination. The focus of such policies ranges from employment and education to public contracting and health programs. This is based on the fact many people have been excluded historically from jobs, schools, and social endeavors because of their race, ethnic origin, creed, and sexual orientation (Kiragu, 2006).

Affirmative action originated in the United States of America and first appeared in President John F. Kennedy's Executive order, 10925 signed on 6th March, 1961. The term then was used to refer to measures to achieve non- discrimination. In 1965, President Lyndon Johnson issued Executive order 11246 which required federal contractors to take hire without regard to race, religion and national origin. In 1968, gender was added to the anti-discrimination list (Affirmative Action, 1995). Matching procedures in other countries are also known as reservation in India, positive discrimination in United Kingdom and employment equality in Canada.

Rather than giving preference to minorities, affirmative action laws are supposed to ensure that minorities are included equally and reward the inclusion of diversity (Affirmative action, 1995). However, opponents of affirmative action often suggest that

such laws can promote people who are under qualified, taking jobs or other positions from those who are better qualified. They also add that they discourage individuals from trying to do their best.

In Kenya, affirmative action especially towards women can be traced back before the country's independence from colonial rule. The oldest women organization the Maedeleo Ya Wanawake organization (MYWO) was started in 1952 with widest grassroots penetration in the country with over three million members at present. For a long time the main focus has been economic empowerment among women. It aimed at building women's capacity to generate income and manage their households as a means of alleviating poverty (Kiragu, 2006). This approach, whether or not influenced by MYWO remains pervasive and is reflected in the numerous small scale women's savings and credit groups and investment clubs or as they are commonly called, "Merry-go-rounds". These groups pool members' contributions to provide credit to their own members or make investments. The potential for using these groups as catalyst for women's rights activism has not been fully explored (Institute for Economic Affairs, 2008).

During the third UN conference on women held in Nairobi in 1985, this marked the beginning of rights centered activism. A number of women's organizations were born right after the conference including the federation of women lawyers (FIDA) which gained prominence for its women's rights advocacy. In addition, Kenya has signed onto the Convention against all forms of Discrimination against Women (CEDAW) and a number of other international conventions as well as the millennium Development Goals,

but becoming a party to an international treaty does not automatically mean incorporation of its norms into national legislation or policy. Thus, in many ways Kenya has made progress, however slow on women's rights. During the celebrations of 100 years international women's day at Kenyatta International conference centre (KICC), Nairobi, the first lady Mama Lucy Kibaki urged parliamentarians to pass bills that will protect the rights and welfare of the girl-child and of women in Kenya (Shaban, 2011). She also acknowledged that the 9th and 10th parliaments had been active in legislating laws to curb harmful practices perpetrated against women. She however, noted that the bills would help to decisively eliminate such vices. Such bills include the family protection Bill 2009, Marriage Bill 2009 and Matrimonial property Bill 2009 all which were passed. At the same time Mrs Kibaki called on all Kenyans to join hands in eliminating vices like rape, child molestation, child trafficking and violence against women which erode the dignity self-esteem of women and girl-child (kenyaupdatetoday.blogspot.com).

It is often the government and educational settings that promote equal opportunity to ensure that minority groups within a society are included in all programs. The justification for affirmative action is to compensate for past discrimination, persecution or exploitation by the ruling class of a culture, or to address existing discrimination.

The international convention on the elimination of all forms of racial discrimination stipulates that affirmative action programs may be required of countries that have ratified the convention, in order to ratify systematic discrimination. It states, however, that such programs shall in no case entail as a consequence the maintenance of unequal or separate right for different racial groups after the objectives for which they were taken have been

achieved. The United Nations Human/animals Rights Committee states, the principle of equality sometimes requires states parties to take affirmative action in-order to diminish or eliminate conditions which cause or help to perpetuate discrimination prohibited by the covenant (Sowell, 2004). Kenya is a signatory of these statutes and as such has to adhere to their demands especially when it comes to gender equity and girl-child access and provision of quality education.

In the Districts where Education for Marginalized Children in Kenya (EMACK) works, the girl-child has relatively lower attendance, retention and performance in primary school. To better understand the root causes of this situation, EMACK conducted a study in 2006 with pupils of primary schools in Coast and North Eastern province, in recognition that pupils were not getting information or even discussing issues of growing up or sexual maturation, EMACK included an investigation on the impact of these issues on pupils' educational attainment. The study revealed that both boys and girls were having difficulties coping with issues of growing up and sexual maturation and that these difficulties were having a negative impact on their education. Unfortunately, the girl-child was consistently and always the most disadvantaged as she was faced with:-

- i) Lack of accurate information on how to deal with growing up process.
- ii) Unaffordable menstrual protection/sanitary wear.
- iii) Heavy domestic workload.
- iv) Lack of sanitation facilities,
- v) Early marriage and pregnancies and,
- vi) Negative societal attitude towards importance of educating the girl-child.

The researcher in investigating teachers' attitude towards girl-child access and equity in provision of education, the researcher sought to find out their stand as their positive or negative attitude determine what kind of persons the girls are going to be in future

2.8 Summary

The reviewed literature established that the girl-child has not been given conducive environment in school to enable her exploit her full learning potential. The conditions, that the girl-child has been exposed to in schools and in the society has not been optimum. Provision of knowledge and skills will enable her compete effectively. Provision of proper sanitation facilities have been put in place to cater for the girl-child education, but the implementation has not been adequate. It has also been established that the school environment of which the teachers are part of, require thorough understanding in order to lay appropriate strategies that would empower the girl-child. The situation that has existed prompted the researcher to undertake the study that would establish the teachers' attitude towards accessing and provision of quality education to the girl-child. This ultimate objective will ensure the future mother is placed in a productive life and a reasonably fair policy making position.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

In this chapter, focus is given to the design and methodology that was used in this study.

It also consists of sub-topics;- geographical location of the study, research design, study population and sample, sampling procedures, research instruments, validity and reliability of the instruments, data collection procedures and data analysis.

3.1 Geographical Location of the Study

The study was carried out in Eldoret Municipality which is in Rift Valley region. Eldoret lies at 0 degrees 31' 0" N 35' 17" 0' E. It is in Western part of Kenya and an administrative centre of Uasin Gishu County of Rift Valley region, lying to the south of Cherang'ani Hills. The elevation varies from 2100m above sea level at the Airport to more than 2700m in nearby areas, (7000-9000 feet). It has a population of about 218,446 according to Geographical data base, 2009.

Routine assessment of primary schools in Eldoret municipality which was done in 2008 reported to have 42 public primary schools and 94 private primary schools. Lack of school sanitation and hygienic conditions were reported to be key factors affecting performance of the 47,000 enrolled pupils, (UNDP, 2009). The researcher chose this area for its cosmopolitan nature representing diverse cultures. Some of the communities living in this region would prefer a boy-child to have priority over the girl-child in acquiring education especially when financial inability is a crucial factor. Due to the fact that the

occupants of this area are of different ethnic backgrounds, the research findings would be a representative of what was likely to be reflected in the larger population in the country.

3.2 Research Design

The study adopted the *ex post facto* (causal comparative) design. The main characteristic being that the researcher did not manipulate the variables involved in the study. This method was chosen based on the fact that, the researcher used individuals as units of analysis. The researcher generalized the findings to a larger population and so this method was appropriate as stated by Kothari, (2005).

3.3 Population

Population consisted of individuals having equal and independent chance of participating in the study. Research population comprised of all primary school teachers in Eldoret Municipality. There were a total of 665 teachers in the municipality in both public and private primary schools.

Sample

The sample consisted of 200 teachers drawn from the primary schools, 50 male teachers from private and 50 from public schools, 50 female teachers from private and 50 from public schools. The researcher used random sampling technique. The data is shown on Table 3.1

Table 3.1 showing the number of teachers from public and private schools

	<u>Male</u>	<u>female</u>	<u>Total</u>
Public schools	75	285	360
Private schools	176	129	305
Total	251	414	665

3.4 Sample and Sampling Procedures

For sampling procedures, stratified random sampling was used to sample out the primary schools. Stratified random sampling is the obtaining of a sample by separating the population elements, into non-overlapping groups referred to as strata and then selecting by random sampling from within each stratum(Bailey, (1987; 80). The sample was stratified according to the type of school, public 100 and private 100. According to gender male 100 teachers and female 100 teachers were selected. Equal number of teachers from both private and public schools were involved. Also an equal number of male and female teachers were involved in the study. This sample represented approximately 30% of the population. The researcher selected primary schools from different stratus namely; Public and private schools. In Public schools 50 males were sampled and 50 females. In Private schools 50 males were also sampled and 50 females making a total of 100 teachers from each stratum. This was done to try and balance the numbers as there were more female teachers in public schools and more male teachers in the private schools so it ensured a fairly true representation of the whole population.

Table 3.2 showing the sample distribution

	Male	female	Total
Public schools	50	50	100
Private schools	50	50	100
Total	100	100	200

3.5 Research instruments

The study employed a questionnaire. A questionnaire is a convenient tool especially where there are large numbers of subjects to be handled because it facilitates easy and quick derivation of information, (Kothari 2005). The researcher used self-administered questionnaire as it was convenient for this particular study. The questionnaires were in two sections. Section A had items focusing on personal information. Section B had items seeking teachers' attitudes towards girl-child access and equity in the provision of education.

In the study, items in the questionnaire of Likert scale type were used. This is because Likert scale permits measurement of attitudes towards different aspects of the same phenomenon on a single scale. It is reliable and objective (Kothari 2005). It was therefore deemed the most appropriate in measuring attitudes. The scale contained five types of responses; (SA) Strongly Agree, (A) Agree, (U) Undecided, (D) Disagree, (SD) Strongly Disagree. Each response had scores ranging from 1-5. It is illustrated here for the positive responses;

(SA) Strongly Agree, (A) Agree, (U) Undecided, (D) Disagree, (SD) Strongly Disagree

5 4 3 2 1

The awarding of the scores was reversed for the negative statements.

3.6 Reliability and Validity of Research Instruments

This section is going to discuss the reliability and validity of the research instruments that are going to be used in the study.

3.6.1 Reliability

Reliability of an instrument tells whether a test measures what it ought to measure consistently. According to Mugenda & Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The test-retest method was carried out. This involved administering the same instruments twice to the same group of subjects. To this effect, the researcher administered the instruments used during piloting to the same respondents after two weeks and the results of the first administration and second were correlated to ascertain their reliability. The piloting was done in schools in the larger Uasin Gishu district schools which neighbor the Municipality and were not meant to participate in the study.

The reliability on item analysis was based on estimates of variability among teachers' responses to the items. The reliability index of the research instrument was calculated using Pearson's product moment correlation (r) from the test-retest scores. The results obtained from the attitude questionnaire had a reliability coefficient of $r = 0.79$. According to Kerlinger (1986), a positive correlation (r) of .5 and above is strong enough

and hence the instrument is deemed reliable. The attitude questionnaire was therefore considered reliable.

3.6.2 Validity of the instruments.

Moser and Kalton (1971) defined validity of an instrument or scale as the success of the scale in measuring what it supposed to measure so that differences in individual scores can be taken as representing the differences in characteristics under study. Content validity for the instrument was done through consultation with experts in the Department of Educational psychology of Moi University. Mugenda and Mugenda (1999) assert that the usual procedure in assessing the content validity of a measure is to use professionals or experts in the particular field. Advice given by these people helped the researcher to determine the validity of the research instruments. These were used to make the necessary changes. Piloting was carried out in schools in Uasin Gishu County that are neighboring the Municipality. Validity of the instruments was also determined through piloting, where the responses of the participants were checked against the research objectives.

3.7 Data Collection Procedures

The researcher obtained an introductory letter to conduct this study from the Dean, School of Education, Moi University (Appendix iv), then proceeded to get a research permit from the Ministry of Higher Education Science and Technology (Appendix v). The researcher also sought permission from the MEO, Eldoret Municipality (Appendix vi), to be allowed to access the teachers in the municipality. With this, the research proceeded to collect data from the sampled schools.

For the sampled schools the researcher took questionnaires basing on the number of teachers in the particular school. The questionnaires were given out to teachers both male and female. The researcher administered the questionnaire with the consent of the head teachers. The participants read the consent letter before participating in the study (Appendix i). Clarifications were made where necessary. The participants were asked to read the instructions before responding to the questionnaire items. Sufficient time was allowed for the participants to respond to the instrument accurately. Each participant responded to all the items while the researcher waited without discussing with colleagues. The schools that opted for the researcher to leave the questionnaire and collect the following day ended up not returning the questionnaire, accounting for the lost questionnaire.

3.8 Data Analysis Procedures

The data obtained from the teachers were manually coded, scored and then accurately transcribed into a computer file. The Statistical Package for Social Sciences (SPSS) computer programme was then used to analyze it. The level of significance used for t-test was $p < .05$ and $p < .05$ for Pearson product correlation coefficient. Any questionnaire with missing data was deleted or omitted as spoiled from the analysis. Thus, only the subjects that responded to the biographical form and responded to the 20 items in the scale were included in the final sample.

The data collected in the study was analyzed using both descriptive and inferential statistics. The descriptive statistics involved in this study were mean scores and

percentages. The inferential statistics involved in the study were t-test and Pearson product moment correlation. The mean scores and percentages were used to answer research question one while the t-test was used to analyze the data so as to answer the research questions and test the null hypotheses advanced in the study. The descriptive statistics were presented in tables to enable a reader to examine the characteristics of individual variables before looking at the results of the inferential statistics.

3.9 Scoring the Research Instruments

In scoring the Opinionaire (Appendix iii), the minimum score was =20 and the maximum score was = 100. The negative score was = 52 and below. A neutral score for attitude towards girl-child access and equity in the provision of education was put between, 53-68. Positive attitude ranged between 69-100.

Table 3.3 showing the categorization of the scores

	Rating
Positive	69-100
Neutral	53-68
Negative	< 52

3.10 Ethical Considerations

The researcher informed the participants of confidentiality of the information obtained. They were also assured of their anonymity. The participants were assured that all information obtained would be kept confidential and was only to be used for the research purpose only. The participants were asked to read the consent letter before participating in the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSES AND INTERPRETATION

4.0 Overview

In this chapter the researcher presented results of data analysis and interpretation. The study investigated the influence of teachers' attitude towards girl-child access and equity in the provision of education. The study was also designed to determine whether the teachers' age, the type of school, gender and the professional qualification of the teachers have an effect on their attitude towards girl-child access and equity in the provision of education. The reporting of statistical results follows a fairly consistent pattern: a restatement of the research questions and hypotheses, after which the pertinent descriptive statistics, inferential statistics, and appropriate interpretation are presented. This chapter opens with a demographic description of the participants involved.

4.1 Demographic description of the participants

There were 200 participants in the research, 100 males and 100 females. Among the male teachers, there were 48 P1 teachers making up (23%), 23 ATS teachers (12.04%), 15 diploma holders, (7.14%), and 13 graduates (6.81%). Among the females, there were 52 P1 teachers (27.23%), 14 ATS (7.33%), 11 Diploma (5.76%) and 15 Graduates (7.85%). Among the 200 questionnaires given out nine were either not returned or some sections were not complete and so were left out of the data analysis. The demographic description of all the participants involved in this study is presented in Table 4.1.

Table 4.1 *Demographic Description of Participants*

		Gender					
		male		Female			
Qualification	N	%	N	%	TOTAL		
					N	%	
Professional							
P1	48	25.13	52	27.23	100	52.36	
ATS	23	12.04	14	7.33	37	19.37	
Diploma	15	7.85	11	5.76	26	13.61	
Graduate	13	6.81	15	7.85	28	14.68	
Total	99	51.83	92	48.17	191	100.00	

4. 2 Teachers’ attitude towards Girl-child access and equity in the provision of education

In this study, the first research question, derived from the first research objective stated; what is the teachers’ attitude towards girl-child access and equity in the provision of education? To answer this question the participants were asked to respond to all the items in the questionnaire measuring the teachers’ attitude towards girl-child access and equity in the provision of education. The questionnaire used to measure the attitude was a 5-point Likert scale with 20 items. The lowest possible score was 20 and the highest 100. Since the mean score of the participants was 68.54, it was concluded that the participants generally had an ambivalent attitude towards girl-child access and equity in the provision

of education, Table 4.2. According to transformative theory it is easy to change a person with ambivalent attitude to negative to positive rather than from negative to positive.

Table 4.2: the Mean Scores of Teachers’ Responses on Attitude toward Girl-child access and equity in the provision of education

Gender	N	Attitude	
		Mean	SD
Male	99	68.13	7.95
Female	92	68.95	7.91
Total	191	68.54	7.93

4.3 Teachers’ Attitude towards Girl-child access and equity in the provision of education

The first null hypothesis derived from second research question stated that there was no significant relationship between gender and teachers’ attitude towards girl-child access and equity in the provision of education. To test this hypothesis, the participants were asked in item 1 of Biographical Form to indicate their gender. In addition, the participants were asked to respond to all the 20 items on the questionnaire measuring their attitude towards girl-child access and equity in the provision of education. The mean scores of male and female participants on their attitude towards girl-child access and equity in the provision of education are reported in Table 4.3.

Table 4.3: Gender and Attitude toward Girl-child access and equity in the provision of education

Gender	N	Attitude	
		Mean	SD
Male	99	68.13	7.9
Female	92	68.95	7.91
Total	191	68.54	7.93

To test whether the mean scores obtained by male and female participants on their attitude toward girl-child access and equity in the provision of education were significantly different, a t-test for independent samples was conducted. The result of the analysis indicated that there was no significant difference, $t(189) = -.709, p > .05$. From Table 4.3, it can be noted that the female teachers were more positively inclined while their male counter parts were ambivalent. Since the difference was not significant, the null hypothesis was accepted and it was therefore concluded that there was no significant difference between male and female teachers' attitude towards girl-child access and equity in the provision of education.

4.4 The relationship between teachers' age and attitude towards girl-child access and equity in the provision of education.

The research question stated that there was no significant relationship between teachers' age and their attitude towards girl-child access and equity in the provision of education.

To answer this question the descriptive results as shown in table 4.4.

Table 4.4 Relationship between teachers’ age and their attitude towards girl-child

Access and equity in the provision of education

Age	Attitude	Out of 191	Percentage
24-29		50	26.18
30-34		26	13.61
35-39-		22	11.52
40-44		16	8.38
45-49		32	16.75
50-54		29	15.18
55-& above		17	8.90
Total		191	99.98

The results indicated that there was significant difference in the teachers’ age and their attitude towards girl-child access and equity in the provision of education. All the teachers were ambivalent except those aged 55 and above who had a positive attitude towards girl-child access and equity in provision of education.

4.5 Professional Qualification and Attitude towards Girl-child access and equity in the provision of education

The third null hypothesis which was derived from the fourth research question stated that there was no significant relationship between teachers’ professional qualification and their attitude towards girl-child access and equity in the provision of education. To test this hypothesis, the participants were asked to respond to all the 20 items on the questionnaire measuring their attitude towards girl-child access and equity in the provision of education to indicate their professional qualification. They were also asked on the biographical information. The mean scores were computed according to their professional qualification. The mean scores are presented in Table 4.5.

Table 4.5 Professional Qualification and Teachers' Attitude towards girl-child access and equity in the provision of education

Attitude			
Professional			
Qualification	N	Mean	SD
P1	100	68.44	8.45
ATS	37	68.05	8.75
Diploma	26	69.50	6.04
Graduate	28	68.54	7.17
Total	191	68.52	7.92

The P1 and ATS teachers had ambivalent attitudes while Diploma and Graduate teachers had positive attitudes towards girl-child access and equity in the provision of education. To test whether the mean scores of teachers belonging to different professional qualifications on their attitude towards girl-child access and equity in the provision of education were significantly different; a one way-ANOVA was conducted. It showed that the teachers who had acquired more training, the Degree and Diploma holders were more positively inclined than those who had merely been promoted on merit. The basic training was that of P1 and the ATS teachers were P1 teachers who were given the title on merit without any further training. The results indicated no significant difference among teachers with different professional qualification in their attitude towards girl-child access and equity in the provision of education, $F(3, 187) = .176, p > .05$. Thus, it was

concluded that there was no significant difference among teachers with different professional qualification in their attitude towards girl-child access and equity in the provision of education. The null hypothesis was accepted.

4.6 Type of School and Attitude

The fourth null hypothesis which was derived from the fifth research question which stated that there is no significant influence of the type of school (public or private) on attitude of teachers towards girl-child access and equity in the provision of education. To test this hypothesis, teachers who were in public schools and those who were in private schools were asked to respond to all the 20 items in the questionnaire measuring their attitude towards Girl-child access and equity in the provision of education. The mean scores of teachers in both public and private schools are reported in Table 4.6

Table 4.6: Type of school and Attitude towards Girl-child Access and Equity in provision of education

Type of school	N	Attitude	
		Mean	SD
Public	98	68.79	6.95
Private	93	69.30	8.80
Total	191	69.05	7.88

A t-test for independent samples was conducted to find out whether or not the mean scores were significantly different. The results of the analysis indicated there was no significant difference between type of school and the teachers' attitude towards girl-child

access and equity in the provision of education, $t(189) = 1.324, p > .05$. It was concluded that school type had no significant influence on teachers' attitude towards girl-child access and equity in the provision of education. The null hypothesis was accepted.

4.7 Summary

The researcher set out to investigate the teachers' attitude towards girl-child access and equity in the provision of education, and whether the age, the type of school, gender and the professional qualification of the teachers had an effect on their attitude towards girl-child access and equity in the provision of education. The demographic data showed the number of teachers according to their qualification where P1 teachers were the majority with 52.36%, followed by ATS with 19.37%, graduates with 14.66%, and finally the Diploma holders with 13.61%. After analyzing the data on attitude of the teachers it emerged that in general teachers were positively inclined towards girl-child access and equity in the provision of education with a mean of 68.52.

On gender, the female teachers were positively inclined with 68.95 towards girl-child access and equity in the provision of education than the male teachers who were ambivalent with 68. In answering the question on the teachers' age and their attitude towards girl-child access and equity in the provision of education, the descriptive results On professional qualification four groups were represented. The Diploma holders had a mean score of 69.50, graduate 68.54, P1 68.44 and the ATS 68.05. P1 and ATS teachers were ambivalent with mean scores of 68.44 and 68.05 respectively, while diploma and graduate teachers were positively inclined with mean scores of 69.50 and 68.54 respectively. The conclusion was that there was no significant difference among teachers

with different professional qualification in their attitude towards girl-child access and equity in the provision of education.

Finally on the Type of school and the Teachers' attitude, the means indicated that the teachers were ambivalent as there was no significant difference between the public and private schools (69.30) (68.79) the difference 0.51. The conclusion was that there was no significant influence of the type of school on the teachers' attitude towards girl-child access and equity in the provision of education.

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CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

In the discussion, attempts were made to compare the findings with other related studies. The chapter opens with summary of primary teachers' attitude towards girl-child access and equity in the provision of education in schools in Eldoret Municipality. This is followed by summaries and a discussion of the findings on the relationship between teachers' gender, age, professional qualification and type of school. The chapter ends with the conclusion of the study's implications for the policy makers and recommendations for further research.

5.1 Summary of the Findings

The mean score of the participants was 68.54, it was concluded that the participants generally had ambivalent attitude towards girl-child access and equity in the provision of education: There was no significant difference between male and female participants'

attitude towards girl-child access and equity in the provision of education; however, the male teachers were ambivalent while female teachers had a positive attitude. The teachers' age had no significant influence on teachers' attitude towards girl-child access and equity in the provision of education. All the teachers were ambivalent except those aged 55 and above who had a positive attitude towards girl-child access and equity in provision of education. There was significant influence of teachers' professional qualification on their attitude towards girl-child access and equity in the provision of education. The P1 and ATS teachers scored 68.44 and 68.05 respectively compared to the Diploma and Graduate teachers who scored 69.50 and 68.54 respectively.

The type of school had no significant influence on teachers' attitude towards girl-child access and equity in the provision of education.

5.2 Discussion of findings.

In this unit the researcher will discuss the findings of the research on Teacher's Attitude, Influence of Gender, influence of age and influence of the Type of School towards girl-child access and equity in the provision of education.

5.2.1 Teacher's Attitude towards Girl-Child Access and Equity in the Provision of Education

This study investigated the teachers' attitude towards girl-child access and equity in the provision of education. The study involved teachers from both public and private schools of different ages and different professional qualifications. The sample involved 100 male teachers; 50 from public and 50 from private schools, 100 female teachers; 50 from public and 50 from private schools. At the end of data collection 9 questionnaires were

missing or the participants had not completed all the sections and so they were omitted from data analysis. Total scores of teacher's attitude were calculated and the results showed an overall mean score of 68.54% which was termed as ambivalent attitude as the score was at the margin of the neutral score. Thus, it was concluded that teachers were ambivalent attitude towards girl-child access and equity in the provision of education. The implication of this finding is that the teachers in general are not sure of their role when it comes to implementing the curriculum that is set for all schools. This is attributed by the fact that all teachers irrespective of where they teach have ambivalent attitude towards girl-child access and equity in the provision of education. The study supports evidence put forward by Gathu (2006) that the teachers are generally unaware of gender differences in their teaching pedagogies and talk in the classroom, which indicates that there is need for sensitization. About students' participation the teachers were found to be unaware of the differences and when aware they considered such differences as an expected norm or were unaware of how to cope with the situation (Gathu, 2006).

Oyoko (2006), in her study found that the teachers had a negative attitude in their teaching methodologies that suggested biases. The girls were not encouraged to participate in classroom discussions, a situation that played a role in restricting their performance and their level of assertiveness in life. She felt that this attitude was a result of socialization process both in school and at home which was based on gender roles and expectations from the community. The biases rooted and acquired in the communities highlighted the socio-cultural beliefs and practices that remain strongly engraved in the minds of the communities forming the traditions that surround the girl-child and women.

In this study it has been found to be the opposite but the teachers cannot be exonerated from the blame that they are the main cause of failure of girl-child not accessing equity education as their mean score on attitude was ambivalent.

UNICEF (2005) put it that, a girl's education is more than just reading and writing and the skills one needs to get by in life; it is about public health. A healthy and well fed person thinks of how to progress economically as well as improving the status of one's family. A girl-child who has no problem in being in class with a teacher whose concern is to teach and go through the processes in the school will encourage the student to aim for the highest attainment in the school work. The girl being in school and having appreciating teachers who are concerned about her well-being the girl-child has already moved up the ladder of attaining security needs and can now feel appreciated and in so doing gains self-confidence that will propel her to even greater heights of self appreciation and self-confidence. Thus, teachers' ambivalent attitude plays a crucial role in girl-child access and equity in the provision of education.

5.2.2 Influence of Gender on Teacher's Attitude towards Girl-Child Access and Equity in the Provision of Education

This study set out to investigate the influence of gender on teachers' attitude towards girl-child access and equity in the provision of education. The results found that there was no significant difference between male and female participants' attitude towards girl-child access and equity in the provision of education. However the male teachers were ambivalent while the female teachers had positive attitudes. This may be attributed to the male teachers being not aware of their role in the empowerment of the girl-child. The

female teachers though positive were also on the lower positive side. These results can be attributed to the fact that the teachers are unaware of their gendered attitude (Gathu, 2006). According to the Ministry of Education Science and Technology (MOEST, 2005), Nationally, Kenya has achieved gender parity in participation at the primary school level, with a Gender Enrolment Rate (GER) of 105.8 for boys and 103.7 for girls (MOEST 2005). However, this hides regional disparities where the participation of girls is as low as 15.7% compared to 29.3% for boys in one region.

The challenges therefore for girls' education in Kenya is to increase access for girls and ascertain that once girls enroll, the schools provide a good quality education within an environment where girls are able to compete with the boys and acquire basic intellectual empowerment and practical skills to perform well and complete the cycle with a level of achievement that enables them to advance to higher levels of education and training. To address gender concerns in education, the government is promoting gender friendly learning environment in schools with special focus to provision of water and sanitation. Policy has been put in place to create a framework through which partners are working together to promote the education of girls as these require multifaceted approach (FIDA, Kenya, 2007).

Out of the total bursary allocation of 770 million for the year 2004/05 financial year (FIDA, Kenya, 2007) 5% of the total targeted girls as part of affirmative action. To improve participation of girls at the university, the government lowered the entry points for the girls by one point. These are some of the measures that have been put in place to

continuously improve gender parity in access, retention and performance. This ensures the girls have access to opportunities hitherto inaccessible to them due to lack of education and so are empowered to compete with the rest of the people for the few chances higher up the ladder (FIDA, Kenya, 2007).

5.2.3. Relationship between Teachers' Age and Their Attitude towards Girl-Child Access and Equity in the Provision of Education

The study set out to investigate the relationship between teachers' age and their attitude towards girl-child access and equity in the provision of education. The results showed an ambivalent inclination by teachers towards girl-child access and equity in the provision of education with the exception of older teachers above 55 years who had positive attitude. This is in agreement with FAWE & MOEST, Kenya, (2001), which said that majority of teachers espouse ideas of gender equality and promotion of girl's education at a theoretical level but traditional roles and norms remain intact at family and community levels. So, according to the findings of this study, it is therefore possible that no structural transformation of teachers' thinking about equality has taken place. As such, teachers are not effective change agents for improving girl's education. In such a scenario, posting young teachers as role models may not necessarily be a good strategy at the moment just as Gathu (2006) felt that there was no difference between male and female teachers' attitude towards girl-child access and equity in the provision of education.

According to Oyoko (2006), attaining gender equity in education is difficult unless teachers and school administration are sensitive to the different treatment offered which

are reinforced by past gendered experiences. The curriculum should be more relevant to the girls' needs of achieving high scores in their class-work and thus having to accept the fact that the boys are not any better than them but can do just as good.

5.2.4. Relationship between Teachers' Professional Qualification and their Attitude towards Girl-child Access and Equity in the Provision of Education

The study investigated whether there was a relationship between teachers' professional qualification and their attitude towards girl-child access and equity in the provision of education. The results indicated that there was no significant relationship between the teachers' *professional* qualification and their attitude towards girl-child access and equity in the provision of education. However, the P1 and the ATS teachers were confused and not sure about the girl-child access and equity in the provision of education. This was the expectations of the researcher according to Mezirow (1995) transformative theory of cognition. That the more one is exposed the more one is transformed in terms of self-advancement socially and economically thus being a role model for the learners. This was seen in the scores of the graduates and the diploma holders whose scores were higher than those of the P1's and ATS' teachers. This supports the government's vision to provide training for all in the institutions of learning. To achieve quality education for all, the government has ensured a well trained teaching force.

Measures have been put in place to support the professional growth of teachers and improve on their academic and pedagogical skills. The government has also ensured

equitable distribution of learning/teaching materials in public primary schools to support curriculum implementation. The capacity building of primary school heads, school management committees and field officers to ensure efficient delivery of quality educational services have been instituted. To ensure that curriculum is responsive to the needs of the learners and the society, the curriculum is renewed (reviewed) continuously as need arise by Ministry of Education, Science and Technology (MOEST, 2005). Teacher's training and achievement go hand in hand applying to developmental principle which is fundamental to creating a positive classroom environment (Gathu, 2006).

5.2.5 Influence of the Type of School on Teachers' Attitude towards Girl-Child Access and Equity in the Provision of Education.

The researcher investigated the influence of the type of school (public or private) on teachers' attitude towards girl-child access and equity in the provision of education. The results of the analysis indicated that there was no significant relationship between type of school and the teachers' attitude towards girl-child access and equity in the provision of education. In this study two types of schools were involved, public and private. Public schools offer free tuition in education whereas private schools charge school fees that most of the time is far beyond what low income families can afford. Oyoko (2006) carried out a study on roles of a girl-child in low and high income setting in Kenya. The research found that in 57% of the cases in the low income settings nobody paid the girl-child school fees meaning that most of them did not attend school at all. In the high income setting, both parents were involved in payment of the girl-child school fees.

Where possible in the low income setting where a girl went to school, the mother was said to have paid the school fees.

The results of this study showed that type of school did not have significant influence on the teachers' attitude towards girl-child access and equity in the provision of education. This in contradiction to Oyoko's findings that since the teachers in private schools were paid by the parents, the teachers felt obliged to attend to the learners irrespective of their gender as the parents were also not gender inclined in paying school fees and especially putting the girl-child in a private school. In the public school, the teachers did not feel obliged to make the girls perform as sometimes the girls are made to be absent taking care of their younger siblings. This makes the girl to fall back in academic performance of which the parents most of the time do not show serious concern unlike for the boy child who is highly held as he is deemed to be the future provider of the family when the girl gets married.

In the low income family where the children are to be found in the public schools, the marriage time ranged from 10-14, but in the high income setting the parent expects the girl-child to complete her education up to tertiary level before thinking of getting married at age 22-26 (Oyoko, 2006). These parents did not feel obliged to let their children be married at a young age as financial constrains was not a burden to them. Schools, and in particular the teachers have been implicated in promoting the non-participation of girls in education. Previous research indicates that school related factors affect both the supply and demand for female education. Among these factors include the quality of instruction,

lack of role models, teachers' attitudes, types of instructional materials used and the nature of the curriculum offered in schools as well as the time table arrangement for the subjects offered in the schools. It requires serious effort and initiative in providing an opportunity for creating an enabling environment where girls and other disadvantaged groups can participate fully.

All in all Education is seen as a vehicle to empower women and give them confidence irrespective of the type of school, it is apparent that girls' experiences in school reinforces ideas about the assumed "appropriate roles" whether in relation to family, employment or men. It can therefore be argued that the under representation of girls in education is not so much a product of their under achievement but a product of their marginalization. It appears like the environment where instruction takes place is gendered (school). Some factors are related to institutional policies and practices while others are associated with the society's customs, beliefs and attitudes about women's roles, responsibilities and capabilities.

In the day to day learning processes, learners are apt to interpret what they learn individually based on their personal prior experiences. This constitutes the hidden curriculum. The hidden curriculum has undeclared consequences in the way teaching and learning are organized and performed. The hidden curriculum describes those forces which shape the non-academic and unmeasured learning. The hidden curriculum has a set of practices whose ultimate effects are still unknown and suspect. The practices eventually affect the participation and achievement of the victims. Such practices include

gender ability grouping, teacher-pupil relationship and implicit text-book content which reinforce the informal curriculum as well as the choice of subjects offered in different schools and how they are time tabled. Though the blame is placed on the broader society for the marginalization of girls and women, in education, schools play a crucial role in helping to reinforce the marginalization. From the results of the findings of this study, the researcher would like to argue that the school practices and the curriculum offered in schools have failed to address gender concerns and help eliminate gender biases in education since the teachers' attitude was ambivalent on girl-child access and equity in the provision of education.

5.3 Conclusion

The study found that the teachers in Eldoret municipality had ambivalent attitude towards girl-child access and equity in the provision of education. It also found that the gender factor was not significant when it comes to teachers' attitude towards girl-child access and equity in the provision of education. The teachers' were influenced by age as the young teachers were ambivalent scoring very low on their attitude to an extent of being almost negative. The only group of teachers that were positive was the group above 55 years. The type of school, (public or private) the private had a positive attitude with a mean score of 69.30 unlike the teachers in public schools with a mean score of 68.79. In view of these findings, the author concluded that teachers in general are not aware of their participation in creating an enabling environment for the learner to realize their goals in education and so other issues to do with the learner may be as a result of societal attitudes which the teacher is also part.

The teachers are not gendered towards girl-child access and equity in the provision of education and as a result have no ambivalent inclination towards the girl-child access and equity in the provision of education. There was significant relationship between teacher's age and their attitude towards girl-child access and equity in the provision of education. The study found that to be true and since it had been found that the older teachers were positively inclined towards girl-child access and equity in the provision of education; It can then be concluded that as the teachers advanced in age, they were found to more positively inclined towards girl-child access and equity in the provision of education.

There was significant relationship between teachers' professional qualification and their attitude towards girl-child access and equity in the provision of education. The study found out that the teachers' professional qualification was an issue when it came to their attitude towards girl-child access and equity in the provision of education.

There was significant influence on type of school (public or private) on teachers' attitude towards girl-child access and equity in the provision of education as seen from their scores on attitude of 68.79 and 69.30 respectively.

5.4 Implications for the Policy Makers

From the research findings and conclusions made, this study has the following implications for policy makers:

- a. The teachers had ambivalent attitude towards girl-child access and equity in the provision of education is a challenge to the policy makers to find out why the teachers are not coming out clearly in support of the girl-child who still behind in all

sectors of achievement. According to enrolment, access, retention and completion the girl-child is the most affected due to high drop-out rate.

- b. The teachers' attitude is not significantly affected by gender. The teachers can then not be blamed for the ailing education of the girl-child and why she is not performing as expected. A point to consider is that there is gender inequality when it comes to job opportunities as one goes higher up the ladder of achievement.
- c. The teachers' attitude is significantly affected by age and this had the implication that since the older teachers who were over 55 years had a positive attitude towards girl-child access and equity in the provision of education the rest were ambivalent. With these there is need assess the hidden curriculum for the flaws that make the girl-child to be disadvantaged.
- d. The teachers' attitude was not significantly affected by professional qualification, though the P1 and ATS teachers were ambivalent while the Diploma and Graduate teachers were positive. This implies that there is need to review the teacher training content that is delivered to the teachers and learners to cater for the girl-child access and equity in the provision of education because the teachers though with higher professional qualifications uses the same content for the learners in the different classes.
- e. The type of school public or private had no significant influence on teachers' attitude. The conclusion is that the policy makers need to evaluate the hidden curriculum, teaching pedagogy, learning materials and the content as a whole to come up with ways and means of uplifting the girl-child. All in all there is a strong

need to enhance positive attitude in teachers to be able to influence the girl-child access and equity in the provision of education.

5. 5 Suggestions for Further Research

There are important issues that this study was unable to address due to its scope. From the research findings and conclusions drawn there are certain aspects concerning teachers' attitude that the researcher felt needed some further investigations. The following are some of the areas that could be considered for investigation:

- i). There is need to investigate teachers classroom interaction with the learners especially the girls in order to find out about the classroom language use.
- ii). A similar study could be conducted in other districts in Kenya but involving schools in the rural setting and compare the results.

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APPENDICES

Appendix I: Informed consent Letter

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY,

MOI UNIVERSITY,

P.O. BOX 3900,

ELDORET

Dear participant,

RE: INFORMED CONSENT

I am a postgraduate student in the department of Educational Psychology, Moi University currently pursuing Master of philosophy Degree course in Educational Psychology. I am currently conducting a research on the attitude of teachers towards girl-child access and equity in the provision of education. I kindly request you to participate in the study by honestly and accurately responding to the items in the questionnaire used for data collection. Your responses will be kept confidential and will only be used in this research.

You may request for the researcher to inform you about the findings of this study.

Thank you very much for your cooperation.

Yours' faithfully,

Veronicah Wangui

Appendix II: Biographical form

Please respond to all items in this form by putting a tick (✓) in the box provided.

1. What is your gender?

Male [] female []

2. How old are you? Years.

3. In which type of school are teaching?

Public [] private []

4. What is your professional qualification?

P1 [], ATS [], Diploma [], Graduate [],

Others specify

Appendix III: Opinionaire

The following statements are presented as generalizations and represents opinions. As opinions, they are neither right nor wrong, and your agreement or disagreement will be determined largely in terms of your particular experiences. Kindly check your position on the statement as it first impresses you. Indicate what you believe rather than what you should believe.

Key

I strongly Agree	SA
I Agree	A
I am Undecided	U
I Disagree	D
I Strongly Disagree	SD

Put a tick (✓) against the response which represents your opinion on each item in this questionnaire.

1. Teachers should intensify motivation towards healthy competition between boys and girls.

SA [] A [] U [] D [] SD []

2. Teachers should be provided with adequate learning facilities if they are expected to motivate girls to excel academically.

SA [] A [] U [] D [] SD []

3. It is the responsibility of teachers to advice parents to encourage their daughters to excel in all subjects just as their sons.

SA [] A [] U [] D [] SD []

4. Teachers should encourage girls to study science irrespective of their teachers past experiences. SA[] A[] U [] D [] SD []
5. Teachers should liaise with female leaders who have succeeded in various fields in society in order to motivate girls. SA[] A[] U [] D [] SD []
6. It is the responsibility of parents to create Conducive environment for their daughters to develop holistically. SA[] A[] U [] D [] SD []
7. Teachers should give counsel to parents to discourage parents from encouraging girl's early marriage. SA[] A[] U [] D [] SD []
8. Teachers should organize frequent meeting sessions with girls in order to learn what discourages them from striving to excel.
SA[] A[] U [] D [] SD []
9. Teachers should not encourage undue attention to girls' education at the expense of boys'. SA[] A[] U [] D [] SD []
10. It is the responsibility of teachers to liaise with various education boards in order to create conducive environment for girls to excel.
SA[] A[] U [] D [] SD []
11. Teachers cannot be held responsible for poor performance of girls since they don't influence what has to be taught. SA[] A[] U [] D [] SD []
12. Teachers should not be held responsible for retrogressive culture that discourages girls to excel. SA[] A[] U [] D [] SD []

13. The ministry of education should be held responsible for girls' poor performance since they set the low admission entry points making the girls think they cannot compete equally with boys. SA[] A[] U [] D [] SD []
14. Teachers should organize workshops for girls to be addressed by all professionals in order to give them a chance to choose what is best for them. SA[] A[] U [] D [] SD []
15. The teachers' role is to disseminate subject materials as outlined in the syllabus and not to decide who should take what in future as this would be dictatorial. SA[] A[] U [] D [] SD []
16. There is very little time for teachers to complete the syllabus and think about girls' issues separately. SA[] A[] U [] D [] SD []
17. Teachers should insist on the education formulators e.g. KIE, to design learning strategies that will encourage girls to excel. SA[] A[] U [] D [] SD []
18. It is not fair to expect teachers to transform girls to exemplary performers yet girls are naturally weak. SA[] A[] U [] D [] SD []
19. Teachers, who are parents as well, should ensure girls perform well in sciences. SA [] A[] U [] D [] SD []
20. Teachers can only be successful in motivating girls to perform well if only they are allowed to contribute to what girls should be taught. SA[] A[] U [] D [] SD []

Appendix IV: Moi University Authorization Letter



Tel: (053) 43001-8
(053) 43095
Fax: (053) 43047

MOI UNIVERSITY

P.O. Box 3900
Eldoret
KENYA

**OFFICE OF THE DEAN
SCHOOL OF EDUCATION**

REF: MU/SE/PGS/54

DATE: 2nd September, 2009

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

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF KIBE VERONICAH WANGUI
~ EDU/PGP/28/07

The above named is a 2nd year Master of Philosophy (M.Phil) student at Moi University, School of Education, Department of Educational Psychology.

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

"Influence of Teachers' Attitude Towards Girl-Child Empowerment on Pupils Self-Image and Academic Performance: A Case of Primary Schools in Eldoret Municipality."

Any assistance given to her to facilitate the successful conduct of her research will be highly appreciated.


Yours faithfully,


DR. I. N. KIMENGI
DEAN, SCHOOL OF EDUCATION

/db

Appendix V: Research Authorization Letter from NCST

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P. O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/5/002/R/872/5**

Date: **14th SEPT 2009**

Kibe Veronicah Wangui
Moi University
P.O.Box 3900
ELDORET

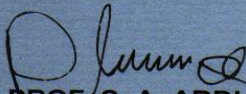
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *Influence of Teachers' Attitude towards Girl-Child Empowerment on Pupils Self-Image and Academic Performance. A Case of Primary Schools in Eldoret Municipality.*

I am pleased to inform you that you have been authorized to carry out research in *Eldoret Municipality District* for a period ending **31st December 2009.**

You are advised to report to the *District Commissioner and the District Education Officer Eldoret Municipality District* before embarking on your research.

On completion of your research, you are expected to submit two copies of your research report to this office.


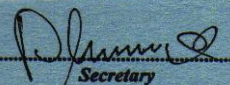


PROF. S. A. ABDULRAZAK Ph.D, MBS
SECRETARY

Copy to:
The District Commissioner
Eldoret Municipality District

The District Education Officer
Eldoret Municipality District

Appendix VI: Clearance Research Permit

<p>PAGE 2</p> <p>THIS IS TO CERTIFY THAT:</p> <p>Prof./Dr./Mr./Mrs./Miss. <u>KIBE</u></p> <p><u>VERONICAH WANGUI</u></p> <p>of (Address) <u>MOI UNIVERSITY</u></p> <p><u>PO BOX 3900 ELDORET</u></p> <p>has been permitted to conduct research in.....</p> <p>.....Location,</p> <p><u>ELDORET MUNICIPALITY</u>.....District,</p> <p><u>RIFT VALLEY</u>.....Province,</p> <p>on the topic <u>Influence Of Teachers'</u></p> <p><u>Attitudes Towards Girl-Child</u></p> <p><u>Empowerment On Pupils Self-Image</u></p> <p><u>and Academic Performance. A Case</u></p> <p><u>of Primary Schools in Eldoret</u></p> <p><u>Municipality</u> <u>31ST DECEMBER, 09</u></p> <p>for a period ending.....</p>	<p>PAGE 3</p> <p>Research Permit No. <u>NCST/5/002/R/872</u></p> <p>Date of issue <u>14.09.2009</u></p> <p>Fee received <u>SHS 1000</u></p> <div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>.....</p> <p><i>Applicant's</i></p> <p><i>Signature</i></p> </div> <div style="text-align: center;">  <p>.....</p> <p><i>Secretary</i></p> <p><i>National Council for</i></p> <p><i>Science and Technology</i></p> </div> </div>
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CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

**RESEARCH CLEARANCE
PERMIT**

Appendix VII: Eldoret Municipality Research Authorization Letter

ELDORET MUNICIPAL COUNCIL
(EDUCATION DEPARTMENT)

TELEPHONE: 2032601/6

OUR REF: EMC/ED/A/1/



TOWN HALL,
P.O. BOX 40,
ELDORET.
KENYA.

26th Oct, 2009

TO WHOM IT MAY CONCERN:

RE: AUTHORITY TO CARRY OUT RESEARCH:

Authority is hereby granted to **Kibe Veronicah Wangui** to carry out research in the Municipal schools, entitled "Influence of Teachers' Attitude towards Girl-Child Empowerment on Pupils Self-Image and Academic Performance: A case of Primary School in Eldoret Municipality".

Any assistance given to her is highly appreciated.

Yours faithfully,

A handwritten signature in black ink, appearing to read "Chris Mulumia".

Chris Mulumia

FOR: MUNICIPAL EDUCATION OFFICER.

MUNICIPAL EDUCATION OFFICER
P. O. Box 40, ELDORET.

