

**FACTORS AFFECTING THE ENROLMENT OF GIRLS IN THE  
SELECTED PRIMARY SCHOOLS OF ISIOLO COUNTY  
(CASE STUDY OF ISIOLO BARRACKS)**

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## DECLARATION

I, **KIRERA MUGAMBI JOSIA** hereby declare that this research report is my original work and has never been presented to any other university for academic assessment whereby other works of other researchers have been used, acknowledgements has been fully made and in some cases quotations made.

Signature..... Date.....

**KIRERA MUGAMBI JOSIA**

## APPROVAL

This is a report on **factors affecting the enrolment of girls in the selected primary schools of Isiolo Sub County** and was submitted for examination purpose with my approval as University supervisor.

Signature..... Date.....

**MR LAAKI SAMSON**

**SUPERVISOR**

## **DEDICATION**

This research work is dedicated to my dear wife , My loving daughter , my sons, my dear mum and most important of all our heavenly God for seeing me through the research work.

## **ACKNOWLEDGMENTS**

Efforts and encouragement leading to the success of this research proposal was from several people unto whom I am bound to register much appreciation.

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## **ABSTRACT**

The purpose of this study was to investigate the reasons for poor enrollment of girls in Isiolo sub county with focus on, how security and safety influence their enrollment in schools: assessing the type of curriculum adopted in schools and how it affected female enrolment; identify traditional practices which influence girl child enrollment in schools and assessing the relationship between gender preference and girl child enrolment. The population used included 36 teachers from Isiolo Sub County. A questionnaire was structured to collected relevant data. Findings indicated that government had not adequately formulated policies to safe guard girl children's rights both within and outside school. It was because of this that many girls were missing in schools because they were not protected at all. It was also established that the curriculum materials were not favorable and therefore gender biased towards the girls. This was a discouraging factor for girls to enroll in schools. They were some harmful traditional practices which were keeping girls away from schools and in particular female gentile mutilation. Findings also indicated that the parents had a negative attitude towards girl children education and therefore they were not giving them a chance to participate fully in class activities. It was recommended that legal action should be taken on those parents who were refusing their girl children to enroll in schools; that religious leaders help in sensitizing the public about undesirable cultural practices and that successful females act as role models to the young ones to emulate; to carry out civic education about the value of girl children education.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background of the study**

There was education for both boys and girls in Africa before the introduction of Western Education known as schooling. As in the west, this education was for the young, the children, so it discriminated against adults who were presumed to have had their chances while they were still young. Traditional education in Africa was purposeful and sometimes highly formal. This education was differentiated by sex; boys were taught different things from those taught to girls because their adult role would be different. Traditional African education was therefore gender stereotyped, just as formal education has tended to be.

The content and procedures of African traditional education involved two main stages; observation, imitation and explanation (Peacock, 1995). There was direct link between the knowledge and experience.

While girls education was limited to provision of skills and knowledge to perform the reproductive and human resource enhancing roles of producing and caring for the household and community), boys learned how to perform the productive roles (tasks that benefit the household and community economically). Typically the benefit from different roles favored those performing the productive role, just as they do today. Generally, women's education prepared them for free labor provision, and for their own sexualities by the males in their household. Boys learned how to give orders and protect women folk hence take control and power, while girls learned how to take order and be controlled. Traditional African education like its modern counterpart worked to ensure that there was control over women in all aspects of labor and reproductive powers as mentality

some societies still follow and has led to the low attainment of secondary education by the females.

This has led to many theories being advanced as to the reason of poor performance is due to the fact that formal education was initially for boys who perform better than girls hence raising the general school mean score in the national examination. This could be true, but in Kenya we have girls only secondary schools that top in the national examination beating the best-known boys only secondary schools. Other theories attributed to the poor performance in the national examination to political interference by the community around the schools. This is seen as the result of the school being situated in an urban area, where different political leaders easily access it. There is also a lot of parents interference since they (parents) feel owners of the school since it was their money that was used in the school construction. Parents with such attitudes interfere with the daily running of the school and also influence their children's attitudes towards the schools administration, teaching staff and supportive staff. This is seen as one of the major causes of dismal performance of the school in KCSE.

Still other theories suggest that the poor performance of the schools due to the school principals, deputies and teachers that have over stayed in the station hence creating a traditional of laxity, indiscipline and other negative vices.

Education inspector and other leaders have been concerned about the schools performance every year. Most believe that the school could do better in national examination because it has the physical facilities such as fully equipped science and technical subjects, laboratories in addition to the qualified teaching staff. The education leaders feel that it is the teaching staff that is not doing what is expected. With this assumption the teacher service commission (TSC) over the year has transferred teachers considered to be ineffective in their duties.

At the beginning of the year 2006 the district education officer (DEO), Nyandarua district, Mr. Gaichu, deducted salaries from teachers who failed to attend his meeting. He claimed that the teachers showed no commitment to their teaching duties and hence the reductions were to act as the warning to the teachers to change for the better. In the same year the teacher was interdicted for alleged lack of commitment to the duties assigned to him. The education leaders claim that the poor performance is due to such teachers.

The researcher who is a graduating student in the faculty of education is fully aware that as teachers we must fully commit ourselves to education and the global competitive world and therefore carrying out our educational duties is mandatory. However, the researcher who is a teacher in this school has observed that indiscipline and lack of direction in life among students are contributing to student's poor performance in national examination.

### **1.1 Statement of the problem**

Girl's enrollment, persistence and success in school depend on many factors beyond the classroom and the school itself. Studies in a number of African countries demonstrate the critical importance of factors such as the local functions of marriage, mothers and daughters workloads, distance from home to school, discrimination against women in the market, demand and supply issues as determined by established policies, the parents level of education and their socio-economic status as well as political commitment.

Girls tend to be marginalized in classrooms. Classroom studies in the United States and France have shown that even when girls make up the majority of students, teachers pay less attention to them than to boys. It is fair to add here that boys sometimes get attention because they are being disciplined for bad behavior while girls tend to be disciplined less because they are more reserved

and timid. Studies also show that most teachers hold lower expectations on girls academic performance and tend to assign girls all the housekeeping tasks around the school.

## **1.2 Objectives of the study**

To investigate the reasons for low enrollment of girls in Isiolo sub county.

### **1.2.1 Specific objectives**

- To investigate the relationship between security, safety and enrollment of girls
- To examine the relationship the curriculum and enrollment of girls
- To investigate the relationship between harmful traditional practices and enrollment of girls
- To investigate the relationship between attitudes towards girls and enrolment of girls.

## **1.3 Research questions**

- To examine the relationship between security, safety and enrolment of girls?
- What is the relationship between the curriculum and enrollment of girls?
- What is the relationship between the harmful traditional practices and enrollment of girls?
- What is the relationship between attitudes towards girls and enrollment of girls?

## **1.4 Scope**

The study was conducted in the selected primary schools found in Isiolo Sub County. The study investigated reasons for poor enrolment of girls in primary schools of Isiolo Sub County. It was conducted from June 2014 ended in October 2014.

### **1.5 Significance of the study**

This study would benefit the following disciplines

The study would become an instrument of change in the ways in which people and communities think about the education of the girl child and their capabilities. With changed attitudes, an appropriate, relevant, affordable and effective education within the communities, the discrimination girls face for just being girls in the society could be countered.

The study would help education planners to study the root cause of the attitudes the community have towards girls' education in Kenya. It is relevant in that girls have the right to be educated. They therefore regularly engage in drafting policies that will benefit girl's education.

The government has ignored the section of sanitation in schools which is one of the reasons girls drop out in school and yet this can help improve the education standards of schools that is achieve quality education the study will therefore call upon government intervention which includes inspecting the schools to ensure that the environment is conducive for learning. Head teachers, teachers and parents will be sensitized in identifying the problem of low enrolment of girls and finding ways to solve the problem.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of low enrollment of students more especially girls. It is guided by the objectives of the study outlined in chapter one.

#### **The status of girls' education in Africa**

According to FAWE magazine titled "the education of girls and women", females constitute nearly 50% of the children in grade one in Kenya, Zambia and Nigeria. However the enrolment decreases the higher one ascends the education hierarchy. In the sub Sahara region, girls' gross enrolment ratios at primary level rose from 22% in 1961 to more than 61% in the 21<sup>st</sup> century (FAWE, 2000)

At the secondary level, the gross enrolment ratio rose from 4% in 1970s to more than 30% and at the literacy level the proportion of women decreases from 0.2% in the 1960s to more than 10% in the 21<sup>st</sup> century which is still a low level.

In several countries, the enrolment ratio stagnated or declined due to high rate of population growth and poor economic performance in the region. Girls participation significantly contributed to the increase in enrolment ratio and has showed slightly increase in the 21<sup>st</sup> century (World Bank, 2000).

It is estimated that over 36 million of African girls, most of whom residing in rural areas are out of school, either having never enrolled or having dropped out of the education system. If the poverty rate rises in some societies, the number is expected to rise (World Bank, 2000).



## **Reasons for low enrolment of girls in form one or secondary schools**

### **Safety and security of girls**

According to the Beijing Women conference (1995) the safety and security of girl children whether in school or outside were repeatedly mentioned by the speaker in many country papers as the constraining factor. Sexual exploitation and abuse (coercive sex-rampant in Kenya) as reported by the family planning perspective published in November 2004, were seen as evidence of lack of safe and secure learning environment.

Dr. Karin Hyde, in the thematic paper, however, defined the safety and security of girls in low levels of schooling rather than broad terms to include the sexual, physical emotional and intellectual dimensions, identifying gender and age as the bottom of the pecking order.

If education for all (EFA) is to be achieved, then an empowering learning environment characterized by "physical, emotional, intellectual and sexual safety of girls" has to be created through an evolving process, an environ in which girls are not merely protected and sheltered from danger of mankind, and their physical, emotional, intellectual growth is encouraged and nurtured, but also one in which they are supplied with the tools of knowledge, self confidence and assertiveness that will provide some measures of defense against abuse. (Hyde, 1996:6). Gender responsiveness will be a feature of equality of schooling, making the "school environment as enabling and empowering for girls as it is for boys"(Hyde ,1996:5) and all students "can see themselves as not just the receiver of information but also as sharers and transmitters" (hyde,1996:4).

### **The curriculum**

Post education colonial system in Africa have not been able to make the paradigmatic shift away from the theoretical framework in any way Wamahui (1996) "typically distinguished by authoritarian teaching styles: monologuing, talk –and chalk method, note memorization and repetitions learning and frequent

use of corporal punishments which do not favor the girls as a weak human link" provide poor learning environment not only for all girls but for all children."

As Catherine Odora Hoppers, in thematic paper on "Alternative Approaches to Education" observe; education system in continents are acutely paramedical, basically narrow, very limited and very limiting. It is one whose creed it is not just to restrict and ration both quantity and support particularly, elitism, westernization while maintaining an underlying disdain for any positive reference to African values and traditional.

### **Harmful traditional practices**

According to Ngugi Wa Thiong'o (1996) "harmful traditional practices like female genital mutilation and other initiations rituals practice in some African societies are brutal and inhuman". Cultural practices lead to despair in schools attendances on girls both in preparations and healing processes which sometimes lead to death. The ultimate lead to despair in school attendance and the performance ends up to girls withdrawing from school (Okwach, 1997:6).

According to Pricilla Nangurai (Head Mistress with the heart of a Moran, Kenya) as quoted in "the education of girls and women in Africa magazine by FAWE (Forum for African women educationalists: pg32)," most men do not believe that female require formal education to fulfill their lot in life. To them the most important thing for a woman is to get married and a handsome dowry obtained which lead to early marriages, said Mrs. Nangurai who is the only daughter of her mother's five children to finished secondary school as college where she majored in education at Kenyatta University.

According to the (Daily Nation, 2002), Kaituma Abddi was quoted to have said that most girls are left to be married or married off at the age of fifteen.

On Wednesday 29 June, 2003, the late minister of education Hon. George Saitoti (KBC News) warned people from marrying off their girl children when they have

not finished education. He further gave advice that such outdated cultural practices should be eradicated through educating the ignorant parents and members of society.

One of the most common reasons for girls not attending up to form one of secondary school level is that their families require them to work. According to "the education of girls and women in Africa Magazine (1996), forum for Africa woman educationalists, Nairobi, Kenya, of all girls who enroll in standard one, only 34% complete standard eight as compared to 70% for boys. This is attributed to the education which offers competing demands on girls time and labor in developing countries in particular." Girls are perceived as sources of domestic labor for example care fellow siblings and also act as sources of income for their families.

According to the recent estimates in the labor magazine (ILO), children 10-14 mostly girls are economically active of which Africa constitutes 32% (68 million).

Parents are the main employers which affects their circumstances and attitudes providing a major challenge to education. Child labor will never be eliminated because many children are forced to work and earn some money. Those who get used to earning upon returning to class cannot easily concentrate (World Bank, 2000).

In general most children and girls in particular, especially those in rural areas fail to enroll in or to complete primary schooling because their parents do not value education (UNESCO, 2003). In most cases because the parents themselves are uneducated/illiterate. There is also a "myth" among most illiterate parents that "boys are generally clever and hard working in school".

Their minds are always in school. But girls like playing and when they mature they are difficult to deal with and they get pregnant. The implication is that they should not be given the opportunity to go to school. Such messages demotivating to girls, who internalize them and in return end up believing that school, is not for them (UNESCO, 2004). The attitude of teachers towards girls also affects their education. Girls are viewed as weak and therefore cannot excel in class and hence discourages them (Robert, 2003).

Indeed, their ability to support and invest in their children education is very limited. A girl-child in such a household is more disadvantaged than the boy-child. Where resources are scarce and the school demands for expenditures from a household, a girl-child is likely to be pulled out of school compared to the boy-child. In some cases, girls are forced into early marriages so that parents can get dowry extra income to pay fees for the boy-child secondary education or training (UNDFW, 2000).

### **Sanitary conditions**

Sanitation provision can have a detrimental effect that can further contribute to low attendance and retention rates for girls (Beusang, 2004). Female students often missed classes during menstruation, or because cultural restrictions combined with poor school sanitation is one of the multiple difficulties that girls have to struggle with (UNICEF, 2005).

### **Theoretical framework**

This study is based on the theory of Gender inequality (R. Angoniti), which states that gender roles are a consequence of relationship between biological differences and the needs of an increasing differentiated society. In her book, history of ideas on women, R. Angonito provides an account of varying explanation ranging from the philosophies of St. Paul, Aristotle and Plato to modern feminist thinkers like Mary Wollstonecraft, Simon de Beauvoir and Betty Freidan.

Whatever the explanation, there has been agreement that universal male domination has existed for centuries, although its extent and form vary widely. There is abundant literature in the West differentiating the approaches. For this discussion, however we shall use the grouping provided by S. Acker (1984-1987), combined with J. Sayer (1984,1987), whose analysis focus on the subject of education.

Sexual division of labor has been linked to the need of the society, which has to maintain the reproduction and distribution of resources and to ensure loyalty to social norms and roles.

Differentiated and unequal gender role deserve to maintain an integrated and orderly society through consensus (Fagerlind and Saha, 1989). This explanation is derived from the motion of man-the hunter and protector of the family. This has been vigorously challenged by some feminist scholars who point out that it is a socially constructed ideology that in fact even in hunter gathers societies, the family depended on the contribution of both man and woman and in many cases those of the women exclusively.

Functionalists believe that education is an important means by which basic allegiances to the society are inculcated, and the way of ensuring advanced training goes to those most suited to it, and according to their talents. They therefore advanced equal right for men and women, based on merit other than birth or social position. They want substantive reforms in the education system and believe that the state can bring out great gender equality so as to improve the relationship between man and woman. Complementary but equal. Gender justice is emphasized.

The theory is related to the study in the way that it highlights the differences of gender in the education system by roles which is most related to the main

causes of girls dropout at primary level. Though it follows the motion of man the hunter and the protector of the family, functionalists have come to support women and advocate for equal education rights since the society depends on both men and women support. The education system should be based on merit rather than birth or social position.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter explains the methods that the researcher used to elect the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods used to collect process and analyze data.

#### **3.1 Research Design**

This study followed a descriptive research design because the researcher used one division in the district as a case study. Both qualitative and quantitative methods were used. The quantitative and qualitative techniques were used to collect and analyze data.

#### **3.2 Study population**

The study was carried out in the selected primary schools found in Isiolo Sub County. The study involved both pupils and teachers.

#### **3.3 Sample framework**

##### **3.3.1 Sample size**

A total of fifty pupils and teachers were used for this study

##### **3.3.2 Sample technique**

Using a convenient sampling technique, a total of fifty respondents were picked at random to participate in this study.

##### **3.3.3 Sample procedure**

In carrying out the research, the researcher obtained a release letter from the course administrator which he presented to the schools under study.

### **3.4 Methods for data collection**

#### **3.4.1 Instruments**

##### **Questionnaires**

These were used to collect information from students as they are the major respondents for this study. Interviews were held with the teachers to get their views on the topic of the study.

#### **3.4.2 Sources of data**

This study used both primary and secondary data. Primary data were collected using questionnaires and interviews were carried out with both students and teachers. Secondary data were gathered through document analysis in the form of reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

### **3.5 Data processing and analysis**

Qualitative data involved three sets of activities which included; editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded onto coding the various responses given to particular questions that lack coding frames, he then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data were then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.



## CHAPTER FOUR

### PRESENTATION OF DATA, ANALYSIS, DISCUSSION AND INTERPRETATION

#### 4.0 Introduction

The study investigated the reasons for poor enrollment of girls in Garba village. Focus was out on how security and safety of girls influenced their enrollment in schools, the type of curriculum adopted in schools and how it affected female's enrollment. Traditional practices and their influence on girl child enrollment and gender preference and its relationship with girl child enrollment. This chapter presented data which were collected from the field, analyzed it and interpreted it.

#### 4.1 Background characteristics of respondents

##### 4.1.1 Gender of respondents

**Table 1: Showing the gender of respondents**

<b>Gender of teachers</b>	<b>Frequency</b>	<b>Percentage</b>
Male	17	47.2
Female	19	52.7
<b>Total</b>	<b>36</b>	<b>99.9</b>

*Source: Primary data 2014*

The foregoing analysis shows that of the teachers used in this study 52% of them were women while 47% were male. This proved that the responses from this group of teachers were going to be reliable. This is because both genders were well represented. Secondly with more female teachers in schools, whom girls could confide in it would mean that more girls would be attracted to join as these were role models.

### 4.1.3 Qualification of teachers

The teacher's qualifications had to classify into certificate, diploma, bachelors, masters degree.

**Table 2: Showing teachers qualifications**

<b>Academic qualification of teachers</b>	<b>Frequency</b>	<b>Percentage</b>
Masters degree	-	
Bachelors degree	4	11.1
Diploma	11	30.5
Certificate	18	50.0
Others	3	8.3
<b>Total</b>	<b>36</b>	<b>99.9</b>

*Source: Primary data 2014*

Basing on the above analysis only four teachers were graduates, eleven of them had relevant Diplomas, eighteen of them were still certificate holders, and three of them were not qualified teachers.

The above findings showed that teachers in the primary schools were fairly qualified to attract and retain girls in schools, except for the very few who needed training and those with certificates who also have to be upgraded. However the quality of teachers available in schools should be able to attract girl enrollment in school.

### 4.1.3 Experience of teachers

The teaching experience of an individual matters a lot when it comes to his/her role in influencing learning. The researcher therefore sought to establish whether the teachers had enough experience to offer support to learners.

**Table 3: Showing experience of teachers**

<b>Experience</b>	<b>Frequency</b>	<b>Percentage</b>
10 years above	18	50.0
5-9 years	10	27.7
20-50 years	8	22.2
<b>Total</b>	<b>36</b>	<b>99.9</b>

*Source: Primary data 2014*

The foregoing analysis shows that eighteen teachers had experience of ten years and above; ten of them had an experience below five years.

#### **4.2 Safety and security of girls and enrolment**

In order to attract female enrollment government must put security in place for these children and must formulate policies that cater for their safety. And more so even the teacher must play this significant role.

##### **4.2.1 Evidence of government policies that protect children in school**

Teachers were asked for any evidence of government policies which help to protect the girls in school.

**Table 4: Showing government policies on safety of girl children**

<b>There are viable government policies on girl children</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	7	19.4
Disagree	18	50.0
Not sure	11	30.5
<b>Total</b>	<b>36</b>	<b>99.9</b>

*Source: Primary data 2014*

In the foregoing analysis; seven teachers agreed that there were government policies to safe guard the girl children in and out of school. 50% of the teachers

disagreed that there were government policies to protect the girls and 30% of the teachers were not sure.

The above findings showed that there were indeed no government policies to safeguard the girls. If at all they existed they were not clear to the public, as it was revealed by those teachers who did not know. Secondary on top of not being clear the policies seem to be weak and this therefore endangers the victims.

#### **4.2.2 Teachers awareness of the vulnerability of girls**

When teachers are aware of the vulnerability then they are able to protect and defend them. And when those that are in the system if they are made comfortable by offering them counseling and guidance, then they will complete their course of primary education and more will be attracted. It was therefore essential to find out if this was so.

**Table 5: Showing teachers awareness of the vulnerability of girls**

<b>Teachers awareness of girls problem</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	11	30.5
Disagree	23	63.8
Not sure	3	5.5
<b>Total</b>	<b>36</b>	<b>99.8</b>

**Source: Primary data 2014**

Findings showed that only eleven teachers were aware of the vulnerability of girls in school. 23 of them confessed that they were not aware of this and believed they were like the rest of other children. Meanwhile three of them did not know this and therefore could not help.

The interpretation here is that few teachers are aware that girls are facing challenges in their education; this could therefore be one reason as to why they do not enroll in great numbers.

#### **4.2.3 The existence of a problem in schools which repels girl children**

It had been reported that girls whether in or outside school were being repeatedly exploited sexually. This is also what the researcher wanted to know.

**Table 6: Showing the teachers responses on whether girls were being abused at school**

<b>Are girls abused at school</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	16	44.4
Disagree	12	33.3
Not sure	8	22.2
<b>Total</b>	<b>36</b>	<b>99.9</b>

**Source: Primary data 2014**

Findings showed that 44% of the teachers agreed that child sexual abuse in girls was occurring in schools. However 33% of the teachers denied its occurrence anywhere. Meanwhile 22% of the teachers were not aware of the problem.

The interpretation here is that the problem exists in primary schools as confessed by almost. One half of the teachers, because this problem prevails it could be a contributing factor to low enrollment of girls in primary schools for fear of being abused.

#### **4.2.4 Teachers ability to support girls who have problems**

According to Hyde (1996) it is a responsibility for every person to listen and to provide empowering learning environment.

**Table 7: Showing teachers respondents on the support teachers provide for those girls with problems**

<b>Teachers support for girls</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	10	27.0
Disagree	22	61.1
Not sure	14	11.1
<b>Total</b>	<b>36</b>	<b>99.9</b>

*Source: Primary data 2014*

From the above analysis 33% of the teachers were unable to offer support to girls in schools who have problems. 27% of the teachers shared that they could help girls with problems. Meanwhile 11% did not know what to do with the problem girls.

The above finding revealed the absence of adequate support to girls in schools who were having problems which were affecting their progress in school. Girls may not be enrolling because of this.

#### **4.2.5 Kind of support offered by teachers to girls**

Teachers were asked about what kind of support they offer to girls when in problems.

**Table 8: showing teachers follow up of problem girls**

<b>Teachers support</b>	<b>Percentage</b>
Counsel children	83%
Legal action	13%
Advise parents	33%
Hold seminars at school	33%
Sensitization of girls in school	94%
Inquire about why some do not attend school	11%
<b>Total</b>	<b>99.9</b>

*Source: Primary data 2014*

Findings above revealed that 83% of the teachers were able to counsel children, 13% took legal action; 33% advised parents; and another 33% held seminars at school; meanwhile 94% of the teachers helped by sensitizing the girls about the value of attending school. 11% of the respondents shared that they took time to find out why some girls dropped out of school. Over all percentage of the teachers ability to safeguard girls is 41.9%. This is therefore average showing that the teachers are trying on average.

### 4.3 curriculum and enrollment of girls

Some experts have expressed that much of the adopted curriculum material do not favour female learners (UNESCO, 2003). This research investigated into how favorable the curriculum methods, the instructional materials and the sanitation facilities were for girls.

#### 4.3.1 Instructional materials and enrollment of girls

By instructional materials the researcher meant what teachers use during instruction in school.

**Table 9: Showing the viability of instructional materials during the teaching of girls**

Teaching Aids favor both girls and boys	Frequency	Percentage
Agree	17	47.2
Disagree	12	33.3
Not sure	7	19.4
<b>Total</b>	<b>36</b>	<b>99.9</b>

**Source: Primary data 2014**

The above analysis revealed that 47% of the teachers were sure that the materials they used to teach were not gender biased. 33% of them however disagreed and 19% did not know.

The above finding shows that indeed some teaching/learning aids that teachers were not favoring the learning of children especially the girls. What was again interesting is that quite a number of teachers did not know whether the teaching aids they were using were favorable or not. This could be an contributing factor for girls to drop out of school or never to enroll at all.

#### **4.3.2 The viability of the methods used to girls education**

In the article of Hoppers on approaches to education, it was diagnosed that education in many localities was narrow and limiting, whose creed was not just to restrict and ration both quantity and support particularly and the methods used were not influential enough. The researcher therefore wanted to know this from the respondents.

**Table 10: Showing the respondents about how appropriate the teaching methods are for the girls**

<b>Rating of teaching methods</b>	<b>Frequency</b>	<b>Percentage</b>
Appropriate	07	19.4
Average	15	41.6
Not appropriate	10	27.7
Do not know	4	11.1
<b>Total</b>	<b>36</b>	<b>99.8</b>

**Source: Primary data 2014**

Findings from the analysis showed that 19.4% of the teachers rated the methods of teaching as appropriate, and could meet the girls needs; 41.6% however thought the methods were just average; 27.7% of the teachers rated them as inappropriate, 11.1% did not know.



The foregoing analysis reflects an urgent need to adopt the best methods that could attract girls in schools. If these methods being used are just moderate then the products will also be average and will set no example to those who are out of school.

#### **4.3.3 Equal participation in classroom activities**

By allowing an equal chance of both boys and girls to participate, the teachers attract more girls children to join school. This way they are providing an enabling environment for them to realize their potential. There is a way they are empowered to fight for their rights and to encourage others to join schools.

**Table 11: Showing chances of girl child participation in classroom activities**

<b>Chances of participation</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	26	72.2
Disagree	6	16.6
Do not know	4	11.1
<b>Total</b>	<b>36</b>	<b>99.9</b>

*Source: Primary data 2014*

Table above revealed that 72.2% of the respondents agreed that they try as much as they can to make every child whether boy or girl to fully participate in school activities. 16.6% of them however said it was not being done, and 11% of the teachers did not know that they denying these girls a chance to participate fully in activities.

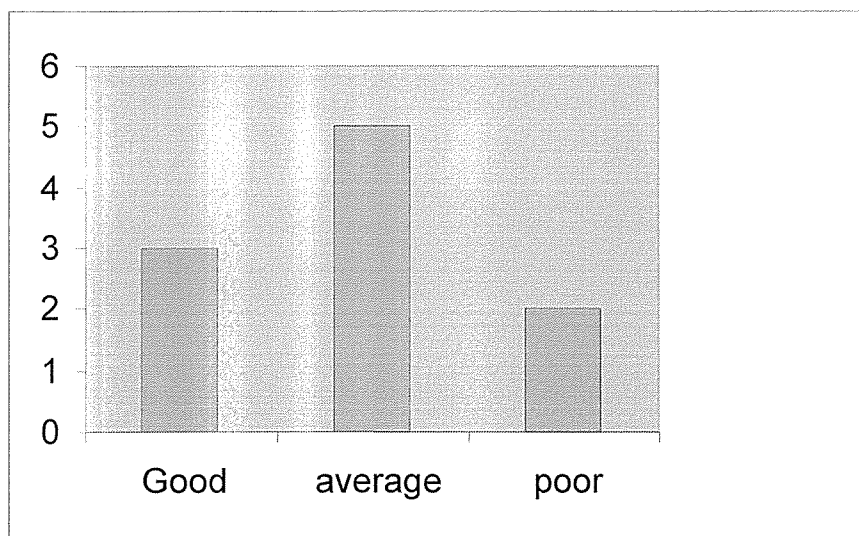
The above finding shows that most girls in school are being involved in activities and therefore they should learn well and also enjoy school in order to attract even more. However the percentage of those teachers who did not know and

those that disagreed represents those who are contributing to those who are repelling girls from joining school.

#### 4.3.4 The state of sanitation in schools and girl enrollment in schools

Sanitation has been one factor which has been highlighted as causing girls to drop from school. It could be the same reason discouraging more from joining schools.

**Figure 1: Showing the rating of sanitation facilities in the selected schools**



**Source: Primary data 2014**

The criteria used here included the following; the number of facilities, most especially the urinals, the pit latrine, their physical condition if at all they have doors and latches, their hygienic state whether clean or not.

#### **Observation**

Out of the 10 schools inspected, only 3 were ranked good in terms of sanitation. 5 of them had average sanitation facilities and two of them had poor sanitation. 5 of them had average sanitation facilities and two of them had poor sanitation.

An explanation that could be given was that most toilets were not clean at all and three of them had no urinals.

For as long as the sanitation in schools remains poor few girls will venture to enroll in school where filthy conditions prevail.

#### **4.4 Gender related factors and girl child enrollment in schools**

Rich (2000) had highlighted that parents perception and society expectations, gendered sex roles affected how girls and boys participate in education. This could be one factor influencing girls enrollment and retention in schools. The researcher investigated whether girls attend school regularly to all others in school, whether they are retained at home for reasons or have interest in school at all.

##### **4.4.1 Society and parental preference of boy to girl education**

**Table 12: showing whether boys attend school at the expense of girls**

<b>Girls are kept at home</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	24	66.6
Disagree	8	22.2
Not sure	4	11.1
<b>Total</b>	<b>36</b>	<b>99.9</b>

**Source: Primary data 2014**

From the analysis above 24 teachers agreed that some girls had been left at home so that their brothers can continue with school. 8 teachers however disagreed to this item but 4 teachers did not know.

The above finding affirms the quotations of gender preference and differing parent expectations of their children basing on gender. This show that many girls cannot enroll in school because their parents expect them to remain at home.

#### **4.4.2 Gender related roles and enrollment in schools**

The researcher wanted to find out if indeed girls were being discouraged to join schools as a result of their gendered roles.

**Table 13: showing where girls were remaining at home to do domestic work**

<b>Girls remain to do work</b>	<b>Frequency</b>	<b>Percentage</b>
25	69.4	
6	16.6	
5	13.8	
<b>36</b>	<b>99.8</b>	

*Source: Primary data 2014*

According to 25 teachers, girls remain at home because they are supposed to work. Six teachers however disagreed and five other s did not know.

The above findings show that indeed girls do not enroll in schools because they are forced to work at home. This finding agrees with Rich (20000) citation.

#### **4.4.3 Girls attitude towards education**

A number of researchers have mentioned it over and over that females have a negative attitude towards education because they feel education is not for them.

The researcher wanted to find out this from the teachers.

**Table 14: showing the girls attitude toward education**

<b>Girls remain at home because they do not want to study</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	10	27.7
Disagree	17	47.2
Do not know	9	25.0
<b>Total</b>	<b>36</b>	<b>99.9</b>

**Source: Primary data 2014**

From the analysis ten teachers agreed that some girls remain at home because they do not want to go to school. Seventeen teachers disagreed and nine did not know. The above findings show that indeed some children do not want to attend school which could be linked to their self perceptions. It could be because they believe education is or mere wastage of time. This finding also showed that there were other dominant factors other than this negative attitude which were preventing the girls from enrolling in school.

#### **4.5 Cultural practices and girls child enrollment in school**

Okwatch (1997) was quote criticizing the cultural practices that lead to despair in girls. These are responsible for the poor attendance of schools and could be responsible for the low enrollment of girls.

**Table 15 : Showing the influence of cultural practices an enrollment of girls in school**

<b>Effect of cultural practices on girl enrollment</b>	<b>A</b>	<b>DS</b>	<b>NS</b>
Girls do not attend school because of early marriages	25	5	6
Girls do not enroll into school because of initiation ceremonies	25	7	4
Girls avoid school because of their changed attitude after initiation	19	10	7
<b>Total responses</b>	<b>69/108</b>	<b>22/108</b>	<b>17/108</b>
<b>Total percentage</b>	<b>63.8</b>	<b>20.3</b>	<b>15.7</b>

**Source: Primary data 2014**

Findings above showed that out of the thirty six respondents, twenty five agreed that girls were not enrolling in schools because they were being married off at an early age. Twenty five teachers also agreed that due to cultural practices such as initiations some children could not join school. And some 19 teachers also agreed that some girl children after undergoing initiation they change their attitude towards education and therefore do not enroll at all. The total percentage of those that agreed that cultural practice contributed to poor enrollment in school was 63.8%. This showed how influential cultural practices were towards education.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

#### **5.0 Introduction**

The foregoing chapter analyzed and interpreted data on the curriculum, cultural practices, and gender factors and how they contribute to low girl child enrollment in schools. Four questions were asked at beginning and those very questions were answered here in some form of summary as follows;

#### **5.1 Summary of findings**

##### **What is the relationship between security safety and enrollment?**

Findings revealed that the government had not adequately formulated the policies that would safeguard the girl children's rights both within and outside school. Because children are not protected school becomes a challenge and they lose interest in learning. This cannot attract others to enroll into the system. Girls are not enrolling in primary schools because they are not being protected from gender biases.

##### **What is the relationship between the curriculum and enrollment of girls?**

It was established from the respondents that the curriculum materials such as instructional materials were not very favorable for both boys and girls. The study also revealed that a number of respondents could not judge whether the instructional materials were appropriate or not. This exposed the lack of experience of teachers to avoid gender biases in the system. In the same findings were just in fair condition this implied that some girls had either run away from such schools because of this factor, and could be that those girls out there were being discouraged to join because of this.

### **What is the relationship between harmful traditional practices and girl child enrollment?**

First and foremost it was established that there were some traditional practices that were making girls not to attend school regularly. It was also established that some girls did not enroll because they had been married off and others were reluctant to enroll after their initiation because they felt they were adults now ready for marriages. The girls are therefore being discouraged from school because of cultural practices.

### **What is the relationship between gender related factors and girl enrollment into schools?**

According to the society expectations girls are a subordinate gender whose role is to bear children and look after the home.

And because of that they were supposed not to go to school.

Basing on what was discovered in this study 66% of the teachers agreed that some girls are stopped from going to school.

Because of gender roles and expectations the girls attitude towards education is negative. Findings however did not readily confirm this assumption as evident from the responses where 44% of the teachers refused to accept that girls remain at home because they do not want to study. Some researchers had reported that girls are given more work than boys (Mingat, 2006). Findings confirmed this when 69% of the responses agreed to the assumption.

## **5.2 Conclusion**

Girl child educator is a prerequisite for the development of every nation including Kenya because a woman contributes much to the economy. This but can happen when females are also empowered to make independent decisions through education. This finding discovered that move girls do no enroll to primary schools



compared to boys. The dominant factors are more gender related where girls are subjected to some torture through initiation. This alters their attitude to learn. This is the attitude they carry to school only to encounter a gender biased school environment and curriculum material. The government has worsened it when it does not offer any security or support to the children. Unless something is done girls will continue to miss from schools.

### **5.3 Recommendations**

The following had to be recommended;

Government needs to review and reformulate policies that protect girl children's rights, if education for all is to be achieved. The government not only protects the girl children from danger of mankind but also put into place means of encouraging their physical, emotional and intellectual growth. Government has to ensure that girls while in school are supplied with self confidence and assertiveness to defend them against abuse. One by one girl will drive value out of education and will be attracted to join.

It is important that government invest dearly in the training of teachers without any biases regardless of gender. This calls for the overhauling of the teacher education curriculum to include intensive gender education. For those in the field, refreshers courses are needed to improve on their service delivery.

The public has to be made aware that they have a role to play in changing the attitude of their children toward education and gender related roles. Sensitization of the public about negative societal expectations of female must be intensified schools should organize workshops and hold meetings with parents and the talk must be gender issues.

Legal action must be taken against those parents who deliberately keep their children at home without any reason and strict laws must be formulated for the education. Those teachers who perform well in attracting girl children back to school must be rewarded.

Religious leaders have a role to play in preaching against those cultural practices which disadvantage girl children. There are some religious beliefs and teachings which also reduce females to inferiority, they should be revised.

Successful females should not keep their achievements to themselves. They must live as role models by going out there to talk to their village mates about the value of going to school. They should share with the village members about how they achieved their goals, the challenges they met and how they overcame them. By doing thus some children will be attracted to wanting to be like them and thereby change their attitude.

#### **5.4 Future research areas**

This study covered four factors namely government policies, curriculum, the gender related roles and cultural practices. The four factors are wide in themselves which the study failed to exhaust. I would therefore recommend that research be carried out in the following areas;

Gender related factors and girl child enrollment into schools

The school system and girl child enrollment into schools

Government policies on girl child enrollment into schools

Cultural values and practices, and how they influence girl child enrollment into schools.

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## APPENDICES

### Appendix I: Questionnaire for teachers

Dear Respondents,

I am Kirera Mugambi Josia, a student at Kampala International University, who is carrying out a research on girl child school enrolment. Any assistance given to me will be highly appreciated, and treated with confidentiality. Thank you.

Your qualification.....

Your teaching experience.....

Gender .....

**Please tick where applicable**

#### **Safety and security of girls**

1. Government has formulated viable policies for security and safety of girls in schools

Agree

Disagree

I do not know

2. Am fully aware that girls are vulnerable both at home and in school

Agree

Disagree

Not sure

3. Girls do not enroll in schools, in big numbers because they are vulnerable

Agree

Disagree

Not sure

4. Sometimes girls are abused at school

- Agree
- Disagree
- Not sure

5. Teachers offer much girls support while at school

- Agree
- Disagree
- Not sure

6. What kind of support do teachers offer girls while at school to encourage them remain in school?

.....

.....

### **Curriculum and enrolment of girls**

7. The curriculum material used at school is relevant to the girls needs

- Agree
- Disagree
- Not sure

8. The teaching methods employed by teachers are not gender biased

- Agree
- Disagree
- I do not know

9. Both boys and girls are encouraged to participate in classroom activities

- Agree
- Disagree
- Not sure

## Gender related factors

10. The society and parents tend to prefer boy education to that of girls

Agree

Disagree

Not sure

11. Therefore few girls enroll in schools because of this

Agree

Disagree

Not sure

12. Girls are assigned more domestic work than boys and therefore find no reason to enroll in schools.

Agree

Disagree

I do not know

13. The girl's attitude towards education is negative

Agree

Disagree

Not sure

## Cultural practices and values

14. List some of the effects of cultural practices on girl enrollment in primary schools

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.....