

**DETERMINANTS OF GIRL CHILD ACCESS TO PRIMARY SCHOOL EDUCATION IN DADAAB SUB- COUNTY, KENYA**

**ABSTRACT**

Educating a girl child is one of the best ways not only to enhance gender equality but also foster community and family development and economic growth. This study investigated selected factors that determine girl child access to primary school education in Dadaab Sub County. The objectives of the study were to determine the influence of economic factors on girl child access to primary schools in Dadaab Sub-County, Kenya. Descriptive survey design was adopted that encompassed both quantitative and qualitative approaches. The study targeted 30 primary schools, 30 head-teachers, 30 BoM chairpersons, and 120 teachers in Dadaab Sub- County, Kenya. Purposive sampling method was deployed to choose 9 head teachers 60 primary teachers and 9 Board of Management chairpersons. Semi-structured questionnaires and interview guide were used for data collection. Descriptive statistics involving mean were used to analyze data. Pearson correlation was used to test hypotheses involving quantitative data from close ended questionnaires. Thematic analysis was used for analyzing qualitative data from interviews. The study concludes that economic factors have a statistically low significant and positive effect on access of girls to primary education in Dadaab sub county (p-value = 0.000; r = 0.468), the effect of socio-cultural factors on access of girls to primary education in Dadaab sub county is positive and statistically significant (p-value =0.000; r=0.487), security factors have a statistical positively low significant effect on access of girls to primary education in Dadaab sub county (p-value = 0.000; r = 0.541), and school management practices have a statistically low significant and positive effect on access of girls to primary education in Dadaab sub county (p-value = 0.000; r = 0.646). The recommendations are that the schools' management should be offered training on practices to foster girl-child access to education.

**Keywords:** *Economic factors, Girls' access to primary school education, School management practices, Security factors, Social cultural factors*

**1. INTRODUCTION**

Education is among the main ways through which people's aims and habits live from generation to generation (Chimombo, 2005). The provision of education has the potential to improve economic status as it cuts across all aspects of society. Within the economic arena, communities will develop skills and entrepreneurship and hence their ability to adapt to a changing economic environment. Within the area of social development, communities will experience a new sense of cohesion around quality-of-life issues, including health and nutrition. Moreover, whenever Education for All (EFA) is attained, people are able to interact within their environments so that they are able to make greater contributions to their families and communities, and make better decisions about their lives (KNBS, 2015). Precisely, education is a basic contributing aspect to economic development (Ofsted, 2005). According to Fawe (2000), education is a means of mastering one's destiny or rather attaining personal sovereignty. Precisely, education is the key to ideal participatory democracy that is closely associated with development and peace. In addition, Rufai (2003) postulates that well educated woman contribute to their wellbeing, those of their families, communities as well as the entire countries. However, ensuring equal access in education for the girl child has been a major challenge for most countries of the world and yet access to basic education contributes to wider development. Accordingly, the most disadvantaged in the accessing of education is Africa is the girl child (Maseno& Kilonzo, 2010).

Ensuring equal access in education for the girl child has been a major challenge for most of the countries of the world especially USA and India. By 1990 there were approximately 130 million boys and girls of school age not attending school (Colclough & Lewin, 1993). It was against this background that the entire world had to have a global stand and targets on Education with emphasis on the need to foster the education of girls on equal footing with their male counter parts in Kenya one in every fifteen girls are enrolled in primary school (MOEST, 2014). Even though concerted efforts have been displayed in the region, still there is major gap in education of girls in Kenya (MOEST, 2014).

From global perspective, it seems the constraining factors in girls' access to basic primary education are multi-faceted (MOEST, 2014). There are issues of poverty, social cultural barriers, security and safety of girls, school management practices and quality programming in education that leads to the problem. Kenyan has recognized girls as mentors for the next generation as well as producers of goods and services. However, in some Kenyan societies, the traditional concepts of girls are still inferior to those of men, with many arguing that African culture should be preserved to justify the subordination of girls (Nyamu et al., 2001). ECOWAS (2006) noted that the number of girls in schools is not comparable to that of boys. Thus, at the lowest levels of schooling in the organizations, there is a significant imbalance between the sexes. The scope of research will be public primary schools in Dadaab Sub County located in an arid area characterized by poor infrastructure and underdevelopment. The Sub County has thirty primary schools.

## **1.2 Statement of the Problem**

Access to girls' education still remain a challenge in most of the Kenyan communities with the most affected being marginalized communities. This is despite the government and non-state actors' efforts in trying to achieve education for all. For instance, in public primary schools in Garissa County, girl completion rate is a major concern. For instance, in the year 2015, Garissa County recorded an enrollment of 61.9% boys against 38.1% girls in public primary schools. The low levels of access to education among girls from marginalized communities may be attributed to several factors. For instance, socio-cultural practices of a given community can be an impediment to girls' access to education (Nyamu et al., 2001). This explains the large disparities between boy and girl child enrolment in most of the affected communities. The gap between girls and boys' access to education continue to remain a challenge since post-colonial periods. With a low girl-child access to education, especially in the marginalized communities, there is dire need to investigate factors that determine girls' access to education. According to Sessional Paper No. 5 of 2005, marginalized communities are characterized by low levels of education. Further, a number of stakeholders including the NGOs have also recorded similar findings. Worse still, even with the deployment of more human resources including teachers to the region, the progress is still insignificant and as such school management practices ought to be looked at. Dadaab Sub- County is situated in Garissa County. This study intended to bridge this research gap by inspecting the determinants of girls' access to education in Dadaab Sub- County, Garissa County, Kenya.

## **1.3 Purpose of the Study**

The purpose of this study was to assess determinants of girl child Access to primary school education in Dadaab Sub-County.

## **1.4 Research Objectives**

- i. Asses the relationship between economic factors and girls' access to primary school education in Dadaab sub county
- ii. Establish the relationship between social cultural factors and access of girl to primary school education in Dadaab sub-county.

- iii. Establish the relationship between security factors and access of girls to education in primary schools in Dadaab Sub County.
- iv. Assess the relationship between school management practices and access of girls to education in primary schools in Dadaab Sub County.

## **2. LITERATURE REVIEW**

### **2.1 Theoretical Framework**

study was steered by Whelehan and Gilligan's Social Feminist Theory introduced in (1980) (Gilligan, 1990). The theory identifies the factors that influence gender divisions on social life, women oppression and the structures in the society. The feminist viewpoint accomplishes that women and men have equal potential and any disparities therefore must result from externally imposed constraints (Kibera, 2010). The theory supports the current study on gender disparity in terms of girl education with the view of discriminated in relation continuity in education especially at primary school level.

### **2.2 Empirical Review**

This section contains reviews of determinants of girl child education such as economic, socio-cultural, security and school management practices sway their access to primary school education.

#### **2.2.1 Economic Factors and Access to Education**

Research by Fawe (2001) indicated that primary school-age children living in the economically disadvantaged 20 per cent of the families are about thrice times more likely to drop from school than those in the wealthiest 20 percent. Meanwhile study by Naven, Egan, Sosu, and Spencer (2019) support the above results that this is foreseeable given that school levies for tuition as well as other costs of learning can occasionally be more than 20% to 40% of a family's income. Arguably, in economies incapable of fully administering compulsory education policies, families serve as gatekeepers of their children's by controlling their children's enrollment or access to educational resources availed by the government (Madani, 2019; Ileri, King'endo, Wangila, & Thurairana, 2020). The decision whether or not to enroll a child in school was mainly determined by the monetary costs (Shephardson & Pizzini, 1992). Further research by Nkrumah and Sinha (2020) indicated that some decisions still exist that hamper about 12.7% of the boys and nearly 13.1 percent of school-going-age girls can access education (MOEST, 1999).

#### **2.2.2 Social Cultural Factor and Access to Education**

The study by Challender (2005) shows that when the girl child return home after school, they have to undertake various activities including collecting firewood, fetching water, and cleaning up thereby leaving them exhausted and unable to concentrate on class homework. A similar sentiment is made by Groot (2007) arguing that traditional norms and values also prevent girl child from accessing education. Further research indicates that about 36 percent of young people whose mothers are uneducated are out-of-school in comparison with about 16% for children of educated mothers (Groot, 2007). The situation is further worsened by socio-cultural views of girls as burden to the family and a marriage material (Groot, 2007; Ochen, Chi, & Lawoko, 2019). A study by Leach (2003) showed that in families mainly prioritize boy child education, acknowledging them as future household heads. Globally, marriage is deemed to be a celebration moment and also a milestone in their adult life (Farah & Shera, 2007). In families where girls are enrolled to school, they often encounter many more hindrances to schooling than boys do.

#### **2.2.3 Security Factor and Access to Education**

According to Farah and Shera (2007), the distance girls cover to and from school is a major security issue and a barrier to their access to education. Parents fear sexual harassment of their girl children on their way to the schools. Violence on the way to school hinders parents from sending their daughter to

schools. Also, it is believed that given the physical distance, small learners might not be able to attend the school alone. Punitive school environment determines whether or not girls access quality education. This sentiment is in line with FAWEK's (1999) report which indicated sexual violence on girls is a key factor hindering their learning in school. The leading perpetrators of sexual abuse include workers, teachers, and peers which often make the girls to withdraw from school, unwanted or early pregnancies or even death (Chege & Sifuna, 2006).

### **2.2.4 The School Management Practices and Access to Education**

According to a study by UNICEF (1998) the education delivery systems are often not compatible with nomadic people's lifestyle. This might be among the factors that influence access to education, especially of girls. In Ghana and Egypt, long distance covered to schools dissuades girls' enrolment to school but their counterpart gender or boys as Chege and Sifuna (2006) noted. Chege and Sifuna's (2006) study also shown that lack of qualified teachers who are willing to teach in some regions, lack of subject matter expertise and lack of teacher commitment make girls become uninterested in learning and opt for marriage. Also, lack of adequate female teachers to be role models for girls, inconsiderate administrative machinery and rigid educational structures that hamper adjustment to socio-cultural and economic needs of the nomadic people prevent access of girl child to primary education.

## **3. RESEARCH METHODOLOGY**

### **3.1 Research Paradigm**

The study employed Positivism philosophy which followed scientific process for; determining theoretical foundations, deducing the objectives, data collection to affirm or invalidate the set hypotheses, and afterwards affirming or refuting whole or part of the current theories (Saunders, Lewis & Thornhill, 2007).

### **3.2 Research Design**

The researcher deployed descriptive survey research design combined with mixed quantitative and qualitative methods. Descriptive research involved gathering of data from members of the target population and to help the researcher get the description of the existing phenomena (Kerlinger, 2002).

### **3.5 Target Population**

The study targeted 30 primary schools, 30 head-teachers, 30 BoM chairpersons, and 120 teachers in Dadaab Sub- County, Kenya.

### **3.4 Sampling Procedure**

Purposive sampling approach was applied in selection of head teachers and BOM chairpersons. A sample size of 10 primary schools out of 30 primary schools in Dadaab sub-county was decided.

### **3.5 Research Instruments**

Data for this research was collected using both questionnaires administered to head-teachers and teacher, and an interview guide used to collect data from BOM chairpersons. In the study, data collection was done using structured questionnaires for head-teachers and teachers that comprise mainly closed items. An interview guide is a document that gives researchers a way to organize the way they interview potential

### **3.64 Data Analysis**

Numerical data from closed-ended questionnaires was analyzed using Pearson correlation ( $r$ ). Qualitative data from open-ended questionnaires was analyzed thematically. Thematic analysis involved identifying emerging trends and repeated views and then grouping them together.

## 4. RESULTS AND DISCUSSIONS

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### 4.1 Demographic Information of Head-teachers, BoM chairpersons, and teachers

With the help of the anti-plagiarism checker software (Thenticate) the researcher tested the contents of the research proposal for similarity and plagiarism to ensure that it had maintained below the university minimum threshold of 15 to 20 percent. The research was completed by burning them after the study has been completed and grading done.

Majority of the Respondents,(85.71%) , were male and the rest (14.29%) were female. Thus, most of the teachers and BOM of primary schools in Dadaab sub-county were male. Further results indicate that the majority of (30.16%) of the participants were aged between 36 and 45 years, 28.57% aged 26-35 years and 14.29% aged between 18 and 25 years. The rest were aged between 46 and 55 years (11.11%), between 56 and 65 years (11.11%) and 4.76% aged 65 years and above. Regarding the level of education, the outcomes on table 4 shows that the majority (57.14%) were university undergraduates with bachelor degrees, 28.57% were postgraduates holding masters degrees, 7.94% were diploma holders, and the rest (6.35%) were PI teachers. Data on teaching experiences showed that the majority (42.86%) had between 11 and 20 years teaching experience, 28.57% 21-30 years, 19.05% more than 30 years and the rest 9.52% had an experience of not than 10 years.

### 4.2 Analysis, Presentation and Interpretation of Results

This research adopted a mixed approach that is quantitative and qualitative analysis, as directed by the research hypothesis. The purpose of the study was to test whether the formulated hypothesis actually did achieve the goals stated in it. The Pearson's Product Moment (PPM) correlation analysis was used to test these hypotheses, with a 0.05 significance level and 63 (63-2=61) degrees of freedom (df).

#### 4.2.1 Impact of economic factors on girl child access to primary education

The study tested the first hypothesis which stated that:

*H<sub>01</sub>: There is no significant relationship between economic factors and access of girls to primary education in Dadaab sub-county*

The findings are given in table 1 at the 0.05 level of significance.

*Table 1: Pearson's Correlation Analysis of the Relationship between the Economic factors and Access of girls to primary education*

		Access of girls to primary education	Economic factors
Access of girls to primary education	Pearson Correlation	1	.468**
	Sig. (2-tailed)		.000
	N	63	63
Economic factors	Pearson Correlation	.468**	1
	Sig. (2-tailed)	.000	

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p-value = 0.000; df= 61; r = 0.468; critical r [0.05, 61] = 1.67;  $\alpha=0.05$

(Research Data, 2023)

Results on table 1 show that under the Pearson correlation at the 0.05 significance level, economic factors had a low significant association ( $r = 0.236$ ,  $p = .000$ ) with access of girls to primary education. The p-values ( $p = .000$ ) for the relationship were less than 0.05 (that is p-value  $<0.05$ ), which implies that there was a significant relationship between economic factors and access of girls to primary education in Dadaab sub county. This means that hypothesis one was rejected. On the other hand, results in table 1 show that observed that  $r [0.05,61] = 0.4.68$  was greater than critical  $-r =1.67$ . This means that hypothesis one was rejected.

Alos, interviews showed that in households with high income, access to primary education for girls was impacted while that of the learning environment was highly impacted. It was discovered that parental income was a significant barrier. It is difficult for parents who are financially strapped to pay the levies that the school requires of all of its students, including girls. These results reflect Naven et al. (2019) sentiment that poverty is a key hindrance to children access to primary education. According to Naven et al. (2019), some parents, especially in marginalized communities can barely afford monthly fee including tuition fees for their children. Similar views were presented by Nkrumah and Sinha (2020) who ruled that some parents with financial constraints consider taking their male children and leave girl children out. These findings are consistent with research outcomes of Fawe's (2001) study which found that, children in primary school who come from economically disadvantaged families, especially girls are about three times as likely to drop out of school as those from wealthy families. Also, the findings reflect the outcomes from Herz's (2004) study that this is expected given that school fees for tuition and other educational costs can occasionally exceed a larger portion of a family's income. Even in places that provide free education, like Dadaab Sub- County As a result, girls from economically disadvantaged backgrounds and those from economically privileged families have significantly different access to education than does the other gender.

The research results show that the majority of the girls in the school come from low-income families, and when they learn that the school provides food through a feeding program, they let their daughters attend because it reduces their burden on food. As a result, feeding programs help girls enroll in schools and attend regularly basis because they know they will have a meal each day. Madani (2019) in their study observed that school feeding program not only creates a favorable learning environment but also creates a perception that the community values and accepts learners. The majority of the girls in the area are drawn to primary schools because of the positive learning environment they provide. This agressiwht view by Ileri et al. (2020) that the environment within the school compound affects the education of girls in Kenya, as many parents have a tendency to send their kids to school based on the situation at the time.

Lack of money to buy sanitary pads for girls during menstruation is another economic element. Fawe (2000) posed that many young girls skip school when they are menstruating if there are not enough private latrines for them to take care of their hygiene. It has been demonstrated that educated parents understand the importance of education and are prepared to send their daughters to school. Currently, factors that determine a girl child's enrolment in school are influenced by concerns about her safety, a view also supported by Orodho (2003). However, cost is more frequently mentioned as a significant factor in urban than rural area.

#### **4.2.2 Effects of social and cultural factors on girls' access to primary education**

This research tested the hypothesis two for relationship between social cultural factors on the access of girls to primary education in Dadaab sub-county.

*H<sub>02</sub>: There is no significant relationship between social cultural factors and access of girls to primary education in Dadaab sub-county*

The results in Table 2 were obtained.

*Table 2: Pearson's Correlation Analysis of the Relationship between the Social cultural factors and Access of girls to primary education in Dadaab Sub County*

		Access of girls to primary education	Social cultural factors
Access of girls to primary education	Pearson Correlation	1	.487**
	Sig. (2-tailed)		.000
	N	63	63
Social cultural factors	Pearson Correlation	.487**	1
	Sig. (2-tailed)	.000	
	N	63	63

p-value = 0.000; df= 61; r = 0.487; critical r [0.05,61] = 1.67;  $\alpha=0.05$

(Research Data, 2023)

Table 2 shows that, under the Pearson correlation at the 0.05 significance level, parents' school finance activities had a significant association ( $r = 0.487$ ,  $p = .000$ ) with access of girls to primary education. The p-values ( $p = .000$ ) for the relationship were less than 0.05 (that is  $p\text{-value} < 0.05$ ). This evidence suggests that there was indeed a link between social cultural factors and access of girls to primary education in the Dadaab Sub- County. Based on this, hypothesis two was rejected. On the other hand, the results in table 3 show that  $r[0.05,61] = 0.487$  was greater than critical- $r = 1.67$ . This led to rejection of null hypothesis

The access of girls to primary education in Dadaab sub-county was found to be significantly impacted by social and cultural factors. Among its indicators, polygamy in the home and FGM in the home both significantly impacted girls' access to primary education. Early marriage, gender preference, and peer pressure also significantly impacted girls' access to primary education as shown on table 3. These findings are in line with Ochen, Chi, and Lawoko (2019) view that girls face discrimination as a result of social structures, gender roles, societal norms, customs, and institutions. Without taking into account their daughters' levels of academic performance or grade level attainment, sociocultural beliefs and customs determine parents' decisions to enroll their daughters in schools and whether or not to withdraw them from the school, thereby raising the dropout rate.

Polygamous marriages were discovered to be extremely detrimental to girls' access to education. The majority of polygamous marriages disregard the needs of girls in education. In polygamous marriages, the woman is almost always the victim. They are particularly targeted by the older wives. These findings reflect Ochen, Chi, and Lawoko's (2019) assertion that in these situations, mothers are the ones to care for their girls, even in terms of their education, as she may not have access to sufficient resources. The children of older wives married to polygamous husbands are typically neglected, and the girls experience the greatest barriers to education. Also, Ochen, Chi, and Lawoko (2019) is of the view that children from some wives' children are neglected, and if a polygamous marriage has girls, the girls would rarely be able to attend school, particularly those from low income backgrounds. Markedly, in some polygamous marriages, daughters are treated like property.

Additionally, FGM in the family deters girls from enrolling in school because after being cut, they are transformed into women who are prepared for marriage. The girl feels that because of FGM in their family, they can now become mothers and do not need to go to school. These results reflect UNICEF's (2014) report which ruled that sociocultural views of girls portray them as a burden on the family and marriageable material. Additionally, in most cultures, some parents believe that their daughter's education is unworthy because she will eventually move in with her future husband's family after getting married, and that the families where they get married will benefit more from their daughter's education in terms of income or productivity than their own.

Early marriage has been found to be detrimental to a girl's education because, once married, she becomes a mother and loses the opportunity to pursue a degree. Forced marriage also prevents the child from attending school. Challender (2005) remarked that this makes the vicious circle of maternal illiteracy worse and reduces the likelihood that girls will learn. When it comes to preventing girls from receiving a quality education, maternal literacy rates are a more significant factor than paternal literacy rates. Most nations do not allow girl children who become pregnant before marriage to return to school, but those who impregnate such girls do not face the same penalties. Besides, early marriage is not something to appreciate when it comes to girls' access to education. Lefevre et al. (2004) underlined that forcing marriage partners on children means that their childhoods are shortened and that their fundamental rights, such as the right to an education, are jeopardized. In other words, they are denied their youth and made to fill positions for which they are rarely mentally or physically prepared. Premature marriage has a number of negative effects on young girls as well as the society in which they live, according to UNICEF (2014). Early marriage has significant intellectual repercussions, including the loss of employment and educational opportunities and the potential for personal development.

Most girls, especially those from low-income families, are unable to attend school due to gender preference behavior. Since it has been customary to treat boys as being more important than girls, most girls do not have access to education. This is in line with findings in the study by Leach (2003), which showed that families with limited resources tend to prioritize the education of their sons in particular because they view them as the future heads of the home.

Peer pressure had a moderate impact on access to education. Girls get excited when they see their friends leaving for school because it means there is now another place where they can socialize and get inspiration (Leach, 2003). When girls interact with those in schools, she feels like she is missing out on a lot and that the other girls have left her out. Once her peers leave and she joins them, the friends' use of new foreign words and their discussion of what they had been told excite the girl, who is then inspired to pursue an education (Leach, 2003)..

#### 4.2.3 Effects of security on girls' access to primary education

In this research, there was testing on the hypothesis for relationship between parents' motivation on learners. This research tested hypothesis on relationship between security factors and the access of girls to primary education in Dadaab sub-county;

*H<sub>03</sub>: There is no significant relationship between security factors and Access of girls to primary education in Dadaab sub-county*

The results obtained are shown on table 3

Table 3: *Pearson's Correlation Analysis of the Relationship between The Security factors and Access of girls to primary education*

	Access of girls to primary	Security factors
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	education		
Access of girls to primary education	Pearson Correlation	1	.541**
	Sig. (2-tailed)		.000
	N	63	63
security factors	Pearson Correlation	.541**	1
	Sig. (2-tailed)	.000	
	N	63	63

p-value = 0.000; df= 61; r = 0.541; critical r[0.06,61] = 1.67;  $\alpha=0.05$

(Research Data, 2023)

Guided by Table 3, now under the Pearson correlation at the 0.05 significance level, security factors had a low significant association ( $r = 0.541$ ,  $p = .000$ ) with access of girls to primary education in Dadaab sub county. The p-values ( $p = .000$ ) for the relationship were less than 0.05 (that is p-value < 0.05), which implies that there was a significant relationship between security factors and the access of girls to primary education in Dadaab sub county. The results in Table 4 show that the observed  $r[0.05,61] = 0.541$  was greater than critical- $r=1.67$ . This led to rejection of hypothesis three.

The study found security factors affected' access to primary education in Dadaab sub-county. Bullying had a moderate impact on girls' access to primary education, while school rules had a similar effect. Also, girls' access to primary education was significantly impacted by the distance to the school. In Dadaab sub-county, religious fanaticism had a significant impact on girls' access to primary education, whereas FGM had a moderate impact. Precisely, bullying has been found to harm a girl child's psychological and mental health. The child eventually loses interest in the classroom setting. The other main hindrance preventing girls from attending school has been the distance to the school. They simply let them stay at home because the distance between the local schools is great. Also, UNESCO's (2012) survey concluded that the proportion of kids who are not in school is higher in rural areas due to the underdeveloped infrastructure, including roads, the lengthy commute to and from school, and transportation. A UNICEF (1998) further noted that access and enrollment were influenced by how far a school was from the home. Similar to this, Groot (2007) observed that one major factor contributing to the low enrollment of girls in primary schools is their travel time to and from school. Additionally, Challender (2005) stated that one of the main barriers keeping girls out of school is distance. Parents believe that sending their female children a long way to school makes them feel insecure. Long distances traveled to schools deter girls from enrolling in school in Ghana and Egypt but not their counterpart gender, boys (Hertz, 1991).

Parents worry that their daughters might experience sexual harassment while traveling to and from school (Groot, 2007). The distance that girls must travel to and from school is a significant security concern and a barrier to their access to education. Farah and Shera (2007) observed that most parents tend to be reluctant to enroll their daughters in school. As a result, such parents worry that their girl children will be sexually harassed while en route to school.

#### 4.2.4 Effects of school management on girls' access to primary education

The research tested the hypothesis for relationship between parents' maintenance of school physical The research tested the fourth hypothesis for relationship between school management practices on the access of girls to primary education in Dadaab sub-county.

*H<sub>04</sub>: There is no significant relationship between school management practices and access of girls to primary education in Dadaab sub-county*

This is where results captured Table 4 show the true status of this analysis.

Table 4: *Pearson's Correlation Analysis of the Relationship between the school management practices and Access of girls to primary education in Dadaab sub-county*

		Access of girls to primary education	School management practices
Access of girls to primary education	Pearson Correlation	1	.646**
	Sig. (2-tailed)		.000
	N	63	63
School management practices	Pearson Correlation	.646**	1
	Sig. (2-tailed)	.000	
	N	63	63

p-value = 0.000; df= 61; r = 0.646; critical r [0.05, 61] = 1.67;  $\alpha=0.05$

(Research Data, 2023)

Founded on these results, Table 4 shows that, when using the Pearson correlation at the 0.05 significance level, school management practices had a low significant association. ( $r = 0.646, p = .000$ ) with access of girls to primary education in Dadaab sub county. The p-value ( $p < 0.01$ ) for the relationship was less than 0.05 (that is  $p\text{-value} < 0.05$ ), which implies that there was a significant relationship between school management practices and the access of girls to primary education in Dadaab sub county. The results in table 4 show that  $r[0.05,61] = 0.646$  was greater than critical- $r = 1.67$ , this led to rejection of hypothesis four.

Interview results show that school management practices have significant impact on girls' access to primary education in Dadaab sub-county. Notably, this was significantly influenced by the gender of the head-teacher and BOM chairperson, both of which had a minimal impact on girls' access to primary education in Dadaab sub-county. Also, the makeup of the BOM and PTA had a significant impact on girls' access to primary education in Dadaab sub-county. Further, girls' access to primary education in Dadaab sub-county was significantly impacted by the gender ratio in the classroom, role models' influence on girls' access to primary education in Dadaab sub-county, and student leaders' influence.

Because of this, parents looking for schools for their daughters are more interested in those where the head-teacher and the majority of the staff are women. Such outcomes are in line with those from Farah and Shera's (2007) study who observed that, most girls prefer schools where the head-teacher is a woman because parents feel safer knowing their daughters are in the care of more female teachers. In other words, when there are more female teachers and staff members at the school, most parents feel safe. Additionally, studies have shown that ineffective teachers cause girls to lose interest in learning and drop out (Farah & Shera, 2007). Inadequate female teachers who can serve as role models for girls, uncaring administrative procedures, and rigid educational frameworks that make it difficult for them to adapt to the sociocultural and economic needs of nomadic people also prevent girls from receiving primary education. Also, parents do not want their children to be associated with a school where the majority of the BOM and PTA members have poor academic credentials. Some schools have BOM/PTA memberships made up of disrespectful individuals. As such, girls are admitted at

very low rates to such schools. The BOM/PTA members have an impact on how parents view a primary school.

Furthermore, girls seek out role models to aspire to. Precisely, girls' access to primary education is ensured by role-model schools, administrators, and teachers. Parents are free to take any measures necessary to ensure that their daughters are accepted into such schools. Further Farah and Shera (2007) observed that most parents send their daughters to schools where the teachers excel and serve as positive role models. Parents prefer to send their daughters to the best schools, and the majority of girls attend schools that excel in every category. Girls are interested in teachers, student leaders, and the school environment, while parents are more concerned with academic performance and teacher quality.

## **5. CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Conclusions**

The study concludes that economic factors have a statistically low and positive effect on access of girls to primary education in Dadaab sub-county. Economic factors affect access of girls to primary education in Dadaab sub-county positively through household income, feeding programme, learning environment, parent education and school fees

The study concludes that the effect of social cultural factors on access of girls to primary education in Dadaab sub-county is positive and statistically low and significant. This is where, Polygamy educes access of girls to primary education as FGM in the family, early marriage, and Gender preference adversely affects access of girls to primary education. However, peer influence increases access of girls to primary education in Dadaab sub-county.

The research further concludes that security factors have a statistical positively low significant effect on access of girls to primary education in Dadaab sub-county. The effect of security factors on access of girls to primary education in Dadaab sub county is adversely affected by bullying, discipline distance of the school, FGM, religious fanatics.

The study concludes that school management practices have a statistically low significant and positive effect on access of girls to primary education in Dadaab sub-county. The effect of School management practices on access of girls to primary education in Dadaab sub-county is affected by gender of head-teacher/BOM chairperson, composition of BOM/PTA, teacher gender ratio in school, role model, and student leader.

### **5.2 Recommendations**

The following policy recommendation and suggestions for further study were made. Access of girls to primary education in Dadaab sub-county is moderate and the prevailing status of affairs requires to be ameliorated using effective strategies. First, primary schools in the Dadaab sub-county should examine their policies and practices to ensure that they enlighten parents from low-income level and illiterate parent on the free primary education and the support from bursaries for school fee and other school levies. Also, they should ensure that their schools review the infrastructural policies to ensure girl friendly learning environment.

The school managements should also review their social cultural policies to create awareness among the parents on the rights of the girl child. The school management should be key participant on the fight against FGM and early marriage as well sensitization on the rights of the girl child against FGM and early marriage. Additionally, the management should create policies and strategies to deal with issues affecting girls from polygamous families.

Again, primary education in Dadaab sub-county should firmly implement the school safety policy on bullying which maintaining high levels of discipline. They should review their policies on education especially for families located in different geographical areas.

Lastly, the primary education management in Dadaab sub-county should ensure gender equality among staff and seek to balance the gender among head-teachers and student leaders. The schools should strive to create unique own image hence become role models.

### 5.3 Suggestions for Further Research

This research utilized data from Dadaab sub-county in Garissa County and its scope was limited to examining the impacts of various factors on access of girl child to primary education. As a result, it excludes all other sub-counties; rendering its application to the entire Garissa County difficult. In this regard, a similar study should be undertaken in the entire Garissa County. Additionally, the research depends on data gathered from primary sources and involved a limited number of Respondents. Based on these views, a similar investigation utilizing secondary data is needed to confirm the conclusions in this investigation.

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