

**ROLE OF INTEGRATED INSTITUTIONS IN THE ENHANCEMENT OF
GIRL-CHILD EDUCATION IN CENTRAL DIVISION OF GARISSA
COUNTY, KENYA**

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ABSTRACT

Despite numerous efforts by partners of education in Kenya with an aim to enhance children access to education, there is however, little to celebrate in some parts of the country in terms of achieving sound enrolment in educational institutions. The regions affected mostly are arid and Semi-Arid districts. The purpose of this study was to investigate the role of Integrated Institutions in the enhancement of girl-child education in central division of Garissa County. The objectives are; to find out the extent to which the teaching methods applied in the integrated institutions can enhance the girl-child enrolment in such schools, to establish the suitability of the learning/ teaching facilities at the integrated institutions in motivating the learners, to examine the qualifications of teachers in those schools and their attitude towards girl-child education. The study was guided by the theory of cultural lag by Williams Ogburn's. The study used a descriptive survey design to target 25 headteachers, 300 teachers, 125 members comprising of SMC and religious leaders, 2 TAC tutors and 1 area DEO from Garissa District. Simple random sampling was used to select 10 out of 25 schools to participate in the actual study. Random sampling was used to select 100 teachers from participating schools while purposive sampling was employed to select 10 headteachers, 2 TAC tutors and 1 area DEO and 30 SMC and religious leaders, yielding to total sample size of 143 participants. Data was collected using questionnaires, interviews and focused group discussions. The questionnaires were used to collect data from head teachers, teachers, and school management committees. Interviews were used to collect data from the DEO, Zonal education officers while focused group discussions were used to collect data from various groups such as parents and religious leaders. Data collected in the research was analyzed both qualitatively and quantitatively. The quantitative data was analyzed using descriptive statistics such as frequencies tables and percentages using Statistical Package of Social Sciences (SPSS) version 17.0. The qualitative data was analyzed by arranging the responses according to the research questions and objectives in narrative format. The study established that inadequate sanitation facilities had negative implications on the girl child participation in primary education. It emerged that schools in Garissa County did not have adequate sanitation facilities for girls and toilet facilities. This was a major challenge because girls were forced to miss classes due to menstrual cycles and this could also lead to school drop out. The study finally concluded that society had negative attitude towards girl child education hence giving them little support. The study recommends that: government, school administrators, parents and the community should pull together resources to ensure that sanitary facilities for girls are adequate; community should be sensitized on importance of education and especially for the girl child and government, through the Ministry of Education should enforce the safety standard guidelines for sanitation facilities in both private and public primary schools.