

**THE EFFECT OF MOBILE SCHOOLS IN ENHANCING GIRLS PARTICIPATION
IN EDUCATION OF GARISSA DISTRICT IN NORTH-EASTERN
PROVINCE, KENYA**

BY

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ABSTRACT

Despite the Kenyan government introduction of free primary education in its quest to provide basic education to all school age children, there are still a large population of school age children out of schools and a large percentage of these children are those who hail from the pastoralist communities. This coupled with the gender disparities among the children enrolled in primary schools has worsened the situation of the girl child in the pastoralist communities as far as educational attainment is concerned. The access to school rate of children in the nomadic communities is still very low compared to other settled communities in Kenya. The main purpose of the study is to find out the effects of mobile schools in enhancing girl's participation in education of Garissa District in North-Eastern Province, Kenya. The study used descriptive survey research design utilizing both qualitative and quantitative approaches. The study was conducted in Garissa district of North Eastern Province. The target population in the study location included: 6 head teachers of the mobile schools, 18 teachers of the mobile schools, 80 parents of pupils in the mobile school and 1 District education officer. The study consisted of the following groups of respondents, which constituted the sample size; 6 head teachers of the sampled mobile schools, 18 teachers of the sampled mobile schools, 16 parents of pupils in the sampled mobile schools and 1 District Education Officer of Garissa district. The total sample size for the study was 41 respondents. The number of parents selected for the study constitutes more than 39% of the total number of targeted population for small populations as argued by Gay (1992). The most commonly used instruments in social science researches are; Questionnaires, interview schedules, observation forms and standardized test. In descriptive survey the study involved a variety of descriptive and inferential statistics. The study used frequencies and percentages because they easily communicate the research findings to the majority of the respondents (Gay, 1992). This study was guided by feminist ideology. According to Adamson, Brisken and Mc Phail (1988) social feminist recognized that the exploitation and oppression of women are rooted in the structure of patriarchal capitalism. They believed that sexualize is so deeply ingrained in the social relationships of patriarchal capitalism that a fundamental transformation is necessary to bring about social change. And the key factor to use in order to realize change in the society is to enable the girl child to access formal education. In the nomadic set up this can be done with the help of mobile primary schools. Having seen what examines the major determinant which had an influence on the participation of the girl child in primary education. Girls' participation in primary schooling fell below that of boys. There will be factors in the society and within the school which discriminated against the girl child in participating in primary education, in comparison with the boy child. There were many models that had been put forward to explain how the factors affected girls in schooling, but this study gave a three factor model. The model constituted a systems approach (Thornton, Bill et al) where there was input, process and an output. Each step represented vital factors that depend on each other. However, the researcher tried to draw a boundary between each set of factors.