

DETERMINANTS OF GIRLS' ACCESS TO PRIMARY EDUCATION IN KENYA AND
ITS EFFECTS ON THEIR PERFORMANCE AND DEVELOPMENT: A CASE STUDY
OF HAMISI SUB-COUNTY, KENYA

BY

DERRICK KAANE KAVULUDI

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ABSTRACT

The major problem of this study is that despite the government's efforts to make Primary Education accessible to all children, girls' access to Primary Education is still dismal in Hamisi Sub-county. The determinants of girls' access to education has not been adequately investigated and well understood, hence hindering primary education development in the arid and semi-arid lands (ASAL) of Kenya.

To this end, the purpose of this study was to determine factors influencing girls' access to primary education in Hamisi Sub-county, Vihiga County, Kenya.

The study focused on the determinants of girls' access to Primary Education basing on a number of school factors such as cultural stereotype, poverty, remoteness, girl child labor, school insecurity, peer pressure and HIV/AIDS. There are also internal school factors that hinder the girls' access to primary education for instance, gender bias policies, school environment, sexual harassment, understaffing in schools and curriculum challenges.

The researcher used sampling techniques based on seventy seven public primary schools, in the Sub-County. The target population was seventy seven head teachers, five hundred teachers and four hundred mixed (boys & girls) prefects for the sampled schools. Forty prefects were selected randomly from standard seven and eight on standpoint of their age and ability to handle a questionnaire in each school. In addition, ten head teachers and fifty teachers were asked to identify the internal school factors that affect girl child access to primary school education.

Questionnaire was used to investigate the external and internal school factors that affected the girl-child access to Primary Education in Hamisi Sub-county. The collected data was analyzed using the descriptive and inferential statistics while the Pearson correlation co-efficient of statistical testing techniques was used in assessing the qualitative data.

Therefore, the study will be very significant to both educational planners and policy makers on determining the girl-child access to primary education in Hamisi Sub-county.