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Influence of Cultural Stereotypes on Academic Performance of Girls' in Co-educational Secondary Schools in Teso North Sub-county, Kenya

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Abstract:
The Government of Kenya through the Ministry of Education has put in place several measures to help children to access, be retained in schools and complete their education. More schools have been started, existing schools expanded to accommodate more pupils and students and special programmes have been initiated to facilitate girls in accessing education. These efforts have not yielded much fruits; combinations of obsolete cultural stereotypes continue to deny girls their rights to education. Therefore, girls' education remains elusive. This paper is an outcome of a study which sought to determine the influence of cultural stereotypes on the girls' academic performance in public co-educational secondary schools in Teso North sub- county, Kenya. The study was guided by Stereotype Threat Theory by Steel and Aronson in which stereotype threat was assumed to hamper performance of girls who were identified with negatively stereotyped group in society. The study adopted the descriptive survey research design. A sample size of 369 respondents comprising of 355 students, 7 teachers in-charge of counseling, 6 principals of co-educational public secondary schools and 1 Sub County Education Quality Assurance and Standards Officer participated in this study. Proportionate, stratified random, purposive and saturated sampling techniques were used to obtain the required sample size. Two co-educational public secondary schools were used for piloting purpose. Research instruments that were used include questionnaires, interview schedule and document analysis. Validity and reliability of the instruments was established through a pilot study which was carried out in two selected schools. Face, content and construct validity of the instruments was determined through expert judgment while test-retest method was used to test reliability of the instruments. Quantitative data was analyzed through descriptive statistics such as frequency counts, percentages, means, mode, median, graphs and tables. Qualitative data was transcribed and discussed based on ongoing themes. The study revealed that despite concrete effort geared towards supporting girls' education, girls' academic performance was lower than boys and that they were disadvantaged in many aspects including having to walk long distances to school. The findings of this study may help education policy makers, education policy implementers and other stakeholders into finding solutions on minimizing the cultural stereotypes affecting academic performance of girls. The study recommends that stakeholders look at modalities to cut down on fees, provide bursaries and enhance sensitization campaign. The study suggests further research to establish the extent gender-based cultural stereotype influences the academic performance of girls in secondary schools.

Keywords: *Cultural stereotypes, stereotype threat, girls academic performance, co- educational public secondary schools*

1. Introduction

An educated girl in society is not just an investment but is also a strong vehicle that can move the country towards greater economic, political, social, technological, cultural and scientific achievements. This means that girls' education is very critical and should be given great attention right from policy formulation to implementation. Despite the government's effort through the ministry of education formulating policies to boost girl's education, indicators still show that girls 'academic achievements are still lower than that of boys. According to Wasanga (2009) the year 2000 to 2003 KCSE Examination results in Kenya indicated a dismal performance for girls as compared to boys. Out of the 33 subjects offered in this examination girls performed better than boys in only five (5) subjects. These subjects were English, Kiswahili, Home Science, Music and Typewriting and Office Practice**,** further to this, the same results indicated a comparatively poor performance for girls in Mathematics and Science subjects and under enrollment of

girls in Physics. This was a true reflection of the society's expectation about boys' and girls' performance in examinations. The reason may be due to the country's cultural diversity, a very important factor which might have been overlooked during policy formulation. Each community has its unique cultural stereotypes that may influence girls' academic performance in one way or another.

Hall, (1988) defined stereotypes as personifications which were widely accepted and shared among members of a given society and were handed down from generation to generation. Fung and Ma (2000) asserted that a stereotype was a subjective perception which may be an intuition, a prejudice, an imagination, or past impression of what a person has been. From the viewpoint of Martin and Halverson (1981), gender stereotype was one type of "subjective perception of what a man or woman should be or how people should behave".

Most stereotypes often described men as intellectually competent, strong and brave, while women homely, warm and expressive, incompetent and passive. They portrayed the male as the strong, dominant person with leadership trait, one whose works shall be outside the home in often-prestigious occupations, while the female is usually portrayed as being subordinate and confined to the home (Fiske, 1993; Stangor & Lange). Socialist Charles (2007), Contest that one reason for stereotypes was the lack of personal concrete familiarity that individuals had with persons in other racial or ethnic group; lack of familiarity encouraged the lumping together of unknown individuals. A stereotype formed upon and thereby exaggerated differences between groups minimized similarity and magnified differences. This made it seem as if groups were very different when in fact they would be more likely than different.

Vlasenko, Sidorenko and Pekar (2009), noted that people from different countries always had stereotypes about each other. It was absolutely natural as each culture always contained secretes. It was often covered with mystery, unreal stories and objective attitudes. But some existing stereotypes were correct and others were wrong. A group would be positively or negatively stereotyped. Singleton (1987), noted that society forced people into certain roles that caused pain and stress just like other forms of oppressions. Wolfwikis (2008) asserted that gender roles were practices and relations of femininity and masculinity that people created as they went about their daily lives in different social settings.

Schmander (2003) explained that stereotypes influenced the performance of those not expected to succeed. A person's belief that he or she belonged to a group stereotyped as inferior in a given ability would, when combined with certain contextual cues, trigger a phenomenon termed stereotype threat by Claude Steele. When this happened, the person's cognitive performance, particularly on tests of mathematics ability among women and tests of general intellectual ability among members of racial and ethnic minorities, was negatively affected. Schmander (2003) explained that contextual factors, such as predominant stereotypes, can discourage people, especially women and minority-group members, from aspiring to and pursuing science and engineering education and careers and from taking leadership roles. They also reduced their chances of being accepted into educational programs whose admission requirements emphasized test scores.

National Academy of Sciences (2007) asserted that pervasive unexamined bias against women in science and engineering influenced evaluations of women scientists' motivation, determination, promise, seriousness, and productivity. This undermined the perception of the quality of their work throughout their careers. Small differences in advantage can accumulate over the span of a career into large differences in status and prestige. That resulted in male scientists often receiving greater rewards for their accomplishments than female or minority-group scientists (National Academy of Sciences, 2007).

Literature reviewed found agreement among the authorities on the existence of stereotypes in society. These stereotypes affect the society in diverse ways. For example, a report from the National Academy of Sciences (2007) showed that women were underrepresented at higher levels of science and engineering because of gender bias. However, a significant limitation of this report is failure to address the influence of cultural stereotypes that might have led to the gender bias. The present study therefore seeks to remedy this failure by considering the cultural stereotypes that might have led to the gender bias and hence low academic achievements for women

The study is founded on Stereotype Threat Theory put forward by Steel and Aronson (1995). Stereotype threat is the experience of anxiety or concern in a situation where a person had the potential to confirm a negative stereotype about his or her social group. Steel and Aronson (1995) suggested that stereotype threat had been shown to reduce the performance of individuals who belonged to negatively stereotyped groups. Steel and Aronson (1995) maintained that repeated experiences of stereotype threat created anxiety which led to diminished confidence, poor performance and loss of interest in the relevant area of achievement. Steel's Stereotype threat theory is relevant in this study because it categorizes individuals into two social groups which are referred to as "social identities". One of the social groups is negatively stereotyped and the other group is positively stereotyped. Steel stressed that the group which is negatively stereotyped is associated with poor performance because of the diminished confidence caused by anxiety created by underrating their group. This fitted well with this study which has shown that girls are underrated and boys overrated. This may strongly suggest why girls are associated with low academic achievements as established by this study in Teso North Sub County, Busia County, Kenya. Steel further advocated for the promotion of "stereotype enhancement" which entails an individual's potential to confirm to a positive stereotype about his/her group. If this is embraced by the community, improved academic performance among girls in Teso North Sub County may be realized

2. Research Methodology

A descriptive research design was used in this study. Mwangi (2009) observed that descriptive survey research design enables the researcher to describe or present phenomena under investigation as they are. The independent variable considered in this research was cultural stereotypes while the dependent variable was academic performance. This fitted well with students and teachers who participated in the study while in their respective schools. According to Orodho (2005), descriptive research survey enables interviews

and/or questionnaires to be administered in order to collect information. Descriptive survey design was considered ideal for this study as it was economical and comparatively easier to administer because it made inferences from data about a large group of people on a relatively small number of individuals from that group (Marshall and Rossman, 1989)

This research was carried out in Teso North Sub-County which is located in the Western part of Kenya, in Busia County. It has a geographical area of 257.10 square kilometers (Infotrack East Africa, 2015). The Sub-County is located between longitude $34^0$12'30" E and $34^0$27'30" E and latitude $0^0$30'0" N and $0^0$47'30" N. It borders Teso South Sub-County to the South, Republic of Uganda to the West and Bungoma West Sub-County to the East. Administratively, the Sub-County has two divisions namely, Angurai and Amagoro. Teso-North Sub County has an estimated population of 117,947 persons by 2009 (KNBS, 2015).

The study area is occupied mainly by the people of the Iteso tribe. They held taboos and beliefs in cultural practices that had stereotyped female and children in many ways. For instance, according to Jakaa (2012) women and children were considered weaker and not abounding in wisdom. He further observes that cooking places were a reserve for women. Parents could also arrange marriage for their girls even without their knowledge (Uganda Travel Guide, 2015).

In the field of education, most prominent scholars are male. They include Professor Ipara Isaac Odeo, Professor Omunyin Philip and Professor Olubayi among others. Unfortunately, the researcher could not find a prominent female scholar of similar qualification.

The study was conducted in 21 public co-educational secondary schools. These schools had a total of 4,424 students comprising of 2623 male students and 1801 female students, as at the December, 2013 (SCEO's Teso North, 2014). These schools have a total of 21 teacher counselors and 21 school principals. Teso North Sub-County has one (1) Sub-County Quality Assurance and Standards Officer (SCQASO) based at the Sub County Education Office. One of the responsibilities of this officer is to provide an enabling environment for girls' education. Co-educational schools were ideal since they assisted the researcher to compare the enrollment and academic performance of boys and girls.

Kerlinger (2004) noted that an ideal sample should be between 10% and 30% of the target population depending on the data to be gathered and analyzed. The study adopted purposive sampling, stratified sampling, proportionate sampling and saturated sampling techniques. Thus, using purposive and stratified sampling techniques, seven schools were selected out of the 21 schools. Stratified random sampling was used because it ensured inclusion in the sample all the subgroups which otherwise would have been omitted entirely by other sampling methods because of their small numbers in the population. A proportionate sample was worked out at 16% from 2345 students (thus Boys and Girls); a total of 374 students were sampled to participate in this study**.** Proportionate sampling was used to determine the right number of participants from each sub- group by their number relative to the entire population. In addition, 7 teacher counselors and 7 Secondary School Principals were selected through purposive sampling and one Sub County Quality Assurance and Standards Officer was selected through saturated sampling technique. Thus, a total of 389 respondents formed the sample population. This is shown in table 1.

From the seven selected schools the population stood as follows:

School Code	Composition of Girls	% of Girls	Composition of Boys	% of Boys	School Population	Sampled Population (16% of school population)
A	124	35.0%	230	65.0%	354	57
B	118	33.5%	234	66.5%	352	57
C	103	42.9%	137	57.1%	240	39
D	168	35.1%	310	64.9%	478	77
E	221	56.1%	173	43.9%	394	64
F	98	50.0%	98	50.0%	196	32
G	150	45.3%	181	54.7%	331	53
TOTAL	**982**	**41.9%**	**1363**	**58.1%**	**2345**	**374**

Table 1: Students' Population in 2014 in Selected Co-Educational Schools
Source: Field data and Teso North Sub County Education Office.

Data collection was by means of interview schedule, questionnaires and document analysis. The interview was administered to the seven Principals and the sub-county Quality Assurance and Standards Officer using an interview schedules. Each interview schedule was tailored to the respondent to enable obtain specific information from the respondents. Two questionnaires (one for teacher counselors and the other for students) were used. The questionnaires contained both open and closed-ended questions and statements. Closed-ended questions were used to obtain both personal and specific details from respondents. Document analysis was carried out to augment data collected through interview and questionnaires. Data collected was coded and analyzed using the statistical package for social sciences (SPSS). Descriptive and analytical statistics was used to analyze the data obtained and the results of the study are presented in form of tables and discussed.

3. Results and Discussion

Students were asked the factors considered for one to be admitted for boarding. Their responses were as tabulated in the table 2.

Gender		Unsure	Fee Payment Ability	Distance of School from Home	For Exclusion Purpose	Total
Female	Count	39	87	66	17	209
	% within Gender	18.7%	41.6%	31.6%	8.1%	100.0%
Male	Count	24	82	29	11	146
	% within Gender	16.4%	56.2%	19.9%	7.5%	100.0%
Total	**Count**	**63**	**169**	**95**	**28**	**355**
	% within Gender	**17.7%**	**47.6%**	**26.8%**	**7.9%**	**100.0%**

Table 2: Factors considered for one to be admitted for Boarding

It is observed that 41.6% (87), 31.6% (66) of female students indicated that fee payment ability and distance of school from home respectively, were the factors considered for one to be admitted for boarding. On the other hand, 56.2% (82) and 19.9% (29) of male students reported that fee payment ability and distance of school from home respectively were the factors. Also 8.1% (17) of female students and 7.5% (11) of male students indicated that admission on boarding is for exclusion purpose, 17.7%(63) of the respondents consisting of 18.7% (39) females and 16.4% (24) males reported that they were not sure of what is considered for admission in boarding. 47.6% (169), 26.8% (95) and 7.9% (28) of the students respectively indicated that fee payment ability, distance of school from home and for exclusion purpose respectively are the factors considered for one to be admitted for boarding.

The highest percentage of girls in co-educational boarding Secondary schools in Teso North Sub County could not access boarding facilities because they could not afford to raise boarding fee. Those that hail from near the schools prefer to be day scholars to cut on costs. A few girls are allowed to board to cushion them from oppressive tendencies at home. These findings are in line with those reported by World Bank (2003) which noted that more than 350 million people, over half Africa's Population, lived below the poverty line of one dollar a day. This implied that poverty too, excluded children, including girls, from school. The study also agrees with Guttman (a UNESCO courier journalist), who indicated that customs, poverty, fear and violence were the reasons why girls still accounted for 60% of the estimated 113 million out-of-school children, and majority lived in sub-Saharan Africa and South Asia.

Students were asked to outline the causes of girls dropping out of school. Their response is as presented in table 3.

Gender		Undecided	Lack of School Fees	Early Pregnancy	Long Distance from Home	Lack of Family Support	Drugs	Total
Female	Count	12	93	95	0	7	2	209
	% within Gender	5.7%	44.5%	45.5%	.0%	3.3%	1.0%	100.0%
Male	Count	23	46	63	2	11	1	146
	% within Gender	15.8%	31.5%	43.2%	1.4%	7.5%	.7%	100.0%
Total	**Count**	**35**	**139**	**158**	**2**	**18**	**3**	**355**
	% within Gender	**9.9%**	**39.2%**	**44.5%**	**0.6%**	**5.1%**	**.8%**	**100.0%**

Table 3: Causes of drop-out of girls from Schools

It is observed that 44.5% (93), 45.5% (95) and 3.3% (7) of female students indicated that girls dropped out of school due to lack of school fees, early pregnancies and lack of family support respectively. None of the female students cited long distance from home to be the cause.

On the other hand, 31.5% (46), 43.2% (63), 1.4% (2), 7.5% (11) and 0.7% (1) of male students reported that girls dropped out of school due to lack of school fees, early pregnancies long distance from home, lack of family support and drugs respectively. A few respondents 5.7% (12) of female students and 15.8% (23) of male students did not respond to this question.

In total, 39.2% (139) of the student respondents indicated that the cause of girls dropping out of school was lack of school fees, a reason cited by 28.6% (2) of teacher-counselors. 44.5% (158) of students cited early pregnancies as a reason while it was noted that this reason was also cited by 71.4% (5) of teacher counselors. A small number 0.6% (2) of students further noted that long distance from home is the cause, 5.1% (18) cited lack of family support, 0.8% (2) reported that drugs caused girls to drop out of school while 9.9% (35) of the students did not respond to this question. The high percentage of students and teacher counselors cited lack of school fees and early pregnancies as the main reasons of girls dropping out of school. A very small percentage of the respondents cited reasons such as lack of family support, long distance from home and drug abuse.

These study findings are similar to those carried out by World Bank (2003), which indicated that more than 350 million people, over half Africa's Population, lived below the poverty line of one dollar a day. This implied that poverty too, excluded children, including girls, from school. According to UNCEF (2007)'s report, early marriage was cited as a common practice in the East African region.

Uganda had the highest incidence of early marriages at 54%, followed by Tanzania at 41% both of which were far above the global estimates at 36 per cent.

Child marriage violated several girls' human rights such as right to education, right to freedom and expression, right to dignity, right to life, integrity and security of the person, right to physical and mental health, and the right to protection from all forms of violence and exploitation among others. Early marriage therefore had far reaching implications to the development potential of girls and women. It should be noted that most of the early marriages are due to early pregnancies. This may suggest that the policies that the ministry of education has put in place to help girls access and complete education are ineffective or are not implemented.

Respondents were also asked to indicate if parental negligence was a cause for girls. Drop – out. Their responses were as indicated in table 4.

	Gender		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	Female	Count	59	52	31	36	30	208
		% within Gender	28.4%	25.0%	14.9%	17.3%	14.4%	100.0%
	Male	Count	49	29	29	21	17	145
		% within Gender	33.8%	20.0%	20.0%	14.5%	11.7%	100.0%
Total		**Count**	**108**	**81**	**60**	**57**	**47**	**353**
		% within Gender	**30.6%**	**22.9%**	**17.0%**	**16.1%**	**13.3%**	**100.0%**

Table 4: Parental Negligence as a Cause of Girls' Drop-Out

It was established that 13.3% (47) and 16.1% (57) of the students strongly agreed and agreed respectively that parental girl negligence caused girls to drop out of secondary schools while 30.6% (108) and 22.9% (81) of the students strongly disagreed and disagreed respectively while 17.0% (60) were undecided. Similarly, Teacher-counselors said that this was not a major cause of girls' dropping out of school. 28.6% (2) of the teacher counselors agreed, 28.6% (2) strongly disagreed while 42.9% (3) were undecided on this. The findings indicate that very few girls drop out of school due to negligence from parents. This shows that many parents provide for their daughters and therefore negligence from parents is not a great.

Students were also asked whether inadequate female role models cause girls to drop out of secondary schools. Their response is as reported in table 5.

	Gender		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	Female	Count	38	52	32	50	36	208
		% within Gender	18.3%	25.0%	15.4%	24.0%	17.3%	100.0%
	Male	Count	32	41	21	31	21	146
		% within Gender	21.9%	28.1%	14.4%	21.2%	14.4%	100.0%
Total		Count	70	93	53	81	57	354
		% within Gender	19.8%	26.3%	15.0%	22.9%	16.1%	100.0%

Table 5: Inadequate Female Role Models as a Cause of Girls' Drop-Out

It is observed that 18.3% (38), 25.0% (52), 24.0% (50) and 17.3% (36) of female students strongly disagreed, disagreed, agreed and strongly agreed respectively. On the other hand, 21.9% (32), 28.1% (41), 21.2% (31) and 14.4% (21) of male students strongly disagreed, disagreed, agreed and strongly agreed respectively. 15.4% (32) of female students and 14.4% (21) of male students were undecided 16.1% (57) and 22.9% (81) of the students strongly agreed and agreed respectively that inadequate female role models cause girls to drop out of secondary schools. 19.8% (70) and 26.3% (93) of the students strongly disagreed and disagreed respectively while 15.0% (53) were undecided. Majority 57.1% (4) of teacher-counselors agreed against 14.3% (1) who strongly disagreed, that this was a cause of girls' dropout while 42.9% (3) were undecided.

Students were asked whether insufficient parental encouragement cause girls to drop out of secondary schools. Their response is as presented in table 6.

	Gender		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	Female	Count	36	38	29	55	50	208
		% within Gender	17.3%	18.3%	13.9%	26.4%	24.0%	100.0%
	Male	Count	29	18	24	46	29	146
		% within Gender	19.9%	12.3%	16.4%	31.5%	19.9%	100.0%
Total		**Count**	**65**	**56**	**53**	**101**	**79**	**354**
		% within Gender	**18.4%**	**15.8%**	**15.0%**	**28.5%**	**22.3%**	**100.0%**

Table 6: Insufficient Parental Encouragement as a Cause of Girls to Drop-Out of Secondary Schools

It is observed that 17.3% (36), 18.3% (38), 26.4% (55) and 24.0% (50) of female students strongly disagreed, disagreed, agreed and strongly agreed respectively. On the other hand, 19.9% (29), 12.3% (18), 31.5% (46) and 19.9% (29) of male students strongly disagreed, disagreed, agreed and strongly agreed respectively. 13.9% (29) of female students and 16.4% (24) of male students were

undecided. It is also noted that 22.3% (79) and 28.5% (101) of the students strongly agreed and agreed respectively that insufficient parental encouragement cause girls to drop out of secondary schools. 18.4% (65) and 15.8% (56) of the students strongly disagreed and disagreed respectively while 15.0% (53) were undecided. Majority, 71.4% (5) of teacher-counselors agreed to this cause. These findings tend to suggest that as much as many parents take their children to school they don't actually understand the importance of encouraging such children to study. This may be due lack of enough exposure or negligence. These findings tend to agree with earlier studies conducted by Jakaa, (2012) which revealed that Teso North Sub-County is occupied mainly by the people of the Iteso tribe who held taboos and beliefs in cultural practices that had stereotyped female and children in many ways. For instance, according to Jakaa (2012) women and children were considered weaker and not abounding in wisdom. He further observes that cooking places were a preserve for women. Parents could also arrange marriage for their girls even without their knowledge (Uganda Travel Guide, 2015). This means that a lot of sensitization is required Students were also asked whether their school had guidance and counseling programs for students. Their responses were as presented in table 7.

	Gender		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
	Female	Count	14	5	23	66	101	209
		% within Gender	6.7%	2.4%	11.0%	31.6%	48.3%	100.0%
	Male	Count	7	4	13	49	73	146
		% within Gender	4.8%	2.7%	8.9%	33.6%	50.0%	100.0%
Total		**Count**	**21**	**9**	**36**	**115**	**174**	**355**
		% within Gender	**5.9%**	**2.5%**	**10.1%**	**32.4%**	**49.0%**	**100.0%**

Table 7: Presence School Guidance and Counseling programs for Students

It was observed that 6.7% (14), 2.4% (5), 31.6% (66) and 48.3% (101) of female students strongly disagreed, disagreed, agreed and strongly agreed respectively. On the other hand, 4.8% (7), 2.7% (4), 33.6% (49) and 50.0% (73) of male students strongly disagreed, disagreed, agreed and strongly agreed respectively. Also11.0% (23) of female students and 8.9% (13) of male students were undecided. Generally, 49.0% (174) and 32.4% (115) of the students strongly agreed and agreed respectively that School guidance and counseling programs are given to students. 5.9% (21) and 2.5% (9) of the students strongly disagreed and disagreed respectively while 10.1% (36) were undecided. It is evident that school guidance and counseling programs are given to students in Teso North Sub County Co-educational Schools. It is not clear whether the teacher counselors are well trained for the job. This finding is in line with findings of a study by Orenge (2011) who noted that the 1973-1983 Development plan recommended that guidance and counseling forms part of the curriculum at teacher training colleges and universities. This was emphasized in the Kamunge report of 1988 that made various recommendations for training and provision of guidance and counseling services. However, Mukhwana (2005) cited in Orenge (2011) found that lack of enough duration of training was a hindrance to proper implementation of career guidance and counseling in schools.

4. Conclusion and Recommendations

Cultural stereotypes strongly influence academic performance of girls in public co-educational secondary schools in Teso North Sub-county. Therefore, in order to enhance girls' access to education, secondary schools should encourage many girls to board in their schools. Girls walk for long distances from home to school. By schools considering ability of fee payment as the major determinant for boarding, the schools had disadvantaged girls who come from distant places. Such girls were bound to drop out of school due to the hardship and dangers experienced daily in search of education. The study found that there were fewer girls than boys in these co-educational secondary schools. Early pregnancies, lack of adequate female role models and lack of school fees were major causes for girls dropping out of schools.

Early marriages and lack of school fees were the leading causes of female students dropping out of school. Furthermore, schools' libraries could be stoking gender biased books. Such books depicted boys as superior to girls and only served to propagate negative stereotypes in the minds of the students.

Performance of girls in the National examination (KCSE) had been lower than boys' in the past three years. Boys continued to register a higher mean score in KCSE, mathematics and science subjects as compared to girls.

5. Recommendations

This study recommends that to enhance girls' access to education;

i) The Ministry of Education and other stakeholders in collaboration with co-educational secondary schools should look at modalities to cut or lower fees, provide bursaries and change the criterion for admission to boarding which will encourage girls to board.
ii) Stakeholders in education should device means of minimizing early and forced marriages in order to curb cases of girls' drop-out in schools.
iii) The office to the Sub-County Education in collaboration with schools should strive to maintain proper and up to date data on girls in schools. This will facilitate ease tracking of girls' attendance to school and provide decision makers with a clear picture of the situation on the ground.
iv) Stakeholders in girls' education should institute proper and well coordinated campaign such as staffing schools with adequate female teachers and matrons. This will boost the

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