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## Effect of Home-Based Factors on Girls' Participation in Education in Public Secondary Schools in Pokot Central Sub-County, Kenya

**Christine Apakoreng**

Student, Department of Education,  
The Catholic University of Eastern Africa, Kenya

**Dr. Jennifer K. Munyua**

Senior Lecturer, Department of Education,  
The Catholic University of Eastern Africa, Kenya

**Dr. Rose Atoni**

Lecturer, Department of Education,  
The Catholic University of Eastern Africa, Kenya

### **Abstract:**

*The tenacity of the enquiry was to scrutinize the effect of home-based factors on girls' participation in education in Pokot Central Sub-County in West Pokot County in Kenya. This is in the dainty of apprehension that notwithstanding the introduction of Free secondary Education in Kenya, infrastructure funding by both the National and County governments, bursaries for needy students from National, County governments Non-Governmental organizations and mentorship programs for girls by Non-governmental organizations to stimulate girls participation in education in Arid and Semi-Arid areas in Kenya, girls participation in secondary school education in West Pokot County has endured indefinable and below par participation. The study was guided by the following research questions: what is the effect girls' participation in home chores and family size on girls' participation in education in Pokot Central Sub-County, West Pokot County, Kenya. The study adopted quantitative research methodology, ex-post facto research design. The study targeted 3100 girls in public secondary schools. Stratified and simple random sampling techniques were used to select a sample of 341 girls to participate in the study. Census approach was used in which all the 15 Principals and 15 PTA Chairpersons of the sampled schools were involved in the study. Questionnaires, Interview Schedules and Document analysis guide were used as data collection instruments. Data collected was analyzed using both descriptive and inferential statistics. Graphic statistics was analyzed in form of frequencies, proportions, mean and standard deviation. Analysis of Variance was used to test the hypotheses. The enquiry established that there was a negative association between family size and girls' participation in home chores and their participation in education. The study concluded that increased family size and girls' participation in home chores affected girls' participation in education negatively. The study recommended that girls should be given minimal home chores so as to enable them to effectively participate in education.*

**Keywords:** Home Based Factors, girl's participation in education, family size

### **1. Introduction**

Edification is the paramount topographies of communal growth that is ominously emphasized in the world. The paramount intention for this eminence is the connotation of edification in social, economic and political expansion (World Bank, 2011). There has been a lot of connotations on edification amongst the girls in both technologically advanced and incipient realms, nevertheless girls' involvement in edification is a major delinquent antagonizing numerous countries in the world (Kweyu, 2011; Achoka, Odebero, Maiyo & Ndiku, 2007; MOE, 2006; Saitoti, 2004). For example, as at 2017, 104 million girls aged 6-19 years were not in school universally. According to United Nations Environmental, Scientific and Cultural Organization (UNESCO) (2010), everyone has the right to edification and should be correspondingly reachable to all on the basis of capacity by every appropriate means. According to King and Hill (2012) women in the society underwrites to better vigor and edification of their families, abridged infant impermanence, augmented retributions and value-added eminence of life expectancy for the whole realms. World Bank (2018) accentuated that snowballing girl's involvement in edification, value-added family dietary practices, sanitization and management of the households. According to World Bank edification of girls was one of the best development investments a country would make. Regardless of the enthusiastic connection of girls' edification, gender discrepancies still exist in scholastic systems in terms of school registration, retention, accomplishment and completion (Ministry of Education, 2011).

Paradoxically, both industrialized and emerging countries pooled the delinquent of girls' dropout from schools (Bledsoe, 2012). In the United States of America (USA), over 30% of high school girls absented themselves from school

impulsively. The delinquent had been a cradle of apprehension for most parentages, policy makers, social workers and other human service benefactors outstanding to its deleterious ramifications on girls' monetary and collective improvement (Grunseit, 2013). Girls' dropout from schools underwrote to scholastic wastage and gender disparity (Kweyu, 2011). According to Grunseit (2013), in many Latin American countries accomplishment proportions of girls in secondary schools was truncated because of elevated drop-out and reiteration rates. Korir and Kipkemboi (2014), designated that failure to complete school was a particular problem for girls in underprivileged families, ensnaring them into bitter phase of scarcity. The situation was not dissimilar in Canada where an appraisal by UNESCO (2013) signposted that the national dropout rate of girls accounted for over 18%.

Voluminous technologically advanced countries have laid prodigious prominence on rudimentary edification for both boys and girls in their early epochs of anthropological advancement. Denmark accomplished worldwide primary education (UPE) in 1914, Sweden in 1942 and Japan in 1842. Utmost of the nations of the ecosphere that have shown unswerving almanac growth in capital income are almost at 100% rudimentary savvy levels. Economists have shown that there is an optimistic connection between the level of edification of the folks and pecuniary progression of the country (King & Hill, 2012). A chief constraining to female takes up of scholastic chances is a near worldwide fundamental cultural bias in favor of guys. The extensivemaneuver of patriarchal classifications of communal organization, of substantial domestic and subsistence onuses of females, a generally inferior concern for the prominence of female life, all conglomerate though differentially in each case, to disparagingly affect the chipping in of mademoiselles and womenfolk in formal education. Gender roles and their relation to edification are propagated also through the media. For example, national media in the UK drew thoughtfulness to the sway of the protagonist of solefunctioningmums on stumpy scholastic accomplishment. This demonstrates how women are singled out for scrutiny for their role in the family, not only when it comes to employment but also in education (Bledsoe, 2012).

In Africa by 2017, the enrolment of girls in secondary school accounted for 57% against 75% of boys. In the same time more than half of the girls (54%) did not complete secondary school education Sifuna (2017), and a hefty number of girls who joined school received their edification in under resourced and clogged classrooms. In Uganda, in 2013 during international girls' day, issues were outstretched which encompassed the fact that girls plummeted out of school because their parents did not want to take obligation for their edification (Sifuna, 2014). They summonsed that majority of their parents did not provide them with basic requirements such as sanitary towels, books, and meals just to mention but a few (Chepleting, Chepkemei, Yano and Chebet, 2015). In Nigeria, enrolment of the girl-child has continuously been on the decline despite several gender initiatives driven towards the girl child by several international conventions, conferences, agreements and gender agenda locked up in the Millennium Development Goal (MDG) and Education for All (EFA) project goals. Expectations, demands, competitions and stereotype meted on the girl-child have frustrating consequences that may force the child to prefer staying at home to attending school where her sanctity is abused and not respected (Bukari, 2013).

In Kenya, the premature termination of education for girls had serious ramification. At the national level, apart from infuriating the problem of educational wastage, the attainment of goals such as universal primary and secondary edification and annihilation of illiteracy has become elusive (Republic of Kenya, 2011). At family level, wastage of resources is apparent because by the time the girls dropped out of school, they have not acquired eloquent edification (Kweyu, 2011). According to sessional paper No. 1 of 2005, notwithstanding the introduction of Free Primary Education by the government, gender discrepancies still existed in accessing edification. The paramount defy has lingered in linking the fissure between boys and girls in relation to salvaging edification. Akijakin (2013) perceived that due to home-based factors among others, the girl child has disparate admittance to edification as paralleled to boys. Boys are favored in gaining edification while paralleled to girls (Noor, 2012).

Bestowing to Kenya Development Plan 2010-2015 there have been in elevation wastage rate allied with drop out of girls from schools and truncated switch rate. Squat admission, elevated levels of drop-out and retention rates pooled added to truncated scholastic accomplishment (Birsall et al., 2015). Most paternities also were deficient of interest to edify girls as they deliberated that they will be married off. To popular of the families, any petitefundshandy were to edify the boys and not the girls. In mainstream of families whose unswervingoutlays such as tuition levies, charge of books, uniform, transference and supplementaryincidentals surpass their revenue, girls were foremost to be deprived of tutelage (Sifuna, 2014). Sexual category prejudice verdict in conveyance of girls to school was grounded on sexual roles verbalized by beliefs (Blench & Roger, 2010). According to Girl Child Network (GCN) (2016) achievement of gender parity in edification in Kenya has lingered as an elusive dream. Determination to discourse girls' engrossment in edification has persisted fundamentally superficial and clumsy. While voluminous realms have made headway towards accomplishing gender impartialities in edification, Hyde (2012), was pragmatic that girls were unrelenting to face obstacles that impeded their path to edification. These defies array from degenerating cultural practices such as Female Genital Mutilation (FGM) and early marriage which continued to be promulgated in some of the communities. These cultural practices hindered girls' participation in education. After FGM, the consequential configuration was pregnancy, school dropout and finally early marriages.

According to Chege and Sifuna (2015), girls' engrossment in edification is less than 37 % of the cumulative predominantly in ASAL Kenyan counties. Unswerving fortitudes have been made to discourse apprehensions of access, equity, eminence and connotation of edification. At the national level, Commissions of Education have sporadically been set up to appraisal scholastic endowment. Government trusted interpolations such as the free ancillary edification has been acquainted with to augment admittance. Curriculum appraisals have been commenced to discourse application and affluence burden on the apprentices. Public-private conglomerates in edification have been reinvigorated leading to

augmented individual and communal involvement in the edification segment. Abagi (2010), detected that matriculation rates precisely for girls were very truncated in urban shanty towns and negligible zones with truncated unindustrialized prospective. In accumulation, there had been copious dogma proclamations designed at enlightening girls' admittance and involvement which encompassed snowballing resources beleaguered at economically underprivileged apprentices particularly lassies, re-entry of adolescent mothers to school after delivery and accumulative be accommodated lavatories for girls among others.

In West Pokot County paucity level is a chief dynamic that underwrites a big deal to the defenselessness of lassies hence distressing their edification. The girl child in the West Pokot County still faces a lot of defies which preclude them from finalizing high school. Part of the problems is accredited to elongated scarcity and uncreative land in Pokot Central Sub County (Nasaba, 2011). Lassies from downgraded societies such as West Pokot County customarily do not appreciate edification prospects and accomplishments. This is accredited to the dynamics like war, famine, and natural disasters, socio-economic and family concomitant influences that distress their involvement in edification. Other predicaments confronted by the school-going lassies in Pokot Central might be home-based concerns, which are accredited to parental support, family size and girls' involvement in home chores. These home-based factors are known to contribute to other effect such as early girls' marriages, teenage pregnancies which may affect girls' participation in education (Namasaka, 2013). It is alongside this locale that the enquiry was shepherded to scrutinize the upshot of Home-Based factors on girls' contribution in Education in public secondary schools in Pokot South sub-county and how the gaps can be filled.

### 1.1. Statement of the Problem

Normally lassies in public secondary schools within Pokot Central sub-county in West Pokot County have not been effusively contributing in Education equaled to other Sub-counties in the County. The dismal edification involvement fortifies an extensively held outlook that there are aspects prompting involvement of lassies in the Sub County. Notwithstanding the prominence on edification in jettisoning paucity, lassies involvement in edification is truncated. This is an unblemished suggestion that sexual role discrepancies in edification have not been jettisoned. School dropout rate in edification is an immense for future not solitary to entities and society but to the country as a whole. Introductory exploration by Wabuyabo (2016), signposted that the countrywide dropout rates amongst lassies in public secondary schools in Kenya in 2016 was 12.5%. Dropout across sexual role had persevered with the female gender on the sophisticated side. The grounds of lassies drop out from public secondary schools has not been well investigated. There has been public discontent with girls' involvement in edification which is lower than middling in secondary schools in Pokot Central Sub-County. According to Wabuyabo (2016), truncated performance clues to objectionable depletion through drop outs, repeaters and non-achievement of enlightening goals itemized in EFA report 2015 (Education for all). Pokot Central Sub-County has unswervingly been triumphing truncated examination mean scores in both K.C.S.E. and Sub-County constructed cluster exams. The domino effect has also been on a descending tendency for the past years which has upstretched apprehension amongst all sponsors. The enquiry therefore was to shanty dainty on the foundations of truncated girls' involvement in edification comprising the worsening hypothetical performance in Pokot Central Sub-County by filling into the gap on the effect of home-based factors on girls' participation in secondary school education.

### 1.2. Research Questions

The study was guided by the following research question;

- To what extent does girls' involvement in home chores influence their participation in education in public secondary schools in Pokot Central Sub County?
- What is the influence of family size on girls' participation in education in public secondary schools in Pokot Central Sub County?

### 1.3. Research Hypotheses

The study hypothesized the following:

- H3: There is a relationship between girls' involvement in home chores and their participation in education in public secondary schools in Pokot Central Sub County.
- H4: There is a relationship between family size and girls' participation in Education in public secondary schools in Pokot Central Sub County.

### 1.4. Theoretical framework: System Theory

The enquiry was anchored on Classical liberal theory of Equal opportunities for All. The philosophy was positioned headfirst by Rousseau (1712-1778). The philosophy hypothesizes that a piece individual is instinctive with a specified quantity of capability which is inbred and cannot be substantively rehabilitated. Bestowing to Bannister (1989), Freethinking is a strategy that contemplates distinct autonomy and equality as the most important goals. The theory insists that educational systems should be designed so as to remove barriers of any nature (Dorrien 2009). Educational system should provide both girls and boys irrespective of their backgrounds opportunity to take advantage of inborn talents. The theory argues that education acts as a great equalizer and that going through education at secondary school level ought to happen to every individual who has the capability to learn. The theory contends that every individual should be given through education, the social status to which he/she entitles to inherited aptitude.

### 1.5. Empirical Review of Literature

Bestowing Hountenville and Conway (2012) in New Hampshire and Smith, Wohlstetter, Kuzin and Pedro (2011) in Columbia higher academic achievement of girls were due to parentages outlays supplementary stretch talking to their children during dinner time to understand their worries and fears. The most effective forms of parent's involvement were those which engage parents in working directly with their children in learning activities at home. The findings showed that parents fully participating in education process resulted to students getting higher grades, graduating faster which is all attributed to better school attendance. With increased parental involvement in education the children develop better self-esteem, have lower rates of suspension, use of drugs and alcohol is decreased, and fewer instances of violent behavior. Unlike in the two studies where majority of the parents are well educated and therefore could participate in their children education, most of parents in West Pokot are primitive with little and in some cases no basic education that could enable them to participate in their children education. West Pokot also faces culturally issues where girls education is not emphasized with majority of the families recommending their girls to be married off at an early age thus affecting their participation in education, also worth to note is that the study was conducted in a developed country while the current study was conducted in a developing country and therefore the findings could not be generalized.

Lydia (2015) studied the influence of household chores on girls' academic performance in secondary schools in Morogoro Rural District in Tanzania. The findings revealed that parents assigned more household activities to girls than boys because of their traditions, economic problems and negative attitudes towards education for girls. Girls' academic performance in secondary schools is considerably influenced by household activities which force them to have a gender bias and girls at home performed household chores such as cooking food for the whole family; it resulted in lack of time for doing school activities such as homework. The study recommended that the local government authorities should collaborate with local communities to mobilize resource for constructing dormitories or hostels for girls to reduce the problems of girls spending more time and energy on doing household activities.

In a study conducted on the effects of family structure and parenthood on the academic performance of Nigerian University students, Uwaifo (2008), found significant difference between the academic performance of students from single parents' family and those from two-parent family structure. Indeed, parental involvement and individuals' experiences at home play tremendous roles in building the personality of the child and making the child what he is. Furthermore, many children have been hindered from reaching their optimum level in academic pursuit due to some negative factors arisen from home. These include lack of parental encouragement, lack of conducive environment, poor finance and housing, poor feeding, ill-health and lack of interest on the part of the students. Children whose school needs (physical and emotional) are not provided for at home may forever remain underachievers and this could affect the general development (physical and human resources) of the country. Effects of poor academic performance during the school years often carry over to the adulthood, with a higher proportion of school dropouts, behavioral problems and even delinquency among this population.

Obeta (2017), investigate the Home environmental factors affecting students' academic performance in Abia State, Nigeria. The study determined some home environmental factors affecting the academic performance of students in Abia State, Nigeria. Survey research design was adopted for the study. Three research questions guided the study. The data were generated using structured questionnaire. A sample of 200 respondents from both junior and senior secondary school students and their parents were drawn through simple random sampling technique from secondary schools in the study area. Descriptive statistics example frequency, percentage and mean were used to analyze the data collected. The finding of the study revealed among others that none provision of adequate educational material by parents and non-chalant attitudes of some parents towards the education of their children well as the socio-economic status of the student's family, all affect the students' academic performance. Also revealed by the study are possible way of amelioration which among others includes giving proper orientation to the parents, on the implication and consequences of the type of family they may decide to adopt on the child's overall being especially the child's academic performance. Based on the findings it was recommended that parents no matter their busy schedule should make out time to sit down with their children or wards and check their children's academic work, direct them where necessary, discuss the academic problems of their children with their teachers or school guidance counselors so as to detect the student's problem early enough and tackle it before it affects the students.

Swaizon (2004) in his study on the constraints to education in Malawi established that boys and girls participated in household tasks, but gender differences in the participation were substantial with girls performing more chores than boys. He also established that the situation was even more demanding for girls from poor families. Consequently, girls experienced loss of concentration levels during lessons due to exhaustion and attend school more irregularly. Wamahu (2008) in her study in Kwale County, Coast Province of Kenya, concurs with Swaizon's findings. She also found that girls performed more tasks and therefore had less time to do supplementary readings for schools as compared to boys. She further established that undertaking of traditional roles by girls led to their irregular attendance of school and consequently poor academic achievements.

Otunge (2014), large number of children in a family with limited income often results in overcrowding in the home and this may in turn have a deleterious effect upon behaviour. West further adds that parents in overcrowded accommodation cannot supervise their daughters' work as they may wish. According Otunge (2004), large family size is quite strongly associated with socio-economic disadvantage, probably less intensive interaction and less communication between parents and their daughters because parents have to distribute their time and give attention to other siblings too. The large family size therefore limits parental involvement in the academic welfare of each child. This leads to low participation of the girl in school activities and eventually affects performance. From the foregoing it is clear that the size

of the family is a determining factor whether a girl will perform positively or negatively in K.C.S.E. The sizes of families in Central Sub-County are large. Hence most of the times parents enroll their sons in secondary school leaving girls back at home especially because of school fees in secondary schools that are not paid fully by the government. This fact of not sending children to school because of direct cost is not surprising given the prevailing economic crisis in the region. Parents have to cover the shortfalls due to the fiscal crisis which has had a devastating impact on household incomes and educational systems (Kinyanjui, 2013). The trend to shift educational costs to parents in the name of cost-sharing coupled with poverty has impacted more negatively on girls than boys (Hussein, 2010).

Ndiku et al., (2011), analysis on the effect of family size and structure found out that the correlation coefficient of family type with child performance is 0.113 with a corresponding p-value of 0.028; hence family type is statistically and significantly correlated with the child performance. The children with both parents performed better compared to their counterparts from different family types. However, children from guardian and step mother and real father families performed averagely the same with a difference with their counterparts in single family type. The lowest performed category was pupils from step fathers and real mother family type. Growing up without both parents is associated with a host of poor child outcomes, such as high poverty rates and lower levels of educational attainment compared to children living with their married, biological parents. Furthermore, Ndiku, et al., (2011) established that from the table above, the correlation coefficient of family size with child performance was -0.007 with a corresponding p-value of 0.896 and family size is not statistically and significantly correlated with the child performance, thus the difference observed occurred by chance. However, smaller family size has been linked with higher academic achievement (Eamon, 2005). Students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. The additional attention and support leads to better school performance.

## 2. Research Design and Methodology

The enquiry espoused Quantitative investigation approach, which is ex-post facto enquiry strategy. This style of strategy permitted the assortment of statistics from a comparatively outsized tester of populace. Ogula (1995) designates enquiry strategy as a disposition edifice and tactic of enquiry apprehended so as to acquire replies to enquiry queries. It delivers an outline for scheduling and shepherding an enquiry. Mugenda and Mugenda (1999) illustrious that Ex-post facto enquiry strategy is an endeavor to assemble statistics from associates of a people in mandate to determine the contemporary position of that populace with deference to single or multiple variables. The investigator resolute the contemporary standing of lassies' involvement in edification in public secondary schools in Pokot Central Sub-County which are predisposed by home-based aspects.

### 2.1. Target Population, Sample Size and Sampling Procedures

The enquiry target populace was an over-all of twenty-eight secondary schools, of which only four are pure girls' schools, only three are pure boys' schools and the remaining twenty-one are mixed secondary schools (Pokot Central Education Office, 2018). The boys' schools were jettisoned from this inquiry since the target populace was girls only. Henceforth for the tenacity of this enquiry the target population was as follows: 15 secondary schools with a total of 15 principals of public secondary schools, 15 PTA chairpersons and 3100 girls.

Sample selection is that fragment of arithmetical preparation apprehensive with the assortment of entities for annotations envisioned to vintage some information around a populace of apprehension, particularly for the determinations of numerical suggestion (Mugenda & Mugenda, 2003). The sample size was resolute by means of Krejcie & Morgan (1970) table. A sample of 341 students was designated to be involved in the enquiry. The enquiry engaged both stratified and simple random sampling procedures to choose a sample of 341 students from the 15 secondary schools in Pokot Central Sub County, Kenya. Census approach was used in the study in which all the 15 principals and 15 PTA chairpersons in the different secondary schools were involved in the study. Stratified and simple random sampling procedures were employed to select the students in the different school categories that is Mixed secondary schools and the girls' secondary schools in Pokot Central Sub-County. Simple random sampling procedure was employed to select students in each category. Selection is that share of arithmetical practice apprehensive with the assortment of personages for observations envisioned to vintage some information about a populace of apprehension, particularly for the determinations of arithmetical implication (Mugenda & Mugenda, 2003).

A sample of 341 students and 15 principals and 15 PTA chairpersons was designated to participate in the study. After instituting the prerequisite amount of lassies, a correspondent quantity of trivial passes was transcribed (Y) for Yes and the rest of the papers (N) for No. All the lassies were permitted to choose one paper at chance. Those who handpicked Y passes were certified to join in the enquiry. An entire tester of 341 lassies were designated to contribute in the enquiry. Finally, tally tactic was engaged in which all the principals and the PTA chairpersons in the designated schools were endorsed to contribute in the enquiry.

### 2.1. Data Collection Instruments

Questionnaire, document analysis guide and interview schedule were employed as data assortment instruments in the enquiry. The questionnaire was well-thought-out in nature; it also had both closed and open-ended questions. The open-ended questions were designed

The researcher tested both face and content validity of the questionnaire. Pre-testing survey was used to test face validity. The researcher prepared the instruments in close consultation with the supervisors and ensured that the items in the questionnaire covered all the areas under investigation. Best and Khan (1993), pointed out that content validity of the

research instruments is enhanced through expert judgment. Pilot testing of the instrument was also done; this is the process of subjecting the research instrument to a trial to determine its reliability in giving the right data in a given study area. This was done by administering the instrument to two schools within the target population but not those sampled to participate in the study. The pilot study was used to check whether there are flaws or ambiguities and identify those items that can be misunderstood which should be modified accordingly, thus increasing face validity. Piloting of the research instruments will help the researcher ascertain the validity and reliability of the research instruments.

Reliability of the instruments enables the researcher estimate errors and make corrections if any. This is because the larger the reliability the smaller the error and conversely, the larger the error, the smaller the reliability (Mugenda&Mugenda, 1999). The research instruments were tested in order to assess their reliability. To attest the reliability of the instruments, test- retest was used. The questionnaire was given to the respondents to fill in, and then after one week, the same questionnaire was again administered to the same respondents. After the two tests have been administered, the Pearson's product-moment correlation was computed to determine whether the scores on the two tests correlate. Pearson's correlation coefficient obtained was 0.738. According to Ogula (2009), if the coefficient is greater than 0.5, the instrument is considered acceptable.

## 2.2. Data Analysis Procedures

When data had been collected from the field, it is usually raw and makes no sense. Therefore, the data was cleaned, coded and analyzed for it to have a meaning. The study yielded data that required analytical techniques. In quantitative data analysis, both descriptive and inferential statistics were computed after sorting, scoring, coding and analyzing the data to be collected by use of questionnaires and document analysis guide. Descriptive statistics in the form of frequencies, percentages, means and standard deviations was computed so as to determine the questionnaire response rate and the rate at which home-based factors affect girls' participation in education in Public Secondary School. This helped in generating reports for further statistical analysis. The Analysis of Variance was used to test the hypotheses. The analysis was done with the aid of computer software: Statistical Package for Social Sciences (SPSS) version 23. The findings of the study were presented using tables, pie-charts, bar graphs and in textual forms.

## 3. Findings of the Study

### 3.1. Girls' Involvement in Home Chores

The home chores dealt with in the study included taking care of family livestock, taking care of younger siblings, taking care of own children, preparing family meals and working in the family farm. The respondents were asked to rate their level of involvement in the in the activities using the rating scale: 1 – Never; 2 – Rarely ; 3 – Sometimes; 4 – Often and 5 – Always.

		1	2	3	4	5	Mean
Taking care of family livestock	F	8	26	103	121	82	3.71
	%	2.4	7.6	30.3	35.6	24.1	
Taking care of younger siblings and relatives	F	0	35	143	133	29	3.46
	%	0	10.3	42.1	39.1	8.5	
Working in the family farm	F	0	15	114	166	45	3.72
	%	0	4.4	33.5	48.8	13.2	
Taking care of own children	F	268	0	33	21	18	1.59
	%	78.8	0	9.7	6.2	5.3	
Preparing meals for family members	F	33	83	98	78	48	3.07
	%	9.7	24.4	28.8	22.9	14.1	
Cleaning the homestead and other facilities in the home	F	0	0	92	156	92	4.00
	%	0	0	27.1	45.9	27.1	
Fetching water	F	19	48	108	125	40	3.35
	%	5.6	14.1	31.8	36.8	11.8	

Table 1: Girl's Involvement in House Chores

On a rating scale of a maximum of five points, Table 1 gave the highest score on cleaning the homestead and other facilities in the home (Mean = 4.00). Participation in other chores were also highly rated as follows: taking care of family livestock (Mean = 3.71); taking care of younger siblings and relatives (Mean = 3.46); working in the family farm (Mean = 3.72); preparing meals for family members (Mean = 3.07); fetching water (Mean = 3.35). The lowest score was registered on taking care of own children (Mean = 1.59). This was owing to the fact that most of the girls (78.8%) did not have their own children while 21.2% were taking care of their children when they return home from school.

The results indicate that the girls in Pokot Central Sub County participated in a great deal of home chores when they were at home. The scenario is similar to the environment described by Meerman (2013), who explained that girls' education was not quite important to majority of the families, and they could be better as house helpers in the community and could also be married off to older men to enable their families to educate the boys. Mutegi (2005), established that the girls in Pokot Central are not only involved in house chores but also in child labor, which involve working in market places and working for other people to generate income for their families.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2862.643	9	318.071	4.985	.000
Within Groups	21057.110	337	63.809		
Total	23919.753	339			

Table 2: Effect of Girls' Participation in Home Chores

The third hypothesis was:

There is no significant relationship between girls' involvement in home chores and their participation in education in public secondary schools in Pokot Central Sub County.

Table 2 showed that F (2, 337) was 4.985 and the p-value was 0.000. Since the p-value was less than 0.05, there was significant relationship between girls' participation in home chores and girls' participation in education. The results concur with Mutegi (2005) who explained that the group of girls under 18 years are being involved in labour either paid or unpaid. This phenomenon adversely interferes with girls' participation in academic work, especially in the rural areas thus it affects girls who are day schooling than those who are in boarding schools.

### 3.2. Family Size

The researcher sought to establish the number of siblings the girls had, the number of siblings in different level of school, number of relatives in their household and the number of wives their fathers had.

	Frequency	Percentage (%)
Number of siblings		
None	11	3.2
1 - 3	94	27.6
4 - 6	130	38.4
7 - 9	77	22.5
More than 9	28	8.2
Number of siblings in school		
None	74	21.7
1 - 3	194	57.1
4 - 6	69	20.2
7 - 9	3	0.9
More than 9	0	0
Number of other relatives in the household		
None	82	24
1 - 3	241	70.7
4 - 6	11	3.5
7 - 9	6	1.8
More than 9	0	0
Number of wives the father has		
1	175	51.5
2 - 3	132	38.8
4 - 6	25	7.4
7 - 9	8	2.3
More than 9	0	0

Table 3: Summary of Family Size

Table 3 shows that 69.1% of the girls had at least four siblings while 27.6% had had less than four siblings. Of those who had siblings, 57.1% had between 1-3 siblings in school, 20.2% had 4-6 siblings in school and 0.9% had 7-9 siblings at different levels of school. Also, 76% of the girls acknowledged that there were other relatives staying in their families and 48.5% of the girls were from polygamous families.

The results showed that some of the families are relatively large since despite being polygamous and having many children, they also accommodate other relatives due to social need. When the families are large, the resources are distributed to many members of the family, which in turn result into lack of school uniform, lack of school fees, lack of teaching learning materials, high rate of drop-out and lack of personal effects for the girls.

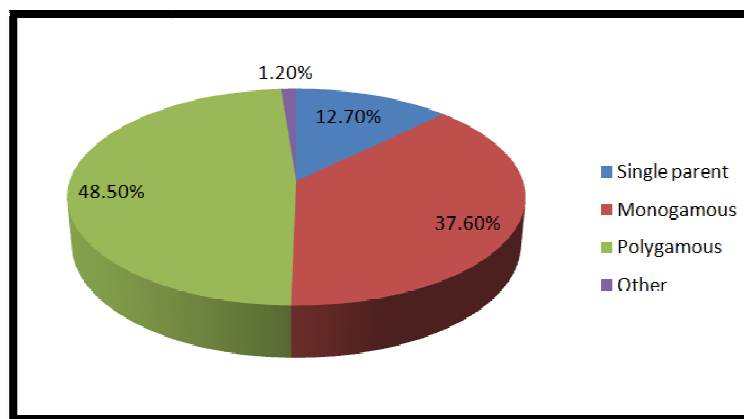


Figure 1: Family Type

Figure 1 shows that 48.5% of the girls were from polygamous families, 37.6% were from monogamous families, 12.7% were from single-parent families while 1.2% indicated other types of families. The respondents explained that the other types of families referred to include those who had lost their parents and were under the care of the church or other relatives. According to Heatherington (2002), children from polygamous families and of divorced parents are more likely to have serious social, emotional, or psychological problems than children of intact families. This implies that majority (62.4%) of the girls in Pokot Central Sub County are prone to family problems that may affect their participation and performance in school activities.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.218 <sup>a</sup>	.048	.045	8.20974

Table 4: Model Summary

There is no significant relationship between family size and girls' participation in Education in public secondary schools in Pokot Central Sub County.

The hypothesis was tested using regression analysis at 95% confidence interval. This is because both the independent and dependent variables were expressed in continuous nature. Table 4.10 shows that  $R = -0.218$ , meaning that there was a weak negative correlation between family size and girls' participation in education. This implies that when the size of the family increases, the participation of girls in education reduces. The value of R-square was 0.048; this meant that only 4.8% variation in girls' participation can be explained by variation in family size.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1138.623	1	1138.623	16.894	.000 <sup>b</sup>
	Residual	22781.130	338	67.400		
	Total	23919.753	339			

Table 5: Anova Table

a. Dependent Variable: Girls' Participation in Education

b. Predictors: (Constant), Family Size<sup>2</sup>

The p-value was 0.000, which was less than 0.05; this showed that the model significantly predicts the variation in the dependent variable.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	59.617	2.832		21.052	.000
	Family Size	-.432	.202	.218	-4.110	.000

Table 6: Coefficients

a. Dependent Variable: Girls' Participation in Education

The p-value was 0.000, which was less than 0.05: we therefore reject the null hypothesis. This implies that there is significant relationship between family size and girls' participation in education. A coefficient of -0.432 means that for every unit decrease in family size, there is 0.432 increase in girls' participation in education.

When the family is large, there is less intensive interaction and less communication between parents and their daughters because parents have to distribute their time and give attention to other siblings too. The large family size therefore limits parental involvement in the academic welfare of each child. This leads to low participation of the girl in school activities and eventually affects performance.



The findings also established that there is significant relationship between family size and girls' participation in education. A coefficient of -0.432 means that for every unit decrease in family size, there is 0.432 increase in girls' participation in education. Large family size could limit parental involvement in the academic welfare of each child. This leads to low participation of the girl in school activities and eventually affects her academic achievement. This is supported by Otunge (2004), who demonstrated that large family size is quite strongly associated with socio-economic disadvantage, probably less intensive interaction and less communication between parents and their daughters because parents have to distribute their time and give attention to other siblings too.

### 3.3. Girls' Participation in Education

Girls' participation in education was measured in terms of various indicators. The indicators included attendance rate for the schools considered for the study, transition from one class to another, completion rate, academic achievement and participation in co-curricular activities of girls in education. Document analysis schedule aided the collection of relevant data for three years: 2018, 2019 and 2020. These were scored by the researcher, expressed in percentage form and the mean for all the schools computed as summarized in Table 4 the scores for the year 2020 were not used to compute the overall mean score since the normal school calendar and activities were restricted by the government as a result of COVID-19 pandemic. Also, the percentage increase in enrollment was also not integrated in computing the overall mean since it's calculated on a different scale for the other indicators.

	2018	2019	2020	Mean
Academic performance in KCSE	52.45	48.94	47.65	50.695
Percentage daily school attendance	71.34	72.39	68.43	71.865
Transition rates from one class to another	78.62	78.92	66.75	78.770
School's completion rate	76.40	78.03	69.44	77.215
Percentage increase in enrolment over the years	1.98	2.46	0.89	2.22
Score in learners' participation in co-curricular activities	61.22	65.91	13.64	57.565
Overall Mean Score for Participation				67.222

Table 7: Participation of Girls in Education

The findings showed that the mean score for girls' participation in education was 67.22%; this level of participation was above average. The results showed a positive rate of increase in enrollment in 2018 (1.98%) and in 2019 (2.46%). Interview with the principals and PTA chairpersons revealed that the moderate participation of girls in education was as a result of involvement of the county government, the central government and other organizations in promoting education of girls in the area. They reported that the county government has put tremendous efforts in promoting equality and equity in education in Pokot Central Sub County.

### 3.4. Conclusions

From the study, a very small percentage of the parents were educated to the extent of getting involved in teaching and learning activities of their daughters. Also, the belief that parents prefer to educate boys and viewing girls as a source of income influenced the girls' access to education in Pokot Central Sub County. When the girls participate in home chores such as farming, herding, engagement in other economic activities, cleaning homestead and taking care of other siblings, their minds are preoccupied with these responsibilities, thereby translating into poor participation in education and poor academic performance.

Family size and the nature of the families have effect on the girls' participation in education. Large family size limits parental involvement in the academic welfare of each child and also inhibits adequate provision of resources required in the school. Polygamous families may have unprecedented conflicts arising from competition for family resources and attention. These lead to low participation of the girls in school activities and eventually affect her academic achievement.

### 3.5. Recommendations

Based on the findings, the study recommends the following:

- The communities in Pokot Central should be educated on the importance of taking their children to school and why all children are equal despite their gender differences.
- The girls should be given the opportunity to education to be able to exploit their inborn talents for self-development and that of the society.
- Adult education programmes should be enhanced to enable the parents understand the formal school system.

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