

**Factors that influence girl child education in secondary schools of Ilchamus-
Mukutani Sub-County, Baringo County, Kenya**

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Fulfilment of the requirements for the Conferment of the Degree of Masters of
Education in Leadership and Education Management of Kenya Methodist
University**

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DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for a degree or any other award in any other University.

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Recommendations

This thesis has been submitted with our approval as university supervisors

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DEDICATION

I dedicate this thesis to my husband and children for their moral support

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I want to express my gratitude to my two supervisors, Dr. Lucy Ikiara, PhD, and Dr. Clement Nkaabu, PhD, for their scholarly guidance in developing my thesis. Further, am appreciative of my husband's moral, material, and social support in seeing that I successfully completed the vigorous learning process that involved course work and research. Always grateful to my friends and coworkers for supporting and for giving me the moral support needed to finish my thesis in uttermost satisfaction. Notably, my regards are also expressed to the KeMU library personnel such as Faith Gitonga for their hard work in providing essential services like APA, KeMU thesis format requirements, and plagiarism checks. The respondents who took their time to answer my questions and various institutions that approved my quest to collect data are appreciated and highly esteemed.

ABSTRACT

Girls' education should be allowed so as to grasp key concepts that enables them communicate better, perform basic arithmetic and improve their reasoning abilities. However, there have been rampant cases of high number of drop-out rates among girls in secondary schools in Kenya. The general objective was to investigate the factors that influence girl child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya. The specific objectives were to examine the influence of socioeconomic factors, cultural factors, learning facilities, and goal settings on girl-child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya. The study was informed by three theories which are Maslow's hierarchy of needs, gender relations theory and cognitive theory. The study used the descriptive research design to gain comprehensive understanding of the factors that influence girl child education. The unit of analysis comprised of 6 girls and mixed secondary schools located in Ilchamus-Mukutani Sub-County, Baringo County, Kenya. The respondents of the study were 1,652 female students, 6 principals and 46 teachers. The principals were sampled through purposive method to have 6 principals representing each secondary school. Furthermore, the teachers and female students were sampled through simple random method as a way of ensuring that all get an equal chance of being involved in the study. This was especially after the sample size had been determined through the Nassiuma (2000) formula to have 38 teachers and 198 female students. The female students were issued with a questionnaire that was different from the questionnaire issued to their teachers. Additionally, the principals were interviewed through an interview guide. A pilot test was conducted in Pemwai Girls High School in Baringo Central Sub-County. Reliability was examined through Cronbach alpha coefficient. Furthermore, the study conducted three types of validities which are content, criterion and construct validity. Descriptive data was analyzed through the SPSS software where various descriptive statistics like frequencies, percentages and mean were provided. Additionally, correlational, model summary and ANOVA were part of inferential analyses that were also provided. The presentation of the results was done through tables, figures, pie charts and graphs. The interview responses were analyzed through thematic method. The findings were that, secondary schools were still struggling with finances, had low number of teachers and increased insecurity in the area. In addition, few milestones were made by the schools in creating cultural awareness to impact knowledge among girls on their responsibility to the community. Further, inadequate counseling facilities, science laboratories, and conducive classes, were a major problem facing the secondary schools. Notably, lack of focus despite the set goals, indiscipline cases and negative peer pressure, were the major impediments affecting the girls' education. The recommendations are that the political and community leaders should consider channeling their frustrations and predicaments to security agencies instead of engaging in clashes. There should be surveillance mechanism by the school administration on the girls that have stopped coming to school and report the matter to the relevant authority for action. The teachers should develop training programs that seek to equip girls with clear concentration methods.

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ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Land Districts
BEA	Basic Education for All
FGM	Female Genital Mutilation
GBV	Gender Based Violence
GEC	Girls' Education Challenge
KDHS	Kenya Demographic Health Survey
KNBS	Kenya National Bureau of Statistics
MOE	Ministry of Education
NGOs	Non-Governmental Organizations
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commissions
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	The United Nations Children's Fund

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Girl child education is defined as the process of quality learning guided by the secondary school curriculum to enable female students develop mental capacities towards problem solving and reasoning (United Nations Children's Fund [UNICEF], 2025). Educating girls is becoming more widely acknowledged as an investment with many worthwhile returns like sustainable knowledge and skills development. Girl child education in secondary school was measured through enrolment rates, quality of learning, and completion rate (United Nations Children's Fund [UNICEF], 2020).

Enrolment rate is the population of girls registered in a particular class of a secondary school (Girls' Education Challenge [GEC], 2023). The quality of learning is the process through which the girls are able to remember knowledge and skills as trained by their teachers. Completion rate is the number of girls that have successfully undergone the entire learning system and graduated (United Nations Children's Fund [UNICEF], 2025). These three measures generally have previously been adopted by Ministry of Education (MOE, 2020) reports to examine education level of learners.

Learning in secondary schools is the foundational step required for a student to advance in institutions of higher learning. Therefore, its relevance towards shaping the future of a nation in achievement of the fourth sustainable development goal of attainment of equitable quality education and promote lifelong learning opportunities for both boys and girls is supreme.

There are different factors that affect the ability of a girl child to remain in school which include socioeconomic factors, cultural factors, learning facilities and goal settings (Gyasi et al., 2023).

Socioeconomic factors are foundational elements that make it easier to attain basic needs in a household. They include the parents' income level, parent's education, access to healthcare, family size and security (Gitari et al., 2024). Socio-economic factors were measured through indicators like parent's income level, education, access to healthcare, family size and security. Cultural factors are the beliefs, values, and behaviors that hold together members of a society and which direct their interaction levels with each other (Nkomo, 2024). Cultural factors were measured through indicators like FGM practices, early marriages, gender roles, social norms and values and cultural awareness. Learning facilities are the physical infrastructure and reading materials which makes it possible to acquire knowledge (Maro & Omer, 2024). Learning facilities were measured through indicators like classrooms, text books, toilets administrative offices and playgrounds. Goal setting is the ability of the girls being motivated in life and able to establish specific objectives that they would wish to attain in well-defined timeline (Abubakar, 2023). Goal setting was measured through indicators like self-confidence, time management, personal growth, motivation and focus.

These factors enabled girls have the resources required, be physically mentally and emotionally prepared to go through learning in an environment that encourages them to give their best (Girls' Education Challenge [GEC], 2023). Therefore, being involved in making this important decision enabled the sense of responsibility develop in them hence promoting self-reliance. Nevertheless, nations struggled in ensuring there was inclusivity of secondary

education particularly in support of female students at globally, regional and local perspectives.

Globally in an American state, like New York, the education of girls was limited by lack of adequate funds to pay for the tuition fee (Girls' Education Challenge [GEC], 2023). In Sweden, teenage pregnancies exposed the girls to frequent sexual harassments by male friends and teachers (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021). In India, cultural demands that required women to manage households had increased the rates of absenteeism (Iqbal, 2024; Zulkeifli, 2023). In Saudi Arabia, girls' education was at jeopardy due to frequent Gender Based Violence [GBV], and excessive work load on specific female gender roles at their homesteads (United Nations Children's Fund [UNICEF], 2020).

Regionally, South African and Nigerian studies such as (Bangura & Mambo, 2023; Ene et al., 2024; UN WOMEN, 2024) noted weaknesses related to inability of the girls afford sanitary pads hence skipping classes due to period shame and lack of limited slots in educational facilities specifically for girls. Furthermore, cases of sexual harassments and increased poverty rates caused girls to remain at home eventually dropping off in order to earn a living as a way of supporting their families. In Northern African nation like Morocco, high drop out of girls was caused by negative attitudes towards school due to bullying by male students (Ernest, 2024). According to United Nations Educational, Scientific and Cultural Organization (UNICEF, 2023), South Sudan's girls missed attending school due to insecurity concerns on ongoing violence in the nation.

The government of Kenya established Free Secondary Education (FPE) in 2008 to meet the targets set by the Millennium Development Goals (MDG), which included Universal Primary

Education (UPE) to be attained in 2030 (Wanja, 2014). However, increased drop-out rate of girls was caused by early marriages facilitated by parents who did not support education since they saw no value in educating them. Furthermore, most secondary schools faced severe qualified teacher's shortage to guide them through the curriculum and inability to obtain enough learning materials.

The areas most affected by gender disparities were those found in Arid and Semi-Arid Land Districts (ASAL), which included the North Eastern parts of the Rift Valley, Eastern Province, and Coast Province of Kenya. One of the ASAL areas in Kenya was Ilchamus Sub-County, located in Baringo County in the Rift Valley region. It was among the latest sub counties to be established through the Kenyan Gazette as a directive from the President in 2024. The sub county was faced with numerous ethnic clashes that destabilized the security of the area hence negatively affecting girls' education (Jerono, 2023; Kiprop-Marakis et al., 2019). Furthermore, the region was also noted by Otieno (2017) to have lower transition rate of girls from primary schools to secondary schools in comparison with similar secondary schools in other regions of Baringo County.

1.2 Statement of the Problem

Educating a girl in the society is vital towards establishing a foundation that empowers them in their future (Jerono, 2023). Therefore, girls should be allowed to go to school in their tender ages to grasp key concepts that enables them communicate better, perform basic arithmetic and improve their reasoning abilities (Population Council, 2024). This knowledge should enable them advance effectively through higher levels of learning. The Ministry of Education in Kenya has establish policies that provide necessary support to ensure girls are accorded learning opportunities.

However, there have been rampant cases of high number of drop-out rates among girls in secondary schools in Kenya. According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021), a total of 1.37 million students aged 14-17 years has dropped out of secondary schools in Kenya. Among the population cited, 47% was categorized as female school drop-outs with Baringo being named as one of the counties with the highest rates of drop-outs as compared to others. The cited reasons for the drop-out included pregnancy (21%), early marriages (16%) and insecurity (10%) (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021).

This unsettling trend also attracted the attention of authors such as (Ayub et al., 2021; Mackatiani et al., 2023; Serem and Chebet, 2017). Mackatiani et al. (2023) noted that 46.6% of the girls that dropped out of school, was due to economic aspects, early marriages and the learning environment in Kenya. Ayub et al. (2021), noted that family factors such as child bearing and rearing had a 41.1% influence of the ability of female student mothers to remain in Baringo secondary schools. Additionally, Serem and Chebet (2017) pointed out retrogressive cultural practices that expose girls to FGM and early marriages, negatively affected the concentration level of 35.1% girls in Baringo County secondary schools. Nevertheless, the general quality learning facilities meant to support learning as a contributory factor, was not examined by these studies.

There have been very few studies investigating the intricate web of factors influencing girl child education in secondary schools in Ilchamus-Mukutani Sub-County, Baringo County, Kenya. It was thus necessary to conduct a foundational investigation through identifying key challenges and discussing viable solutions towards fostering equitable and enhanced educational outcomes for girls in the region.

1.3 Purpose of the Study

To investigate the factors that influence girl child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya

1.4 Specific Objectives

- i. To determine the influence of socioeconomic factors on girl-child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya
- ii. To establish the influence of cultural factors on girl-child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya
- iii. To examine the influence of learning facilities on girl-child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya
- iv. To investigate the influence of goal setting on girl child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya

1.5 Research Hypothesis

H₀₁: Socioeconomic factors have no influence on girl-child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya.

H₀₂: Cultural factors have no influence on girl-child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya.

H₀₃: Learning facilities have no influence on girl-child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya.

H₀₄: Goal setting has no influence girl child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya.

1.6 Significance of the Study

The secondary school girls being the main respondents of the study would benefit immensely from the study. They would get a chance to express their opinions of what factors would make them consider not completing their education. This is direct address of how critical socioeconomic factors, cultural factors and learning facilities, have influenced them. The teachers could also find the usefulness of the study especially learning where they have been derailing learning. This would enable them avoid biased practices such as those that culturally or socially harmful to the girls.

The headteachers who were mainly involved in policy formations, could benefit from the study through observing the different approaches used by other school heads from the global, regional and local perspective. Therefore, they could choose to adopt various policy framework that causes a turn around on developing interest in girls to complete school. Furthermore, the parents/guardians were also special category of stakeholders with a direct interest on the subject matter. They could discover how some of the socioeconomic and cultural factors negatively impact the girls. This study shed light to them that it was not just enough to send girls to school but there was the need to provide conducive environment that improved their physical, emotional and mental health. Therefore, different approaches as suggested through the recommendations would suitably apply to them to ensure that girls were encouraged right from their homes to seek meaningful education.

The community at large would also benefit from the study through getting current information of how entertaining retrogressive cultural practices like FGM, early marriages, and GBV, negatively affects the concentration level of a girl's education. They would learn

the legal implications of offenders prompting equality and fairness to the girls similar to what they accord to the boys. Furthermore, the study also provided future researchers with foundational details on how girl child education in Ilchamus-Baringo South Sub-County, Baringo County, Kenya, has been performing and ways to improve it. They could choose to use the results as facts to support and compare their future results in the same Sub County or on a different area.

1.7 Scope of the Study

The study was conducted in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya. Key aspects assessed included socioeconomic factors, cultural factors learning facilities, and goal setting. The main participants were girls in secondary schools whereas other respondents included principals, and teachers. The girls answered a researcher administered questionnaire, teachers answered a different questionnaire, while the interviews were conducted on principals. The study did not address boys' education nor include primary schools in the study.

1.8 Limitations of the Study

The economic activity of Ilchamus was characterized by livestock keeping by the Maa communities. Therefore, the area was prone to cattle rustling contributing to the insecurity of the region due to constant quarrels and fights among the headers. In such cases, the respondent's attention was temporarily distracted making the process of data collection difficult. Further on, accessing most of the girls' secondary schools was faced with poor road terrain to use vehicles, thereby slowing the data collection process.

1.9 Delimitations of the Study

The researcher ensured that local research assistants were recruited to assist in the process of issuance and collection of questionnaires. The research assistants had a unique way of calming the respondents down particularly when their attention was temporarily distracted by constant quarrels and fights among the headers. On the second limitation, the study ensured that there were alternative methods such as use of motorcycles to access interior regions.

1.10 Assumptions of the Study

It was assumed that the respondents were willing to provide the necessary feedback that reflect the actual state of girl child education. The study also assumed that the authorizations required would be granted appropriately to ensure that the study was successful.

1.11 Operational Definition of Terms

Cultural Factors- the attitudes, values, and actions that bind society's members together and guide how they interact with one another, particularly with the girls.

Girl Child Education- The secondary school curriculum that guides a high-quality learning process in helping girls enhance their cognitive abilities for thinking and problem-solving.

Goal Setting- This is the girls' capacity to be driven in life and to set clear goals that they want to achieve within a specified time frame.

Learning Facilities- the reading materials and physical infrastructure that enable knowledge acquisition among the girls.

Socioeconomic factors- These are fundamental components that facilitate meeting a household's basic needs. These consist of family size, security, healthcare availability, parental education, and income level.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides an overview of the literature on the factors influencing girl child education. It addresses the socioeconomic factors, cultural factors, learning facilities and goal setting. Thereafter a summary of gaps is provided as well. The chapter also presents Maslow's hierarchy of needs, gender relations theory and cognitive theory to inform the study. The conceptual framework concludes this chapter.

2.2 Socioeconomic Factors and Girl Child Education

Globally, Iqbal (2024) explored the challenges and present status of girl child education in India. The study used a mixed-methods approach that included quantitative data from national surveys and reports with qualitative data from interviews, focus groups, and case studies. This study discovered that poverty was a serious obstacle to the education of girls in India. Due to conventional gender norms, families with limited funds frequently placed a higher priority on boys' education because they saw it as a more worthwhile investment. Furthermore, Iqbal (2024) found that girls' educational chances were limited by the potential cost of attending school, since they were frequently expected to assist with childcare and home duties. Nevertheless Iqbal (2024) only focused on how poverty and household income affected girl child education, therefore the current study investigated how additional factors such as access to healthcare and family size affected girl child education

Regionally in Nigeria Kebbi State, Muhammad et al. (2021) examined how girl child education was influenced by socioeconomic factors. Using simple random selection, 3

secondary schools were chosen from a total of fourteen secondary schools, two hundred and fifty learners were drawn from the target population, while 21 teachers were chosen from a total of 28 people. Data was gathered via a questionnaire. Muhammad et al. (2021) found out that the study found that income from parents was insufficient to support the academic and social lives of girls in sub-rural school settings. This had a significant impact on the mental health in the classroom, resulting in impaired focus, low perception, anxiety, illnesses, and psychological disadvantage in academic performance for female students. The respondents in this study also stated that their parents did not pay their school fees on time, hence the majority of them became demotivated and did not attend school. Thus, this study found that family revenue had a significant impact on girls' education. Nonetheless, Muhammad et al. (2021) did not discuss how insecurities affected girls' schooling in the Kebbi State region.

Further in Uganda, Muzaki (2024) investigated how 'O' level secondary school completion among girls in Mbale City was influenced by social-economic factors. The study design used by the researcher was a descriptive survey. Out of the one hundred people in the study's population, eighty participants made up the sample size for this study. Participants in the study were chosen by simple random selection, and key informants were chosen using the purposive sampling technique. Additionally, the study collected data through interviews and questionnaires. Muzaki (2024) found that most parents choose to send their boys to school before their girls because household income was so low that it could not support all of the children's education. The study found that parental education and family poverty had a favorable impact on girls' school dropout rates. However, Muzaki (2024) only examined the impact of family money on girls' education, hence the current study evaluated additional factors such as insecurity and how this affected girl child education.

Locally in Tharaka Nithi, Gitari and Marima (2024) investigated how girls secondary school dropout rates was influenced by socioeconomic factors. The study used a descriptive survey approach with three hundred and eighty-five participants chosen by cluster sampling to reflect diverse groups within the community. The group of participants comprised of females who had dropped out of school, as well as head teachers, the heads of households, and community leaders. Data was collected using interviews and questionnaires. The findings of this study showed that financial limitations were a major obstacle to continuing education among young girls, highlighting the necessity of focused economic assistance initiatives to lessen families' financial responsibilities. Notably, Gitari and Marima (2024) found that family structure also had a role in girls' school dropouts, since most of them did not receive adequate parental support for their academic endeavors. However, since Gitari and Marima (2024) only included female dropouts and teachers, it left a gap that was filled by the current study, which involved school-aged girls and evaluated how socioeconomic factors influenced their education.

Additionally, in Turkana, Aregae and Kikechi (2023) explored how girl child education in public secondary schools was influenced by parental income. The research design used in the study was a descriptive survey. A probability proportionate technique for sampling was used to choose one hundred and fifty-nine form four girls, while the census method was utilized to select five principals, ten classroom teachers, and twelve parents. Questionnaires Principals' interview schedules were created, and the study used questionnaires for parents, teachers, and Form Four girls. Aregae and Kikechi (2023) found that the education of girls was influenced by social variables such as the educational level of parents, household chores, money, and the size of the family. Parental income and the education of girls in were found

to be statistically highly correlated. Therefore, girls' learning improved when they had access to sufficient educational resources, decent housing, basic necessities, and a comfortable family environment. Aregae and Kikechi (2023) did not, however, take into account the impact that healthcare access on the schooling of girls.

2.3 Cultural Factors and Girl Child Education

Globally in Bangladesh, Khan et al. (2024) investigated how women's employment and education was affected by early marriage. Notably, a sample of women between the ages of fifteen to twenty-four from the Survey of Demographics and Health was included in the quantitative data. 13 key informant interviews, 2 focus groups, and 6 in-depth interviews were also used to gather qualitative data. The findings of this study showed that children who were coerced into marriage at a young age frequently had to leave school, which limited their educational and financial options. Furthermore, the results of this survey revealed that the majority of young married women had dropped out of school, and that child marriage was linked to increased incidence of domestic violence and divorce. However, Khan et al. (2024) did not include teachers' perspectives on the topic of early marriages and how they affected girl child education, thus the current study included teachers and principals who provided insights into early marriages among young girls.

Regionally, a study like Nkomo (2024) investigated factors that influenced school dropout rates among girls from the Masvingo Region of Zimbabwe. Notably this study conducted a case study and 4 high schools were selected using purposeful sampling. There were forty study participants, comprising twenty educators, twelve learners, and eight parents, while interviews and questionnaires were used to gather data. The results of this study demonstrated that early marriage and teen pregnancies were factors in females' school

dropout rates. According to the study, the majority of people in this area still adhered to cultural standards that dictated women should get married, bear kids, and raise those kids alongside their partners. Some study participants believed that girls should only go to primary school and get married after they reach adolescence. Girls were subjected to early marriages due to a number of circumstances, including increased rates of sexual engagement among girls in high school and sexual assault from close friends and relatives. Nkomo (2024) did not, however, take into account the impact of female genital mutilation on the school dropout rates of girls.

Further in Tanzania, Maro and Omer (2024) examined how attendance of girls in public secondary schools was influenced by attitude of parents. Feminism theory was adopted and a descriptive research design. Notably, twenty-five secondary schools in Morogoro municipality were the target population. A total of one hundred and fifty-nine respondents were chosen from a specified group of twenty-five principals, nine parents, and one hundred and twenty-five girls students using simple random and purposive sampling methods. The study found that customs like marriage at a young age and rites of passage, introduced girls to behaviors that made it difficult for them to attend school on a regular basis. As a result, the majority of girls quit school following these traditional customs. Nevertheless, Maro and Omer (2024) did not examine the influence of role models on girl's education.

Locally in Narok County, Rerai (2024) investigated factors affecting secondary school dropout rates among girls. Descriptive survey research design was used in the study. The study included a sample of two hundred participants, including dropout students, parents, education officers, teachers, and principals. The study found that early marriage and female genital mutilation were among the cultural practices that limited the education of girls. The

girl child was not given the chance to make decisions about her schooling and general life because of social conventions. Since a woman was considered a child, her parental figure or spouse made all of the decisions regarding her life. According to Rerai (2024), parents discouraged their daughters from going to school out of concern that they wouldn't find spouses or wouldn't make decent wives to their prospective husbands. Since this study was carried out in the Narok region, it was worthwhile to look into how cultural factors affected girls' schooling in Baringo County.

Andiema (2021) evaluated how Pokot central girl child education was influenced by culture. Simple random sampling combined with purposive selection was used to choose one hundred and twenty teachers and twelve principals. Scheduled interviews and questionnaires were used to gather data. This study noted that Cultural and social issues such as marriage at an early age, gender preference in family, rites of passage ceremonies, adverse attitudes regarding girls' education, societal norms, and a sense of adulthood all impacted girls' participation in high school education. Andiema (2021) did not include females attending school in the study, hence the current study included girls as study participants to acquire a better knowledge of how they were affected by cultural dynamics.

2.4 Learning Facilities and Girl Child Education

Global countries like India, Yadav (2023) investigated how education of girls was influenced by school dropout crisis. The article addresses a wide range of tactics meant to reduce the number of females who drop out of school, especially in areas where safety concerns and inadequate learning resources fueled their disinterest. Notably, this study used a descriptive survey approach. Information was gathered from the respondents using a checklist on reasons for dropping out. The study involved the random selection of 4 primary schools, 4 secondary

schools, and 4 skill acquisition schools from a pool of Benin City's. The study's findings revealed that many Indian schools lacked adequate amenities such as educational facilities, restrooms, and bookstores. This reduced the standard education provided and made schools less appealing to students. Additionally, Yadav (2023) discovered that concerns about safety, particularly when getting to and from school, hindered females' education. Concerns about harassment and inadequate transportation sometimes deterred parents from bringing their girls to school. However, Yadav (2023) did not specify the categories of respondents used in the study.

Regionally in Nigeria, Abubakar (2023) examined factors that affected education of girl child. The study involved female principals, teachers, and students from eight senior girls' secondary schools. To guarantee an accurate representation of the entire population, a random sample of eight principals, sixty-six teachers, and four hundred and seventy-six learners was chosen. A quantitative research technique was utilized. According to the study, the school ambiance inhibited the education of girls. The perspectives and teaching methods of the teachers in the classroom were occasionally antagonistic toward the girl student. The majority of teachers gave the boys greater priority, perhaps as a result of their early socialization, making the girl feel ignored and unwelcome. This had a detrimental effect on the girls' academic performance. Girls were led to feel that they were not capable of performing as well as males in school, particularly in science courses. This mindset has caused the females to continue performing poorly in these areas, some had even quit school as a result. However, Abubakar (2023) failed to examine how distance to school influenced girls' education.

Masatu and Msoka (2024) investigated how Tanzanian school environments benefit girls' pupils through menstrual hygiene management facilities. An exploratory research design was used in the study. Semi-structured interviews and focus groups were used as data gathering methods in this qualitative study. Twenty-nine pupils representing 4 distinct public and private schools in Dodoma City, participated. The results of this study demonstrated that teenage girls in school settings did not benefit from dealing with menstrual hygiene. Notably, all high school students lacked an enclosed changing area, and there were few restrooms, insufficient water supplies, and no soap for washing which led to majority of them skipping school since they did not feel safe. Nevertheless, Since Masatu and Msoka (2024) only looked at the impact of sanitary facilities on the education of females, the current study additionally looked at other aspects including the distance to school and how fatigue due to long distanced affected girls' education.

Locally, Langat (2024) examined how academic performance impacted school dropout among girls in Koisagat Zone in Eldoret. A descriptive cross-sectional survey was used in this investigation. The study collected data using both qualitative and quantitative methods. Notably, teachers, students, and community members from the Eldoret West district were among the respondents. The study discovered that girls were frequently ridiculed, beaten, and mistreated in the classroom. These females dropped out of school because they despised the educational environment. The classrooms in the majority of rural schools were in poor condition, with dusty, uncemented flooring. Students in these classes had few desks, and some end up seated on homemade forms therefore discouraging majority of them in attending classes. However, Langat (2024) did not investigate how girls' poor performance was caused by poverty, since students could not afford to purchase books.

Nabwire and Likoko (2024) assessed how Turkana school girls were completing education based on approaches related to management of hygiene and sanitation. The investigation was conducted in a public primary school. The study's sample consisted of one hundred and twelve girls, one hundred and ten instructors, and Fourteen head teachers. A simple random sample method was used to select the girls, teachers, and head teachers. Data was collected through interviews and group discussions. Notably this study found that providing females with clean water, bathrooms, sanitary towels, and soaps led to higher completion rates. The results of the study also showed that most schools in this area lacked designated spaces for girls to rest during their periods since they were suffering from cramps. Therefore, it appeared that some girls could skip school simply because they saw it uncomfortable to be attending classes while experiencing menstrual pains. Nabwire and Likoko (2024) failed to investigate whether girls' school dropout rates were influenced by their distance from school.

2.5 Goal Setting on Girl Child Education

Stentiford et al. (2021) explored on how girls were able to achieve high academic qualifications in United Kingdom. The study use used databases from 1990 to 2021 whereby eleven publications were finally reviewed since they met study's criteria. According to the study, lack of lifestyle guidance on how to cope with family pressures, competition in schools and gender expectations from the society, the girl's mental wellness was negatively impacted. Therefore, since the study of Stentiford et al. (2021) was done in United Kingdom, there is need to expand it to Kenyan context in order to ascertain the various effect that life style guidance to enable girls set goals affected their education in Baringo.

Regionally, Ishaku (2020) assessed how girl child education was faced with challenges in Nigeria. The respondents who were four hundred girls were selected using simple random

method and issued with the questionnaires. The study established that girls were unable to complete in high numbers as compared to boys in the same schools. The main issues that caused high school dropout included lack of lifestyle guidance from their parents due to negative attitude towards education, street hawking, and early marriages. Additionally, there was less awareness to the public on the importance of girl child education in the society.

In order to improve adolescent wellbeing, Ozler et al. (2020) investigated the effects of a gender transformative mentorship and cash transfer intervention called "girl empower," which was carried out in Liberia using a cluster-randomized controlled trial. The program, which was run by female mentors in the area, provided Liberian girls in the age range of thirteen to fourteen with a curriculum on life skills. Notably, caregivers who supported girls in the program received a monetary incentive payout. According to the study, the girl power program helped teenage girls who had been victims of violence heal and restructure their goals in life to have a balanced lifestyle. However, Ozler et al. (2020) did not specifically mention any additional female engagement activities that would enable the set quality goals in their academic and social lives.

Odyek (2021) investigated the relationship between guidance and girls' academic achievement in a subset of elementary schools in Uganda's Kiryandongo District. Notably, a cross-sectional survey strategy was used in the study, and two hundred and seventy-eight people were chosen as a sample out of a total population of one thousand. Additionally, the study used collected data using both interviews and questionnaires. According to the study, girls in schools were given assistance and counseling by teachers, which helped them do perform well academically. Additionally, the study revealed that girls were more willing to open up to their counselors than to their parents at home. Nevertheless, Odyek (2021) did

not stipulate the mechanism of guidance services that were used to help adolescents deal with mental health problems.

Locally in Kenya, Mutahi et al. (2024) investigated the incorporation of mental health implementation into empowerment group sessions intended for teenagers living outside of school in Kenyan squatter communities. The initiative engaged four hundred and sixty-nine adolescents to integrate young people mental health into safe places for health and life skills development. The study discovered that involving teenagers in group sessions where they shared their life concerns and problems in coping with daily life goals was useful to them since it provided them with a platform to express themselves.

Mutahi et al. (2024) also found that allowing youth to participate in communal activities that engaged their minds was critical to empowering them and enhancing the ability to feel they can achieve something. It was also shown that a greater percentage of adolescents, particularly girls, who were recruited into mental health programs were less likely to participate in behaviors that might contribute to neglecting life goals. Mutahi et al. (2024) did not specify how the empowerment group sessions were done to guarantee that the teenagers benefitted from them.

2.6 Summary of Gaps

The various gaps noted on the studies related to socioeconomic factors were as follows; Iqbal (2024) only focused on how poverty and household income affected girl child education, therefore the current study investigated how additional factors such as access to healthcare and family size affected girl child education. Muhammad et al. (2021) did not discuss how insecurities affected girls' schooling in the Kebbi State region. Muzaki (2024) only examined

the impact of family money on girls' education, hence the current study evaluated additional factors such as insecurity. since Gitari and Marima (2024) only included female dropouts and teachers, it left a gap that was filled by the current study, which involved school-aged girls and evaluated how socioeconomic factors influenced their education. Aregae and Kikechi (2023) did not, however, take into account the impact that healthcare access on the schooling of girls.

The various gaps noted on the studies related to cultural factors were as follows; Khan et al. (2024) did not include teachers' perspectives on the topic of early marriages and how they affected girl child education, thus the current study included teachers and principals who provided insights into early marriages among young girls. Nkomo (2024) did not, however, take into account the impact of female genital mutilation on the school dropout rates of girls. Maro and Omer (2024) did not examine the influence of role models on girl's education. Andiema (2021) did not include females attending school in the study, hence the current study included girls as study participants to acquire a better knowledge of how they were affected by cultural dynamics.

The various gaps noted on the studies related to learning facilities were as follows; Yadav (2023) did not specify the categories of respondents used in the study. Abubakar (2023) failed to examine how distance to school influenced girls' education. Masatu and Msoka (2024) only looked at the impact of sanitary facilities on the education of females, the current study additionally looked at other aspects including the distance to school and how fatigue due to long distanced affected girls' education. Langat (2024) did not investigate how girls' poor performance was caused by poverty, since students could not afford to purchase books.

Nabwire and Likoko (2024) failed to investigate whether girls' school dropout rates were influenced by their distance from school.

The various gaps noted on the studies related to learning facilities were as follows; since the study of Stentiford et al. (2021) was done in United Kingdom, there is need to expand it to Kenyan context in order to ascertain the various effect that life style guidance to enable girls set goals affected their education in Baringo. Odyek (2021) did not stipulate the mechanism of guidance services that were used to help adolescents deal with mental health problems. Ozler et al. (2020) did not specifically mention any additional female engagement activities that would enable the set quality goals in their academic and social lives. Mutahi et al. (2024) did not specify how the empowerment group sessions were done to guarantee that the teenagers benefitted from the perspective of goal settings.

2.7 Theoretical Review

The study was informed by three theories which are Maslow's hierarchy of needs, gender relations theory and cognitive theory.

2.7.1 Maslow's Hierarchy of Needs Theory

The theory of hierarchy of needs was developed by Maslow (1943) and it guided socioeconomic factors. According to this theory, human needs were categorized in a hierarchy of five levels. These levels include psychological, safety, love and belonging, esteem and self-actualization. In the first level, human needs related to physiological needs comprised of ability to afford food, water, shelter, education and clothing. They were basically meant to make life warmer while at the same time enabling a person handle life with comfort.

According to Maslow (1943), the second level comprising of safety needs comprised of healthcare needs, security and stability in life. The third level which comprised of love and belongingness comprises of the ability of a person to receive comfort from friends and family members through connecting with them closely. The fourth level of needs included the esteem needs that comprised of ability to receive respect, be esteemed and recognized in the society where one lives. The fifth and last need included self-actualization include attaining the potential of what one can become.

Informing the socioeconomic factors, the theory of hierarchy of needs summarized the entire needs that girls required to ensure that they attained their education effectively (Muzaki, 2024). Household income gave the parents/guardians the purchasing power to buy balanced diet, provide decent shelter, pay school fees and clothing to the girls. The needs which were considered as physiological needs, enabled the girls feed well, remain warm and acquire knowledge in schools efficiently (Muhammad et al., 2021). Furthermore, access to healthcare when sick and security, enabled girls address safety needs. This was whereby, their sense of safety was affirmed and assured through their parents having the capacity to provide such type of needs (Nkomo, 2024). Furthermore, in addressing the third level of needs which included love and belongingness, the families where the girls came from, enabled them establish close relations that were not anchored on material items but genuine willingness to see them succeed in life (Rerai, 2024). Through such measures the girls 'needs got all round covered, to enable them concentrate in school.

2.7.2 Gender Relations Theory

Gender relations theory was developed by Pearson (1995) and informed cultural factors. The theory pointed out that there were social roles and interactions that were accorded to different

genders in a community and mainly done within the spectrum of the authority of social leadership. That is, different roles and their actual input towards production and reproduction. Pearson (1995) noted that these social roles were mainly prejudiced against female gender since they were considered as weaker sex.

Gender relations theory informed the study on how different cultural factors had an influence towards dictating the learning process of the girls. Factors like FGM practices, early marriages and specific gender roles, disadvantage girls from attending schools and when they did, the concentration was low. Andiemma (2021) called for fairness of social norms and values to both genders, if girl's education had to be sustained. This was subsequently done through raising awareness on how culture complimented the demands of the present world in education (Rerai, 2024). Furthermore, when a girl was supported by their culture to pursue education, she received protection from both family and community members. This could be in terms of physical, mental and emotional support till they completed their education in secondary schools.

As noted by Zulkeifli (2023) being either male or female did not mean that the social cultural practices were against them but rather supported them. This was in terms of developing strong social norms that guided their behaviors into acceptable standards and also structure their thinking into collective responsibility (Abubakar, 2023). Therefore, cultural factors encouraged the girls be more feminine but at the same time being an independent thinker, whose actions were closely guided by social norms rather than being led by peer pressure.

2.7.3 Cognitive Theory

Cognitive theory was propagated by Piaget (1952) and informed two variables which were goal setting and learning facilities. It provided guidelines on what people thought, learnt, and how they processed information based on their environment. According to Piaget (1952), any behavioral changes in a person began with focusing on an idea that changed their emotions reflected through their actions. This meant that when a person made a step towards involving their time, energies and resources, it was initially developed in their minds (Atif et al., 2022).

This theory explained the goal setting on the perspective that school programs such as those of mentorship were necessary to girls to link them with the right role models that could support them in making critical decisions on their future intentions. These role models were their fellow students, teachers, parents or other prominent people in the community (Kiambarua, 2022). The programs enabled the girls understand what they were looking for in school to manage time, and focus in identifying the correct people and resources that would not mislead them (Wambua et al., 2020). In the long run they ended up portraying good characters related to positive attitude, professionalism and integrity of the highest order in their future lives.

Cognitive theory explained that in the context of goal setting programs aimed at enhancing girls' mental wellness, counseling served as a critical mechanism through which counselors affected cognitive and emotional development (Aregae & Kikechi, 2023). By providing a supportive environment, girls were able to recognize and challenge negative thought patterns, develop healthier relationships, discover their purpose in life and become self-efficient. Through active listening and cognitive restructuring techniques, girls were guided

in reframing their perceptions and responses to stressing situations for the development of positive self-concept needed to achieve their goals (Ayub et al., 2021).

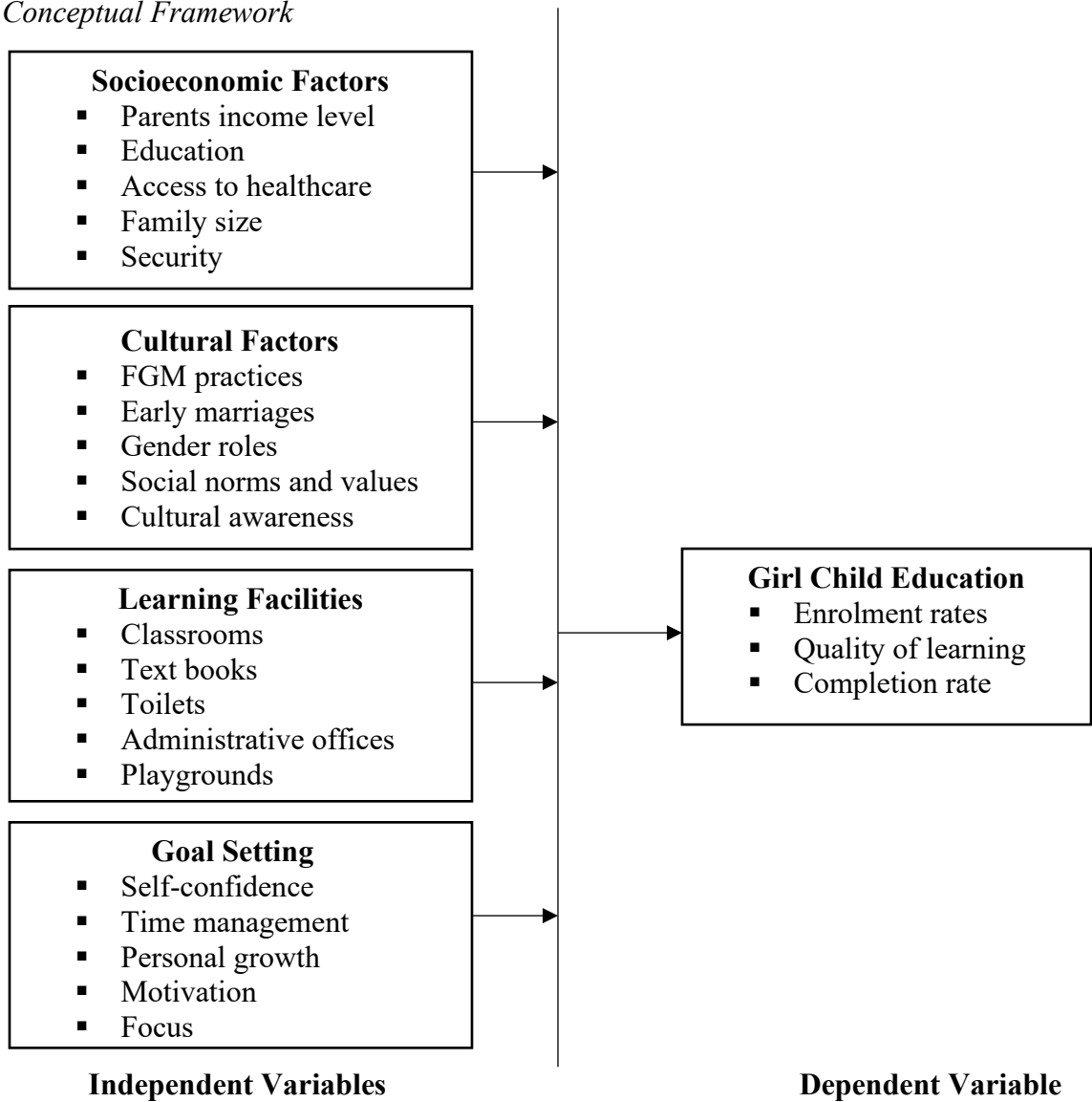
Cognitive theory also informed the learning facilities on the basis that girls' development called upon provision of adequate resources that could be used to enhance knowledge acquisition. This could include facilities like classrooms to listen to teachers, library to enhance personal knowledge, books to increase conceptualization of subjects, and playgrounds to express their talents (Iqbal, 2024). Notably, the general wellbeing of girls in schools was supported by functional administrative offices that addressed their grievances in a timely manner. Therefore, such learning facilities provided a conducive environment that encouraged critical thinking and developed robust and healthy interactions guided by institutional values (Maro & Omer, 2024). This meant that when girls mental capabilities were at ease, they were able to acquire knowledge in form of learning and observations.

2.8 Conceptual Framework

Figure 2.1 indicates the conceptual framework of the study which comprised of both the independent and the dependent variables. Socioeconomic factors, cultural factors, learning facilities and goal setting comprises of the independent variables. Girl child education is the dependent variable.

Figure 2.1

Conceptual Framework



2.8.1 Girl Child Education

The education provided to a girl child is an integral part of their lives since it shapes their cognitive abilities and enables them prepare for the future (United Nations Children's Fund [UNICEF], 2025). Therefore, to ensure that this happens, considerations on their enrolment rates in secondary schools is paramount. This is because, specific numbers of girls in a school

at a given time will enable the management prepare adequate resources that will enable quality learning to take place (Zulkeifli, 2023). Through such approach, the learning process becomes disrupted with high completion rate among the girls encouraged.

2.8.2 Socioeconomic Factors

The ability of the parents and caregivers to provide the needed resources, is also a considerate factor towards ensuring that the girls remain in school to acquire education (Iqbal, 2024). This could relate to the levels of income that adults within a household earn daily, weekly or monthly, to have the purchasing power of buying basic needs for the girls. Additionally, the higher the education level of the parents, the better decisions they are expected to make in terms of ensuring that the girls remain in school (Gitari & Marima, 2024). Furthermore, provision of necessary healthcare, security and having number of children that the parents can comfortably sustain, are also other measures of socioeconomic factors that promote girl child education.

2.8.3 Cultural Factors

In every community, there are values that hold together the members and provide the baseline on the nature of interactions with each other (Nkomo, 2024). These practices may be suitable in the context of bringing harmony together but at times extreme measures taken may affect the lives of the girls in school. For example, FGM practices, early marriages and suppressing gender roles, inhibit the girls from remaining in school. This causes them abrupt end of education diming their future (Maro & Omer, 2024). However, there are other social norms and values that support the existence and success of the girl child in school. These values are supported through raised cultural awareness to ensure that all community members

understand the importance of rejecting retrogressive culture that seek to harm the health of the girls or affect their mental stability to remain in school (Andiema, 2021).

2.8.4 Learning Facilities

The presence of a learning facility invokes the desire of the girls to be associated with a certain school. These facilities include presence of conducive classrooms that the girls can use during learning and which protect them from harsh weather conditions (Yadav, 2023). Furthermore, presence of adequate textbooks gives them a chance to acquire knowledge through reading curriculum-based content (Masatu & Msoka, 2024). Other facilities such as presence of adequate toilets administrative offices and playgrounds, gives the girls a chance to operate their personal official and cocurricular activities respectively in a conducive environment.

2.8.5 Goal Setting

Goal setting gives meaning to every learning process that girls experience when acquiring knowledge. It provides a rare chance for the girls to determine what they actually want in life at the moment and in future (Odyek, 2021). To succeed in goal setting, attributes such as self-confidence, management of time, motivation and focus, enables them to experience personal growth, in terms of both academic and personal life.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The data collection process, analysis and reporting are explicitly provided in the chapter. This includes the research design, target population, sampling technique, data collection instruments, pilot test, reliability, validity, data collection procedure, data analysis and presentation, and ethical considerations.

3.2 Location of the Study

The location of the study was in Ilchamus-Mukutani Sub-County, Baringo County, Kenya. It was categorized as an ASAL region and its residents were Maa speaking community who were mainly pastoralists and small-scale farmers but closely related to Samburu Community. The Ilchamus community kept cows, goats and sheep. In terms of cultivation, they planted maize crops, sorghum and beans majorly. As per Kenya National Bureau of statistics (KNBS,2019), Ilchamus had 32,949 residents. The Sub County had learning institutions such as secondary and primary school.

3.3 Research Design

The study used the descriptive research design to gain comprehensive understanding of the factors that influence girl child education (Ghanad, 2023). This design described the population of girls, teachers and principals of the secondary schools of Ilchamus community. Notably, descriptive research design was used to make descriptions related to what socioeconomic factors had an influence on girl-child education in secondary schools; when goal setting became suitable in a girl's education, which cultural factors were most applicable

in influencing girl's education, and how learning facilities influenced girl-child education in secondary school perspective. Furthermore, descriptive research design enabled the study develop articulate actionable recommendations that would be suitable in promoting girl-child education and enhance their chances of remaining in school till they covered the entire secondary school syllabus.

3.4 Target Population

The unit of analysis comprised of 6 girls and mixed secondary schools located Ilchamus-Mukutani Sub-County, Baringo County, Kenya (Ministry of Education [MOE], 2025). This was because they were the learning institutions that provided basic secondary school education to girls. The main respondents of the study were 1,652 female students in various classes in secondary schools. The female students were relevant to provide information on issues they were facing both at home and school, which had a negative effect on their ability to concentrate with the learning process.

The other respondents included 6 principals and 46 teachers. The principals being institutional heads would provide in-depth information on possible institutional causal factors that had contributed towards demotivating the girls from continuing with secondary school education. The teachers were also be important to the study since they directly engaged and interacted with the girls in the learning process. Therefore, any notable learning concerns and trends that may have been previously experienced by the girls, were easily noted and communicated by the teachers. The target population is provided in Table 3.1.

Table 3.1*Target Population*

S/No	Secondary Schools in Iichamus	Principals	Teachers	Female Students	Total
1	Ngambo Girls Sec Sch	1	10	303	314
2	Salabani Sec Sch	1	7	299	307
3	Eldume Mixed Sec Sch	1	6	246	253
4	Loitip girls Sec Sch	1	9	269	279
5	Emboss Mixed Sec Sch	1	7	298	306
6	Sokotei Mixed Sec Sch	1	7	237	245
	Total	6	46	1652	1704

3.5 Sampling Technique

Sampling technique is the method of developing and selecting a sample size population to act as a representative of the entire population (Dayson et al., 2023). The principals were sampled through purposive method to have 6 principals representing each secondary school. This is because each school had some of the unique issues that limited the completion rate of the girls. Therefore, it was necessary for the principals in each school to be included to know these issues in each of the secondary school. Furthermore, the teachers and female students were sampled through simple random method as a way of ensuring that all got an equal chance of being involved in the study. This was especially after the sample size had been determined through the Nassiuma (2000) formular. The formular is as shown:

$$n = \frac{NC^2}{C^2 + (N-1) e^2}$$

Where:

n = Sample size

N =Population

C =co-efficient of variation as 0.3

e = standard error, as 0.02

The sample size of the teachers was;

$$n = \frac{46 \times 0.3 \times 0.3}{0.3 \times 0.3 + (46-1) 0.02 \times 0.02}$$

n = 38 teachers

The sample size of the female students was;

$$n = \frac{1652 \times 0.3 \times 0.3}{0.3 \times 0.3 + (1652 -1) 0.02 \times 0.02}$$

n = 198

Therefore, the sample size was 6 principals, 38 teachers and 198 female students hence a total of 242 sample population. Table 3.2 indicates the sample size.

Table 3.2

Sampled Population

S/No	Secondary Schools in Iichamus Sub County	Principals	Teachers	Students	Total
1	Ngambo Girls Sec Sch	1	7	47	55
2	Salabani Sec Sch	1	4	32	37
3	Eldume Mixed Sec Sch	1	5	28	34
4	Loitip girls Sec Sch	1	8	31	40
5	Emboss Mixed Sec Sch	1	7	27	35
6	Sokotei Mixed Sec Sch	1	7	33	41
	Total	6	38	198	242

3.6 Data Collection Instruments

The study collected both quantitative and qualitative data which were questionnaires and interview guides respectively (Taherdoost, 2021). The female students were issued with a questionnaire that was different from the questionnaire issued to their teachers. Additionally, the principals were interviewed through an interview guide. Both questionnaires were closed-ended and self-administered to the respective category of the respondents. The questionnaires had an Ordinal Likert scale whereby 1-strongly disagree, 2-disagree, 3-neutral, 4-agree and 5-strongly agree.

The questionnaires had a total of six segments that comprised of background information, socioeconomic factors, cultural factors, learning facilities, goal setting and girl-child education. Apart from the background information segments, the other segments had at least 5 statements that were related to respective objective. The study was guided by the indicators of each variable when developing the statements so as to ascertain their relevance to determining the objectives. The interview questions also adopted similar approach as the questionnaires in grouping the segments as per the objectives but had a total of 3 questions in each section. The nature of the questions was developed through the literature review gaps to authenticate the outcome of the study.

3.7 Piloting of Research Instruments

A pilot test was conducted in Pemwai Girls High School in Baringo Central Sub-County whereby its principal, 4 teachers and 20 female students were included. Pemwai was selected since it has also experienced increased cases of girls dropping out of secondary school due to varying reasons. Furthermore, the pilot test was conducted to enable the study measure reliability and validity. This is 10% of the sample size which was emphasized by Andrade

(2020) to be adequate for a pilot test population. The secondary school was selected through simple random method and its was included due to the fact that some of the girls have been greatly affected by socioeconomic, cultural, learning facilities, goal and setting. The principals were sampled through purposive sampling method to undergo the interview process, whereas the teachers and female students were sampled through simple random method to answer the questionnaires.

3.7.1 Reliability

Reliability was examined through Cronbach alpha coefficient. According to Suhartini et al. (2021), the Cronbach alpha has a range of values from 0-1 whereby reliability is determined from 0.7-1. The reliability of a research instrument indicated that it is could be trusted to derive similar outcome when used more than one time. The reliability results are indicated in Table 3.3

Table 3.3

Reliability Results

Instruments	Cronbach's Alpha
Socioeconomic factors	0.796
Cultural factors	0.843
Learning facilities	0.857
Goal setting	0.912
Girl child education	0.873
Average	0.856

Table 3.3 shows that the average Cronbach Alpha coefficient for socioeconomic factors was 0.796; Cronbach Alpha coefficient for cultural factors was 0.843; Cronbach Alpha

coefficient for learning facilities was 0.857; Cronbach Alpha coefficient for goal setting was 0.912; Cronbach Alpha coefficient for girl child education was 0.873 and the average Cronbach Alpha coefficient was 0.856. According to Nikmard et al. (2023), a coefficient between 0.7 and 1 suggested that the instruments were extremely reliable, whereas a coefficient less than 0.7 indicates that the instruments were unreliable. As a result, the instruments utilized in the study were considered reliable, with a coefficient of 0.856. Therefore, reliability of the instruments, increased the confidence in the research data's quality and uniformity.

3.7.2 Validity

Validity of a research instrument determined its ability to measure what it was supposed to measure (Rozali et al., 2022). Therefore, the study conducted three types of validities which were content, criterion and construct validity. On content validity, the study was focused in ensuring that the questions asked satisfied the accuracy of the content. Therefore, experts in the field of education were consulted to check on the suitability of the questions asked in determining the overall accuracy of the study's instruments. Furthermore, criterion validity, the study ensured that the results obtained from the respondents were compared with what other studies have ever derived on a similar topic. Additionally, construct validity was measured through ensuring the questions asked were based on the indicators of the study. That is, assessment of the variables of the study through asking questions on their indicators to measure the theoretical concept.

3.8 Data Collection Procedure

Data process began by obtaining authorization from the postgraduate of KeMU through an introduction letter and the ethical clearance from ISERC (Appendix V and VI respectively).

Additionally, the study also applied for NACOSTI permit from the government to conduct the study (Appendix VII). The female students who were below 18 years were considered underage, which made the researcher seek out approvals from the sub-county education officials. These approvals included authorization letter from Baringo County Commissioner (Appendix VIII) and authorization from Baringo County Director of Education (Appendix IX).

Additionally, the study utilized the services of 2 research assistants who were mainly instrumental in issuance of questionnaires to both the female students and the teachers. Each of them was tasked with the responsibility of one group of respondents. The role of the researcher was to interview the principals and at the same time coordinate the activities of the research assistants. The assistants were trained on basic presentation methods, communication and orientation to the study's objectives and purpose.

The particular day of collecting data, the research team headed to each of the six secondary schools where they met with the principals of respective schools. They requested to be allowed to collect data from various respondents and when they were permitted, the researcher sought consent from the principal to interview them (Appendix I). Interviews were conducted through a one-on-one discussion. The responses were noted down in a piece of paper and after the questions ended, the researcher thanked the principals. The interview responses were stored in a safe place away from any tampering or access to unauthorized person.

After the interviews completed, the researcher requested the principals once more to help them identify teachers and female students. Once they were positively identified, the research assistants distributed the questionnaires to the teachers and later the female students during

tea break and lunch hour periods. This was to ensure that they did not interfere with the learning and also ensure that they were able to easily get a high number of respondents. After the questionnaire respondents completed, the research assistants thanked them and then proceeded to store the questionnaires in a safe place.

3.9 Data Analysis and Presentation

3.9.1 Quantitative Data Analysis

The process of quantitative data analysis began through sorting the questionnaires to eliminate incomplete and unanswered ones. Thereafter, they were coded and input into the SPSS software version 24 for further analysis. Various descriptive statistics like frequencies, percentages and mean were provided. Additionally, Pearson correlation, model summary and ANOVA were part of inferential analyses that were also provided and model of the study was as follows:

$$Y = C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y = Girl Child Education

β_i = Coefficients to be estimated

C = Constant

X₁ = Socioeconomic Factors

X₂ = Cultural Factors

X₃ = Learning Facilities

X₄ = Goal Setting

e = error

The study conducted normality, multicollinearity and autocorrelation tests as part of the diagnostic tests. The presentation of the results was done through tables, figures, pie charts and graphs.

3.9.2 Qualitative Data Analysis

The interview responses from the principals were analyzed through thematic method. This was a method used in identifying common points of discussion such as the topics under which various discussions were based on. This enabled the researcher underpin such themes and later offer an explanation while at the same time quoting the author's comments while concealing their identities with codes from P1-P6.

3.10 Ethical Considerations

Ethical concerns were upheld in the conduct of this study in order to guarantee that the goals and values of the research were upheld. The study maintained the level of confidentiality by not disclosing the respondents' responses to anybody else. Additionally, the study did not use the gathered data for any purpose other than for academic purpose. The study also ensured that all consulted studies were cited and referenced accordingly as per the APA. Additionally, no one who was unwilling to engage in the study, was coerced into doing so. Further, the study also acquired the necessary research authorizations such as introduction letter from postgraduate of KeMU, the ethical clearance from ISERC, research permit from NACOSTI, authorization letters from Baringo County Commissioner and Baringo County Director of Education. The study also ensured that the identities of the respondents were concealed by not asking for their names, mobile numbers or emails. The interview respondents were allocated codes such as P1-P6 to ensure that their identities remained confidential.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The chapter covers the study's findings, which include the response rate, reliability, demographic data and descriptive statistics. Thereafter the study also included results for normality, autocorrelation and multicollinearity outcomes on the one hand and on the other hand, inferential statistics like Pearson correlation and multiple regression analysis were presented.

4.2 Response Rate

The study used questionnaires and an interview guide to gather information from the participants. The sample size was 6 principals, 38 teachers and 198 female students hence a total of 242 sample population. The results of their response rate are shown in Table 4.1.

Table 4.1

Response Rate

Respondents	Sampled	Response	Percentage
Principals	6	4	67%
Teachers	38	33	87%
Students	198	139	70%
Total	242	176	73%

Table 4.1 shows that 4(67%) principals, 33(87%) teachers and 139(70%) students responded to the study making a response rate of 176(73%). As noted by Mugenda and Mugenda (2010), a response rate of more than 70% is considered very acceptable. Hence, the study response rate of 176(73%) was rated adequate for the purpose of this study. This meant that the

discussion caught the attention of the respondents since the learning process of girl-child particularly in the pastoralism community, continue to be neglected despite the nation's success rate of keeping the female students in school. Therefore, Illchamus community being considered among the recently established Sun County, proved that it had the will and potential to support girl child education especially from the teachers' point of view.

4.3 Background Information

4.3.1 Background information of Female Students

The respondents were asked to provide background information for the study, including their class, age, religion, and number of siblings. Figure 4.1 presents the results of the class of the female respondents.

Figure 4.1

Class of the Female Students

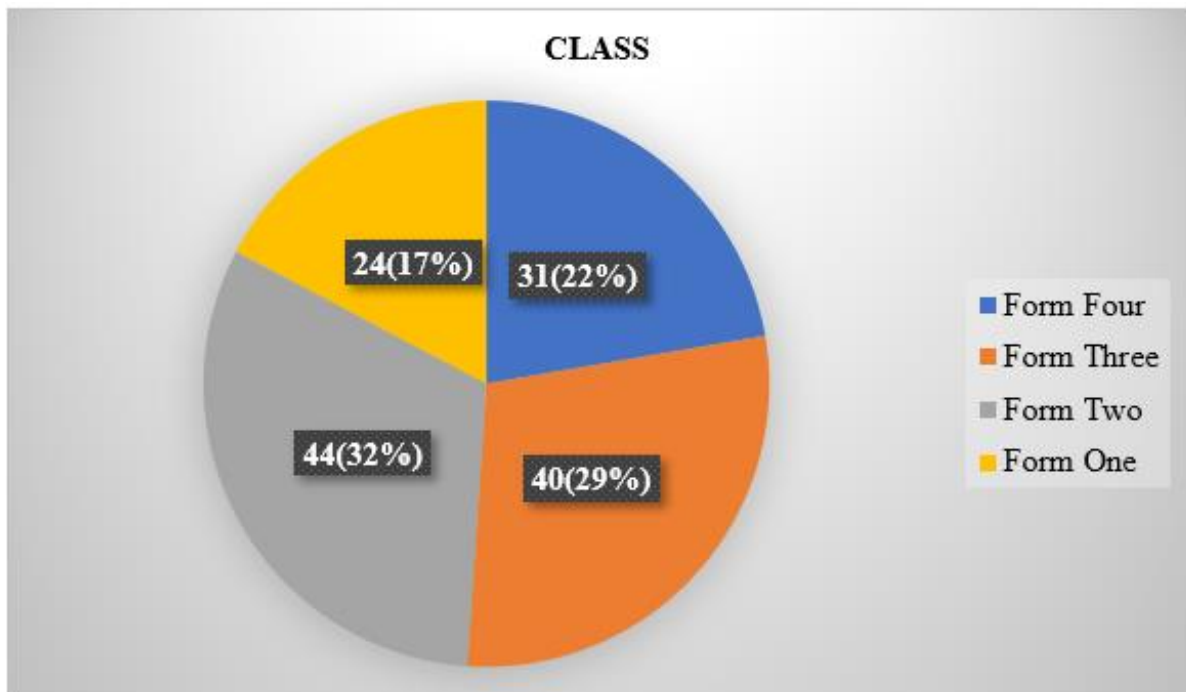
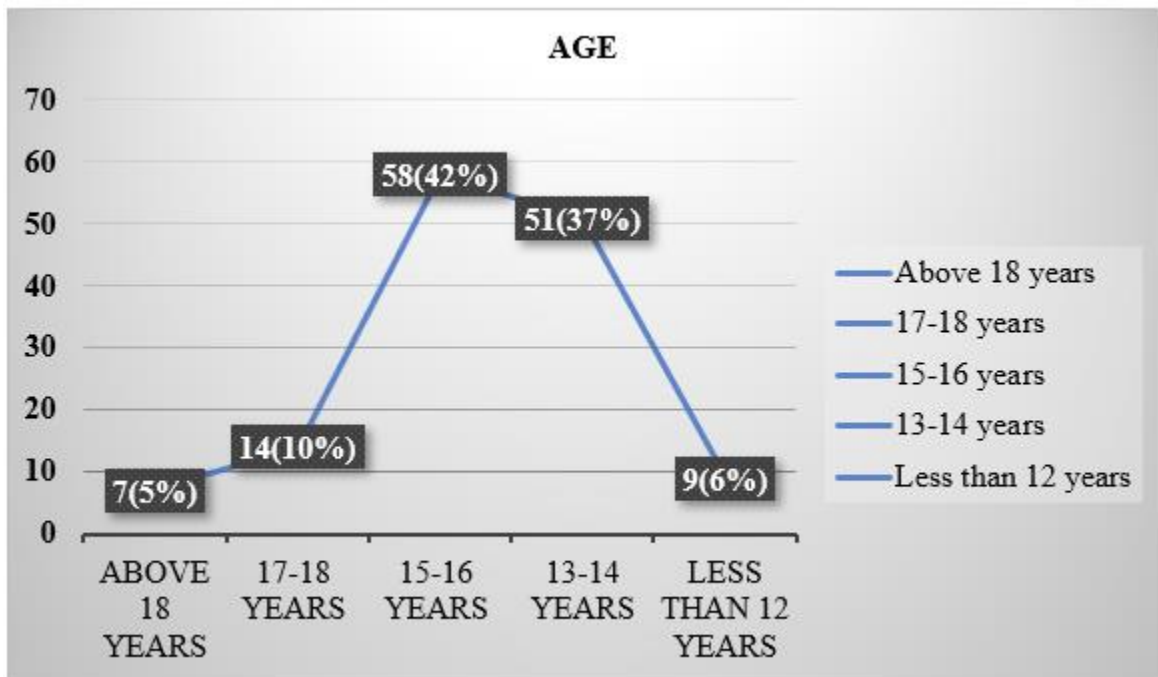


Figure 4.1 indicates that majority of the respondents 44(32%) were female students in form two, followed by 40(29%) who were form three and only 24(17%) of the respondents were form one. Comparatively, these results were in agreement with Mackatiani et al. (2022) who indicated that female school dropout rate was prevalent in second and third year of secondary school. Therefore, their participation was considered relevant since they were the perfect population to explain some of the challenges, they have been undergoing that would be a considerate factor to drop out of school.

The study further inquired the age of the female students that took part in the study. Figure 4.2 reveals the results.

Figure 4.2

Age of the Female Students

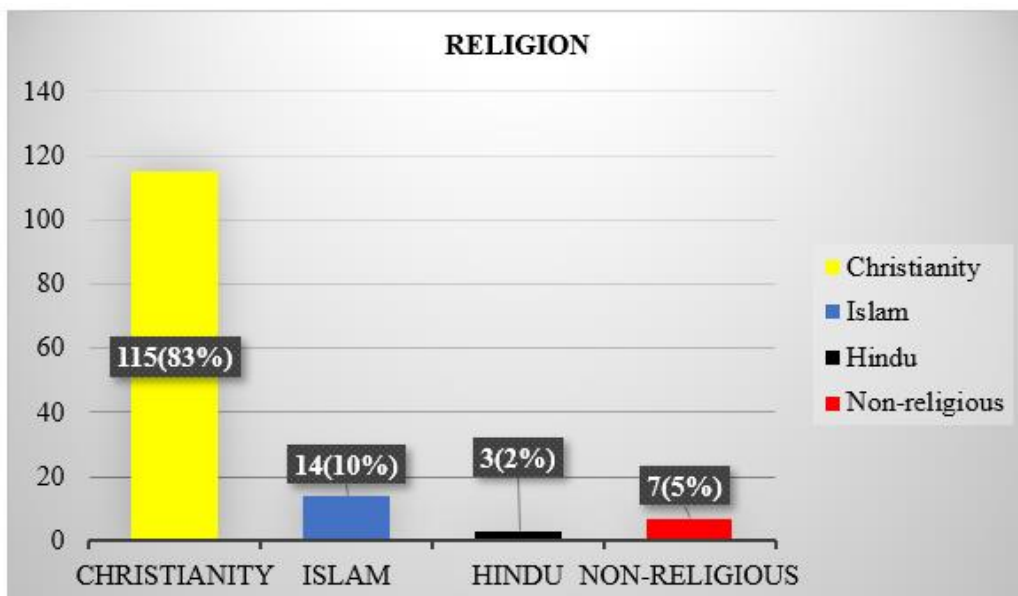


As noted in Figure 4.2, 58(42%) of the participants were between the ages of 15 to 16 years, followed by 51(37%) who were between 13 to 14 years, and only 7(5%) of the respondents were over the age of 18 years. This means that most of the female students were in their adolescent ages hence considered between the childhood age and maturity ages. Therefore, this placed them in a sensitive position of being confused to being adults hence exposed to some of the cultural and household roles that demanded their time, concentration and to some extent their bodies. In agreement, Oduya et al. (2020) revealed that ages between 15-16 years were mainly considered ripe for adulthood in some communities hence forcing girls to be allocated huge household tasks that would keep them out of school or lack full concentration even if they remained in school.

The study further inquired the religion of the female students that took part in the study. Figure 4.3 reveals the results.

Figure 4.3

Religion of the Female Students

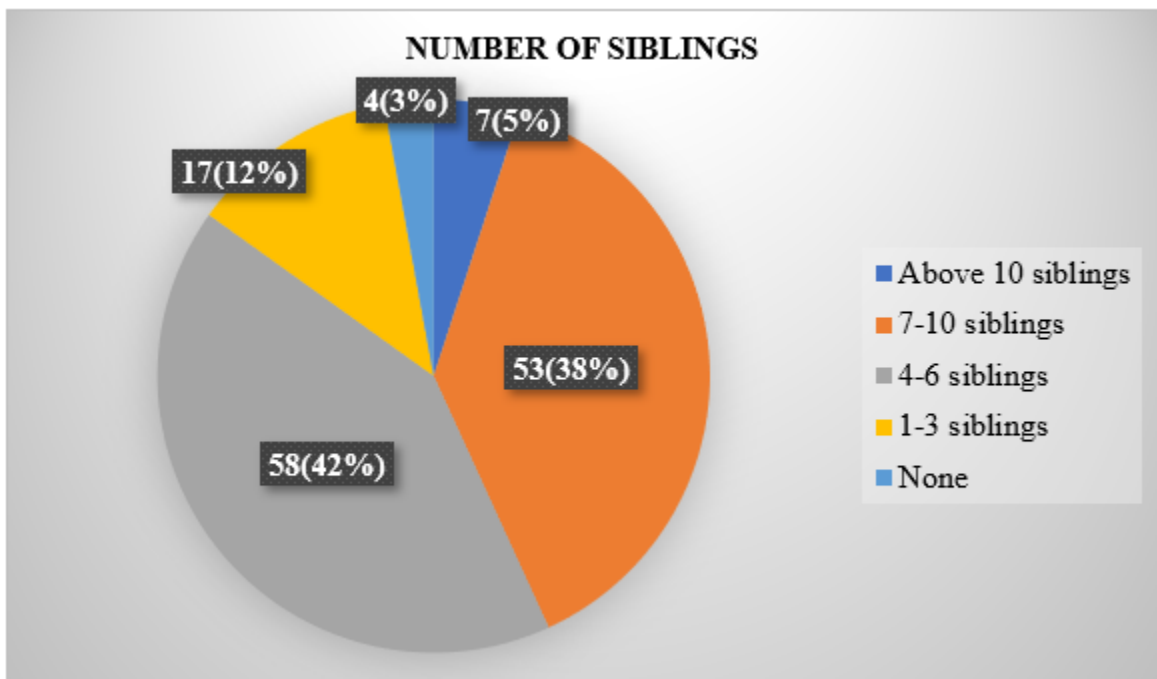


The results in Figure 4.3 indicate that the majority of the respondents 115(83%) were Christians, 14(10%) were Islam and only 3(2%) were Hindus. This therefore indicates that they were religious with Christianity inclination. In agreement, Kyalisiima and Okee (2023) found out that incorporation of religious studies enabled a shift of behavior of students to becoming positive and submitting to the school administration.

The study further inquired the number of siblings of the female students that took part in the study. Figure 4.4 reveals the results.

Figure 4.4

Number of Siblings of the Female Students



The outcome noted in Figure 4.4 indicates that 58(42%) of the study participants reported that they had 4 to 6 siblings, 53(38%) of the respondents had 7 to ten siblings and only 4(3%) of the respondents had no siblings. The results mean that most of the households where the

girls came from had huge number of children thereby signifying increased demand for resources. Therefore, this had a direct challenge to the girls since most of their basic needs were expected not to be met by their parents/guardian, considering the fact that Ilchamus-Mukutani Sub-County, Baringo County, Kenya, was revealed by Little (2021) to have huge population of households considered poor.

4.4.2 Background Information for Secondary School Teachers

Secondary school teachers who participated in this study were asked to provide background information for the study, including academic qualification, subjects they teach and their work experience. Table 4.2 provides the results.

Table 4.2

Background Information for Secondary School Teachers

Academic Qualifications	Frequency	Percent	Cumulative Percent
Master’s degree	2	6	6
Bachelor’s degree	6	18	24
Higher diploma	8	24	48
Diploma	17	52	100
Subjects Taught			
Mathematics & Sciences	7	21	21
Languages	9	27	48
Humanities	17	52	100
Work Experience			
Over 10 years	4	12	12
6-10 years	17	52	64
1-5 years	9	27	91
Less than one year	3	9	100

Table 4.2 indicates that nearly half of the participants 17(52%) had diploma as their academic qualification, 8(24%) had higher diploma and only 2(6%) had masters as their academic

qualifications. Further, Majority of the respondents 17(52%) taught humanities, 9(27%) taught languages and 7(21%) taught mathematics and sciences. Further, on work experience, 17(52%) of the respondents had taught for 6 to 10 years, 9(27%) had taught for 1 to 5 years and only 3(9%) had taught for less than one year.

The results connote that most teachers in Ilchamus-Mukutani Sub-County, Baringo County, Kenya, were well educated to support the learning process of the girls. They had mostly specialized in subjects related to humanities and between 6-10 years of experience. They were therefore more suitable to address the challenges that faced girls in secondary schools. In support to the findings, Mungania (2021) indicated that having suitable teaching staff encouraged the girls towards attending secondary schools in Kajiado County. This was because, apart from teaching, they also acted as mentors and well experienced in guiding female students on how to go about life, adopt positive cultures and neglect the negative ones for a well-balanced life.

4.4.3 Background information for Principals

The principals were also included in the study and two background information related to the length they had served at their capacity and their educational levels. Table 4.3 provides the results from their responses.

Table 4.3*Background Information for Principals*

Work Experience	Frequency	Percent	Cumulative Percent
Over 20 years	1	25	25
15-20 years	1	25	25
10-14 years	2	50	100
5-9 years	0	0	0
1-4 years	0	0	0
Less than one year	0	0	0
Academic Qualifications			
PhD	0	0	0
Master's degree	1	25	25
Bachelor's degree	3	75	100
Higher diploma	0	0	0
Diploma	0	0	0

According to Table 4.3, 2(50%) principals indicated that they had served for 10-14 years while 1 served for 15-20 years and the other one served for over 20 years. Additionally, 3(75%) has Bachelor's degree and only 1(25%) had acquired a master's degree. The results point out that the principals were well experienced and education to lead the secondary schools where the girls were admitted. Therefore, they were able to manage societal expectations on the girls and as well as support them towards becoming the best version of their lives till they completed their secondary school education. Comparatively, Jerono (2023) established that presence of teachers and well-experienced school heads enabled most secondary schools not only perform well in their academics but also manage the behaviors of the students. Furthermore, Atif et al. (2022) noted that adolescents required models and mentors who would be present in both academic and their social lives. This was to provide

ambience of excellence as well as monitor their behaviors to make corrections where necessary.

4.4 Descriptive Statistics of Girl Child Education

Girl child education was the dependent variable in this study and it was measured by the enrollment rates, quality of learning and completion rates. A 5-Point Likert scale was used, with 1 denoting strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly agree. This section provides student's responses from their questionnaire, followed by the teachers' responses and later interview of the principals. Table 4.4 indicates the responses from student's questionnaires.

Table 4.4

Descriptive Statistics Girl Child Education-Students

Statements N=139	1	2	3	4	5	Mean
Many girls have joined secondary school	3 (2%)	6 (4%)	22 (16%)	50 (36%)	58 (42%)	4.14
Girls' love going to school due to enhanced learning	3 (2%)	4 (3%)	58 (42%)	53 (38%)	21 (15%)	3.26
Enrollment rates equal to completion rate	57 (41%)	61 (44%)	11 (8%)	7 (5%)	3 (2%)	2.31
Girl child education is beneficial to community	4 (3%)	6 (4%)	11 (8%)	56 (40%)	62 (45%)	4.38

Adequate structures influence retention of girls in school	48 (35%)	65 (47%)	13 (9%)	6 (4%)	7 (5%)	2.43
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Table 4.4 indicates that majority of the respondents 62(45%) strongly agreed and 56(40%) agreed on a mean of 4.38 that girl-child education was very beneficial to the community at large. Additionally, 58(42%) strongly agreed and 50(36%) agreed on a mean of 4.14 that there are many girls in the Ilchamus who had joined secondary school. However, 57(41%) of the respondents strongly disagreed and 61 (44%) disagreed on a mean of 2.31 that many girls who enrolled in form one progressed and completed form four. Further, 48(35%) of the respondents strongly disagreed and 65(47%) disagreed on a mean of 2.43 that there were adequate supportive structures established to protect and see to it that girls remained in secondary schools.

The results imply that the education leaders in the community ensured that they lay policies that promoted and prioritized girl's education. As a results majority of the girls in Ilchamus community were encouraged to join school in order to have a better life and also improve the living standards of their households. Notably, from the study findings it was evident that sensitization activities were normally conducted to ensure that all members of the community were well knowledgeable on the importance of girls attending schools.

Additionally, the government through the local leaders ensured that there was provision of bursaries to the less privileged in the community. Nevertheless, the findings of this study depict that the completion rate of secondary school education among girls was lower as compared to the form one enrolment rate. This could be attributed to a number of reasons such as inadequate facilities in the school that enhanced learning. For instance, majority of schools in Ilchamus lacked enough facilities like toilets and even classrooms that make it

possible for students to pursue their studies. According to a study done in Kikuyu Sub- County by Mackatiani et al. (2024), the completion rate of girl’s education was majorly influenced school facilities like classrooms but also cultural and socioeconomic factors like early marriages and parental income respectively.

Furthermore, the study also issued teachers their questionnaires and their responses are provided in Table 4.5.

Table 4.5

Descriptive Statistics of Girl Child Education-Teacher

Statements N=33	1	2	3	4	5	Mean
Enrollment rate has increased over the years	1 (3%)	2 (6%)	18 (55%)	12 (36%)	0 (0%)	3.32
Adequate provision of teaching and non-teaching resources	19 (58%)	10 (30%)	2 (6%)	1 (3%)	1 (3%)	2.24
Follow ups of girls who have dropped out of school	1 (3%)	0 (0%)	21 (64%)	8 (24%)	3 (9%)	3.20
Socioeconomic factors influence girl-child education.	0 (0%)	1 (3%)	2 (6%)	12 (36%)	18 (55%)	4.41
Cultural factors influence girl-child education	0 (3%)	0 (0%)	4 (12%)	9 (27%)	20 (61%)	4.27
Learning facilities had an influence on girl’s education	1 (3%)	3 (9%)	17 (52%)	9 (27%)	3 (9%)	3.87

Goal setting had an influence on girl's education	2 (6%)	1 (3%)	19 (58%)	6 (18%)	5 (15%)	3.73
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Table 4.5 indicates that majority of the respondents 18(12%) strongly agreed and 12(36%) agreed on a mean of 4.41 that the socioeconomic factors had a positive effect on girl-child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya. Additionally, 20(61%) of the respondents strongly agreed and 9(27%) agreed on a mean of 4.27 that the cultural factors had a positive effect on girl-child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya. However, 19(58%) strongly disagreed and 10(30%) disagreed on a mean of 2.24 that quality of learning was enhanced through provision of adequate teaching and non-teaching resources.

The results meant that the ability of the parents to earn, their education, ability to provide quality healthcare, ability to manage the number of dependents and also provide security measures, enabled the girls acquire their education. Furthermore, the teachers also majorly noted that the ability to discourage FGM practices and early marriages on the one hand and on the other hand, promote balanced gender roles, social norms, values and cultural awareness, encouraged the girls to acquire their education. Nevertheless, despite the effort of the teachers to have a willing heart for the girl's education, lack of enough resources such as classrooms, text books, and toilets administrative offices and playgrounds, negatively affected the long-term stay of girls in school. The findings are consistent with those of Nkomo (2024), who discovered that cultural, household, economic, and school facilities all had an impact on Zimbabwean girls' schooling. The easier it was for these factors to be

enhanced, the more convenient it was for the girl's education to take place in a secondary school set-up.

The study also interviewed the principals and provided various codes such as P1 to P4. On girl's education, there were a total of three questions that the principals answered. The first question required them to highlight different approaches used to enhance quality learning in this secondary school. The responses that were provided are grouped into three themes which are active learning, positive learning environment, and formative assessment. On active learning, the principals mentioned that the female students were allowed to discuss with their peers through discuss groups, experiments and through presentations, to enable them grasp the required content. On positive learning environment, the students were provided with a safe place to acquire knowledge, ask question, allow their minds to linger freely with the learning context, and assured that their security was taken care of. On formative assessment, the principals indicated that the students underwent class assignments, continuous assessment tests, and main examinations to test their knowledge and mastery of the subject matter. A principal P3 revealed that,

“We support them through various methods such as group discussions, presentations, examinations and positive learning environment.”

Another principal P1 revealed that,

“In this region, assurance to students that they can be safe while in school, has enabled most of them to remain throughout the learning process.”

Supporting the results, Stentiford et al. (2021) noted that enabling quality achievement of girls' learning process, requires different approaches like allowing them critically think,

interact with their peers through discussions, and general provision of an environment that takes care of their mental health.

The second question required them to describe the methods used to follow-up girls that have stopped coming to school. The respondents noted that they made phone calls to their parents/guardians on the whereabouts of the girls, sent a teacher to the missing girl's households and use of enforcement when the girls have been forced to drop out of school as to undertake cultural practices like FGM and early marriages. A principal P4 revealed that, *"I have ever sent a teacher to go and check where one student had disappeared to at her home."*

Notably, Kiprop-Marakis et al. (2019) also noted that homestead visits and use of local area authority were common methods used to ensure that student came back to school after an escapade of ethnic conflicts in the Baringo's lowland areas.

The third question required the interview participants to explain how the school ensured to make goal setting suitable in learning process among girls to increase their enrollment rates. The responses provided are grouped into two themes which are taking ownership and committing to attaining the goals. On taking ownership, the respondents noted that the schools encouraged the girls to be responsible for any set goals so that they could see progress in their overall learning process. Furthermore, the government also encouraged the students to commit their time and resources on striving to achieve the goals that they had set. In support of the findings, Gorard et al. (2023) noted that setting goals among students was not enough but also practicing the discipline of consistency in making sure every day is lived in accordance to the set goals hence promoting their school attendance levels.

4.5 Descriptive Statistics of Socioeconomic Factors

The study in this section sought to determine the influence of socioeconomic factors on girl child education among the Ichamus community. The indicators that were measured include, parental income level, girl-child labour, access to healthcare, family size and insecurity. This section provides student's responses from their questionnaire, followed by the teachers' responses and later interview of the principals. Table 4.6 provides the results.

Table 4.6

Descriptive Statistics of Socioeconomic Factors- Students

Statements N=139	1	2	3	4	5	Mean
Parental income level caters for basic needs	6 (4%)	7 (5%)	14 (10%)	50 (36%)	62 (45%)	4.32
Parents education level influences girl child education	4 (3%)	3 (2%)	61 (44%)	52 (37%)	19 (14%)	3.56
Treatment when sick without strain	6 (4%)	8 (6%)	58 (42%)	54 (39%)	13 (9%)	3.14
Loving and supportive home environment for learning	4 (3%)	3 (2%)	21 (15%)	49 (35%)	62 (45%)	4.18
Security in the community influences learning	68 (49%)	51 (37%)	10 (7%)	6 (4%)	4 (3%)	2.45

Table 4.6 indicates that 62(45%) of the respondents strongly agreed and 50(36%) agreed on a mean of 4.32 with the statement that their parents/guardians' job/business provided them with money to be able to provide the basic needs such as food, cloths, shelter and pay for

school expenses. Additionally, 62(45%) of the respondents strongly agreed and 49(35%) agreed on a mean of 4.18 that their families created a loving and supportive environment for their learning. However, 68(49%) strongly disagreed and 51(37%) disagreed on a mean of 2.45 that their area was secure which made their learning process in secondary school easier to cope with.

The results imply that the income level of every household played a major role in ensuring that girl's education needs were taken care of. According to the findings of this study, students who came from poor backgrounds where parents or guardians could not afford basic needs, found it had to remain in school since their families could not afford to provide the basics in life hence this discouraged them to attend school. Additionally, the study's findings demonstrated that a home environment where parents were positive towards attainment of education, considerate, and flexible had a favorable impact on children's education through parental involvement, consistent routines, emotional support, and a positive attitude toward learning.

However, the study found that there were insecurity issues in the Ilchamus community, with parents believing that the school could not provide a safe environment for their children. Longer distances to school were related with increased security risks, implying that children were less safe. Therefore, students, particularly girls, were vulnerable when walking through insecure places. Comparatively, a study by Ketema et al. (2022) also discovered that that lack of family support, guardians' low level of education and home environments that were not conducive, negatively affected girls' education.

The purpose of teachers' questionnaire in this section aimed to ascertain their opinions regarding the influence of socioeconomic factors on the education of girls. The descriptive findings are given in Table 4.7.

Table 4.7

Descriptive Statistics of Socioeconomic Factors- Teachers

Statements N=33	1	2	3	4	5	Mean
Parental income level enables learning of girls	0 (0%)	2 (6%)	4 (12%)	8 (24%)	19 (58%)	4.36
Education is encouraged to promote critical thinking among girls	0 (0%)	2 (6%)	5 (15%)	9 (27%)	17 (52%)	4.14
Prioritization of access to healthcare	0 (0%)	1 (3%)	17 (52%)	11 (33%)	4 (12%)	3.13
Family size influences girl's education	1 (3%)	1 (3%)	19 (58%)	10 (30%)	2 (6%)	3.37
Establishment of strict security measures in schools	21 (64%)	8 (24%)	3 (9%)	1 (3%)	0 (0%)	2.25

The findings in Table 4.7 shows that more than half percent of the respondents 19(58%) of strongly agreed and 8(24%) agreed on a mean of 4.36 that parents' income level had the ability to ensure that girls did lack basic necessities for a comfortable time in learning. In addition, 17(52%) of the respondents strongly agreed and 9(27%) agreed on a mean of 4.14 that education was encouraged to promote critical thinking among girls. Nevertheless, 21(64%)

strongly disagreed and 8(24%) disagreed on a mean of 2.25 that there was strict security measures established in schools to protect the welfare of the girls.

The outcome meant that the income level of the parents was important particularly in provision of basic necessities. Additionally, parent's education also enabled the girls to have a solid foundation through which provocative thinking was established right from their households. However, despite the willingness of the schools to empower the girls to remain in school, they were not equipped with secure measures to guarantee the safety of the girls from external attacks such as when tribal conflicts arise. This therefore increased the levels of anxiety in girls while undergoing the process of learning. Comparatively Ene et al. (2024) also complained of insecurity issues in the Northern Nigeria related to Islamic groups such as Boko Haram. The secondary schools were not equipped with secure measures to safeguard the girls from kidnapping hence a causal factor for increased school drop-out rates in the nation.

The study also interviewed the principals and provided various codes such as P1 to P4. On girl's education, there were a total of three questions that the principals answered. The first question required them to name the socioeconomic factors that had an influence on girl-child education in secondary schools. The responses provided were grouped in four themes which included income of the parents, their educational backgrounds, family size and assurance of security. On the income of the parents, the respondents noted that since girls were still underaged, they were fully dependent of their parents for survival. Therefore, the income level of the parents was directly impactful to the ability of the girls to access basic needs.

Furthermore, the education background of the parents was also considered an important factor in ensuring that the girls remained in school. This is because, their value for

educational process was directly proportional to their education status. Educated parents had less restrictions on allowing their girls to attend school regularly. Additionally, the number of other dependents was also a consideration since the households that had huge number of children, struggled in ensuring that the girls got quality education due to construction of resources. Additionally, the households where girls were assured of their security, became more optimistic in remaining in school as compared to those that did not have any assurance of their safety from bullying, assault and other forms of Gender Based Violence (GBVs). A principal P1 revealed that,

“I would link parental income, number of siblings and education of parents as some socio-factors, I have witnessed to determine whether the girls will attend school or not.

In comparison, Ishaku (2020) found out household income, education of the parents/guardian and family size were the issues affecting the implementation of girl child education in Yobe State, Nigeria.

The second question required the respondents to elaborate the supportive measures put into place to financially support girls from poor families to remain in school. The respondents mentioned that there were majorly donations and bursaries. On donations, the respondents indicated that individual and institutional based donations of school fees, food stuff and basic school needs, enabled the girls still afford a decent learning experience despite their challenging backgrounds. Furthermore, on bursaries, there were bursaries from the local area leaders such as members of parliament and women representatives. These bursaries supported major part of school fees of the girls hence enabling them remain in school. A principal P2 revealed that,

“The girls from needy families are known and direct beneficiaries of the bursaries from the government through MPs and Women reps.”

A principal P4 revealed that,

“We frequently get visited by individuals and corporations that are willing to financially and materially support the needy girls.”

Comparatively, Masatu and Msoka (2024) results noted that bursaries and donated facilities to support the hygiene of the girls during their menstrual cycles, enabled most of them to remain in Tanzania’s secondary schools.

The third question required the respondents to describe the challenges faced by the school administration towards ensuring that the learning programs remained effective throughout the year. The challenges named are grouped into three themes which are limited financing system, low number of teachers, and increased insecurity in the area. On limited financing system, the respondents indicated that since the region is generally considered poor, most households where girls come from, are unable to pay school fees on time. This keeps disrupting the learning process since the girls are sent home frequently to request their parents into keeping their payment of school fees terms.

Additionally, the school also lacked adequate external funding system hence causing some of the development programs to keep of halting till they are completely stalled. On the theme of low number of teachers, the respondents indicated that the schools lacked teachers to teach all subjects hence ending up with some subjects without teachers. Furthermore, on insecurity issues, the respondents noted that there were frequent political and tribal clashes that the schools were not in control of. This therefore disrupted the learning process till the high

temperament of warring sides subsided. In support of the findings, Kiprop-Marakis et al. (2019) also named ethnic clashes as greatest impediments towards allowing students to attend secondary schools in Baringo region.

4.6 Descriptive Statistics of Cultural Factors

The study in this section sought to determine the influence of cultural factors on girl child education among the Ichamus community. Indicator measured were, FGM practices, early marriages, gender roles, social norms and cultural awareness. This section provides student's responses from their questionnaire, followed by the teachers' responses and later interview of the principals. The student's questionnaires are provided in Table 4.8.

Table 4.8

Descriptive Statistics of Cultural Factors-Students

Statements N=139	1	2	3	4	5	Mean
FGM causes school dropout among girls	1 (1%)	6 (4%)	14 (10%)	53 (38%)	65 (47%)	4.51
Forced early marriages have interfered with learning of the girls	6 (4%)	4 (3%)	61 (44%)	40 (29%)	28 (20%)	3.87
Gender roles influence girl's education	6 (4%)	4 (3%)	25 (18%)	60 (43%)	44 (32%)	4.20
Social norms and values enable disciplining of girls	6 (4%)	6 (4%)	58 (42%)	50 (36%)	19 (14%)	3.16
Cultural awareness on responsibility of girls in the community	64 (46%)	58 (42%)	10 (7%)	3 (2%)	4 (3%)	2.30

Table 4.8 indicates that majority of participants 65(47%) strongly agreed and 53(38%) agreed on a mean of 4.51 that cultural practices like FGM have caused girls to drop out of school due to health complications. Additionally, 44(32%) strongly agreed and 60(43%) agreed on a mean of 4.20 that suppressing gender roles to the girls caused them to be exhausted hence negatively affecting their concentration in class. Nevertheless, 64(46%) strongly disagreed and 58(42%) disagreed on a mean of 2.30 that the Ilchamus community leaders had created cultural awareness to the girls on how they could be responsible and beneficial members of the community.

The findings reveal that traditional practices such as female genital mutilation and enforcing excessive home chores on girls in the Ilchamus community, contributed to high dropout rates from the school. This study confirmed that when girls had undergone the rites of passage, the community felt that it was a way of transitioning them into womanhood, thus initiating them into early marriages. Notably, girls who experienced health problems, pain, and distress as a result of FGM practice, missed school for extended periods of time. They thus become less focused, performed poorly and eventually dropped out of school. However, as the community developed and technology was adopted, it was clear that people were moving from rural to urban areas and disregarding the ill-informed cultures that had deteriorating effect on the health of the girls. This study agreed with the study of Andiema (2021) who found out that cultural practices like rites of passage and early marriages influenced girl's education

The purpose of the teachers' questionnaire in this section aimed to determine their opinion on influence of cultural factors on the education of girls. Table 4.9 provides the descriptive findings.

Table 4.9*Descriptive Statistics of Cultural Factors-Teachers*

Statements N=33	1	2	3	4	5	Mean
FGM practices are discouraged.	0 (0%)	1 (3%)	3 (9%)	7 (21%)	22 (67%)	4.38
Every student whereabouts is known	0 (0%)	2 (6%)	19 (58%)	10 (30%)	2 (6%)	3.31
Frequent parent meetings	23 (70%)	6 (18%)	3 (9%)	1 (3%)	0 (0%)	2.15
Social norms and values are promoted	0 (0%)	1 (3%)	3 (9%)	10 (30%)	19 (58%)	4.09
Cultural awareness is encouraged	1 (3%)	2 (6%)	17 (52%)	9 (27%)	4 (12%)	3.17

The findings in Table 4.9 shows that 22(67%) of the respondents strongly agreed and 7(21%) agreed on a mean of 4.38 that FGM practices were discouraged since they interfered with the psychological and physical health of the girls. Moreover, 19(58%) of the respondents strongly agreed and 19(30%) agreed on a mean of 4.09 that social norms and values were promoted in the learning process since the girls' ability to interact with community could only be guided by them. However, 23(70%) strongly disagreed and 6(18%) disagreed on a mean of 2.15 that there were frequent parent meetings to create awareness on how inconsiderate gender roles affect the girls.

The teachers noted that as far as their mental and physical health of the girls was concerned, dangerous cultural practices like FGM were detrimental. The teachers not only informed this to the girls but also kept in constant communication with the girls to ensure that any possibilities of such vices taking place were stopped on time through the necessary means. The teachers took part to train the girls on the social norms and values that were beneficial to the society as an interaction enabling factor. Nevertheless, due to the pastoralism nature of the community it became very hard for the parents to attend various meetings when called upon. This therefore hampered the opportunity to create awareness on how cultural practices such as FGMS, early marriages and suppressive gender roles affected the girls. Similar sentiments were also shared by Rerai (2024) who revealed that girl-child education was at jeopardy in Narok County due to prevalence of Cultural practices such as FGM and early marriages.

The study also interviewed the principals and provided various codes such as P1 to P4. On girl's education, there were a total of three questions that the principals answered. The first question required them to explain how the school management blended learning with the culture of the Ilchamus community. The respondents noted that the students were allowed to take part in constructive traditional celebrations, learn folk songs in line with the Maa culture, allowed traditional dressing during special school events, and allowed community leaders to come and offer motivation talks to students on how to become valuable community members. A similar study by Muzaki (2024) noted that continuous blending of culture and education through dress codes, talking, behavior, and cultural dances enabled the girls understand their value in the cultural set-up in their secondary school life for quality all round learning process.

The second question required the respondents to highlight the cultural practices that had caused girls drop out of school. Three themes represented the three cultures which were early marriages and household chores and FGM. On early marriages, the responses were an indication of alarmingly high rate at which young girls were being forced into marrying old men. This caused most the young girls leave school to take care of the newly established demands of their homesteads. Furthermore, the young girls were forced to provide numerous household tasks which caused most of them be fatigued hence lacking the required concentration to actively take part in the learning process.

On the FGM, the respondents noted that some of the girls left school to undergo the cut which was considered a rite of passage. The problem was that due to unhygienic practice the entire process was based on, most of the girls' experienced infections with varying degrees while some even struggled with basic hygiene practices like menstruation. A principal P1 noted that, *"It is so common for the girls to drop out of school anytime and when make up a follow-up, you find they already married."*

A principal P3 noted that,

"Some homestead over work the girls such that when they arrive at school in the morning they are dozing off in class"

A principal P4 revealed that,

"I have noticed that the girls who undergo the cut, struggle between using the normal sanitary pads since they have been trained on traditional ways of doing it."

Comparatively, Nabwire and Likoko (2024) found out that it became very hard to sustain hygiene and sanitation programs in Turkana Schools due to clash of cultural practices vis-à-vis the modern methods. For example, the competition of using of traditional methods of management of menstruations as compared to innovative methods such as normal sanitary pads or reusable pads.

The third question required the respondents to explain the gender role awareness campaign established by the school to support learning. The respondents noted that they had developed various interactive sessions where teachers take turns in being present at community meetings to create awareness on the need for allowing girls to go to school by giving them considerate house roles and protecting them from any harmful practices that may injure or kill them altogether. There were also other awareness raising campaigns done through drama festivals to communicate to the community on the need for girl's education.

Furthermore, the school had also established work rapport with the law enforcers to ensure that cases that need their support are provide effortlessly. In comparison Iqbal (2024) named frequent communication with the parent and law enforcement as major ways through which gender awareness campaigns were established to allow Indian girl child to access learning opportunities. Furthermore, Bangura and Mambo (2023) included engagement of communal projects to educate the members of the society on the relevance of allowing female students to come to school.

4.7 Descriptive Statistics of Learning Facilities

The study in this section sought to determine the influence of learning facilities on girl child education among the Ichamus community. Indicator measured were, state of classrooms,

library, availability of books, state of administrative offices and playgrounds. Descriptive results are provided in 4.10.

Table 4.10

Descriptive Statistics of Learning Facilities-Students

Statements N=139	1	2	3	4	5	Mean
Availability of decent classrooms	64 (46%)	47 (34%)	14 (10%)	10 (7%)	4 (3%)	2.35
Provision of books has influenced girl's education	6 (4%)	4 (3%)	61 (44%)	53 (38%)	15 (11%)	3.37
Adequate toilets have enhanced sanitation of girls	4 (3%)	6 (4%)	18 (13%)	49 (35%)	62 (45%)	4.12
Availability of administration offices enhances learning of girls	7 (5%)	6 (4%)	58 (42%)	51 (37%)	17 (12%)	3.17
Playgrounds have enabled girls develop their talents	4 (3%)	7 (5%)	10 (7%)	49 (35%)	69 (50%)	4.29

From the findings in table 4.10, half percent 69(50%) of the respondents strongly agreed and 49(35%) agreed on a mean 4.29 that playgrounds have enabled girls develop their talents. Moreover, 62(45%) strongly agreed and 49(35%) agreed on a mean of 4.12 that adequate number of toilets has enhanced the sanitation status of the girls and protected them from illnesses. However, 64(46%) of the respondents strongly disagreed and 47(34%) disagreed on a mean of 2.35 that there were decent classrooms to support girl child learning in their school.

The results reveal that having playgrounds at school was essential for helping girls grow their social skills and talents through participation in sports, which in turn helps to positively engage their minds. Additionally, having sufficient toilet facilities promotes girl's safety, health, and attendance at school. Girls' attendance at school may be hindered by inadequate sanitary facilities, particularly during menstruation. However, this study discovered that majority of the schools in Ilchamus lacked enough learning facilities.

Classrooms were insufficient to accommodate the student population, they also lacked windows and doors, and there were few desks, forcing some students to sit on uncomfortable benches. All these factors made the school unfriendly hence majority of learns either failed to attend school in a routine basis or they ended up dropping out of school. According to Akanzum and Pienaah (2023), provision of hygienic amenities in schools may help lower absenteeism rates, particularly among girls. Additionally, Lagat (2024) discovered that lack of fundamental infrastructure in schools, such as adequate and accommodating classrooms, led to school dropouts among girls in Eldoret.

The objective of the teachers' questionnaire in this section was to determine their views on the influence of learning facilities on girls' education. Table 4.11 presents the descriptive findings.

Table 4.11*Descriptive Statistics of Learning Facilities*

Statements N=33	1	2	3	4	5	Mean
MOE has provided conducive classrooms	23 (70%)	6 (18%)	3 (9%)	1 (3%)	0 (0%)	2.17
Availability of adequate textbooks	0 (0%)	3 (9%)	18 (55%)	10 (30%)	2 (6%)	3.24
Provision of clean and adequate toilets	3 (9%)	2 (6%)	20 (61%)	6 (18%)	2 (6%)	3.07
Administrative offices are used in the management of learning	0 (0%)	1 (3%)	3 (9%)	7 (21%)	22 (67%)	4.36
Playgrounds are provided to support cocurricular activities	1 (3%)	1 (3%)	4 (12%)	9 (27%)	18 (55%)	4.15

The findings in Table 4.11 shows that 22(67%) of the respondents strongly agreed and 7(21%) agreed on a mean of 4.36 that administrative offices were used in the management of learning and the occupants represent the secondary school to different stakeholders. Notably, 18(55%) of the respondents strongly agreed and 9(27%) agreed on a mean of 4.15 that playgrounds are provided to support cocurricular activities to equip girls with all round educational needs. Nevertheless, 23(70%) strongly disagreed and 6(18%) disagreed on a mean of 2.17 that the ministry of education had ensured that the classrooms were conducive and decent to support learning.

It is notable that secondary schools had been able to build administrative offices that supported the management of learning process. There were also adequate playgrounds to equip the girls with cocurricular activities. However, the teachers noted other learning facilities such as classrooms were generally in bad state that could not support the learning process. Comparatively, Gitari et al. (2024) noted that low number of classrooms was a learning challenge facing girls in Mariani, Tharaka Nithi County. The study also revealed that there were even schools that did not have classrooms at all hence the teachers had to either bundle up students in one class and teach different subjects under trees, caves, and other open space locations.

The study also interviewed the principals and provided various codes such as P1 to P4. On girl's education, there were a total of three questions that the principals answered. The first question required them to describe the various learning facilities present to support the ability of the girls to remain in school. They indicated that there were schools in science laboratories, boarding facilities like dormitories, classrooms, administration blocks and dining halls to support various student need undergoing the learning process.

The second question tasked them to highlight the facilities present to provide counselling services to help adolescent girls deal with mental health. Most respondents noted that there were no facilities established to support counseling but there were local arrangements of tasking oldest teachers to act as student counsellors. A principal P4 noted that,

“Some of the schools have converted one teacher's office to offer counselling services during non-teaching hours.”

A principal P1 noted that,

“Lack of financing has made it difficult in almost all secondary schools to support counseling program’s infrastructure.”

In support, Mackatiani et al. (2024) proclaimed that it was partly hard for the girls to remain in school throughout due to lack of basic facilities to offer counselling services needed for students in pastoralism located regions.

The third question was on explanation provision of the different issues affecting adequate learning facilities. Three themes that were noted were financing, human capital and supporting policy framework. On financing, the respondents revealed that without money, it was hard to acquire building material necessarily needed to build adequate learning facilities. Additionally, human capital to support infrastructural establishment was lacking. This included qualified building masons, architects, and laborers to establish quality structures that would last for decades without excessive wearing down. On supporting policy framework, the study noted that secondary schools did not have adequate policies that would enable them lay down clear and articulate systems to support infrastructural developments in secondary schools. A principal P2 noted that,

“I would say lack of finances and poor policy framework to even think of an idea of establishing learning facilities.”

Finances and human capital were considered by Muhammad et al. (2021) as most common challenges affecting learning facilities that were needed for the girl child education.

4.8 Descriptive Statistics of Goal Setting

The study in this section sought to determine the influence of goal setting on girl child education among the Ichamus community. Indicator measured were, self-confidence, time management, personal growth, motivation and focus. Descriptive results are shown in 4.12.

Table 4.12

Descriptive Statistics of Goal Setting- Students

Statements N=139	1	2	3	4	5	Mean
Goal setting has increased self-confidence among girls	6 (4%)	4 (3%)	14 (10%)	47 (34%)	68 (49%)	4.45
Time management among girls	5 (4%)	4 (3%)	62 (44%)	53 (38%)	15 (11%)	3.18
Personal growth witnessed among girls	2 (1%)	4 (3%)	22 (16%)	67 (48%)	44 (32%)	4.08
Setting achievable goals enhanced by motivation	7 (5%)	11 (8%)	60 (43%)	46 (33%)	15 (11%)	3.25
Girls are more focused into making their lives better	70 (50%)	50 (36%)	10 (7%)	5 (4%)	4 (3%)	2.23

Table 4.12 indicates that 68(49%) of the respondents strongly agreed and 47(34%) agreed on a mean of 4.45 that the self-confidence of the girls has increased due to ability to set personal goals. In addition, 44(32%) of the respondents strongly agreed and 67(48%) agreed

on a mean of 4.08 that there have been witnessed cases of personal growth since girls were inspired to learn and not pushed around. However, 70(50%) of the respondents strongly disagreed and 50(36%) disagreed on a mean of 2.23 that girls were more focused into making their lives better.

The findings indicated that goal setting was advantageous to girls' education because they were able to define specific and attainable short-term and long-term goals. Notably, goal setting changed how they interacted with their classmates and gave them the authority to feel that they could accomplish whatever they desired in life by working hard and investing their thinking and energy in their education. However, majority of girls were not focused in their education as a result of traditional beliefs and practices that made them feel less inferior as members of the society. According to Klimas et al. (2024), setting goals helped teenage girls do better in school because they had life skills that allowed them to think clearly.

The purpose of the teachers' questionnaire in this section aimed to determine their opinions teachers on influence of goal setting on the education of girls. Table 4.13 provides the descriptive findings.

Table 4.13*Descriptive Statistics of Goal Setting-Teachers*

Statements N=33	1	2	3	4	5	Mean
Teachers assist girls in setting goals	0 (0%)	0 (0%)	3 (9%)	11 (33%)	19 (58%)	4.39
Teachers promotes time management among girls	1 (3%)	1 (3%)	18 (55%)	9 (27%)	4 (12%)	3.14
School administration supports girl's personal growth	0 (0%)	1 (3%)	20 (61%)	7 (21%)	5 (15%)	3.26
Provision of motivation speeches to enable girls discover their self-worth.	2 (6%)	0 (0%)	2 (6%)	6 (18%)	23 (70%)	4.16
Girls are required to focus on their studies at all times	18 (55%)	9 (27%)	4 (12%)	1 (3%)	1 (3%)	2.28

The findings in Table 4.13 shows that majority of the participants 19(58%) strongly agreed and 11(33%) agreed on a mean of 4.39 that the teachers had a role in ensuring that the self-confidence of the girls was promoted through assisting them in goal setting. Additionally, 23(70%) strongly agreed and 6(18%) agreed on a mean of 4.16 that teachers provided motivation speeches to enable girls discover their self-worth. Nonetheless, 18(55%) of the

respondents strongly disagreed and 9(27%) disagreed on a mean of 2.28 that girls were required to focus on their studies at all times to avoid their minds being idle.

The results revealed that the role of the teachers in promoting self-confidence was vital in goal setting process of the girls. This was implemented through provision of motivation talks to enable them be committed towards academic excellence and attainment of personal goals. Nevertheless, most girls were not able to focus on studies due to poor training on how to remain fixated to school work and also cope with general life. Comparatively, Langat (2024) found out that increased cases of school drop outs among girls, were as a result of their inability to pay attention in the learning process. This was due to low training by their teachers on how concentration in studies in attained to be in a position of attaining their academic goals.

The study also interviewed the principals and provided various codes such as P1 to P4. On girl's education, there were a total of three questions that the principals answered. The first question required them to describe different methods used to ensure that the girls had not only set goals but achieved them as well, while in school. The various methods noted are grouped into 3 themes which are mentorship, assessments, monitoring and evaluation. On mentorship, it was revealed that the school encouraged the formation of mentorship programs between the teachers (mentors) and the female students (mentee). The teachers were tasked with the role of assisting the girls recognize their potential and setting a cause of action to achieve a desired goal. A principal P3 noted that,

“Our school has established mentorship programs to support girls on the attainment of personal and academic goals.”

Furthermore, the study also noted that there were frequent assessments done to the girls to set their minds focused on learning process. This was to encourage them to set and devise methods of achieving academic goals. Additionally, the school leadership also conducted independent monitoring and evaluation of individual goals of the girls. This was to ensure that they were focused and related positively with their teachers to attain the desired set goals. At times the school leadership provided individual or communal motivation talk to enable the girls become encouraged in their trajectories of attaining their set goals. The school leadership also directed timelines on a daily, weekly and monthly basis. Comparatively, Girls' Education Challenge (GEC, 2023) noted that mentorship programs enabled girls set their foundation on what they truly believed in and were able to accomplish subsequently. Furthermore Kiambarua (2022) also identified counseling programs, mentorship programs as part of methods used to manage depressive states of secondary school students in Meru County.

The second question asked how the empowerment group sessions were done to guarantee that the secondary school girls benefitted from the perspective of goal settings. The empowerment group sessions were done through school assemblies, classrooms, and through guidance and counseling school clubs. In assemblies, the school principals, deputy and teacher on duty were always tasked with the role of encouraging the girls to always be motivated in attaining their academic goals for a better future. On classrooms, the class teachers and other teachers always took time to elaborate the need for personal effort in studying and healthy interactions with other students to greatly achieve our intended goals. On guidance and counseling clubs, the members always had a chance to update other students on their weekly achievements and what they were doing to attain their secondary school's goals in totality. A principal P1 noted that,

“We therefore allow the students to interact with each other at their guidance and counseling clubs to motivate each other in attaining set goals.”

A principal P4 noted that,

“I take time to talk to the students on not giving up with life despite the current situation at hand during school assemblies.”

According to Klimas et al. (2024), public forums such as assemblies, group discussions and classroom activities were considered the most common grounds for nurturing goal setting and attainment skills.

The third question inquired on various challenges encountered while ensuring that the girls adhered to school rules as a way promoting goal setting discipline. The challenges mentioned included indiscipline cases, negative peer pressure to be on the wrong, and lack of clear disciplinary measures leading to excessive use of force hence injuring the girls. Kyalisiima and Oke (2023) and Nkomo (2024) identified negative peer pressure as a contributory factor in girl child dropout rates in secondary schools of Kiziranfumbi and Masvingo region respectively. Furthermore, Odyek (2021) noted that indiscipline cases among girls had limited the girls into achieving the desired academic performance.

4.9 Diagnostic Tests

The study conducted Normality and multicollinearity and autocorrelation tests as part of the diagnostic tests. Normality test is conducted to assess whether the data is drawn from a normal population that is not skewed. Multicollinearity is examined to test individual strength of each factor against other independent variable while autocorrelation is examined to assess the strength of all factors causing an effect on the dependent variable (girl child education).

4.9.1 Normality Test

Normality test was conducted in this study to verify whether the data used in this study had a normal distribution. The results are provided in Table 4.14.

Table 4.14

Normality Test

		Socio Economic Factors	Cultural Factors	Learning Facilities	Goal Setting	Girls Child Education
N		172	172	172	172	172
Normal Parameters ^{a,b}	Mean	14.2069	14.0958	14.6130	14.1916	14.8697
	Std. Deviation	2.97995	3.01446	2.79554	3.29710	3.34639
Most Extreme Differences	Absolute	.104	.080	.127	.072	.094
	Positive	.104	.080	.127	.055	.073
	Negative	-.075	-.056	-.083	-.072	-.094
Kolmogorov-Smirnov Z		1.678	1.288	2.052	1.168	1.520
Asymp. Sig. (2-tailed)		.207	.172	.105	.131	.220

a. Test distribution is Normal.

b. Calculated from data.

Table 4.14 shows that Asymp value/Significance value for socioeconomic factors was 0.207; cultural factors was 0.172; learning facilities was 0.105; goal setting was 0.131 and girl child education was 0.220. The results indicate that all variables had an Asymp value/Significance value of above 0.05 therefore the data used in this study had a normal distribution.

4.9.2 Multicollinearity

The study conducted multicollinearity test to ascertain the unique independent variables.

Table 4.15 provides the results.

Table 4.15

Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
Socioeconomic factors	.960	1.073
Cultural factors	.783	3.052
Learning facilities	.926	1.103
Goal setting	.875	2.141

Table 4.15 indicates that socioeconomic factors had a tolerance value of 0.960 and a VIF value of 1.073; cultural factors had a tolerance value of 0.783 and a VIF value of 3.052; learning facilities had a tolerance value of 0.926 and a VIF value of 1.103 and goal setting had a tolerance value of 0.875 and a VIF of 2.141. Therefore, according to these results each independent variable was unique since they all had a tolerance value that was above 0.2 and a VIF value that was below 5.

4.9.3 Autocorrelation

The study conducted autocorrelation test to ascertain the combine strength of the independent variables towards causing a chance on girl child education. The results are indicated in Table 4.16.

Table 4.16

Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.853 ^a	.728	.004	3.01877	1.846

According to Table 4.16, the Durbin Watson value was 1.846 and since it was within a range of 0-2, it signified positive correlation between the factors (socioeconomic factors, cultural factors, learning facilities and goals setting) on girl child education.

4.10 Correlation Analysis

The study conducted Pearson correlation to determine the strength of factors influencing girl child education. The results are provided in Table 4.17.

Table 4.17*Correlation Analysis of Factors Influencing Girl Child Education*

		Socio Economic Factors	Cultural Factors	Learning Facilities	Goal Setting	Girls Child Education
Girl Child Education	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	172				
Socioeconomic Factors	Pearson Correlation	.894	1			
	Sig. (2-tailed)	.027				
	N	172	172			
Cultural Factors	Pearson Correlation	.546	.017	1		
	Sig. (2-tailed)	.002	.103			
	N	172	172	172		
Learning facilities	Pearson Correlation	.653	.017	.028	1	
	Sig. (2-tailed)	.004	.001	.000		
	N	172	172	172	172	
Goal Setting	Pearson Correlation	.494	.009	.070	.016	1
	Sig. (2-tailed)	.001	.004	.013	.002	
	N	172	172	172	172	172

*. Correlation is significant at the 0.05 level (2-tailed).

According to Table 4.17, socioeconomic factors at an r of 0.894 had the greatest strength towards determining the girl child education, followed by learning facilities at an r of 0.653, cultural factors at an r of 0.546, and, lastly goal settings at an r of 0.494.

More specifically, socioeconomic factors had a correlation coefficient of $r=0.894$ at $\alpha < 0.027$. It was clear from the correlation statistics that socioeconomic factors had a positive

influence on the education of girls. The results are in agreement with Gitari et al. (2024) found out that there was a positive correlation in girl child education and household income. Additionally, the findings in Table 4.17 shows that correlation coefficient for cultural factors was $r=0.546$ at $\alpha < 0.002$. The results show that cultural factors had a positive influence on girl child education. Comparatively, Nkomo (2024) found out that there was a positive correlation between early marriages and girls dropping out of school. Further, Table 4.17 shows that correlation coefficient for learning facilities was $r=0.653$ at $\alpha < 0.004$. Since the p value was less than 1 and significance value less than 0.05 the results indicates that learning facilities has a positive influence on girl child education. The results are in agreement with Yadav (2023) who conducted a study in India and discovered that inadequate learning facilities such as classrooms affects girl's education. Notably, Table 4.17 indicates that correlation coefficient for goal setting was $r=0.494$ at $\alpha < 0.001$. The findings indicate that goal setting had a positive influence on girl child education.

4.11 Multiple Regression Analysis

The study conducted multiple regression analysis to examine the influence of socioeconomic factors, cultural factors, learning facilities and goal setting on girl child education in Ilchamus-Mukutani Sub-County. Model summary and Analysis of Variance and regression weights.

4.11.1 Model Summary

The study conducted a model summary to determine the percentage influence of socioeconomic factors, cultural factors, learning facilities and goal setting on girl child education. Table 4.18 provides the results.

Table 4.18*Model Summary of Factors Influencing Girl Child Education*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.853 ^a	.728	.004	3.01877

a. Predictors: (Constant), Goal Setting, Cultural Factors, Learning Facilities, Socio Economic Factors

Table 4.18 shows that R was 0.853 and R Square was 0.728. This implies that the variables used in this study that includes socioeconomic factors, cultural factors, learning facilities and goal setting significantly influenced girl child education to about 72.8%, the other 27.2% were the factors not considered in this study.

4.11.2 ANOVA Analysis

The study conducted ANOVA analysis to answer the general objective which investigated the factors that influence girl child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya. and the results are provided in Table 4.19.

Table 4.19*ANOVA Results of Factors Affecting Girl Child Education*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.90	4	10.725	90.889	.008 ^b
	Residual	15.996	135	0.118		
	Total	58.896	139			

a. Dependent Variable: Girls Child Education

b. Predictors: (Constant), Goal Setting, Cultural Factors, Learning Facilities, Socio Economic Factors

Table 4.19 shows that p-value was 0.008 which was less than 0.05 and F of 34.001, therefore socioeconomic factors, cultural factors, learning facilities and goal setting has a positive effect on girl child education. Comparatively, Gyasi et al. (2023) conducted a study in Ghana and found out that sociocultural and economic factors had an influence on education of girls.

4.11.3 Regression Weights

The study used regression weights to determine the coefficient values for the study's model as provided in Table 4.20.

Table 4.20

Regression Weights of Factors Affecting Girl Child Education

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.212	1.032		2.143	.000
1 Socioeconomic Factors	.091	.070	.081	1.301	.004
Cultural Factors	-.064	.069	-.058	-.933	.012
Learning Facilities	.056	.074	.047	.758	.009
Goal Setting	.102	.063	.101	1.622	.011

a. Dependent Variable: Girls Child Education

Table 4.20 indicates that the coefficient for constant is 2.212; socioeconomic factors have a coefficient of 0.091 at a significance of 0.004; cultural factors have a coefficient of -0.064 at a significance of 0.004; learning facilities have a coefficient of 0.056 at a significance of 0.004; goal setting has a coefficient of 0.102 at a significance of 0.004; and error term of 1.032. Therefore, since all the significance values were less 0.05, the study concluded that socioeconomic factors, cultural factors, learning facilities and goal setting were determinant factors in girl child education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The general objective of this study was to investigate the factors that influence girl child education in secondary schools of Ilchamus-Mukutani Sub-County, Baringo County, Kenya.

The specific objectives were to determine the influence of socioeconomic factors, cultural factors, learning facilities and goal setting on girl child education in secondary schools.

5.2 Summary of Results

On socioeconomic factors, the findings provided in the student's questionnaire indicated that, 62(45%) of the respondents strongly agreed and 50(36%) agreed on a mean of 4.32 with the statement that their parents/guardians' job/business provided them with money to be able to provide the basic needs such as food, cloths, shelter and pay for school expenses. However, 68(49%) strongly disagreed and 51(37%) disagreed on a mean of 2.45 that their area was secure which made their learning process in secondary school easier to cope with. The findings on teacher's questionnaire indicated that more than half percent of the respondents 19(58%) of strongly agreed and 8(24%) agreed on a mean of 4.36 that parents' income level had the ability to ensure that girls did lack basic necessities for a comfortable time in learning. Nevertheless, 21(64%) strongly disagreed and 8(24%) disagreed on a mean of 2.25 that there was strict security measures established in schools to protect the welfare of the girls.

The interview results noted that the socioeconomic factors that had an influence on girl-child education in secondary schools were the income of the parents, their educational backgrounds, family size and assurance of security. Additionally, the supportive measures

put into place to financially support girls from poor families to remain in school, were majorly on donations and bursaries. Furthermore, the challenges faced by the school administration towards ensuring that the learning programs remained effective throughout the year, were limited financing system, low number of teachers, and increased insecurity in the area. Socioeconomic factors had a correlation coefficient of $r=0.894$ at $\alpha < 0.027$. It was clear from the correlation statistics that socioeconomic factors had a positive influence on the education of girls.

On cultural factors, the findings provided in the student's questionnaire indicated that, majority of participants 65(47%) strongly agreed and 53(38%) agreed on a mean of 4.51 that cultural practices like FGM have caused girls to drop out of school due to health complications. Nevertheless, 64(46%) strongly disagreed and 58(42%) disagreed on a mean of 2.30 that the Ilchamus community leaders had created cultural awareness to the girls on how they could be responsible and beneficial members of the community. The findings on teacher's questionnaire indicated that 22(67%) of the respondents strongly agreed and 7(21%) agreed on a mean of 4.38 that FGM practices were discouraged since they interfered with the psychological and physical health of the girls. However, 23(70%) strongly disagreed and 6(18%) disagreed on a mean of 2.15 that there were frequent parent meetings to create awareness on how inconsiderate gender roles affect the girls.

The interview results noted that the school management blended learning with the culture of the Ilchamus community by allowing the students to take part in constructive traditional celebrations, learn folk songs in line with the Maa culture, allowed traditional dressing during special school events, and allowed community leaders to come and offer motivation talks to them. the cultural practices that had caused girls drop out of school. Three themes represented

the three cultures which were early marriages and household chores and FGM. The correlation coefficient of cultural factors was $r=0.546$ at $\alpha < 0.002$. The results show that cultural factors had a positive influence on girl child education.

On learning facilities, the findings provided in the student's questionnaire indicated that, half percent 69(50%) of the respondents strongly agreed and 49(35%) agreed on a mean 4.29 that playgrounds have enabled girls develop their talents. However, 64(46%) of the respondents strongly disagreed and 47(34%) disagreed on a mean of 2.35 that there were decent classrooms to support girl child learning in their school. The findings on teacher's questionnaire indicated that 22(67%) of the respondents strongly agreed and 7(21%) agreed on a mean of 4.36 that administrative offices were used in the management of learning and the occupants represent the secondary school to different stakeholders. Nevertheless, 23(70%) strongly disagreed and 6(18%) disagreed on a mean of 2.17 that the ministry of education had ensured that the classrooms were conducive and decent to support learning.

The interview results noted that the various learning facilities present to support the ability of the girls to remain in school were science laboratories, boarding facilities like dormitories, classrooms, administration blocks and dining halls to support various student need undergoing the learning process. Additionally, there were no facilities present to provide counselling services to help adolescent girls deal with mental health but there were local arrangements of tasking oldest teachers to act as student counsellors. Further, different issues affecting adequate learning facilities, included financing, human capital and supporting policy framework. The correlation coefficient of learning facilities was $r=0.653$ at $\alpha < 0.004$. Since the p value was less than 1 and significance value less than 0.05 the results indicated that learning facilities had a positive influence on girl child education.

On goal setting, the findings provided in the student's questionnaire indicated that, 68(49%) of the respondents strongly agreed and 47(34%) agreed on a mean of 4.45 that the self-confidence of the girls has increased due to ability to set personal goals. However, 70(50%) of the respondents strongly disagreed and 50(36%) disagreed on a mean of 2.23 that girls were more focused into making their lives better. The findings on teacher's questionnaire indicated that majority of the participants 19(58%) strongly agreed and 11(33%) agreed on a mean of 4.39 that the teachers had a role in ensuring that the self-confidence of the girls was promoted through assisting them in goal setting. Nonetheless, 18(55%) of the respondents strongly disagreed and 9(27%) disagreed on a mean of 2.28 that girls were required to focus on their studies at all times to avoid their minds being idle.

The interview results noted that different methods used to ensure that the girls had not only set goals but achieved them as well, were mainly on mentorship, assessments, monitoring and evaluation. Furthermore, the empowerment group sessions were done through school assemblies, classrooms, and guidance and counseling school clubs, to guarantee girls benefit from the perspective of goal settings. In addition, various challenges encountered while ensuring that the girls adhered to school rules included indiscipline cases, negative peer pressure to be on the wrong, and lack of clear disciplinary measures leading to excessive use of force hence injuring the girls. The correlation coefficient of goal setting was $r=0.494$ at $\alpha < 0.001$. The findings indicate that goal setting had a positive on girl child education.

On girl child education, the findings provided in the student's questionnaire indicated that, majority of the respondents 62(45%) strongly agreed and 56(40%) agreed on a mean of 4.38 that girl-child education was very beneficial to the community at large. However, 57(41%) of the respondents strongly disagreed and 61 (44%) disagreed on a mean of 2.31 that many

girls who enrolled in form one progressed and completed form four. Further, 48(35%) of the respondents strongly disagreed and 65(47%) disagreed on a mean of 2.43 that there were adequate supportive structures established to protect and see to it that girls remained in secondary schools. The findings on teacher's questionnaire indicated that majority of the respondents 18(12%) strongly agreed and 12(36%) agreed on a mean of 4.41 that the socioeconomic factors had a positive effect on girl-child education in secondary schools of Ilchamus Sub-County, Baringo County, Kenya. However, 19(58%) strongly disagreed and 10(30%) disagreed on a mean of 2.24 that quality of learning was enhanced through provision of adequate teaching and non-teaching resources.

The interview results noted that different approaches used to enhance quality learning in this secondary school were active learning, positive learning environment, and formative assessment. Additionally, the methods used to follow-up girls that have stopped coming to school included making phone calls to their parents/guardians on the whereabouts of the girls, sent a teacher to the missing girl's households and use of enforcement when the girls have been forced to drop out of school as to undertake cultural practices like FGM and early marriages. Notably, the school ensured to make goal setting suitable in learning process among girls through taking ownership and committing to attaining the goals.

5.3 Conclusions of the Study

5.3.1 Socioeconomic Factors

The study concluded that socioeconomic factors had a positive influence on girl child education. This was because, the ability of their parents/guardian to provide for them basic needs enable them have a comfortable time in school. When the parents were not in a position to provide, bursaries and donations were the alternative available for the girls. However, the

study established that the secondary schools were still struggling with finances, low number of teachers and insecurity in the area. Specifically, the girls felt insecure due to continued communities' clashes affecting the learning process in secondary schools on the one hand. On the other hand, there were no strict measures provided by the school to offer protection to the girls.

5.3.2 Cultural Factors

The study concluded that cultural factors had a positive influence on girl child education. This is because different stakeholders had come out strongly in defense against harmful cultural practices like FGM that exposed the girls to mental and physical health complications. However, the community had made few milestones in creating cultural awareness to impart knowledge among girls on their responsibility to the community. Additionally, the schools' administrations were also experiencing challenging in getting hold of the parents to create awareness in various inconsiderate gender roles affected girl's education.

5.3.3 Learning Facilities

The study concluded that learning facilities had a positive influence on girl child education. This is due to the presence of adequate playgrounds at school, which was essential for helping girls grow their social skills and talents. It encouraged the students to actively participate in sports, which in turn helped to positively engage their minds. Additionally, the secondary schools had sufficient toilet facilities that promoted girl's safety, health, and attendance at school. Nevertheless, inadequate counseling facilities, science laboratories, and conducive classes, were a major problem facing the secondary schools, as far as the learning

facilities was concerned. Additionally, the administration lacked supportive framework and finances to build long-term facilities that would support the learning process.

5.3.4 Goal Setting

The study concluded that goal setting had a positive influence on girl child education. Notably, through goal settings, the self-confidence of the girls was boosted. There were mentorship, assessments, monitoring and evaluation methods used to support the girls toward setting and achieving their goals. The teachers also made effort to use public address forums such as school assemblies, classrooms, and guidance and counseling school clubs, to guarantee girls benefit from the perspective of goal settings. However, it was noted that lack of focus despite the set goals, indiscipline cases and negative peer pressure, were the major impediments affecting the girls' education.

5.4 Recommendations of the Study

5.4.1 Socioeconomic Factors

The recommendations on socioeconomic factors are that the political and community leaders should consider channeling their frustrations and predicaments to security agencies instead of engaging in clashes. This promotes lasting peaceful environment needed for the girls to remain in school. Furthermore, the study recommends that the interior ministry of Kenya should work closely with the ministry of education to establish additional police posts near secondary schools for an assurance of security among the girls' undergoing through the learning process. Furthermore, the secondary schools should also consider outsourcing and partnering with international organizations and more prominent individuals that could raise

the necessary funds for a long period of time. The Teacher's Service Commission (TSC) should consider recruitment of new teacher that would support the learning process.

5.4.2 Cultural Factors

The recommendations on cultural factors are that the school administration should enhance surveillance mechanisms on the girls that have stopped coming to school and report the matter to the relevant authority for action. Additionally, the school management should develop more cultural awareness programs through inviting the community members or taking part in community activities. This creates avenues that they could use to talk about negative effect of harmful cultural practices and suppressive gender roles. The female students should be encouraged to speak out on any concerns they have from their households related to intentions to be forced to be married, undergo FGM, and allocation of excessive household tasks that utilize all their time and energy.

5.4.3 Learning Facilities

The recommendations on learning facilities are that the administration of the school should beseech community members to come and support with infrastructure materials that they can use to build more classrooms. The officials of the MOE should develop policy plan to not only build additional classes and science laboratories but also equip them with necessary equipment. The school management should also seek funding from Non-Governmental Organizations (NGOs) to support specific projects like building of guidance and counseling infrastructure, science laboratories, and libraries for quality learning process.

5.4.4 Goal Setting

The recommendations on goal setting are that the teachers should develop training programs that seek to equip girls with clear concentration methods. The training should be implemented within the learning environment for quicker adoption to the suggested methods. The school administration should also support peer mentorship whereby the senior girls in form three and four support the junior girls in form one and two with ideas and life talks. This is to create more avenues for the girls to speak out on issues affecting them to a point of losing focus on set goals.

5.5 Suggestion for Future Studies

The study was conducted in Ilchamus-Mukutani Sub-County, which is among the recently developed Sub Counties in Kenya. There is a need to expand into other well established Sub Counties in Kenya, so as to note whether girl child's education is any different from the results of the current studies. Additionally, the study included the input of the principals, teachers and students hence future studies could consider additional respondents like parents and ministry of education officials. Further, the focus of the study was among girls in secondary schools hence the need to include those in secondary schools and institutions of higher learning.

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