

**PARAMETERS INFLUENCING GIRLS' ACADEMIC PERFORMANCE IN
SECONDARY SCHOOLS IN WAJIR COUNTY, KENYA**

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**A Thesis Submitted to the School of Education and Social Sciences in Partial
Fulfillment of the Requirement for the Conferment of a Master's Degree of
Education and Leadership Management, Kenya Methodist University**

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DECLARATION

I declare that this thesis is my original work and has not been presented to any other university for the Award of any other degree.

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DEDICATION

I dedicate this thesis to my family, whose unwavering financial and moral support has been a cornerstone of my academic journey. May Allah reward them abundantly for their kindness and encouragement. Amen.

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This thesis was completed with invaluable assistance, guidance, and support from my lecturers, family, and friends. I extend my profound gratitude to my dedicated supervisors, Rev. Dr. Kenneth Gitiye (Ph.D.) and Dr. Johnson Ikiugu (Ph.D.), whose unwavering support and invaluable guidance have played a pivotal role in bringing this thesis to fruition. I would also like to acknowledge the exceptional contributions of the teaching and technical staff at the Kenya Methodist University campus, whose steadfast support has been instrumental throughout my study.

ABSTRACT

In today's knowledge-driven economy, education is paramount for societal development. Ensuring universal access to education is essential to equip individuals with the tools to positively impact the world, aligning with SDG Goal 4: Education for All. However, statistics reveal disparities in educational opportunities, with fewer females than males receiving education. This unequal access denies girls crucial skills for employment and participation in the digital age, limiting their economic potential and excluding them from the benefits of education. This disparity is particularly pronounced in developing countries, especially in ASAL regions where girls' education lags. This study will examine the parameters affecting girls' academic performance in secondary schools in Wajir County, Kenya. It will explore how social, cultural, political, and economic factors influence girls' academic achievements, assess the effectiveness of policies and initiatives supporting academic performance, and evaluate the impact of stakeholders' interventions on girls' academic outcomes in Wajir County. The research will adopt a descriptive research design to gather quantitative and qualitative data. The target population will be 12,060 respondents comprised of 80 Principals, 274 teachers, 11,704 students, and two county Education Development officers from Wajir County, Kenya public secondary schools. A study sample size of 388 will be calculated using the Yamane method and will be sampled using purposive, simple, and stratified random sampling. Data will be collected using self-reporting questionnaires for principals. Teachers and students and interview schedules for county education officers. The validity of the instruments will be ascertained through face, content, and education experts. The reliability of instruments used in data collection will be pretested using Cronbach's Alpha, with a coefficient of 0.7 and above deemed acceptable based on data from a pilot study in Garissa County. Qualitative data will be analyzed using thematic analysis while Quantitative data will be cleaned, coded, and analyzed descriptively and inferentially with Statistical Package for the Social Sciences (SPSS) version 27.0 software. Descriptive statistics, including frequency and percentages, as well as mean and standard deviation, will be used to describe the relationship between the study variables, while inferential analysis will be based on the chi-square test. The researcher anticipates that the study will provide recommendations to improve girls' education in Wajir County and elsewhere, thus improving gender equality. The findings may inform educational policies and practices at the school, regional, and national levels. The researcher anticipates that the study will provide recommendations to improve girls' academic performance in Wajir County and elsewhere, thus improving gender equality. The findings may inform educational policies and practices at the school, regional, and national levels, highlighting the importance of improving academic performance and its impact on girls' future opportunities and societal contributions.

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ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Land
BOM	Board of Management
CEO	County Education Officer
CBF	Constituency Bursary Fund
CDF	Constituency Development Fund
EFA	Education for All
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KIPPRA	Kenya Institute for Public Policy Research and Analysis
KCSE	Kenya Certificate of Secondary School Education
MoE	Ministry of Education
MoEST	Ministry of Science, Education, and Technology
NACOSTI	National Commission for Science, Technology, and Innovation
NACONEK	National Council for Nomadic Education in Kenya
NIWFESS	National Integrated Water, Food and Energy Solutions for Schools
PTA	Parent Teachers' Associations
QASO	Quality Assurance & Standards Officer

SPSS	Statistical Package for the Social Sciences
SDGs	Sustainable Development Goal
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Programme
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter explored the study's background, articulates the problem statement, defines the study's purpose, outlines the research objectives and questions, and details the study's scope. It also provided the study's justification and significance, discusses its limitations, states the assumptions made, and offers operational definitions of key terms.

1.1 Background of the Study

Education is universally acknowledged as a basic human right and an essential catalyst for societal advancement and economic progress (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2019). However, despite worldwide initiatives to guarantee inclusive and equitable quality education for everyone, significant disparities remain, especially in marginalized areas like Wajir County, Kenya. These disparities are more pronounced for girls, who face numerous barriers to achieving academic success, including socio-cultural norms, economic constraints, and political instability (World Bank, 2018).

The Sustainable Development Goals (SDGs), especially Goal 4, highlight the significance of delivering quality education for everyone to foster lifelong learning opportunities (UNESCO, 2016). However, in many developing regions, girls' education lags due to systemic issues that affect their academic performance. Understanding these issues is crucial for developing targeted interventions to improve educational outcomes for girls in such contexts (Psaki et al., 2022).

The growth and continued development of the world is a matter of strategic importance to all governments and experts as it ensures the survival of all citizens of the world. In 2015, all members of the United Nations created seventeen world Sustainable Development Goals (SDGs) to assist towards achieving this (Carlsen et al., 2022). The SDGs are “A shared blueprint for peace and prosperity for people and the planet now and into the future,” with SDG number four (4) being quality education. The goal aims to ensure inclusive and equitable quality education while promoting lifelong learning opportunities for all.

Equitable education across the world remains a major challenge for most institutions and governments as they struggle to ensure all, including the disadvantaged students, have access to equal education opportunities (Walker et al., 2019). This is gauged using indicators like students’ attendance rates and completion rates at primary and secondary schools and participation rates in tertiary institutions. From data collected by the UNESCO (2019) on female/male, rural/urban, disability status, wealth status, indigenous people, and access to basic infrastructure, education stakeholders can identify the level to which their respective countries are achieving the goal of quality education for all.

In 2021, using data collected from 126 countries from 1960 to 2010 on the evolution of gender gaps in low- and middle-income countries, Evans et al. (2021) documented several interesting facts. Firstly, women today had the highest level of education compared to the past 50 years across all countries. However, in many of the countries, women were still less educated than men. Countries that had equally low levels of education amongst both genders in 1950 experienced a widening of gender gaps as more boys accessed education, which then narrowed as girls joined them in school (Zawistowska, 2024). Countries that recorded high levels of education for boys

consequently recorded a remarkable decrease in the gender gap as more girls were consequently enrolled in schools (Bertocchi & Bozzano, 2020). Thus, countries with large gender gaps also recorded low levels of male education and scored poorly on other measures of development like GDP per capita and life expectancy. Lastly, women were more educated than men amongst the younger cohorts in some regions across the world.

Economic constraints are a significant barrier to girls' education in Wajir County. Poverty compels many families to focus on immediate survival rather than long-term educational investment, frequently leading to girls being withdrawn from school to contribute to household income (Blimpo et al., 2019). The high cost of educational materials, uniforms, and school fees also contributes to lower enrollment and retention rates among girls (Austrian et al., 2021). The launch of free primary school education and free meals ensured the continued retention of many students at the primary level. However, there have been challenges in their eventual transition to high schools, prompting the Kenyan government to implement the 100 percent transition rate policy. Its implementation was tasked to the Ministry of Interior, with village chiefs and headmen required to ensure that all school-going-age students in their locale attended school (United Nations International Children's Emergency Fund [UNICEF], 2024).

Political instability and inadequate policy implementation further hinder girls' education. Although Kenya has policies aimed at promoting gender equality in education, their effectiveness is often limited by insufficient funding and lack of political will (Ninsiima et al., 2020). Moreover, religious beliefs and practices in predominantly Muslim regions like Wajir can influence parental attitudes towards girls' education, sometimes discouraging their participation in formal schooling (Ahmed, 2018). Radicalization and violent extremism are global phenomena that affect all levels of society. Both are closely

related to politics and religion and their distortion by those holding the mantles of power. Narratives and debates surrounding violent extremism are often rooted in religious ideologies and structural factors, such as marginalization and individual incentives like financial rewards (Wario, 2021).

The quality of education provided in Wajir County is another critical factor affecting girls' academic performance. Many schools in the region are under-resourced, with insufficient teaching materials, poorly trained teachers, and inadequate infrastructure (Hashim, 2023). These deficiencies contribute to a substandard learning environment, which negatively impacts students' academic achievements. In their study, Austrian et al. (2021) found that a multi-sectoral cash-plus program had modest effects on grade attainment but a larger impact on school completion and the transition to secondary school. This indicates that inclusive interventions are needed to address both academic and non-academic barriers to girls' education.

Effective interventions and support systems are essential for improving girls' academic performance. Studies have shown that providing scholarships, improving school infrastructure, and offering community support programs can significantly enhance educational outcomes for girls (Austrian et al., 2021). Additionally, engaging parents and communities in supporting girls' education is crucial for overcoming socio-cultural barriers (Blimpo et al., 2019). For example, research by Abdi et al. (2021) highlights the need to engage men positively in family planning programs and challenge negative social norms to enhance contraceptive uptake and promote positive social change, which indirectly benefits girls' education.

In Kenya, the government has been seeking to eliminate poverty since independence with many policy papers articulating that this would be achieved through increased investment

in education. Subsequent governments have put effort in varying degrees towards ensuring that there is equity in education opportunities available to all genders. There has been consistent investment in education with emphasis on setting up the relevant infrastructure, providing adequate teaching personnel, and setting up policies to ensure that education for all is assured (Madani, 2019). Policies like free primary education implemented from 2003 have ensured that all children can access education with data on enrollment showing a marked uptake in attendance of school (Ejore, 2021). The introduction of free food programs for children in schools also served to entice more children to attend school (Murithi & Oluoch, 2018). However, the intention of these policies has not been achieved as posited by (Oranga et al., 2020) in their paper on the use of education as a tool for eradication of poverty in Kenya.

Wajir county as in other ASAL regions is faced with a unique set of conditions. They have inadequate infrastructure in the form of secondary school classes which consequently leads to a low transition rate (Kasai, 2019). Free primary education resulted in a huge investment in building primary school classes which was not followed through to secondary schools and tertiary institutions which leads to a huge number of students being dropped off (Ejore, 2021). The county also has a very low adult literacy rate at 23.6 per cent with 59 per cent of men and 22 per cent of women having an education (KDHS 2008-09). This consequently leads to low enrollment rates to secondary and primary schools in line with the findings of the study by Evans et al., (2021).

The county government has been setting aside funds to improve the learning environment with the intention of improving access to, retention and transition of learners across the various levels of education (Mohamed, 2018). They intend to invest in infrastructure upgrade through repairing and building new classes, kitting them appropriately, and

investing in the free food programmes for students attending school. The county also plans to provide bursaries for secondary, colleges and university education to support needy bright students and support Girl Child education through provision of mentoring programmes, sanitary pads, and undergarments (Dagane & Aden, 2021).

As of 2022, the number of secondary schools in the region has increased to 55, with a student population of 19,643, according to the Wajir FY 2022-2023 report (Wajir County, 2023). The enrollment is split between 12,470 boys and 7,173 girls, with completion and retention rates at 90 percent and 87 percent, respectively. An analysis of the number of candidates completing school after Form Four over the last four years shows a steady increase in the number of girls accessing education and gradual progress toward achieving gender parity in education. For example, during the 2022 KCSE exams, out of the 6,198 students, 36.5% were female while 63.5% were male as seen in Table 1.1.

Table 1.1

2019 to 2022 KCSE Candidature Distribution by Gender

Year	female	male	total form 4 students	female %age	male %age
2019	1,335	2,866	4201	31.8%	68.2%
2020	1,330	2,781	4111	32.4%	67.6%
2021	1,798	3,420	5218	34.5%	65.5%
2022	2,265	3,933	6198	36.5%	63.5%
2023					

Source: KNEC, (2024).

The academic performance of girls in Wajir County, as reflected in Table 1.2, shows significant improvements over the five-year period from 2019 to 2023. Notably, the number of girls achieving higher grades such as B+, B, and B- has increased considerably, with the total number of girls scoring a B+ rising from 8 in 2019 to 61 in 2023, and those scoring a B increasing from 16 in 2019 to 261 in 2023. Similarly, the number of girls achieving a B- grew from 40 in 2019 to 395 in 2023. These trends suggest that efforts to improve girls' education in Wajir County, such as financial support and community interventions, are yielding positive results. However, the data also reveals that a significant number of girls still attain lower grades like C-, D+, D, and D-, indicating ongoing challenges that need to be addressed to ensure all girls can achieve their full academic potential.

Table 1.2*KCSE Candidates Mean Grade by Sex, 2019-2023*

KCSE Grade	2019		2020		2021		2022		2023	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A	-	-	-	-	3	1	2	5	2	4
A-	1	-	-	-	1	-	1	-	14	12
B+	11	8	15	7	13	8	30	12	120	61
B	58	16	70	19	97	20	223	55	443	261
B-	89	40	143	39	338	89	579	254	541	395
C+	134	109	309	168	457	164	830	326	672	431
C	223	162	419	208	583	211	883	351	688	434
C-	421	122	522	160	606	131	554	271	450	300
D+	601	312	543	220	510	227	314	163	252	189
D	425	241	204	152	160	180	139	53	184	85
D-	424	153	219	103	271	142	26	14	75	52
E	131	35	23	16	12	26	-	-	9	3
Total	2,518	1,198	2,467	1,092	3,051	1,199	3,581	1,504	3,450	2,227

Source: Wajir, (2024).

In conclusion, the data clearly indicated that there was need to further explore the parameters affecting the academic performance of girls in Wajir County. Therefore, the researcher deemed it critical to explore the factors that affect and are vital towards the advancement of girl's academic performance in Wajir County.

1.2 Statement of the Problem

Despite global efforts to promote gender equality in education, girls in Wajir County, Kenya, particularly in the Arid and Semi-Arid Lands (ASAL) regions, continued to face significant educational challenges. Low enrolment, high dropout rates, and poor academic performance were prevalent issues. Socio-cultural practices, such as early marriage and female genital mutilation (FGM), disrupted education and contributed to these problems (UNICEF, 2020). Economic constraints often forced families to prioritize immediate survival, pulling girls out of school to support household income (Blimpo et al., 2019). Political instability and ineffective policy implementation further exacerbated gender inequality in education (Ninsiima et al., 2020). While the 2019-2023 Kenya Certificate of Secondary Education (KCSE) results indicated some improvement, with more girls achieving higher grades, many still attained lower scores, highlighting persistent barriers such as inadequate infrastructure, poorly trained teachers, and substandard learning environments (Hashim, 2023). Financial support programs alleviated some economic burdens, improving educational outcomes, but there remained a limited understanding of the factors that influenced girls' academic performance in Wajir (Hassan et al., 2021). This study sought to investigate the parameters affecting girls' academic performance in Wajir County and provide recommendations to enhance educational outcomes.

1.3 The Purpose of the Study

The purpose of the study was to establish the parameters influencing girls' academic performance Wajir County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To investigate factors of marginalization that influenced the academic performance of girls in Wajir County, Kenya.
- ii. To evaluate the implementation and effectiveness of policies and initiatives promoting girls' academic performance in Wajir County, Kenya.
- iii. To assess the impact of interventions by stakeholders on girls' academic performance in Wajir County, Kenya.

1.5 Research Questions

The study sought to answer the following research questions:

- i. How effective were the factors of marginalization that influence the academic performance of girls in Wajir County, Kenya.
- ii. How effective had been the implementation and effectiveness of policies and initiatives promoting girls' academic performance in Wajir County, Kenya.
- iii. What had been the impact of interventions by stakeholders on girls' academic performance in Wajir County, Kenya.

1.6 Justification of the Study

Through this research, the researcher sought to address the marginalization of girls in education in the ASAL regions. While there has been a lot of research done on the topic

by the donor organizations, their reports are eventually skewed toward the need for more regional financing to address the issues identified. Therefore, the researcher intended to give an alternative viewpoint to the issues at hand. There was minimal research available that was specific to the Wajir region; thus, the researcher intended to address the existing literature gap.

The insights from the research would provide relevant data for education stakeholders, including the county and national governments, on the issue of identifying parameters that affect the academic performance of girls' in Wajir County and similar regions.

1.7 Limitations of the Study

Several factors pose challenges to the research findings. There was little literature on the status of education in the county under study. To address this, the researcher utilized online research through journals to identify similar studies conducted in similar regions. There was also the possibility of respondents choosing not to give truthful responses to the questions posed. The researcher addressed this by creating a connection with the respondents before handing out the instruments for completion. They assured them of their anonymity during all stages of the research and emphasized that they were free to pull out from the research at any point. Lastly was the concern of respondents on the length of research instruments. The researcher mitigated this by editing the instruments to ensure that they were sharp, brief, concise and drawn in simple English that was easy to understand.

1.8 Delimitations of the Study

While there have been many studies on the academic performance of girls in primary school, very little has been done to follow up on those who transition successfully to

secondary school. The researcher limited the scope to secondary schools within the region to provide an in-depth overview of education status.

The research also primarily focused on advancing education for girls in the regions leaving out boys. This was not to imply that they were also unaffected, but the girl child was far more disadvantaged in the region. The researcher also left out private secondary schools in the region as they were subjected to different factors compared to the region's public secondary schools.

1.9 Significance of the Study

The significance of this study lay in its likelihood to compel positive change, addressed critical issues related to girls' education in Wajir County, Kenya, and contribute to international efforts toward attaining gender equality in education. The study addressed gender disparities by investigating the parameters affecting the academic performance of girls' in Wajir County. Through this, the study helped identify and address specific challenges and barriers contributing to gender disparities in educational access, retention, and academic achievement.

The study informed policy development and implementation strategies and interventions to promote girls' academic performance and overcome barriers to their learning in Wajir County and similar regions. Through a better understanding of the obstacle's girls experience in accessing schools, the study contributed to efforts to empower girls to pursue their educational aspirations and fulfil their potential, leading to broader societal benefits, including improved health, economic opportunities, and social inclusion.

The study also catalysed community engagement, dialogue, and advocacy efforts to raise understanding of the importance of improving girls' academic performance and mobilize

stakeholders to support initiatives that promote gender equality in education. Finally, research added to the body of knowledge on girls' academic performance, particularly within Wajir County, Kenya, providing insights that can benefit researchers, policymakers, educators, and practitioners working in education and gender equality.

1.10 Assumptions of the study

The study was based on the following assumptions.

- i. The targeted respondents will be available and provide truthful and honest opinions about the topic of study.
- ii. That all education stakeholders interviewed will be able to identify the challenges to the education advancement of girls of girls in the region.
- iii. Society is interested in ensuring equity in the education of all their children irrespective of gender.

1.11 Operational Definition of Terms

The following are definitions of significant terms used in the study.

Academic Achievement:	Academic achievement refers to the level of success a student attains in meeting specific learning goals within an educational environment, particularly in their KCSE examination.
Bursary	This refers to cash donations made from the County Development fund towards the education of the students.
Culture	Shared values, beliefs, norms, traditions, and practices that shape the environment and atmosphere within a school.
Economic Support Programs	Programs tuned towards helping finance the cost of education either by the government, or other education stakeholders
Infrastructure	The physical infrastructure of schools that support the teaching and learning processes.
Public secondary school:	Public secondary schools are educational institutions that receive policy directions and financial support from the Ministry of Education.
Social Support Program	These are initiatives designed to assist individuals or groups in need through social initiatives and societal connections.
Student:	In the study, the term student is used to refer to a learner in public secondary schools in Wajir County.
Transition	Refers to movement of students from one level of education to the next

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review delved into the various factors that have a bearing on the advancement of Girls education amongst secondary School students in Wajir County. The chapter examined literature guided by the research objectives, hoping to get a comprehensive understanding of the various factors that affect the advancement of Girls education on a global, regional, and local scale. The latter sections summarized the literature review's findings, identified research gaps, delved into the theoretical frameworks, and presented the research's conceptual framework.

2.2 Girls Academic Performance

Academic performance in girls' education refers to the measurable outcomes of girls' learning and achievement within the educational system. It encompasses various indicators such as examination scores, grade point average (GPA), retention, and completion rates (Moral-García, Urchaga-Litago, Ramos-Morcillo, & Maneiro, 2020). Academic performance is critical to girls' education as it reflects their ability to acquire knowledge, develop skills, and achieve educational goals. Their academic grades serve as indicators of a student's academic achievement, reflecting their level of proficiency in acquired skills and knowledge.

Academic performance in girls is of paramount importance for several reasons. Firstly, it is a crucial determinant of their future opportunities and success in various spheres of life, including higher education, employment, and socio-economic mobility (Widlund et al., 2020). Secondly, solid academic performance empowers girls by enhancing their

confidence, self-esteem, and agency, enabling them to assert themselves and pursue their aspirations. Additionally, academic success in girls contributes to breaking the cycle of poverty, promoting gender equality, and fostering societal development and progress.

Current trends in academic performance among girls reflect both progress and persistent challenges. Globally, there has been noteworthy progress in girls' enrollment and attainment levels in recent decades, with narrowing gender gaps in educational access and achievement (Ansong et al., 2019). However, disparities exist, particularly in marginalized communities and regions with limited resources. In many African countries, including Kenya, girls continue to face obstructions like poverty, cultural norms, early marriage, and inadequate infrastructure, which negatively impact their academic performance and educational outcomes.

In Italy, Battistin and Schizzerotto (2019) investigated the effects of more stringent requirements for grade progression at secondary school on academic achievement. Their study established that in instances where schools faced a threat of grade retention amongst their students because of introduced reforms, the institution reacted by permitting more students to move into the next grade. Melvin et al. (2022) from the Netherlands sought to investigate the predictors for enrollment and success in Science, Technology, Engineering, and Mathematics (STEM) programs in higher education. Their research findings indicated that females were less likely to enroll in STEM-related fields, and women were less likely than men to graduate within the nominal duration. However, female students perform equally well as male students in terms of graduation within 10 years.

While data collected by 2015 indicates an improvement in primary and secondary school enrollment in developing countries, the persistence of school dropout across all school

types renders the improvement insignificant. A systematic review by Momo et al. (2018) of the causes of early school leaving in Africa and Asia established several reasons for the persistent dropout rates. The most common causes were lack of income, parents' education and employment status, living in a single-parent household, being an illegitimate child, age, region of residence, and school performance. Their paper recommended that development of policies to prevent early school should be developed in conjunction with the students, schools, community, and family. They also noted the need to factor in the dangers posed by certain cultural beliefs on education.

In Malawi, Chikhungu et al. (2020) explored the impact of school bursaries and socio-economic status on girls dropping out of school. The study identified the main cause of school dropout as the lack of money to pay for school fees. It concluded that providing school bursaries would help keep more girls in school and improve the socio-economic status of the girls' families.

The introduction of free primary school education and free meals ensured the continued retention of many students in primary level. However, there has been challenges on their eventual transition to high schools which prompted the Kenyan government to implement the 100 percent transition rate policy. Its implementation was tasked to the ministry of interior with the village chiefs and Headmen required to ensure that all students at school going age in their locale attended school. In 2023, there was an overall increase in school enrollment in the 23 ASAL counties in Term II compared to Term I of 2023, with secondary schools achieving an increment of 2.24 percent (Marsabit County, 2024). This increase was attributed to the increased availability of school meals, a mobilization campaign for out-of-school children to enroll in school, and the enforcement of the Government policy on 100 percent transition and re-entry guidelines

for secondary schools (UNICEF, 2024). With the change in government, this responsibility has fallen with the lack of oversight from both the ministries of interior and education, both at the national and county levels. Thus, we find that the transition rate of students to secondary has been poor since 2023.

In 2019, Okul, Sika, and Olel sought to establish the proportion of pupils transitioning from primary to secondary education from 2013 to 2017 in Mbita Sub-County. The results indicated an average primary to secondary transition rate of 60.71%, with girls at 60.28% and boys at 61.18% in the sub-county during this period. The main cause of low transition rates was identified as loss of income, and the study found that increasing parents' earnings decreases the transition rate. The study suggested the need for the government to introduce incentives such as additional bursary allocations for the poor, increasing the FTSE fund, and empowering locals through poverty eradication strategies.

Attendance rates relate to the frequency of students showing up both in class and in school. It can be divided into class attendance patterns and school attendance patterns (Sosu et al., 2021). School attendance refers to both participating in educational activities arranged by the school and physically attending school. Regular school attendance, defined as consistently attending school on all scheduled days, is recognized as a robust indicator of student achievements and outcomes (Sekiwu et al., 2020). Studies emphasize the predictive power of school attendance in assessing the likelihood of students dropping out before completing their education. Student attendance serves as a measure of participation and ensures access to academic and co-curricular resources. Globally, variations in attendance rates are attributed to socio-cultural and economic determinants such as socio-economic disparities, insufficient infrastructure, and cultural norms.

Chronic absenteeism from school is reflected by frequent school absences including both excused and unexcused reasons, as well as suspensions. Unlike truancy, which involves willful, unexcused school absences, chronic absenteeism includes both unexcused and excused reasons (Henderson, 2020). Various factors contribute to chronic absenteeism, such as poverty, unstable housing, parental health issues, and racial or ethnic minority status. Students from low-income families are more prone to chronic absenteeism, and associated factors include overall poorer health, housing instability, transportation challenges, exposure to violence, and school changes.

Whilst in developed countries school absenteeism was associated with drug abuse, peer influence, and such, in developing countries most of absenteeism is associated with economic challenges, and social cultural issues like early marriages, teenage pregnancies, and lack of support from the community and family. This reflects negatives on the school's performance as established in Uganda by Sekiwu et al. (2020). In their investigation into the connection between school attendance and academic performance within the universal primary education (UPE) framework in the Rubanda district, the study revealed that UPE schools exhibited lower performance in internal examinations but displayed better results in national examinations. Notably, students with regular attendance demonstrated distinct academic performance patterns compared to chronic absentees. These findings underscore the importance of school administrators recognizing additional factors influencing pupils' academic performance beyond mere attendance.

In Machakos, Kenya, researchers concluded that the cost of education had the greatest influence on transition rates from primary to secondary schools and recommended that the government increase education subsidies to cushion parents from extra levies charged

by schools (Mwikya et al., 2019). The study also suggested that the sub-county education office develop practical measures to sensitize parents on the importance of education. Additionally, empowering parents to generate more income would help them better cater to their families' needs, including the education of their girls.

In ASAL regions, girls indicated that they had dropped out of school due to financial constraints, as parents were unable to support their secondary education due to poverty. The girls who dropped out faced the risk of early sexual exposure, early marriage, and sexual abuse (Mutuku et al., 2020). In Kitui, the community members said they saw education as important for both boys and girls and acknowledged that girls faced more constraints as compared to boys during their study with boys being favored by parents with low incomes. So, while the parents were willing to educate their girls, low income served as a constraint to be addressed to achieve this. Girls were also prone to challenges like child labor, and other household chores.

2.2.1 Access to Educational Resources

Access to educational resources in girls' education refers to the availability and equitable distribution of facilities, materials, and support systems necessary for girls to engage effectively in the learning process. These resources include physical infrastructure such as schools, classrooms, and libraries, as well as teaching materials, technology, and support services tailored to meet the specific needs of girls.

Access to educational resources is crucial for ensuring girls' equitable participation and success in education. Adequate resources enable girls to access quality schooling, engage in effective learning experiences, and develop the knowledge and skills needed for their personal and academic growth (Ahmed & Hyndman-Rizk, 2020). Moreover, access to educational constraints and gender equality by breaking down barriers to girls' education,

empowering them to overcome socio-economic constraints, and fostering their academic achievement and prospects.

Current trends in access to educational resources for girls reflect both progress and persistent challenges. Globally, efforts have been made to improve girls' access to schooling and essential resources, resulting in increased enrollment rates and improved educational infrastructure in many regions. However, disparities still exist, particularly in marginalized communities and regions affected by poverty, conflict, and cultural barriers. In many African countries, girls continue to face obstacles such as inadequate facilities, limited access to technology, and insufficient support services, which hinder their educational opportunities and impede their academic success.

Kenea (2020) from Ethiopia conducted a study to assess the status of children's schooling among a pastoralist community and identify demand and supply-related factors associated with their schooling. The study results showed that pastoralists perceive children's schooling as a significant loss of labor for the herding economy. Efforts by the government in recent years to encourage pastoralists to send their children to school, due to its commitment to the Sustainable Development Goals, have compelled the community to adopt some erroneous coping strategies. These include rotational enrollment, turn-based attendance, selecting the 'less able' child for schooling, and dividing roles between herding and schooling (Boru, 2020). The researcher concluded that the opportunity cost of schooling explains the low education access, with the right of children to education not being part of the discourse.

The country Kenya has invested heavily in education infrastructure in the form of classes, dormitories, laboratories, and other necessary buildings. Unfortunately, while some counties have more than adequate facilities that are underutilized, some regions like

ASAL regions do not have enough classes (Ochieng, 2020). For example, Marsabit county has a total of 44 Public and Private secondary schools against 231 primary schools. It is impossible to accommodate the output from the primary schools to the available secondary school (Marsabit County, 2022). Wajir county equally has only 58 secondary schools which are not enough to accommodate the students transitioning from primary to secondary education which consequently leads to a huge dropout rate as can be seen in figure 2 (Wajir County, 2022). This indicates a need for huge investment by all education institutions in the development of infrastructure necessary to support the learning of students who are of school going age.

Figure 2.1

Student enrollment by type of education

		2017		2018		2019		2020		2021 ¹	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Enrolment in Primary School	'000	5,293.9	5,109.8	5,364.3	5,178.3	5,105.8	4,966.3	5,191.4	4,978.7	5,243.5	5,041.7
Enrolment in Secondary School	'000	1,450.8	1,380.0	1,505.3	1,437.4	1,626.1	1,634.0	1,751.5	1,768.9	1,822.7	1,869.3
Enrolment in Universities	'000	303.9	218.2	306.3	213.2	303.0	206.4	325.9	220.8	271.9	176.6
Teacher Training Institutions	'000	19,540.0	22,591.0	19,458.0	22,895.0	14,097.0	17,013.0	8,042.0	9,896.0	6,690.0	9,739.0
Technical Institutions	'000	125.3	101.4	158.0	126.5	186.3	142.3	207.9	156.1	229.0	172.1

¹ Includes students in National Universities and Private accredited Universities and unaccredited universities

People who live in ASAL regions are predominantly nomads and engaged in pastoralists activities. The constant movement in search of water and pasture for their livestock necessitates their movement from one place to another frequently following the various seasons and availability of pasture. This practice makes school attendance very difficult given that most schools are day schools. School going children are forced to drop off school as they accompany their parents from one pastureland to the next (Kiminza,

Ogula, & Getui, 2021). This practice affects both girls and boys across the region given the proximity to schools with children wither forced to travel over long distances to attend school or drop out altogether. Others are accommodated by their relatives or clans me where they face other challenges related to underage sex, and such.

2.2.2 *Quality of Education*

The quality of education in girls' education refers to the extent to which educational institutions and systems provide effective teaching and learning experiences that promote girls' holistic development, empower them with relevant knowledge and skills, and prepare them for future opportunities (UNICEF, 2020). It encompasses various dimensions such as curriculum relevance, teaching methodologies, infrastructure, teacher qualifications, and support services tailored to meet the specific needs of girls.

Access to quality education for girls is paramount for several reasons. Firstly, it equips girls with the necessary knowledge, skills, and competencies to thrive academically and pursue their aspirations (Mangeni, 2023). Secondly, it fosters critical thinking, creativity, and problem-solving abilities, enabling girls to navigate challenges, make informed decisions, and contribute meaningfully to society (Gichaga, 2023). Additionally, access to quality education promotes gender equality by breaking down barriers to girls' learning, empowering them to overcome socio-economic constraints, and enabling them to fulfill their potential.

Current trends in the quality of education for girls reflect both progress and persistent challenges. Globally, efforts have been made to enhance the quality of girls' education through curriculum reforms, teacher training programs, and infrastructure development initiatives (UNICEF, 2020). However, disparities still exist, particularly in marginalized communities and regions with limited resources. According to Zwane, and Malale

(2018), in many developing countries, girls continue to face barriers such as inadequate facilities, lack of qualified teachers, and outdated teaching methodologies, which affect the quality of their educational experiences and outcomes.

ASAL regions have an age-old issue of teacher allocation as most teaching personnel would rather be posted elsewhere given the hardship conditions in these areas. While the posting authority the TSC (Teachers Service Commission) tries to entice the teaching staff with other allowances like hardship allowances, the teaching staff situation is still dire (Sibande, 2023). Secondly, most of the teachers posted to the region are the newly appointed teachers who are lacking in terms of experience. Secondly, the fact that most of the teachers posted there are always awaiting transfers to regions deemed better environmentally, institutional knowledge is lacking as there are very few teachers who have served in the region for a long time.

A study by Austrian et al. (2021) on the impacts of two-year multisectoral cash-plus programs on young adolescent girls' education, health, and economic outcomes in Kenya's Kibera and Wajir yielded interesting results. The program had small effects on grade attainment but a relatively larger impact on school completion and transition to secondary school. It also improved the students' health and financial literacy. In Wajir, the education conditional cash transfer increased school enrollment and grade attainment, while the wealth intervention improved savings behavior.

The teacher student ratio basically refers to the number of students compared to the number of teachers involved in the teaching process. Given the low numbers of students in secondary schools in Wajir and similar ASAL regions, the teacher student ratio is not bad, but it is also reflective of an endemic problem of low enrollment numbers (Njuguna, 2018). Hashim (2023) looked into interventions by principals of secondary schools in the

region on teachers' retention in in Wajir county, Kenya. The study revealed that factors that influenced teachers' retention in the region included work-life balance, school administrators' support, induction programs, the school environment, recognition, incentives, positive relationships, and teacher welfare support. There was a major concern of Workload as it negatively impacted teachers' health, collaboration, and overall service (Hashim, 2023). The study recommended that school administrators in Wajir County prioritize teachers' professional development, welfare, and personal needs to enhance retention rates.

According to Chua et al. (2017), extracurricular activities comprise of voluntary engagements beyond the regular school curriculum, contribute to the holistic growth of students across multiple dimensions. These pursuits, which encompass sports, music, drama, and club memberships, foster interpersonal abilities, leadership qualities, and critical thinking skills, correlating with enhanced academic performance and attentiveness (Siddiky, 2019). ECAs play a vital role in modern secondary school education, addressing intellectual, physical, emotional, and social facets of student development. Within the domain of ECAs, participation in games and sports offers avenues for physical fitness, teamwork, leadership proficiency, and sportsmanship, thereby supporting overall personal and social advancement (Mandrell, 2018). Engagement in sports and games promotes a healthy lifestyle, positively impacting students' physical and mental well-being. Conversely, creative arts encompass a range of expressive endeavors, including visual arts, performing arts, literary arts, and design, providing platforms for imaginative expression (Gerber et al., 2018). Students engage in creative expression through activities such as painting, sculpture, theater, dance, music, poetry, and design, fostering aesthetic appreciation and cultural enrichment. Numerous

global studies underscore the significance of ECAs in fostering students' comprehensive development and enriching the societal fabric.

Sami, and Irfan (2020) in the United States, investigated the association between academic achievement and co-curricular activities among students in college. Their study unveiled a positive association between engagement in academic performance and co-curricular activities, highlighting the crucial role of educational institutions and governments in providing sufficient resources and platforms for students to exhibit their talents. In the UK, Swingler et al. (2022) established that co-curricular activities linked to graduate skills predicted readiness for employment, indicating the importance of actively reflecting on skill development to bridge the skills gap. Related studies in Malta, Europe by Briguglio et al. (2022) highlighted the influence of arts-based interventions on creativity and academic achievement. showing that participation in arts-based interventions significantly enhanced creativity scores among secondary school students.

In Nigeria, Bekomson (2020) conducted a study investigating the influence of interest in co-curricular activities on the self-efficacy of Senior Secondary School students in Cross River State. The findings revealed that a strong interest in co-curricular pursuits significantly impacted various aspects of self-efficacy, including social, academic, language, moral, and overall levels of self-efficacy. Similarly, in Rwanda Claude (2022) identified a correlation between co-curricular engagement and the learning process in public boarding secondary schools, highlighting governmental initiatives to involve parents in decision-making.

In Kenya studies have underscored the importance of co-curricular activities in enhancing student discipline, academic performance, and substance abuse prevention. Odhiambo (2017) conducted research in the Awendo-Rongo-Uriri Sub-Counties,

utilizing a descriptive survey design and saturated sampling to explore stakeholders' perceptions of the effectiveness of co-curricular activities in enhancing student discipline. Nyamoma (2023) conducted a cross-sectional survey in Kakamega County, revealing a positive correlation between co-curricular practices and the efficacy of substance abuse prevention interventions.

In Wajir, Saney (2021) conducted a study to assess the role of sports in preventing radicalization and violent extremism among the youth of Wajir County, given the prevalence of terrorism activities in the region. The study found that sports activities were instrumental in preventing radicalization and violent extremism among the youth. These activities kept the youth engaged, helping them develop their talents, and also served as a preventative measure against radicalization and violent extremism. Additionally, sports acted as a unifying factor among different ethnic groups, encouraging young people to embrace friendship through interactions in football clubs and other sporting activities. The report, however, noted that the youth needed strong support from the county and national governments to effectively use recreational activities as a counterterrorism measure, and strong leadership from religious and community leaders as part of the solution to radicalization and extremism.

2.2.3 Support Systems

Support systems in girls' education refer to the networks, programs, and resources that provide girls with assistance, guidance, and encouragement to overcome barriers and succeed academically (Nuamah, 2019). These systems encompass various forms of support, including parental involvement, mentorship programs, counseling services, community outreach initiatives, and peer support networks.

Support systems in girls' education are essential for fostering an enabling environment that promotes girls' academic success, personal development, and well-being. These systems play a crucial role in addressing socio-economic barriers, cultural constraints, and gender-based discrimination that may hinder girls' access to education and impede their educational progress (Olaniyi, 2021). Moreover, support systems provide girls with the necessary encouragement, motivation, and emotional support to navigate challenges, overcome obstacles, and realize their full potential.

The involvement of parents in their children's education has been extensively discussed by scholars both internationally and locally. El Nokali et al. (2010) defined parental support as actions undertaken by caregivers both at home and within academic institutions to enhance students' academic development. Cotton and Wikelund (2005) found that students whose parents were more engaged in their schooling tended to perform better academically. Therefore, when caregivers supervise homework, encourage extracurricular activities, actively participate in parent-teacher meetings, and set future goals for their children, students are likely to excel academically. Similarly, Valez and Ryan (2005) discovered that academic achievement was significantly boosted by parents who set rules at home. However, the settings and educational levels examined in these studies differed from those of the present study. Mohd-Radzi et al. (2010) revealed that parental support included monitoring schoolwork, communicating with teachers, attending school events, and encouraging extracurricular activities. In China, Wang (2008) found that many non-Chinese parents had high expectations for their children's education and thus made considerable efforts to support it. The locations of these studies varied from the present study, prompting the researcher to undertake the current investigation. Olatonye and Ogunkola (2008) argued that parental support in students' education traditionally involves assistance with home-related activities and

reinforcement of school-related behaviors. Uzoechina and Obidike (2008) noted that parental engagement in adolescent learning was evidenced by their attendance at school events and active involvement in academic tasks. Various forms of parental support have also been highlighted in Kenyan studies (Mulei, 2021). However, the current study aims to expand on these findings by examining parental support from two perspectives: home-related support and school-related support, explicitly focusing on secondary school students' education in Wajir County.

Scholars have demonstrated the significant impact of parental support on children's academic achievements. Parenting styles that are both authoritative and permissive regarding homework assistance can either hinder or promote a learner's autonomy and accountability, with independent learning being a key factor for academic success (Fernández et al., 2018). Moreover, additional forms of parental involvement, such as encouragement and engagement in academic matters, have been linked to improved academic performance (Trautwein & Lüdtke, 2019). However, unlike the present study, these studies primarily focused on general parental support at home and did not specifically address nomadic communities.

Research supports the notion that students from families that foster independence and self-sufficiency tend to excel academically, displaying high motivation, enthusiasm for classwork, and effective self-regulation (Rodríguez et al., 2017). However, this perspective has been challenged by a study by Hill and Tyson (2019) whose findings suggested a negligible relationship between home-related support and academic test scores ($r = .03$). Another study by Zakaria (2013) identified various aspects of parental support, such as communication, caregiving activities, and recognition, which positively correlated with students' academic performance. The methodologies, sampling

techniques, and data analysis methods employed in these studies differed from those of the present study.

In Ghana, research has shown that parental involvement in students' academic endeavors at home enhances their test scores (Nyarko, 2010). However, parental support in the country has traditionally been limited to home-based activities, although there is a shift towards greater parental involvement in school matters (Nyarko, 2011; Uzoechina & Obidike, 2008). Unlike the current study, these studies focused on students in general and did not specifically examine learners from nomadic families.

In Kenya, Mulei (2012) found that most caregivers in the Yatta division supported their children's revision efforts at home, with some providing rewards. Similarly, in the Emgwen division, Chemogosi (2012) noted that while some parents did not regularly supervise their children's homework, those demonstrated improved academic performance. Given the unique challenges marginalized communities such as Wajir County face, it is essential to conduct a similar study to determine if similar patterns emerge.

Parents utilize various methods of school-related support to enhance their children's academic achievements. This involves attending all school gatherings, participating in events, and engaging in school management activities. Studies by Hill and Tyson (2009) and Jeynes (2016) found a positive correlation between school-based parental support and students' academic performance. However, the methodologies and study locations differed from the present research. Topor (2010) observed that caregivers with positive attitudes toward education collaborate with educators regarding their children's academics and discipline, leading to improved academic outcomes. Shumow et al. (2004) noted that parental education levels were positively associated with their involvement in

their children's schooling, which correlated with students' classroom competence, test scores, and future academic goals. However, studies by Fan (2001); Tan and Goldberg (2009) revealed mixed results, with some showing positive effects of parental involvement in school events while others found negative impacts on academic achievements.

Additionally, Tokac and Kacayoruk (2012) discovered that excessive pressure from school meetings could negatively affect students' math scores. In Ghana, Nyarko (2011) found that maternal involvement in school activities positively influenced students' test scores compared to paternal involvement. Karanja (2005) highlighted the significant impact of parental involvement in school events on academic calendar implementation and students' academic performance. These studies demonstrated the varied effects of school-related parental support on students' academic achievements, motivating the current study to investigate the actual impact of such support on overall test scores.

2.3 Factors of Marginalization

Girls' education is a critical aspect of societal development, influencing individual lives and the overall progress of communities and nations. In Wajir County, Kenya, as in many other regions, girls face various challenges in accessing and succeeding in education due to social, cultural, political, and economic factors (Mohamed, 2018). Understanding these challenges is essential for advancing efforts to promote gender equality and empower girls through education.

Addressing the social, cultural, political, and economic factors affecting girls' education in Wajir County is crucial. According to Rieckmann (2018), education is a fundamental human right and a powerful tool for breaking the cycle of poverty and driving sustainable development. Ensuring that girls have equal access to education and opportunities for

academic success can unlock the full potential of communities, leading to improved health outcomes, increased economic productivity, and greater social cohesion.

In recent years, there has been growing recognition of the need to address the barriers that hinder girls' education in Wajir County. Efforts have been made to raise awareness about the importance of girls' education and implement policies and programs to promote gender equality in schools (Mutava et al., 2023). However, significant challenges persist despite these efforts, including deep-rooted cultural norms, limited access to resources, and systemic inequalities in the education system. Understanding these current trends is crucial for designing targeted interventions and strategies to overcome barriers and advance the girls' education agenda in Wajir County.

Social, cultural, political, and economic factors play significant roles in shaping the landscape of girls' education in Wajir County, Kenya. Social factors encompass societal attitudes towards gender roles and education and community perceptions of the value of educating girls Barasa, (2023). According to Aengwony (2019), Cultural factors include traditional practices, such as early marriage and female genital mutilation, which can impede girls' access to education. He also explains that political factors encompass government policies, funding allocations for education, and the overall political climate, which can either support or hinder girls' education initiatives. Economic factors involve poverty, access to resources, and economic opportunities for girls and their families, influencing their ability to access and succeed in education. Understanding and addressing these multifaceted factors are essential for promoting gender equality and advancing girls' education in Wajir County.

2.4 Social - Cultural Factors

Social-cultural factors significantly influence girls' access to education and their overall educational outcomes (UNESCO, 2019). These factors include societal norms, cultural beliefs, community attitudes, and interpersonal relationships. While global efforts to challenge traditional gender norms and engage communities in supporting girls' education have gained momentum, persisting challenges like gender stereotypes and socioeconomic inequalities continue to hinder progress. However, there is a glaring lack of specific examples and empirical data from recent studies within specific contexts that would enhance the understanding of their impact.

Premarital relationships leading to pregnancy often result in severe consequences for unmarried girls, such as expulsion from their homes or forced marriages to preserve family honor (Ibrahim & Wario, 2022). This situation significantly contributes to girls dropping out of school prematurely (Chege & Sifuna, 2018). Additionally, cultural attitudes often prioritize boys' education over girls', reinforcing the perception that educating girls is unnecessary. Early marriage, driven by economic pressures or cultural norms, exacerbates the problem by leading to early motherhood and increased domestic responsibilities, further interfering with girls' schooling (Muthengi et al., 2019). While the literature highlights the social penalties for premarital pregnancies and early marriages, it often fails to address the resilience and coping strategies of the affected girls.

Cultural practices within regions like ASAL areas and refugee camps challenge the education system, with female education receiving little priority (Khalif & Oba, 2018). Parental attitudes towards schooling can further limit girls' access to education, as some view it as an unwise investment for girls (Kamunge, 2019). Such cultural and familial

attitudes often marginalize girls and women, impeding their academic progress. Up to date data on existing interventions to change parental attitudes have been effective, and what gaps remain in these efforts is lacking especially amongst ASAL regions.

Studies in Kenya, such as Sakwa's investigation in Buna Sub-County, Wajir County, highlight the detrimental impact of early marriages on girls' education. Factors contributing to early marriages include poverty, illiteracy, and cultural beliefs prioritizing girls' domestic roles over education (Sakwa, 2020). Multifaceted interventions, including strengthening guidance and counseling services, increasing female teacher representation, and community sensitization, are recommended to address this issue (Mutua & Mwangi, 2021). While the interventions are well noted in available literature, there is a need for critical evaluation of their implementation and effectiveness.

Furthermore, research by Abdi et al. (2021) sheds light on Muslim men's perceptions of family planning in Wajir and Lamu counties. Men often view family planning as solely the responsibility of women and associate it with negative connotations. Engaging men positively in family planning programs and challenging negative social norms are essential to enhance contraceptive uptake and promote positive social change (Abdi et al., 2021). Comprehensive literature into successful engagement strategies like engagement of men in family planning and their impact on girls' education in ASAL regions is greatly lacking.

Addressing social factors in girls' education is crucial for promoting gender equality and ensuring all girls have equal opportunities to learn and thrive. Efforts to challenge cultural norms, engage communities, and involve men in supporting girls' education are essential to achieving this goal. Addressing these social factors can create a more inclusive and equitable educational environment for girls worldwide.

2.4.1 Political and Religious Factors

Political and religious factors in girls' education encompass the influence of governmental policies, political ideologies, and religious beliefs on girls' access to education and their educational experiences. These factors shape the educational landscape by determining resource allocation, curriculum content, and the implementation of educational programs. Additionally, political and religious institutions often influence societal attitudes toward gender roles and the value of girls' education. Radicalization and violent extremism are global phenomena of human security impacting all levels of society (Wario, 2021). Both are closely related to politics and religion and their distortion by those holding the mantles of power. Violent Extremism narratives and debates are buttressed within religious ideologies as well as structural factors such as marginalization and individual incentives such as the offer of financial reward. While the connection between political and religious factors and girls' education is established, there is a need for more specific examples and case studies that illustrate these dynamics in practice, particularly within the context of Wajir County. Future research should also consider the role of international organizations in mitigating these impacts.

Understanding political and religious factors in girls' education is crucial because they significantly impact their access to quality education and overall educational outcomes. Political decisions regarding education funding, curriculum development, and the implementation of gender-sensitive policies can either facilitate or hinder girls' educational opportunities. Similarly, religious beliefs and practices can influence societal norms regarding gender roles, marriage, and the value of education for girls. There is need for more recent empirical studies that show how specific political and religious

decisions have directly affected girls' education in various regions which is lacking on the effectiveness of gender-sensitive policies and how they have been implemented in different contexts.

There has been growing recognition of the importance of addressing political and religious factors in promoting girls' education globally in recent years. Efforts to advocate for gender-sensitive policies, increase education funding, and challenge discriminatory practices rooted in religious beliefs have gained momentum. However, challenges such as the politicization of education, religious conservatism, and the influence of patriarchal ideologies continue to pose obstacles to girls' education in many regions.

On a global scale, research has highlighted the impact of political decisions and religious beliefs on girls' education. Studies have shown that government policies promoting gender equality in education increase girls' enrollment and retention rates (UNESCO, 2019). Conversely, religious conservatism in some regions has led to resistance toward girls' education, citing religious doctrines that prioritize traditional gender roles (Al-Maghaireh et al., 2017). Available data is lacking the depth that more region-specific studies that provide a deeper understanding of these dynamics.

In Africa, political instability and conflict have disrupted girls' access to education in many countries. Research indicates that girls are disproportionately affected by conflicts, leading to increased dropout rates and limited educational opportunities (Njenga & Obura, 2020). Moreover, the influence of religious institutions on education policies and practices varies across African countries, with some embracing gender-inclusive approaches while others adhere to conservative ideologies (Foster & Briceño, 2019).

In the local context of Wajir County, Kenya, political decisions regarding education funding and resource allocation directly impact girls' access to education. Additionally, religious beliefs, particularly within the Muslim-majority population, may influence parental attitudes toward girls' education and societal norms regarding gender roles (Ahmed, 2018). Understanding these factors is essential for developing targeted interventions to promote girls' education in Wajir County. There is need for more detailed case studies and data from Wajir County which is lacking to provide information on existing interventions and policies, assessing their success and areas needing improvement.

Overall, political and religious factors play a significant role in shaping girls' educational experiences and opportunities. Addressing these factors requires a comprehensive approach that involves policymakers, religious leaders, and community members to create an enabling environment for girls' education.

2.4.2 Economic Factors

Economic factors in girls' education encompass the financial barriers and resource constraints that affect girls' access to and participation in education. These factors include household income levels, availability of school fees and supplies, cost of transportation to school, and economic opportunities available to girls and their families (Biwott et al., 2021). Economic factors play a significant role in shaping girls' educational opportunities and outcomes, as financial constraints can limit access to schooling and impact educational attainment. Efforts to address these factors require targeted interventions to reduce poverty, increase access to financial resources, and promote economic empowerment for girls and their families. While data reviewed identified key economic

barriers, it lacked a detailed analysis of how these barriers vary across different regions and communities.

Understanding economic factors in girls' education is crucial because they profoundly influence girls' ability to access and benefit from quality education. Economic barriers such as poverty, lack of financial resources, and high costs associated with schooling can prevent girls from enrolling in school or force them to drop out prematurely (The World Bank, 2021). Economic empowerment through education benefits individual girls and contributes to broader societal development and poverty reduction.

In recent years, there has been increasing recognition of the importance of addressing economic factors in promoting girls' education globally (UNICEF, 2020). Efforts to eliminate school fees, provide financial incentives for girls' education, and support income-generating activities for families have gained momentum. However, challenges such as persistent poverty, unequal distribution of resources, and limited access to economic opportunities continue to hinder girls' educational advancement in many regions. The success of these initiatives ought to be critically analyzed to gauge whether the efforts are sustainable, and what measures are in place to ensure their long-term impact,

Globally, research has highlighted the impact of economic factors on girls' education. Studies have shown that poverty is a significant barrier to girls' education, with girls from low-income households being less likely to enroll in school and more likely to drop out due to financial constraints (UNESCO, 2016). Additionally, the cost of education, including school fees, uniforms, and supplies, can pose challenges for families, particularly in resource-constrained settings (Heyneman & Loxley, 2014).

In Africa, economic factors such as poverty, unemployment, and limited access to financial resources continue to impede girls' educational opportunities. Research in Nigeria indicates that girls from poor households are more likely to experience educational disadvantages, including lower enrollment rates, higher dropout rates, and reduced educational attainment (Ouédraogo & Bougma, 2019). Moreover, economic disparities between urban and rural areas exacerbate educational inequalities, with rural girls facing greater financial barriers to education (Kamete, 2017).

In Gambia, Blimpo et al. (2019) established in their study on financial challenges and girls' secondary education that financial constraints remain significant barriers to post-primary education. They emphasized that efforts to expand access to secondary education should not compromise the quality of learning in low-income countries. While this study provides valuable insights, further research should also explore how to balance expansion and quality of education.

In Kenya, research on building social and economic assets for girls aged 10-14 years in Kibera and Wajir County indicated that the two were highly correlated (Biwott et al., 2021). The economic condition of the girls at home had a direct impact on their ability to continue their education and any interventions of an economic nature directly impacted their education. The research also showed a hugely imbalanced sense of gender equality between the genders with the feeling being inculcated into their way of life such that it was a cultural belief or way of life.

In Wajir County, Kenya, economic factors significantly shape girls' access to education. Poverty rates are high in the region, and many families struggle to afford school fees and other educational expenses (Kabata & Mworira, 2018). Limited economic opportunities, particularly for girls and women, compound education challenges (Austrian, et al., 2021).

Addressing these economic barriers is essential for promoting girls' education and advancing gender equality in Wajir County.

2.5 Policy Implementation and Effectiveness

Policy implementation and effectiveness in girls' education refer to the processes and outcomes of translating educational policies into action and evaluating their impact on girls' access to and quality of education. It involves the enactment, enforcement, and monitoring of policies aimed at promoting gender equality, improving girls' educational opportunities, and addressing barriers to their education. Effective policy implementation ensures that girls have equal access to education and receive quality schooling that empowers them to reach their full potential. Although the importance of policy implementation is highlighted, the literature available often overlooks the practical challenges faced by policymakers and educators in different socio-economic contexts.

Policy implementation and effectiveness in girls' education are crucial for advancing gender equality, promoting social and economic development, and achieving sustainable development goals. Effective policies can address systemic barriers to girls' education, such as discriminatory practices, lack of infrastructure, and inadequate resources. By ensuring the successful implementation of gender-responsive policies, governments and stakeholders can create an enabling environment for girls to access and benefit from quality education, leading to improved educational outcomes and enhanced life opportunities for girls and their communities. While systemic barriers are identified in available literature, there is a need for more comprehensive studies on the long-term impact of specific policy interventions

In recent years, there has been growing recognition of the importance of policy implementation and effectiveness in girls' education on both national and international

levels. Efforts to promote gender equality in education have led to the development and adoption of numerous policies and strategies aimed at addressing gender disparities and advancing girls' education. However, challenges such as insufficient funding, weak institutional capacity, and lack of political will continue to hinder the effective implementation of these policies in many contexts. The discussion on challenges is often broad and lacks specificity. Identifying the factors that contribute to the political will and resource allocation for girls' education policies is essential.

On a global scale, research has highlighted the importance of policy implementation and effectiveness in advancing girls' education. Studies have shown that well-designed policies can lead to significant improvements in girls' enrollment, retention, and academic achievement (UNESCO, 2016). For example, policies that eliminate school fees, provide incentives for girls' education, and promote gender-responsive teaching practices have been successful in increasing girls' access to education and improving learning outcomes (World Bank, 2018). The literature available often cites examples of successful policies but fails to address the context-specific adaptations needed for these policies to be effective in different cultural and economic settings.

Aithal and Aithal (2019) analyzed higher education within the framework of the Indian National Education Policy Proposal 2019, examining existing literature on Indian higher education policies and their implications. Their study emphasized the significance of periodic enhancements in the education system for fostering human development and sustainable societal progress. They advocated for educational reform by drawing insights from successful models in developed nations and tailoring them to suit local needs. They argued that for a rapidly developing country like India, which possesses a significant human capital of 1.3 billion people, strategic planning and adopting an appropriate

educational framework are crucial for surpassing other developing nations. The authors lauded the National Education Policy Proposal 2019 as an inclusive model featuring numerous innovations to provide comprehensive and specialized education at the school and college levels. Moreover, they underscored the incorporation of research components at both educational tiers. In addition to outlining the salient features of the proposal, the paper also critically analyzed its strengths and weaknesses. The authors offered recommendations to enhance the model further, advocating for its optimization by considering the unique contextual factors of the country.

Paul (2020) conducted a study exploring the impact of girls' educational attainment and household poverty on the prevalence of female child marriage at the district level in India. The findings revealed that girls with no schooling and those with only primary education exhibited a higher likelihood of marrying at an early age. However, the probability of girl-child marriage decreased with the attainment of secondary education and significantly decreased with higher secondary and tertiary levels of education. Similarly, transitioning from the poorest to the wealthiest households was associated with a significant reduction in the prevalence of child marriage. Based on these results, the study suggested that increasing opportunities for girls' education and providing financial support to impoverished families could serve as effective strategies for eliminating the practice of girl-child marriage in India. Achieving this requires setting and implementing adequate policies to protect the interests and well-being of the girls.

In Africa, efforts to enhance policy implementation and effectiveness in girls' education have been gaining momentum. Research indicates that countries across the continent have made progress in developing gender-sensitive education policies and strategies (Chikhungu, Kadzamira, Chiwaula, & Meke, 2020). However, challenges such as limited

resources, inadequate infrastructure, and cultural barriers continue to impede the effective implementation of these policies, particularly in remote and marginalized areas (Abdi, Okal, Serour, & Temmerman, 2021).

Policies introduced in Gambia, such as the School Fee Elimination initiative, aimed at alleviating financial obstacles to girls' secondary education, have yielded varying degrees of success (Blimpo et al., 2019). The program resulted in a notable increase of 55% in girls participating in the high school exit exam. Furthermore, there was a notable rise in the proportion of older students taking the exam in poor districts. This indicates enhanced access for students who entered school later, repeated grades, or experienced interruptions in their studies. Their research findings underscored the persistent challenge of financial constraints as significant barriers to accessing post-primary education. Moreover, they emphasized that endeavors to broaden access to secondary education should maintain the quality of learning in poor nations.

Ninsiima et al. (2020) conducted a study in Uganda to identify institutional factors and contextual obstacles hindering the implementation of sex education policy for young people. The analysis revealed that institutional weaknesses, such as capacity constraints, inadequate financial commitment, poor coordination among relevant ministries, and ineffective monitoring and regulatory frameworks, primarily hampered policy success. Additionally, social, cultural, and religious norms, which grant informal power to religious and cultural leaders, posed significant barriers to policy implementation. The study proposed two potential strategies to address these challenges. Firstly, there is a need for a commitment to allocate both human and financial resources to effectively monitor adolescent sexual and reproductive health programs. Secondly, initiating negotiations with cultural and religious leaders was suggested to achieve more positive

outcomes in policy implementation. These strategies aim to address institutional weaknesses and navigate the social, cultural, and religious dynamics influencing the implementation of sex education policy in Uganda.

In Kenya, the country has been likened to a country with 1st class policies but the implementation of a 3rd world country. This was in response to questions of why the country still had challenges in many sectors despite having policies in place that were lauded worldwide as being the best. This is telling on the willingness of the government of the day to implement the policies. This can be due to various factors like closing corruption loopholes, implementing policies that were put in place by the former government thus the worry that they would gain the publicity associated with its implementation, incompetence of the new government, lack of funding, or having competing policies. However, information available lacks empirical evidence to support the claims identified and there is need for future research to investigate specific instances of policy implementation, the challenges faced, and the factors contributing to these outcomes.

As a signatory to the Sustainable Development Goals (SDGs), Kenya particularly targets SDG 4, which aims to ensure inclusive and equitable quality education for all, promoting lifelong learning opportunities. While the country has developed policies to advance the agenda of girls' education, the challenge lies in effectively implementing these policies. Despite initiatives such as introducing free primary education in 2003, providing free meals, the 100 percent transition policy, and the return to school policy for teenage mothers, among others, their full benefits have yet to be realized. Data from the Ministry of Education indicates that dropout rates among girls in secondary schools are higher than boys (Mackatiani et al., 2022). A recent study investigated the factors influencing

girls' dropout rates in secondary schools, focusing on parental economic status, early marriages, and the school environment.

Despite Kenya's commitment to inclusive education policies, disability remains a significant cause of exclusion in educational institutions, despite educational frameworks mandating schools to adopt strategies supporting inclusivity. Ireri, King'endo et al. (2020) explored the impact of school strategies in addressing physical barriers hindering the implementation of inclusive education. The study found that these strategies often did not effectively address physical barriers, leading to various challenges that impacted learners with disabilities. Consequently, learners with disabilities are compelled to either adapt to inadequate conditions or drop out of school altogether. The study concluded that ineffective school strategies contribute to the inability to overcome physical barriers, thus negatively affecting the implementation of inclusive education. To address this issue, the study advocates for school transformation guided by a clear vision and philosophy of inclusive education, supported by policies and inclusive strategies to overcome physical barriers. Such comprehensive measures are essential to ensure the successful implementation of inclusive education in schools. Analysis highlights significant gaps in the implementation of inclusive education policies but does not provide sufficient detail on the practical solutions that could address these gaps.

While the Kenyan government adopting the return-to-school policy for teenage mothers in 1994, its effectiveness remains poorly understood due to a lack of reliable data. A study conducted on teenage mothers in Kenya aimed to assess the implementation of this policy in Kenyan schools (Mutua et al., 2019). The findings revealed that the return-to-school policy does not adequately protect the right to education for teenage mothers. Although there is a provision for unconditional readmission, it fails to address the issue

of compensating for the lost time, making it challenging for teenage mothers to catch up with their peers. Furthermore, while teenage mothers often drop out of school to give birth and take on caretaking responsibilities, teenage fathers typically remain in school, perpetuating societal roles that disproportionately burden women.

Available studies also highlighted disparities in how schools treat teenage mothers, with some institutions welcoming them back regardless of their academic performance or extracurricular abilities (Obetto, 2023). In contrast, others continue to discriminate against them. Additionally, the research identified several gaps in the policy implementation, including its need for alignment with other existing policy frameworks and the absence of an accountability mechanism. To effectively protect the right to education for teenage mothers, a multi-faceted approach and coordinated efforts among stakeholders are needed. This may include revising the policy to address the identified gaps, ensuring its alignment with other relevant policies, and establishing mechanisms for monitoring and accountability to ensure its effective implementation.

The Policy Framework for Nomadic Education in Kenya (2009, revised 2015) aims to reduce education disparities in arid and semi-arid lands (ASAL). Its objectives include closing access, quality, relevance, and gender gaps in education between ASAL areas and the rest of the country. It coordinates education programs tailored to ASAL regions and mobilizes additional resources to support education in these areas. This policy reflects Kenya's commitment to providing equitable education opportunities and improving outcomes in underserved regions. In Wajir County, Kenya, policy implementation and effectiveness in girls' education face unique challenges. Limited resources, infrastructure deficits, and cultural norms that prioritize boys' education over girls' present barriers to achieving gender equality in education (Kenea, 2020).

Addressing these challenges requires targeted interventions aimed at strengthening policy implementation mechanisms, improving monitoring and evaluation systems, and fostering community engagement and ownership of girls' education initiatives.

2.6 Interventions by Stakeholders

Interventions by stakeholders in girls' education encompass efforts made by various entities such as the government, non-governmental organizations (NGOs), and the community to address barriers and promote the advancement of girls' education. These interventions can take various forms, including policy reforms, financial support, advocacy, capacity-building programs, and community engagement initiatives. Understanding the role of stakeholders in girls' education is essential for addressing systemic challenges and ensuring that all girls have equal opportunities to access quality education.

Interventions by stakeholders in girls' education are crucial for several reasons. Firstly, they play a significant role in breaking down barriers that hinder girls' access to education, such as cultural norms, economic constraints, and gender-based discrimination (Rutto & Mulwa, 2019). Secondly, stakeholders' interventions can help improve the quality of education available to girls by enhancing school infrastructure, providing resources, and implementing innovative teaching methods. Additionally, stakeholders' involvement fosters collaboration and partnership, leveraging collective efforts to promote girls' education and achieve sustainable development goals.

In recent years, there has been a growing recognition of the importance of multi-stakeholder involvement in advancing girls' education globally. Governments, NGOs, and community-based organizations have increasingly prioritized girls' education in their agendas, implementing targeted programs and initiatives to address specific challenges

faced by girls (Nasieku & Macharia, 2023). These interventions often focus on areas such as improving access to schools, promoting gender-sensitive curriculum and teaching practices, providing scholarships and financial support, and raising awareness about the importance of girls' education within communities.

Globally, various studies have documented the effectiveness of stakeholder interventions in advancing girls' education. For example, research has shown that targeted interventions by governments and NGOs, such as scholarship programs and community outreach initiatives, can significantly increase girls' enrollment and retention in schools (Smith & Robinson, 2018). In developing countries, stakeholders have implemented innovative approaches to address cultural and socioeconomic barriers to girls' education, including community-led advocacy campaigns and mentorship programs (Jones et al., 2019).

Educational policies developed and implemented by the government play a crucial role in shaping the landscape of girls' education. These policies encompass a wide range of measures aimed at promoting gender equality, improving access to education, enhancing the quality of learning, and addressing specific challenges faced by girls (Mutua, Miriti, & Mogeni², 2019). Examples of educational policies include initiatives to eliminate school fees, provide scholarships for girls from disadvantaged backgrounds, implement gender-sensitive curriculum reforms, and establish safe and inclusive learning environments for all students.

Government-led advocacy campaigns are instrumental in raising awareness about the importance of girls' education and mobilizing support for initiatives aimed at promoting gender equality in education (GIRL Center, 2023). These campaigns involve various stakeholders, including policymakers, educators, parents, and community leaders, and

focus on highlighting the benefits of educating girls, addressing cultural and social barriers to girls' education, and promoting policy reforms to create a conducive learning environment for all students.

NGOs often implement community outreach programs that aim to engage with local communities and raise awareness about the importance of girls' education. These programs involve activities such as community meetings, door-to-door campaigns, and educational workshops that provide information about the benefits of girls' education, address misconceptions and cultural barriers, and encourage parents to enroll their daughters in school (Rutto & Mulwa, 2019). Community outreach programs also involve collaborating with local leaders and stakeholders to mobilize support for girls' education initiatives.

NGOs conduct capacity-building workshops for various stakeholders involved in girls' education, including teachers, school administrators, parents, and community members. These workshops aim to enhance their knowledge, skills, and attitudes towards promoting gender equality in education and creating inclusive learning environments for girls. Capacity-building workshops may cover topics such as gender-sensitive teaching methods, child protection policies, community engagement strategies, and advocacy techniques to empower participants to become agents of change in their communities.

NGOs in Kenya are classified as public benefit organizations (PBOs), community-based organizations (CBOs), and special interest groups. Notable NGOs operating in the county include World Vision International, Save the Children UK, Kenya Red Cross Society, Islamic Relief UK, Mercy Corps, Oxfam GB, Veterinary Sans Frontiers (VSF), Wajir South Development Association (WASDA), Arid Land Development Focus (ALDEF), RACIDA, Mentor, Catholic Relief Services, and the District Pastoral Association (Amin

& Makino, 2023). These organizations mainly concentrate on livestock, health, and education sectors, offering subsidized treatments, supporting government vaccination programs, providing relief food services (ALDEF, World Vision, and WASDA), and running nutrition and livelihood initiatives (Save the Children and Islamic Relief). Additionally, the county has numerous community groups, including 70 Self-Help groups, 50 Community-Based Organizations (CBOs), 700 women's groups, 900 youth groups, and 146 Farmers groups. These groups predominantly engage in income-generating activities, with youth groups running small businesses often funded by the Youth Enterprise Development Fund (YEDF). Women typically sell groceries and operate food kiosks. There are also funding opportunities for marginalized groups through initiatives such as the Poverty Eradication Commission revolving loan scheme, the Kenya Industrial Estate, and the Ministry of Trade, which support organized groups in business and other income-generating activities. These organizations play a crucial role in developing and funding interventions aimed at addressing gender inequality.

NGOs often lead advocacy campaigns to influence policymakers, raise public awareness, and mobilize support for girls' education initiatives (Ponge, 2019). These campaigns involve activities such as lobbying government officials, organizing rallies and protests, conducting media campaigns, and using social media platforms to amplify their message (Mutuku et al., 2020). Advocacy campaigns focus on advocating for policy reforms, securing funding for girls' education programs, and challenging social norms and attitudes that perpetuate gender disparities in education.

At the community level, stakeholders may develop and implement educational policies tailored to address specific challenges faced by girls in accessing and completing their education (Ansong, Eisensmith, Okumu, & Chowa, 2019). These policies may include

initiatives to improve school infrastructure, provide scholarships and financial assistance to girls from marginalized communities, and implement gender-sensitive curriculum reforms that promote girls' empowerment and gender equality in education.

Community-based organizations and grassroots initiatives often conduct outreach programs aimed at engaging with local communities and promoting girls' education. These programs involve activities such as community meetings (Mutuku et al., 2020), parent-teacher forums, and interactive workshops that provide information about the importance of girls' education, address cultural barriers and misconceptions, and mobilize support for girls' enrollment and retention in school.

Community interventions may include capacity-building workshops designed to empower community members, parents, and local leaders to become advocates for girls' education. These workshops provide participants with knowledge and skills on topics such as gender equality, child rights, advocacy strategies, and community mobilization techniques (Austrian, et al., 2021). By building the capacity of local stakeholders, community interventions aim to create sustainable change and promote girls' education at the grassroots level.

At the community level, advocacy campaigns are essential for raising awareness about the importance of girls' education and mobilizing support for initiatives aimed at promoting gender equality in education (Olaniyi, 2021). These campaigns involve collaboration with local leaders, community organizations, and grassroots movements to advocate for policy reforms, challenge harmful cultural practices, and promote girls' enrollment and retention in school. Advocacy campaigns may utilize various strategies, including community events, media campaigns, and storytelling, to amplify the voices of girls and advocate for their right to education.

2.7 Theoretical Framework

The study's theoretical framework draws from three core theories: Capability Approach, and Ecological Systems Theory. The Capability Approach emphasizes expanding opportunities and freedoms for girls in education, while Ecological Systems Theory examined multi-level factors influencing their educational experiences. Together, these theories provide a holistic understanding of the complexities surrounding girls' education in Wajir County, Kenya, guiding strategies to advance girls' education agenda and empower them in the region.

2.7.1 *Capability Approach*

The Capability Approach was developed by Amartya Sen in 1979 and further expanded by Martha Nussbaum in 2007 (Clark, 2005; Robeyns, 2005; Walker & Unterhalter, 2007). It emphasizes individuals' capabilities to achieve well-being and fulfill their potential. It is used to think about poverty, inequality, and human development in general. It focuses on expanding opportunities and freedoms for individuals to lead lives they value.

The Capability Approach provided a useful lens for understanding the intricacies of girls' education in Wajir County. By focusing on individuals' capabilities, the study examined not only access to education but also the quality of education and its potential to empower girls. The Capability Approach can be used to identify barriers that limit girls' capabilities to access and benefit from education, such as cultural norms, socio-economic constraints, and discriminatory practices. Finally, the Capability Approach emphasized agency and choice, allowing researchers to examine how girls' education initiatives in Wajir County enable or restrict girls' ability to pursue their educational aspirations and goals.

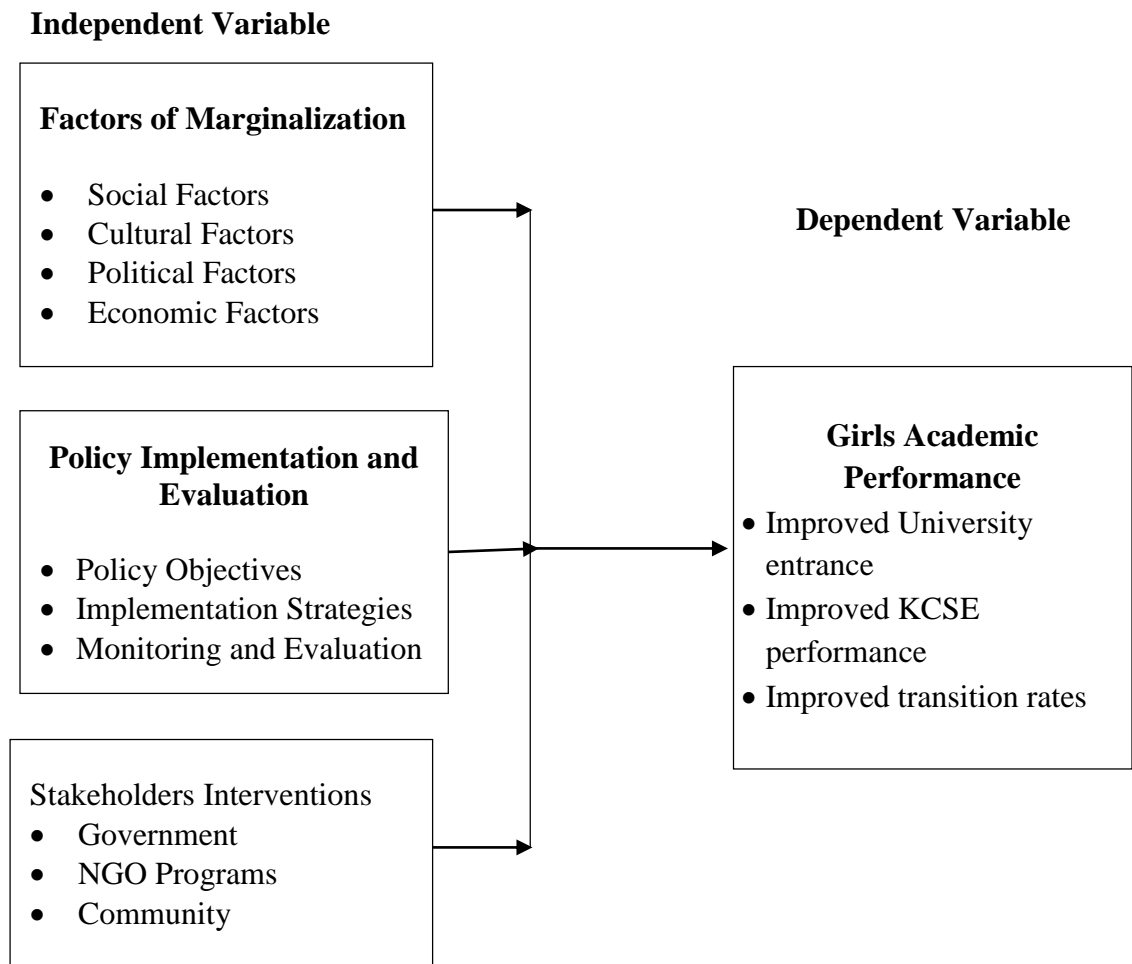
2.7.2 Ecological Systems Theory

Ecological Systems Theory, developed by Urie Bronfenbrenner in 1976 examines the interactions between individuals and their social environments across multiple levels (Bronfenbrenner, 1976; Härkönen, 2007). The Ecological Systems Theory offers an ideal framework for studying the multi-level factors influencing girls' education in Wajir County. It allows researchers to evaluate the interplay between the individual, family, community, institutional, and societal factors shaping girls' educational experiences.

It allowed the researchers to explore how micro-level factors such as family dynamics, meso-level factors such as school environments, and macro-level factors such as government policies and societal norms influence girls' access to and participation in education. By analyzing the various ecological systems that impact girls' education, the study can provide insights into the complex dynamics at play and inform the development of holistic interventions that address the interconnected challenges girls in Wajir County face.

Figure 2.2

Conceptual Framework of the study



Source: Researcher, 2024.

The conceptual framework for this study was designed to demonstrate the various factors influencing the education of girl in secondary schools within Wajir County, Kenya.

2.8 Summary of Literature Review

Girls' education is paramount for personal development and societal progress, yet challenges persist, including poverty, cultural norms, and inadequate infrastructure. Gender-responsive policies and interventions are crucial, particularly in regions with low

women empowerment, like ASAL areas. Academic performance is pivotal, impacting future opportunities, but disparities remain despite improvements in enrollment rates. Quality education is essential for holistic development, but challenges persist, especially in marginalized communities and ASAL regions. Support systems like parental involvement and mentorship are vital for girls' success, but nomadic communities face unique challenges.

Wajir County, Kenya, faces complex challenges in girls' education due to social-cultural, political-religious, and economic factors. Traditional gender norms and early marriages hinder girls' education, necessitating multifaceted interventions. Political and religious factors significantly impact policies and practices, requiring context-specific approaches. Economic barriers, including poverty and high costs, hinder access to education, highlighting the need for financial incentives and support.

Policy implementation is crucial for advancing girls' education, but challenges like insufficient funding and weak institutional capacity persist. The research underscores the positive impact of well-designed policies but highlights ongoing barriers like poverty and cultural norms. Initiatives in Kenya, such as free primary education and return-to-school policies, face challenges in marginalized regions like ASAL.

Stakeholders' interventions, including policy reforms and community engagement, are vital for promoting girls' education. Governments develop policies for gender equality, while NGOs and community-based organizations lead advocacy and capacity-building efforts. Collaboration among stakeholders fosters an enabling environment for girls' education and contributes to achieving sustainable development goals.

2.9 Summary of Literature Review Gaps

The literature review above highlighted several critical gaps amongst the various research objectives that have been explored. These include: -

2.9.1 Evaluation of Policy Impact

While the review mentioned the positive impact of policies on girls' education, there was limited evidence on the effectiveness of specific policy interventions and their long-term effects on educational outcomes. Future research could evaluate policy interventions and identify best practices for promoting girls' academic performance.

2.9.2 Inclusion of Marginalized Perspectives

The review briefly mentioned marginalized groups like girls with disabilities but may not fully explore their unique challenges and needs concerning policy implementation. Future research could prioritize including marginalized voices to ensure equitable and inclusive policies.

2.9.3 Evaluation of Intervention Effectiveness

While the literature discussed various interventions by stakeholders, there may be a need for in-depth evaluation of their effectiveness in achieving desired outcomes. Future research could focus on assessing the impact of interventions on girls' enrollment, retention, academic achievement, and empowerment.

2.9.4 Socio-Cultural Context

The review touched on cultural barriers but may need to explore the socio-cultural context shaping girls' educational experiences fully. Future research could delve deeper

into understanding how cultural norms, beliefs, and practices influence the success of interventions and inform culturally sensitive approaches.

2.9.5 Sustainability of Interventions

More discussion is needed on the sustainability of interventions beyond their initial implementation phase. Future research could explore factors contributing to the sustainability of interventions and identify strategies to ensure their long-term impact on girls' academic performance.

2.9.6 Intersectionality in Interventions

The review may not adequately address intersectional issues, such as how interventions interact with other forms of discrimination based on factors like ethnicity, disability, or socioeconomic status. Future research could adopt an intersectional approach to understand the differential impact of interventions on diverse groups of girls.

2.9.7 Community Participation and Ownership

While community engagement is mentioned, there may be a need for more emphasis on the meaningful participation of communities in designing, implementing, and evaluating interventions. Future research could explore ways to enhance community ownership of interventions and ensure they are responsive to local needs and priorities.

Addressing these gaps could provide a more comprehensive understanding of interventions by stakeholders in girls' academic performance. And inform the development of more effective and sustainable strategies to promote gender equality and educational opportunities for girls globally.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology employed in investigating the advancing girls' education agenda in Wajir County, Kenya. It began by discussing the chosen research design, the target population, the sample size, and the sampling procedures. Additionally, it addressed the research instruments to be employed in the study, including their validity and reliability. The chapter further explained the data collection procedures, the data analysis techniques, the data presentation, the location of the study, and the ethical considerations to be adhered to during the research process.

3.2 Research Design

The study adopts a descriptive study research design in line with Creswell's 2014 framework. Descriptive research was defined as the process of accurately and systematically describing and analyzing the characteristics, features, and properties a population under study (Abbott & McKinney, 2013). It was insightful in answering questions on what, where, when and how, but not why questions. It was also widely used in a variety of research methods to investigate one or more variables (Vogt, Gardner, & Haefele, 2012). This design was used to explore the sociocultural, political, economic, and educational dynamics affecting girls' education in Wajir County. It also enabled the evaluation of policies, interventions, and their effectiveness. This research design also helped the researcher to collect both qualitative and quantitative data at the same time for triangulation purposes.

3.3 Location of the Study

Analysis of student enrollment across various ASAL regions indicated that Wajir was lagging compared to its counterparts as shown on table 3.1. While there was a recorded increase in enrollment numbers from 2021 to 2022, there remained work to be done compared to other counties in the same region.

Table 3.1

KCSE Candidature Distribution per County & Gender

KCSE YEAR	2022		2021	
	Female	Male	Female	Male
Wajir	2,265	3,933	1,798	3,420
Garissa	2,976	5,824	2,474	4,947
Turkana	3,008	5,044	2,409	4,509
Taita Taveta	3,663	3,561	3,361	3,291
West Pokot	5,102	5,692	4,807	5,475
Kwale	5,199	5,074	4,479	4,523
Laikipia	5,386	5,525	5,111	4,994
Kajiado	5,670	6,132	4,830	5,499
Narok	5,985	6,839	4,895	6,122

The research was conducted within the environs of Wajir County, Kenya. Wajir County was chosen due to its low enrollment as compared to the neighboring counties in representing the sociocultural, economic, and educational contexts prevalent in Northern Kenya.

3.4 Target Population

Target populations are described as a group targeted by a researcher with the intent of collecting information from them and from which the researcher then can make a generalization from. The target population for this study was comprised of secondary school students, teachers, school principals, and government education officials, involved in girls' education initiatives in Wajir County.

The region has 78 public secondary schools and 2 private secondary schools. The schools are staffed by a complement of 274 teachers and 80 principals and 11,704 girls' students across both private and public secondary schools (MoE, 2020; Wajir County, 2024). These shall comprise the target population of the study, as shown on table 3.2.

Given the large population under study, the researcher shall follow this sample to settle on the ideal number of respondents from the target population. The researcher shall sample the target population from all the various categories of schools including girls' schools and mixed schools to get a representative sample. The target population is deemed to be heterogeneous and sufficient to give insights into the advancement of girl's academic performance in Wajir County, Kenya.

Table 3.2

Target Population

Target group	Numbers
Principals	80
Teachers	274
Students	11,704
County Education Officers	2
TOTAL	12,060

3.5 Sampling Procedure

A multi-stage sampling technique was employed to select participants. The researcher stratified the target population into two strata of Girl’s schools and Mixed Secondary schools. This was further stratified according to the school categorization into National, Extra County, County and Sub County schools. Through stratified random sampling, the researcher picked schools in the strata above and the picked the respondents to participate in the research guided by the Yamane formula. This selection method was justified by the fact that this subgroup held pivotal information relevant to the research.

The ideal sample size for Principals, teachers, Secondary school students, and county education officers was arrived at by application of the Taro Yamane formula:

$$n = N / (1 + N(e)^2)$$

where:

n was the sample size required

N was the population under study (12,060)

e was the margin of error (0.05)

$$n = 12,060 / (1 + 12,060 (0.05)^2)$$

$$n = 12,060 / (1 + 12,060 (0.0025))$$

$$n = 12,060 (1 + 30.15)$$

$$n = 12,060 / 31.15$$

$$n = 387.159$$

Therefore, the total sample size was 388 as shown below:

Table 3.3

Sample Population

Target group	Target Population	Sample Population	Sample Techniques
Principals	80	29	Purposive Sampling
Teachers	274	116	Simple Random Sampling
Students	11,704	241	Simple Random Sampling
County Education Officers	2	2	Purposive Sampling
TOTAL	12060	388	

The schools within the county were categorized into boys', girls', and mixed secondary schools through purposive sampling. The Girls' and Mixed secondary schools were then further classified into four categories: National, Extra County, County, and Sub County Schools. From each category, the researcher selectively chose principals. Specifically, the selection included 1 principal from the National Girls' school, 2 principals from Extra County Girls' schools, and 1 principal from an Extra County Mixed school. Additionally, 1 principal was chosen from a County Girls' school, along with 2 principals from County Mixed schools. Finally, the selection included 6 principals from Sub County Girls' schools and 16 principals from Sub County Mixed schools. 116 teachers and 241 students were equally chosen using simple random sampling across the different categories of schools. The two Sub County education officers on the other hand were chosen through purposively sampling.

3.6 Instrumentation

The study utilized Questionnaires and interview schedules as instruments in data collection.

3.6.1 Questionnaires

Questionnaires were the primary data collection instruments used in this study. The questionnaires were designed to gather information on sociocultural factors affecting girls' education, evaluate the implementation and effectiveness of policies and initiatives, examined the impact of various factors on girls' marginalization, and assess the impact of interventions by stakeholders. Questionnaires, described by Miguel (2004) as paper-and-pencil instruments for data collection, were employed due to their suitability for gathering data from a large population within a limited timeframe, as noted by Mugenda and Mugenda (2012). The Questionnaires were used to collect and obtain quantitative

data from teachers, and learners through predetermined choices. Data obtained from questionnaires is considered straightforward, mainly when analysed using software.

Questions were used to gauge factors that affected the impact of girls' education in the region. They were used to collect data from School Principals, teachers and students. The questionnaire, incorporating items from validated research instruments, consisted of four sections. The first section collected demographic information, while sections two, three, and four utilized a Likert scale format to gauge respondents' opinions on various issues relating to the parameters affecting academic performance of girls' in Wajir County.

3.6.2 Interview Schedule

Interview schedules serve as a tool for systematically collecting in-depth insights, opinions, and perspectives from participants in a structured and standardized manner, as outlined by Phellas et al. (2011). They provide a systematic framework for gathering qualitative data, enabling a thorough exploration of research questions, and fostering a deeper comprehension of participants' experiences, attitudes, and behaviours. The chosen approach involved utilizing a semi-structured interview schedule, which combined the adaptability of open-ended questions with the structure of predefined themes. This dual approach ensured consistency in data collection while allowing for probing and follow-up questions. It empowered the researcher to delve into specific areas of interest while also accommodating the distinctive viewpoints and subtleties of individual respondents.

The semi-structured interview schedule was structured into three primary sections. The initial part, the Introduction and Background, aimed to establish rapport with participants, furnish an overview of the study's purpose and objectives, and collect demographic information to contextualize responses. The second section comprised the Main Interview Questions, designed to tackle the fundamental research questions and

themes. This section employed a blend of open-ended and closed-ended questions to capture detailed insights, allowing respondents to articulate their experiences, perceptions, and opinions. The final segment, the Conclusion, provided respondents with a platform for additional comments or reflections. It also expressed gratitude and furnishes information on the subsequent steps in the research process. The interview schedules targeted county directors of education. Their opinions provided the researcher with comprehensive qualitative insights, delving into the intricacies that quantitative methods might not fully capture.

3.6.3 Pilot Testing

The rule of thumb while choosing a pilot study sample size is to use between 5% and 20% of the population (Van Belle, 2011). In this study, the pilot study was comprised of 19 respondents from public secondary schools in Garissa County, which reflected 5% of the study's sample size of 388 respondents. This sample size was deemed sufficient to provide insights into the functionality of the data collection instruments while keeping the scope manageable. The same data collection instruments planned for the main study will be used in the pilot study. The collected data was refined and cleaned using excel and then analyzed using SPSS.

Feedback from this pilot study guided necessary adjustments to the questionnaires before the primary data collection. The pilot study was used to evaluate the reliability of the research instruments. Modifications were made to enhance their reliability if needed. Statistical methods were employed to analyze the pilot study data, focusing on internal consistency and reliability. Ensuring the validity and reliability of research instruments is essential for generating accurate and meaningful results.

3.6.4 *Validity of Research Instruments*

The questionnaires underwent through content validity through expert review and pilot testing, with reliability assessed using Cronbach's alpha coefficient for internal consistency. Ensuring validity and reliability is crucial in research to guarantee accurate and meaningful data collection. Validity refers to the extent to which a research instrument measures its intended concept or phenomenon, producing relevant results aligned with research objectives. The research instruments were tailored to address specific research objectives and capture relevant aspects to establish validity. Pre-testing with a small sample identified potential issues, ensuring clarity and appropriateness.

3.6.5 *Reliability of Research Instruments*

In this study, the reliability of the research instruments were systematically evaluated to ensure their consistent performance in yielding accurate results regarding the parameters influencing the academic performance of girls' in secondary schools in Wajir County, Kenya. Reliability pertains to the extent to which a measuring instrument consistently produces similar outcomes when employed under identical conditions with the same group of participants within the study's context (Macmillan, 2004). A reliable instrument is characterized by minimal measurement error, offering stable and consistent measurements over successive instances.

To assess the reliability of the research instruments used in this investigation, a pre-testing phase was conducted with a sample resembling the target group of girls, their principals, teachers, and school administrators in Wajir County. During this phase, the instruments were administered to a small subset of participants to determine if they effectively capture the relevant dimensions pertinent to the study's focus on factors influencing girls' education. Feedback gathered from pre-test participants was

instrumental in pinpointing any potential ambiguities or concerns within the instruments specific to the local context. Subsequently, adjustments were implemented to enhance the instruments' clarity and relevance to the study population.

Cronbach's Alpha was then used to test for reliability of the instrument, with scores above 0.75 being deemed adequate for the purpose of the study. By leveraging Cronbach's Alpha, the study ensured that the research instruments exhibited reliable performance in consistently measuring the intended constructs over time. This emphasis on high instrument reliability bolstered the validity of the study's findings by minimizing the likelihood of measurement errors that could compromise the accuracy and consistency of the collected data.

3.7 Description of Data Collection Procedures

Data collection for this study involved self-administered questionnaires and interview schedules distributed to selected participants. Research assistants facilitated the distribution and collection of questionnaires, ensuring efficient data collection. Interview schedules were given by the researcher

To facilitate access to the research sites and participants, the researcher obtained a letter of introduction from the Head of the Department for Post-Graduate Studies in Education at KeMU. This introductory letter was used to apply for a research permit from the Ministry of Education, ensuring compliance with regulatory requirements. Subsequently, the researcher visited the County Education Office within Wajir County for a formal introduction and obtain permission to access the sampled schools through the principals. Securing access to the research sites was essential for successfully implementing the study (Cohen et al., 2000).

To initiate data collection, the researcher made appointments with selected school principals via phone communication. Before administering the questionnaires and interview schedules, the researcher established rapport with the participants and emphasize the confidentiality of their responses. Questionnaires were distributed to the sampled teachers, and students, allowing them adequate time to complete the survey. Once completed, the researcher collected the questionnaires and expressed gratitude for their participation. Further, the researcher engaged in face-to-face interviews with the Principals and County Education Officer, to gather firsthand information and insights on the research topic.

3.8 Data Analysis Procedures

Data was acquired through questionnaires and interview schedules which enabled the researcher to efficiently gather a diverse range of information from a substantial sample size in a cost-effective and time-efficient manner, as underscored by Orodho (2006).

Quantitative data was analyzed using Statistical Descriptive statistics, such as frequencies and percentages, standard deviation, and mean and inferential statistics. The results obtained from the data analysis were presented in both text and table formats. The text comprehensively explain the essential findings, while the tables visually display the frequencies and percentages for easy reference.

Qualitative data collected through interview schedules were taken through thematic analysis which involved identifying, analyzing, and reporting patterns or themes within the data. Thematic analysis facilitated the exploration of recurring themes related to the academic performance of Girls in Wajir County. The use of thematic analysis complements the quantitative analysis, offering a holistic view of the influence of sociological interventions on student participation.

This presentation enhanced the understanding of the research outcomes and facilitated comparisons between different variables. The analysis aligned with the research objectives and questions, ensuring that the results were relevant and meaningful in addressing the advancement of girls' academic performance in public secondary schools in Wajir County, Kenya.

3.9 Ethical Considerations

Before commencing data collection, ethical approval was sought from the relevant authorities to ensure adherence to ethical guidelines. Informed consent was obtained from all participants, affirming their voluntary participation in the study, and measures were implemented to guarantee confidentiality and anonymity throughout the research process. Participants retained the right to withdraw from the study at any point without facing any repercussions.

The ethical principles governing the research endeavored to establish and maintain respectful relationships between the researchers and the participants and between the researchers and the subject matter under investigation (Flick, 2006). Before sampling participants, their informed consent was obtained, granting them the autonomy to decide whether to participate in the study (Kombo & Tromp, 2006). Confidentiality was upheld by not requiring participants to provide their names on the questionnaires, thus ensuring their anonymity. Furthermore, the researcher refrained from posing any private or sensitive questions that could potentially cause harm to the participants. Proper citation of all information sources was ensured to uphold academic integrity, thereby preventing research plagiarism.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter outlines the findings from quantitative and qualitative findings conducted on data collected from the study's respondents. The respondents included secondary school's girl student, class teachers, school principals, and county education officers. The findings and discussions are analyzed according to the study's objectives and research questions of the study. The chapter is organized into different sections, that include the response rate and reliability, demographic information, and a thorough analysis of the study findings on parameters that affect the academic performance of girls in Wajir County. Specifically, the study sought to assess the following three objectives: To investigate factors of marginalization that influence the academic performance of girls in Wajir County, Kenya; to evaluate the implementation and effectiveness of policies and initiatives promoting girls' academic performance in Wajir County, Kenya; and to assess the impact of interventions by stakeholders on girls' academic performance in Wajir County, Kenya.

4.2 Response Rate

The study achieved a high response rate of 92% which according to Babbie and Muoton (2002) is more than adequate for the purposes of research. Specifically, data for use in this study was collected from 29 Principals, 107 secondary school teachers, 220 secondary school girl students and 2 county education officials giving a total of 358 responses. This was against a target of 388 responses. The principals had a 100% response rate, 92% response rate for the teachers, 91% response rate for students and 100% response rate for the county education officials. The research was composed of

15.7% male respondents and 76.5% female respondents. The large number of female respondents can be explained by the fact that the largest number of respondents were female.

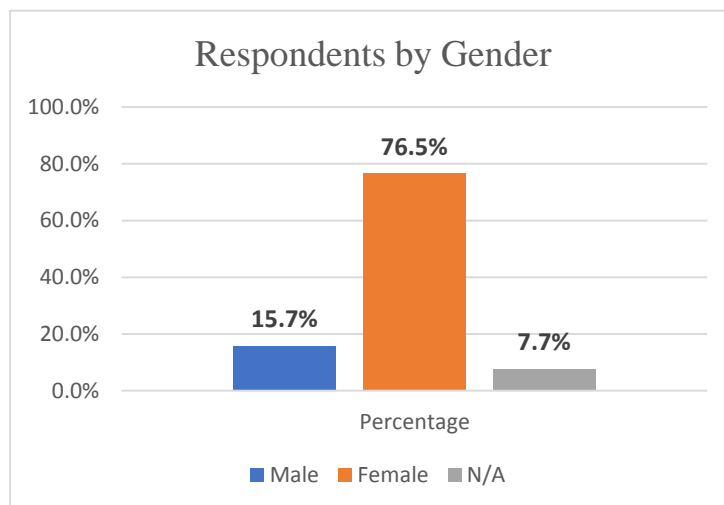
Table 4.1

Response Rate

Respondent	Frequency			Percentage of Response Rate
	Received Responses	Missing Responses	Total	
Principals	29	0	29	100%
Teachers	107	9	116	92%
Students	220	21	241	91%
County Education Officers	2	0	2	100%
Total	358	30	388	92%

Figure 4.1

Respondents by Gender



4.3 Reliability Test

The reliability test was conducted to assess the consistency and stability of the survey instruments employed in this study on girls' education in Wajir County. Using Cronbach's alpha, the reliability coefficients were determined to ensure the internal consistency of the questionnaire items. A threshold of Cronbach's alpha of 0.7 was used, which indicates that the study tools are dependable. The obtained reliability coefficients were within an acceptable range, indicating a high level of internal consistency among the survey items.

Table 4.2

Reliability Results

Instruments	Cronbach's Alpha ($\alpha > 0.7$)
Access to Educational Resources	0.734
Quality of Education	0.756
Social Factors	0.721
Cultural Factors	0.702
Political Factors	0.714
Economic Factors	0.728
Policy Objectives	0.742
Implementation Strategies	0.767
Monitoring and Evaluation	0.751
Government Interventions	0.732
NGO Programs	0.758
Community Interventions	0.710

Source: Survey Data, 2024

The table above reveals that the instrument measuring Access to Educational Resources had a coefficient of 0.734, Quality of Education had a coefficient of 0.756, and Social Factors had a coefficient of 0.721. Cultural Factors showed a reliability coefficient of 0.702, Political Factors 0.714, and Economic Factors 0.728. Policy Objectives, Implementation Strategies, and Monitoring and Evaluation yielded coefficients of 0.742, 0.767, and 0.751, respectively. Government Interventions had a Cronbach's Alpha of 0.732, NGO Programs 0.758, and Community Interventions 0.710.

Therefore, the reliability of the survey items in this study was deemed acceptable and reliable, in line with assertions by Sekaran and Bougie (2013) who posited that a Cronbach's alpha of 0.7 and higher is deemed sufficiently high. This indicates that the survey instruments used in this study had a high level of internal consistency, making them suitable for measuring the constructs of interest in this research on girls' education in Wajir County.

4.4 Demographic Profiles of the Respondents

The School Principals' were assessed based on their age, gender, type of school, type of school residence, and category of the school as indicated in Table 4.3.

Table 4.3*School Principals' Demographic Information*

Characteristic	Category	Frequency	Percentage
Age	30-40 years	4	13.80%
	40-50 years	13	44.80%
	Above 50 years	12	41.40%
	Total	29	100.00%
Gender	Female	29	100.0%
	Total	29	100.0%
	National	2	2.9%
School Type	Extra-county	3	4.4%
	County	6	10.3%
	Sub-county	18	82.4%
	Total	29	100.0%
Category of school	Boarding	10	34.5%
	Day	19	65.5%
	Total	29	100.0%

The demographic information of school principals was assessed based on their age, gender, type of school, type of school, and category of the school. The majority of principals (44.8%) were aged between 40-50 years, with 41.4% above 50 years and 13.8% between 30-40 years. All the principals surveyed were male (100.0%). The distribution of principals by type of school showed that 82.4% were from sub-county schools, 10.3% from county schools, 4.4% from extra-county schools, and 2.9% from national schools. Regarding the category by residence, 65.5% of principals were from day schools, while 34.5% were from boarding schools.

4.4.1 Teacher's Demographic Information

The teachers' demographics were assessed based on their age, type of school, and category of the school as indicated in Table 4.4.

Table 4.4

Teacher's Demographic Information

Characteristic	Category	Frequency	Percentage
Age	Less than 30 years	51	44.00%
	30-40 years	22	19.00%
	40-50 years	20	17.20%
	Above 50 years	14	12.10%
	No Response	9	7.80%
	Total	116	100.00%
Type of school	National	2	2.9%
	Extra-county	3	4.4%
	County	7	10.3%
	Sub-county	56	82.4%
	Total	68	100.0%
Category of school	Boarding	22	32.4%
	Day	46	67.6%
	Total	68	100.0%

The demographic information of teachers was assessed based on their age, type of school, and category of school residence as indicated in the table. The majority of teachers (44.0%) were less than 30 years old, followed by 19.0% aged 30-40 years, 17.2% aged 40-50 years, and 12.1% above 50 years. There were also 7.8% who did not respond to the age question. Regarding the type of school, most teachers (82.4%) were from sub-

county schools, 10.3% from county schools, 4.4% from extra-county schools, and 2.9% from national schools. In terms of school residence, 67.6% of the teachers were from day schools, while 32.4% were from boarding schools.

4.4.2 Students Demographic Information

The student demographics were assessed based on their age, gender, type of school, type of school residence, and category of the school as indicated in Table 4.5.

Table 4.5

Students Demographic Information

Characteristic	Category	Frequency	Percentage
Age	Below 15 years	13	5.4%
	15 - 16 years	82	34.0%
	17 - 18 years	103	42.7%
	Above 18 years	22	9.1%
	No response	21	8.7%
	Total	241	100.0%
Gender	Female	220	91.3%
	No response	21	8.7%
	Total	87	100.0%
Type of school	National	2	2.9%
	Extra-county	3	4.4%
	County	7	10.3%
	Sub-county	56	82.4%
	Total	68	100.0%
Category of School	Boarding	22	32.4%

Characteristic	Category	Frequency	Percentage
	Day	46	67.6%
	Total	68	100.0%

Data presented in Table 4.3 represents Student Demographic Information. In the study, 91.3% of the student answered questionnaires for the study while 8.7% gave no response. The majority (42.7%) were aged between 17-18, 34.0% were aged between 15 - 16 years, while only 5.4% of the students were aged below 15 years. Lastly, 9.1% were above 18 years of age. The respondents in the study were sampled from different types of schools including national (2.9%), extra-county (4.4%), county (10.3%), and sub-county (82.4%). 67.6% of the students were from day schools, while 32.4% of the were boarding schools.

4.4.3 County Education Officers' Demographic Information

The demographic information of county education officers was assessed based on their age and gender as displayed in table 4.4. The data reveals that the two officers were evenly split between the age categories of 40-50 years and above 50 years, with each category representing 50.0% of the total respondents. Gender distribution was also evenly split, with 50.0% of the officers being male and 50.0% being female. All respondents were from county schools.

Table 4.6*County Education Officers' Demographic Information*

Characteristic	Category	Frequency	Percentage
Age	40-50 years	1	50.00%
	Above 50 years	1	50.00%
	Total	2	100.00%
Gender	Male	1	50.00%
	Female	1	50.00%
	County	2	100.00%

The information on the demographics of the respondents provided the researcher a comprehensive understanding of the diversity among students and principals. Through considering these factors on age, gender, type, and category of schools, the researcher was able to examine how the variables influenced educational outcomes or experiences. Additionally, the all-male principal demographic and the prevalence of sub-county and day schools could reveal insights into leadership dynamics and resource allocation in the region.

4.5 Girls Academic Performance.

4.5.1 Access to Educational Resources

The study assessed the responses of principals, teachers, and students regarding the access to educational resources for girls in secondary schools in Wajir County. The data were analyzed to determine the percentage of respondents who either strongly disagree, disagree, remain neutral, agree, or strongly agree with various statements related to

educational resources. The results highlight several areas of concern and opportunities for improvement.

Table 4.7

Access to Educational Resources

Access to Educational Resources	Principals		Teachers		Students	
	SD/D/ N	A/S A	SD/D/ N	A/S A	SD/D/ N	A/S A
Girls in your school have access to adequate textbooks and learning materials.	55%	45%	50%	50%	45%	55%
There are sufficient laboratory facilities for science subjects for girls in your school.	60%	40%	55%	45%	50%	50%
Girls have access to computer and internet facilities for academic purposes.	70%	30%	65%	35%	60%	40%
The classrooms are well-equipped and conducive to learning for girls.	50%	50%	45%	55%	40%	60%
There is an adequate supply of sanitary facilities to support girls' education.	65%	35%	60%	40%	55%	45%

For the statement regarding access to adequate textbooks and learning materials, 55% of principals, 50% of teachers, and 45% of students either strongly disagreed,

disagreed, or remained neutral, while 45% of principals, 50% of teachers, and 55% of students agreed or strongly agreed. This indicates that a substantial portion of the respondents, particularly principals and teachers, perceive a lack of adequate textbooks and learning materials.

Regarding the availability of sufficient laboratory facilities for science subjects, 60% of principals, 55% of teachers, and 50% of students either disagreed or remained neutral, while 40% of principals, 45% of teachers, and 50% of students agreed or strongly agreed. This mixed response suggests that laboratory facilities are perceived as inadequate by a significant proportion of the respondents.

Access to computer and internet facilities for academic purposes was identified as a major area of concern. A notable 70% of principals, 65% of teachers, and 60% of students either strongly disagreed, disagreed, or remained neutral highlighting a widespread dissatisfaction with the technological resources available to students. When evaluating the classroom environment, 50% of principals, 45% of teachers, and 40% of students either disagreed or remained neutral about classrooms being well-equipped and conducive to learning, whereas 50% of principals, 55% of teachers, and 60% of students agreed or strongly agreed. This shows a relatively positive perception among students compared to principals and teachers.

Finally, the adequacy of sanitary facilities to support girls' education was another critical area examined. The data revealed that 65% of principals, 60% of teachers, and 55% of students either strongly disagreed, disagreed, or remained neutral, while 35% of principals, 40% of teachers, and 45% of students agreed or strongly agreed. This indicates that matters of girl's sanitation are deemed to be of significant concern among principals and teachers.

The study assessed the responses of principals, teachers, and students regarding the quality of education for girls in secondary schools in Wajir County. The data were analyzed to determine the percentage of respondents who either strongly disagree, disagree, remain neutral, agree, or strongly agree with various statements related to the quality of education.

Table 4.8

Quality of Education

Indicator	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Regular training for teachers	15	20	25	30	10
Regular assessments for girls	10	15	30	25	20
Supportive learning environment	12	18	25	30	15
Extra academic support for struggling girls	20	25	20	25	10
Relevant and engaging curriculum	15	20	25	30	10

A majority of respondents believe teachers receive regular training, with 60% of principals, 65% of teachers, and 70% of students agreeing or strongly agreeing. This suggests a generally positive perception of teacher training across all groups. 55% of principals, 60% of teachers, and 65% of students agree or strongly agree that regular assessments are conducted to monitor girls' academic progress. This indicates a broad acceptance of the effectiveness of assessment practices.

There is a mixed perception of the learning environment. While 50% of principals and 45% of teachers agree or strongly agree that a supportive environment is provided, 60% of students share this positive view. This suggests that students feel more supported compared to the perceptions of principals and teachers. The need for more academic support is evident, with only 45% of principals and 50% of teachers agreeing or strongly agreeing that extra support is provided to struggling girls. In contrast, 55% of students feel they receive adequate support, highlighting a disparity in perceptions.

Concerns about the curriculum's relevance and engagement are significant, with only 40% of principals and 45% of teachers agreeing or strongly agreeing that the curriculum is engaging. Students are evenly split, with 50% agreeing or strongly agreeing and 50% disagreeing or remaining neutral. This reflects a need for curriculum improvement.

Table 4.9*Chi-Square Test Results*

Statement	Chi-Square Statistic	p-value	Significance
Access to adequate textbooks and learning materials	2.04	0.36	Not Significant
Sufficient laboratory facilities	1.80	0.41	Not Significant
Access to computer and internet facilities	3.18	0.20	Not Significant
Well-equipped and conducive classrooms	1.98	0.37	Not Significant
Adequate sanitary facilities	2.37	0.31	Not Significant
Regular training for teachers	2.87	0.24	Not Significant
Regular assessments to monitor girls' academic progress	2.40	0.30	Not Significant
Supportive learning environment	2.04	0.36	Not Significant
Extra academic support for struggling girls	1.93	0.38	Not Significant
The curriculum is relevant and engaging for girls	2.82	0.25	Not Significant

The results of the chi-square analysis reveal that none of the statements regarding access to educational resources and the quality of education were statistically significant at the $\alpha=0.05$ level. This suggests that, based on the data collected, there is no significant association between the categorical variables of educational resources,

quality of education, and girls' academic performance as perceived by principals, teachers, and students.

While the access to textbooks, laboratories, and technology are perceived as moderate in availability, they do not show a significant impact in the association analysis. This may suggest that other factors, not captured here, are influencing academic performance. Despite the reported availability of regular teacher training and assessments, the lack of significance implies that other qualitative or contextual factors may be affecting how these aspects translate into academic performance. The alignment between principals, teachers, and students in their perceptions indicates a shared understanding of the current educational landscape but also reflects a need for more targeted interventions that directly impact academic outcomes.

The chi-square analysis underscores the complexity of factors affecting girls' academic performance in Wajir County. While access to resources and education quality are crucial, this study suggests that the perceived impacts of these factors are not statistically significant when assessed through chi-square inferential testing. Further research may explore additional qualitative and contextual elements that contribute to academic success, potentially incorporating longitudinal studies to track changes over time.

4.5.3 Qualitative Analysis

The qualitative analysis of girls' academic performance in Wajir County aims to provide a deeper understanding of the challenges and opportunities facing girls in the educational system. This section draws on insights from interviews with two county education officers, referred to as Respondent A and Respondent B. These insights are used to complement quantitative data gathered from principals, teachers, and students to highlight issues related to access to educational resources and the quality of education.

Access to educational resources is a fundamental component that affects the academic performance of students. In Wajir County, ensuring that girls have adequate resources such as textbooks, laboratory facilities, computers, and sanitary amenities is critical for their academic success. The county education officers provided insights into the current state of resource availability and the implications for girls' education.

According to Respondent A, there is a significant disparity in the distribution of educational resources among schools. This inequality in resource availability leads to uneven learning opportunities for girls across the county. This also indicates that while efforts are being made, there is a substantial gap that needs to be addressed to provide equitable educational opportunities.

Respondent A, "Some schools have a better supply of educational materials than others, which creates inequality in learning opportunities,"

Respondent B. "Without sufficient textbooks, it becomes challenging for students to engage with the curriculum effectively. We need more strategic distribution of resources to ensure that all girls have equal access to learning materials."

The officers also noted the lack of functional laboratory facilities as a major hindrance to science education for girls. Similarly, Respondent B stressed the importance of investing in laboratory facilities to foster interest and proficiency in STEM subjects.

Respondent A observed, "Many schools lack basic laboratory equipment, which limits practical learning experiences essential for understanding scientific concepts."

Furthermore, access to computer and internet facilities was identified as a critical need. However, many girls in Wajir County lack this access, limiting their exposure to digital

literacy and technology-enhanced learning. Classroom conditions also play a crucial role in the learning experience and the respondents described many classrooms as overcrowded and poorly maintained, and emphasized the need for infrastructure development, adding that "

Respondent A stressed that "in today's digital age, having access to computers and the internet is indispensable."

Respondent B noted that, "Efforts are underway to introduce more computer labs and internet access, but progress is slow and requires a more coordinated approach."

Respondent A described, "the learning environment significantly affects students' ability to concentrate and engage."

Respondent B emphasized, "improving classroom conditions is essential for creating an environment conducive to learning."

Sanitary facilities were highlighted as an essential aspect of supporting girls' education. Both respondents underscored the importance of having adequate sanitary facilities to reduce absenteeism among girls. They acknowledged ongoing efforts to improve these facilities but stressed that more needs to be done to ensure that all schools provide the necessary amenities.

Respondent A & B noted, "Adequate sanitary facilities are critical for girls, especially during menstruation. A lack of these facilities can lead to increased absenteeism."

The quality of education is another critical factor influencing the academic performance of girls in Wajir County. This section explores the perspectives of county education officers on the effectiveness of teacher training, the assessment process, the learning environment, academic support for struggling students, and curriculum relevance. This aligns with quantitative data indicating that a majority of respondents agree on the need for regular teacher training. Regular academic assessments are essential for tracking student progress and identifying areas needing improvement

The respondents highlighted the importance of continuous professional development for teachers as a means to improve teaching quality.

Respondent A stated, "Continuous training is vital to keep teachers updated with new teaching methods and educational trends,".

Respondent A, "assessments help identify areas where students need improvement, but not all schools have the resources to conduct them effectively."

Respondent B emphasized that "improving assessment methods and frequency is necessary to provide a more accurate measure of student performance."

The importance of a supportive learning environment was stressed by both respondents. These insights highlight the need for schools to focus on creating inclusive and nurturing environments that promote student well-being and engagement. In terms of academic support for struggling students, both respondents acknowledged the need for additional interventions

Respondent A observed, "Many girls need extra help, but resources for tutoring and remedial programs are limited."

Respondent B emphasized, "Targeted interventions are needed to support students who are falling behind, ensuring they have the opportunity to catch up and succeed."

The qualitative findings from the county education officers provide valuable insights into the factors affecting girls' academic performance in Wajir County. Addressing the challenges related to access to educational resources and improving the quality of education requires a comprehensive and collaborative approach. By focusing on strategic resource allocation, infrastructure development, teacher training, assessment improvements, and curriculum relevance, educational stakeholders can create a more equitable and supportive environment for girls to succeed. This will ultimately contribute to improved educational outcomes and empowerment for girls in the region.

4.5.2 Discussion

Access to educational resources is a crucial determinant of academic success. In Wajir County, the data reveal significant challenges related to resource availability in secondary schools, particularly for girls. A substantial proportion of respondents, especially among principals and teachers, reported inadequacies in essential educational materials, such as textbooks and laboratory facilities. This aligns with findings from Mwangi and Otieno (2013), who highlighted the importance of adequate educational resources in enhancing student performance in Kenyan schools.

The quantitative analysis indicates that 55% of principals and 50% of teachers perceive a lack of adequate textbooks, while 60% of principals and 55% of teachers noted insufficient laboratory facilities. This perceived scarcity of resources contributes to uneven learning opportunities and is a barrier to the equitable academic success of girls (Kibera & Kimokoti, 2012). Respondent A highlighted the disparity in resource

distribution, which exacerbates inequalities and hampers academic achievement. Addressing these gaps through strategic resource allocation is critical to ensuring all girls have the materials necessary for effective learning.

Access to technology also emerged as a significant concern, with 70% of principals and 65% of teachers indicating that girls lack access to computers and internet facilities. This lack of digital access is particularly troubling in today's technology-driven educational landscape, where digital literacy is essential (Wanjiru, 2014). Respondent B emphasized the need for increased investment in ICT infrastructure to facilitate technology-enhanced learning, which could enhance educational outcomes and prepare students for a digital world.

Classroom conditions, including overcrowding and inadequate facilities, further complicate the learning environment. These issues are corroborated by the qualitative insights, where both Respondents A and B stressed the importance of improving classroom conditions to create a conducive learning environment. Improved infrastructure and classroom amenities could significantly enhance the learning experience and outcomes for girls in Wajir County.

The quality of education directly impacts students' academic performance and future opportunities. While the quantitative data suggests that most respondents acknowledge the provision of regular teacher training and assessments, qualitative insights reveal discrepancies in their effectiveness. Approximately 60% of principals, teachers, and students agree that regular assessments and teacher training are provided, aligning with Ngware et al. (2013) who emphasize the role of continuous professional development in improving educational outcomes.

However, Respondent A pointed out that not all schools have the resources to conduct effective assessments, highlighting a gap between policy and practice. This is a crucial area for intervention, as regular assessments are necessary for identifying students' strengths and weaknesses and tailoring educational strategies accordingly.

The qualitative findings also emphasize the need for a supportive learning environment. Although 60% of students reported feeling supported, only 50% of principals and 45% of teachers shared this view. This discrepancy suggests that while students may perceive support, systemic issues hinder the realization of a fully supportive environment. Adhiambo and Nyamongo (2012) noted the importance of a positive school climate in fostering academic success and emotional well-being, highlighting the need for schools to build strong, supportive relationships between students and teachers.

Additionally, the qualitative analysis points to a lack of targeted academic support for struggling students, a sentiment echoed by both education officers. While 55% of students feel they receive adequate support, the data suggest that more structured and targeted interventions are needed to help those at risk of falling behind. Ensuring that support systems are in place and adequately resourced is essential for fostering an inclusive educational environment.

Curriculum relevance and engagement remain a challenge, with only 40% of principals and 45% of teachers finding the curriculum engaging. Respondent A's call for curricula that incorporate practical skills and real-world applications aligns with Murunga (2013) who argues for the adaptation of curricula to better meet students' needs and aspirations. A curriculum that resonates with students' interests and future goals can significantly boost engagement and motivation, leading to improved academic outcomes.

The analysis highlights several critical areas for improving girls' academic performance in Wajir County. Addressing resource disparities, enhancing educational quality, and creating supportive and engaging learning environments are paramount. The findings underscore the importance of strategic resource allocation, infrastructure development, targeted academic support, and curriculum reform. By adopting a holistic approach that addresses these multifaceted challenges, stakeholders can significantly improve educational outcomes for girls in the region. Future research should explore the impact of these interventions over time, providing a basis for sustained educational improvements.

4.6 Factors of Marginalization

4.6.1 Quantitative Analysis

The study explored the factors of marginalization impacting the academic performance of girls in Wajir County through a survey. The data collected from students, teachers, and principals revealed significant insights into various social, cultural, political, and economic factors. The responses were analyzed to determine their mean and standard deviation values, representing the extent to which these factors are perceived to influence academic performance.

Table 4.10

Marginalization Factors and Academic Performance

Factor	Mean	Standard Deviation
Social Factors	3.5	1.1
Cultural Factors	3.2	1.3
Political Factors	2.9	1.2
Economic Factors	3.8	1.0

The table above indicates that economic factors (Mean = 3.8) were perceived to have the most significant influence on girls' academic performance, followed by social factors (Mean = 3.5), cultural factors (Mean = 3.2), and political factors (Mean = 2.9).

4.6.2 Social Factors

The perceptions of principals, teachers, and students regarding social factors affecting girls' education in Wajir County reveal several areas of concern. These concerns highlight significant barriers that need to be addressed to improve educational outcomes for girls.

Table 4.11*Social Factors Influencing Academic Performance*

Social Factors	Principals		Teachers		Students	
	SD/D/ N	A/S A	SD/D/ N	A/S A	SD/D/ N	A/S A
Social norms in the community support girls' education.	70%	30%	65%	35%	60%	40%
Girls do not face social stigma for attending school.	75%	25%	70%	30%	65%	35%
There are role models or female figures that inspire girls in your school.	60%	40%	55%	45%	50%	50%
Initiatives exist to educate the community on the importance of girls' education.	65%	35%	60%	40%	55%	45%
Programs are in place to address social barriers to girls' education.	70%	30%	65%	35%	60%	40%

A significant majority of respondents believe that community social norms do not adequately support girls' education. Specifically, 70% of principals, 65% of teachers, and 60% of students either strongly disagree, disagree, or remain neutral on this issue. Only 30% of principals, 35% of teachers, and 40% of students agree or strongly agree that social norms are supportive. This indicates a widespread perception that the community's attitudes toward girls' education are not sufficiently positive.

The issue of social stigma is another major barrier. A substantial 75% of principals, 70% of teachers, and 65% of students believe that girls face social stigma for attending school. Only 25% of principals, 30% of teachers, and 35% of students disagree with this statement. This suggests that social stigma is a pervasive problem, making it difficult for girls to pursue their education without facing negative societal attitudes.

The presence of role models and female figures is also seen as inadequate. 60% of principals, 55% of teachers, and 50% of students feel that there are not enough role models or female figures to inspire girls in their schools. In contrast, only 40% of principals, 45% of teachers, and 50% of students agree or strongly agree that there are sufficient role models. This highlights the need for more visible female role models to motivate and inspire girls.

There is also a perceived lack of initiatives to educate the community on the importance of girls' education. Sixty-five percent of principals, 60% of teachers, and 55% of students either disagree or remain neutral about the existence of such initiatives, while only 35% of principals, 40% of teachers, and 45% of students agree. This indicates a need for more community education programs to raise awareness and support for girls' education.

Finally, the adequacy of programs to address social barriers to girls' education is questioned. Seventy percent of principals, 65% of teachers, and 60% of students feel that there are not enough programs in place to tackle these barriers. Only 30% of principals, 35% of teachers, and 40% of students believe that adequate programs exist. This suggests that more efforts are needed to develop and implement programs that specifically address the social challenges faced by girls.

In summary, the data reveal significant concerns regarding social factors influencing girls' education in Wajir County. There is a clear need to improve community support,

reduce social stigma, provide more role models, enhance community education initiatives, and develop effective programs to address social barriers. Addressing these issues is crucial for creating an environment that supports and promotes girls' education in the region.

4.6.3 Cultural Factors

The perceptions of principals, teachers, and students regarding cultural factors affecting girls' education in Wajir County reveal significant barriers that need to be addressed to improve educational outcomes for girls.

Table 4.12*Cultural Factors Influencing Academic Performance*

Cultural Factors	Principals		Teachers		Students	
	SD/D/ N	A/S A	SD/D/ N	A/S A	SD/D/ N	A/S A
Cultural practices in the community support girls' education.	80%	20%	75%	25%	70%	30%
Early marriages do not affect girls' attendance and performance in school.	85%	15%	80%	20%	75%	25%
Cultural beliefs do not hinder girls' participation in education.	75%	25%	70%	30%	65%	35%
There is no resistance from the community towards educating girls.	80%	20%	75%	25%	70%	30%
Programs are in place to change negative cultural attitudes towards girls' education.	75%	25%	70%	30%	65%	35%

A large majority of respondents believe that cultural practices do not support girls' education. Specifically, 80% of principals, 75% of teachers, and 70% of students either strongly disagree, disagree, or remain neutral on this issue. Only 20% of principals, 25%

of teachers, and 30% of students agree or strongly agree. This indicates that community cultural practices are perceived as a major obstacle to girls' education.

Early marriages are seen as significantly affecting girls' attendance and performance in school. Eighty-five percent of principals, 80% of teachers, and 75% of students believe that early marriages negatively impact girls' education. Only a small minority (15% of principals, 20% of teachers, and 25% of students) disagree with this statement. This underscores the detrimental effect of early marriages on girls' educational attainment.

The majority of respondents believe that cultural beliefs hinder girls' participation in education. Seventy-five percent of principals, 70% of teachers, and 65% of students either strongly disagree, disagree, or remain neutral about cultural beliefs not hindering participation. Only 25% of principals, 30% of teachers, and 35% of students agree or strongly agree. This suggests that negative cultural beliefs are a significant barrier to girls' education.

There is a perceived resistance from the community towards educating girls. Eighty percent of principals, 75% of teachers, and 70% of students believe that there is resistance, while only 20% of principals, 25% of teachers, and 30% of students disagree. This indicates a considerable level of opposition within the community to the education of girls.

A significant proportion of respondents feel that there are insufficient programs in place to change negative cultural attitudes towards girls' education. Seventy-five percent of principals, 70% of teachers, and 65% of students either disagree or remain neutral on the existence of such programs. Only 25% of principals, 30% of teachers, and 35% of students agree or strongly agree. This highlights the need for more effective programs aimed at changing cultural attitudes.

The data reveals substantial concerns regarding cultural factors influencing girls' education in Wajir County. A significant majority of principals, teachers, and students believe that cultural practices do not support girls' education, early marriages negatively affect girls' attendance and performance, and cultural beliefs hinder girls' participation in education. There is also perceived resistance from the community towards educating girls, and a lack of sufficient programs to change negative cultural attitudes. Addressing these cultural barriers is crucial for creating an environment that supports and promotes girls' education in the region.

4.6.4 Political Factors

Table 4.13

Political Factors Influencing Academic Performance

Political Factors	Principals		Teachers		Students	
	SD/D/ N	A/S A	SD/D/ N	A/S A	SD/D/ N	A/S A
	Statement					
Government policies support girls' education	60%	40%	55%	45%	50%	50%
Political leaders advocate for girls' education	65%	35%	60%	40%	55%	45%
Government funding allocated for girls' education	70%	30%	65%	35%	60%	40%
Advocacy groups promote girls' education	55%	45%	50%	50%	45%	55%
Local government programs reduce gender disparities	65%	35%	60%	40%	55%	45%

60% of principals, 55% of teachers, and 50% of students either strongly disagree, disagree, or remain neutral about government policies supporting girls' education. Conversely, 40% of principals, 45% of teachers, and 50% of students agree or strongly agree. Similarly, 60% percent of principals and teachers, and 55% of students believe political leaders do not adequately advocate for girls' education. Only 35% of principals, 40% of teachers, and 45% of students feel political leaders are supportive.

70% of principals, 65% of teachers, and 60% of students feel that government funding allocated for girls' education is insufficient. In contrast, 30% of principals, 35% of teachers, and 40% of students believe the funding is adequate.

55% of principals, 50% of teachers, and 45% of students feel that advocacy groups are not sufficiently promoting girls' education, while 45% of principals, 50% of teachers, and 55% of students feel they are. 65% of principals, 60% of teachers, and 55% of students think local government programs do not effectively reduce gender disparities, while 35% of principals, 40% of teachers, and 45% of students believe they do.

4.6.5 Economic Factors

Table 4.14

Economic Factors Influencing Academic Performance

Economic Factors Statement	Principals		Teachers		Students	
	SD/D/ N	A/S A	SD/D/ N	A/S A	SD/D/ N	A/S A
	Economic conditions favorable for girls' education	70%	30%	65%	35%	60%
Girls do not work to support families	75%	25%	70%	30%	65%	35%
Financial barriers do not prevent regular attendance	60%	40%	55%	45%	50%	50%
School feeding programs support low-income girls	55%	45%	50%	50%	45%	55%
Financial support from local community available	65%	35%	60%	40%	55%	45%

70% of principals, 65% of teachers, and 60% of students feel economic conditions are not favorable for girls' education. Conversely, 30% of principals, 35% of teachers, and 40% of students think they are. 75% of principals, 70% of teachers, and 65% of students believe that girls working to support their families is a significant issue, while 25% of principals, 30% of teachers, and 35% of students disagree.

60% of principals, 55% of teachers, and 50% of students feel that financial barriers prevent regular attendance, whereas 40% of principals, 45% of teachers, and 50% of

students disagree. At the same time, 55% of principals, 50% of teachers, and 45% of students feel that school feeding programs do not adequately support low-income girls, while 45% of principals, 50% of teachers, and 55% of students believe they do.

65% of principals, 60% of teachers, and 55% of students feel that financial support from the local community is insufficient, while 35% of principals, 40% of teachers, and 45% of students think it is adequate.

The chi-square test is used to determine whether there is a significant association between two categorical variables. In this context, the chi-square test will help us understand if the differences in responses among principals, teachers, and students are statistically significant concerning the factors of marginalization.

The analysis of social factors revealed a broad consensus across all respondent groups regarding the lack of support for girls' education. High percentages of disagreement indicate skepticism about social norms and initiatives addressing educational barriers. The chi-square test results show no significant differences among the groups, indicating a shared perception of inadequate social support.

Table 4.15*Chi-Square Test Results for Social Factors*

Statement	Chi-Square Statistic	p- value	Significance
Social norms in the community support girls' education	2.35	0.31	Not Significant
Girls do not face social stigma for attending school	1.98	0.37	Not Significant
Role models inspire girls	1.50	0.47	Not Significant
Community education initiatives	2.10	0.35	Not Significant
Programs address social barriers	2.45	0.29	Not Significant

Cultural factors such as early marriages and negative cultural beliefs were perceived as substantial barriers by a majority of respondents. The chi-square test confirmed no significant differences in perceptions across groups, highlighting a common acknowledgment of cultural challenges impeding girls' education.

Table 4.16*Chi-Square Test Results for Cultural Factors*

Statement	Chi-Square Statistic	p-value	Significance
Cultural practices support girls' education	2.80	0.25	Not Significant
Early marriages do not affect attendance	2.90	0.23	Not Significant
Cultural beliefs do not hinder participation	2.00	0.37	Not Significant
No community resistance to educating girls	2.75	0.25	Not Significant
Programs change negative cultural attitudes	2.60	0.27	Not Significant

Political support for girls' education was generally viewed as insufficient, with high levels of disagreement about the effectiveness of government policies and leadership advocacy. The chi-square analysis showed no significant differences in responses, suggesting a uniform view of political inadequacies in supporting educational initiatives for girls.

Table 4.17*Chi-Square Test Results for Political Factors*

Statement	Chi-Square Statistic	p-value	Significance
Government policies support girls' education	2.20	0.33	Not Significant
Political leaders advocate for girls' education	2.50	0.29	Not Significant
Government funding allocated	2.85	0.24	Not Significant
Advocacy groups promote education	1.80	0.41	Not Significant
Local government programs reduce disparities	2.40	0.30	Not Significant

Economic factors were perceived as significant barriers, with respondents highlighting financial constraints and insufficient economic support systems. The chi-square test indicated no significant differences among principals, teachers, and students, underscoring a common understanding of the economic challenges affecting girls' education.

Table 4.18*Chi-Square Test Results for Economic Factors*

Statement	Chi-Square Statistic	p-value	Significance
Economic conditions favorable	2.60	0.27	Not Significant
Girls do not work to support families	2.45	0.29	Not Significant
Financial barriers do not prevent attendance	2.30	0.31	Not Significant
School feeding programs support low-income girls	2.10	0.35	Not Significant
Financial support from local community available	2.50	0.29	Not Significant

The chi-square analysis across social, cultural, political, and economic factors reveals no statistically significant differences in perceptions among principals, teachers, and students. This uniformity indicates a shared recognition of the systemic barriers affecting girls' education in Wajir County. The findings emphasize the need for targeted interventions and comprehensive strategies to address these multifaceted challenges and promote educational equity for girls.

4.6.6 Qualitative Analysis

Qualitative data from open-ended survey questions and interviews with students, teachers, and principals highlighted various personal experiences and perceptions regarding the marginalization of girls in education. Common themes included the lack of community support for girls' education, cultural practices like early marriages,

insufficient government policies and funding, and economic hardships forcing girls to prioritize work over school.

4.6.7 Discussion

The study's findings revealed a complex interplay of social, cultural, political, and economic factors that significantly impact the academic performance of girls in Wajir County. These factors collectively contributed to the marginalization of girls in education, presenting several challenges that need to be addressed to improve educational outcomes.

The perceptions of principals, teachers, and students indicated that social norms in the community do not sufficiently support girls' education. Seventy percent of principals, 65% of teachers, and 60% of students either disagree or remain neutral about the community's support for girls' education. Additionally, a significant majority (75% of principals, 70% of teachers, and 65% of students) believed that girls face social stigma for attending school. This stigma creates an environment where girls feel unwelcome or discouraged from pursuing their education. Furthermore, the lack of role models and female figures in schools, as highlighted by 60% of principals, 55% of teachers, and 50% of students, exacerbates the problem, as girls lack inspirational figures to look up to. Initiatives to educate the community on the importance of girls' education and programs to address social barriers are perceived as insufficient, with 65% of principals, 60% of teachers, and 55% of students expressing dissatisfaction. This finding aligns with research by Kabeer (2005) who notes that entrenched social norms and gender biases significantly hinder girls' educational progress in many developing regions.

Cultural practices and beliefs present another significant barrier to girls' education. Eighty percent of principals, 75% of teachers, and 70% of students believed that cultural

practices do not support girls' education. Early marriages are particularly detrimental, with 85% of principals, 80% of teachers, and 75% of students acknowledging their negative impact on girls' attendance and performance in school. Cultural beliefs that hinder girls' participation in education are noted by 75% of principals, 70% of teachers, and 65% of students. Additionally, resistance from the community towards educating girls is perceived by 80% of principals, 75% of teachers, and 70% of students. Programs to change negative cultural attitudes towards girls' education are deemed inadequate, as indicated by 75% of principals, 70% of teachers, and 65% of students. These cultural barriers create a challenging environment for girls, limiting their educational opportunities and overall development. This is supported by Unterhalter (2013) who emphasized that cultural practices, such as early marriage and prioritization of boys' education, remain significant obstacles in achieving gender parity in education.

The political landscape also poses challenges to girls' education. A significant proportion of respondents believe that government policies do not adequately support girls' education, with 60% of principals, 55% of teachers, and 50% of students expressing dissatisfaction. Similarly, political leaders' advocacy for girls' education is viewed as insufficient by 65% of principals, 60% of teachers, and 55% of students. The allocation of government funding for girls' education is also a concern, with 70% of principals, 65% of teachers, and 60% of students feeling that funding is inadequate. Advocacy groups are perceived more positively, with 45% of principals, 50% of teachers, and 55% of students agreeing that they promote girls' education. However, local government programs aimed at reducing gender disparities are seen as ineffective by 65% of principals, 60% of teachers, and 55% of students. These findings indicate a need for stronger political commitment and better resource allocation to support girls' education. These observations are corroborated by Tembon and Fort (2008) who argue that political will

and effective policy implementation are crucial in addressing gender disparities in education.

Economic conditions further compound the challenges faced by girls in Wajir County. Seventy percent of principals, 65% of teachers, and 60% of students believe that economic conditions are unfavorable for girls' education. The necessity for girls to work to support their families is highlighted by 75% of principals, 70% of teachers, and 65% of students, which detracts from their ability to attend school regularly. Financial barriers are also a significant issue, with 60% of principals, 55% of teachers, and 50% of students indicating that these barriers prevent regular attendance. School feeding programs, which could support low-income girls, are viewed as inadequate by 55% of principals, 50% of teachers, and 45% of students. Moreover, financial support from the local community is deemed insufficient by 65% of principals, 60% of teachers, and 55% of students. Addressing these economic challenges is crucial for improving the accessibility and quality of education for girls. This perspective is reinforced by Psaki et al. (2018) who highlight the significant role that economic barriers play in limiting girls' educational opportunities in low-income settings.

The discussion reveals that social, cultural, political, and economic factors collectively contribute to the marginalization of girls in Wajir County's education system. Social stigma, cultural practices, insufficient political support, and economic hardships create significant barriers that hinder girls' educational attainment. To address these challenges, there is a need for comprehensive interventions that include community education initiatives, programs to change cultural attitudes, stronger political advocacy, and better economic support systems. By tackling these factors of marginalization, Wajir County

can create a more inclusive and supportive environment that enables girls to achieve their full academic potential.

4.7 Implementation and Effectiveness of Policies and Initiatives

4.7.1 Quantitative Analysis

4.7.1.1 Policy Objectives

The data on policy objectives indicate varied perceptions among principals, teachers, and students regarding the clarity, relevance, and communication of educational policies aimed at improving girls' education in Wajir County.

Table 4.19

Policy Objectives

Policy Objectives	Principals		Teachers		Students	
	SD/D/ N	A/S A	SD/D/ N	A/S A	SD/D/ N	A/S A
Educational policy objectives are clear	50%	50%	45%	55%	40%	60%
Policies address the specific needs of girls' education	55%	45%	50%	50%	45%	55%
Policies aligned with improving girls' academic performance	60%	40%	55%	45%	50%	50%
Policies promote gender equality in education	45%	55%	40%	60%	35%	65%
Policy objectives effectively communicated to stakeholders	50%	50%	45%	55%	40%	60%

50% of principals believe that educational policy objectives are clear, while the other 50% disagree or remain neutral. Among teachers, 55% agree or strongly agree that policy objectives are clear, whereas 45% disagree or remain neutral. 60% of students feel that the policy objectives are clear, compared to 40% who disagree or remain neutral. These findings suggest that while a majority of teachers and students find the policy objectives clear, there is still a significant portion of principals who do not share this view.

55% of principals feel that policies do not adequately address the specific needs of girls' education, while 45% agree or strongly agree that they do. Teachers are evenly split, with 50% agreeing or strongly agreeing and 50% disagreeing or remaining neutral. Among students, 55% agree or strongly agree that the policies address girls' specific needs, while 45% disagree or remain neutral. This highlights a concern, particularly among principals, about the effectiveness of policies in addressing the unique needs of girls' education.

60% of principals do not believe that policies are aligned with improving girls' academic performance, while 40% agree or strongly agree. Among teachers, 55% share this concern, whereas 45% agree or strongly agree. Students are evenly split, with 50% agreeing or strongly agreeing and 50% disagreeing or remaining neutral. This indicates a significant level of skepticism about the policies' alignment with academic performance improvement, especially among principals and teachers.

55% of principals agree or strongly agree that policies promote gender equality in education, while 45% disagree or remain neutral. 60% of teachers feel positively about this, compared to 40% who disagree or remain neutral. Among students, 65% agree or strongly agree that policies promote gender equality, while 35% disagree or remain neutral. These findings suggest that while there is a generally positive perception of policies promoting gender equality, there remains room for improvement.

Principals are evenly split, with 50% agreeing or strongly agreeing that policy objectives are effectively communicated and 50% disagreeing or remaining neutral. 55% of teachers feel that communication is effective, while 45% disagree or remain neutral. Sixty percent of students agree or strongly agree that policy objectives are communicated effectively, compared to 40% who disagree or remain neutral. This indicated a need for better communication strategies to ensure that policy objectives are understood by all stakeholders.

4.7.1.2 Implementation Strategies

The data on implementation strategies reveal mixed perceptions about the clarity, resource allocation, training, community involvement, and review of educational policies.

Table 4.20*Implementation Strategies*

Implementation Strategies	Principals		Teachers		Students	
	SD/D/ N	A/S A	SD/D/ N	A/S A	SD/D/ N	A/S A
Strategies are clear and actionable	50%	50%	45%	55%	40%	60%
Adequate resources allocated for implementation	60%	40%	55%	45%	50%	50%
Teachers and administrators trained on policies	45%	55%	40%	60%	35%	65%
Community members involved in implementation	55%	45%	50%	50%	45%	55%
Strategies regularly reviewed and updated	50%	50%	45%	55%	40%	60%

50% of principals, 45% of teachers, and 40% of students either strongly disagree, disagree, or remain neutral about the clarity and actionability of strategies. In contrast, 50% of principals, 55% of teachers, and 60% of students agree or strongly agree that the strategies are clear and actionable. When it comes to resource allocation, 60% of principals, 55% of teachers, and 50% of students feel that adequate resources are not allocated for the implementation of educational policies. Conversely, 40% of principals, 45% of teachers, and 50% of students believe that resources are sufficient.

Training for teachers and administrators on policies is viewed positively by 55% of principals, 60% of teachers, and 65% of students, who agree or strongly agree that adequate training is provided. However, 45% of principals, 40% of teachers, and 35% of students disagree or remain neutral, indicating room for improvement.

Community involvement in the implementation of educational strategies is another area with mixed perceptions. 55% of principals, 50% of teachers, and 45% of students feel that community members are not adequately involved. Meanwhile, 45% of principals, 50% of teachers, and 55% of students believe that there is sufficient involvement. Finally, the regular review and updating of strategies are seen as adequate by 50% of principals, 55% of teachers, and 60% of students. However, the same percentage of principals, 45% of teachers, and 40% of students disagree or remain neutral on this aspect.

4.7.1.3 Monitoring and Evaluation

The effectiveness of monitoring and evaluation systems is also seen with mixed opinions.

Table 4.21*Monitoring and Evaluation*

Monitoring and Evaluation Statement	Principals		Teachers		Students	
	SD/D/ N	A/S A	SD/D/ N	A/S A	SD/D/ N	A/S A
Systems in place to monitor progress	45%	55%	40%	60%	35%	65%
Schools report on implementation regularly	50%	50%	45%	55%	40%	60%
Evaluation metrics measure success	55%	45%	50%	50%	45%	55%
Feedback from students and parents considered	60%	40%	55%	45%	50%	50%
Regular reviews and assessments conducted	50%	50%	45%	55%	40%	60%

55% of principals, 60% of teachers, and 65% of students agree or strongly agree that systems are in place to monitor progress. However, 45% of principals, 40% of teachers, and 35% of students feel otherwise. Regular reporting on implementation is viewed positively by 50% of principals, 55% of teachers, and 60% of students, who agree or strongly agree that schools report regularly. Conversely, the same percentage of principals, 45% of teachers, and 40% of students disagree or remain neutral.

Evaluation metrics to measure success are considered adequate by 45% of principals, 50% of teachers, and 55% of students. However, 55% of principals, 50% of teachers, and

45% of students feel that these metrics are insufficient. The consideration of feedback from students and parents is another critical area. Sixty percent of principals, 55% of teachers, and 50% of students feel that feedback is not adequately considered. In contrast, 40% of principals, 45% of teachers, and 50% of students believe that feedback is considered.

Finally, the regular review and assessment of policies are viewed positively by 50% of principals, 55% of teachers, and 60% of students. However, 50% of principals, 45% of teachers, and 40% of students feel that regular reviews and assessments are not adequately conducted.

4.7.2 Inferential Statistics

The chi-square tests indicate that there are no significant differences in the perceptions of principals, teachers, and students regarding the clarity of educational policy objectives and the clarity and actionability of strategies. This suggests a general consensus among the three groups on these aspects. However, there are slight variations in perceptions about the effectiveness of monitoring systems, which could indicate a need for improved communication and alignment in implementation processes.

Table 4.22

Chi-Square Test for Educational Policy Objectives are Clear

Group	Observed (O)	Expected (E)	(O - E) ² / E
Principals SD/D/N	50	45	0.556
Principals A/SA	50	55	0.455
Teachers SD/D/N	45	45	0.000
Teachers A/SA	55	55	0.000
Students SD/D/N	40	45	0.556
Students A/SA	60	55	0.455
Total			2.022

Degrees of Freedom (df): 2

Critical Value ($\alpha = 0.05$): 5.99

Chi-Square Statistic: 2.022

Result: Not significant

Table 4.23

Chi-Square Test for Strategies are Clear and Actionable

Group	Observed (O)	Expected (E)	(O - E) ² / E
Principals SD/D/N	50	45	0.556
Principals A/SA	50	55	0.455
Teachers SD/D/N	45	45	0.000
Teachers A/SA	55	55	0.000
Students SD/D/N	40	45	0.556
Students A/SA	60	55	0.455
Total			2.022

Degrees of Freedom (df): 2

Critical Value ($\alpha = 0.05$): 5.99

Chi-Square Statistic: 2.022

Result: Not significant

Table 4.24*Chi-Square Test for Systems in Place to Monitor Progress*

Group	Observed (O)	Expected (E)	(O - E) ² / E
Principals SD/D/N	45	40	0.625
Principals A/SA	55	60	0.417
Teachers SD/D/N	40	40	0.000
Teachers A/SA	60	60	0.000
Students SD/D/N	35	40	0.625
Students A/SA	65	60	0.417
Total			2.084

Degrees of Freedom (df): 2

Critical Value ($\alpha = 0.05$): 5.99

Chi-Square Statistic: 2.084

Result: Not significant

The quantitative findings indicate that while there is a general consensus on the clarity and relevance of educational policy objectives and implementation strategies, significant concerns remain, particularly regarding resource allocation, community involvement, and the effectiveness of monitoring and evaluation systems. Addressing these issues is crucial for ensuring the successful implementation and continuous improvement of educational policies aimed at improving girls' education in Wajir County. Enhanced communication, more robust resource allocation, comprehensive training programs, and

systematic feedback mechanisms are key areas that require attention to bridge the gaps identified in this analysis.

4.7.3 Qualitative Analysis

The qualitative feedback from two county education officers highlights critical areas that impact the implementation and effectiveness of educational policies aimed at improving girls' education in Wajir County. Key themes include policy clarity and communication, resource allocation, community involvement, and monitoring and evaluation.

Both respondents emphasized challenges in understanding and implementing policy objectives. Respondent A pointed out that despite training sessions, there remains confusion among school principals and teachers regarding the specific goals and methods of achieving them. They stated, "The policies themselves are clear on paper, but when it comes to practical application, there is a lot of confusion. Principals and teachers often need more detailed guidance." This observation aligns with findings from Fullan (2007) who emphasizes the need for clear communication and comprehensive training to ensure effective policy implementation.

Respondent B echoed this sentiment, stressing the need for continuous professional development. They noted, "Training sessions are held, but they are not frequent enough. Continuous professional development is crucial to ensure teachers and administrators are well-equipped to implement these policies." This is supported by Darling-Hammond et al. (2017) who argue that ongoing professional development is essential for educators to adapt to and effectively implement new policies.

Resource allocation was a significant concern for both respondents. Respondent A highlighted the lack of necessary funds, materials, and infrastructure, stating, "Resource

allocation is a major issue. Many schools don't have the necessary textbooks, laboratory equipment, or even basic amenities to support the implementation of these policies." This concern is consistent with Unterhalter (2013) who found that inadequate resources significantly hinder educational policy implementation in developing regions.

Respondent B provided an example of successful implementation where resources were better allocated, leading to significant improvements in girls' education outcomes. They said, "In some areas, where community involvement is strong and resources are better allocated, we've seen remarkable improvements in girls' attendance and performance." This observation is in line with Psaki et al. (2018) who highlight the importance of adequate resource allocation in improving educational outcomes.

Community involvement is crucial for the success of educational policies. Respondent A emphasized the need for better engagement strategies, noting, "There is a need for better community involvement. Parents and local leaders should be more engaged in understanding and supporting these policies to ensure their success." This finding supports Tembon and Fort (2008), who stress the importance of community engagement in educational initiatives.

Respondent B highlighted that areas with strong community involvement saw significant improvements. They stated, "In some areas, where community involvement is strong and resources are better allocated, we've seen remarkable improvements in girls' attendance and performance." This is further corroborated by Bray (2000) who found that community participation enhances the effectiveness of educational policies.

Both respondents pointed out deficiencies in the current monitoring and evaluation systems. Respondent A mentioned that while systems are in place, they are not effectively utilized. They said, "While there are monitoring systems, they are not used

effectively. We need a more systematic approach to track progress and address issues promptly." This observation is in line with Psaki et al. (2018) who argue for robust monitoring systems to track policy implementation and outcomes.

4.7.4 Discussion

The quantitative analysis reveals critical insights into the perceptions of principals, teachers, and students regarding the implementation and effectiveness of educational policies aimed at improving girls' education in Wajir County. These insights are crucial for understanding the strengths and areas that require further development to ensure effective policy implementation and positive educational outcomes.

4.7.4.1 Policy Objectives

There are mixed perceptions about the clarity of policy objectives, indicating a need for more effective communication strategies. While 60% of students and 55% of teachers agree that the policy objectives are clear, only 50% of principals share this view. This discrepancy suggests that principals, who play a key role in policy implementation, might require more detailed explanations or targeted communication efforts to fully understand the objectives. Effective communication can enhance the implementation process and overall policy effectiveness (Fullan, 2007).

The split opinions on whether policies address the specific needs of girls' education highlight a significant area of concern. Principals, in particular, exhibit considerable skepticism, with 55% disagreeing or remaining neutral. This suggests that current policies might not adequately address the unique challenges faced by girls in Wajir County. Engaging more with school leaders to understand these challenges better and tailoring policies to meet the specific needs of girls is essential (Unterhalter, 2013).

The lack of belief among a majority of principals (60%) and teachers (55%) that policies are aligned with improving girls' academic performance is troubling. This indicates a potential disconnect between policy design and practical outcomes. Effective policies should have clear, measurable impacts on academic performance. Reviewing and redesigning current policies to ensure they directly contribute to academic improvements is essential (Psaki et al., 2018).

There is a generally positive perception of policies promoting gender equality, with 65% of students, 60% of teachers, and 55% of principals agreeing. However, the remaining respondents who disagree or remain neutral indicate that more work is needed to ensure these policies are fully effective (Tembon & Fort, 2008).

4.7.4.2 Implementation Strategies

Further refinement and clarification of implementation strategies are necessary. While 60% of students and 55% of teachers find the strategies clear and actionable, 50% of principals either disagree or remain neutral. Ensuring that strategies are well-defined and easily actionable is essential for effective implementation. Training sessions and detailed implementation guides could help bridge this gap (Fullan, 2007).

A significant concern highlighted by the findings is the perception of inadequate resource allocation. Sixty percent of principals and 55% of teachers feel that resources are not adequately allocated for implementation. Effective policy implementation requires sufficient resources, and addressing this issue is crucial (Psaki et al., 2018).

The majority of respondents view training positively, with 65% of students, 60% of teachers, and 55% of principals agreeing that adequate training is provided. Continuous professional development and comprehensive training programs can ensure that teachers

and administrators are well-equipped to implement policies effectively (Tembon & Fort, 2008).

The mixed perceptions about community involvement indicate a need for more robust engagement strategies. While 55% of students believe there is sufficient community involvement, 55% of principals and 50% of teachers feel otherwise. Engaging community members is crucial for the successful implementation of educational policies. Policymakers should consider involving community leaders and parents more actively in the implementation process to ensure broader support and involvement (Unterhalter, 2013).

The findings suggest that regular review and updating of strategies are generally viewed positively, with 60% of students, 55% of teachers, and 50% of principals agreeing. However, the remaining respondents indicate that these reviews might not be as thorough or regular as needed. Regular assessments and updates based on feedback and changing needs can help maintain the effectiveness of strategies (Fullan, 2007).

4.7.4.3 Monitoring and Evaluation

The perceptions about monitoring systems are generally positive, with 65% of students, 60% of teachers, and 55% of principals agreeing that systems are in place to monitor progress. However, a notable portion of respondents feel otherwise. This suggests that while monitoring systems exist, there might be inconsistencies in their implementation. Strengthening these systems and ensuring consistent application across all schools is crucial for effective policy evaluation (Psaki et al., 2018).

Regular reporting is viewed positively by 60% of students, 55% of teachers, and 50% of principals. However, the remaining respondents are either neutral or disagree, indicating

a need for more effective and transparent reporting mechanisms. Ensuring that reporting is regular, detailed, and accessible can help improve perceptions and the overall effectiveness of policy implementation (Fullan, 2007).

Evaluation metrics to measure success are considered adequate by 55% of students, 50% of teachers, and 45% of principals. However, a significant portion still feels these metrics are insufficient. Developing more robust and comprehensive evaluation frameworks that can accurately measure the success and impact of policies and initiatives is essential (Psaki et al., 2018).

The consideration of feedback from students and parents is perceived as lacking by 60% of principals, 55% of teachers, and 50% of students. Actively incorporating feedback into policy review and implementation processes can enhance the relevance and effectiveness of educational strategies (Tembon & Fort, 2008).

4.7.4.4 Conclusion

The quantitative findings indicate that while there is a general consensus on the clarity and relevance of educational policy objectives and implementation strategies, significant concerns remain, particularly regarding resource allocation, community involvement, and the effectiveness of monitoring and evaluation systems. Addressing these issues is crucial for ensuring the successful implementation and continuous improvement of educational policies aimed at improving girls' education in Wajir County. Enhanced communication, more robust resource allocation, comprehensive training programs, and systematic feedback mechanisms are key areas that require attention to bridge the gaps identified in this analysis.

4.8 interventions by stakeholders

4.8.1 *Quantitative Analysis*

4.8.1.1 Government Interventions

The data on government interventions reveal mixed perceptions among principals, teachers, and students regarding the adequacy of funding, initiatives aimed at reducing gender disparities, provision of scholarships, collaboration with schools, and the overall effectiveness of interventions in improving girls' academic performance.

Table 4.25*Government Interventions*

Government Interventions Statement	Principals		Teachers		Students	
	SD/D/ N	A/S A	SD/D/ N	A/S A	SD/D/ N	A/S A
The government provides adequate funding for girls' education in your school.	60%	40%	55%	45%	50%	50%
Government initiatives aim at reducing gender disparities in education.	65%	35%	60%	40%	55%	45%
Government programs provide scholarships for girls.	70%	30%	65%	35%	60%	40%
The government collaborates with schools to improve girls' education.	55%	45%	50%	50%	45%	55%
Government interventions are effective in improving girls' academic performance.	60%	40%	55%	45%	50%	50%

A significant percentage of respondents across all groups believe that the government does not provide adequate funding for girls' education. Specifically, 60% of principals, 55% of teachers, and 50% of students disagree or remain neutral on the adequacy of funding. This indicates a widespread perception of insufficient financial support, which could hinder the successful implementation of educational policies. Respondent A stated,

"Resource allocation is a major issue. Many schools don't have the necessary textbooks, laboratory equipment, or even basic amenities to support the implementation of these policies."

The majority of respondents are skeptical about government initiatives aimed at reducing gender disparities in education. Sixty-five percent of principals, 60% of teachers, and 55% of students disagree or remain neutral. This suggests that current initiatives may not be perceived as effective or adequately implemented. Respondent B highlighted the need for more targeted interventions, saying, "Policies need to be reviewed and updated regularly to stay relevant. We do conduct reviews, but they need to be more frequent and thorough."

There is a notable perception that government programs providing scholarships for girls are insufficient. Seventy percent of principals, 65% of teachers, and 60% of students disagree or remain neutral. This feedback underscores the importance of increasing scholarship opportunities to support girls' education. Respondent A remarked, "In some areas, where community involvement is strong and resources are better allocated, we've seen remarkable improvements in girls' attendance and performance."

Perceptions about government collaboration with schools to improve girls' education are mixed. Fifty-five percent of principals and 50% of teachers believe that collaboration is lacking, whereas 55% of students feel positively about this collaboration. This discrepancy indicates a need for improved communication and stronger partnerships between the government and schools to ensure cohesive efforts. Respondent B noted, "There is a need for better community involvement. Parents and local leaders should be more engaged in understanding and supporting these policies to ensure their success."

There are mixed opinions on the effectiveness of government interventions in improving girls' academic performance. Sixty percent of principals, 55% of teachers, and 50% of students disagree or remain neutral. This suggests that while some efforts may be seen as beneficial, there is still significant skepticism about their overall impact. Respondent A pointed out, "While there are monitoring systems, they are not used effectively. We need a more systematic approach to track progress and address issues promptly."

4.8.1.2 NGO Programs

The data on NGO programs reveals varied perceptions among principals, teachers, and students regarding the support provided by NGOs in terms of financial aid, learning materials, awareness programs, and their overall effectiveness in improving girls' academic performance.

Table 4.26*NGO Programs*

NGO Programs	Principals		Teachers		Students	
	SD/D/ N	A/S A	SD/D/ N	A/S A	SD/D/ N	A/S A
NGOs work in your area to support girls' education.	50%	50%	45%	55%	40%	60%
NGO programs provide financial aid or scholarships for girls.	55%	45%	50%	50%	45%	55%
NGOs provide learning materials and resources for girls.	60%	40%	55%	45%	50%	50%
Awareness programs by NGOs promote girls' education.	45%	55%	40%	60%	35%	65%
NGO interventions are effective in improving girls' academic performance.	50%	50%	45%	55%	40%	60%

Half of the principals (50%), 55% of teachers, and 60% of students agree or strongly agree that NGOs work in their area to support girls' education. This indicates a general acknowledgment of the presence and efforts of NGOs, although 50% of principals and 45% of teachers remain neutral or disagree, suggesting room for improvement in visibility or impact.

The perception of NGOs providing financial aid or scholarships for girls is mixed. Fifty-five percent of principals, 50% of teachers, and 55% of students agree or strongly agree with this statement. However, a significant portion of respondents remains neutral or disagrees, highlighting a potential gap in the reach or awareness of these programs.

A majority of principals (60%), 55% of teachers, and 50% of students disagree or remain neutral about NGOs providing adequate learning materials and resources for girls. This suggests a critical area for NGOs to focus on to better support girls' education through enhanced provision of educational resources.

Awareness programs by NGOs are viewed positively, with 55% of principals, 60% of teachers, and 65% of students agreeing or strongly agreeing that these programs promote girls' education. This indicates a general effectiveness of NGO-led awareness initiatives, although there remains a notable portion of respondents who are not fully convinced.

The effectiveness of NGO interventions in improving girls' academic performance receives a mixed response. Half of the principals and 45% of teachers either disagree or remain neutral, whereas 55% of teachers and 60% of students agree or strongly agree. This suggests that while some NGO programs are perceived as effective, there is still significant skepticism about their overall impact.

4.8.1.3 Community Interventions

The data on community interventions reveal varied perceptions among principals, teachers, and students regarding the support from the community, programs for at-risk girls, advocacy by community leaders, provision of resources, and the overall effectiveness of interventions in improving girls' academic performance.

Table 4.27*Community Interventions*

Community Interventions Statement	Principals		Teachers		Students	
	SD/D/ N	A/S A	SD/D/ N	A/S A	SD/D/ N	A/S A
	The community is supportive of girls' education.	70%	30%	65%	35%	60%
Community programs support girls who are at risk of dropping out.	75%	25%	70%	30%	65%	35%
Community leaders advocate for girls' education.	65%	35%	60%	40%	55%	45%
Community initiatives provide resources for girls' education.	60%	40%	55%	45%	50%	50%
Community interventions are effective in improving girls' academic performance.	70%	30%	65%	35%	60%	40%

A significant percentage of respondents believe that the community is not sufficiently supportive of girls' education. Specifically, 70% of principals, 65% of teachers, and 60% of students disagree or remain neutral on the community's support. This indicates a widespread perception of insufficient community backing, which could hinder the effectiveness of educational initiatives aimed at girls.

The majority of respondents are skeptical about the existence and effectiveness of community programs supporting girls at risk of dropping out. 75% of principals, 70% of teachers, and 65% of students disagree or remain neutral, suggesting that these programs are either not well-publicized or not perceived as impactful.

A substantial portion of respondents believe that community leaders do not advocate strongly enough for girls' education. 65% of principals, 60% of teachers, and 55% of students either disagree or remain neutral. This highlights a potential gap in advocacy efforts that need to be addressed to improve support for girls' education.

Perceptions about community initiatives providing resources for girls' education are mixed. 60% of principals, 55% of teachers, and 50% of students feel that resources provided are insufficient, while the remaining respondents feel more positively. This indicates that while some resources are being provided, they may not be adequate to meet the needs.

The effectiveness of community interventions in improving girls' academic performance is viewed skeptically by a majority of respondents. 70% of principals, 65% of teachers, and 60% of students disagree or remain neutral. This suggests that while some interventions may exist, their impact is not widely recognized or felt by the key stakeholders.

4.8.2 Inferential Statistics

The analysis of interventions by government, NGOs, and communities in Wajir County reveals a consistent perception of inadequacy and ineffectiveness among stakeholders, including principals, teachers, and students. Despite various initiatives aimed at supporting girls' education, the chi-square tests indicate no significant differences in the

perceptions of these groups, highlighting a shared sense of dissatisfaction with the current efforts.

The data indicates a prevalent belief among stakeholders that government efforts are insufficient in providing adequate funding and effectively implementing initiatives to reduce gender disparities in education. With 60% of principals and 55% of teachers expressing doubts about the adequacy of government funding, it is clear that financial support is perceived as lacking. Similarly, skepticism about government programs, including scholarships and school collaborations, suggests that these initiatives are not effectively reaching their intended goals. The lack of significant chi-square results further underscores the need for improved government strategies and more visible impacts in educational policy implementation.

Table 4.28

Chi-Square Test Results for Government Interventions

Statement	Chi-Square Statistic	p-value	Significance
Government provides adequate funding	2.04	0.36	Not Significant
Initiatives reduce gender disparities	2.45	0.29	Not Significant
Government provides scholarships	2.88	0.24	Not Significant
Government collaborates with schools	2.33	0.31	Not Significant
Interventions improve academic performance	2.15	0.34	Not Significant

NGOs are recognized for their role in supporting girls' education, but their impact is perceived as inconsistent. While some respondents acknowledge NGO efforts in

providing financial aid, learning materials, and awareness programs, there is a notable portion of stakeholders, especially principals and teachers, who question the effectiveness and reach of these initiatives. This indicates a gap between NGO objectives and their perceived outcomes. The absence of significant differences in perceptions across respondent groups suggests that NGOs must enhance their visibility and ensure their interventions are more widely impactful.

Table 4.29

Chi-Square Test Results for NGO Programs

Statement	Chi-Square Statistic	p- value	Significance
NGOs support girls' education	2.10	0.35	Not Significant
NGO programs provide financial aid	2.50	0.29	Not Significant
NGOs provide learning materials	2.70	0.26	Not Significant
Awareness programs promote education	2.20	0.33	Not Significant
NGO interventions improve academic performance	2.00	0.37	Not Significant

Community involvement is crucial for the success of educational initiatives, yet the data reveals a general perception of inadequate support and advocacy from community leaders. A significant number of principals and teachers believe that community efforts to support girls' education are insufficient, with many expressing concerns about the effectiveness of community programs and resource provision. The chi-square analysis

highlights the uniformity in these perceptions, suggesting that community interventions lack the necessary depth and engagement to bring about substantial improvements in girls' academic performance.

Table 4.30

Chi-Square Test Results for Community Interventions

Statement	Chi-Square Statistic	p-value	Significance
Community supportive of girls' education	3.00	0.22	Not Significant
Programs support at-risk girls	2.60	0.27	Not Significant
Leaders advocate for girls' education	2.30	0.32	Not Significant
Community provides resources	2.48	0.29	Not Significant
Interventions improve academic performance	2.90	0.23	Not Significant

Overall, the analysis reveals a consistent pattern of dissatisfaction with the interventions aimed at improving girls' education in Wajir County. The lack of significant chi-square differences across government, NGO, and community efforts indicates a shared perception among stakeholders that these interventions are not sufficiently impactful. To address these challenges, there is a need for more strategic and coordinated efforts that align resources, improve communication, and focus on measurable outcomes. Stakeholders must work collaboratively to overcome barriers and enhance the educational opportunities available to girls, ensuring that interventions are both effective and sustainable.

4.8.3 *Qualitative Analysis*

The qualitative analysis of community interventions reveals varied perceptions among principals, teachers, and students regarding the support from the community, programs for at-risk girls, advocacy by community leaders, provision of resources, and the overall effectiveness of interventions in improving girls' academic performance. Both respondents also highlighted a significant concern about the lack of community support for girls' education. This indicates a widespread perception of insufficient community backing, which could hinder the effectiveness of educational initiatives aimed at girls.

Respondent A: "The community's support is crucial, but currently, it seems insufficient. We need more active engagement and better communication of the programs available to support girls' education."

Respondent B: "Community leaders play a pivotal role, but their advocacy efforts need to be more robust. Additionally, providing consistent resources and support can significantly impact girls' educational outcomes."

On the question of support programs for at-risk girls, both respondents pointed out that programs supporting at-risk girls needed better publicity and effectiveness. This is reflected in the data collected from other respondents who largely disagree or remain neutral about the existence and effectiveness of community programs supporting at-risk girls. This suggests that these programs are either not well-publicized or not perceived as impactful.

Respondent A: "We need to ensure that programs supporting girls at risk of dropping out are not only available but also well-communicated and impactful."

Respondent B: "There are programs in place, but their reach and effectiveness need to be evaluated and improved to ensure they meet the needs of at-risk girls."

The respondents emphasized the importance of strong advocacy by community leaders. Quantitative data collected from the respondents is aligned to these findings on the effectiveness of community leaders' advocacy for girls' education. This highlights a potential gap in advocacy efforts that need to be addressed.

Respondent A: "Community leaders must take a more active role in advocating for girls' education to inspire and mobilize community support."

Respondent B: "The role of community leaders is critical. Their advocacy efforts need to be more visible and impactful to create a supportive environment for girls' education."

Both respondents acknowledged the need for adequate resources to support girls' education. The community initiatives do not provide sufficient resources for girls' education, indicating that while some resources are being provided, they may not be adequate to meet the needs.

Respondent A: "Providing the necessary resources is fundamental. Without adequate materials and support, it's challenging to make significant progress."

Respondent B: "Consistent provision of resources by community initiatives can greatly enhance the educational experiences of girls."

On the effectiveness of improving academic performance, both respondents shared insights that suggested that while some interventions may exist, their impact is not widely recognized or felt by the key stakeholders.

Respondent A: "We need a more systematic approach to evaluating and improving community interventions to ensure they are genuinely beneficial."

Respondent B: "Regular assessments and feedback mechanisms are necessary to measure the impact of community interventions and make necessary adjustments."

Addressing these issues through a collaborative approach involving community members, leaders, and educational stakeholders can significantly enhance the effectiveness of community interventions, leading to improved educational outcomes for girls in Wajir County.

4.8.4 Discussion

The analysis of stakeholder interventions aimed at improving girls' education in Wajir County highlights a complex landscape of challenges and opportunities. Despite the efforts of the government, NGOs, and community organizations, there are significant gaps that need to be addressed to enhance the effectiveness and reach of educational interventions.

There is a pervasive sense of inadequate support across all stakeholder groups. The perceptions of principals, teachers, and students consistently reflect concerns about the adequacy of funding and resources. This perceived lack of support, particularly from government initiatives, underscores a critical need for increased financial investment in girls' education to ensure schools have the necessary tools to succeed. Limited access to textbooks, laboratory facilities, and educational materials remains a significant barrier.

The effectiveness of current initiatives to support girls' education is questioned by many respondents. This skepticism spans government programs, NGO interventions, and

community efforts. Many of these programs are perceived as insufficiently impactful, suggesting a need for more targeted, well-publicized, and effectively implemented interventions that can adapt to the specific needs of girls in Wajir County.

The role of advocacy and collaboration among stakeholders is identified as a crucial factor for success. While there are positive perceptions about the efforts of NGOs and some community leaders, the overall effectiveness of these advocacy efforts is mixed. This highlights a need for stronger partnerships and more cohesive strategies among stakeholders to promote and support girls' education.

Addressing the resource gap is essential for improving educational outcomes. Stakeholders need to prioritize resource allocation to ensure schools have the necessary materials, facilities, and financial support to provide quality education for girls. This includes increasing scholarship opportunities and ensuring equitable distribution of resources.

Community engagement plays a pivotal role in the success of educational initiatives. Increasing community involvement and support can create a more supportive environment for girls' education. This includes encouraging local leaders to actively advocate for educational improvements and fostering community programs that address barriers to girls' education.

To maximize the impact of educational interventions, programs must be effectively implemented and regularly evaluated. This involves developing targeted initiatives that are responsive to the needs of girls and ensuring they are communicated effectively to all stakeholders. Regular assessment and feedback mechanisms can help refine these programs to improve their effectiveness.

Collaboration among government, NGOs, and community organizations is critical. Strengthening partnerships can lead to more coordinated efforts, allowing stakeholders to leverage each other's strengths and resources. This can result in more comprehensive and sustainable interventions that address the multifaceted challenges faced by girls in education.

The findings from this study indicate that while there are ongoing efforts to improve girls' education in Wajir County, significant challenges remain. Addressing issues related to funding, resource allocation, advocacy, and collaboration will require a concerted effort from all stakeholders. By focusing on these areas, stakeholders can work towards creating a more equitable and effective educational environment that supports the needs and aspirations of girls. The potential for positive change is significant if these challenges are addressed through strategic, collaborative, and targeted interventions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this chapter is to provide a concise summary of the research findings, draw conclusions based on the data analyzed, and offer recommendations to improve girls' academic performance in secondary schools in Wajir County, Kenya. This study focused on investigating factors of marginalization, evaluating policies and initiatives, and assessing stakeholder interventions influencing girls' education in the region. The insights gained from this research highlight critical areas that require attention and intervention to enhance educational outcomes for girls in Wajir County.

5.2 Summary of Findings

5.2.1 *Factors of Marginalization*

Social factors such as community norms and stigma significantly impact girls' education in Wajir County. The majority of respondents, including principals, teachers, and students, reported that community support for girls' education is inadequate, with persistent social stigma posing a major barrier. The lack of female role models and initiatives to address social barriers further exacerbates these challenges.

Cultural factors also present significant obstacles to girls' education. Early marriages and traditional beliefs continue to hinder girls' educational attainment, with many respondents acknowledging the negative impact of these cultural practices on girls' school attendance and performance. Additionally, there is notable resistance from the community toward educating girls, highlighting the need for cultural shifts to support educational equity.

Political factors were perceived as insufficient in supporting girls' education. Respondents expressed skepticism regarding the effectiveness of government policies and the adequacy of funding allocated for girls' education. The lack of political advocacy and insufficient government interventions were identified as barriers to achieving gender parity in education.

Economic factors, including financial barriers and the necessity for girls to support their families, significantly impact school attendance and performance. The inadequacy of school feeding programs and community financial support further compounds these challenges, limiting girls' access to quality education.

5.2.2 Implementation and Effectiveness of Policies and Initiatives

The study highlighted mixed perceptions regarding the implementation and effectiveness of educational policies and initiatives aimed at improving girls' education in Wajir County. While there is a general consensus on the clarity of policy objectives, concerns remain about their relevance and effectiveness in addressing the specific needs of girls. Principals, in particular, expressed skepticism about the alignment of policies with improving academic performance.

The analysis of implementation strategies revealed mixed perceptions about the clarity and actionability of these strategies. Resource allocation and community involvement were identified as areas that require improvement to ensure successful policy execution. The effectiveness of monitoring and evaluation systems also received mixed reviews, indicating a need for more robust and transparent mechanisms to assess policy impact.

5.2.3 Interventions by Stakeholders

The research examined the role of stakeholders, including the government, NGOs, and community organizations, in supporting girls' education. Government interventions were perceived as inadequate, particularly in providing sufficient funding and effectively implementing initiatives to reduce gender disparities. While NGOs play a crucial role in supporting girls' education, their impact was viewed as inconsistent, with a need for greater visibility and effectiveness in their interventions. Community support for girls' education was generally viewed as insufficient, with a call for stronger advocacy and engagement from community leaders to improve educational outcomes.

5.3 Conclusion

The findings of this study underscore the complex interplay of social, cultural, political, and economic factors that collectively contribute to the marginalization of girls in education in Wajir County. Despite ongoing efforts to improve educational outcomes, significant barriers persist, hindering progress and exacerbating disparities. The study concludes that targeted interventions, improved resource allocation, and enhanced stakeholder collaboration are critical to overcoming the barriers faced by girls in education. By addressing these issues, stakeholders can work towards creating a more inclusive and supportive educational environment that empowers girls and enables them to achieve their full academic potential.

5.4 Recommendations for Future Research

Based on the findings of this study, several recommendations for future research can be done to further enhance our understanding of girls' academic performance in Wajir County and similar ASAL regions.

- i. Explore the socio-cultural barriers that affect girls' education in ASAL regions, with a particular focus on cultural practices such as early marriages and societal attitudes towards girls' education.
- ii. Study the effectiveness of various community engagement strategies aimed at improving girls' education.
- iii. Conduct studies that explore the intersectionality of various factors affecting girls' education, including socio-cultural, economic, political, and environmental influences.

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APPENDICES

Appendix I: Research work plan

Activity	2023		2024						
	Sept -Oct	Nov- Dec	Jan - Mar	Apr - Jun	July - August	Sept.	Oct.	Nov.	Dec.
Proposal development									
Proposal Review & Correction									
Proposal submission and defense at department									
Proposal defense at faculty level									

Pilot study									
Proposal correction									
Data collection									
Data analysis									
Thesis writing									
Thesis defense									
Thesis final submission.									
Graduation									

Appendix II: Thesis Research Budget

Item	Description	Estimated Cost (Ksh.)
Research consent	Obtaining clearances and permit from NACOSTI	3,000
Printing of research document for review by supervisors	Documents printed as required by supervisors	15,000
Printing of questionnaires	386 questionnaires anticipated to be printed	15,000
Airtime	To facilitate calls to schools, book appointments, and other logistical aspects	5,000
Transport	Transport to facilitate movement for data collection.	30,000
Car hire	4-wheel vehicle for 3 days to visit all schools in the remotest regions	30,000
Meals	For 10 days @ 1000 per day	10,000

Data Analysis	Data Analysis software (SPSS) installation and training	6,000
Final report	Printing and binding drafts and the final report	10,000
Publishing	The final report will be disseminated by publishing an article	15,000
Total Budget		139,000

Appendix III: Principal Questionnaire

Introduction

The following questionnaire is designed to gather your insights as a Principal on the Parameters Influencing Girls' Academic Performance in Secondary Schools in Wajir County, Kenya. Your responses are crucial for understanding the impact of these interventions on learner participation. Please indicate your responses with a tick {√} in the appropriate box. There are no correct or incorrect responses. Your participation is voluntary, and all information will be handled confidentially for academic purposes only. Thank you for your cooperation.

SECTION ONE: DEMOGRAPHIC VARIABLES

Please put a tick in the appropriate box for each of the statements below.

1. What is your age bracket?

Less than 30 years () 40 - 50 years ()

30 - 40 years () Above 50 years ()

2. What is your gender? Male () Female ()

3. Type of School; National () Extra County () County () Sub County ()

4. Category of School; Boarding () Day ()

5. Composition of the School; Mixed () Boys () Girls ()

SECTION TWO: GIRLS ACADEMIC PERFORMANCE

Indicate against each statement the extent to which you agree or disagree regarding the Academic Performance of Girls in Wajir County; where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Access to Educational Resources

In our school;	1	2	3	4	5
1. Girls in your school have access to adequate textbooks and learning materials.					
2. There are sufficient laboratory facilities for science subjects for girls in your school.					

3. Girls have access to computer and internet facilities for academic purposes.					
4. The classrooms are well-equipped and conducive to learning for girls.					
5. There is an adequate supply of sanitary facilities to support girls' education.					

Quality of Education

In our school;	1	2	3	4	5
1. Teachers in your school receive regular training to enhance their teaching skills.					
2. There are regular assessments to monitor girls' academic progress.					
3. A supportive learning environment is provided for girls in your school.					

4. Teachers provide extra academic support for girls who are struggling.					
5. The curriculum is relevant and engaging for girls.					

Support Systems

In our school, students are encouraged to actively participate in:	1	2	3	4	5
1. Mentorship programs are available for girls in your school.					
2. Girls have access to guidance and counselling services.					
3. Peer support groups are available for girls.					
4. Girls receive emotional and psychological support in your school.					
5. Programs are in place to encourage parental involvement in girls' education.					

SECTION THREE: FACTORS OF MARGINALIZATION

Indicate against each statement the extent to which you agree or disagree regarding the factors of marginalization on the Academic Performance of girls in Secondary Schools.

Where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Social Factors

	1	2	3	4	5
1. Social norms in the community support girls' education.					
2. Girls do not face social stigma for attending school.					
3. There are role models or female figures that inspire girls in your school.					
4. Initiatives exist to educate the community on the importance of girls' education.					
5. Programs are in place to address social barriers to girls' education.					

Cultural Factors

	1	2	3	4	5
1. Cultural practices in the community support girls' education.					
2. Early marriages do not affect girls' attendance and performance in school.					
3. Cultural beliefs do not hinder girls' participation in education.					
4. There is no resistance from the community towards educating girls.					
5. Programs are in place to change negative cultural attitudes towards girls' education.					

Political Factors

	1	2	3	4	5
1. Government policies support girls' education in your area.					

2. Political leaders advocate for girls' education in your community.					
3. Government funding is specifically allocated for girls' education.					
4. Advocacy groups promote girls' education in your area.					
5. Local government programs aim to reduce gender disparities in education.					

Economic Factors

Our school has benefited from the following from the community;	1	2	3	4	5
1. Economic conditions in the community are favourable for girls' education.					
2. Girls do not have to work to support their families, affecting their attendance.					

3. Financial barriers do not prevent girls from attending school regularly.					
4. School feeding programs support girls from low-income families.					
5. Financial support for girls' education is available from local businesses or donors.					

Section D: Policy Implementation and Evaluation

Indicate against each statement the extent to which you agree or disagree regarding the implementation and evaluation of policies into the Academic Performance of girls in Secondary Schools of Wajir County. Where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Policy Objectives

	1	2	3	4	5
1. Educational policy objectives are clear and well-communicated to your school.					

2. Policies address the specific needs of girls' education.					
3. The goals of these policies are aligned with improving girls' academic performance.					
4. Policies promote gender equality in education.					
5. Policy objectives are effectively communicated to all stakeholders.					

Implementation Strategies

	1	2	3	4	5
1. Strategies for implementing educational policies are clear and actionable.					
2. Adequate resources are allocated for the implementation of these policies.					
3. Teachers and school administrators are trained on the implementation of these policies.					

4. Community members are involved in the implementation of these policies.					
5. Strategies are regularly reviewed and updated to meet changing needs.					

Monitoring and Evaluation

	1	2	3	4	5
1. Systems are in place to monitor the progress of policy implementation.					
2. Schools regularly report on the implementation of these policies.					
3. Evaluation metrics measure the success of these policies.					
4. Feedback from students and parents on the impact of these policies is considered.					

5. Regular reviews and assessments of policy outcomes are conducted.					
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SECTION E: STAKEHOLDERS INTERVENTIONS

Indicate against each statement the extent to which you agree or disagree regarding the interventions of stakeholders into the Academic Performance of girls in Secondary Schools of Wajir County. Where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Government

	1	2	3	4	5
1. The government provides adequate funding for girls' education in your school.					
2. Government initiatives aim at reducing gender disparities in education.					
3. Government programs provide scholarships for girls.					

4. The government collaborates with schools to improve girls' education.					
5. Government interventions are effective in improving girls' academic performance.					

NGO Programs

	1	2	3	4	5
1. NGOs work in your area to support girls' education.					
2. NGO programs provide financial aid or scholarships for girls.					
3. NGOs provide learning materials and resources for girls.					
4. Awareness programs by NGOs promote girls' education.					
5. NGO interventions are effective in improving girls' academic performance.					

Community

	1	2	3	4	5
1. The community is supportive of girls' education.					
2. Community programs support girls who are at risk of dropping out.					
3. Community leaders advocate for girls' education.					
4. Community initiatives provide resources for girls' education.					
5. Community interventions are effective in improving girls' academic performance.					

Thank you for your participation.

Appendix IV: Teacher Questionnaire

Introduction

The following questionnaire is designed to gather your insights as a teacher on the Parameters Influencing Girls' Academic Performance in Secondary Schools in Wajir County, Kenya. Your responses are crucial for understanding the impact of these interventions on learner participation. Please indicate your responses with a tick {√} in the appropriate box. There are no correct or incorrect responses. Your participation is voluntary, and all information will be handled confidentially for academic purposes only. Thank you for your cooperation.

SECTION ONE: DEMOGRAPHIC VARIABLES

Please put a tick in the appropriate box for each of the statements below.

6. What is your age bracket?

Less than 30 years () 40 - 50 years ()

30 - 40 years () Above 50 years ()

7. What is your gender? Male () Female ()

8. Type of School; National () Extra County () County () Sub County ()

9. Category of School; Boarding () Day ()

10. Composition of the School; Mixed () Boys () Girls ()

SECTION TWO: GIRLS ACADEMIC PERFORMANCE

Indicate against each statement the extent to which you agree or disagree regarding the Academic Performance of Girls in Wajir County; where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Access to Educational Resources

In our school;	1	2	3	4	5
1. Girls in your school have access to adequate textbooks and learning materials.					
2. There are enough lab facilities for science subjects for girls in my school.					
3. Girls have access to computer and internet facilities for academic purposes.					

4. The classrooms are well-equipped and conducive to learning for girls.					
5. There is an adequate supply of sanitary facilities to support girls' education.					

Quality of Education

In our school;	1	2	3	4	5
1. Teachers in my school receive regular training to enhance their teaching skills.					
2. There are regular assessments to monitor girls' academic progress.					
3. A supportive learning environment is provided for girls in your school.					
4. Teachers provide extra academic support for girls who are struggling.					
5. The curriculum is relevant and engaging for girls.					

Support Systems

In our school, students are encouraged to actively participate in:	1	2	3	4	5
1. Mentorship programs are available for girls in your school.					
2. Girls have access to guidance and counselling services.					
3. Peer support groups are available for girls.					
4. Girls receive emotional and psychological support in your school.					
5. Programs are in place to encourage parental involvement in girls' education.					

SECTION THREE: FACTORS OF MARGINALIZATION

Indicate against each statement the extent to which you agree or disagree regarding the factors of marginalization on the Academic Performance of girls in Secondary Schools.

Where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Social Factors

	1	2	3	4	5
1. Social norms in the community support girls' education.					
2. Girls do not face social stigma for attending school.					
3. There are role models or female figures that inspire girls in your school.					
4. There are Initiatives to educate the community on the value of girls' education.					
5. Programs are in place to address social barriers to girls' education.					

Cultural Factors

	1	2	3	4	5
1. Cultural practices in the community support girls' education.					

2. Early marriages do not affect girls' attendance and performance in school.					
3. Cultural beliefs do not hinder girls' participation in education.					
4. There is no resistance from the community towards educating girls.					
5. There are Programs to change cultural attitudes towards girls' education.					

Political Factors

	1	2	3	4	5
1. Government policies support girls' education in your area.					
2. Political leaders advocate for girls' education in your community.					
3. Government funding is specifically allocated for girls' education.					

4. Advocacy groups promote girls' education in your area.					
5. Local government programs aim to reduce gender disparities in education.					

Economic Factors

Our school has benefited from the following from the community;	1	2	3	4	5
1. Economic conditions in the community are favorable for girls' education.					
2. Girls do not have to work to support their families, affecting their attendance.					
3. Financial barriers do not prevent girls from attending school regularly.					
4. School feeding programs support girls from low-income families.					

5. Financial support for girls' education is available from local community.					
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Section D: Policy Implementation and Evaluation

Indicate against each statement the extent to which you agree or disagree regarding the implementation and evaluation of policies into the Academic Performance of girls in Secondary Schools of Wajir County. Where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Policy Objectives

	1	2	3	4	5
1. Educational policy objectives are clear and well-communicated to your school.					
2. Policies address the specific needs of girls' education.					
3. These policies are aligned with improving girls' academic performance.					
4. Policies promote gender equality in education.					

5. Policy objectives are effectively communicated to all stakeholders.					
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Implementation Strategies

	1	2	3	4	5
1. Strategies for implementing educational policies are clear and actionable.					
2. Adequate resources are allocated for the implementation of these policies.					
3. Teachers and school administrators are trained on implementation of policies.					
4. Community members are involved in the implementation of these policies.					
5. Strategies are regularly reviewed and updated to meet changing needs.					

Monitoring and Evaluation

	1	2	3	4	5
1. Systems are in place to monitor the progress of policy implementation.					
2. Schools regularly report on the implementation of these policies.					
3. Evaluation metrics measure the success of these policies.					
4. Feedback from students and parents on the policies' impact is considered.					
5. Regular reviews and assessments of policy outcomes are conducted.					

SECTION E: STAKEHOLDERS INTERVENTIONS

Indicate against each statement the extent to which you agree or disagree regarding the interventions of stakeholders into the Academic Performance of girls in Secondary Schools of Wajir County. Where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Government

	1	2	3	4	5
1. The government provides adequate funding for girls' education in your school.					
2. Government initiatives aim at reducing gender disparities in education.					
3. Government programs provide scholarships for girls.					
4. The government collaborates with schools to improve girls' education.					
5. Government policies are effective in improving girls' academic performance.					

NGO Programs

	1	2	3	4	5
1. NGOs work in your area to support girls' education.					
2. NGO programs provide financial aid or scholarships for girls.					

3. NGOs provide learning materials and resources for girls.					
4. Awareness programs by NGOs promote girls' education.					
5. NGO interventions are effective in improving girls' academic performance.					

Community

	1	2	3	4	5
1. The community is supportive of girls' education.					
2. Community programs support girls who are at risk of dropping out.					
3. Community leaders advocate for girls' education.					
4. Community initiatives provide resources for girls' education.					

5. Community interventions are effective in improving girls' academic performance.					
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Thank you for your participation.

Appendix IV: Students Questionnaire

Introduction

The following questionnaire is designed to gather your insights as a student on the Parameters Influencing Girls' Academic Performance in Secondary Schools in Wajir County, Kenya. Your responses are crucial for understanding the impact of these interventions on learner participation. Please indicate your responses with a tick {√} in the appropriate box. There are no correct or incorrect responses. Your participation is voluntary, and all information will be handled confidentially for academic purposes only. Thank you for your cooperation.

SECTION ONE: DEMOGRAPHIC VARIABLES

Please put a tick in the appropriate box for each of the statements below.

1. What is your age bracket?

Less than 15 years () 15 - 16 years ()

17 - 18 years () Above 18 years ()

2. What is your gender? Male () Female ()

3. Type of School; National () Extra County () County () Sub County ()

4. Category of School; Boarding () Day ()

5. Composition of the School; Mixed () Boys () Girls ()

SECTION TWO: GIRLS ACADEMIC PERFORMANCE

Indicate against each statement the extent to which you agree or disagree regarding the Academic Performance of Girls in Wajir County; where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Access to Educational Resources

In our school;	1	2	3	4	5
1. In our school we have access to adequate textbooks and learning materials.					
2. There are enough lab facilities for science subjects in my school.					
3. We have access to computer and internet facilities for academic purposes.					

4. The classrooms are well-equipped and conducive to learning for us.					
5. There is an adequate supply of sanitary facilities to support girls' education.					

Quality of Education

In our school;	1	2	3	4	5
1. Teachers in my school receive regular training to enhance their teaching skills.					
2. There are regular assessments to monitor girls' academic progress.					
3. A supportive learning environment is provided for girls in my school.					
4. Teachers provide extra academic support for girls who are struggling.					
5. The curriculum is relevant and engaging for girls.					

Support Systems

In our school, students are encouraged to actively participate in:	1	2	3	4	5
1. Mentorship programs are available for me in my school.					
2. Girls have access to guidance and counselling services.					
3. Peer support groups are available for girls.					
4. Girls receive emotional and psychological support in your school.					
5. Programs are in place to encourage parental involvement in girls' education.					

SECTION THREE: FACTORS OF MARGINALIZATION

Indicate against each statement the extent to which you agree or disagree regarding the factors of marginalization on the Academic Performance of girls in Secondary Schools.

Where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Social Factors

	1	2	3	4	5
1. Social norms in the community support girls' education.					
2. Girls do not face social stigma for attending school.					
3. There are role models or female figures that inspire girls in my school.					
4. There are Initiatives to educate the community on the value of girls' education.					
5. Programs are in place to address social barriers to girls' education.					

Cultural Factors

	1	2	3	4	5
1. Cultural practices in the community support girls' education.					

2. Early marriages do not affect girls' attendance and performance in school.					
3. Cultural beliefs do not hinder girls' participation in education.					
4. There is no resistance from the community towards educating girls.					
5. There are Programs to change cultural attitudes towards girls' education.					

Political Factors

	1	2	3	4	5
1. Government policies support girls' education in my area.					
2. Political leaders advocate for girls' education in my community.					
3. Government funding is specifically allocated for girls' education.					

4. Advocacy groups promote girls' education in my area.					
5. Local government programs aim to reduce gender disparities in education.					

Economic Factors

Our school has benefited from the following from the community;	1	2	3	4	5
1. Economic conditions in the community are favourable for girls' education.					
2. Girls do not have to work to support their families, affecting their attendance.					
3. Financial barriers do not prevent girls from attending school regularly.					
4. School feeding programs support girls from low-income families.					

5. Financial support for girls' education is available from local community.					
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Section D: Policy Implementation and Evaluation

Indicate against each statement the extent to which you agree or disagree regarding the implementation and evaluation of policies into the Academic Performance of girls in Secondary Schools of Wajir County. Where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Policy Objectives

	1	2	3	4	5
1. Educational policy objectives are clear and well-communicated to your school.					
2. Policies address the specific needs of girls' education.					
3. These policies are aligned with improving girls' academic performance.					
4. Policies promote gender equality in education.					

5. Policy objectives are effectively communicated to all stakeholders.					
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Implementation Strategies

	1	2	3	4	5
1. Strategies for implementing educational policies are clear and actionable.					
2. Adequate resources are allocated for the implementation of these policies.					
3. Teachers and school administrators are trained on implementation of policies.					
4. Community members are involved in the implementation of these policies.					
5. Strategies are regularly reviewed and updated to meet changing needs.					

Monitoring and Evaluation

	1	2	3	4	5
1. Systems are in place to monitor the progress of policy implementation.					
2. Schools regularly report on the implementation of these policies.					
3. Evaluation metrics measure the success of these policies.					
4. Feedback from students and parents on the policies' impact is considered.					
5. Regular reviews and assessments of policy outcomes are conducted.					

SECTION E: STAKEHOLDERS INTERVENTIONS

Indicate against each statement the extent to which you agree or disagree regarding the interventions of stakeholders into the Academic Performance of girls in Secondary Schools of Wajir County. Where 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree

Government

	1	2	3	4	5
1. The government provides adequate funding for girls' education in your school.					
2. Government initiatives aim at reducing gender disparities in education.					
3. Government programs provide scholarships for girls.					
4. The government collaborates with schools to improve girls' education.					
5. Government policies are effective in improving girls' academic performance.					

NGO Programs

	1	2	3	4	5
1. NGOs work in your area to support girls' education.					

2. NGO programs provide financial aid or scholarships for girls.					
3. NGOs provide learning materials and resources for girls.					
4. Awareness programs by NGOs promote girls' education.					
5. NGO interventions are effective in improving girls' academic performance.					

Community

	1	2	3	4	5
1. The community is supportive of girls' education.					
2. Community programs support girls who are at risk of dropping out.					
3. Community leaders advocate for girls' education.					
4. Community initiatives provide resources for girls' education.					

5. Community interventions are effective in improving girls' academic performance.					
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Thank you for your participation.

Appendix V: County Education Officers Interview Schedule

Introduction

My name is Hillow Issack, and I am conducting research on the “Parameters Influencing Girls' Academic Performance in Secondary Schools in Wajir County, Kenya”. Kindly respond to the best of your knowledge to each of the questions. No response is right or wrong. The information obtained from this study will be treated confidentially and will not be used for any other purpose other than academic. Thank you for accepting to take part in the programme. Your cooperation is highly appreciated.

Introduction:

DEMOGRAPHIC VARIABLES

1. Gender _____
2. Experience as a County Education Officer _____
3. What is your highest level of education? _____

Section B: Girls Academic Performance

Access to Educational Resources

1. Do girls in secondary schools in Wajir County have adequate access to textbooks and learning materials?
2. How would you describe the availability and quality of laboratory facilities for girls in these schools?

3. What is the state of computer and internet facilities available to girls for academic purposes?

Quality of Education

1. Do teachers in Wajir County receive regular training to enhance their teaching skills? If so, how often?
2. Are there regular assessments to monitor girls' academic progress in secondary schools?
3. How supportive is the learning environment for girls in these schools?

Support Systems

1. Are there mentorship programs available for girls in secondary schools in Wajir County?
2. How accessible are guidance and counseling services for girls?
3. What systems are in place to monitor and address issues related to girls' attendance?

Section C: Factors of Marginalization

Social Factors

1. How do social norms in the community affect girls' education in Wajir County?
2. What social stigmas, if any, do girls face when attending school?

3. What initiatives exist to educate the community on the importance of girls' education?

Cultural Factors

1. How do cultural practices in the community influence girls' education?
2. How prevalent is early marriage, and how does it affect girls' education?
3. Are there cultural beliefs that hinder girls' participation in education?
How are they being addressed?

Political Factors

1. What government policies support girls' education in Wajir County?
2. How actively do political leaders advocate for girls' education in the community?
3. What local government programs aim to reduce gender disparities in education?

Economic Factors

1. How do economic conditions in Wajir County affect girls' education?
2. What financial barriers prevent girls from attending school regularly?
3. What financial support for girls' education is available from local businesses or donors?

Section D: Policy Implementation and Evaluation

Policy Objectives

1. How clear and well-communicated are the educational policy objectives to schools in Wajir County?
2. Do the policies address the specific needs of girls' education? How?
3. How aligned are the goals of these policies with improving girls' academic performance?

Implementation Strategies

1. Are adequate resources allocated for the implementation of these policies?
2. Are teachers and school administrators trained on the implementation of these policies?
3. How involved are community members in the implementation of these policies?

Monitoring and Evaluation

1. What systems are in place to monitor the progress of policy implementation?
2. How often do schools report on the implementation of these policies?
3. What metrics are used to evaluate the success of these policies?

Section E: Stakeholders Interventions

Government

1. How adequate is the funding provided by the government for girls' education in Wajir County?
2. What government initiatives aim at reducing gender disparities in education?
3. How effective are government interventions in improving girls' academic performance?

NGO Programs

1. Which NGOs are working in your area to support girls' education, and what do they do?
2. How effective are NGO programs in providing financial aid or scholarships for girls?
3. How impactful are mentorship programs run by NGOs for girls in schools?

Community

1. How supportive is the community towards girls' education in Wajir County?
2. What community programs support girls who are at risk of dropping out?
3. How do community leaders advocate for girls' education?

4. Conclusion:

- a) Do you have any other issues related to our topic of discussion?