

**INFLUENCE OF SCHOOL BASED FACTORS ON GIRLS' EDUCATION  
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN TURKANA EAST SUB-  
COUNTY, TURKANA COUNTY, KENYA**

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Accepted, October 26<sup>th</sup>, 2023

**Abstract**

Girl's education is a strategic development priority, better-educated women tend to be more informed about nutrition and healthcare, have fewer children and marry at a later age. Girls education goes beyond going to school, it is about ensuring that girls learn and feel safe while in school, have the opportunity to complete all the levels of education by acquiring the knowledge and skills to compete in the labor market, learn the socio-emotional and life skills necessary to navigate and adopt to changing world to make decision about their own lives and contribute to their communities and the world. The objective of the study was to determine the influence of school based factors on girls' education performance in primary schools in Turkana East Sub-County, Kenya. The study was guided by Modernization and Sociological Theories This study employed both descriptive and exploratory research approaches. Data collection involved a diverse group of participants, totalling 300 individuals. Furthermore, questionnaires were administered to 169 respondents based on the Krejcie and Morgan (1970) sampling method. Descriptive data analysis was conducted using SPSS version 28, enabling the examination of both quantitative and qualitative information through coding. To assess the data both descriptively and inferentially, statistical techniques, including means, standard deviations, and regression analysis, were employed. The findings highlighted the significant impact of school based factors on girls' education performance. Based on these insightful findings, the study recommended a more substantial integration of school based factors, These implications held value for various stakeholders, including school management, government entities, researchers, and academics.

**Keywords:** *School Based Factors, Girls' Education Performance, Primary Schools*

**INTRODUCTION**

Education is the main important part of economic, political and social development of an individual and the nation Institute of Policy Analysis and Research, (2003). It furnishes individuals with necessary knowledge, skills and attitudes, which enable one to be economically

productive, develop skills for good governance and supports emotional and moral development of an individual. According to Onyango (2005), education is human investment, which is essential for one to be socially productive in the community. Therefore, education and training invested in an individual are meant to increase the GDP and growth index of the country. A person with education is responsible to earning benefits of education in future, (World Bank, 2003) and therefore the provision of education to a population is aimed to increase socioeconomic growth of a country. The condition is worse in Africa as a low development continent it remains behind the rest of the world's continents in girl's education. Girls' inability to recognize their education right as profound effect on their capability to recognize their social, political and economic rights (Gibson 2004).

In United Republic of Tanzania, Very few girls get the opportunity to reach higher education (DFID 2006). Despite the constitution based on equality in Education at all levels regardless of gender, religious and tribe. Many more reasons make them being out of school including cultural beliefs, customs, marriage at an early age and early pregnancy which are among the key factors for gender inequalities in enrolment and accomplishment. Despite numerous challenges facing girl child education, a number of aspects have been considered in reinforcing girl child participation in education. These aspects include appropriate educational policies, adequate resource a location, curriculum and recruitment Kothari (2004). This also includes deployment of professional teachers in handling girl's education as reported by (Henereld, 2014), teaching staff in possession of high knowledge of power to discharge their duties promptly and in time is a major force in teaching sector.

NGOs and UNICEF Organizations such as FAWE, UNGEI and other partners in education have tremendously contributed to education through funding, sensitizing the community about the importance of girl child education and also formulating and implementing policies that will promote girl child education (Njenga, 2008). One of the major aims of these organizations is to narrow the gender gap existing between girl child and boy child education. Repetition of a given level of learning is another challenge facing girl child participation in secondary education. As girls repeat a given level of education, their ages advance and they end up dropping out of education system before completion.

Ishumi (2006) has suggested that there is no educational advantage to be derived from making low achievers repeats a grade as this has only resulted into educational wastages and dropouts. Students should be automatically allowed to transit to the next grade of learning without making them repeat a grade (Njenga, 2007). This will enable particularly many girls to complete their secondary education within the legal age bracket. The constitution of Kenya accepts education as one of the fundamental rights of a citizen as well as constitutional commitment of the government accepts to provide access to education to every citizen (Florio & Wolf, 2005). However, unfortunately, in Kenya girls are not provided with equal opportunities just like males. Majority of the parents in rural areas have negative attitudes about the girl's education. They consider girl's education meaningless and worthless. Our girl's education is affected by various factors. Consequently, the literacy rate of our female education is very low. That is why it is an obstacle in the development of the nation. In addition, there are several factors that act as barriers toward girl's education at primary level especially in the rural areas (Ministry of Education, 2014). In Kenya quite a big number of girls are not attending school simply because of under scored causes such as poverty, early marriages, and child labour and child violation.

When you visit County Director's Office for Turkana County, about enrolment of girls and completion will use as actual data, you will realize that the number of boys outweigh the number of girls attending school. The paper in hand was written in order to explore those factors, which affects girls' education at primary level in Katilia Location, Turkana Sub-County (Kenya). The researchers are hopeful that this study was highly beneficial in promoting and strengthening girls' education at primary level as it has explored the factors affecting girl's education and presented proper recommendations to motivate the society and parents to educate their daughters. Parents and community, in general, have the negative perception on girls' education with the statics illustrated as sub-county office Turkana East Constituency (Lokori). Girl's enrolment is encouraging at the lower grades but as it progresses it decline due to many social cultural factors (poverty) ignorance, etc.

### **Statement of the Problem**

There has been a persistence poor performance of primary girls in internal and external exams in Katilia location, therefore the problem of these research is to find out the influence of home environment factors on education performance of girls in primary school in Katilia location in Turkana east such as family size, school factors and cultural factors. Girls should be provided with equal opportunities just like boys when attending schools, Allocation of learning resources ,areas of studied ,use of other amenities should be distributed equally without discrimination so as to enable girls to performs well in education field . It is also about ensuring that girls learn and feel safe while in school; complete all levels of education with the skills to effectively compete in the labour market. Learn the socio-emotional and life skills necessary to navigate and adapt to a changing world; make decisions about their own lives; and contribute to their communities and the world.

Parents who have not gone to school do not see the importance of girls education thus remain at home doing house chores, leaving only boys attending schools .the government in the other hands to fails to interpret clearly its policy to enabled a good number of girls to school in community adjusts some of the cultural beliefs, is when girls will realize going back to school even if after attending FGM multipartite. Girls' education is a strategic development priority. Better educated women tend to be healthier, participate more in the formal labor market, earn higher incomes, have fewer children, marry at a later age, and enable better health care and education for their children, should they choose to become mothers. All these factors combined can help lift households, communities, and nations out of poverty.

According to UNESCO estimates, 130 thousand on girls between the age of 6 and 17 are out of school and 15 thousand girls of primary-school age—half of them in Turkana County— will never enter a classroom. Child marriage is also a critical challenge. Child brides are much more likely to drop out of school and complete fewer years of education than their peers who marry later. This affects the education and health of their children, as well as their ability to earn a living. Poor economic background of parents in Katilia location contributed to low enrollment of girls in school, lack of school meals in rural area such as Katilia, girls failed to concentrate during learning session due to empty stomach. Most girls are forced to engage in child labour, especially children from low-income families, to raise something for the completely family survival.

Every day, girls' face barriers to education will use by poverty, cultural norms and factors, poor infrastructure, violence, and fragility. The NGOS Group has joined with governments, civil society organizations, multilateral organization, the private sector, and donors to advance multi-

sectorial approaches to overcome these challenges. Working together with girls and women, the researcher sought to find out the impact of home based environmental factors on girls' education in Turkana East Sub-County, Turkana County, Kenya. Poverty remains the most important factor for determining whether a girl can access an education. For example, in Turkana, only 4 percent of poor young women in the Turkana West zone can read compared with 99 percent of rich young women in the South East. Studies consistently reinforce that girls who face multiple disadvantages — such as low family income, living in remote or underserved locations, disability or belonging to a minority ethno-linguistic group — are farthest behind in terms of access to and completion of education. Violence also negatively influences access to education and a safe environment for learning. For example, in Haiti, recent research highlights that one in three Haitian women (ages 15 to 49) has experienced physical and/or sexual violence, and that of women who received money for sex before turning 18 years old, 27 percent reported schools to be the most common location for solicitation.

## **LITERATURE REVIEW**

### **Empirical Review**

Many girls may not access education due to inadequate sanitation and hygiene facilities to cater for their needs during menstruation, few female teachers, inadequate school infrastructure such as classrooms and furniture and sexual harassment by teachers or boys (Ambaji, 2004). In her study on accessibility and retention of girls in primary schools in Wajir, (Transparency Brazil, 2005) revealed that approximately ninety-two percent (92%) of schools in the sample had six (6) latrine stances or less and sixty- seven (67%) had no latrine stances exclusively for girls. Girls may also be forced to remain at home because of violence, gender discrimination in the classroom and poor enforcement of policies and laws regarding issues such as corporal punishment, child labor, school charges/fees and re-entry into school especially when girls have become pregnant. Management in several schools in the study stressed the lack of latrine stances for girls as a serious concern. It was also observed that mature girls had no changing facilities. They would have to move to neighboring homes to change during their menstruation periods. In addition, they found that the children's worst experiences centered on water and latrines particularly for girls Republic of Kenya (2007).

Clean and safe school environment attracts children to school and influences enrolment. Parents feel comfortable to send their children to schools with safe environment (Mutahi, 2000). This can be seen in most communities both rural and urban, where schools with high sanitation standards and cleanliness have higher enrolment (Mutahi, 2000). Unfriendly school environment also serves to discourage girls from persisting in school. The school environment influences the pupil's ability to learn heavily and according to Lysette, et al., (2004) learning occurs when there is order, good facilities and availability of teachers. Shiundu and Omulando (2002) also observe that girl participation in education is influenced by availability of place, proximity of the school to home, appropriate physical facilities, for example toilets, the school climate and the presence of female teachers. The closer the school, the less fear parents have for their daughters' safety and reputations.

In Africa continent, sanitation and hygiene is recorded poorly in most undeveloped countries, and result in contaminated environment which leads to spread of common diseases.

Republic of Kenya (2007) notes that physical violence in schools, particularly bullying and corporal punishment, affects boys and girls. He further noted that lack of adequate hygiene and sanitation facilities on or near school premises was a factor that led to low participation of girls

in schools. This he found out presented a major problem for adolescent girls in particular. Girls are more likely to be victims of sexual violence, including rape. The traditional gender divisions of labour are mirrored in school. Girls may be made to do school maintenance tasks at the expense of learning, denied physical exercise, and may endure sexual and emotional harassment (Transparency Brazil, 2005). In Turkana East (Katilia Location), there is a problem of sanitation and hygiene, girls sharing latrines with boys. Sometimes the ratio of latrine usage is as follows: thus 1:100 girls, 1:200 boys which are far below the standard recommended by the Ministry of Health.

### **Theoretical Framework**

This research utilized Modernization Theory. Modernization Theory emerged in the 1950s as an explanation of how the industrial societies of North America and Western Europe developed. The theory argues that societies develop in predictable stages through which they become increasingly complex. Development depends primarily on the importation of technology as well as a number of other political and social changes believed to come about as a result. For example, modernization involves increased levels of schooling and the development of mass media, both of which foster democratic political institutions. Modernization theory will explain the process of modernization within societies. Modernization refers to a model of a progressive transition from a 'pre-modern' or 'traditional' to a 'modern' society. Modernization theory originated from the ideas of German sociologist Max Weber (1864–1920), which provided the basis for the modernization paradigm developed by Harvard sociologist Talcott Parsons (1902–1979). The theory looks at the internal factors of a country while assuming that with assistance, 'traditional' countries can be brought to development in the same manner more developed countries have been. Modernization theory was a dominant paradigm in the social sciences in the 1950s and 1960s, and then went into a deep eclipse. It made a comeback after 1991 but remains a controversial model (Knöbl & Wolfgang, 2003). Modernization theory both attempts to identify the social variables that contribute to social progress and development of societies and seeks to explain the process of social evolution.

### **METHODOLOGY**

The descriptive survey design was used in this research. This study was conducted in public primary schools in Turkana East Sub-County, Turkana County of Kenya. The study targeted 40 Head Teachers, 60 Teachers, 100 Girls (Upper primary), 98 Parents and 2 CSOs making a total of 300 numbers of people. Out of the target population of 300 people in Turkana East Sub-County, a representative sample size of 169 respondents was selected using purposive, stratified and simple random sampling. and achieved through Krejcie and Morgan sampling formula.

The researcher used questionnaires and an interview guide to collect data. Descriptive statistics involving the use of means, standard deviations, frequencies and percentages was used in the analysis. The Statistical Package for Social Sciences (SPSS) was used. Regression inferential statistics was also used in the data analysis. Qualitative data was analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondent information and comparing responses to documented data on factors influencing girls' education performance.

### **FINDINGS AND DISCUSSION**

#### **Response Rate**

The research aimed to ascertain the response rate of the participants. The study selected a total of 169 respondents comprising of head teachers, teachers, girls (upper primary), parents and CSOs



Out of the distributed 169 questionnaires, one hundred and fifty-three (153) were fully completed and returned, constituting 90.53% of the total respondents. This level of response is considered reliable for subsequent data analysis. According to Mugenda and Mugenda (2003), a response rate of 60% is considered good, while a rate of 70% or more is deemed excellent.

### Descriptive Statistics

#### School Based Factors and Girls' Education Performance

The research aimed to investigate the impacts of school based factors on girls' education performance in public primary schools in Turkana East Sub-County. The findings of the study are presented in Table 1.

**Table 1: School Based Factors**

Statements		SA	A	U	D	SD	Mean	Std Dev
Standards and cleanness contributes to girls' education performance in public primary schools.	F	43	65	24	13	8	4.00	1.187
	%	28.1	42.4	15.8	8.6	5	80.0	
Availability of clean and safe water at home is an important indicator for the academic achievement.	F	12	92	23	19	7	3.55	0.969
	%	7.9	60.4	15.1	12.2	4.3	71.0	
That high sanitation contributes to girls' education performance in public primary schools	F	12	92	23	19	7	3.55	0.764
	%	7.9	60.4	15.1	12.2	4.3	71.0	
Clean and safe school environment attracts children to school and influences enrolment.	F	17	77	31	25	3	3.16	0.606
	%	10.8	50.4	20.1	16.5	2.2	63.2	

**Source:** Field Data, (2023)

The findings of the study indicated that 108 (70.5%) of the respondents agreed that standards and cleanness contributes to girls' education performance in public primary schools. (Mean=4.00; SD=1.187), while 21 (13.6%) disagreed. Similarly, 104 (68.3%) agreed that availability of clean and safe water at home is an important indicator for the academic achievement (Mean=3.55; SD=0.969), with 26 (16.5%) expressing disagreement. Moreover, 104 (68.3%) agreed that high sanitation contributes to girls' education performance in public primary schools (Mean=3.55; SD=0.764), while 26 (16.5%) disagreed. Additionally, the study revealed that 94 (61.2%) of the respondents agreed that clean and safe school environment attracts children to school and influences enrolment. (Mean=3.12; SD=0.606), while 28 (18.7%) disagreed.

These results align with Ambaji, (2004) who argued that girls might not access education due to inadequate sanitation and hygiene facilities to cater for their needs during menstruation period. In her study on accessibility and retention of girls in primary schools in Wajir, (Transparency Brazil, 2005) revealed that approximately ninety-two percent (92%) of schools in the sample had six (6) latrine stances or less and sixty-seven (67%) had no latrine stances exclusively for girls. Girls may also be forced to remain at home because of violence, gender discrimination in the classroom and poor enforcement of policies and laws regarding issues such as corporal

punishment, child labor, school charges/fees and re-entry into school especially when girls have become pregnant. Management in several schools in the study stressed the lack of latrine stances for girls as a serious concern. It was also observed that mature girls had no changing facilities. They would have to move to neighboring homes to change during their menstruation periods. In addition, they found that the children's worst experiences centered on water and latrines particularly for girls (Republic of Kenya, 2007).

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### Girls' Education Performance

**Table 2: Girls' Education Performance**

Statements		SA	A	U	D	SD	Total	Mean	Std Dev
Mean score	F	65	70	13	4	0	153	4.52	0.764
	%	42.4	46	8.6	2.9	0	100	90.4	
Quality marks	F	65	70	13	4	0	153	4.49	0.606
	%	42.4	46	8.6	2.9	0	100	89.8	
Improved enrolment	F	83	52	19	0	0	153	4.52	1.446
	%	54	33.8	12.2	0	0	100	90.4	
Reduced dropouts	F	64	43	26	12	8	153	3.93	0.346
	%	41.7	28.1	17.3	7.9	5	100	78.6	

**Source:** Field Data, (2023)

The findings concerning indicators of mean score indicated that 90.4% (mean=4.52) of the respondents believed that mean score serves as an indicator of girls' education performance. Moreover, 89.8% (mean=4.49) of the respondents held the view that quality marks is indicative of the effectiveness in the girls' education performance. Additionally, 90.4% (mean=4.52) of the respondents believed that improved enrolment stands as the primary determinant of girls'

education performance. Lastly, 78.6% (mean=3.93) of the respondents expressed the opinion that reduced dropouts signifies sustainable girls' education performance.

These findings closely align with the assertions of various scholars in the literature. For instance, Ishumi (1976) has suggested that there is no educational advantage to be derived from making low achievers repeats a grade as this has only resulted into educational wastages and dropouts. Students should be automatically allowed to transit to the next grade of learning without making them repeat a grade (Njenga, 2007). This will enable particularly many girls to complete their secondary education within the legal age bracket. The constitution of Kenya accepts education as one of the fundamental rights of a citizen as well as constitutional commitment of the government accepts to provide access to education to every citizen (Florio & Wolf, 2005).

Despite numerous challenges facing girl child education, a number of aspects have been considered in reinforcing girl child participation in education. These aspects include appropriate educational policies, adequate resource a location, curriculum and recruitment Kothari (2004). This also includes deployment of professional teachers in handling girl's education as reported by (Henereld, 2014); teaching staff in possession of high knowledge of power to discharge their duties promptly and in time is a major force in teaching sector.

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### Regression Analysis

**Table 3: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.837 <sup>a</sup>	0.701	0.695	0.55264		
a. Predictors: (Constant). School Based Factors						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.501	1	35.501	116.397	.000 <sup>a</sup>
	Residual	46.055	151	0.305		
	<b>Total</b>	81.556	152			
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	0.369	0.224		1.648	0.207
	School Based Factors	0.563	0.034	0.494	10.744	0.000

The R square, commonly referred to as the coefficient of determination, serves as a frequently utilized statistic for evaluating the fitness of a model. The results of the regression analysis reveal that the R<sup>2</sup> value amounted to 0.701 or 70.1%. This outcome indicates that the independent



variables under study (school based factors) account for merely 70.1% of the variance in the dependent variable, which is the girls' education performance. The remaining 29.9% of the variations in performance are influenced by unexamined variables not included in this study. The statistical model portrays that when the interactions between the independent variables (school based factors) and the dependent variable (girls' education performance) are considered, the model demonstrates a correlation coefficient (R) of 0.837 and a coefficient of determination (R-square) of 0.701. This signifies a positive relationship between the two variables. The findings indicate that while the examined independent variables do contribute to explaining a substantial portion of the variance in the girls' education performance, there are additional factors outside the scope of this study that also play a role in influencing the performance outcomes. This underscores the complexity of the factors at play and suggests avenues for further research to explore the remaining variance and the potential variables responsible for it. This interpretation is consistent with the idea that girls' education performance is a multifaceted outcome influenced by a range of internal and external elements (Wasiam, 2016; Maina, 2018).

The outcome of the ANOVA test revealed an F-statistic of 116.397, which was highly significant at a significance level of 0.000 ( $p < 0.05$ ). This result indicates that the regression relationship had a strong statistical significance in predicting the influence of school based factors on the girls' education performance. Furthermore, the F critical value at a 5% level of significance was also calculated to be 116.397. This finding reinforces the overall model's significance, indicating that the tested variables effectively fit within the model. The outcomes of the regression analysis coefficients indicate that school based factors exhibited a positive and significant influence on the girls' education performance ( $\beta=0.563$ ,  $p<0.05$ ). These results signify that school based factors has a favourable impact on girls' education performance in public primary schools in Turkana East Sub-County, Kenya.

### **Conclusions**

The outcomes of the regression analysis demonstrated that the effectiveness of school based factors exhibited a significant and illustrative impact on the girls' education performance. The study's findings led to the conclusion that school based environmental factors should emphasize aspects such as clean and safe water, high sanitation and standards and cleanness during the execution of school based factors. This emphasis on these facets is integral for the improvement of the girls' education performance.

### **Recommendations**

The study's recommendation were that school based environmental factors be deliberately incorporated to enhance and fortify the overall achievements of girls' education performance in Turkana East Sub-County.

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