

**RELATIONSHIP BETWEEN ECOLOGICAL, ECONOMIC, CONFLICT,  
SOCIO-CULTURAL FACTORS AND ENROLLMENT OF GIRLS IN RURAL  
PUBLIC PRIMARY SCHOOLS IN SAMBURU COUNTY, KENYA**

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**A Thesis Submitted to the Institute of Postgraduate Studies of Kabarak University  
in Partial Fulfillment of the Requirements for the Award of Doctor of Philosophy in  
Education (Economics and Planning)**

**KABARAK UNIVERSITY**

**NOVEMBER, 2024**

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The thesis entitled **“Relationship between Ecological, Economic, Conflict, Socio-cultural Factors and Enrollment of Girls in Rural Public Primary Schools in Samburu County, Kenya”** and written by **Andrew Ropilo Lanyasunya**, is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the thesis and recommend it be accepted in partial fulfillment of the requirement for award of Doctor of Philosophy in Education (Economics and Planning of Education).

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## **DEDICATION**

I dedicate this work to my wife Priscilla Ntirisan Lanyasunya as she continues to be an example and role model in education to the nomadic pastoralist girl child.

## ABSTRACT

This study sought to investigate the persistent low enrollment of girls in rural public primary schools in Samburu County, Kenya. In order to foster girls' education, policies such as Education for All have been constituted. Kenya guarantees girls education through its Constitution and Basic Education Act, 2013. However, Samburu County, Kenya, still grapples with the problem of low enrollment of girls in its rural public primary schools. The objectives of this study therefore, were to establish the relationship between ecological, economic, inter-group conflict, and socio-cultural factors and enrollment of girls in rural public primary schools in Samburu County, Kenya. Descriptive correlation survey design guided by Social Conflict Theory by Oberschall (2015) was used. The target population was 136 female teachers and 135 head teachers who were male teachers from rural public primary schools in Samburu County. The sample was 136 female teachers selected through census method and 27 head teachers selected purposive method. However, 14 female teachers and 3 head teachers were used for piloting. Data was collected by use of questionnaires for female teachers and interview schedules for head teachers and analysed using Pearson Correlation and ANOVA. Test of hypothesis one ( $H_{01}$ ), on connection between ecological factors and the enrollment of girls in Samburu County revealed statistically significant negative Pearson Correlation Coefficient of -0.429 with a p-value (Sig.) of 0.025. The significance level at 5% indicates that higher ecological factors are associated with a decrease in girls' enrollment. Second test ( $H_{02}$ ) on economic factors, yielded a significant negative correlation coefficient of -0.348, and the low p-value (Sig.) of 0.005 signifying significance at the 5% level. Test of  $H_{03}$  revealed a significant negative correlation of -0.537, with a low p-value (Sig.) of 0.005 signifying that higher levels of inter-group conflict factors went with reduction in girls' enrollment. Pearson Correlation for  $H_{04}$  of Socio-cultural factors yielded a value of -.503 with 0.004 significance level, indicating moderate correlation. All the null hypotheses were rejected. Inter-group conflict rated higher, followed by socio-cultural factors as associated more with girl's enrollment. Thus is explained by fear of attack when going to school, loss of livelihood source, and loss of human life, nomadic mobility, cultural practices, and perception about girl child. The study recommends a holistic approach to enhance girls' education where educational stakeholders raise awareness on the importance of girls' education, tackle negative traditional beliefs, increasing presence of female teachers, address economic barriers, improve rural infrastructure, and tackle armed conflicts.

**Keywords:** *Girls' School Enrollment, Nomadic Pastoralists Education, Ecological Factors, Economic Factors, Inter-Group Conflict Factors, Socio-Cultural Factors.*

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## LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
ASALs	Arid and Semi-arid Lands
CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
CRC	Convention on the Rights of the Child
DFID	Department for International Development
EcF	Economic Factors
EF	Ecological Factors
FGM	Female Genital Mutilation
FPE	Free Primary Education
GER	Gross Enrollment Ratio
GPI	Gender Parity Index
ICCPR	International Covenant on Civil and Political Rights
IGCF	Inter-Group Conflict Factors
MDG	Millennium Development Goal
NCPD	National Council for Population and Development
SCF	Socio-Cultural Factors
SDGs	Sustainable Development Goals
SF	Selected Factors
UNESCO	United Nations Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UNSD	United Nations Statistics Division
UPE	Universal Primary Education

## OPERATIONAL DEFINITION OF KEY TERMS

**Ecological Factors:** Means distance to school, drought, physical environment, temperature levels, water and pasture, which may have a relationship with enrollment of girls in rural public primary in Samburu County, Kenya.

**Economic Factors:** Denotes household wealth, rural infrastructure, child labor, family residence, and school facilities that may be associated with girls' enrollment in rural public primary in Samburu County, Kenya.

**Enrollment of Girls:** Refers to the actual number of girls in rural public primary schools in Samburu County, Kenya, in relative to the boys enrollment levels in the same schools

**Inter-Group Conflict:** Connotes state of physical confrontation between ethnic groups that is manifested through loss of human lives, loss of livelihood sources, displacements or forced migrations, fear of attack when going to school, and learning disruptions in rural areas of Samburu County, Kenya.

**Socio-Cultural Factors:** Implies traditional practices, perception about girl child, nomadic mobility, parents' education, and parents' occupation. Family, relations, beliefs, norms, taboos, values and rituals unique to and practiced by the Samburu of Kenya.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Introduction

Granting that girls' education is a critical determinant for overall societal development and is a basic human right, school enrollment levels for girls is still low in Africa and especially in its rural areas. Education economists propound that girls' education affects women's health positively, economic empowerment, and social development (Moodley et al., 2019; Ali, 2020). There is a 10% increase in women's earnings for every one additional year of their schooling and a child of an educated mother is 50% more likely to survive beyond age five (Silva & Oliviera, 2022; Pinheiro-Machado & Scalco, 2020).

Education of girls improves health and economic status of the society as a whole. Child deaths minimise and health of mothers improve (World Bank, 2019; Masuda & Yamauchi, 2020). Education can influence a woman's opportunities of finding well-paid work as well as inhibit chances for early marriage (Yarrow, 2015; Muchomba, 2021). Girls and women as well become more empowered to be aware of rights, to take their place in the society, such as becoming independent economically, and to have a political voice (World Bank, 2019; Setini et al., 2020).

Even though the nations of the world have underscored the significance of girl child education as depicted by formulated policies, girls are still disadvantaged with low enrollment, especially in rural areas. This study sought to ascertain the linkage that ecological, economic, conflict, and socio-cultural realities have with enrollment of girls in rural public primary schools in Samburu County, Kenya.

## **1.2 Background to the Study**

Despite significant progress in school enrollment, millions of more girls than boys worldwide. For instance, in India, 30%; Nepal, 22%; Philippines, 16%; Honduras, 10%; and Bangladesh 9%; of girls have never been to school (UNESCO, 2020; Richard, 2023). More so, many girls are not in school especially in Africa's south of Sahara Desert (United Nations Statistics Division -UNSD, 2019; Rafaeli & Hutchinson, 2020). Only seven nations in sub-Saharan Africa attained the goal of at least 80% gross enrollment ratio (United Nations Scientific and Cultural Organisation - UNESCO, 2019). According to UNESCO (2019) and World Bank (2019), there are one hundred and thirty million primary girls not in school. Majority of these girls live in West Asia and sub-Saharan Africa. Evans and Yuan (2020), and Steinmann and Rutkowski (2023) observed that majority of girls across the African continent are not still enrolled in school.

Nations in Africa are in concert to guarantee and protect girls' entitlement to education. Educational planning has been a central driving force for promoting girls access to basic education. The Convention on the Elimination of All Forms of Discrimination against Women –CEDAW (1979) and The Convention on the Rights of the Child – CRC (1989) are some of the declarations made to this effect (Silva & Oliveira, 2022). The Dakar Conference of 2000 assessed the progress made in achieving Universal Primary Education (UPE) in Africa. Realizing that attainment of education for all intent was still a pipe dream, the goal of tackling incongruity in primary schools by 2005 and gain gender parity in education by 2015 was put in place. The 2000 Conference in Dakar proclaimed that by 2015, all children must have gone through primary school successfully.

However, this situation is not comparable to that of Africa where statistics are startling: In Niger, it is 78%, in Somalia, it is 95%; Liberia likewise at 77%, Guinea-68%, and Kenya -19% of girls are out of school (UNESCO, 2020; Richard, 2023; De Neve et al., 2020). It is clear that in Africa, Kenya included, there is a problem of having few girls in primary schools. This study presumed a link between ecological factors and enrollment of girls in rural public primary schools in Samburu County. Desertification and deforestation through the cutting of trees and farming practices are processes responsible for species decimation, diminishing water supplies, destruction of grazing grounds and farmland, as well as contributing to recurring flood emergencies (Bodo et al., 2021). In Kenya, ecological factors such as high temperatures and malaria scourge have surpassed the world average as even the weather in the highlands is becoming warmer, thus increasing the presence mosquitoes. Highland malaria appears to be rising in the rainy season and with elevated temperatures (Rastogi, 2019).

Accordingly, Divya and Janardhanan (2023), economic challenges plague access and retention of girls in school in some rural part in Argentina. Girls from low-income backgrounds are more impacted by economic problems. According to UNESCO (2022), inequalities in the education system in Europe make low-income families unable to cater fully for the necessities of their children in education, consequently affecting the girl child more by reducing enrollment in primary school. Divya and Janardhanan (2023) observed that many economic factors like high school fees make parents unable to educate their children. Instead, parents want their children to work and earn. A girl from a poor family background in sub-Saharan Africa has minimal hope and chance of going through primary school and complete. More than 75 nations have missed attainment of Millennium Development Goal (MDG) for successfully creating primary and secondary school opportunities for boys and girls by the year 2005 as planned (UNESCO, 2022).

This inquest seeks to analogize the link that economic realities have with enrollment of girls in rural primary schools in the context of Samburu County, Kenya.

Correspondingly, inter-group conflict represents one of the major to the realization of Universal Primary Education, which was one of the Sustainable Development Goals-SDGs (UNSD, 2019; Sachs et al., 2022). Inter-group conflict is a struggle between two or more interdependent parties over presumed incompatible differences in values, beliefs and goals, or differences in desires for a sense of worth, control and connectivity. It is a tussle in which competing parties, by making the other party ineffective or annihilating it, try to achieve an objective and strive to eliminate an opponent (Hocker & Wilmot, 2019).

In 2019, UNESCO reported that two hundred and fifty-eight million children were unschooled; majority of these children were in countries where conflict was prone (UNESCO, 2019). In 2015, more than 2.1 million children of five and seventeen years were out of school in the Syrian Arab Republic owing to armed conflict: similarly, in 2002, 82% of the one hundred and thirteen million children not in school were living in conflict-stricken countries (Save the Children, 2017). Four of the five countries with the greatest gender gap in education, namely, the Central African Republic, Chad, Yemen and South Sudan, are affected by conflict (Evans et al., 2021). It is essential therefore, to research how inter-group conflict relate with enrollment of girls in school.

Girls are more affected by conflict. Parents in conflict areas tend to worry about their girls' safety, thus curtailing their freedom of movement, especially when the school is far from home, for fear of physical abuse and abduction (Otieno, 2020; Department for International Development-DFID, 2020). According to UN Women (2019), every increase in distance by half a kilometer will reduce enrollment of girls in school by twenty percent. Girls are kept from going to school due to fear of gender-based violence

(Otieno, 2020). At the same time, conflicts cause destruction of educational infrastructure. In Burundi, for instance, more than 25% of the primary schools were destroyed during the conflict. This study aims at finding the relationship between fear of attack while going to school and the attendance of girls in primary school. It could be the case in Samburu County as Relief Web (2017) noted that in 2011, by cause of raids, twenty-nine primary schools closed in Samburu County forcing about seven thousand pupils to run away with their families far from school proximity.

Similarly, socio-cultural dynamics have been advanced to be influencing the enrollment of girls in school. Many of the traditions in African culture confine girl to homestead activities, while the boy is given priority if parents were to choose who among them is to be enrolled in school (Duff, 2022). In Asia, there is more pressure on girls to participate and contribute to household income or care for their young siblings. Rural parents also marry their daughters off to get the bride price (Jabeen et al., 2020). It is the pursuit of this study to ascertain the association between the notion of girl child education and the enrollment of girls in primary school.

It is at the home that the decision for enrolling children in school is made. This in turn is dictated by family values concerning gender preferences, family size, parents' level of education, family type and size. Illiterate and poor parents prefer taking boys than girls to school so that girls help in finding families and assist in other household chores like herding, taking care of young siblings, and fetching water and firewood (Singh & Islari, 2019). Given that the literacy level for Samburu is placed at only 14%, which is far lower than the national average of 81.53%, parents may not be able to act as effective role models to their children in regard to value for education (National Council for Population and Development (NCPD, 2019). Only six percent of Samburu County residents have attained secondary level of education and only 26% have only primary

education (National Council for Population and Development (NCPD), 2019). This inquiry seeks to locate the link that family and socio-cultural affairs have with enrollment of girls in rural primary schools in Samburu County, Kenya.

The Government of Kenya, in its educational planning endeavor, formulated policies that promote the enrollment of girls in school. Some of the policies are the Integrated Early Child Care, Kenya Policy on Education, the Basic Education Policy, and Country's Education Policy (Divya & Janardhanan, 2023). Educational planning has been core in ensuring that countries in Africa develop policies that support promotion of access to primary schooling for all children. Similarly, other nations such as the Government of Rwanda introduced policies that promote girls' enrollment in schools, such as increasing government subsidies, improving the management of resources, cash transfers to families with orphans and instituting affirmative action (Amekpewu et al., 2021).

The Government of Kenya has tried to tackle the low enrollment problem of girls in primary schools. Laws, such as the Children's Act, have been put in place; they foster the entitlements of children including girls. Children have the right to enroll in school and acquire education so that they attain a future that can help them succeed in life. The Kenyan government pledged to tackle the gender imbalance and low enrollment of girls in primary schools by introducing education that is free in 2003. This initiative boosted significantly enrollment in primary school for all children, but with disparities as the girl child's school enrollment lagged behind (Ministry of Education, 2019). The Gross Enrollment Ratio (GER) for 2004 stood at 104.8%; 108.5% for boys and 101.6% for girls. The enrollment ratio for girls and boys in the country is 98%.

There are extensive locality specific disparities in primary enrollment rates in Kenya. For instance, in 2004, Nairobi had a rate of 3.3 percent in favor of girls, while the

province of North Eastern had 24.2 percent and the Coast province had 21.9 percent in favor of boys (Ministry of Education, 2019). Regional disparities on gender are more in Arid and Semi-Arid areas (Hyun et al., 2020). While education policies in Kenya seek to eliminate such disparities, social and gender inequalities, persist as more boys than girls enroll in primary school (Hyun et al., 2020). UNESCO (2018) indicates that the Free Primary Education initiative improved the number of children attending primary school from five million nine hundred thousand in 2002 to seven million two hundred thousand in 2004. It is important to look at factors that explain the how enrollment of girls in school features in this growth.

This disparity implies that girl education needs to be given more attention in the context of FPE. Further, data from 42 counties in Kenya prove that urban girls are doubly probable to be in school than rural girls (UN Women, 2019). Tawiri et al., (2019) further noted that a girl in central Kenya is over seven times more likely to attain a standard two level of literacy and numeracy as compared to a girl in northern Kenya. In Samburu County, the gap between girls and boys in primary school enrollment is wider in schools in rural than in schools in urban areas (see table 2). This implies that there are lesser number of girls in school in Samburu County as compared boys. Table 1 shows a five-year primary school enrollment in Samburu County in comparison with the national one.

**Table 1**

*Comparison of Enrollment in Primary Schools in Samburu County and Nationally*

Samburu County					National				
Year	Male	%	Female	%	Total	Male	%	Female	%
2018	27478	60.2	18166	39.8	45644	5364300	50.9	5178300	49.1

2019	31561	59.9	21129	40.1	52690	5105788	50.7	4966252	49,3
2020	31607	59.4	21603	40.6	53210	5109195	51.0	4907537	49.0
2021	31191	59.2	21497	40.8	52688	5235116	50.9	5049984	49.9
2022	30266	58.6	21382	41.4	51648	5259465	50.6	5134735	49.4

*Source:* Ministry of Education Office, Maralal (2022)

The level of enrollment of girls in primary school in Samburu County has remained persistently low as is depicted in Table 1. The percentages have remained around 40% with marginal increases. The national primary school enrollment depicts minimal disparities of decimal points. Gender Parity Index (GPI) for 2022 in Samburu County is 0.7. According to UNESCO (2019), if GPI ranges from 0.97 to 1.03, then it means that gender parity has been attained. GPI below 0.97 indicates an imbalance in favor of boys, but 1.03 and above favors girls. Primary school enrollment data for 2022 shows that Kenya achieved gender parity at 0.98 (Ministry of Education, 2022). Samburu County is therefore way below the acceptable bracket of between 0.97 and 1.03.

To-date, enrollment figures for the girl child remain low in the remote areas like Samburu County. Samburu County is in the category of ASALs in Kenya, where the land is considered to be 85-100% arid (Sakwa, 2020). ASALs constitute 84% of Kenya's land, but only have 30% of its population. Kasaine (2021) reports that Samburu County still has one of the lowest girl child enrollments in the county. Tawiri et al. (2019) further notes that a big number of girls are not in school in Samburu County, Kenya. Table 2 shows a five-year primary school enrollment in rural public primary schools in Samburu County:

**Table 2**

*Enrollment in Rural Public Primary School in Samburu County*

Samburu County
----------------

Year	Male	%	Female	%	Total
2018	16233	66.4	8214	33.6	24447
2019	19375	65.7	10026	34.1	29401
2020	19326	64.8	10498	35.2	29824
2021	19804	64.1	11092	35.9	30896
2022	19833	63.5	11400	36.5	31233

*Source:* Ministry of Education Office, Maralal (2022)

Rural primary schools show a relatively lower enrollment of girls in relation to the County enrollment reflected in Table 2. Girls 'enrollment in public primary schools was 36.5%, while 63.5% of boys were in school. Similarly, even in rural public primary schools in Samburu County, there are disparities related to geographic zones as reflected in Table 3 below.

**Table 3**

*Enrollment in Rural Public Primary Schools per Sub County*

Sub County	Boys	%	Girls	%	Total
Samburu Central	10720	59.8	7206	40.2	17926
Samburu North	4730	65.7	2470	34.3	7200
Samburu East	4061	66.5	2046	33.5	6107

*Source:* Ministry of Education Office, Maralal (2022)

Table 3 above shows that the primary school enrollment for girls in rural public primary schools in 2022 varies according to Sub-Counties. Central Sub- County is relatively higher at 40.2% while Samburu East has a meagre 34%. Further, according to the Ministry of Education (2022), Maralal office, there are 135 rural public primary schools in the County. Out of these, 100% of them have more boys than girls in their respective

enrollments in 2022. In urban area schools, 34.3% of the public primary schools have more girls than boys. In general, 92.9% of the public primary schools in the whole of Samburu County have more boys than girls. This shows that there is a problem of low enrollment of girls in public primary schools in Samburu County, Kenya.

### **1.3 Statement of the Problem**

In spite of the government of Kenya's efforts to promote education for all children through its educational planning and economic policies and plans, girls' enrollment in primary school remains low in rural areas of the country, and especially in Samburu County where girls school enrollment in rural public primary schools in 2022 is 36.5% (UNICEF, 2019; MOE, 2022).

The Government of Kenya has made diverse educational planning and economic resource allocation endeavors for girls' access to schooling. These include improvements in rural road and electricity infrastructure, solar power in schools, construction of boarding schools, and improvement in school facilities, equipment, and resources. A great percentage of Kenya's national budget is apportioned to education. The Government of Kenya has implemented diverse programs that touch on the cost dynamics of access to education including School Feeding Program, Free Primary Education, and re-entry policies for girls. However, effectiveness of these interventions has not been fully felt in rural areas as is depicted by persistent low enrollment of girls in rural public primary schools.

In 2022, girls accounted for 41.4% of primary school enrollment in Samburu County compared to 58.6% for boys. Table 2 shows that rural public primary schools have fewer (36.5%) girls in school compared to boys (63.5%). Table 3 further shows that there is disparities even within the County where Samburu Central sub-county has a girl's

primary school enrollment of 40.2%, while Samburu East has 33.5%. The 0.7 Gender Parity Index also shows that girls' school enrollment is low. This scenario depicts a disadvantaged position for girls in rural areas. This is particularly in reference to primary school enrollment in Samburu County.

If the problem of low enrollment of girls in rural primary schools is not addressed, then they will continue facing challenges that inhibit attainment of their basic rights. The empirical literature cited in this discussion provides valuable insights into the intricate relationship between ecological, economic, conflict, and socio-cultural factors and the enrollment of girls in rural public primary schools in Samburu County, Kenya. Bongai (2022) emphasises the direct impact of economic conditions on girls' enrollment, revealing that children from impoverished families, those with less-educated parents, and those living in areas distant from water sources face notable disadvantages when it comes to accessing education. Furthermore, the studies conducted in Nigeria by Samdi (2022) and in Kenya by Farah et al. (2021) reveal the detrimental impact of insecurity and inter-clan conflicts on girls' education, which can serve as significant deterrents to their enrollment and engagement in schools.

These findings underscore the need for improved security and conflict resolution measures to support girls' educational prospects. Meanwhile, Mungai (2021) underscores the socio-cultural barriers, such as child marriage, female genital cutting, violence against girls, and negative perceptions of their abilities, which hinder their educational and career aspirations. These findings call for community-based interventions, as suggested by Mungai (2021), to challenge these practices and alter perceptions. However, research gaps become apparent, including the need to delve into non-economic and non-quantitative barriers, expand the geographic focus, and concentrate on primary schools, specifically exploring girls' unique challenges. Moreover, a more targeted policy

approach is necessary, based on the identified gaps in girls', enrollment in rural primary schools in Samburu County.

#### **1.4 Objectives of the Study**

The study came up with the following objectives:

##### **1.4.1 General Objective of the Study**

The arch aim of this study was to find out the relationship between ecological, economic, inter-group conflict, and socio-cultural factors and the enrollment of girls in rural public primary schools in Samburu County, Kenya.

##### **1.4.2 Specific Objectives of the Study**

The following were the objectives of this study:

- i. To examine the relationship between selected ecological factors and the enrollment of girls in rural public primary schools in Samburu County, Kenya.
- ii. To establish the relationship between selected economic factors and enrollment of girls in rural public primary schools in Samburu County, Kenya.
- iii. To determine the relationship between selected inter-group factors and the enrollment of girls in rural public primary schools in Samburu County, Kenya.
- iv. To ascertain the relationship between selected socio-cultural factors and enrollment of girls in rural public primary schools in Samburu County, Kenya.

#### **1.5 Research Hypotheses**

This study evaluated the following hypotheses:

H<sub>0</sub><sub>1</sub>: There is no statistically significant relationship between selected ecological factors and the enrollment of girls in rural public primary schools in Samburu County, Kenya.

H0<sub>2</sub>: There is no statistically significant relationship between selected economic factors and enrollment of girls in rural public primary schools in Samburu County, Kenya.

H0<sub>3</sub>: There is no statistically significant relationship between selected inter-group conflict factors and the enrollment of girls in rural public primary schools in Samburu County, Kenya.

H0<sub>4</sub>: There is no statistically significant relationship between selected socio-cultural factors and the enrollment of girls in rural public primary schools in Samburu County, Kenya.

### **1.6 Justification for the Study**

The Kenyan society and particularly the Samburu community is likely to gain from educating girls. Enrollment of girls in schools is in line with County's Vision 2030, which emphasizes education access for all children. Any study investigating the factors relating to girls' primary school enrollment is seen as a contribution to the attainment of these aims. When mothers are educated, their children will be more likely to survive, thrive and attain better potential. This also helps promote health and prosperity in society as children will engage in productive ventures. In addition, education aids the ability and capacity of girls and women to stand and take up their rights and achieve better standing in the society, such as economic and political autonomy. Therefore, Samburu girls are likely to benefit from this study when factors inhibiting enrollment of the girls are ultimately addressed. Girls and women in the County could be more politically and economically empowered and liberated because of the findings of this study.

Enrolling more girls in primary schools in Samburu County could raise their chances of transiting to secondary schools and thereafter getting well-paying jobs. This is because education can influence a woman's opportunity of obtaining jobs that pay well and boost

economic development. Educating women also helps prevent early marriage. This study could influence the formulation of policies and plans on gender parity, as well as how to enhance girls' participation in rural primary schools in Samburu County, Kenya. Educational economists and planners, researchers, practitioners and other stakeholders will also gain from the results of this research as they would implement informed and targeted initiatives towards addressing factors relating to girls' enrollment in school, especially so in nomadic pastoral areas. The unearthing of this inquiry may also be beneficial as materials of reference to academicians and researchers who may be interested in undertaking further research in future, on the aspects of girl-child enrollment in school in rural public primary schools.

### **1.7 Scope of the Study**

This research targeted rural public primary schools in Samburu County, and singled out female teachers and head teachers for solicitation of responses. Female teachers were considered for questionnaires because they relate more with the experiences that girls go through. However, all the head teachers that were male thus provided their version of the responses through interview schedules. The study was on rural public primary schools and not urban and private schools. The study focused on ecological, economic, conflict and socio-cultural factors as independent variables. The conflict factor was specifically on inter-group conflict. The dependent variable of the study was enrollment of girls in primary school. It was carried out between 2020 and 2023.

### **1.8 Limitations of the Study**

The research adopted descriptive survey design. One of the limitations of this type of research design is having respondents give truthful responses as they may give socially desirable ones. To tackle this, the researcher assured the respondents of confidentiality and that the research is purely for academic purposes. Secondly, both quantitative and

qualitative methods were applied in order to corroborate responses. The study used questionnaires to solicit responses. This at times impairs flexibility, probing, and clarifications as it has predefined response options. To mitigate this, interview schedule was also used in order to solicit in-depth insights on the subject matter.

Likewise, seventy-five percent of Samburu County is arid and semi-arid with harsh remote environments often-impairing accessibility to some areas thus at times affecting data collection timings. To address this, the research assistants were properly facilitated, organized and engaged. Besides, data was collected during favorable weather conditions. At one point, the researcher found three primary schools were closed abruptly due to inter-group conflict that affected the particular locality. The teachers were then interviewed at their respective homes.

### **1.9 Assumptions of the Study**

This inquiry assumed that the respondents gave genuine and truthful responses, especially so because blame game in armed conflict is the norm. To handle this, the researcher ensured confidentiality in order to maximise truthfulness of responses. Second, that there existed a correlation between ecological, economic, conflict, and socio-cultural factors and enrollment of girls in rural public primary schools in Samburu County, Kenya.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This literature search examined the link between identified factors and the enrollment of girls in rural public primary schools. It explores the theoretical perspectives and the existing literature on education and enrollment of girls in rural schools and an analysis of the relationship between ecological, economic, inter-group conflict and socio-cultural factors and enrollment of girls in rural public primary schools. The literature review provide a comprehensive overview of the evidence related to the relationship between these factors and girls' enrollment in rural public primary schools, as well as empirical evidence of the consequences of such relationships. This helped in putting the current study in proper perspective and context as depicted in the conceptual framework.

#### **2.2 Theoretical Review**

Theoretical perspectives and viewpoints aid in explaining relationships between the selected factors and girls participation in rural public primary schools. Furlong (2019), in his theory of educational marginalization, posits that a section of the society is put in the fridges of the mainstream trends in education provision by being sidelined from resources; this results in their inability to participate in education. Marginalization is linked to resource deficit as well as cultural and subjective factors involving the marginalized section of the society. He proposes structural intervention that involves factors that avail educational opportunities such as resource allocation, as well as social intervention that involves factors that are inherent to the marginalized groups such as their attitudes and lifestyles with regard to their appreciation and participation in the available educational opportunities.

Nevertheless, society is bedeviled by unequal distribution of resources and power that has consequently created classes of haves and have-nots as explained by Conflict theory that was originally propounded by Karl Marx (1818 – 1883). This creates tension that escalates to conflicts (Tawiri et al., 2019). Education system is both an oppressing tool as well as resource for which people compete. The elites who control political and economic systems do not distribute the education resource equitably to all segments of the society, thus creating conflict (Tawiri, et al., 2019). People express their dissatisfaction with an existing education system when they resist embracing it.

This is in line with the theory of enrollment by Belfield (2020) that regards education as being a consumption and an investment good. A choice to enroll into an education programme is a consumer choice if they view it as an answer to their needs, and where individuals cannot see the reason to join, and then the government should play its mandate to enlighten the people. From this theoretical standpoint, the government has a role to play in boosting enrollment in education through campaigns and provision of resources.

Similarly, the theories of social inclusion advocate for effective social, political and economic participation of an individual in all aspects of the society through access to opportunities and the ability to make the best of them by free choice based on personal confidence and resilience. Gachago and Peart (2022), key proponents to education theories of inclusion, view inclusive education programmes as being vital for enhancing full individual participation in the social system. EEBE providers ought to focus on the diverse aspects of the society within which the communities where they initiate educational programmes exist so that the beneficiaries may be able to participate in all the aspects of societal life.

### **2.2.1 Kenya's Education Planning, Legal and Policy Frameworks**

Kenya, like many other countries globally, has been addressing gender inequalities. It has endorsed and adopted several international instruments that affirm the right for all to education. Some of them are the Universal Declaration on Human Rights (1948), the Convention on the Elimination of all Discrimination Against Women [CEDAW] (UN, 1979), the Convention on the Rights of the Child (CRC) (1989), the Jomtien World Conference (1990), the Beijing Declaration and Platform for Action (1995), and the Dakar Framework of Action on Education For All (Dakar 2000). Also endorsed and adopted are the Millennium Development Goals (MDGs) (2000) whose target 3.A aimed at getting rid of imbalance in primary education by 2005 (Action Aid International, 2021).

To domesticate the international treaties, Kenya has enacted several legislation and policy frameworks. The Constitution of Kenya clearly spells out in Article 53 (1) (b) the entitlements of every child to basic education that is a must and charge-less. Article 55 (a) further specifies the role of the State in taking steps to promote access by the youth to relevant education. Article 56 (b) similarly declares the right of marginalized and minority segments of the society to education opportunities (Government of Kenya, 2010).

Several legislations have been passed that help actualize the educational provisions of the Constitution. One is Basic Education Act, 2013 which guarantees the purveying of basic education by the government to all including persons with disabilities. The Act outlaws any discrimination in enrolling children in school (Republic of Kenya, 2013). In addition, in Article 39, every child must get basic education without charges and that, every child who attain the age of going to school must be compulsorily admitted and retained in school. This gives clear indication that even the marginalized, vulnerable or

disadvantaged groups need to be included. The other provision is for adequate and quality educational infrastructure.

The Children's Act, 2001, further gives strength to the Education Act by affirming the role of the government and parents to ensure every child, without discrimination on ground of any status, access obligatory and charge-less basic education, and children are protected from harmful cultural rites that may undermine their basic rights; the basic rights include education. Equally, the Persons with Disabilities Act, 2003, outlines and specifies actions requisite for achieving equal opportunities, including education, for persons with disabilities (Republic of Kenya, 2003). Further, there are plans and policies that help operationalize the mentioned legal instruments that deal with education access and equity, which have been formulated by the government of Kenya. These are the Sessional Paper No. 14 of 2012, National Early Childhood Development Policy Framework (2006), Gender Policy in Education Policy (2008), The Educational and Training Sector Gender Policy (2015), and the National Policy Framework for Nomadic Education (2010). The Kenya Vision 2030 delineates the government's dedication to enhancing access to universal primary education (Ministry of Education, 2022).

The government has been committed to the enhancement education access in Arid and Semi-Arid Lands (ASAL) counties by coming up with National Council on Nomadic Education in Kenya (NACONEK); initiating of mobile, boarding and feeder schools; opening up of remote areas; recruitment of more teachers; and provide bursaries. Despite the Kenya government's commitment and efforts to promote access to basic education in nomadic pastoralist areas, girls still lag behind.

### **2.2.2 Theoretical Framework: Social Conflict Theory**

This inquiry is premised on the Social Conflict Theory articulated by Oberschall (2015). The theory submits that all societies are incessantly in conflict because of contending for limited resources, power, status and values. Men and women are in a perpetual state of conflict due to unfair treatment of the latter. Girls are in a state of conflict with cultural practices, taboos, beliefs, environment, economic activities as well as parents, families and parenting practices. Conflict is therefore inevitable in the society. It maintains that for societies to remain in a state of harmony and order there should be some form of powerful domination rather than a state of agreed upon ruler-ship. Accordingly, this postulation asserts that the people who are endowed with plethora of wealth and political might subject the downtrodden of the society to oppression and subject them to a deeper state of powerlessness.

Conflict in this study is seen as a multidimensional concept. Prevailing economic factors, socio-cultural factors and ecological factors are seen as directly conflicting with the interest of the girl child within the social setup. As such, the challenges faced by the girl child directly conflict with her interest of going to school. When resources and other community assets are not distributed fairly among all members of the community, then automatically agitation for fairness ensues among the community members. In this context, education resources are not distributed equitably because boys get more; the girls' status is regarded as low compared to that of the boys; the girl does not have power to have her way (Ibrahim & Adebayo, 2021).

The social conflict theory is applicable to this study in various perspectives. In respect to ecological factors, girls are faced with many challenges. One, there is conflict between the welfare and the struggle to access education. The parents may be concerned on the

girls' physical security and well-being hence opting to limit their access to schooling or delaying the opportunities.

Economic-wise, limited resources at home brings about the dilemma to parents on allocating resources to boys at the expense of the girl child in respect to access to education, thus exacerbating gender-based educational disparities. Additionally, the government in education resource constraints fails to construct adequate number primary schools and boarding schools in rural areas. Moreover, communities engage in perpetual conflicts over scarce resources like land, water, and grazing areas causing displacement of families and destruction of schools, consequently limiting girls' enrollment opportunities in school. There are many socio-cultural practices and values conflicting with the rights and welfare of the girl child. Female Genital Mutilation, beading, early marriages, and myths or perceptions about the girl child can be viewed as traditions and beliefs that clash with girls' education. This theory therefore, is suitable because of its relevance in enabling the examination of this study's variables of ecological, economic, inter-group conflict, and socio-cultural vis-a-vis their relationship with enrollment of girls in rural public primary schools in Samburu County.

### **2.3 Empirical Review**

Empirical literature review entails an examination of the existing empirical research and studies in order to relate them to this study. The need for this study arose from the existing status of low primary school enrollment for girls in rural public primary schools in Samburu County; this is despite efforts by the government and other stakeholders in the education sector to promote gender equity in education countrywide (Duff, 2022). A girl in the northern part of Kenya is over seven times more unlikely to be enlisted in school when contrasted with a girl in the central locale of Kenya (Duff, 2022; Mynhier, 2022) Efforts for reducing the high level of girls who are not attending school is not

bearing fruit (UNESCO, 2018). It is in this view that this study envisages to examine the ecological, the economic, the inter-group conflict and the socio-cultural realities with regard to enrollment of girls in rural public primary schools in Samburu County, Kenya.

### **2.3.1 Education and Enrollment of Girls in Primary Schools**

In the past few years, numerous studies have examined the correlation between particular factors and the participation of girls in rural public primary schools. The purpose of this analysis of literature is to gather different perspectives from the various research studies conducted on this topic and to identify areas with gaps in research. In recent years, the enrollment of girls in rural public primary schools has become a matter of significant concern due to lower enrollment rates for girls compared to that of boys. Multiple issues, including socioeconomic status, familial background, access to resources and cultural norms have been identified as being contributing factors to the gender gap in school enrollment. The influence of these factors on the enrollment disparity between boys and girls has been discussed in various researches.

Mynhier (2022) examined the determinants of education continuity for the female gender in Pakistani primary schools. This study provided valuable insights into the socioeconomic factors that influence the continuation of girls' primary school education. The research employed a quantitative methodology, using a sample of 600 learners. The inquiry disclosed that socioeconomic situations, such as parental education level, poverty level and access to resources had a significant upshot on the continuation of girls' education at the primary school level. The investigation also emphasised the importance for a higher level of seriousness in feminine education in order to ensure that girls have efficient access to requisite education and can continue their own education beyond the primary school level.

However, the investigation did not examine other socio-cultural factors that may affect the continuation of girls' primary school education. In addition, the study did not investigate the effect of gender-based discrimination on girls' education, which may be a crucial factor in determining the continuation of girls' education in primary school level education institutions. Moreover, the study did not investigate the effect of other variables, such as socio-cultural factors and access of girls to basic education. Cultural issues may have a profound ramification on the girls' schooling, and their effect need to be investigated in research. The study only focused on students as the respondents, making it necessary for future research to seek the view of adults such as teachers and other adult stakeholders on factors affecting school enrollment for girls in different geographic and cultural contexts. It is conceivable that such contexts may have a sequel on the access to school by girls.

Even so, this study by Mynhier (2020) provided discernment into the determinants of females' enrollment in Pakistani primary schools. It provided conversance with the socioeconomic factors that impact the of girls' primary school education. However, future research should investigate these factors in relation to others; this will enhance a better comprehension of the relation between such factors and enrollment of girls in rural primary schools in Kenya.

Rasheed, et al (2021) also carried out a quantitative study on the parental education level and its relation to enrollment of girls in Pakistan. The inquiry used a sample size of 400 students. The outcome of the analysis showed that parental education level was an eminent influencing factor for girls' education enrollment. The study, however, did not consider other broad arrays of factors that could explain girls' primary school enrollment. The study conducted by Cappelli and Quiroga Valle (2021) on the gender inequity in primary schooling in Italy and Spain showed that female teachers had an essential role to

play in mitigating the gender disparities in primary level education. The research used a sample of 50 teachers, to examine the role of woman teachers in enhancing education for marginalized girls. The outcome of the study revealed that woman teachers were more likely to be sensitive to gender issues and to build up gender equity in the classroom, which could motivate learners to come to school. The need for more female teachers in primary education to help in reduction of the gender gap in primary education through awareness creation and role modelling was seen, through this research, to be necessary.

However, it is notable that the sample of fifty respondents could limit drawing of definitive conclusions about the variables studied. The study, similarly, did not consider other factors related to school infrastructure and meals, which could affect the level of enrollment for girls. Therefore, it is necessary for more research to be undertaken for exploring of these factors; this would lead to obtaining of a better understanding of the gender gap in primary education.

In a study targeting students in Pakistan by Gillani et al. (2021) on the impact of school sanitation on primary school enrollment, sanitation was found to be an important factor. The study was exploratory as it got general views from students. The revelation of the inquiry showed that access to sanitation structures had a significant effect on school enrollment, with learners having access to sanitation facilities being more likely to enroll in school than those without such access. The probe also highlighted the need for investments in sanitation facilities in order to improve school enrollment and to bring down the gender imbalance in education in Pakistan. The study, which relied on general views of the students, could have gained more if other factors such as school facilities were considered; another factor worth consideration would have been the role of teacher in influencing enrollment of students in Pakistani primary schools.

Anderson, et al. (2022) carried out an examination of the relevance of pre-primary learning aspect on girls' transition and continuity for primary school in Ethiopia. The study used a quantitative approach, with a sample size of 1200 students. Its large sample size (of 1200 students) support result generalizability in similar contexts. Secondly, the study's quantitative methodology allowed the results to be based on objective data, rather than subjective opinion.

The study's conclusion was that pre-primary education had a strong bearing on primary school enrollment for girls. The study also highlighted the need for more investments in pre-primary education for the sake of fostering progression and continuity beyond pre-primary school by joining primary schools for the learners. In so doing, enrollment in primary schools would be enhanced. The study noted that it becomes easier for girls to transit to primary school if they had joined pre-school to begin with, thus reducing the gender gap in primary school enrollment.

There are, however, some gaps in this study in that it focused wholly on one factor of pre-school enrollment and did not take into consideration other factors such as socio-economic status, family background and cultural norms that could also influence not only primary school enrollment, but also pre-primary school attendance for the learners. Likewise, pre-primary school enrollment in Samburu County, Kenya, could be facing a similar predicament as primary school enrollment with regard to access by girls. Research that encompasses other factors may yield a more comprehensive understanding of the dynamics around primary school enrollment for girls.

A study in Afghanistan conducted by Kovess-Masfety et al. (2023), which was based on a sample size of 500 students, looked at the impact of early school dropout among girls on the extent of girls enrollment in primary school. The researchers noted that several

variables, such as poverty and prospects of access to resources, had a weighty bearing on early school dropout among girls, which in turn affected the overall status of girls' enrollment in school. The study however did not examine the reasons for early dropout in order to rule out other extraneous factors or to suggest solutions to address the problem of early drop out. Offiong and Riman (2021) examined financial inclusion in relation to gender parity in primary school enrollment in Nigeria in their quantitative study.

The study examined the impact of access to financial services by the parents based on gender parity in primary school enrollment. Financial services included small and micro-enterprise initiatives' financial assistance that could be used for income generating activities by the parents. Such financial services could improve the economic status of families which could in turn reduce economic activities that children could be engaged in, and thus release them to go to school. The study found that financial services access had a high impact on gender parity in primary school enrollment. A notable gap in this study is that access to financial services could be fitting interventions for literate societies as opposed to societies in which majority of the members are illiterate, such as in Samburu County, a place where illiteracy levels are at 86%.

A study by Paul et al. (2021) examined the influence of education quality received in school and enrollment of girls in Indian primary schools. The research sample of 1100 students was a of a significant size; as such, its application in the research would make good room for drawing valid conclusions about how education quality affects education with regard to girls' primary school enrollment. The results revealed that quality education in school had a significant impact on girls' primary school enrollment. This is because it motivated parents to enroll more girls in school. The study also highlighted the need for interventions to be put in place for ameliorating education access for girls in

India. The interventions include availing resources for learning such as books and other materials that support quality pedagogy.

The study, however, did not look at other factors within and without the school setup such as ecological and economic factors. Correspondingly, quality education could be affected by child-related factors such as parental education level and family background, which have been found to have a significant impact on the gender gap in school enrollment.

Kan and Klassen (2021) conducted a study on the school-age population, official numbers and gross enrollment ratio by sex and rural/urban area. The study used a quantitative approach, examined the gender inequity in enrollment in upcountry and metropolis, and affirmed that there was indeed a gender inequity in enrollment in both locales, with less likelihood of enrollment of girls in primary schools when correlated with boys. However, there is a gap in that the study did not delineate respective factors causing the gender gap in enrollment between rural and urban locations; the factors may differ according to these locales. Overall, this study by Kan and Klassen (2021) provides useful information on the gender gap in enrollment in rural and as well as in urban areas, and highlights the need for interventions to reduce this gap and promote gender equality in education. However, it has some notable shortcomings, such as the lack of information on the reasons for the gender gap in enrollment and the effectiveness of the existing interventions. In addition, it failed to furnish any information on the impact of enrollment on educational outcomes. Further research is needed to examine these issues and to identify the appropriate interventions, which can promote equality in education.

In view of the reviewed studies, it is clear that several factors affect the enrollment of girls in rural public primary schools. These include economic factors, such as poverty

level, and access to resources. In addition, access to quality education, pre-primary education as well as financial inclusion have also been identified as important factors in minimizing the gap between the genders in enrollment. Additionally, it is apparent that there is a need for interventions to improve the educational opportunities for girls as well as to reduce the gender gap in enrollment.

In conclusion, the literature review has provided a synopsis of research, which has been carried out on the association between targeted variables, and of girls' participation in learning at the primary school level. It has pinpointed several variables that have association with enrollment, as well as the need for interventions to improve the educational opportunities for girls and to minimise the gender variations in enrollment. The output of this review can yield a valuable comprehension for policy makers, educators, and other stakeholders in addressing the gender gap in enrollment in rural public primary schools.

### **2.3.2 Relationship between Ecological Factors and Enrollment of Girls in School**

The enrollment of girls in rural public primary schools is influenced by ecological factors; these factors encompass the physical environmental conditions of rural communities. Understanding the relationship between these factors and girls' enrollment in public primary schools is vital for getting a view on their influence on gender inequality in education.

Singh et al. (2023) undertook an inquiry to examine distance to school and drought vis-a-vis girls' school enrollment in Punjab, Pakistan. A cross-sectional inquiry of 745 households carried out in 15 districts in Punjab revealed that distance to school, drought and household poverty were significant factors in influencing girls' school attendance. When the distance to school was shorter and when there was less drought, there was

more plausibility for girls to enroll. The study deduced that the government should be responsible in taking steps to shorten the distance by constructing schools and to improve the availability of water in drought-affected places in order to increase girls' school enrollment.

The study by Singh et al. (2023) is an important contribution to the information on the correlation between selected factors and enrollment of girls in rural public primary schools. The inquiry identified the effect of distance to school, drought and household poverty on girls' school enrollment in Punjab, Pakistan. However, to augment the findings of Chattopadhyay (2023), it is prudent to examine same factors in another region and to examine how they relate with enrollment of girls in primary school. Furthermore, the study did not take into account other factors, which may influence girls' enrollment such as cultural, social and economic factors. Furthermore, the study by Singh, Gupte and Chattopadhyay (2023) did not provide any way forward on how to tackle the perplexities picked out. While the inquiry surmised the role that the government should play in taking steps to reduce the span to schools and to solve unavailability of water in drought-affected places in order to increase girls' school enrollment, it did not provide any concrete recommendations on how to do so.

Given the limitations of the study, further research is needed to interrogate the connection among selected variables and the enlistment of girls in upcountry primary schools. Particularly, research should be conducted in regions other than Punjab, Pakistan in order to get a clarity of understanding on the hindrances faced by girls in different regions. Research should also take into account the long-term impact of the factors examined and should include other factors such as cultural, social and economic factors, which may influence girls' enrollment in primary schools. Finally, research

should provide concrete recommendations on how to address the challenges it has identified.

In order to address the research gaps spotted in the investigation carried out by Singh et al. (2023), another study can be appropriately carried out in Samburu County, Kenya. The suggested investigation should take into account the impact of distance to school, drought, high temperatures, availability of sanitation facilities as well as other factors related to attendance of girl children in primary schools in Samburu. The study should identify probable variables that could provide answers to the problem of low enrollment.

Bray (2021) provides valuable insights into the associated linkage of drought to primary school attendance in Tanzania. A cross-sectional survey of 1,200 households and secondary data from the Tanzanian Ministry of Education allowed for a comprehensive analysis of the factors influencing school enrollment. It was noted that drought had a major drawback on schooling of boys and girls, and that girls were more likely to enroll in school when the drought was mild or moderate, while boys were more likely to enroll in school when the drought was severe. Despite the valuable contributions of this study by Bray (2021), there were notable limitations. First, the study was conducted in Tanzania, which may not be representative of other countries or regions. Second, the study only examined the impact of drought, while other issues such as distance to school, availability of sanitation, and gender may also influence girls' school enrollment.

Given the limitations of the study by Bray (2021), another inquiry could be done in order to achieve a deeper understanding of the link between drought and girls' school enrollment in another context. This research should be conducted in other countries and regions, such as Samburu County, to have wider comparison with the findings, which relate to Tanzania. This research should also examine a wider range of factors, such as

stretch to school, availability of sanitation and gender, in order to have an expansive comprehension of the upsets to girls' school enrollment. There is also need for a more holistic understanding of the impact of ecological elements on girls' educational opportunities.

A study by Bennell (2023) provides valuable insights into the effect that drought has on girls' primary school opportunities in rural Nigeria. Households numbering 1,000 were targeted in analyzing drought versus school enrollment. It was identified that drought negatively affected girls' school attendance. Girls' prospects of enrolling in school reduces even during times of mild or moderate drought, while boys still enroll in school when the drought was severe. It was suggested that the state should take steps to reduce the impact of drought on school enrollment by providing access to water during the drought periods.

This study is important for demonstrating the negative impact of drought on girls' school enrollment in rural Nigeria. It provides an evidence-based approach to tackling the issue, as well as highlighting a potential solution, such as providing access to water during the drought periods. This investigation could also be used as a basis for more research in other countries, as it reveals the importance of considering the impact of extreme weather conditions on educational attainment (Bennell, 2023). However, while the study provides a good overview of the situation, it cannot be assumed that the results can be extrapolated to other countries or regions. Furthermore, the study fails to consider the potential long-term impacts of drought on school enrollment, as well as the potential impact of other environmental factors, such as floods and storms.

In addition, inquiry into probable effects of household wealth on school enrollment could have been explored since it could be a barrier to accessing schooling. Furthermore, the

study does not consider the potential impact of gender inequality on school enrollment. In many countries, girls face more enrollment hurdles than boys due to social and culture-related dynamics. This can have a significant connection to educational attainment need to be considered when evaluating the impacts of drought on school enrollment. Given the limitations of this study by Bennell (2023), it behooves researchers to consider a similar study in Samburu, Kenya. In undertaking it, the variables of the research would need to be clearly defined. It is essential to consider the potential extended repercussions of drought on school enrollment, as well as the potential impacts of other environmental factors, such as floods and storms. Together with that, the study should consider the potential effects of poverty and gender inequality on school enrollment. Furthermore, it is important to consider how the study can be used to inform policy-making and how the results can be used to direct the implementation of effective strategies to reduce the impacts of drought on school enrollment.

In conclusion, the study conducted by Bennell (2023) provides valuable insights into the interference of drought on primary school participation in upcountry in Nigeria. However, such inquiry needs to be carried out in Samburu. It is necessary to consider the potential chronic problems brought about by drought on school enrollment, as well as the potential impacts of other environmental factors, poverty and gender inequality. Furthermore, it is important to consider how the study can be used to inform policy-making and the implementation of effective strategies to reduce the impacts of drought on school enrollment.

The study by Ukaohia et al. (2019) on distance to school and girls' schooling in Nigeria is of great importance and need to be considered in other countries. The use of a cross-sectional survey of 1,100 households in rural areas to analyse the effect of distance to school on girls' school enrollment is a good approach for exploring the impact of

distance on girls' education. It was held that when distance is not long, girls are encouraged to enroll in school. Such a finding needs to be taken cognizance of by policymakers in Nigeria and other countries. However, it would be valuable for a study that checks more causal variables to be carried out. Second, the 1,700 households surveyed may not be representative of the entire population of Nigeria, especially so because the sample was limited to rural areas. Third, the study did not consider other factors that may influence girls' school enrollment, such as availability of educational resources, socio-cultural factors, economic factors and parental involvement in the dynamics of school enrollment. Fourth, the study did not take into account the effect of distance to school on boys' school enrollment, which may be different from the effect on girls.

In light of these limitations in the research by Ukaohia et al. (2019), it would be relevant to undertake another research on distance and school on girls' primary school enrollment in other countries. To this end, it is important to consider specific objectives and the factors included in the study. Additionally, the study by Ukaohia et al. (2019) should include other factors that may influence girls' school enrollment, such as availability of educational resources, socio-cultural factors, economic factors, and parental involvement. Finally, that study should take into account the effect of distance to school on boys' school enrollment, which may be different from the effect on girls. As for research relating to distance to school vis-a-vis primary school enrollment of girls in Samburu, it is possible that the same factors influencing girls' school enrollment in Nigeria could be relevant to Samburu as well. However, research should be implemented to explore the specific issues that may influence girls' school enrollment in Samburu. In particular, the research should consider factors such as socio-cultural norms, school facilities, economic elements and parental education and occupation. Additionally, the research should take

into account the effect of distance to school on boys' school enrollment in Samburu, as this may differ from the effect on girls.

In conclusion, the study by Ukaohoa et al. (2019) on the distance to school versus girls' primary schooling in Nigeria; is of great importance and should be considered in other countries. The findings of the likelihood of girls enrolling in school when the distance is appropriate are important and should be taken into account by policy makers, especially so in determining location for schools with regard to the settlement patterns of the people. Further to that, specific influential aspects in relation to girl child schooling in Samburu County need to be explored.

In his study, Ihugba (2020) examined the impact of distance to school and harassment of girls on their school enrollment in Nigeria. The results of 1,000 households surveyed in rural parts found that both distance to school and harassment of girls were significant factors influencing girls' school enrollment. Together with that, it was advised that the administration should do something to reduce distance to schools and to address the issue of harassment of girls in order to increase girls' school enrollment.

This study by Ihugba (2020) provides important insights into the factors affecting girls' school enrollment in rural Nigeria. It is particularly worthy to note that the study found that distance to school and harassment of girls were both significant factors which influenced girls' school enrollment. This suggests that both structural and cultural dynamics need to be tackled in order to increase the level of girls' school enrollment. The findings of the study also suggest that the government should take steps to reduce the distance to schools and to address the issue of harassment of girls in order to increase the level of girls' school enrollment. However, the study by Ihugba (2020) has several limitations. First, the study only looked at the impact of distance to school and

harassment of girls on school enrollment, and did not take into consideration other important aspects, which could affect the level of girls' school enrollment such as economic, cultural attitudes towards education and access to other educational resources. Second, the study did not make allowance for causal inferences to be drawn. Third, the study did not consider the impact of different types of harassment on school enrollment; as well, it did not elucidate on the effects of the different strategies that the government might use to reduce distance to school and harassment.

Considering these limitations, it is important to consider whether an investigation of this kind should be carried out in Samburu County, Kenya. Such a study could be of help in providing further insights into the factors affecting girls' school enrollment in this region. However, if such a study would be conducted, it would be important to consider the specific objectives that it should have to address. For example, the study should consider factors such as poverty, cultural attitudes towards education and the resultant effects of different types of harassment experienced by girls and the appropriate interventions. In addition, the study should use a more rigorous design that would allow inferences to be made. This would be of help in imbuing confidence about the results for the sake of informing and directing policy decisions.

A study by Reyes-Foster (2019) gives a picture of how high temperatures upset girls' primary school enrollment in Mexico. The primary data for the study was gathered from 1,200 households while the secondary data came from the Mexican Ministry of Education; the aim of the study was to find out the ways in which high temperatures and girls' enrollment in school were associated. The study found that the high temperature phenomenon was an influencing element on girls' school enrollment. Girls were found to be more likely to enroll in school when the temperatures were milder. The important role of the government in taking steps to reduce the consequence of high temperatures on

school attendance by providing cooling systems in schools was underscored by this study. The results of this study by Reyes-Foster (2019) are significant, as they suggest that high temperatures can be a barrier to girls' education in Mexico. The study also highlights the importance of providing access to cooling systems in school, which can reduce the toll of high temperatures on school entry by girls.

While the sample of 1,200 households was seen to be representative of the population, the investigated variables should have been wider and more varied for the sake of capturing a comparative view of possible issues affecting girl child schooling. Given these limitations in the inquiry by Reyes-Foster (2019), it is important to consider whether this research should be carried out in Samburu County, Kenya. While there are similarities between the two countries in terms of gender inequality and access to education, there are also some important differences. For example, in Samburu County, the prevailing cultural norms may be more likely to hinder girls' education than the case could be in Mexico. It is also likely that economic factors, such as the cost of education and access to resources, are more of a barrier to girls' education enrollment in Samburu County than in Mexico.

Therefore, it would be of benefit to undertake another research in Samburu County, Kenya, to widen the understanding of the influence of high temperatures on girls' primary school enrollment. Such a study should consider a range of factors, which should include cultural norms, access to education, economic factors and the impact of high temperatures (as aspect of weather conditions) on school enrollment for girls. A study in Samburu County could also assess the incessant effect of high temperatures on girls' school enrollment, a factor that the study in Mexico did not address. Such a study could provide valuable insights into the effect of high temperatures on girls' schooling

Samburu County, and inform policy interventions to improve opportunities for girl child education in the region.

A research study by Reyes-Foster (2019) on “high temperatures versus primary school enrollment for girls in India” is another contribution to this research field. Useful insight were obtained from the investigation as to how extreme weather conditions can affect educational attainment for girls in developing countries. The findings of the study suggest that high temperatures can be a significant barrier to school enrollment for girls, and that access to cooling systems in schools could be an effective way of reducing the effect of this barrier.

The study by Reyes-Foster (2019) has several strengths. First, it has used a cross-sectional survey of 1,200 households for primary statistical data and secondary statistics from the Indian Education Ministry in collection of information. This has enabled the researchers to look at the effects of high temperatures on school enrollment across a wide geographical area. Additionally, the researchers have provided an in-depth analysis of the data, which has allowed them to draw meaningful conclusions about the effects of high temperatures on school enrollment. However, despite the outlined findings, the inquiry by Reyes-Foster (2019) failed to investigate ways in which high temperatures regress with other variables, for instance, the variables related to economics, social, and inter-group conflict. It is possible that these other variables will be a contributing factor to girls’ lower school enrollment in hot weather, which is something that the study did not take into account.

The study has also not addressed whether similar findings could be replicated in other locations: notwithstanding the usefulness of the investigation for conceptualizing the effects of high temperatures on girls’ school enrollment in India; it is not clear whether

they could be applied to different regions of the world. For example, the study has not considered whether similar findings could apply for the case of Samburu region of Kenya.

To address these limitations, it would be recommended for an investigation to be carried out in the Samburu County of Kenya to analyse the effect of high temperatures on school enrollment for girls. Such research should have specific objectives, such as examining the association between high temperatures and girls' primary school enrollment, assessing the role of poverty in influencing school enlistment for girls in the County, and looking at the potential benefits of providing access to cooling systems in schools in the County. Additionally, the research should be longitudinal in nature: this would aid in exploring the crosscutting effects of high temperatures on school enrollment for girls. Consequently, this would enable the researchers to draw meaningful conclusions about the interference of high temperatures on schooling for girls in Samburu County in Kenya.

The study conducted by Ahmed et al. (2022) examined the role of sanitation facilities on primary schooling in Pakistan; this study provides important insights into ways in which availability of sanitation in school affect the pattern of girls' enrollment in school. The research found out that availability of sanitation facilities was a significant factor in influencing girls' school enrollment, and that girls were more likely to enroll in school when sanitation facilities were available than when they were not available. This suggests that the government should prioritize improving the availability of sanitation facilities in schools to have girls' level of enrollment increased in school in Pakistan.

The study by Ahmed et al. (2022) has several strengths. Firstly, it provides empirical evidence to support the notion that improved access to sanitation facilities can help increase the level of girls' school enrollment. Secondly, the study used a cross-sectional

survey of 1,000 households in rural areas: this provided a large sample size and elevated the level of reliability of the research findings. However, despite the strength of the study, it has some limitations. Firstly, it was done in an urban setting, and therefore the applicability of its findings may be limited to that context: they may not apply in rural settings. Secondly, the study did not take into account other factors that could be of influence with regard girls' school enrollment, such as poverty, access to education and cultural norms. Additionally, the study did not consider the long-term effects of improved sanitation facilities on the level of girls' school enrollment. Further research ought to be conducted to assess the degree to which improved sanitation facilities affect school enrollment for girls over time.

This calls for a study to be carried in Samburu County, Kenya. Samburu County is a rural area in Kenya with limited access to sanitation facilities; this is a reality, which can act as an impediment to primary school enrollment for the girl child. Conducting a similar study in Samburu County would be beneficial, as it would provide vital empirical evidence to support the need to improve sanitation facilities in order to increase the level of girls' primary school enrollment. The specific undertaking of the research should be to assess the outcome of improved sanitation facilities on girls' primary school enlistment in Samburu County, Kenya. The study should measure the relationship between access to sanitation facilities and girls' school enrollment. As well, it should consider factors such as poverty, access to education and cultural norms. Additionally, the investigation need to identify link between sanitation facilities and girls' primary school enrollment. Finally, the study should consider the impact of improved sanitation facilities on other aspects of girls' education, such as daily school attendance and dropout rates and causes for such attrition.

Diverse studies have examined the relationship between ecological factors and girls' education. A study by Wangila (2019) was based on particular variables associated with attendance aggregate of girls in primary schools in Kimilili, Kenya. Data for the investigation was gathered from three hundred and eighty-five class eight teachers, as well as one hundred and twelve head teachers in a corresponding number of schools. Distance from home to school was found to have a negative impact on girls' completion rate, and consequently affected girls' enrollment levels. The study advocated for the enhancement of psychosocial services in all schools for minimizing early marriage and pregnancy cases, as well as support for girls in completing their education by minimizing attrition. An analysis of this study by Wangila (2019) indicates a lack of information about the geographical location and rural context in relation to enrollment of girls in primary schools: such information is essential for understanding the unique ecological variables that correlate with girls' schooling in rural public primary schools.

Stenseth and Baeck (2021) have contributed to the growing body of literature on enrollment of girls in primary school education by examining the influence of geographical location on the educational processes, with a particular focus on rural areas in Norway. The study's aim was to shedding light on the interplay of gender, geographical contexts and educational decision-making, with a special focus on school attendance. However, a research gap exists in the study with regard to understanding the unique factors, which have effect on girls' enrollment in rural primary schools, and the ways in which geographic location intersects with the nomadic pastoralists' context. Therefore, an investigation focused on rural set up in Northern Kenya, particularly, Samburu County, may be warranted.

In an effort to examine the bottlenecks to education in schools in Tana River County, Kenya, Gitau (2021) carried out research in the county. In this research, a descriptive

research methodology was employed by applying triangulation and mixture of methods. A sample size of 109 respondents was drawn from 7 sampled schools, including students, teachers; County Education Officers were also included in the sample. By focusing on students' home background, the study aimed at identifying key obstacles, which impeded education access. The findings revealed that home background was a significant impediment to education access in Tana River County. However, there was a marked lack of specific focus on particular ecological factors in the findings. Thus, there would be need for research on the same variables in diverse geographical locations. Considering these gaps and thus exploring, the aspect of intersection of ecological factors with other social dimensions can lead to a more profound understanding of the complex influences on girls' enrollment in primary school education. This concurs with Bongai (2022), who found that factors such as rural-urban divide, electricity availability and land tenure show a correlation with girls' access to school.

The existing research on the ecological elements correlate with the enrollment of girls in rural public primary schools highlights several research gaps. These gaps include the need for a more comprehensive understanding of the unique ecological factors in specific geographical locations, as well as the exploration of additional factors beyond the isolated factors espoused by the research studies. Addressing these research gaps will add to a more nuanced comprehension of the challenges and opportunities inherent to girls' enrollment in school and support the development of effective interventions and policies to promote gender equality in education.

### **2.3.3 Relationship between Economic Factors and Enrollment of Girls in School**

The gender dimension of economic variable is important in considering how it relates with the schooling of girls. For instance, European Commission (2021) raises the point that child labour disproportionately affects the girls' schooling when compared with the

case for boys. Girls are disadvantaged and face specific risks with regard to the issue of child labour. Girls engage more in child labour, including work at home, which mostly go unnoticed due to the nature of family interactions as well as roles and duties at home: homemaking work which mostly involve girls often occur at their parents' home or at other homes for payment, where the girls acquiesce as being engaged in what is natural for them. Girls also have the experience of abuse: this is especially so when they work away from their own families. This kind of domestic work engagement makes them to miss going to school (Bongai, 2022). The European Commission emphasises the importance of investing in resources and policies with the aim of overcoming these obstacles and promoting girls' education. This was with the view that girls' education has a positive impact on their lives, their families and society as a whole.

Several studies have revealed that economic factors and enrollment of girls in rural public primary schools have a relationship. Bongai (2022) conducted a study to examine the link between socio-economic factors and children's schooling outcomes in Mozambique. Using the probit model, the study found out that children from poor families, where the parents were less educated, those living in the north region, those who lived far from water sources and children not being biological children of the household head faced the greatest disadvantages in schooling. Factors such as rural-urban divide, electricity availability and land/livestock at home showed no significant correlation. The research gaps in the above study include limited focus on factors beyond socio-economic ones, lack of qualitative data to capture nuanced aspects and a narrow geographic scope of the study. Additionally, the study does not provide specific policy recommendations or discuss potential challenges in implementing interventions to address the identified gaps.

Austrian et al. (2021) studied the outcomes of different mixtures of interventions on teenage girls in the Kibera slums in Nairobi and Wajir Counties in Kenya. The variables were prevention of violence against children, their education, health, and creation of wealth through engagement in income generating activities. The participants were put into four categories: they were grouped randomly. The study findings indicated improvement of the general welfare of the girls through the envisaged interventions. The research gaps in this study include the need to specifically explore the impact of the various interventions targeting enrollment rates and educational outcomes among girls in rural areas. Additionally, there is a gap in understanding the potential interaction between socio-economic factors and other interventions in addressing the enrollment disparities in rural settings.

Research done by Apakoreng et al. (2021) demonstrated the resultant consequences of family-based dynamics on attendance of girls in learning in one of the sub counties of Pokot County in Northern Kenya. The target population was 3,100 girls in secondary schools that were public. The study was based on quantitative methodology. A sample of 341 girls was chosen randomly, while five secondary school principals and fifteen parent teacher association chairpersons were selected through the census method. The factors focused on the pre-occupation of girls in home activities, the size of the family; the study made an analysis of the association between these factors and girls' participation in education (Apakoreng et al., 2021). A notable gap is the focus of this study on secondary school education, without reference to enrollment in primary school education which leads up to secondary school entry, as well as the attrition factors playing between primary school enrollment and secondary school entry: this leaves a gap in understanding the definite fundamentals affecting girls' enrollment in rural public primary schools. Additionally, the study primarily examines home-based factors: it

neglects other potential influences such as socio-economic factors and cultural norms, which are important to consider in understanding girls' enrollment in rural public primary schools.

Bergstrom and Ozler (2022) studied the most effectual stratagem to boost access for girls by devising appropriate interventions that can lift up schooling for girls. The target population included girls in various countries, regardless of whether the interventions specifically targeted them. The study utilised a review of 267 interventions and identified their impacts on girls schooling. The factors on which the study focused were interventions that improve access and learning outcomes, with a particular emphasis on household-level constraints and pedagogy improvement. The scope of the study encompassed 54 countries across various regions in the world. The study found that mitigation of household constraints which impeded girls' education as well as improvement of pedagogy enhanced both enrollment and education achievement for girls (Bergstrom & Ozler, 2022). However, there would be need for another inquest that can focus on specific factors influencing enrollment in rural schools; there is also the need for research to evaluate interventions, which are targeted at addressing these factors.

Ngumo (2021) studied socio-cultural, socioeconomic and school specifics that interfere with engagement of girls in basic schooling in Garissa County, Kenya. Teachers, pupils, school committee members and head-teachers provided the information needed in the research. Socio-cultural habits, customs, and attendance of Quranic schools were found to interfere with school attendance. Female genital cutting was also mentioned as another hindrance to girls' attendance to school. The study primarily highlights socio-cultural and school-related factors: this focus potentially overlooks other important factors such as socio-economic challenges and limitations in infrastructure, factors that may affect

girls' enrollment in rural public primary schools. Sakwa, (2020) holds the same views in the study done in Wajir targeting effects of early marriages among primary school girls

In another observation, Börzel and Risse (2021) noted that in Jega Township in Kebbi state of Nigeria, socioeconomic background interfered with girls' schooling. Using questionnaires, data was collected from twenty-one teachers and two hundred and fifty students who were the sampled population; sampling employed the Slovene formula. It was noted that parental income levels had effect on girls' education, and the majority of students believed that their religion gave a leeway for girls' education. The research gaps in this study are the limited focus on secondary schools and the lack of exploration of factors, which are specific to rural public primary schools.

In a similar inquiry, Nzina (2019) noted that socioeconomic dynamics affected attendance and retention of girls in high schools of Mukaa in Makueni County, Kenya. School leadership and school finalists provided the data for the study. Questions were asked about the level of education, marital status and financial position of the parents, as well as the family size. It was noted that all the family status issues, which the research investigated, interfered with attendance and retention of female students. A point of note was the finding that a lot of dropout was happening among girls due to challenges experienced at the family level. Poverty at the family level not only affected school attendance, but it also affected performance at school. Girls from large families were affected the more. Parents who completed high school were found to be better off economically than those of lower academic attainment levels were. Notably, girls who had both parents were seen to have had better chances of completing high school. This was because both parents augmented each other's income, thus enhancing the overall family economic status (Nzina, 2019). However, as much as these findings could relate well with primary school dynamics, another study that focuses purely on primary school

girls on the basis of the variables espoused by this research would provide more contextual results, and so especially if it would be carried out in the rural areas.

Similarly, Alego (2022) investigated on the economic related features that affected school attendance and academic attainment of girls in basic schools in Murang'a South Sub-County in Kenya. Twenty-one deputy head teachers, one hundred and five teachers as well as two hundred and ten learners, giving a total of three hundred and thirty six respondents provided the data used in this study. Through the investigation, it was realised that due to economic shortcomings at home that forced parents to run about fending for the families, girls were affected in terms of their attendance and achievement in school. Many among the girls could neither go to school consistently nor concentrate in school when they were able to go. Parents who pre-occupied themselves a lot in economic activities had little time to follow up on the learning behaviour and engagement of their daughters. Girls' interest in school waned as others changed in behaviour by engaging in activities that were not consistent with commitment to school engagement (Alego, 2022). A notable point is that such research, if carried out in rural areas with target on primary schools, would provide more findings that are specific, relate to the particular rural contexts. That is, by examining the specific influence of these factors on girls' enrollment in school, we can enhance our understanding pertaining to the barriers they face and be able to develop targeted interventions to promote their enrollment and participation in education.

In another research by Börzel and Risse (2021), issues befuddling attendance of girls in secondary school level education in Yobe State, Nigeria, were scrutinised. Students, teachers and institutional principals numbering four hundred and seventy-six, sixty-six, and eight respectively were interviewed. It was noted that parental financial status, coupled with their attitude and lack of participation, affected schooling of their daughters.

However, there is limited scope of this study to secondary schools, which may not fully capture the unique challenges faced at the basic school level.

It has been noted that when parents experience financial hiccups, they tend to prefer educating male children rather than the female ones (Wanjohi, 2019). Economic factors such as poverty and hunger are major obstacles to girls' enrollment and continuity in education, particularly in the rural areas. Families living in such difficult economic conditions see the expenses of sending their daughters to school, including providing books and uniforms and losing their help at home and on the land, as being too high a cost to bear. Females' unpaid contributions and lack of experience in handling money further reduce their status and increase their vulnerability. Due to patriarchal dominance, investing in a girl's education is often considered wasteful; it is viewed as a benefit to the family into which the girl will eventually marry, rather than her family of origin. However, on the other hand, in more privileged classes, investing in girls' education may increase their chances of marrying out in a well thought out process and increase their economic value as a commodity, as Wanjohi (2019) posits. It is notable that this study could benefit from examining the interplay between socio-cultural preferences, economic factors, and other contextual challenges that may affect girls' enrollment in public basic schools in the rural areas; this concern is covered in the current research on selected factors and enrollment of girls in rural public primary schools in Samburu County, Kenya.

Owoyomi (2020) carried out a study on child labour experienced by girls vis-a-vis their right to education in Nigeria. He noted that many children engaged in hawking of commodities in the streets due to lack of basic requirements in their households. This made them to be prone to child abuse and to miss school. Hawking in the streets by children became a common thing as families got more impoverished due to a myriad of

causes. Girls, even as young as ten years or less, were the majority among children who went to the streets to do the hawking business. Such children grow missing school, become beggars, and finally opt to stay in the streets as their preferred social setting. They become susceptible to diverse abuses such as rape, exploitation and even abduction (Owoyomi, 2020). Profound as these findings is, there is a need for further investigation on the specific economic circumstances and dynamics that have led to the involvement of girls in street hawking and domestic slavery, as well as the impact of these factors on girls' access to education.

In a study by Bangura and Mambo (2023), revealed that parental economic discrimination is a major barrier to attainment of gender parity in education. When parents are empowered economically, they can fund the education needs of their children. The barriers against parents arise from cultural norms, negative attitudes from their male dominated communities. This creates a vicious circle in the family where income becomes low forcing parents to forgo education for their children. The girl child is affected more when economic status of the parents is low. The study recommends for supporting economic dimension of the parents in order to guarantee education for the girl child. Majority (71.1%) of the respondents mentioned that discrimination of parents economically is a major barrier to education of their children. The study recommended for a holistic approach to be applied in tackling the gender inequality in education. This is by removing obstacles that impend their capacity to be economically empowered.

Biswas and Kundu (2022) did a study that investigated the factors, which influenced attendance of girls in basic learning institutions in the rural parts of India. Rural populations in sixteen main states of India were targeted in the study. The areas were further divided into sub regions. The study utilises the 2011 Census data and employs a static panel regression model to analyse the impact of factors such as school grants,

lunches, grants for pedagogy materials, father's education as well as availability of female teachers on enrollment rates in these regions. A gap exists in this study in terms of understanding the unique factors that specifically affect girls' enrollment in rural public primary schools as well as ways in which these factors differ from the overall enrollment dynamics in the primary schools of the targeted regions.

An inquest by Amutabi and Agoot (2021) on the handicap magnitude of enrollment in primary school in South Sudan was executed, with interest being focused on features of community, gender and employment disparities in the nation. It implemented probit model to analyse the factors influencing school enrollment in South Sudan. The findings highlight the fact that longer access time to essential facilities such as schools, hospitals, and food outlets decrease the likelihood of child enrollment in schools in the states of South Sudan. Disparities in enrollment rates are observed across different states, with the Central Equatoria state having the highest enrollment and the Lakes state having the lowest. The study emphasizes the importance of gender sensitization, subsidization of primary education, and investment in infrastructure to encourage enrollment in the primary school. However, the inquest did not focus exclusively on rural areas or girls, which are specific areas of interest in the current study. Additionally, while the study identifies some determinants of primary school enrollment, it does not delve into the underlying reasons behind discrepancies in attendance rates along gender as well as paid work lines.

A systematic review by Psaki et al. (2022) examined interventions addressing barriers related to gender and the schooling for girls in poor countries. Efficacious or promising interventions were found for some barriers, but substantial evidence gaps exist for many of the others. The study emphasised the need for further research to determine the most fruitful interventions also highlighted the challenges in comparing interventions due to

contextual variations between the countries. Overall, while progress has been made, more research is needed to tackle gender-specific hurdles to girls' entry to school. Substantial gaps were identified in relation to understanding the effectiveness of interventions for various gender related impediments to girls' schooling. These gaps highlight the need for further research to examine the matters that impair the enrollment of girls in rural public primary schools; this would provide valuable insights for addressing the specific challenges faced by this population.

It has been observed that there is a significant role of parental level of education, income as well as occupation in pupil enrollment and retention in primary schools as per Kengere (2019). Kengere's inquiry intended to probe aggravation of picked out parental socioeconomic status aspects on pupils' schooling in the sub-county of Tambach in Elgeyo-Marakwet County, Kenya. However, the study does not, in specific terms, address the gender specifics, which bear effect on the enrollment of girls in rural primary schools.

A study by Airo et al. (2022) found out that family income was the main dropout factor in primary schools and the availability of physical facilities as being crucial for transition. This study aimed to investigate the dropout and the transition rates in basic learning institutions in the Sub-County of Kisumu-east, Kisumu County, Kenya; its focus was on the factors contributing to these rates. Research data was obtained from pupils, teachers and head teachers in the primary schools where the study was carried out. The study's significance lies in addressing these challenges at the local and national levels. The study on the dropout and the transition rates in primary schools does not, in a specific way; focus on situations impeding the enrollment of girls in rural primary schools. Thus, there is a research gap in understanding the unique, critical factors bearing effect on the girls' enrollment in primary schools in rural settings.

Githu et al. (2019) in his inquiry appraised the role of the pecuniary standing of parents on the attendance of learners with physique afflictions in pre-school learning. One hundred and ten participants were engaged in the valuation. Among them were learners, parents and teachers. The findings indicated the existence of an absolute association inter-fusing parents' prosperity situation and enrollment, emphasizing the need to enhance economic situation of family and increase in attendance of children with physical impairments in pre-school institutions. The inquiry placed its emphasis specifically on the learners with physical dysfunctions in preschool learning institutions. The research gaps in this study lie in the obvious lack of examination of gender-specific factors and the specific context of rural public primary schools.

Factors such as financial constraints, parental attitudes, early marriage, poor learning environment, household responsibilities as well as distance to schools are the challenges that affect girl-child education in Yobe State, specifically in Damaturu and Bade Local Government Areas, according to Ishaku (2020). The study aimed to assess the proportion of girl child enrollment against the overall enrollment, identify challenges to girl child school enrollment and make proposals for improvement girl child school enrollment. The study could benefit from examining the way economic factors as well as other social and cultural factors that contribute to the enrollment disparities intersect among themselves.

Mwikya (2019) evaluated the economic circumstances determining the progression of pupils from primary to high school in Machakos County, Kenya. This study centered on the education costs and parents' education standing. The study recommends measures to ensure 100% transition, monitor children's performance, address child labor, subsidize secondary education as well as improve learning facilities. However, this study does not explore gender-specific factors, which may bear effect girls' primary school enrollment

patterns; this highlights another gap in the understanding of the gender dynamics and their impact on girls' ingress to basic institutions of learning.

Kagigi (2020) studied the factors, which impair attainment of girls in high school in sub-county of Olkalou in Nyandarua County, Kenya. Nine hundred girls and sixty-five teachers from three high schools were interviewed in this study. The study focused on factors such as cultural norms, habits and practices; social comportment; and economic matters that influence girls' performance in high school. The findings led to recommendations for addressing these factors and improving girls' educational outcomes in Nyandarua County. Therefore, there is a need for a separate study to be carried out, which specifically examines the situations obscuring the enlisting of girls in rural primary schools in Samburu County. There is also a research gap in examining the specific factors influencing enrollment in primary schools in Samburu County, warranting a separate study.

A study was carried out by Ajak (2019), which was aimed at identifying the factors leading to minimal enrollment of the female child in schools in South Sudan, with a focus on political and cultural reasons for this phenomenon. The study highlights the limitations of prior research that solely emphasised poverty reduction as the main solution; instead, it identifies negative societal attitudes towards the education of the girl child and inadequate awareness about the government policies relating to education as the key factors. Notwithstanding the valuable highlights this research gave regarding the challenges facing girls in South Sudan, a study that would investigate economic variable in relation to other factors in Samburu County, Kenya, may yield more contextual insight with regard to the girl child primary school enrollment. Fincham (2019) attested the same findings in the study on gender and primary school dropout in Sudan.

Dunga and Mafini (2019) appraised the role of household microfinance activities on the family food security situation in Malawi. The target population consisted of households in Malawi, from where a cross-sectional data was collected. The study focuses on factors such as gender, education level as well as participation in microfinance programs as the determinants of household food security. The findings of this study outlined ways in which each of these factors affected the life of the population. However, there is need to perform an investigation on the family economic situation and its effect on the enlistment of girls in rural primary schools, with due consideration of the unique challenges and barriers they face in accessing education in the rural context.

Koech (2021) investigated on the factors contributing to gender imbalance in enrollment for education in day high schools in Kericho County, Kenya. Through application of a descriptive correlational research design and various sampling techniques, the study evaluated dynamics, which relate to the home and the institutions in the light of economic and socio-cultural variables. The findings highlighted issues such as use of children in labor, teenage pregnancies, and misconceptions about importance of schooling as well as lack of parental support as being impediments for enrollment at the secondary school level. There is need for future research to explore on similar factors as they apply to different regions of Kenya. A gap in relation to the current study could be the lack of specific examination of factors influencing girls' enrollment in rural primary schools, as well as the need to explore the unique challenges and barriers faced by girls in specific contexts of the rural areas.

A review by Evans and Mendez (2021) examines recent empirical studies on improving education in Africa, focusing on access to education and its quality. It finds promising evidence on structured pedagogy interventions, mother tongue instruction, teacher programs, school feeding as well as the elimination of school fees. Education technology,

school grants together with individual learning inputs show mixed impacts. The review encompasses diverse contexts across the continent. The study above focuses on various interventions to improve education in Africa, but it does not address, in a specific way, the bottlenecks to improved enrollment of girls in rural public primary schools.

A study by Ramachandran (2022) explores the challenges and inequalities present in the Indian education system, focusing on factors such as dropout rates, completion rates, teacher deployment and gender equality. The study highlights the disparities in school sizes, pupil-teacher ratios as well as the shortage of secondary and higher secondary schools, especially so in the interior locations. The research emphasises the impact of poor learning at the elementary stage on students' ability to succeed in secondary education. It also addresses issues related to teacher availability, preparation, certification as well as absenteeism. However, a gap exists in understanding the specific economic barriers that affect girls' enrollment in primary schools in rural areas and how these factors contribute to the gender disparity in education.

Karuku (2021) investigated obstructions to success of girls' schooling in rural basic schools in Nakuru County, Kenya. The study assessed education inequality, analysed home environment influences and explored the impact of teachers and parents' perceptions on education. Research data was collected through interviews with teachers as well as with pupils. Research findings identified the factors contributing to low enrollment; the study concluded with recommendations on ways to address these challenges. In this study, there is a research gap specifically in exploring the role and impact of economic aspects on girls' enrollment in rural public primary schools; such an exploration could provide a more comprehensive understanding of the dynamics surrounding girls' enrollment in rural public primary schools.

In conclusion, there are several research gaps in understanding the correlation between economic factors and enrollment of girls in rural public primary schools. These gaps include limited focus on factors beyond socioeconomic ones, lack of qualitative data to capture nuanced aspects, narrow geographic scope as well as neglect of other potential influences such as cultural norms. The studies primarily focus on secondary schools instead of primary schools; so, there is a need to explore the impact of the interventions targeting enrollment rates and educational outcomes among girls in rural areas. The research gaps identified also include inadequate exploration of the interplay between socioeconomic factors and other interventions in addressing enrollment disparities. Furthermore, there is a need to investigate the specific economic circumstances and dynamics that lead to girls' involvement in street hawking and domestic slavery, and their impact on girls' access to education. Overall, further research is needed to address these gaps and develop targeted interventions to promote girls' enrollment and participation in education in rural public primary schools.

Sarker et al. (2019) investigates on the consequence of affluence on school push outs in Bangladesh and identifies the contributing factors. The findings of this research highlight the negative impact of dropout on economic development and identify the causes of dropout, which include poverty, parental reluctance, financial issues, inadequate infrastructure, social biases, limited access to quality education, geographical isolation as well as gender-specific security concerns. Policy recommendations include free education programs, reducing dependence on paid coaching, bettering school facilities, ensuring consistency in access to education, providing quality teacher orientation and addressing the issue of the necessary facilities. The study focuses on Bangladesh and therefore research gaps exist in terms of failure to examine enrollment rates, insufficient exploration of factors beyond economic impact, such as social norms and parental

attitudes as well as a lack in specific attention to the challenges faced by girls in rural public primary schools.

A research study by Fernandez-Gimenez et al. (2021) evaluated aspects interfering with female education in Bajaur District of Khyber Pakhtunkhwa, in Pakistan. The target population for research consisted of family heads. The study, utilizing quantitative method, had a sample of one hundred interviewees who helped to identify key barriers to female education. The factors focused on were financial challenges by the schools, inadequate school facilities, inadequate teaching fraternity, lack of girl schools, few female teaching personnel as well as lack of supportive policies. A bigger number (79%) of the informants affirmed the importance of girl child education to individuals, families and society. They recommended for learning infrastructure to be availed and vouched for improvement for the existing learning facilities. The study primarily examines barriers to female education, but does not specifically address the factors influencing girls' enrollment in rural public primary schools: such factors could be school infrastructure, community dynamics as well as cultural norms.

Masita et al. (2021) examines the challenges affecting girls' academic performance in basic institutions in the zone of Turkwel in Turkana County, Kenya. The study focuses on the aftermath of school physical facilities and teachers' attitudes on enrollment of learners into the school system. The target population included 18 schools, grade eight girls, and members of school Boards of Management as well as teachers. The outcome highlights the importance of adequate sanitation facilities, positive teacher attitudes and provision of sanitary towels for enhancing the girls' academic success. The study suggests the conducting similar research in other Turkana sub-counties with a larger population. Although the study above elicits an understanding of some of the factors which affect girl child enrollment in rural primary schools, it does not, in a manner that

is specific, address aspects that hinder the enrollment of girls in rural community primary schools. Therefore, there is research gap in understanding the specific factors influencing girls' enrollment in rural areas. Such factors will be explored in the current study.

A study was carried out by Wamukuru (2019), which aimed to examine ways in which formal education levels among pastoralists, specifically the Samburu Community in Kenya, impacted economic prosperity. The study focused on the influence of education levels of the breadwinners on household affluence among the Samburu Community. Education status of household heads was established to be associated with the household income. However, the study's scope was limited to the economic factors; together with that, it did not directly address other factors related to girls' enrollment in rural schools. These factors will be the focus of the current research. Additional variables could be brought into focus to correlate them for establishing further association with enrollment of girls in rural schools.

#### **2.3.4 Relationship between Inter-group Conflict Factors and Enrollment of Girls in School**

Researchers have explored the significance of inter-group conflict on the enrollment of girls in primary schools, albeit in different contexts and from diverse viewpoints. Pitchford (2019) points out that many children, especially girls in Sub-Saharan Africa, have limited opportunities to attend school due to multiple issues. Inter-group conflict in the form of ethnic rivalries and cattle rustling is a problem, which is rampant in Africa. The methods of functioning of some African cultures dictate that warriors must engage in aggressive and combat behaviours with neighbouring communities in order to subdue them. This is a cultural practice, which have persisted without relenting in some parts of Africa, despite much effort against it. As a result of this cultural practice, the respective communities are subjected to perpetual illiteracy situations for long; children in such

communities, in particular the girls, are left without going to school as they are subjected to violence and apathy. Their chances of joining school are incessantly frustrated by the perpetual situations of conflicts and aggression.

Children and women are prone to risks brought about by the chain reactions of violence which is rampant among some communities (Richards, 2023) They suffer sexual maltreatment; all over the globe girls are at a greater odd of violence in society compared to boys. Girls encounter risks and threats as they walk to school and especially in cases where the distances are long. They run into many problems in the jungles and the bushes when walking to school. Apart from the risks of wild animals, they as well encounter perils of defilement, abduction and being held for ransom. These menaces, which are experienced by girls while walking to and from school, are made worse by inter-group conflicts. Armed conflicts exacerbate the risks experienced by girls both within and away from their homes. Children, especially so girls, living in situations of conflict are improbable to attend school as compared to those living in peaceful areas. A case to this point is South Sudan, where more than seventy-five percentage of girls are not in school attendance due to chronic inter-tribal armed conflicts. Conflicts have a drawback on the number of girls being enrolled in primary schools, their access to education as well as their sustained engagement. For young people experiencing conflict, the long-term effects of missing a lot of school or quitting school learning altogether included a loss of opportunity (Kiprop-Marakis, 2019).

Samdi (2022) examines the impact of insecurity caused by the Boko Haram sect on girls' chances to join schools in the Chibok and Dapchi regions of Nigeria since 2014. The research focuses on the how insecurity impairs the girls' education. It recommends the provision of adequate security in schools as a way of building confidence among parents and for facilitating girls' access to education. Ajodo-adebanjoko (2020) corroborated

these findings in the study on the impact of Boko Haram insurgency in northeast Nigeria on women and girls. Although the inquiry, which was premised on Elite Theory, agreed on some issues with the study done by Haider (2020) on conflict analysis of North Eastern Kenya, it did not address other factors that hinder girls' enrollment, such as cultural norms as well as socioeconomic factors in rural public primary schools.

An inquiry by Farah et al. (2021) emphasises this fact - the study found that inter-clan conflicts had negative effects on school going, institutional infrastructure, pedagogy environment as well as institutional personnel. The investigation was positioned to explore the part played by clan-based animosity on schools and their students in high schools in the County of Mandera in the Northern part of Kenya. It was noted that inter-clan conflicts in the three sub-counties, which constitute Mandera County, that were compared had a profound impingement on attendance, performance as well as consistency of students. The conflicts messed up with infrastructure in schools, created apathy among teachers and got the parents to be disinterested in the schooling of their children. A gap in this study is that it focuses on secondary schools, without considering the primary schools, whose enrollment essentially determine enrollment for secondary schools. The study also exhibited a limited exploration of factors bearing specific relationship to girls' enrollment into public primary schools.

Wangare (2021) carried out a study with the aim to investigate the ethnic conflict, which is armed, and having a bearing towards education of children in the County of Nakuru, Kenya; the study also investigated whether mainstreaming peace education in the learning institutions would bear the fruit of peaceful coexistence of the ethnic communities in conflict. Using phenomenological method, the inquiry got responses from leaders, parents, teachers as well as children; the sample of study was obtained randomly from three of the sub-counties of Nakuru County. The study revealed that

armed ethnic conflict in Nakuru County affected children's education, leading to emotional and physical repercussions, as well as the cases of maiming, killing and displacement of families. Much as the findings shed light on the effect of the variables investigated, this study did not address the issue of enrollment of children in primary school, and in particular girls.

A study that would focus solely on the aspect of inter-group conflict that disrupt enrollment of girls in rural public primary schools could yield more insights, because the reviewed study focused mainly on armed ethnic conflict rather than the specific factors related to girls' enrollment in school. The study also lacked in exploration of socioeconomic and cultural influences on girl child education and did not specifically examine the barriers faced by girls in accessing education during inter-ethnic group conflict. Inter-group conflicts in the rural areas of Kenya often lead to displacement or forced migration of families, which has a significant impact on the education of girls. Displacement or forced migration can result in disrupted school attendance, reduced access to education as well as withdrawal of children from school, particularly so the girls. World Vision (2021) posits that conflicts disrupt the opportunities available for children, more so because they are more susceptible to the effects of violent conflict. Conflicts also create a situation of losses occurring in every front, and they interrupt the smooth running of institutions and the societal daily activities.

An investigation on the disruption that includes dispersion of families created by conflicts in Zimbabwe disclosed that children bear the bigger brunt of conflict consequences (Benhura & Naidu, 2021). The inquiry looked at ways in which conflicts displace families and create a situation of internal refugees that make the children to miss school. It found that displacement has a detrimental effect on available school opportunities and disrupt other socioeconomic activities on which the society depends on.

The inquiry suggested that there are differing contexts of conflicts that require extended investigations; therefore, there is the need for an examination of conflict - related hiccups affecting enrollment of girls in Samburu County primary schools. Combining an examination of other variables with that of inter-ethnic conflict in a rural set up would build into the understanding of the girl child education obstacles from another viewpoint.

Girls not only miss to be enlisted in school, but they are also pushed out of learning by circumstances of conflict (Roy, 2021). Girls are forced to repeat school by the circumstances of inter-group conflicts; thus, they extend their schooling period. This discourages them from continuing and results in their dropping out of school. Roy (2021) ascertained that in South - East Asia, most families are compelled to move relocate from school areas owing to conflicts; this makes girls to re-join school much later, but they eventually drop out. The inquiry compared schooling of girls and their parents' movements from school vicinity, and examined ways in which girls moved away from homes to engage in labour activities. This study's focus was on migration and education in Southeast Asia and it did not specifically examine the factors influencing girls' enrollment in rural primary schools. Additionally, while the study acknowledges the impact of migration on girls' education, it does not specifically investigate the factors that contribute to the enrollment or non-enrollment of girls in rural public primary schools. The current study delves into such factors.

Global Report on Internal Displacement states that conflict creates mental instability among children. It also botches their physical health because they hardly get food, sleep, and the requisite care (International Displacement Monitoring Centre-IDMC, 2021). Okocha et al. (2022) has raised the alarm with regard to the disturbing insecurity in the country that was already affecting the disposition of the young people, especially so the girls, towards education. The association noted that education, health and general welfare

of girls were being threatened by incessant abductions and other security challenges in the country.

Concern Worldwide U.S (2022) noted that as much as there are international rules that help cushion the world citizens from the detriments of conflict; children still bear the damages brought about by armed conflicts around the world. Warring parties are barred from attacking schools and places of worship, but it is mostly not the case since these prohibitions are disregarded. In the process, children are attacked, families displaced, schools bombed, social systems disrupted, and eventually, education programmes are negatively affected. As per Concern Worldwide U.S (2022), during situations of insecurity, girls are prevented from going to school for fear of attacks. In the process, they are married off or are given out to be child workers. This scenario mostly affects destitute families who have to engage in other forms of work to fend for their families.

Data from studies have identified ways in which inter-group conflict affects the going to school by girls especially in the interior parts of the country. As per Moraa (2019), ethnic conflicts in Nakuru unsettle societal order. Consequently negatively affected the participation of girl children in school. The study focused on causes of such disruption, such as physical displacement and property destruction, as well as the impact of ethnic politics and inequalities. The study concluded that ethnic conflicts had discernible negative outcome on children's attendance to school learning and continuation in school. It recommended capacity-building programs in schools to address these challenges. However, this study on the effects of ethnic conflict in primary education does not directly address the factors, which specifically related to the enrollment of girls in rural public primary schools.

Further, Ndiujye (2020) evaluated traditional habits, norms, and presumptions concerning conflicts experienced by displaced children in Tanzania. The target population included naturalised refugee children, classroom teachers, school principals as well as parents. A region with a high number of naturalised refugees was purposefully picked. Data was obtained through home visits. The study focused on identifying underlying dynamics behind conflicts affecting children, which were found to be teacher-induced and pupil-induced conflicts related to resource scarcity and social issues. The findings suggest the need for understanding these conflicts and developing workable expediencies to enhance children's conflict solving capabilities for them to be successfully integrated into Tanzanian society. However, this study on naturalised refugee children does not directly explore the impact of these conflicts on enrollment rates or educational access for girls in rural areas. This gap needs to be filled through the current study, which focuses on the relationship between inter - group conflicts and enrollment of girls in rural primary schools.

Farah et al. (2021) conducted a study that aimed at investigating ways in which inter-clan conflict meddled the performance of students in high schools in the County of Mandera, Kenya. Targeting four students, teachers and principals, the inquiry solicited for information on how conflict dissipate institutional pedagogy, infrastructure assets as well as personnel mental fitness. It was established that inter-clan conflicts devastated learning and infrastructure; they also disoriented teaching personnel in terms of their mental fitness. The study utilised a descriptive survey research design. Since the study did not look at other variables such as socio-cultural and economic factors which can equally disrupt the education and the schooling process, it would be comely for a separate investigation to be executed to consider these other aspects.

Roughly, 20% of children the world over resides in conflict-affected nations; this leads to a denial of education for many of the children. The consequences of growing up in such areas are severe, with approximately forty-eight million youngsters globally not attending school due to upheavals resulting from conflicts, according to UNICEF estimates. In countries, which are affected by conflict, children have a 30% lower likelihood of completing basic school education programme and are much less probable to finish junior secondary school education programme. In these conflict-affected countries, girls face even greater challenges; they are over two million times more probable of not being in basic learning schools and slightly more than ninety percent of them are not able to join high school, as highlighted by the Education Cannot Wait emergencies fund (Relief Web, 2017). Mararo (2020) stated that the barriers to girls' education in crisis-affected areas of Kenya, specifically Turkana region, and urban refugee girls in Eastleigh, Nairobi are challenges such as violence, poverty, cultural beliefs and limited resources.

A study by Lokaale et al. (2019) purposed to check conditions that impair joining of schools by children in conflict susceptible regions of the Sub-County of Turkana East. Using random sampling, students, teachers and head teachers were interviewed. It was found out that even learning institutions were not spared during inter faction conflicts. This adversely disrupted smooth operations in schools, with a majority of schools reporting pupil displacement. The study recommends collaborative efforts between the government, security agencies and the local community to address armed conflicts and establish lasting peace in Turkana East Sub-County. A deeper look at conflict repercussions on education in a different county may generate further understanding of this phenomenon, especially when other factors, which may come to play with regard to pupil enrollment, are put to consideration. Therefore, there is the need for a similar study,

which incorporates such other factors, to be carried out in a different geographical location such as Samburu County. This geographical gap and scope gap (with regard to the variables of study) in relation to the current study would call for inclusion of additional elements for purposes of correlating them with girls' enrollment in Samburu County, considering that the challenges faced by girls may be unique and contextual.

A study by Alfano et al. (2023) investigates the relationship between attacks by terror groups and going to school by children in Kenya. The objective is to assess the degree to which such attacks affect the demand for schooling by parents and children, especially being cognizant of the experienced risks when compared with expected benefits. The target population includes households in Kenya with media access. The study employs a combination of quantitative analysis and a simple structural model to estimate ways in which households' beliefs about risks and returns to education are influenced by media and terrorist attacks (Alfano & Görlach, 2023). This study does not directly address the rural context or the specific barriers and challenges faced by girls in rural areas when it comes to school enrollment. The current study fills this gap by investigating particular factors, which influence enrollment of girls in public primary schools in the rural area of Samburu County in Kenya.

Ochube (2022) has conducted a study that focuses on how conflict - caused calamities experienced by families in farming and herding regions of Agatu in Nigeria interfere with their children's schooling process. The target population includes schools, teachers and students in the affected area. The study examines factors such as decreased enrollment, absenteeism, infrastructure destruction as well as prolonged school closure resulting from the conflict crises. The study missed on the aspect of gender dimension of enrollment that could have provided a platform for a comparison on ways in which the conflict - caused calamities impact on girls and boys.

Furthermore, a study by Wangare (2021) carried out an appraisal of ways in which inter-faction conflict correlate with children's schooling at the primary school level. The outcome highlighted the finding that factional conflicts were driven by various factors such as resource competition, favoritism, discrimination, tribal animosity, historical land injustices as well as biased resource allocation. Animosity interfered with the activities of learning, leading to despair among the people; this in turn led to school closures, absenteeism and low enrollment levels as well as low attendance levels in schools. However, this study should have taken into consideration the gender dimension and should have focused on the specific factors influencing girls' enrollment in school.

A study conducted by Rutandaro et al. (2022) focused on understanding the grounds behind towering drop out numbers among girls in three South Sudanese counties. The target population of the study included women and girls facing challenges in accessing and completing their education. The research employed a qualitative approach, examining factors such as early or forced marriage, abductions and gender norms, lack of infrastructure, travel distance, insecurity, floods, food insecurity as well as household responsibilities (Rutandaro et al., 2022). The study elucidated on the negative effect that these factors have on education and schooling process, leading to the observed massive school dropout rates. The current study will further on the findings of this study by including the specific contextual factors and challenges, which are unique to Samburu County, which may have impact on the girls' enrollment to public primary schools, as well as the potential role of cultural norms and practices, which are specific to the region.

A study by Essadi (2021) contributes to the academia by providing insights into the influence of conflict on the education system and thus proposing e learning as a potential solution in the post-conflict context. The study focuses on the problem of conflicts and

vandalised assets on education in secondary schools in Libya and explores how e-learning systems might be able to address the challenges during the post-conflict recovery period. The target population for this study included key education stakeholders. The probe used resource persons and employed semi-structured interviews to gather data. The factors examined include inadequate financial resources, damaged infrastructure, poor security, and the loss of personal assets and lives. The research focuses on secondary education only: it does not pay any attention to primary education in Libya, which in essence feeds the secondary school level education. There is, therefore, need for a study, which will delve into the issue of primary school education, and further on other aspects that are handicapping schooling, particularly focusing on girls: the current study is geared towards filling this gap.

A qualitative study carried out by Mwiruki (2021) probed ways in which management of conflict situations affected schooling in Ilala, Tanzania. It identified the causes of conflicts, challenges faced by school management agents as well as the common conflict management strategies. The study recommended orientation of leaders on leadership skills to be able to tackle conflict issues in and out of school precincts. The study posited that institutionalizing and mainstreaming conflict handling processes would minimise its after-effects (Mwiruki, 2021). However, as much as this study addressed dissension management in school, there is a gap in bringing on board other dynamics that may aid broader correlation of variables. It is notable that the study provides insights into the challenges faced by school managements; such insights can be considered as contextual factors that may indirectly affect girls' enrollment. The current study will delve into these factors in a deeper and a broader manner.

Worthy to be noted is the study by Kiprof-Marakis et al. (2019) that delved into understanding ways in which inter - communal discord disturbed the school learning

programmes, taking a portion of students in the secondary school institutions in Tiaty, Baringo County, Kenya. The study operated on informant method design to collect data through questionnaires and interviews. It focuses on factors such as ethnic conflicts, students' absenteeism and dropout rates as well as the accessibility of schools. This study focused on secondary school education, without considering primary education in the area where it was carried out; it also had specific emphasis on ethnic conflicts, viewing them as the main factor influencing students' participation. However, this may differ from the factors affecting participation in rural primary schools in other regions, such as the Samburu County.

Arooje and Burrige (2020) carried out a study that provides an explanation of the schooling systems in Afghanistan, focusing on the hindrances confronting girls in schooling, especially so owing to conflict. The target population includes students and educators in Afghanistan. The study utilises a descriptive approach and does not specify the type of sampling method used. The factors focused on include socio-cultural conflicts, attacks on schools as well as traditional habits inhibiting girls' education. There are research gaps concerning the specific focus on rural public primary schools and a limited exploration of factors directly influencing girls' enrollment in these schools, including community dynamics, cultural norms, and unique challenges in rural areas. The current study deems to address these gaps.

Onyango (2020) did a study that aimed to probe the problem of conflict within the school and its upshot on performance in schools in Kenyenyia, Kisii County, Kenya. Principals, students and teachers provided the information needed for the study. The conflicts were found to have a negative impact on academic performance, especially when learning resources such as desks and books were damaged. Since this study focused on within -

the - school conflicts, research that would look at inter-group conflict could provide a comparative view.

Research by Salmon-Letelier (2019) focuses on exploring how schools, specifically Federal Unity Colleges (FUCs) in Nigeria, contribute to inter-group relations, tolerance levels as well as national identities among students. The study utilises a mixed methods longitudinal approach and includes surveys, interviews, observations and analysis of curriculum and policy documents. The findings highlight the need for schools to go beyond maintaining an illusion of unity and instead actively reshape inter - group relations, particularly in areas of conflict, by providing a different perspective on conflict, identities and relationships among students. While the location of this study and its scope are in Nigeria, the current study pertains to delving into some of the variables it espouses in Samburu County, Kenya. Thus, the geographical and contextual gap between the two study locations will be addressed by the current study.

A study by Valente et al. (2022) examined the causes of conflicts in schools, specifically focusing on conflicts that arose from interpersonal relationships within the school. The target population is teachers who undertake critical tasks in managing conflicts in schools. The study emphasises the importance of teachers' skills in conflict management and highlights the need for the development of these skills during teachers' initial training. The breadth of the inquest is the school setting, particularly the classroom, where conflicts occur and can potentially mess up with the pedagogical processes as well as interfere with the running of the school. The intent of the conflict management probe is to grasp the causes and skills required to manage conflicts in the classroom (Valente et al., 2022). Thus, this study does not look at conflicts outside the classroom and outside the classroom setting, which impede the schooling process. It also fails to address the issue of the impact of the conflicts on girl – child schooling. The current study addresses

these gaps by exploring conflict outside the school and other factors, which are specific to girls' enrollment in rural areas, such as socio-cultural barriers, access to education, and gender-based discrimination.

There are several research gaps in understanding ways group conflict relates with girls schooling prospects in primary schools. Firstly, there is a marked lack of specific examination of barriers faced by girls in accessing education during conflict, including factors such as cultural norms, socioeconomic influences as well as the quality of education. Secondly, the studies reviewed often focus on conflicts in secondary schools or other contexts rather than specifically addressing factors related to girls' enrollment in basic learning schools. Additionally, there is need for more and comprehensive data, as well as analysis on the factors influencing girls' enrollment in specific geographical locations, such as Samburu County in Kenya. Overall, the research gaps point to the need for a more nuanced understanding of the challenges faced by girls in conflict - affected areas and the specific factors that hinder their access to education.

In conclusion, while there is wide interest on the part of academicians to probe the connection of inter - group conflict and enlistment of girls in the primary school, there are several gaps that require to be addressed. These include a marked lack of focus on the gender dimension, limited exploration of socioeconomic and cultural influences, as well as the need for context-specific analysis. Future studies should strive to fill these gaps by examining the unique challenges faced by girls in conflict-affected areas, identifying specific barriers to their enrollment, as well as proposing targeted interventions to promote girls' access to school education. Such research is crucial for developing effective strategies that can help to mitigate the negative impact of inter - group conflict on girls' education and improve their prospects for the future.

### **2.3.5 Relationship between Socio-cultural Factors and Enrollment of Girls in School**

Girls' participation in primary school learning in rural localities in many countries remains low due to various socio-cultural practices. Several studies have been carried out in a bid to examine the socio-cultural conditions, which dictate the enrollment of girls in primary schools.

The UNICEF Education Strategy 2019-2030 prioritises girls' education as a key component of its mission to offer equitable and inclusive opportunities for all children. The document highlights the fact that girls face unique challenges in accessing education, which include gender discrimination, poverty as well as harmful cultural practices. It also acknowledges the fact that education for girls has a life-changing impact, not only on their personal lives but also on the development of their society as a whole. The strategy outlines various interventions and approaches aimed at improving girls' education, such as promoting gender-responsive teaching and learning strategies, strengthening policies and legislation, engaging communities and families and supporting girls' transition from primary to secondary school education. Cornelius-Ukpepi et al., (2019) verified that socio-cultural situations regulate achievement of children. Socio-cultural factors are a people's habits, moral values and convictions that help them to operate as a communal unit.

One study by Mungai (2021) identified socio-cultural factors that were hindrances to girls' educational and career aspirations. These factors include child marriage, female genital cutting, and violence against the female lot as well as negative perceptions regarding their abilities. The study suggests that education interventions should focus on challenging harmful cultural practices as well as changing the perceptions of girls' abilities and potential through community sensitization programs. Involving parents and the community in efforts to promote girls' education is also important, and programs that

empower girls and their families, such as mentorship programs, can be an effective tool in this endeavour. The findings and recommendations are relevant to understanding the negative impact of detrimental customary activities on girls' education and the need for community-based interventions to promote girls' education.

The picked-out populace for the inquiry by Mungai (2021) were girls in government - run high schools in Samburu County, leaving out the primary schools. To cover this gap, the earmark for the proposed inquiry will be about girls' enrollment in upcountry primary schools in the same county. Therefore, the difference in the age group and educational level of the target population may lead to different findings and conclusions. It would be fitting the study to triangulate by using both the quantitative and the qualitative methodology as the use of interview schedules may provide circumstantial details about the hindrances to girls' schooling that may otherwise not be obtained through questionnaires on their own. Another gap is the use of convenience sampling to select a sample of 132 girls, which may encourage bias (Mungai, 2021). The use of probability sampling, instead, could ensure that the sample represents the entire population of girls in interior primary schools in Samburu County and minimise sampling bias, which could lead to inaccurate conclusions.

These differences in the target population, type of research and type of sampling method may result in different findings and conclusions regarding the socio-cultural forces regulating schooling of girls' primary schools in Samburu County, Kenya. Therefore, this study can provide new insights and perspectives on the link between socio-cultural circumstances and girls' enrollment and education in primary schools in Samburu County. In addition, it can contribute to the existing literature and build on the available certitude on the matter.

Mughal et al. (2020) carried out an inquiry on the link between premature marriage and situations of schooling for girls in Muzaffargarh, India. Fifty middle-aged young women who were married were interrogated. Ninety-four percent of them were not for child marriage and bemoaned the way they ended up in that condition. Ninety-two percent affirmed that getting into such situations at an early age becomes detrimental to their health as well as future prospects; it also cuts short their aspirations for continuing in schooling. Ninety-two percent also lamented that the destitute conditions in their families force them to take part in per-marital affairs that eventually put them in awkward early marriage positions. Correspondingly, twenty-four percent got into marital union because of pregnancy while in school. As much as this inquiry is useful in looking at early marriage vis-a-vis schooling, it focused on the entire Muzaffargarh District which encompassed both town (urban) and rural setups (Mughal et al., 2020).

Thus, the cultural contexts of these two geographical and social locales may have different cultural determinants as the factors affecting girl child school enrollment. Thus, a study focusing entirely on rural public primary schools may provide another angle to factors. The current study deems to address this concern. Additionally, the study by Mughal et al. (2020) only examines the perspective of married girls aged 15 to 30, which may not be representative of the broader population of the girls in the community. Therefore, there is a need for further research on more upsets to girls' education in rural public primary schools, particularly in Samburu County, specifically targeting head teachers and female teachers as informants so that objective data can be obtained. A mixed methods approach using questionnaires and interview schedules could provide more detailed authentication of circumstances, which impair girl child schooling. Such research could inform the development of interventions and policies to promote girls' education and for preventing early marriage.

Toroitich and Mureithi (2019) concurs with Mughal et al. (2020) in that marriage of children is inimical to girls' schooling because it will inhibit their prospects for education and relegate them to house work. As housewives, young women's anticipation of depending on themselves is cut off. Moreover, Andiema (2021) verified how many of the traditions in West Pokot upset girl child education. Getting cues from one hundred and twenty teachers and twelve heads, the inquiry attested to the fact that several of the conditions in the locality dictated the position of girls' schooling. Premature marriages, female genital cutting as well as widow bequests beset girl-child education.

While the study by Andiema (2021) focuses on West Pokot County, there are likely to be differences in cultural practices and their effects on girl child schooling in Samburu County. Additionally, it focused on a limited number of cultural factors that affect girl child education and may not account for other factors such as perceptions about the value of educating girls or nomadic mobility, which may also be important factors, which affect girls' enrollment and academic success in rural public primary schools in Samburu County. Furthermore, the study above did not focus on the perspectives of female teachers, who may have had unique insights into the challenges faced by girls both within and without the school. By targeting the female teacher category, a more comprehensive understanding of the cultural factors, which bedevil girl child schooling in rural primary schools in Samburu County, can be obtained.

Female Genital Mutilation has also been cited as another factor that troubles girls with regard to continuing in school because of the complications and trauma that it brings with it. Either, girls feel that they are now ripe for marriage and therefore join the lot of the married women, or they feel traumatised and avoid the school all together (Toroitich & Mureithi, 2019).

In a study carried out by Magige (2020) in Migori County on the problems of female genital cutting on girls' schooling, it was found that FGM affects girls' engagement in schooling as well as their rate of school dropout. FGM and girls' school absences are related in Kuria West Sub-County, Migori County in Kenya. The research also showed that girls who participate in FGM often lack access to basic education, which results in unequal access to opportunities for women as compared to men. There are several gaps in the study conducted by Magige (2020) on the detriments of FGM on girls' schooling in Migori. While the inquest dwelt on the negativity of FGM on girls' engagement in schooling and the school dropout rates, it failed to address other factors that could also affect girls' enrollment in rural public primary schools, such as societal factors, which also have effect on girls' enrollment in rural public primary schools. Additionally, Magige (2020) did not explore the perspectives of head teachers and female teachers, who when targeted, can broaden the view on the impediments to the girl child education. Therefore, a research that will contribute to the filling these gaps by examining the effects of the practices that are in congruent to schooling, with a specific focus on teachers in rural schools can be more insightful. The current study deems to carry out this examination.

Descriptive research was conducted by Gitau et al. (2021), which focused on identifying the barriers to taking part in secondary educations in Tana River County, Kenya, with a specific emphasis on customs, home situation as well as the school dynamics. The research used a qualitative and quantitative data collection technique. It was highlighted that traditions and work done by children at home disproportionately affected girls, while students' home background, particularly insecurity, posed significant obstacles to the participation of girls in secondary school learning. The study recommends implementing the 100% transition program, enforcing policies, prioritizing security, providing

alternative livelihood sources as well as addressing the issue of child labor. The gaps in this study include a focus on secondary schools without consideration for primary schools, the study covering a specific, limited geographical location (Tana River County), and laying the emphasis on education access and retention, without due consideration to enrollment rates in the schools.

Additionally, the study does not specifically address gender-related factors, which influence enrollment of girls in rural primary schools. The current study addresses these gaps by focusing on girls' schooling issues in a different location, that is, Samburu County, in terms of enrollment into primary school learning and laying emphasis on socio-cultural and economic factors which affect girl – child enrollment in primary schools.

In the same manner, Jochim et al. (2021) discussed the blockades to the enlistment of girls in schools, particularly in the context of girls' pregnancies in Eastern Cape, South Africa. The study posits that learner pregnancy is a significant factor that contributes to the dropout of girls from school, particularly in the low-income and the rural areas where sex education and maternal services' provision is limited. The study identified several factors that contribute to school dropout during pregnancy, including poverty, lack of family support as well as limited availability of health information. The study also noted that girls from disadvantaged backgrounds are particularly vulnerable to being pushed out from school by cause of pregnancy, as they often do not have resources and support systems necessary to continue with their education. Furthermore, the study outlines the necessity of addressing the norms and the customary beliefs that contribute to stigma and discrimination against pregnant girls. The researchers argue that addressing these factors is critical to promoting the enrollment and retention of girls in school, particularly in contexts where early and unintended pregnancy is a prevalent occurrence.

Per contra to the findings by Jochim et al. (2021), the study centered on learner pregnancy as the core contributor to the dropout of girls from school, without considering other factors that could affect girls' enrollment, such as cultural beliefs, household wealth, and lack of access to education. Likewise, the study was conducted in the urban area of South Africa's Eastern Cape, which could be a different cultural context compared to the rural setting. A study that would focus on exploring other conditions that intensify the meagre enlistment of girl - child in the in interior primary schools could provide insights into the specific cultural beliefs and practices that affect girls' enrollment in rural public primary schools. An inquiry by Ozowuba (2021) in Nigeria appraised the role of culture and religion in relation to meagre entry of girls in school. It was attested that religion played a major role as it blended with culture to inhibit girls from attending school.

Adanna (2020) verified this assertion in the research done among rural communities in Ebonyi, Nigeria where it was noted that socio-cultural matters beset the enrollment and retention of female children in school. The target population included female pupils in primary schools within the specified grade range. The study's delving was on various socio-cultural factors such as farming and fishing lifestyles, early marriages, misconceptions about female education, polygamy, preference for male children, being disinterest in conventional learning, household tasks, female genital mutilation as well as destitution. Adanna (2020) found out that lack of interest on the part of the girls affected their school attendance due to negative perception created at home about school and preference for boys as future breadwinners. This study provided a broad overview of socio-cultural affairs besetting enrollment of girls in school; however, the study was limited to socio-cultural issues only. Hence, a study that could incorporate broader views of other factors such as economic and ecological factors will give a comparative view.

This gap will be addressed by the current study through consideration of socio-cultural, economic and cultural factors, as well as gender and security issues in investigation of girl – child enrollment in public primary schooling.

Njoroge (2021) corroborated this study’s findings and conclusions by asserting that hiccups brought about by socio-cultural conditions impair attendance of school by girls in the sub-county of Murang’a South, Murang’a County, Kenya. The factors focused on by this study-included parents’ attitude towards homework, initiation rites of passage, teenage dating, and the impact of these factors on absenteeism, emotional well-being, substance abuse as well as violence. The study found out those girls from settled agricultural areas also faced challenges in attending school. This study was carried out in a sedentary community, which practiced crop farming and zero grazing of animals. A study focusing on nomadic pastoralist areas, such as the current study which will be conducted in Samburu County, can offer a different perspective on issues affecting the girl - child with regard to participation in school education.

Synchronously, Ossai et al. (2020), in the inquiry carried out in the urban part of Nsukka, Nigeria, discovered that traditional beliefs tended to upend school enrollment. The target population included upper basic class II pupils. The findings of this research revealed that traditional beliefs and supportive guardians significantly influenced school enrollment; the study highlighted the importance of addressing these factors to improve school enrollment rates. The study’s scope was focused on Nsukka urban area in Enugu State, Nigeria. The study mentioned above focuses on traditional beliefs and supportive guardians’ inducements of school enrollment in an urban area, which may not directly address the contextual situations in rural areas, more so in nomadic pastoralist settings. The current study addresses this gap due to its location in Samburu County, a rural area where the community lifestyle is nomadic pastoralism.

Ndile (2022) investigated on the socio-cultural conditions, which dictated finishing school in Morogoro, Tanzania. The target population were form four students, teachers and parents. The study found that factors such as parental investment, household work, preference for educating boys, and lack of basic needs as well as traditional initiation rites negatively affected girls' school attendance as well as academic performance. The study provided insights into the socio-cultural factors affecting finishing of secondary level schooling; however, determining of the unique contextual factors that affect the enrollment in primary schools warrants further investigation.

Mwikya and Cheloti (2019) checked on the ways cultural concerns modulated movements of learners from basic to high schools in the sub-county of Machakos, Kenya, where the transition rate from primary school to secondary school was lower than the national average. Teenage pregnancies and marriages, as well as child work, were found to trouble progression, leading to recommendations for measures such as ensuring 100% transition, monitoring children's performance, preventing child labor and gender discrimination, together with making the transition compulsory. There is a research gap in the study above regarding circumstances besieging girls' schooling in primary schools, which are not explicitly mentioned. However, it would be important to investigate specific socio-cultural factors that specifically affect girls' enrollment, such as gender norms, parental attitudes as well as cultural practices, in order to gain a comprehensive understanding of the issue. The current study deems to address this gap by addressing socio-cultural and economic factors, which impede girl – child enrollment to primary school learning in Samburu County.

Sharif et al. (2021) carried out a study that examined the socio-cultural factors contributing to the wastage of schoolchildren in primary level learning in the sub-county of Keiyo South, Kenya, despite the provision of free education. The findings highlighted

poverty as the main cause of wastage and emphasised the importance of proactive implementation of policies, such as universal free primary education and school feeding programs, in order to improve school enrollment and to reduce wastage. The provided abstract does not specifically address the research gaps related to conditions racking girls' participation in rural primary schools. However, potential research gaps could include the lack of a specific focus on gender-related socio-cultural factors and the need to explore the circumstantial matters inhibiting girls schooling in rural areas. These gaps are addressed by the current study, which looks at the relationship between identified socio-cultural and economic factors, which impede girl – child enrollment in primary schools in Samburu County.

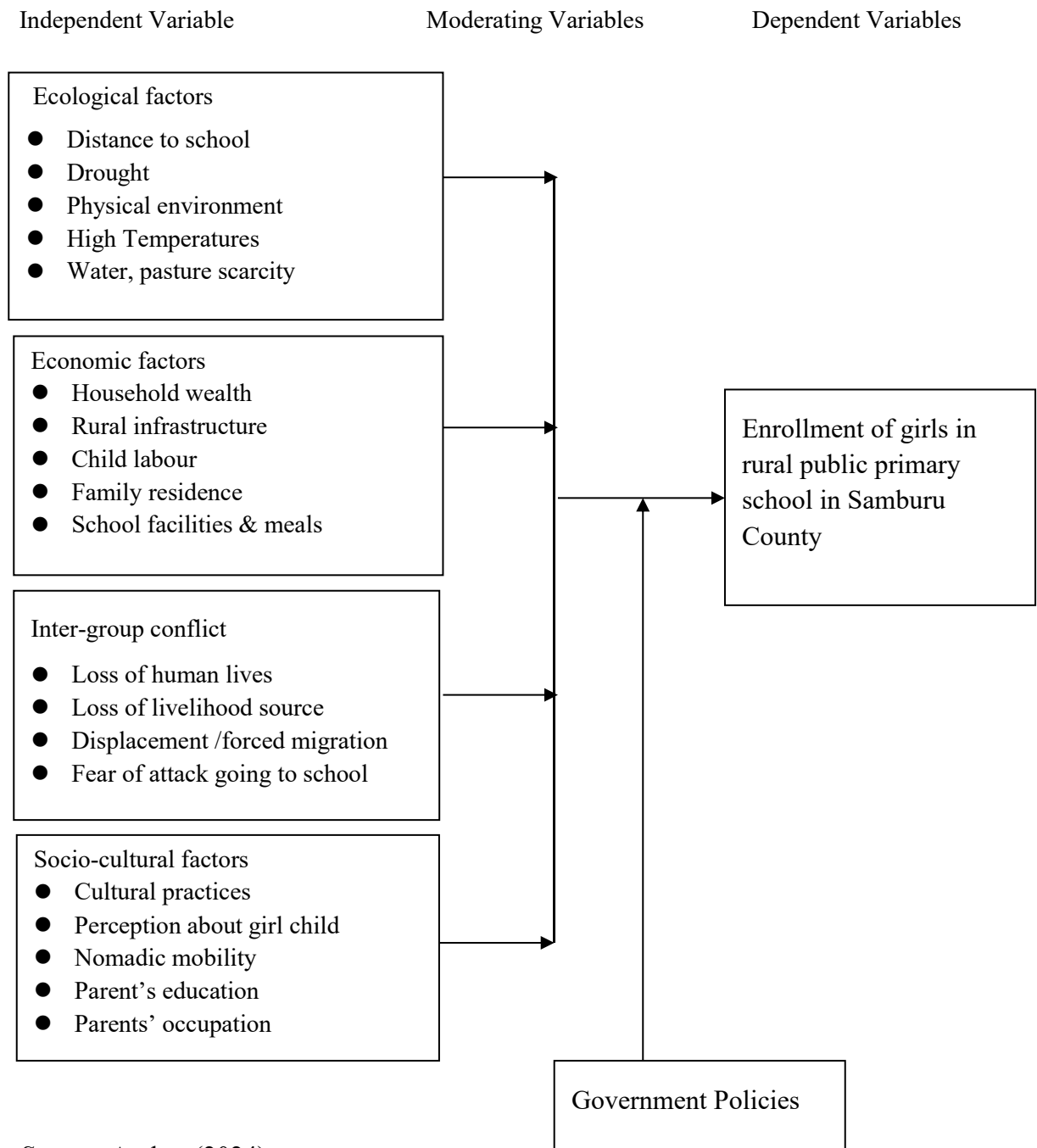
Mulenga (2019) verified issues preventing increase of girls with physical incapacity in school in the district of Luangwa in Zambia, through a study in which a descriptive survey technique was used, with purposive sampling for district officials and random sampling for other respondents being implemented. The study identifies school-based factors (qualified teachers, curriculum, safety), socio-cultural factors (attitudes, acceptance, discrimination), as well as socio-economic factors (parental education, income, poverty) that influence enrollment. This study embraced a broad range of factors, which could influence enrollment of learners in school. The replication of some of the areas of its investigation such as socio-cultural and socio-economic factors and the effect they have on enrollment is necessary, especially so in a rural setting with unique characteristics such as nomadic pastoralism, as is the case with Samburu County, where the current study will be located.

## **2.4 Conceptual Framework**

The connection between the variables is depicted diagrammatically in Figure 1. The illustration arrays the tie-in between ecological, economic, inter-group conflict, and socio-cultural factors and enrollment of girls in rural public primary schools in Samburu County, Kenya. The moderating variable could be government policies on education regarding their effectiveness in supporting girls' school enrollment in Samburu County. This was addressed by including questions that could limit its effect.

**Figure 1**

*Conceptual Framework*



Source: Author (2024)

**2.5 Research Gaps**

There are several gaps, which have been identified from the literature reviewed above. As much as the reviewed studies touched on all the four variables of our study, non-examined them together as this study envisages to do. Additionally, the studies focused

on distance to school while in this study, ecological factors have been operationalized to include drought, physical environment, temperature levels, and water and pasture.

The studies also omitted rural infrastructure and family residence in their tackle of girl child school enrollment studies. Most dwelt with school facilities and child labour. They also defined household wealth to mean monetary income, while in this study, it has been taken to mean livestock numbers since the main measure of wealth among the rural nomadic pastoralists in Samburu County is livestock. The studies also focused on enrollment either in the whole of Samburu County or on public primary schools. Our study looked at rural public primary schools.

On inter-group conflict, the reviewed studies looked at it wholesomely but this study picked specific factors which include loss of human lives, loss of livelihood sources, displacements or forced migrations, fear of attack when going to school, and learning disruptions. Moreover, the reviewed studies focused more on FGM and preference for the boy child. This study looped in other factors like nomadic mobility. Similarly, there are specific aspects that were not be covered in the studies. These include government influence in rural set-ups, age-set graduation, family residence and loss of grazing lands, among others. Furthermore, the studies' target groups were mostly parents, learners and teachers in general, while this study targeted female teachers and head teachers in rural public primary schools in Samburu County.

The reviewed studies also, mostly, put to use probability sampling, while this study used the census method to sample out female teachers in rural public primary schools in Samburu County.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

The present segment expounds the methodology to be employed during the study. It explains the research design, the location of the study, the target population, the sampling procedure, the instrumentation, and piloting of the research instruments, the validation and reliability of the instrument, data collection and analysis as well as ethical diligence observed in the research.

#### **3.2 Research Design**

Research design is the way the researcher goes about in carrying out the research which he/she has conceived (Kothari & Guarav, 2016). It is a model or a blueprint of the way in which the researcher intends to conduct the research in order to meet the research objectives he/she has envisaged. The design for this study is descriptive correlational research, which is aimed at describing relationships between independent and dependent variables. The researcher chose this design because of the potential to relate specific selected factors with girls' school enrollment. Survey method was applied for collection of data by use of questionnaires and interview schedules, which are designed in such a way as to elicit from the respondents the kind of information, which leads to an accurate evaluation of the objectives, which the researcher has envisaged.

#### **3.3 Location of Study**

The investigation, which constitutes the current research, was based in rural public primary schools in Samburu County, Kenya. About seventy-five percent of the County is ASAL while 25% is highland. The County sits on a geographical area of 21,000 kilometers squared. According to Kenya National Bureau of Statistics (2019), the human

population of Samburu County is 310,327. The researcher selected Samburu County for this research due to the lean enrollment levels of girls in rural public primary schools compared to that of boys. Secondly, familiarity of the location was a factor in order to avoid areas that may require many financial resources.

### **3.4 Population of the Study**

The target population for this study was the 136 female teachers and the 135 head teachers in rural public primary schools in Samburu County, Kenya. The female teachers were chosen to participate in the study because they identify closely with girl child issues and are cognizant of gender issue in the community. Since the head teachers are the head of the institutions, it was seen fit to have them participate in qualitative interviews. Table 4 below shows the number of schools and female teachers.

**Table 4**

*Target Population*

Sub County	Number of Schools	Number of H/Teachers	No. of female Teachers
Samburu Central	58	58	98
Samburu East	44	44	27
Samburu North	33	33	11
Total	135	135	136

### **3.5 Sampling Procedures and Sample Size**

Sampling is the exercise of picking out the entities who will take part in a study (Mugo, 2023). These entities are picked from the population of study by application of sampling procedures, which are appropriate to the design of the study. The sampling procedures and sample size for the research was as follows:

### **3.5.1 Sampling Procedures**

The study targeted female teachers in all the rural public primary schools in Samburu County, Kenya. In addition, some head teachers in selected schools were interviewed. The researcher sampled all 136 of the female teachers in the rural public primary schools in the County using the census technique. However, 10% (14 teachers) was reserved for piloting leaving 122 for the final survey. Census technique is the best sampling technique because it covers all subjects and facilitate generalization (Mugo, 2023). This technique comes in handy in the case where the population of the study is not large; this was the case with female teachers in rural primary schools in Samburu County, who constituted one of the two segments of the population of this study. Purposive sampling technique was used to select 27 head teachers for interview schedule. Purposive sampling entails picking of respondents from the population of study by the researcher, who can best deliver the kind of information the researcher requires for the study (Mugo, 2023; Kothari & Guarav, 2016). In this case, head teachers who stayed for a considerable time in the community and who had experience in dealing with education issues were selected.

### **3.5.2 Sample Size**

The total sample size was 163 (136 female teachers and 27 head teachers). An Interview Schedule was used for the 27 of the head teachers. It is a guidepost that qualitative inquest requires a minimum sample size of between 9-17 interviewees to reach data saturation (Hennick & Kaiser, 2021). This means the number of interviewees required to give independent responses before the data starts to repeat itself. To capture adequately representative data, the researcher settled for a sample of 27, that is 9 per sub-county.

This was seen to be satisfactory for the qualitative analysis and for being representative of the population segment of the head teachers, as shown in Table 5 below.

**Table 5**

*Sample Size for Female Teachers and Head Teachers*

Area	Number of schools	Sample size for head teachers	Sample size of female teachers
Samburu Central	58	9	98
Samburu East	44	9	27
Samburu North	33	9	11
Total	135	27	136

Ten percent of the teachers that is 14 female teachers and 3 head teachers were engaged for piloting purposes, leaving 122 female teachers and 24 head teachers for the final survey.

### **3.6 Instrumentation**

This research study used questionnaires to collect data from female teachers and interview schedules for head teachers. The questionnaires had close-ended items; it was also divided into two sections. The items in the questionnaire were structured and based on the research objectives envisaged by the researcher. Section 1 contained questions that collected demographic data such as age. The second section comprised of four parts (Parts A to D), that elicited information on the study objectives. The questionnaires sought information on the relationship between ecological, economic, inter-group conflict and socio-cultural situations and the enrollment of girls in rural public primary schools in Samburu County. The questionnaires used four-degree Likert-type items in order avoid neutral responses. The scale levels then were Strongly Agree, Agree, Disagree, and Strongly Disagree. The number of questions varied according to the variable being investigated since some variables are wider than others are. There were

items on the dependent and independent variables. Secondly, the study used Interview Schedule for head teachers, as this aided soliciting of in-depth information and clarifying the answers, which the respondents gave.

### **3.6.1 Pilot Study**

Ten percent of the sample was appropriated for piloting. The questionnaire was dispensed on 14 female teachers, and the interview schedule was apportioned to 3 head teachers. The piloted respondents were selected using simple random sampling technique from the sampling frames. The piloted instruments were modified by removing ambiguous items. Piloting was done to guarantee that the tools were reliable and to ensure that the items did not attract different responses every time they were administered to the same respondents under the same condition.

### **3.6.2 Validity of the Instruments**

The validity of an instrument is the appropriateness of a tool in measuring what it intends to measure (Haradhan, 2020). Thus, the tools used to take measurements of the various aspects of the dependent and the independent variables in this study exhibited validity by availing accurate information regarding those aspects as they pertain to the population of study. The tools were subjected to face content and construct validity. Face validity entails the way in which the instrument looks at face value. The researcher gave the tools to supervisors and to peers to assess them for their readability, presentation, style consistency and formatting, as well as the clarity of language. Content validity relates to the way in which the items in the instrument measure or reflect the actual content area under study. In this regard, the researcher carried out a comprehensive literature review to decipher the essential information about the study variables and indicators. Further to this, the researcher also carried out a thorough evaluation of the instruments in order to ensure that they included all the items that were vital, and removed unnecessary items.

Experts in the study area, who included the supervisors, evaluated the validity aspect of the instruments in totality. Construct validity of the instruments was ascertained by proper operationalization of the variables of this study as envisaged by the researcher to measure what the study intended to measure. To ensure the validity of the interview schedules, experts, peers as well as the supervisors were engaged to check whether the items were comprehensively taken care of in relation to the variables and indicators of the study (Mohanlal Sukhadia University, 2020).

### **3.6.3 Reliability of the Instruments**

Reliability entails the way in which the tools to be used in research are consistent in generating the same responses when administered many times (Colorado State University, 2023). Cronbach's Alpha ( $\alpha$ ) test was used to measure internal reliability of the tools. Internal consistency is the extent to which the items in the instrument measure the same concept or construct. Therefore, it is the inter-relatedness of the items. The test was computed through Statistical Package for Social Science (SPSS). A reliability coefficient of 0.8 level was arrived at and was deemed acceptable as a rule of thumb of internal reliability). Reliability test is a correlation of test with itself. Reliability coefficient of 0.8 gives an error variance of 0.36. That is,  $0.80 \times 0.80 = 0.64$ . So  $1.0 - 0.64 = 0.36$  (Bryman & Emma, 2007; Colorado State University, 2023). Further, in ensuring the reliability of the interview schedule, the researcher collected and compared the views of research assistants who were not involved in the piloting process to see whether their responses corresponded to the indicators of the study (Colorado State University, 2023).

### **3.7 Data Collection Procedure**

The researcher obtained introduction letter from the Kabarak University Scientific and Ethics Review Committee and research permit from the National Council for Science,

Technology and Innovation. Further, assent was obtained from the County Director of Education, Samburu County, to discharge the exercise in the County. Head teachers were also requested to allow the instruments of this study to be administered in their respective institutions. Research assistants were trained on how to administer the instruments to the respondents.

### **3.8 Data Analysis and Presentation**

Data analysis is the process of getting sense out of the data obtained using the instruments; it entails arranging, tallying, coding and tabulating the data which the instruments have availed (Orodho, 2009; Urban Institute, 2023). In this study, quantitative data was analysed using Statistical Package for Social Science (SPSS) version 29.0. Percentages were computed and Pearson Correlation analysis was done. This helped in examining existence, the direction, and the degree of the relationship between selected factors and the enrollment of girls in rural public primary schools in Samburu County, Kenya. Analysis of Variance (ANOVA) test was extracted and this aided testing for significance. Data was presented textually and in tabular form.

**Table 6***Statistical Analysis of Variables*

Objective	Independent Variable	Dependent Variable	Statistics
Relationship between ecological factors and girls' primary school enrollment	Ecological factors	Enrollment of girls in rural public primary schools	Percentages, Pearson correlation coefficients, ANOVA, and regression coefficients
Relationship between economic factors and girls' primary school enrollment	Economic factors	Enrollment of girls in rural public primary schools	Percentages, Pearson correlation coefficients, ANOVA, and regression coefficients
Relationship between inter-group conflict and girls' primary school enrolment	Inter-group conflict factors	Enrollment of girls in rural public primary schools	percentages, Pearson correlation coefficients, ANOVA, and regression coefficients
Relationship between socio-cultural factors and girls' primary school enrolment	Socio-cultural factors	Enrollment of girls in rural public primary schools	Percentages, Pearson correlation, ANOVA, and regression coefficients

**3.9 Ethical Considerations**

Research ethics considers the merits, quality, and integrity of data. To ensure this, several measures were undertaken. The data was subjected to plagiarism test, which ensured its originality. In conducting and reporting the research findings, utmost level of respect to the rights of the respondents was adhered to. Integrity and truthfulness was also observed. Permission to undertake the research was obtained as is required by law. Research permit was obtained from the National Council for Science, Technology and Innovation, while research authorization was obtained from the County Director of Education, Samburu County. Informed consent was obtained from the participants by

informing them about the purpose of the research, the potential risks, asking them for participation consent and giving them assurance of adherence to the concerns, they raised. Anonymity of the respondents' identities was maintained during reporting of findings. The respondents were assured of confidentiality on information solicited from them as stated in Arifin (2018); this is a necessary aspect with regard to confidentiality in the research process.

The researcher envisaged that there could be potential risks such as the feeling, on the part of the respondents, of being used, as they dislike pictures; wastage of their time; safety in conflict prone areas; fatigue due to lengthy interviewing process. As a result, the researcher endeavored to buffer the participants against such risks by giving them the assurance that no pictures were to be taken and that exercise was not be for any commercial purposes. Similarly, the interviews were undertaken at the most convenient time for the participants; the researcher assessed the situations to find safe areas in which the interviews were conducted. The interviews were also paced in order to counter fatigue situations; the respondents were also informed of the possibility that the research outcome might be beneficial in promoting girl child education.

To ensure data completeness and integrity, the researcher checked the instruments for completeness and trained the data collection team; piloted the instruments; gotten regular feedback from data collectors; as well as carried out quality checks on the instruments. With regard to data management, the confidentiality of the participants was maintained by refraining from divulging their names and backgrounds. The researcher stored the data and he will give access to the university when needed. The data will be discarded after 5 years through burning of the hard copies and deletion of soft copies.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

#### **4.1 Introduction**

In this chapter, data collected is presented, analysed and the outcome of the analysis is discussed. The section further indicates the implications that have been made from the findings. The data findings are summarised and interpreted in this chapter using tables and figures. The results are further contrasted with those of other comparable studies conducted in different locations. This chapter presents the results of the data collected through the administered questionnaires and interviews; it further discusses the findings of the research.

The researcher began by doing a quantitative analysis on the data collected. Descriptive statistics were used to analyse the five sub-variables under each independent variable i.e., ecological factors, (EF), economic factors (EcF), inter-group conflict factors (IGCF), and socio-cultural factors (SCF), and the results presented in subsequent tables below. The four selected factors were tested for possible relationships with the enrollment of girls in the rural public primary schools in Samburu County. These factors, which constituted the independent variables of the study, include; EF, EcF, IGCF, and SCF. The relationship between the selected factors and the enrollment of girls in rural public primary schools in Samburu County was tested using Pearson's Correlation Coefficient ( $r$ ). The hypotheses of the study were tested at  $\alpha = 0.05$  level of significance.

#### **4.2 Respondents Response Rate**

The study had an anticipated sample size of 122 respondents who were all the female teachers in rural public primary schools in Samburu County. The researcher was able to issue all the 122 questionnaires to the respondents at the time of the research. This was

100% turn out of the respondents; hence, the performance was excellent, at 100%. The data is as shown in the Table 7 below.

**Table 7**

*Respondents Response Rate*

Response Rate	Frequency	Percentage
Response	122	100
Total	122	100

**4.2.1 Demographic Characteristics of the Respondents**

This section presents the demographic characteristics of the respondents in terms of their gender, age, marital status and educational background.

**4.2.2 Distribution of the Respondents by Age**

According to Table 8, 19.7% of the respondents were between 21-25 years of age, 22.1% were between 26-30 years of age, 27.9% were between 31-35 years of age and 30.3% above 35 years of age. From the study it can be inferred that majority (30.3%) of the respondents were above 35 years of age.

**Table 8**

*Distribution of the Respondents by Age*

Age	Frequency	Percentage
21-25	24	19.7
26-30	27	22.1
31-35	34	27.9
Above 35	37	30.3
Total	122	100

**4.3 Presentation and Discussion of Study Findings**

This section discusses the findings of the research, presenting ecological, economic, inter-group conflict, and socio-cultural results both descriptive and inferential.

### 4.3.1 Ecological Factors and Enrollment of Girls in Rural Public Schools in Samburu County, Kenya

The findings begin with presentation of Ecological objective by looking at selected factors related to ecological variable. According to Table 9 below, 16.6% of the respondents disagreed that distance affected enrollment of girls in schools while 83.4% on the other hand alluded that distance was one of the main ecological factors affecting the enrollment.

**Table 9**  
*Distance Relationship with Enrollment of Girls*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
Schools out of reach due to long distances	14.7	85.3
Fatigue due to long distances to school	11.3	88.7
Fear of attack due to long distance to school	23.8	76.2
Average	16.6	83.4

According to Table 10 below, 85.3% (where the majority falls) of the respondents agreed that drought affected enrollment of girls in schools while only 14.7% were of the contrary opinion.

**Table 10**  
*Drought Relationship with Enrollment*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
Prolonged drought affects girls' enrollment	15.6	84.4
Scarcity of food due to drought	13.8	86.2
Average	14.7	85.3

According to Table 11 below, 59.9% of the respondents disagreed that physical environment affected enrollment of girls in schools while 40.1% on the other hand alluded that physical environment was indeed affecting the enrollment.

**Table 11**

*Physical Environment Relationship with Enrollment*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
Rugged terrain	51.6	48.4
Flooding rivers	61.4	38.6
Living in forest	66.8	33.2
Average	59.9	40.1

The respondents who disagreed that high temperatures affected enrollment of girls in schools were 74.6% while those that were of the contrary opinion were 25.4 %. The information is as shown in Table 12 below.

**Table 12**

*High Temperatures*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
High temperatures reduce day movements	69.8	30.2
High temperatures limit stays in class	79.4	20.6
Average	74.6	25.4

According to Table 13 below, 54.2% of the respondents disagreed that water, pasture scarcity affected enrollment of girls in schools while 45.8% on the other hand said that water, and pasture scarcity affected the enrollment of girls in schools.

**Table 13***Water, Pasture Scarcity*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
Lack of water at home	37.6	62.4
Lack of water in school	69.4	30.6
Girls fetch water	49.8	50.2
Girls find fodder for livestock	59.8	40.2
Average	54.2	45.8

Table 14 below shows the summary of ecological factors and how the respondents agreed or disagreed. The selected ecological factors have a relationship with enrollment of girls in rural public primary schools in Samburu County.

**Table 14***Summary of Ecological Factors' Relationship with Enrollment of Girls*

Ecological Factors	% Disagreed	% Agreed
Drought	14.7	85.3
Distance	16.6	83.4
Water, pasture	54.2	45.8
Physical environment	59.9	40.1
High temperatures	74.6	25.4
Average	44	56.0

Among the ecological factors, drought ranks highest with 85.3% of the respondents agreeing that it have a relationship with girls' enrollment in rural public primary schools in Samburu County. This is followed by distance with 83.4%, and high temperatures coming last with 25.4% Firstly, factors related to distance to school emerge as a key concern in both the table and the studies conducted by Singh et al., (2023) in Punjab, Pakistan, and Onyinyechi (2020) in Nigeria. In the table, "Schools out of reach due to long distances" and "Fatigue due to long distances to school" show high levels of

agreement, signifying that the proximity of schools significantly affects girls' enrollment. These results align with the studies, which emphasize the importance of shorter distances in encouraging girls to attend school.

Secondly, drought-related factors, as illustrated by "Prolonged drought affects girls' enrollment" and "Scarcity of food due to drought" in the table, also find resonance in the studies by Bhatti and Awan (2019) and Oser et al. (2023). The high agreement percentages in both the table and the studies underscore the adverse effects of drought on girls' school attendance and the importance of ensuring adequate food resources during such periods.

In contrast, environmental conditions such as rugged terrain, flooding rivers, living in forests, high temperatures reducing day movements, and high temperatures limiting stays in class appear to be perceived as less significant barriers to girls' enrollment. The table indicates higher disagreement percentages for these factors, suggesting that while they may pose challenges, they are not considered as critical as distance and drought. This aligns with the findings of the referenced studies, which prioritise factors like distance and drought as more influential barriers.

Moreover, the issue of water availability is a key point of discussion. "Lack of water at home" and "Lack of water in school" exhibit substantial disagreement percentages in the table, indicating that respondents do not consider these factors as major obstacles to girls' enrollment. This aligns with the findings in the study by Benell (2023) in rural Nigeria. The study underscores the importance of addressing drought and ensuring water availability during drought periods.

Lastly, gender-specific tasks like "Girls fetch water" and "Girls find fodder for livestock" exhibit mixed responses, with similar percentages of agreement and disagreement. This

suggests that perceptions regarding the impact of these tasks on girls' enrollment vary among respondents.

In conclusion, while the table results and the referenced studies converge on the significance of factors related to distance, drought, and water availability in shaping girls' access to education, they also underscore the need for context-specific considerations. Environmental conditions appear to be perceived differently, with respondents in the table not considering them as critical barriers. These findings emphasise the multifaceted nature of girls' enrollment challenges and the importance of tailored interventions that address the specific circumstances of each region.

Test of hypothesis H0<sub>1</sub>

To achieve the objectives of this study, the following null hypotheses, which the study espoused, were tested, and the results of the analysis were presented and interpreted in the tables below:

H0<sub>1</sub> There is no statistically significant relationship of EF on enrollment of girls in Samburu County.

In this section, the respondents were asked to indicate whether EF had some relationship on enrollment of girls in public primary schools in Samburu County (See Table 15).

**Table 15**

*The Test of Hypothesis One (H0<sub>1</sub>)*

Area of Residence	Selected Factor	Enrollment of Girls	Pearson Correlation Coefficient Values	Sig. (2-tailed)
Samburu County	EF		-.429*	.025

\* - Means significant at 5% level

Table 15 above shows the results of the first hypothesis after it was tested:  $H_{01}$  - There is no statistically significant relationship of Ecological Factors (EF) on Enrollment of Girls in Samburu County.

The findings presented in Table 15 shed light on Hypothesis 3 ( $H_{03}$ ), which examines the relationship between ecological factors (EF) and the enrollment of girls in Samburu County, Kenya. Ecological factors in this context refer to the physical environmental conditions prevalent in rural areas. The results reveal a noteworthy and statistically significant negative correlation between ecological factors and girls' enrollment in Samburu County.

The Pearson Correlation Coefficient value of -0.429 signifies a moderate negative correlation. In simpler terms, as ecological factors worsen or become more challenging, girls' enrollment in Samburu County tends to decrease. The associated p-value (Sig. 2-tailed) of 0.025 indicates statistical significance at the 5% level, suggesting that this observed negative correlation is unlikely to be a result of random chance.

To draw comparisons with the empirical literature discussed earlier, it is essential to recognise that the term "ecological factors" encompasses a range of physical environmental conditions that can affect girls' access to education. These conditions include factors such as distance to school, drought, availability of water, and other elements known to influence girls' enrollment in various regions.

The negative correlation between ecological factors and girls' enrollment aligns with the findings of prior research, emphasizing the role of environmental factors in hindering girls' educational opportunities, particularly in rural settings. Studies by Singh et al. (2021), Bray (2021), Oser et al. (2023), and Ihugba (2020) have also highlighted the impact of ecological factors, such as distance and drought, on girls' school enrollment in

different contexts. In summary, the findings regarding the negative correlation between ecological factors and girls' enrollment in Samburu County align with the broader empirical literature, highlighting the significance of environmental conditions factors in shaping girls' access to education. Further research within the local context should focus on delineating the specific ecological factors and devising tailored strategies to enhance girls' educational opportunities, drawing from insights gathered both locally and from studies conducted in similar settings.

The results of the ANOVA performed on the independent variable (EF) and dependent variable (enrollment of girls in public primary schools) as is summarised in Table 38. The results show that the regression line fits the actual data since the mean square of the residuals is very small (0.330) compared to mean square of the regression (1.704). The F-statistics of the regression result is  $F_{(1, 120)} = 5.166$  while the reported  $p$ -value=0.025 which is less than the conventional probability value 0.05 alpha level. The model applied can thus significantly predict the change of the dependent variable because of the independent variable in the model. Thus, the coefficients of the model are not equal to zero; this suggests that the model fits the data significantly.

**Table 16**  
*ANOVA Analysis*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.704	1	1.704	5.166	.025 <sup>b</sup>
	Residual	39.575	120	.330		
	Total	41.279	121			

a. Dependent Variable: Enrollment rate of girls

b. Predictors: (Constant), Ecological Factors

As presented in the Table 17 below, it was also determined that there existed a statistically significant negative relationship between EF and enrollment of girls in public primary schools of Samburu County ( $\beta = -.348$ ,  $p < 0.05$ ). The beta coefficient of  $-.348$  means that when the practice of IGCF increases by an additional unit, enrollment of girls in public primary schools in Samburu County decreases by  $.348$ .

**Table 17**

*ANOVA Coefficients*

Model		Unstandardised		Standardised	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	3.342	.507		6.596	.000
	Ecological Factors	-.348	.153	-.429	-2.273	.025

Table 17 presents the results of an ANOVA analysis examining the relationship between ecological factors and girls' enrollment in Samburu County, Kenya. The analysis includes both unstandardised and standardised coefficients to assess the significance and strength of this relationship.

The constant term (Constant) in the model represents the predicted value of girls' enrollment when ecological factors have no effect (i.e., when they are at their reference level). In this case, the constant is 3.342, with a standard error of 0.507. The t-value of 6.596 indicates that this constant is statistically significant ( $p < 0.001$ ), suggesting that girls' enrollment is influenced by factors other than ecological ones.

The coefficient for Ecological Factors, represented as "B," is  $-0.348$ , with a standard error of 0.153. This coefficient signifies the change in girls' enrollment for each unit change in ecological factors. Importantly, the standardised coefficient (Beta) of  $-0.429$  indicates that ecological factors have a moderate negative effect on girls' enrollment.

The t-value of -2.273 is associated with a significance level of 0.025, indicating that the relationship between ecological factors and girls' enrollment is statistically significant at the 5% level. These findings align with the earlier-discussed results in the empirical literature. As demonstrated by studies such as Singh, Gupte and Chattopadhyay (2021), Bray (2021), Oser et al. (2023), and Ihugba (2020), ecological factors, including distance to school and environmental conditions like drought, can significantly affect girls' access to education. These studies have consistently shown that adverse ecological conditions tend to deter girls from enrolling in school.

In the context of Samburu County, these results suggest that addressing ecological factors, such as improving infrastructure to reduce the distance to schools and implementing measures to mitigate the effects of environmental challenges like drought, could be instrumental in promoting girls' enrollment in primary schools. This aligns with the recommendations put forth in previous research, emphasizing the importance of policy interventions to ameliorate the impact of ecological factors on girls' education.

In summary, the ANOVA coefficients reveal a significant negative relationship between ecological factors and girls' enrollment in Samburu County, corroborating findings from the broader empirical literature. These results emphasise the need for targeted interventions and policy measures to address ecological challenges and enhance girls' access to education in this region, drawing on insights and recommendations from relevant studies conducted in similar contexts. Enrollment of girls in public primary schools =  $3.342 + (-.429) \text{ Ecological Factors} + \varepsilon (.153)$ .

Qualitative findings also point to the same relationship and give more details on the sub factors. Participants were asked if the distance between the family residence and the school was a factor affecting girls' enrollment in the school. Most of the head teachers

agreed that family residence had a relationship with girls' enrollment in public primary schools. The respondents reported that this relationship was linked to fatigue, which was reflected in the long distances that these girls had to travel in order to get to school. They said that the distances forced girls to miss school, and others dropped off, hence the distance factor was affecting the girls' enrollment in public primary schools. Lack of food at home during drought also make many girls to fail to go. Instead of using their energy to walk to school, they would better walk those long distances in search of food. As a result, girls are not enrolled in the public primary schools, while some drop out of school and others often miss to attend school. The following statement could illustrate these dynamics:

*The drought in Samburu is worsening everyday making desperate families to trek long distance in search for food, water and pasture for their livestock. Men go looking for food while women including school going children stay at home to take care of other family members as they look for more food to sustain them, (D\_Samburu\_Central Sub-County).*

Girls walk several kilometers to reach school, which contributes to fatigue. This in turn makes them drop out of school since they cannot attend school daily.

*A major issue-affecting enrollment of girls schooling in Samburu County is distance from their homes to school. Some settlements are even 40 km away and some paths are characterised by harsh physical environments that make children susceptible to attack by wild animals. This is a big risk on their lives. Some children thus prefer to stay at home rather than go to school, (Respondent K\_Samburu\_East Sub-County).*

Most of the head-teachers mentioned that girls' safety concerns affected the enrollment of girls in public primary schools as makes parents fear for their girls' safety with regard to walking for long distances. Boys as a result get more opportunity for school enrollment. The participants mentioned that the fear of bandits when the girls had to walk the long distances was rife in the community especially in Samburu North and

Central sub-counties. Generally, the participants reported that the girls' safety was an issue of major concern because the challenges discussed above were consistently present and prevailed among the participants. The following statement could illustrate these concerns:

*...these thickets are habitat for wild animals along the pathways to school, which frequently scared and attacked girls in the morning and late from schools. During inter-group conflicts, boys could outrun girls. Parents thought it was safer to have girls at home than sending them to school (Respondent N\_Samburu\_North Sub-County).*

The participants indicated that parents feared for their girls being harassed on the way, especially when the schools are located far away from their homes, hence parents preferred to keep girls at home than to send them to school, consequently reducing overall participation of girls in public primary schools. The following statement could illustrate this:

*Girls are stalked and harassed by warriors along the way. Parents sometimes fear sending their girls to school and prefer they remain at home where they are safe (Respondent N\_Samburu\_North Sub-County).*

Participants were asked the exact ways in which prolonged drought affected girls' enrollment in public primary schools. Most of the head-teachers said that prolonged drought affected girls' enrollment in the public primary schools. This relationship was linked to inadequate water supply. They mentioned that girls helped their mothers to fetch water and therefore they missed school because they had to travel for long distances to fetch the water. In addition, the respondents added that hygiene was another factor that had a relationship with girls' enrollment in public primary schools. These findings were consistent to Samburu North and East Sub-counties where the respondents mentioned of chronic shortage of water in schools.

Similarly, respondents also reported that parents send girls to their relatives to ask for food during times of drought. Likewise, girls helped parents to fend for their families beside from helping mothers to take care of their siblings as mothers went far to look for food from their relatives. Additionally, during drought season when milk is scarce, the respondents reported that some families went for the whole day without a meal, whereas some shared very little blood drawn from the jugular vein of a cow. Most participants said that wild fruits are no longer part one of the sources of family food since they have become scarce due to destruction of forests and environmental degradation. These burdens of responsibility on girls reduced the amount of time they spent in school; hence, they missed school and eventually dropped out of school to help their parents with domestic chores. This effectively reduced both public primary school attendance and enrollment for the girls. The following statements could illustrate these dynamics:

*Some girls are sent to their relatives to ask for food so that they would get something to eat (Respondent R\_Samburu\_North Sub-County).*

*During severe drought season, families mainly consume blood drawn from the jugular vein of a cow. The situations worsens when the few cows have all given blood (Respondent M\_Samburu\_North Sub-County).*

*Most areas in Samburu are prone to persistent drought leading to scarcity of food. Therefore, parents have no choice but to send their girls to their relatives to ask for food. Therefore, girls are forced to miss school as a result (Respondent P\_Samburu\_North Sub-County).*

The respondents mentioned that due to scarcity of food due to effects of prolonged drought, most family members get emaciated and weak due to lack of food consequently affecting girls' school attendance. The following statement could illustrate these effects:

*During drought season everything suffers- livestock lack milk, calves die, big cows die, families go days with little or no food (Respondent G\_Samburu\_East Sub-County).*

When asked whether the physical environment such as rugged terrain affects girls' enrollment in schools, most of the head teachers mentioned that it affects when distances are long and where families live near forests where wild animals become a menace. This relationship was linked to the fear of wildlife, which would attack girls on their way to school. Nevertheless, in Samburu Central Sub-County terrain was not a challenge; as discussed earlier these girls did not travel over long distances to school. The following statement could illustrate these:

*Some areas lack schools, forcing girls to travel through harsh physical environments to school. This make girl's drop out of school. An example is at one time, 36 children (12 girls and 23 boys) enrolled in class one. By class 4, none of the 12 girls reached that class while only 2 boys of that cohort dropped (Respondent I\_Samburu\_East Sub-County).*

Participants were asked if high temperatures also affect girls' enrollment. The head teachers said that as much as temperatures go high during dry seasons, they hardly interfere directly with either walking to school or staying in class. However, the respondents added that hot temperatures only affected sickly and hungry children during midday and afternoon. Further, hot season temperatures delayed small children from enrolling in schools. This delay makes them to outgrow school and never rejoin.

The following statement could illustrate these:

*High temperatures only affect young, sickly, and hungry children from going to school which delays joining school by young ones. Most areas lack pre-schools which help in transition. So if a girl did not join early, they may never enroll later in primary school (Respondent E\_Samburu\_Central Sub-County).*

*During the dry season - 7-8 months in a year, girls whose settlements are far from schools delay in going to school, making them not to join later (Respondent G\_Samburu\_East Sub-County).*

When asked if the availability of water and pasture relates to girls' enrollment in school, most of the head teachers said that girls' responsibility to fetch water and look for fodder related girls' enrollment schools. In ASAL sub-counties of Samburu East and North, water availability is a big problem that forces girls to travel for far distances to fetch water. The water scarcity worsens during dry seasons, forcing people and livestock to for water on alternate days. The following statement could illustrate these:

*During drought, girls travel miles away from home in search for pasture and water for their livestock. During this period girls miss school thus affecting their enrollment and attendance in schools. Livestock are source of family wealth so it was a key responsibility, which is mostly assigned to girls by the parents (Respondent K\_Samburu\_East Sub-County).*

*The persistent drought situations in Samburu county forces families to migrate to distant places in search for water and pasture for their livestock leading girls not enrolling in school and those enrolled drop out (Respondent K\_Samburu\_East Sub-County).*

#### Solutions to the Ecological Effects

Respondents suggested that in order to reduce stress associated with scarcity of pasture that forces girls to move with livestock, pastoralists in the County can be trained on planting fodder crops. Rehabilitation of Rangelands will also help rejuvenate vegetation. Drilling of boreholes and construction of water dams and pans can help solve water scarcity and relieve girls from tasks of fetching water to going to school.

Drought came out as key factor relating with girls enrollment in public primary schools in Samburu County. This agrees with CARE (2022) that found out that 99% of children who dropped out of school in Kajiado Central sub-county between September and October 2022 do so due to drought situation (world Bank, 2019). Distance to school is another factor that makes it difficult for girls to attend regularly. Girls who live far away

from schools often have to walk long distances to get there, which can be dangerous, particularly in areas where there is a high risk of violence or conflict (UNESCO, 2019).

The findings discussed above are in agreement with the present study as selected factor of EF were found to contribute to significant reduction in girl's enrollment in in Samburu County. In conclusion, ecological factors play a significant role in determining whether girls are able to access education in many parts of the world and especially in Samburu County. Factors such as distance from schools, and drought have significant relationship with girl's enrollment in rural public primary schools.

#### **4.3.2 Relationship Between Selected Economic Factors and Enrollment of Girls in Rural Public Primary Schools in Samburu County, Kenya**

The findings begin with presentation of Economic objective by looking at selected factors related to economic variable. There were five selected factors under the economic variable. They are presented below. According to Table 18 below, 26.8% (minority) of the respondents disagreed that household wealth affected enrollment of girls in schools while only 73.2%, (where the majority falls) % were of the contrary opinion.

**Table 18***Household Wealth Relationship with Enrollment*

Factor	Practice		Relate with girls Enrollment	
	% Agree	% Disagree	% Disagree	% Agree
Parents with livestock make girls to herd	68.1	31.9	38.0	62.0
Parents with no livestock marry off girls	64.3	35.7	17.4	82.6
Girls serve others if parents have no livestock	68.9	11.1	27.6	72.4
Traditional rural parents don't invest in girls' education	85.3	14.7	11.4	88.6
Lack of food at home	65.0	35.0	39.6	60.4
Average	70.3	29.7	26.8	73.2

One of the factors highlighted in both the table and the literature is the influence of livestock ownership on girls' education. The table indicates that 68.1% of respondents agree that parents with livestock tend to make girls herd. This aligns with research conducted by Fernandez-Gimenez et al. (2021), which emphasizes economic factors as barriers to girls' education, potentially including herding responsibilities due to livestock ownership.

Early marriage practices also emerge as a shared concern. The table shows that 64.3% agree that parents with no livestock tend to marry off girls. Similarly, research by Ajak (2019), points to early marriage as a significant obstacle to girls' education, noting that it hinders girls' access to education. Household responsibilities, particularly girls serving others when parents have no livestock, are another area of convergence. The table indicates that 68.9% agree with this perception. In parallel, Ngumo (2021) discusses

household responsibilities as a challenge affecting girls' school attendance and engagement.

Parental attitudes and investment in girls' education are consistent themes. The table reveals that 85.3% agree that traditional rural parents do not invest in girls' education. This mirrors the findings from Alcaraz (2021), which emphasize parental attitudes as a crucial factor influencing girls' enrollment. The availability of food also emerges as a shared concern. According to the table, 65.0% agree that the lack of food at home affects girls' enrollment. The literature similarly underscores the impact of economic factors, including food availability, on girls' access to education (Sarker et al., 2019).

The respondents who disagreed that rural infrastructure affected enrollment of girls in schools were 37.3% while those that were of the contrary opinion were 62.7 %. The information is as shown in Table 19 below.

**Table 19**

*Rural Infrastructure*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
Boarding facilities lacking	43.6	56.4
Schools in rural areas limited	12.5	77.5
School sanitation facilities lacking	55.8	44.2
Average	37.3	62.7

According to Table 20 below, 38.4% of the respondents disagreed that child labour affected enrollment of girls in schools while 61.6% on the other hand alluded that child labor was indeed affecting the enrollment.

**Table 20***Child Labor*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
Girls herd more than boys	34.6	65.4
Girls engage in paid labour	49.7	50.3
Household chores	31.7	68.3
Average	38.4	61.6

According to Table 21 below, 30% (minority) of the respondents disagreed that family residence affected enrollment of girls in schools while 70% (where the majority falls) % were of the contrary opinion.

**Table 21***Family Residence*

Factor	Living in rural & traditional houses		Relate with girls 'Enrollment	
	%	%	%	%
	Agree	Disagree	Disagree	Agree
Rural habitation affect school access			13.6	86.4
Rural habitation limit awareness			25.8	74.2
Rural habitation limit Gov. interventions			23.2	76.8
More girls reside in traditional houses	85.2	14.8		
Residing in traditional houses affect access			43.3	56.6
Traditional houses condition is poor	86.2	13.8		
Condition of houses affect girls schooling			44.3	55.7
Average	85.7	14.3	30.0	70.0

Rural habitation poses challenges to girls' education, as indicated in both sources. The table 21 shows that 86.4% agree that rural habitation affects school access. In alignment

with this, a study by Amutabi and Agoot (2021) highlights the difficulties associated with rural areas, which can limit access to schools for girls.

Moreover, both the table and the literature emphasise the importance of awareness and government intervention. The table suggests that rural habitation limits awareness (74.2% agree) and government intervention (76.8% agree). Jessen et al., (2020) discusses the role of awareness and government interventions in addressing enrollment disparities. According to Table 22 below, 38.4% of the respondents disagreed that school facilities/meals affected enrollment of girls in schools while 61.6% on the other hand posited that school facilities/meals affected was indeed affecting the enrollment.

**Table 22**

*School Facilities/Meals*

Factor	Relate with girls 'Enrollment	
	% Disagree	% Agree
Sanitary towels lacking	34.8	65.2
School meals lacking	34.6	65.4
Teachers inadequate	45.8	54.2
Average	38.4	61.6

Table 23 below illustrates summary for economic factors in relation to enrollment of girls in rural public primary schools in Samburu County. Household wealth comes out as key issue with 73.2% of the respondents agreeing that it relates with girls' school enrollment. This is followed by Family residence at 70.0%, rural infrastructure-62.7%, school facilities and child labour at 61.6% each.

**Table 23***Economic Factors Summary on Relationship with Girls' School Enrollment*

Economic Factors	% Disagreed	% Agreed
Household wealth	26.8	73.2
Family residence	30.0	70.0
Rural infrastructure	37.3	62.7
School facilities	38.4	61.6
Child labour	38.4	61.6
Average	34.2	65.8

Family residence in terms of urban versus rural and type of housing shows their importance in associating with girls school enrollment. Githu et al. (2019) affirms that rural infrastructure need to be developed by the government in order to enhance school access.

The perceptions reflected in Table 23 above align with findings from different points of reference in empirical literature. These commonalities emphasise the multifaceted nature of the challenges girls face in accessing schools in rural public primary schools and highlight the need for comprehensive interventions to promote girls' access to education (Ishaku, 2020).

The findings on child labour concurs with the assertion made by Fernandez-Gimenez et al., (2021) that economic constraints, which include child labour hinder girls' education. Child labour includes household responsibilities that is corroborated by the observations made by Ngumo (2021) and Fernandez-Gimenez et al. (2021), both of whom emphasised the association between it has girls' opportunities to enroll in school attendance.

Furthermore, the importance of school facilities and infrastructure in girls' education is a shared concern. The new data highlights that 77.5% agree that schools in rural areas are limited, and 44.2% agree that school sanitation facilities are lacking. These findings echo

the research by Githu et al. (2019) and Amutabi and Agoot (2021), which emphasised the significance of infrastructure and learning environments in girls' education and the challenges associated with rural areas.

In conclusion, the newly presented findings complement the existing empirical literature. While there are commonalities in between the presented findings and the existing literature, for instance on themes like child labour, household responsibilities, and school facilities, there are additional insights into additional factors relating girls' enrollment in rural areas like rural habitation and traditional houses. These differences underscore the complexity of the challenges faced by girls in accessing education in rural public primary schools and highlight the need for comprehensive and context-specific interventions (Alcaraz, 2021).

Test of hypothesis H0<sub>2</sub>

To achieve the objectives of this study, the following null hypotheses, which the study espoused, were tested, and the results of the analysis were presented and interpreted in the tables below:

H0<sub>2</sub> There is no statistically significant relationship of EcF on enrollment of girls in Samburu County

In this section, the respondents were asked to indicate whether EcF had some relationship on enrollment of girls in public primary schools in Samburu County as shown in Table 24. .

**Table 24***The Test of Hypothesis Four (H0<sub>2</sub>)*

Area of Residence	Selected Factor	Enrollment of Girls	Pearson Correlation Coefficient Values	Sig. (2-tailed)
Samburu County	EcF		-.348*	.005

\* - Means significant at 5% level

Table 24 above shows the results of the first hypothesis after it was tested: H0<sub>2</sub> - There is no statistically significant relationship of Ecological Factors (EcF) with Enrollment of Girls in Samburu County. Table 24 presents the results of the Test of Hypothesis Two (H0<sub>2</sub>) conducted in Samburu County, Kenya, examining the relationship between Economic Factors (EcF) and the enrollment of girls in rural public primary schools. The Pearson Correlation Coefficient value of -0.348 with a significance level of 0.005 indicates a significant negative correlation between economic factors and girls' enrollment in these schools.

These findings align with the extensive literature on the impact of economic factors on girls' school enrollment in rural areas. Several studies, including Muhhamad et al. (2021), Njuguna (2019), and Kagigi (2020), have consistently demonstrated that economic challenges, such as poverty and parental income, can act as substantial barriers to girls' education. These economic constraints can lead to families prioritizing the education of male children over female children, which further exacerbates gender disparities in enrollment (Wanjohi, 2019).

Moreover, the study by Airo et al. (2022) emphasised the importance of school grants, lunches, and grants for pedagogy materials as factors that can alleviate economic barriers

to enrollment. This underlines the significance of addressing economic challenges through targeted interventions, especially in rural areas.

The negative correlation found in Samburu County echoes the broader consensus in the literature that economic factors, when not addressed adequately, can hinder girls' access to education. These factors include direct costs associated with schooling, such as school fees, uniforms, and textbooks, as well as indirect costs related to foregone income when girls are engaged in domestic or economic activities to support their families (Isyaku, 2022).

In summary, the negative correlation between economic factors and girls' enrollment in rural public primary schools in Samburu County substantiates the existing body of literature highlighting the pivotal role of economic challenges in hindering girls' education. It underscores the necessity of implementing targeted interventions and policies that address economic barriers to promote girls' access to education and reduce gender disparities in enrollment.

The results of the ANOVA performed on the independent variable (EcF) and dependent variable (enrollment of girls in public primary schools) is summarised in Table 25 below. The results show that the regression line fits the actual data since the mean square of the residuals is very small (0.322) compared to mean square of the regression (2.617). The F-statistics of the regression result is  $F_{(1, 120)} = 8.124$  while the reported  $p$ -value=0.005 which is less than the conventional probability value 0.05 alpha level. The model applied can thus significantly predict the change of the dependent variable as result of the independent variable in the model. Thus, the coefficients of the model are not equal to zero, suggesting that the model fits the data significantly.

**Table 25***ANOVA Analysis*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.617	1	2.617	8.124	.005 <sup>b</sup>
	Residual	38.661	120	.322		
	Total	41.279	121			

a. Dependent Variable: Enrollment rate of girls

b. Predictors: (Constant), Economic Factors

As presented in the Table 26 below, it was also determined that there existed a statistically significant negative relationship between EF and enrollment of girls in public primary schools of Samburu County ( $\beta = -.607$ ,  $p < 0.05$ ). The beta coefficient of  $-.607$  means that when the practice of EcF increases by an additional unit, enrollment of girls in public primary schools in Samburu County decreases by  $.607$ .

**Table 26***ANOVA Coefficients*

Model		Unstandardised		Standardised	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	4.142	.684		6.052	.000
	Economic Factors	-.607	.213	-.348	-2.850	.005

Table 26 above presents the results of the ANOVA Coefficients for the relationship between Economic Factors (EcF) and the enrollment of girls in rural public primary schools. The regression equation derived from this analysis provides insights into how economic factors influence girls' enrollment. The unstandardised coefficients allow us to understand how a unit change in economic factors corresponds to a unit change in girls' enrollment.

$$\text{Enrollment of girls in public primary schools} = 4.142 + (-.348) \text{ Economic Factors} + \varepsilon$$

(.213)

This equation demonstrates that economic factors have a significant negative impact on girls' enrollment in rural public primary schools in Samburu County, Kenya. The unstandardised coefficient for Economic Factors is -0.607, indicating that for every unit increase in economic factors (presumably indicating economic challenges), there is a corresponding decrease of 0.607 units in the enrollment of girls.

These findings align with the empirical literature on the influence of economic factors on girls' school enrollment. As discussed in the literature review, studies such as Muhhamad et al., (2021), Njuguna (2019), and Kagigi (2020) have consistently highlighted the adverse effects of economic challenges, including poverty and parental income, on girls' access to education. These economic constraints often lead to families prioritizing the education of male children over female children, perpetuating gender disparities in enrollment (Wanjohi, 2019).

The negative standardised coefficient (Beta) of -0.348 emphasises the significance of economic factors in hindering girls' enrollment. This coefficient signifies that economic factors are a substantial barrier to girls' education in rural areas, consistent with the literature's consensus.

Conclusion, the regression equation derived from Table 26 underscores the critical role of economic factors in influencing girls' enrollment in rural public primary schools in Samburu County, Kenya. These findings support the existing body of literature, highlighting the need for targeted interventions and policies that address economic challenges to promote girls' access to education and reduce gender disparities in enrollment.

The head teachers' interviews gave detailed information supporting these results. Participants were asked if there was a link between household wealth and girls' enrollment in schools. Most of the head teachers said there was a link between household wealth and enrollment in schools. All participants indicated that there is a link between household wealth and enrollment of girls in schools. Livestock is the main stay of the nomadic pastoralists and for children to go to school. The respondents mentioned that parents hardly feel good to sell livestock, and if they must, they sell to educate the boy child instead. They also mentioned that families without livestock marry off girls in exchange for livestock or allowed them to herd other people's livestock for food. They said that household wealth in form of cattle, sheep, goats, and camels was regarded as a family prestige, which is best seen by a family having a large herd of livestock. In such families, instead of girls, going to school, the family is able to finance her education; the girl will stay at home to take care of the animals. For instance, they reported that girls spent more time tending to goats and sheep in families with livestock. The more livestock families had, the more girls stay at home to herd them. The following statement could illustrate these:

*These livestock are source of wealth, so parents hardly sell livestock to educate their girls. All learning materials such as books, uniforms and tuition fees are seen as a burden and conflict with goal for livestock accumulation (Respondent C\_Samburu\_North Sub-County).*

The respondents further said that household wealth, which is in the form of livestock, is not an advantage to the girl child. Whether parents are well endowed with livestock or not, girls are still disadvantaged. The more the livestock, the more labour is required, and the less or no livestock, the more girls are married off at early stage as parents endeavour to re-stock through dowry. These challenges affected girls' enrollment in schools. These could be illustrated by the following statement:

*In families that have livestock, girls herd- especially sheep and goats, as they are believed to have a golden-thumb. This makes them not go to school. If they happen to enroll in school, they will still be forced to drop out (Respondent N\_Samburu\_North Sub-County).*

Participants emphasised that return on investment was another link between household wealth and girls' enrollment in schools. Most respondents said that families still prioritised boys' education and girls hardly got a chance to go to school. They reported that in Samburu, families see boys as future security and believed little return on investment for girls, therefore few girls in schools. The general view of rural parents as reported by the respondents was that educating girls was a waste of resources. This makes girls to be neglected and sidelined when it comes to enrolling children in school. The following statements could illustrate these:

In Samburu, boys are more likely to be educated, since the benefits of education will remain with the birth family, rather than going to a girl's husband at marriage.

*If perchance a girl goes to school, some parents would still discourage them that their continued stay in school is a waste of resources (Respondent E\_Samburu\_Central Sub-County).*

*Girls were considered inferior compared to boys. They were considered a liability to the family and no matter what extent they were educated, after their studies, they will only benefit their husbands (Respondent M\_Samburu\_North Sub-County).*

The respondents also reported that girls herd sheep and goats more than boys because of the old cultural believe that sheep and goats multiply well when girls herd them. However, participants said that the believe was just a myth believed mostly those living in rural, and mainly from Samburu North and East, as this was not an issue any longer in Samburu Central. When discussing about the household chores, most respondents in Samburu East and North reported that girls' fetched water and firewood, cooked and

took care of sibling. Most respondents in Samburu North reported that girls helped in the construction of traditional huts. In Samburu North, most respondents reported that girls took care of their grandparents whereas in Samburu Central, respondents reported that some families send girls to be house-helps in towns. In Samburu North, they reported that girls served relatives with young children and more livestock. In Samburu East and North, most respondents reported that families gave out their girls to herd livestock. The following statement could illustrate these:

*In rural Samburu, the families that I know give girls the responsibility of herding their parents' flock of sheep and goats and those who don't have livestock send girls to families with livestock to herd sheep and goats and take care of younger children.”(Respondent D\_Samburu\_Central Sub-County).*

Participants further mentioned that household chores had a relationship with girls' enrollment in schools. In Samburu Central for instance, they reported that girls were used as house cleaners by elite families, hence dropped off at a tender age, thus affected enrollment and attendance of girls in schools. The following statement could illustrate these:

*Livestock numbers are reducing forcing families to find other ways of getting food. One way is by giving out their daughters to be house-helps in trading centers (Respondent O\_Samburu\_North Sub-County).*

When asked whether there is any relationship between family residence i.e., location and type of housing affects girls' enrollment in schools, most of the head-teachers agreed that there was a relationship. On further probing, the respondents said that housing type's relationship with enrollment of girls in schools. In Samburu East and North sub-counties for instance, they reported that traditional houses lacked rooms and privacy. In Samburu West, there was some improvement of traditional houses but still, a thin wall smeared with cow dung separates the rooms. Traditional houses are not conducive for girls to

study since there is no lighting except from the fireplace. In Samburu East and North, the participants said that traditional houses were small girls could not read. Furthermore, these houses were minute hence, they moved to their neighbors for accommodation, which interfered with their preparation to get to school. During rainy seasons, these houses leaked and spoilt school uniforms and books, hence girls' missed school; this affected both attendance and enrollment girls in schools.

*The poor condition of traditional houses make girls miss school because the roofs leak when it rains, thus spoiling their clothes. Girls in rural areas have only one pair of uniform, so most opt to drop out when they consistently miss school (Respondent D\_Samburu\_Central Sub-County).*

*...girls live in small houses that could not accommodate them therefore; they had to seek for shelter in the neighborhood. This delayed their preparations to go to school and most opt to drop from school, (Respondent C\_Samburu\_Central Sub-County).*

When asked about sanitation, most respondents in Samburu North reported that girls' attendance is affected by poor sanitation. In Samburu East and Samburu North, they mentioned that girls avoided schools because of inappropriate sanitation facilities. Poor sanitation created the risk of outbreak of disease such as cholera; therefore, poor sanitation reduces both attendance and enrollment in schools.

There was a mixed reaction from participants in Samburu East and Samburu North from those from Samburu Central about the awareness levels and government proximity. Those from Samburu North and East stated that since settlements are far from where government offices are, they are less aware of any new developments. In remote areas, government contact was limited; this affected girls' enrollment in schools. They are also more traditional than those in Samburu Central are. Furthermore, in Samburu North respondents said that rural inhabitants were far from news and influence of government

and this reduced awareness and living standards because of lack of government intervention to improve economy. The following statement could illustrate these factors:

*Girls miss school a lot here and most also fail to enroll due to lack of access to sanitary towels and limited awareness on menstrual health (Respondent L\_Samburu\_East Sub-County).*

Participants were asked about the relationship between school facilities and meals and girls' enrollment in schools. Most head-teachers asserted that there is close link between the factors. The respondents in Samburu East mentioned that girls lived far from schools, was having an impact on attendance and enrollment. Some girls could not access school because there were no schools and those few available lacked requisite facilities. The following statement could illustrate these:

*There were no schools in some areas, and those available do not have toilets and meals, thus some girls never enroll while others dropped out thereby reducing their numbers in school (Respondent N\_Samburu\_North).*

Participants reported that although rural parents are not keen on whether teachers are adequate in schools or not, when teachers are missing in school, pupils also miss school. Teachers absent themselves for weeks on the pretext of going for monthly salaries to attend education meetings and this makes girl's miss school. In Samburu Central the respondents mentioned that parents got excuse to remove girls from schools to help with domestic chores if teachers were inadequate, thus little learning took place; reduced enrollment rate in public primary schools. In Samburu East, they reported that mobility removed children from school, which in turn created teachers 'absenteeism, which in turn affected children going back to school vicious cycle. The sentiments echoed in Samburu North as well as emphasizing that teachers often went for monthly salaries to county HQs far from schools then they absentee themselves at least for week each month; then parents got excuse to make girls herd livestock. This created ineffective learning

environment whereby some girls dropped off while other never enrolled. Finally, the respondents mentioned that meals had a relationship with girls' enrollment in schools. In Samburu Central for instance, they stated that more meals were available in schools thus more children attended school. The respondents shared the same views in both Samburu East and Samburu North during drought there was no milk so girls went to school to fend for their families while during rainy season there was plenty of milk and so girls missed school. The following statement could illustrate these:

*Girls absent themselves when there are no teachers in school. As a result, they perform poorly in exams and this discourages them and so drop out. Those not enrolled see it unnecessary to enroll (Respondent Q\_Samburu\_North).*

*“Teachers often go for monthly salaries to County HQs far from schools, then absent themselves, some for weeks each month, and then parents get excuses to make girls herd livestock,” (Respondent F\_Samburu\_Central).*

*“Mobility removes children from school which in turn creates teacher absenteeism, which in turn affects children going back to school- vicious cycle, ” (Respondent O\_Samburu\_North).*

When asked some of the solutions to be suggested to solve economic related issue relating to girls schooling, the respondents suggested that the government equipped schools with the needed staffing, facilities and equipment, such as teachers, books, classrooms, and toilets. Further, parents to be trained on entrepreneurship and improvement of livestock breeds in order to be able to support education of their children. The same with capacity building on crop farming, as this would increase food supply at home and no make pupils rely on school meals were not available as captured in the following statement:

*Pastoralists by adapting other ways of getting food like crop farming will increase their opportunities of getting food for their families (Respondent J\_Samburu\_East).*

*“People in Samburu should be trained on entrepreneurship as a source of income. Lack of skills to run small businesses prevent them from successful entrepreneurship (Respondent N\_Samburu\_Central).*

Most studies dwelt on poverty as associated with girls school enrollment (Rosen, 2018), but this study found out that rural parents who have livestock and those who do not have disadvantage girls schooling either way. However, as much as definition of child labour differs across researches, it still cuts across as one of the key factors relating with girls school enrollment. Many families in developing countries rely on their children’s labor to supplement their income. Girls are often employed in domestic work and other as house-helps. This leads to a decrease in the number of girls enrolling in primary schools (Zulka et al., 2022). Similarly, parents also prioritise boys’ education over girls’ education due to return on investment notion. This leads to less girls’ enrollment in schools.

Poor rural infrastructure also interferes with girls’ ability to go to school as most fear walking alone due to risks involved. In many rural areas, schools are located far from villages. Girls may have to walk long distances to get to school, which can be dangerous, particularly in areas where there is a high incidence of gender-based violence. In addition, families may not have the means to pay for transportation, and girls may be unable to attend school as a result (Chakraborty & Misra, 2015). Girls are also more likely to stay home to help with household chores, making it difficult for them to attend school (Galloway & Doll, 2015).

In many developing countries, parents marry off their daughters at a young age to reduce the burden of providing for them. Once married, girls are expected to take care of their husbands and children, making it difficult for them to attend school. Early marriage also

increases the likelihood of teenage pregnancy, which further reduces the number of girls enrolling in primary schools (Zulka et al., 2022).

The above-discussed findings are in agreement with the present study as selected factor of EcF were found to contribute to significant reduction in girl's enrollment in Samburu County.

Schools in many developing countries lack basic resources such as textbooks, notebooks and other essential supplies. Without these resources, it can be difficult for girls to learn effectively and keep up with their studies. Additionally, schools may lack basic amenities such as clean water and sanitation facilities, which can make it difficult for girls to attend school on a regular basis. Similarly, schools in many developing countries may lack basic infrastructure such as classrooms, desks, and chairs, or lack basic amenities such as electricity and heating, which can make it difficult for girls to attend regularly (UNICEF, 2019).

In conclusion, economic factors play a significant role in determining whether girls enroll and attend school. Lack of livestock, which is measure of household wealth, poor rural infrastructure, and school facilities, all contribute to a decrease in girls' enrollment in schools. Addressing these economic factors will require a comprehensive approach that involves governments, non-governmental organisations, and the private sector working together to ensure that girls have access to quality education.

### 4.3.3 The Relationship Between Selected Inter-Groups Conflict Factors and Enrollment of Girls in Rural Public Primary Schools in Samburu County, Kenya

The findings begin with presentation of Inter-group conflict objective by looking at selected factors related to economic variable. There were five selected factors under the inter-group conflict variable that are presented below;

According to Table 27 below, 21.5% of the respondents disagreed that loss of human lives affected enrollment of girls in schools while 78.5% on the other hand alluded that loss of human lives was indeed affecting the enrollment.

**Table 27**

*Loss of Human Lives*

Factor	Practice		Relate with girls' Enrollment	
	%	%	%	%
	Agree	Not agree	Disagree	Agree
Breadwinners' deaths occur	65.4	34.6	14.7	85.3
Parents' death cause family disintegration			21.3	78.7
Conflict is frequent	85.0	15.0	23.8	76.2
Conflict affects girls schooling			23.8	76.2
Orphaned girls take care of siblings	75.2	24.8	24.0	76.0
Average	75.2	24.8	21.5	78.5

The findings of the present study align with the empirical literature, revealing several similarities in the factors influencing girls' enrollment during inter-group conflicts. Similar to the empirical literature, the current study emphasises the adverse impact of frequent conflicts on girls' enrollment. Notably, this aligns with the findings of research conducted by Ochube (2022) and Worthy (2021), which highlight that areas marked by frequent conflicts tend to experience a significant decline in girls' enrollment, with

85.0% of respondents in the current study agreeing. Both prior studies and the current research underscore the detrimental consequences of persistent conflicts on girls' access to education.

Furthermore, family dynamics play a pivotal role in influencing girls' enrollment during conflicts, as indicated in prior studies by Wangare (2021) and Burrige (2020). The death of parents, leading to family disintegration, is identified as a substantial barrier to girls' education, with 78.7% of respondents in the current study noting this factor. This aligns with the current study's findings that the occurrence of breadwinners' deaths during conflicts negatively affects girls' enrollment, with 85.3% of respondents in agreement.

In addition, care-giving responsibilities emerge as a significant factor affecting girls' enrollment during conflicts, consistent with the insights from the empirical literature. Research by Ochube (2022) and Essadi (2021) highlights that orphaned girls taking on care-giving responsibilities for their siblings during conflicts can impede their attendance at school. This corresponds with the present study's findings that the responsibility of caring for siblings, which often falls on orphaned girls, is a significant factor affecting girls' enrollment, with 76.2% of respondents in agreement.

However, it is important to note that while the empirical literature emphasises the direct impact of conflicts on girls' schooling (Wangare, 2021), the current study focuses on the occurrence of breadwinners' deaths as a consequence of conflicts. This distinction highlights the multifaceted nature of the relationship between conflicts and girls' education, with variations depending on contextual factors.

The respondents who disagreed that loss of livelihood source related with enrollment of girls in schools were 19.9% while those that were of the contrary opinion (where the majority fall) were 80.1 %. The information is as shown in Table 28 below.

**Table 28**

*Loss of Livelihood Source*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
Loss of livestock due to raids	14.9	85.1
Loss of grazing land due to conflict	24.8	75.2
Average	19.9	80.1

According to Table 29 below, 17.8% of the respondents disagreed that displacement/forced migrations had a relationship with enrollment of girls in schools while 82.2% on the other hand said that displacement/forced migrations affected the enrollment of girls in schools.

**Table 29**

*Displacement/Forced Migrations*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
Displacements generally	15.8	84.2
Families move away from school	16.6	83.4
Displacements disrupt livelihoods	19.6	80.4
Displacements disrupt learning cycle	22.9	77.1
Push girls out of school	13.9	86.1
Average	17.8	82.2

The current study reveals a range of factors associated with girls' enrollment during inter-group conflicts, and these findings can be compared with the information provided in the table. One key similarity found between the current study and previous research is

the impact of frequent displacements on girls' enrollment. In the current study, 84.2% of respondents agreed that general displacements disrupt girls' access to education. This aligns with the empirical literature, which emphasises that displacements, whether due to conflicts or other reasons, can significantly hinder girls' schooling. Research conducted by Oxfam (Rutandaro et al., 2022) also highlights the negative effect of displacements on girls' education.

According to Table 30 below, 17.9% of the respondents disagreed that fear of attack while going to school correlated with enrollment of girls in schools while 82.1% (where the majority falls) were of the contrary opinion.

**Table 30**

*Fear of Attack While Going to School*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
Parents fear girls can be attacked	17.9	82.1
Girl's fear can be attacked	14.7	85.3
Families take refuge in the bushes	21.1	78.9
Average	17.9	82.1

Moreover, the fear of attacks is another common factor affecting girls' enrollment in both the current study and previous research. In the current study, 82.1% of respondents noted that parents fear that girls can be attacked during conflicts. This aligns with findings from research conducted by Mararo (2020), which highlights that insecurity and violence in conflict-affected areas can deter parents from sending their daughters to school. According to Table 31 below, 22.4% of the respondents disagreed that learning disruption relates enrollment of girls in schools while 77.6% on the other hand said that learning disruption affected the enrollment of girls in schools.

**Table 31***Learning Disruption*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
Schools closure	14.5	85.3
school infrastructure destruction	29.6	70.4
Damaged school infrastructure	33.1	66.5
Teachers run away from school	11.6	88.3
Average	22.4	77.6

Table 31 above encapsulates summary for inter-group conflict factors in relation to enrollment of girls in rural public primary schools in Samburu County.

First, it is noteworthy that a significant 78.5% of respondents in this study agreed that inter-group conflicts result in a loss of human life. This finding aligns with previous research, such as Mazza, et al. (2020) and Nawoj (2021), which have highlighted how conflicts often lead to violence and casualties. Such loss of life affects not only those directly involved in the conflicts but also innocent civilians, including children. This result underscores the severe and tragic consequences of conflicts on affected communities.

Similarly, 80.1% of respondents in this study agreed that inter-group conflicts lead to a loss of livelihood sources. This finding is consistent with research from Concern Worldwide U.S (2022) and Valente et al. (2022), which have emphasised how conflicts disrupt economic activities and livelihoods. The loss of livelihood sources can have long-lasting effects on families, making it challenging parents to support their children's education. Another significant result is that 72.2% of respondents agreed that inter-group conflicts result in displacement. This aligns with findings in studies like those conducted by Benhura and Naidu (2021) and Lokaale et al. (2019), which have shown that conflicts

often force families to leave their homes, leading to internal displacement. Displacement not only disrupts living arrangements but also access to education, particularly for girls who may be reluctant or unable to attend school in unfamiliar and insecure environments. Furthermore, the study revealed that 82.1% of respondents agreed with the fear of attack during inter-group conflicts. This finding is consistent with concerns raised by organisations like UNICEF (Relief Web, 2017) and findings from Rutandaro et al. (2022). Fear of attacks, especially among girls, is a significant barrier to school attendance during conflicts. The literature suggests that girls are at a higher risk of violence and abduction when walking to school or even while in school due to ongoing conflicts.

Lastly, the study indicated that 77.6% of respondents agreed with learning disruption during inter-group conflicts. This result is in line with findings from studies like Farah et al. (2021) and Onyango (2020), which have highlighted the disruptive impact of conflicts on education. Conflict-related disruptions, such as damage to school infrastructure and the displacement of teachers and students, can severely affect the continuity of education. Girls, in particular, may face challenges in resuming their education after such disruptions.

In summary, the results of this study closely align with the empirical literature on the impact of inter-group conflicts on various aspects, including loss of life, livelihood, displacement, fear of attack, and learning disruption. These similarities emphasise the universal challenges faced by nomadic pastoralist communities, especially girls, in conflict-affected areas. It underscores the importance of addressing these issues in Samburu County, Kenya, to ensure that girls' enrollment and access to education are unduly hindered by inter-group conflicts.

**Table 32***Inter-group Conflict Summary on their Relationship with Girls' School Enrollment*

Inter-group Conflict Factors	% Disagreed	% Agreed
Loss of human life	21.5	78.5
Loss of Livelihood source	19.9	80.1
Displacement	17.8	72.2
Fear of Attack	17.9	82.1
Learning disruption	22.4	77.6
Average	19.9	80.1

Test of hypothesis H<sub>03</sub>

To achieve the objectives of this study, the following null hypotheses, which the study espoused, were tested, and the results of the analysis were presented and interpreted in the tables below:

H<sub>03</sub> There is no statistically significant relationship of IGCF on enrollment of girls in Samburu County. In this section, the respondents were asked to indicate whether IGCF had some relationship with enrollment of girls (See Table 33 below).

**Table 33***The Test of Hypothesis One (H<sub>03</sub>)*

Area of Residence	Selected Factor	Enrollment of Girls	Pearson Correlation Coefficient Values	Sig. (2-tailed)
Samburu County	IGCF		-.537	.005

\* - Means significant at 5% level

Table 33 above shows the results of the first hypothesis after it was tested: H<sub>03</sub> - There is no statistically significant relationship of Inter-Group Conflict Factors (IGCF) on Enrollment of Girls in Samburu County. The results are as follows:

There was a statistically significant relationship of IGCF on Enrollment of Girls in Samburu County, where the Pearson correlation coefficient was  $-.537$ , with the P-value being less than  $.05$  alpha level. The coefficient ( $r$ ) was a weak negative correlation, which means that an increase in IGCF practice in Samburu Country leads to a decrease in enrollment of girls in the schools. Therefore, the null hypothesis ( $H_0$ ), ‘there was no significant relationship of IGCF on Enrollment of Girls in Samburu County was rejected.

The results of the ANOVA performed on the independent variable (IGCF) and dependent variable (enrollment of girls in public primary schools) was summarised in Table 34. The results show that the regression line fits the actual data since the mean square of the residuals is very small ( $0.323$ ) compared to mean square of the regression ( $2.579$ ). The F-statistics of the regression result is  $F_{(1, 120)} = 7.996$  while the reported  $p$ -value= $0.005$  which is less than the conventional probability value  $0.05$  alpha level. The model applied can thus significantly predict the change of the dependent variable as result of the independent variable in the model. Thus, the coefficients of the model are not equal to zero, suggesting that the model fits the data significantly.

**Table 34**

*ANOVA Analysis*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.579	1	2.579	7.996	.005 <sup>b</sup>
	Residual	38.700	120	.323		
	Total	41.279	121			

a. Dependent Variable: Enrollment rate of girls

b. Predictors: (Constant), Inter Group Conflict Factors

As presented in table 35 below, it was also determined that there existed a statistically significant negative relationship between IGCF and enrollment of girls in public primary

schools of Samburu County ( $\beta = -.572, p < 0.05$ ). The beta coefficient of  $-.572$  means that when the practice of IGCFC increases by an additional unit, enrollment of girls in public primary schools in Samburu County decreases by  $.572$ .

**Table 35**

*ANOVA Coefficients*

Model		Unstandardised		Standardised	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	4.065	.663		6.133	.000
	Inter Group Conflict Factors	-.572	.202	-.537	-2.828	.005

From Table 35 above, the following regression equation was derived using unstandardised coefficients. Unstandardised coefficients are used when one wants to know how a unit change in independent variables brings about a unit change in the dependent variable.

$$\text{Enrollment of girls in public primary schools} = 4.065 + (-.537) \text{ Inter-Group Conflict Factors} + \varepsilon (.202)$$

The qualitative study results were in agreement with these statistics and even provided further information with regard to the problem of low girls' enrollment in public primary schools in Samburu County. When asked whether inter-group conflict affects girls' enrollment in public primary schools, most of the head-teachers said that there was a relationship between inter-group factors and enrollment in schools. In Samburu Central Sub-County, the participants reported that during inter-group conflict the livestock/livelihood were taken away from the households. This led to loss of human life including breadwinners, as well as livelihoods. The respondents added that family displacement led

to missing of crop planting seasons for the few families living in the highlands. The burning of manyattas (the homesteads) meant that many families were left homeless, thus increasing vulnerabilities amongst girls to sexual abuse. These entrenched challenges in Samburu Central Sub-County made it difficult for enrollment of girls in public primary schools. The following statement could illustrate these occurrences:

*...livestock were raided, manyattas burned to the ground and many families forced to move away from their settlements. These conflicts displace girls with their families, which makes them go farther from school, reducing attendance and enrollment in schools* (Respondent B\_Samburu\_Central Sub-County).

In Samburu North Sub-County, the respondents said that inter-group conflicts led to displacement of girls by moving away from school areas, thus making it even more difficult for them to go to school. Concerning the fear of walking to school, the respondents mentioned that many girls remained indoors; this made many of them to miss school and even to drop out of school due to frequent civil unrest. Most head-teachers in Samburu North Sub-County said that livestock died because of failure to access grazing lands during inter group conflicts and rivalry. Furthermore, inter-group conflicts led to destruction of school infrastructure, bringing about the closure of many schools. Increased hostilities led to rape of girls and some teacher had to run away. The following statement could illustrate these facts:

*Some schools have been destroyed and the areas deserted. Families dispersed and communality of close kins have been disrupted as each household goes their way* (Respondent I\_Samburu\_East Sub – County).

Participants were asked if loss of human lives from inter-group conflicts in this region affects girls' enrollment in schools. Most of the head-teachers agreed that loss of human lives affected girls' enrollment, especially in families where the breadwinner were the deceased. In Samburu Central Sub-County, the respondents mentioned that families were

disintegrated, which resulted in many families being dysfunctional, thus reducing the level of girls' enrollment in public primary schools. However, on further probing, the respondents said that girls were married off without any planning, as was the case in Samburu North Sub-County, which resulted in many teenage pregnancy issues in the area. The respondents reported that many girls dropped out of school to secure rich husbands, in addition the existence of widows with no capacity in an economic environment characterised by lack of well-paying jobs or other businesses opportunities; thus, there was no effectiveness to promote the growth of the entire sub-county in terms of economic development. This in turn lowered infrastructure development such as the building of boarding schools, hence reducing girl's enrollment in schools. The following statement could illustrate these dynamics:

*There is a whole village now called widows village because men have been killed due to inter-group conflict. Women are left to hustle for their families (Respondent P\_Samburu\_North Sub-County).*

*Families were disintegrated especially in scenarios where the breadwinner passed away. It was very difficult to raise a stable family afterward thus some girls resorted to work as house cleaners in elite families while others married off. This was a way to make their life better (Respondent E\_Samburu\_Central Sub-County).*

When asked whether loss of livestock sources from inter-group conflict in this region affects girls' enrollment in schools, most of the head-teachers reported that livestock has a relationship with enrollment of girls in the public primary schools. In Samburu Central Sub-County for instance, they reported that girls married off for dowry; these enabled parents to acquire wealth from the families to which their girls got married. They added that girls handled casual work to fend for their families as well as to take care of their siblings as the men herded the livestock. These domestic chores kept girls from school as they missed time for school, with an overall negative effect on girls' enrollment in public

primary schools. Participants in Samburu North Sub-County mentioned that girls married off for dowry, they herd for others peoples' stock to get food, especially so in families which were rooted in poverty. Furthermore, the community viewed cows as their 'substitute human heart' as expression in a common saying (no cow, human heart dies); this community valued livestock as a measure of wealth. This led to ineffective girls' enrollment in public primary schools as parents valued livestock wealth more than girls' education. The same scenario was experienced in Samburu North Sub-County where respondents mentioned that girls were married off for dowry and to reduce the burden of schooling them as parents feared pumping resources and their wealth to educate the girls. The respondents added that water was another resource that these communities valued as their livelihood, a resource that was affected by inter-group conflicts. In Samburu North Sub-County and in some parts of Samburu East Sub-County, the respondents shared the same views; they reported that conflict drove away people from water sources, causing death of livestock, thus leading to lack of food. This forced girls to drop out of school with the consequent result of low school attendance an enrollment for the girls. Moreover, in Samburu Central Sub – County, girls fetch water as a way to raise their own money to for meeting their basic needs. The following statement could illustrate these dynamics:

*...in eastern part the sub-county, they (girls') missed school as they travel over long distances to fetch water to sell since their livestock have been raided (Respondent H\_Samburu\_East Sub-County).*

Most of the head-teachers reported that during inter-group conflicts, families became refugees in trading centers, and this disrupted normal lifestyle and living conditions in Samburu Central Sub-County. Respondents said that in Samburu North Sub – County, livestock died; this caused food insecurity. They stated that inter-group conflict over

grazing lands led to displacement of livestock and people - this disrupted schooling as the people moved far away from schools. This movement therefore reduced enrollment of girls in the public primary schools. The following statement could illustrate these occurrences:

*.....girls used to move with the family due to displacement over grazing lands. During this period, they do not attend or enroll in school (Respondent Q\_Samburu\_North Sub-County).*

Participants were asked whether displacement/forced migration during inter conflict affects girls' enrollment in schools. Most of the Head-teachers shared the same views. In both Samburu Central Sub-County and Samburu North Sub-County, they reported that this relationship was linked to keeping girls away from school, as they could not access school due to long distances between home and school. Moreover, in Samburu North the respondents added that girls migrated far away from the school areas, thus increasing inaccessibility of schools: this resulted in many girls dropping out of school while some never enroll in school. On further probing, the respondents said that forced migration disrupted the livelihoods of the people. In Samburu Central Sub-County for instance, the respondents mentioned that displacement caused congestion in trading centers, with the people having no food. Apart from inadequate housing and food shortages, the girls also lacked clothing such as school uniforms as well as the fees to pay for tuition; this reduced their enrollment in the public primary schools.

The learning cycle was also affected by the displacement; thus, displacement affected girls' enrollment in the public primary schools. In Samburu Central Sub-County, the respondents mentioned that girls delay to rejoin schools and this forces them to repeat classes: some dropped out of school rather than repeating the class. The respondents also reported that all schools along the county borders closed, some indefinitely and others

at least once in a year due to conflicts. This affects both learners and teachers hence learning is paralysed. Participants had the same views in Samburu North Sub-County where girls either dropped from school and or delayed to re-join school after an episode of displacement. They likened the situation to the interruptions during the COVID-19 period but this was even worse because girls failed to rejoin the schools after the conflicts. This has really affected Samburu Central Sub-County and Samburu North Sub – Counties, hence the low enrollment rate for girls in public primary schools.

When asked whether fear of attacks while going to school during inter-conflict affects girls' enrollment in schools, most of the head-teachers reported that this relationship existed and it was linked to walking to school, with girls spending nights in the bush as part of their journey. In Samburu Central Sub-County, the respondents said that schools ended lessons early during day in order to make time for travel, so poor learning was an inevitable outcome. Eventually result, the girls dropped out of school. This bore the overall result of reducing school attendance and enrollment for girls in the public primary schools. On further discussion, the respondents mentioned that congestion by the refugees in trading centers made the girls to miss school. Others ran to their relatives across rivers at night and so they could not go to school, which, overall, decreased enrollment of girls in schools. The following statement could illustrate these dynamics:

*Girls' education is affected. During these periods, schools end lessons early in the day, so studies are less thorough* (Respondent B\_Samburu\_Central Sub-County).

In Samburu North Sub-County, the respondents reported that families moved far away from schools, so girls feared walking long distances to school. They added that intense inter-group conflict affected the girls with regard to their sleeping hours during the night, and so they woke up in the morning disoriented and unable to focus on schoolwork. The respondents said that girls were attacked when going to school; the girls got not able to

sleep due to fear and cold, thus, they were unable to go to school. In addition, some of the families lived in 'local' refugee camps; hence, the girls could not enroll in schools. The participants were asked if learning disruptions during inter-group conflict affects girls' enrollment in schools. Most of the head-teachers mentioned that learning disruptions were associated with closure of some of the schools, while other learning institutions were destroyed as well as some teachers having to run away because of constant threats and intimidation from hostile conflicting groups operating in the areas where the schools were located.

In Samburu Central Sub-County for instance, the respondents said that some girls dropped completely from school; this had the overall effect of reduced enrollment of girls in the public primary schools. Some teachers delayed to report to work after incidents of violent conflict in Samburu County; hence, some schools lacked enough teaching staff to handle the pupils even when they found their way to school. On further discussion, in Samburu East Sub – County, the respondents reported that many parents got excuses to marry girls off as a way of reducing feeding and other demand burdens in the family, therefore, some girls dropped off from school completely. At the same time, some teachers refused to go back to teach in Samburu County after experiences of violent conflicts.

The respondents emphasised that girl missed learning and hence decided to drop from school all together, while some schools completely failed to re-open: this reduced the number of learning institution and therefore the level of enrollment in public primary schools for girls dropped. Increased hostilities resulting in inter-group conflict made teachers to lose concentration/focus in their work even when they were present in school. This was a scenario, which was experienced in Samburu North Sub-County. The following statement could illustrate these occurrences:

*Some schools were destroyed during inter-group conflicts thus, girls could not access schools. Teachers were threatened thus decided to run away and refused to go back. With inadequate teachers in schools, there was no effective learning (Respondent P\_Samburu\_North Sub-County).*

*Bandits have been conducting bold attacks with schoolchildren and herdsmen being among the most affected individuals. The bandits have identified Malaso and Suguta valleys as their base of operations because it allows them to disappear quickly into the valleys to evade any swift response from the locals or security agencies (Respondent Q\_Samburu\_North Sub-County).*

Participants also said that stalking by the bandits affected enrollment of girls in public primary schools. Stalking by bandits was mentioned in Samburu Central and North sub-counties, while stalking by warriors was said to be common in Samburu North and East sub-counties.

When asked about some of the solutions to be suggested to solve inter-group conflicts and related effects on girls' enrollment in schools, most of the head-teachers suggested that the government should disarm bandits. They said that if the government is serious, such archaic practice could be stopped once for good. The respondents stated that peace talks have not borne fruit because some people have the aim of expanding land for their livestock and acquire more livestock. Therefore, peace talks always failing, the government needed to be in the capacity to restore hope and disarm aggressors. Through this intervention, harmony and human co-existence would be restored in the community of Samburu County. The respondents further were of the view that the government should make sure that every time livestock is raided, they are returned back in order to make raids futile. Similarly, since pastoralists considered livestock as their source of food and wealth, the government can train communities on other ways of diversifying livelihoods.

The findings are corroborated by Education Above All (2022) that posits that inter-group conflicts can have a detrimental effect on the education of girls, particularly in regions with a history of conflict and violence. Conflict can create a hostile environment that discourages families from sending their daughters to school; this would lead to a decrease in girls' enrollment in public primary schools. One of the main factors in play is the fear of violence and insecurity whereby, when conflict erupts in a given region, schools may become the targets of violence: this makes it unsafe for girls to attend school. For example, in Nigeria, the Boko Haram insurgency has led to the closure of schools in the Northeast region, where girls have been specifically targeted for abduction and forced marriage (Women's Refugee Commission, 2022). As a result, many families are reluctant to send their daughters to school, leading to a decrease in girls' enrollment in school.

When conflict forces families to flee their homes, girls are often forced to drop out of school. This is because they may not have access to schools in their new location, or their families may not have the resources to pay for their school education. For example, in South Sudan, the ongoing conflict has led to the displacement of millions of people, and many girls have been forced to drop out of school as a result (Save the Children, 2022). Inter-group conflicts also lead to the destruction of infrastructure, including schools. This can make it difficult or impossible for girls to access school education. For example, in Syria, the ongoing conflict has led to the destruction of many schools, and the resultant lack of safe learning spaces has contributed to a decrease in girls' enrollment in school (UNESCO, 2021). In 2019, the Kenya Violence against Children (KACS) revealed that 49% of girls experienced physical violence in Kenya. In addition, 11% of the girls experienced sexual violence.

The above-discussed findings are in agreement with the present study as selected factors of IGCf were found to contribute to significant reduction in girl's enrollment in public primary schools in Samburu County. In conclusion, inter-group conflicts have a significant impact on the education of girls, leading to a decrease in their enrollment in public primary schools. Fear of violence, displacement, destruction of infrastructure as well as displacement of families are some of the factors that contribute to this trend.

#### **4.3.4 The Relationship between Selected Socio-Cultural Factors and Enrollment of Girls in Rural Public Primary Schools in Samburu County, Kenya**

The findings begin with presentation of socio-cultural objective by looking at selected factors related to economic variable. There were five selected factors under the socio-cultural variable. They are presented below;

According to Table 36, 26.5% of the respondents disagreed that cultural practices were related with enrollment of girls in schools while 73.5% (where the majority fall) poised those cultural practices indeed had a relationship with enrollment of girls in schools. Specifically, early marriages, age-set graduation, and early pregnancy seems to be core in affecting girls' school enrollment in rural public primary schools in Samburu County.

The findings from the table shed light on the substantial impact of cultural practices on girls' enrollment in primary schools. These results resonate with a body of empirical literature that has explored the influence of various cultural traditions on girls' access to education.

The data indicates that 92.2% of respondents agree that FGM is practiced in the community with 44.5% agreeing that it has an association with enrollment of girls in primary school. This finding closely aligns with the prevailing sentiment in the literature, where studies like Magige (2020), Toroitich, and Mureithi (2019) highlight how FGM,

due to the physical and psychological trauma it inflicts, acts as a deterrent to girls pursuing education.

Around 66.0% of respondents agreed that beading is practiced in the community with 74.2% agreeing that it is associated with girls' school enrollment. Beading, which is a cultural system of warriors befriending girls by buying for them beads for necklaces and wrists, is recognised as a barrier to girls' education, a sentiment echoed in the empirical literature. This practice shares similarities with other harmful customs like female genital cutting and early marriages, all of which discourage girls from attending school (Mungai, 2021; Jochim et al., 2021).

The data reveals that a significant 78.7% agree that girls are married off at early age. According to the respondents, this practice impacts more on girls schooling opportunity with 96.2% agreeing that it is the most closely associated with girls enrollment. Of the respondents, 3.8% disagreed. Early marriages are a well-documented impediment to girls' education, a finding that closely aligns with research by Mughal et al. (2020) and Andiema (2021), both of which emphasise how early marriages can hinder girls' schooling.

About 72.0% of respondents agree that teenage pregnancy happens among girls, with 87.2% agreeing that it is associated with girls' enrollment. Teenage pregnancy is widely acknowledged as a major factor leading to girls dropping out of school, particularly in regions where access to sex education and maternal services is limited, as noted in Jochim et al. (2021). An overwhelming 82.4% agree that age set graduation impacts girls' enrollment, with only 17.6% in disagreement. Age set graduation, a cultural practice linked to initiation ceremonies, can indeed disrupt girls' education, a sentiment

strongly supported by the literature. There are similarities between the effects of beading and age set graduation on girls' education.

Approximately 67.3% agree that polygyny is practiced in the community, with 56.4% agreeing that it has an association with girls' enrollment, while 43.6% disagree. Polygyny, a marital practice, can have implications for girls' education. While not directly addressed in the literature, the role of early marriages (which can involve polygyny unions) in limiting girls' educational opportunities is emphasised.

In summary, the findings in the table underscore the significant influence of cultural practices, including FGM, beading, early marriages, teenage pregnancy, and age set graduation, and polygyny, on girls' enrollment in primary schools. These results align with recommendations in the empirical literature, emphasizing the importance of culturally sensitive interventions and policies to overcome these obstacles and promote girls' education.

**Table 36**

*Cultural Practices*

Factor	Prevalence / practice		Relate with girls Enrollment	
	% Agree	% Disagree	% Disagree	% Agree
FGM	92.2	7.8	55.5	44.5
Beading	66.0	34.0	25.8	74.2
Early marriages	78.7	21.3	3.8	96.2
Teenage pregnancy	72.0	28.0	12.8	87.2
Age set graduation	98.2	1.8	17.6	82.4
Polygny	67.3	32.7	43.6	56.4
Average	80.5	19.5	26.5	73.5

According to Table 37 below, 73% (where the majority falls) of the respondents agreed that perception about girl child affected enrollment of girls in schools while only 27% were of the contrary opinion.

The respondents of 76.1% of respondents agree that myths about girls affect their enrollment, while 33.9% disagree. This perception resonates with studies by Ogunode and Adanna (2022), Mwikya, and Cheloti (2019), which emphasise the presence of cultural misconceptions and stereotypes surrounding female education. These myths often lead to diminished opportunities for girls to access and excel in school.

The data indicates that 85.2% of respondents agree that rural parents' attitude affects girls' enrollment, while 14.8% disagree. This finding aligns with the broader literature, where researchers like Njoroge (2021) and Sharif et al (2020) highlight the crucial role of parental attitudes and perceptions in shaping girls' access to education. In rural settings, parental attitudes often reflect cultural norms and can either facilitate or hinder girls' schooling.

About 65.2% of respondents agree that the perception that girls cannot perform affects their enrollment, with 34.8% in disagreement. This perception corresponds with studies such as those conducted by Cornelius-Ukpepi (2019) and Mulenga (2019), which indicate that gender-related stereotypes regarding girls' academic abilities persist in some societies. Such stereotypes can lead to reduced support and encouragement for girls' education.

The data reveals that 68.1% of respondents agree that the perception that girls will get pregnant affects their enrollment, while 31.9% disagree. This finding is consistent with research by Jochim et al. (2021) and Mughal et al. (2020), where the fear of teenage

pregnancy is identified as a significant barrier to girls' education. Cultural norms and the belief that girls are prone to early pregnancies can dissuade families from investing in their daughters' education.

Approximately 80.4% of respondents agree that the perception that schooling spoils girls affects their enrollment, while 19.6% disagree. This perception aligns with studies by Andiema (2021) and Mungai (2021), which highlight how traditional views about gender roles and girls' responsibilities at home may lead to reluctance in sending girls to school. The idea that schooling might disrupt traditional gender roles can be a deterrent.

**Table 37**

*Perceptions about Girl Child*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
Myth about girls	33.9	76.1
Rural parents' attitude	14.8	85.2
Girls can't perform	34.8	65.2
Girls' will get pregnant	31.9	68.1
Schooling spoils girls	19.6	80.4
Average	27.0	73.0

According to Table 38 below, 21.4% of the respondents disagreed that nomadic mobility affected enrollment of girls in schools while 78.6% on the other hand alluded that nomadic mobility was indeed affecting the enrollment. One notable finding is that a significant proportion of respondents, 77.1%, agree that certain factors make girls outgrow school. This aligns closely with studies conducted by Ogunode and Adanna (2020), which emphasise how cultural practices like initiation rites or early marriages can compel girls to leave school prematurely. These customs often prioritise societal roles over education, leading to girls dropping out.

Moreover, the perception that girls are withdrawn from school is widely shared, with 86.4% in agreement. This observation resonates with research by Mughal et al. (2020) and Toroitich and Mureithi (2019), highlighting practices such as early marriages, female genital cutting, and widow bequests as reasons for girls' withdrawal from educational institutions. These customs tend to emphasise alternative societal roles over formal education.

Additionally, the belief that certain factors prevent girls from enrolling in school is widespread, with 72.3% agreement. This finding aligns with the research conducted by Jochim et al. (2021) and Mungai (2021), where early pregnancies and negative perceptions about girls' abilities are identified as significant barriers to girls' enrollment. These barriers are deeply rooted in cultural beliefs, discouraging girls from accessing educational opportunities initially.

In summary, the results in this table underscore the pervasive influence of socio-cultural factors on girls' enrollment in primary schools. These factors encompass practices that can either lead to girls leaving school prematurely, being withdrawn from education, or being deterred from enrolling initially. These findings align closely with existing empirical literature, emphasizing the detrimental impact of traditional practices, early marriages, and negative perceptions on girls' access to education. It underscores the importance of addressing these socio-cultural barriers to ensure equitable access to education for girls. Efforts aimed at challenging harmful practices and changing perceptions about girls' education are crucial for promoting gender equality in schooling.

**Table 38**

*Nomadic Mobility*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree

Make girls to outgrow school	22.9	77.1
Withdraws girls from school	13.6	86.4
Prevents girls from enrolling	27.7	72.3
Average	21.4	78.6

According to Table 39 below, one notable finding is that 65.3% of respondents agree that low parents' levels of education or illiteracy affect girls' school enrollment. This finding resonates with the research conducted by Mwikya and Cheloti (2019) and Mulenga (2019), which highlight that socio-economic factors, including parental education, influence girls' enrollment in school. In contexts where parents have limited education, they may not fully understand the value of education or may prioritise other responsibilities over sending their daughters to school.

Similarly, 67.9% of respondents agree that low parental education leads to a lack of value placed on girls' education. This perception aligns with the studies by Adanna (2020) and Ndile (2022), emphasizing that parents with limited education often fail to recognise the importance of educating their daughters. This lack of awareness can contribute to girls' enrollment challenges.

Moreover, 56.9% of respondents agree that parents' low interest in girls' education is a significant factor. This finding resonates with the research conducted by Toroitch and Mureithi (2019) and Njoroge (2021), which highlight that socio-cultural conditions, including parental attitudes, affect girls' school attendance. Parents who are uninterested in their daughters' education may not provide the necessary support and encouragement for enrollment.

Furthermore, 80.4% of respondents agree that parents with low education levels are unable to advice on girls' education. This perception aligns with the research by Andiema (2021) and Cornelius-Ukpepi et al. (2019), which emphasise that socio-cultural

factors, including parental guidance, play a role in girls' education. Parents with limited education may lack the knowledge and information needed to guide their daughters through the education system effectively.

In summary, the results in this table highlight the significant influence of parents' level of education on girls' enrollment in primary schools. Low parental education is associated with a lack of value placed on girls' education, limited interest in girls' schooling, and an inability to provide guidance on educational matters. These findings align with prior empirical literature, which underscores the impact of socio-economic and cultural factors, including parental education, on girls' access to education. Addressing these barriers requires targeted efforts to raise awareness and provide support to parents with limited education, emphasizing the value of girls' education and encouraging their enrollment and participation in schools.

**Table 39**  
*Parents' Level of Education*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
Low parents' level of education/illiterate		
Affect girls school enrollment	34.7	65.3
Not value girls' education	32.1	67.9
Girls lack role models in education	34.4	65.6
Unable to advice girls' education	19.6	80.4
Uninterested in girls' education	43.1	56.9
Average	32.8	67.2

The respondents who disagreed that parents' occupation affected enrollment of girls in schools were only 33.5% while those that were of the contrary opinion were 66.5 %. The

information is as shown in Table 40. Firstly, the data reveals that a significant proportion of respondents (71.5%) agreed that parents engaged in herding activities often do not enroll their daughters in school. This resonates with the findings of Mungai (2021), whose study emphasised the impact of traditional practices on girls' access to education. Similarly, Mughal et al. (2020) discussed how early marriage and traditional gender roles could prevent girls from attending school, aligning with the current study's observation about herding parents' reluctance to enroll girls.

Secondly, the results indicate that 67.2% of respondents agreed that parent herders tend to require girls to engage in herding more than they tend to require girls to engage in herding. In addition, more than they tend to require girls to engage in herding more than they tend to require girls to engage in herding more than they tend to require girls to engage in herding more than boys herd. This finding parallels Mungai (2021) observations regarding the prioritization of traditional roles, where girls are often expected to take on more household and care-giving responsibilities than boys do. This alignment underscores the persistence of traditional gender roles in rural contexts, hindering girls' education.

Furthermore, the data shows that 71.1% of respondents agreed that parent herders often have limited exposure to the importance of girls' education. This finding mirrors the emphasis in Mughal et al. (2020) research on the necessity of community-based interventions to raise awareness about the value of girls' education. The agreement between the current study and the findings by Mughal et al. (2020) underscores the significance of educational awareness in these contexts.

Lastly, the results reveal that 56.1% of respondents agreed that parent herders commonly subject girls to homestead work, potentially affecting their school attendance. This

finding closely aligns with Andiemma’s (2021) research, which highlighted how traditional practices and household chores hinder girl-child education. The similarity in these findings underscores the pervasive influence of socio-cultural factors on girls’ education in rural areas.

In summary, the percentages presented in Table 40 below regarding factors affecting girls’ enrollment closely resemble the outcomes of the reviewed empirical literature. These similarities emphasise the need for targeted interventions that challenge traditional gender roles, raise awareness about girls’ education, and alleviate the burden of household chores to promote girls’ enrollment and participation in rural schools (Mungai, 2021; Mughal et al., 2020; Andiemma, 2021).

**Table 40**  
*Respondents Response Rate*

Factor	Relate with girls Enrollment	
	% Disagree	% Agree
Parents who are herders don’t enroll girls in school	28.5	71.5
Parent herders require girls to herd more than boys	32.8	67.2
Parent herders get little exposure on girls education importance	28.9	71.1
Parent herders’ subject girls to homestead work	43.9	56.1
Average	33.5	66.5

Table 41 summarises Socio-cultural factors. Nomadic mobility is seen as major factor relating with enrollment of girls in rural public primary schools in Samburu County. This resonates with the fact that 75% of the County is ASAL. This dictates regular

movements of people with livestock in search of pasture and water. Other factors are cultural practices at 73.55 and perception about the girl child is at 73%. Firstly, the data indicates that 78.6% of respondents agreed that nomadic mobility affects girls' enrollment. This observation aligns with the concept of nomadic lifestyles affecting access to education, as discussed by Andiema (2021). Her study emphasised the challenges faced by girls in communities with nomadic traditions, such as irregular school attendance due to frequent migrations.

Secondly, the data reveals that 73.5% of respondents agreed that cultural practices play a role in affecting girls' enrollment. This finding resonates with the broader literature's recognition of cultural practices as a significant barrier to girls' education. Mungai (2021) and Mughal et al. (2020) both highlighted cultural practices like early marriage and traditional gender roles as hindrances to girls' schooling, aligning with the current study's results.

Thirdly, the results show that 73.0% of respondents agreed that perceptions about the girl child affect enrollment. This finding echoes the discussion in the reviewed literature about negative perceptions of girls' abilities as a barrier to their education (Mungai, 2021). Community sensitization programs aimed at changing these perceptions were suggested as a way to improve girls' access to education, which aligns with the current study's findings.

Fourthly, the data indicates that 67.2% of respondents agreed that parent education affects girls' enrollment. This finding corresponds with the results presented in Table 30, where low levels of parent education or illiteracy were associated with negative attitudes towards girls' education. This consistency suggests that parental education plays a pivotal role in influencing girls' access to schooling in rural areas.

Lastly, the results reveal that 66.5% of respondents agreed that parent occupation affects girls' enrollment. While not discussed explicitly in the reviewed literature, this finding implies that the type of occupation parents are engaged in can influence their attitudes towards girls' education. This aligns with the broader understanding that socioeconomic factors often intersect with cultural norms to shape access to education.

In summary, the percentages presented in Table 31 concerning socio-cultural factors and their impact on girls' enrollment exhibit notable similarities with the outcomes discussed in the empirical literature. These findings emphasise the need for comprehensive interventions that address cultural practices, change perceptions about the girl child, promote parental education, and consider the influence of parent occupation in order to enhance girls' access to education in rural contexts.

**Table 41**

*Socio-Cultural Factors Summary on their Relationship with Girls' School Enrollment*

Socio-cultural Factors	% Disagreed	% Agreed
Nomadic mobility	21.4	78.6
Cultural practices	26.5	73.5
Perception about girl child	27.0	73.0
Parent education	32.8	67.2
Parent occupation	33.5	66.5
Average	28.2	71.8

Test of hypothesis H0<sub>4</sub>

To achieve the objectives of this study, the following null hypotheses, which the study espoused, were tested, and the results of the analysis were presented and interpreted in the tables below:

H0<sub>4</sub> There is no statistically significant relationship between SCF on the enrollment of girls in Samburu County

In this section, the respondents were asked to indicate whether SCF had some relationship with enrollment of girls in the public primary schools of Samburu County (See Table 42 below).

**Table 42**

*The Test of Hypothesis One (H0<sub>4</sub>)*

Area of Residence	Selected Factor	Enrollment of Girls	
		Pearson Correlation Coefficient Values	Sig. (2-tailed)
Samburu County	SCF	-.503*	.004

\* - Means significant at 5% level

Table 42 above shows the results of the first hypothesis after it was tested: H0<sub>4</sub> - There is no statistically significant relationship of Socio-Cultural Factors (SCF) on Enrollment of Girls in Samburu County. The results are as follows:

There was a statistically significant relationship of SCF on Enrollment of Girls in Samburu County, where the Pearson correlation coefficient was -.503, with the P-value being less than .05 alpha level. The coefficient (r) was a weak negative correlation, which means that an increase in SCF practice in Samburu Country leads to a decrease in enrollment of girls in the rural public primary schools. Therefore, the null hypothesis (H0<sub>4</sub>), ‘there was no significant relationship of SCF on Enrollment of Girls in Samburu County’ was therefore rejected.

The results of the ANOVA performed on the independent (SCF) and dependent variable (enrollment of girls in public primary schools) was summarised in Table 43 below. The results show that the regression line fits the actual data since the mean square of the residuals is very small (0.321) compared to mean square of the regression (2.766). The F-statistics of the regression result is  $F_{(1, 120)} = 8.617$  while the reported  $p$ -value=0.004

which is less than the conventional probability value 0.05 alpha level. The model applied can thus significantly predict the change of the dependent variable as a result of the independent variable in the model. Thus, the coefficients of the model are not equal to zero, suggesting that the model fits the data significantly.

**Table 43**  
*ANOVA Analysis*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.766	1	2.766	8.617	.004 <sup>b</sup>
	Residual	38.513	120	.321		
	Total	41.279	121			

a. Dependent Variable: Enrollment rate of girls

b. Predictors: (Constant), Socio-Cultural Factors

Further as presented in the Table 44 below, it was also determined that there existed a statistically significant negative relationship between SCF and enrollment of girls in the public primary schools of Samburu County ( $\beta = -.608$ ,  $p < 0.05$ ). The beta coefficient of  $-.608$  means that when the practice of SCF increases by an additional unit, enrollment of girls in the public primary schools in Samburu County decreases by  $.608$ .

**Table 44**  
*ANOVA Coefficients*

Model	Unstandardised Coefficients		Standardised Coefficients	T	Sig.
	B	Std. Error	Beta		

1	(Constant)	4.129	.660		6.254	.000
	Socio-Cultural Factors	-.608	.207	-.503	-2.936	.004

From Table 44 above, the following regression equation was derived using unstandardised coefficients. Unstandardised coefficients are used when one wants to know the way in which a unit change in independent variables brings about a unit change in the dependent variable. Enrollment of girls in public primary schools = 4.129+ (-.503) Socio-Cultural Factors +  $\epsilon$  (.207)

A detailed analysis of this was carried out using qualitative interviews for the head teachers. The participants were asked about the ways in which cultural practices affected girls' enrollment in the public primary schools. Most of the head teachers reported that culture affected the enrollment of girls in the public primary schools. Most of them said that FGM has a relationship with enrollment in the public primary schools. In Samburu Central Sub-County, for instance, the head teachers reported that FGM traumatises the girls, which in turn affects enrollment in the public primary schools. In Samburu East Sub-County, the respondents linked FGM to early marriage, saying that girls who have undergone the act of FGM would likely be married off. They also mentioned that the practice was crude in some of the remote areas, which resulted in a longer time to heal, thus affecting enrollment in the public primary schools and even attendance in the schools. These sentiments were echoed in Samburu North Sub-County as well as emphasizing the fact that girls who had undergone the act felt mature enough to start their own families, thus dropping out of schools. The following statement illustrates this.

*Girls who have undergone FGM are likely to be married off. Girls who undergo FGM also takes a while to heal, meaning that they will miss school, which will affect their performance and which will make them drop eventually (Respondent A\_ Samburu\_Central Sub-County).*

*Fear of stigma and being ostracized by family and the surrounding community remains a reality for many girls and women who choose not to undergo FGM. Uncut girls are less likely to be considered desirable for marriage and are often excluded from wider social events within the community (Respondent I\_Samburu\_East Sub-County).*

*Girls who have not undergone FGM are less likely to be subjected to early marriage by virtue of not being cut and hence more likely to be able to stay in school (Respondent M\_Samburu\_North Sub-County).*

*FGM and child marriage are often linked. Once a girl undergoes FGM, she is often expected to get married shortly after. Some girls are cut specifically to mark their eligibility to marry. (Respondent R\_Samburu\_North Sub-County).*

Most head teachers reported that the beading culture and practice resulted in physical and mental violence as well as school dropping out for the girls. In Samburu East Sub-County, the respondents reported that warriors did not give the girls the opportunity to access formal education, and beat the girls who went to school because it was not allowed. The respondents in Samburu East Sub-County mentioned that beading was a way through which warriors ‘own’ the girls. Once a girl was beaded, she was considered mature and ready for marriage. This act of physical abuse brought out intimidation and extreme fear in girls such that they either dropped off from school and some would never be enrolled. Similar sentiments were expressed in Samburu North Sub-County as head teachers reported that warriors-controlled girls.

Moreover, girls were influenced by the peer pressure of embracing the Samburu culture without their knowledge of the consequences of this practice such as pregnancy, abortion and being shunned by the community because once beaded these girls lived with the warriors but were not allowed to get pregnant. This perpetuated early marriages, whereby girls would withdraw from school. Girls who were beaten failed to enroll and so they were forced into early marriages. In addition, the respondents said that polygamy encourages early marriages. According to head teachers in Samburu Central Sub-County,

unlike Samburu East Sub-County and Samburu North Sub-County, the beading culture was not practiced in Samburu Central Sub- County. Some of the head teachers had this say:

*The practice of beading exposes young girls to physical, mental and sexual violence. Most often, the opinion of the girl does not matter when the beading relationship is negotiated. There is no informed consent, but the negotiation is held between the warrior and the brothers of the chosen girl. If it is approved, the mother of the girls builds a hut (singira) for her daughter and for the warrior. The warrior sells livestock to buy many beads for her girl and then commence sexual relationship. These special beads signify that the girl is taken, and no one else can have an intimate relationship with her apart from her suitor, until the girl is officially married to a different person (Respondent J\_Samburu\_East Sub-County).*

*Warriors coerce girls and force them to accept the beads while at the same time peer pressure forces the girls to embrace this culture. No one prepares the girls to understand the consequences of being in a sexual relationship including that one may get pregnant which would lead to being shunned by the community and may lead to forceful, crude, and cruel abortions being performed on the girls. (Respondent L\_Samburu\_East Sub-County).*

*There was an incident where warriors stormed the school and forcefully took away all girls for enrolling in school without their permission. These scared girls not go to school (Respondent J\_Samburu\_East Sub-County).*

*In Samburu Central Sub – County, this practice is no longer practiced but stalking of girls when they are outside herding or on their way,back and forth school is common (Respondent E\_Samburu\_Central Sub-County).*

The head teachers also reported that there were many cases of early and forced marriages in Samburu East Sub-County and Samburu North Sub-County. They reported that families in Samburu North Sub-County and East Sub-County do not take their girls to school because the community believes in marrying off the girls. They said that investing in girls' education is a hassle and they would rather marry off the girls because it was

easier and it easily brought them wealth in terms of cows. In Samburu East Sub-County, the head teachers said that polygamy encouraged early and forced marriages for the girls.

One head teacher had this to say:

There was a case of a girl as young as 12 years old getting married to a man aged 78 years old who was old enough to be her grandfather just because the parents wanted to gain livestock. These cases have been rampant because the Samburu community encourages polygyny (Respondent F\_Samburu \_ Central Sub-County).

Most head teachers reported that when warriors graduate to elder-hood they marry both school-going and non-school-going girls en masse. They reported that with the age-set graduation, the warriors are expected to marry and settle down to mark the end of their era. They mentioned that this age-set graduation tradition exposes girls to early marriages and denies them the right to go to school. They also reported that those girls that do not get married at the particular time would be forced to be second wives later.

The respondents had this to say:

*“Hundreds of school-going girls in Samburu are at risk of being married off to Morans during the age-set (e.g. Ikishami) graduation ceremony, ”*(Respondent P\_Samburu\_North Sub-County).

Most head teachers reported that in Samburu County, polygyny is permitted and homesteads reflect this aspect, with every family having as many huts as the number of wives that a man has. The head teachers in Samburu Central Sub-County and Samburu North Sub-County reported that the children of unloved wives are always neglected. In Samburu East Sub-County, the head teachers reported that polygyny is accepted and men are allowed to marry young girls. Nevertheless, each wife took care of their own livestock and so needed the help of her children. These sentiments were echoed in Samburu North Sub-County with the emphasis that men abandon some of their wives

thus the children of those abandoned wives were neglected. This inhibited girls from going to school and thus affected both attendance and enrollment of girls in the rural public primary schools. These realities could be illustrated by the following statements:

*Here in Samburu, if a wife misbehaves, the husband abandons her with her children, though children remain his (Respondent Q\_Samburu\_North Sub-County).*

*Since polygamy is accepted in Samburu, men are allowed to add wives and therefore end up marrying young girls. Each wife has her own house, which includes the physical structure, her children and livestock. Therefore, they need the help of their children to take care of the livestock (Respondent G\_Samburu\_East Sub-County).*

*Some community members believed that having many wives and livestock was a source of power and wealth and thus they were respected in the society (Respondent E\_Samburu\_Central Sub-County).*

When asked about the general perception of girls' enrollment in public primary schools in this community, the responses were varied. In Samburu North and East Sub-Counties, most respondents said that girls were perceived only to benefit their husbands' families and therefore boys were prioritised. They added the possibility that girls were vulnerable and might not complete school because of early pregnancy. In Samburu East Sub-County, the respondents reported that the use of proverbs such as 'women cannot know how to help themselves, leave alone the family,' meant that girls were considered a liability and a burden in the family as once they were married off, they were of no help to their family of origin.

The respondents stated that the belief that illiteracy could not prevent girls from child bearing encouraged many girls to drop out of school and marry off as an escape route to better life for themselves. Most of the respondents in Samburu North Sub-County were of the view that educating girls was a waste of time as well as resources. They viewed the school as an agent for spoiling the girls by encouraging them to abandon their culture.

Furthermore, they added that girls were considered inferior and not competent enough to match with boys, thus much attention was given to the boys. This inequality made many girls not to enroll in the public primary schools.

When asked whether the general perceptions on girl-child education affects girl's enrollment in schools, most of the head-teachers said that there was a relationship between the general perceptions and girls' enrollment in the public primary schools. In Samburu Central Sub – County, they mentioned that this relationship was linked to societal myths such as the one insinuating that girls would only benefit their husbands' families after being educated. The respondents mentioned another myth that the girls were spoilt had lose morals and abandoned their culture once they got educated in school. They reported that these mythical perceptions had a negative relationship on the parents' inclination to educate the girls, hence, majority of the girls never enrolled in the public primary schools. In Samburu East Sub – County, the respondents said that societal myths viewed women's place as being the home, and that educated girls would not respect their parents and that there was the likelihood that they would run away. Moreover, they added that the fear that girls would abandon societal culture was a consistent finding for both Samburu Central Sub-County and Samburu East Sub-County. The findings in Samburu North Sub-County indicated that most of the respondents reported that myths were strengthened through the socialization in the society. They were promoted by the use of society proverbs and sayings that were aimed at shaping the behavior of girls in the community, hence the community members' perceived educated girls to be undisciplined people who would not embrace the societal norms and culture. These could be illustrated be the following statement:

*Girls maybe withdrawn from school by parents for reasons of fearing that they will be spoilt and get pregnant (Respondent A\_Samburu\_Central Sub-County).*

*The community often sees educated girls and women as violating the Samburu culture. They always lack respect and fail to embrace the Samburu culture; as a result, the community perceives the education of girls as a waste of time (Respondent D\_Samburu\_Central Sub-County).*

*The Samburu community members still discriminates against girls' education because they believe that the role of girls is to take care of their families and illiteracy does not prevent them from child bearing (Respondent K\_Samburu\_East Sub-County).*

*There was a girl who had ambitions of becoming a lawyer, but her parents did not value girl education. They thought girls wanted to deviate from societal norms and culture by abandoning the culture, which is a show of disrespect. Therefore, the girl's ambitions slowly died out (Respondent P\_Samburu\_North Sub-County).*

Generally, the respondents reported the general perceptions in three aspects: girls not performing, girls getting pregnant and girls being spoilt. In Samburu East Sub-County for instance, most of the head-teachers mentioned that the girls lag behind the boys in school - they could not complete in school as others got pregnant hence considered it a waste of resources. This is because they hardly get time to be in school as they are overburdened by family activities. This was coupled with the fear that educated girls would abandon their culture. In Samburu North Sub – County, the respondents mentioned that girls could not concentrate in school because of stigma and constant pressure to get married from their parents. In addition, they added that parents feared that their girls would ashamed them and become disrespectful if they went to school. Nonetheless, the respondents from Samburu Central Sub-County mentioned that the society was not affected by these perceptions and the majority were on the view that, the society needed to be sensitised to abandon harmful cultural practices and to embrace civilization aspects such as promoting girls' education. The following statement could illustrate these:

*Gender inequality deprives girls of the opportunity to explore their potential and dreams. Girls are considered inferior and it is held that they cannot perform well in school as*

*compared to the boys. On the other hand, boys are preferred because it is believed that they will save the family from poverty once they get school education whereas the girls will be married off and will only benefit other families (Respondent H\_Samburu\_East Sub-County).*

When asked if nomadic mobility affects girl's enrollment in the public primary schools, most of the head-teachers agreed that nomadic mobility affected girls' enrollment in school. They said that girls outgrew school and this had a relationship with failed enrollment on their part. In Samburu East Sub-County for instance, the respondents stated that at times, the girls go out of school for 4 years or more while others go without enrollment to schools, thus, girls developed an attitude and failed to enroll for the feeling that they were big enough for marriage and hence not fit to be in primary schools. In Samburu North Sub – County, the participants reported that 100% of livestock left home at least once in a year and was used to pay dowry. These could be illustrated by the following statement:

*Sometimes the parents convince the girls to drop out of school (Respondent L\_Samburu\_East Sub-County).*

This led to a further discussion on the relationship between girls' withdrawal from school and nomadic mobility in view of its role in inhibiting enrollment of girls in schools. In Samburu East Sub – County, the respondents said that girls dropped out of school and moved with the livestock; hence, this affected their enrollment because their families went far away from the schools. Furthermore, in Samburu North Sub-County, withdrawal of girls from school was linked to delay to re-joining the school, with the majority of the girls being displaced and moved far away from their schools. However, the respondents reported that nomadic mobility did not affect girls in Samburu Central Sub-County since their families prefer settling down and explore on crop farming. These positions could be illustrated by the following statement:

*Girls could drop out of school to attend to sheep and goats. They travel over long distances to fetch water for the animals and to feeds the livestock. They thus spend a lot of time herding than they do in school. Some drop off because these are the responsibilities assigned to them on a daily basis (Respondent O\_Samburu\_North Sub-County).*

Participants were asked whether parents' education affects girls' enrollment in the public primary schools. Most of the head-teachers said that parents' education affected girls' enrollment in schools. They mentioned that role models had a relationship with enrollment of girls in schools. In Samburu East Sub-County for instance, parents were the role model in insinuating cultural practices. They shaped the girls' behavior by educating them on societal tradition and culture through the use of the community proverbs and sayings. The culture eroded the girls' rights to education as they were taught to take care of their siblings and livestock at home and hence they could not enroll in schools. On the other hand, in Samburu North Sub-County, girls who went to school were despised, as their parents could not guide them along the lines of demeaning cultural practices. Thus, majority of them dropped out of school; overall, this was affecting both attendance and enrollment in schools for the girls.

Participants said that parents showed a lack of interest together with a lack advice to educate girls. In Samburu Central Sub-County, the respondents mentioned that parents showed no interest with regard to educating their girls. However, girls followed other people who could take them to school. These parents do not know what to advice girls with regard to increasingly high teenage pregnancy, which is forcing some to drop off school completely. The respondents in Samburu East Sub-County and Samburu North Sub-County shared the same views. They reported that the parents' lack of interest and having no advice was linked to the high illiteracy levels. In both Samburu East Sub-County and Samburu North Sub-County, illiterate parents' interests were livestock and

opined that girls could miss school to herd. The respondents added that parents did not know how or what to advise the girls, while in Samburu North Sub-County illiterate parents lacked the confidence to advise their girls. Therefore, these girls as well lost focus in school because they lacked motivation and guidance, and thus some of them dropped while others never get the opportunity to enroll in school. The following statement could illustrate these occurrences:

*Most parents are illiterate and show no interest in their girls' education. One mother castigated her daughter for taking position one in class wondering why her 'got only one instead of more like a neighbors' daughter (Respondent R\_Samburu\_East Sub-County).*

The respondents added that the parents' education was linked to lack of participation and the observed lack values in girls' education, which affected girls' enrollment in schools. In Samburu Central Sub-County for instance, the respondents said that illiterate parents did not know what was happening in school as they only value livestock, with no regard for school education. In Samburu East Sub – County. The respondents mentioned that parents got discouraged because they did not know what advice to give to their girls. Moreover, in Samburu North Sub – County, the respondents added that some pupils cheated parents that the schools were closed so that they remained at home when they should have been at school.

Participants were asked if parents' occupation affects girls' enrollment in schools. Most of the head-teachers said that parents' occupations affected girls' enrollment. This relationship was portrayed in both Samburu East Sub-County and Samburu North Sub-County. The respondents mentioned that traditional pastoralism was labor intensive and thus herding required both parents and children. Therefore, children herded kids, lambs and calves and hence missed school in at least 90% of the households. However, most of

the respondents said that this phenomenon did not affect Samburu Central Sub-County much. The following statement could illustrate these responses:

*Sometimes a parent can tell her daughter to drop out of school just to go to attend to sheep and goats. Therefore, they had no choice since parents valued livestock more than the girls' education (Respondent N\_Samburu\_North Sub-County).*

The respondents said that lack of exposure and access to money-affected girls' enrollment in schools. Most head teachers mentioned that Samburu Central Sub-County girls had access to monetary cash but used it for other activities. Furthermore, in Samburu North Sub-County, schooling required cash for needs such as sanitary towels but the herders did not have it. This was a challenge that affected enrollment in schools for the girls. In both Samburu East Sub-County and Samburu North Sub – County, lack of exposure was a challenge because many families moved far away from school while others lived in remote areas where exposure to schooling opportunities was limited. On the other hand, lack of exposure to schooling opportunities strengthened traditional practices such as FGM, which in turn affected the enrollment of girls in schools. The following statement could illustrate these:

*...many families lived in remote areas, so exposure to information was limited. This strengthened traditional practices such as beading that affect enrollment in schools (Respondent Q\_Samburu\_North Sub-County).*

When asked about some of the solutions to be suggested to solve socio-cultural related effects on girls' enrollment in the schools, most of the head-teachers in Samburu Central Sub-County suggested that the government needed to help in sensitizing the society to abandon negative cultural practices that affected girls' enrollment in schools. In addition, educated women needed to be used as role models to motivate the girls to enroll in schools. The head teachers noted that it was unfortunate that no rural public primary school had women as head teachers. Similarly, out of 135 rural primary schools in the

County, there were only 136 female teachers, meaning one female teacher per school. This makes girls to lack role models among parents and female teachers. Therefore, the respondents view is for the government to implement affirmative action by lowering entry grade for female students joining teacher-training colleges.

A study done by UNICEF (2021) found that socio-cultural factors such as FGM directly affect girls' enrollment in schools. For example, in Somalia, where FGM prevalence is high, the girls' enrollment in primary school is only 42%, compared to 54% for the boys. In Guinea, where FGM prevalence is also high, the girls' enrollment in primary school is only 36%, compared to 52% for the boys. Similarly, in Mali, where FGM prevalence is high, the girls' enrollment in primary school is only 42%, compared to 54% for the boys. FGM also contributes to higher dropout rates among girls in many countries. In Egypt, for example, where FGM prevalence is high, the girls' dropout rates are twice as high as for the boys. In Sudan, where FGM prevalence is also high, girls' dropout rates are three times higher than for the boys. Other socio-cultural factors, such as traditional beliefs and early marriage, also contribute to lower enrollment rates of girls in schools (UNESCO, 2020).

A study done by Bassey and Bubu (2019)) found that traditional beliefs are deeply ingrained in many societies, leading to gender disparities in education. In some cultures, girls are not considered as important as boys are, and their education is not a priority. Some parents believe that educating their daughters is a waste of resources because girls are expected to only get married and become homemakers. In other cases, girls are considered less intelligent than boys are, and their education is not seen as a necessity. These beliefs create a significant barrier to girls' education, leading to a decrease in their enrollment in primary schools.

Early marriage is another significant socio-cultural factor that contributes to the decrease in girl's enrollment in primary schools. In many cultures, girls are expected to get married at an early age, and their education is therefore not a priority. Parents often marry off their daughters to ensure their financial security and to avoid the risk of premarital sexual activity for their daughters. Early marriage results in girls dropping out of school and failing to complete their education; this leads to a cycle of poverty and illiteracy for the girls (Fareo & Ateegu (2020).

The above-discussed findings are in agreement with the present study as selected factor of SCF were found to contribute to significant reduction in girl's enrollment in public primary schools in Samburu County, just as it is the case is in many countries around the world. In conclusion, the socio-cultural factors that contribute to the decrease in girl's enrollment in public primary schools are numerous and complex. Traditional beliefs, early marriage and FGM are significant barriers to girls' education, perpetuating the cycle of poverty and illiteracy. However, with the right interventions, it is possible to address these factors and promote gender equality in education, which primarily would involve the enhanced enrollment of girls in the public primary schools.

Summary of the Relationship between Ecological, Economic, Conflict, Socio-Cultural Factors and Enrollment of Girls in Rural Public Primary Schools in Samburu County.

In the general analysis, Pearson's Correlation Coefficient ( $r$ ) of the two variables i.e., Selected Factors (SF) and Enrollment of Girls is  $-.489$  and a P- value of  $.006$ , which is less than  $.05$  alpha level. This means that there is a statistically significant relationship of selected factors on enrollment of girls in Samburu County. The coefficient ( $r$ ) is a moderate negative correlation, which means, as selected factors were being practiced, enrollment of girls reduced or became ameliorated significantly. Therefore, the main null

hypothesis  $H_0$  (There is no statistically significant relationship of ecological, economic, conflict, socio-cultural factors on enrollment of girls in Samburu County) was rejected.

**Table 45**

*The Average Correlation of Ecological, Economic, Conflict, Socio-Cultural Factors with Enrollment of Girls Samburu County (A General Analysis)*

Area of Residence	Selected Factors	Enrollment of Girls	Pearson Correlation Coefficient Value	Sig. (2-tailed)
Samburu County			-.489*	.006

\* - Means significant at 5% level

The results of the ANOVA performed on the independent (SF) and dependent variable (enrollment of girls in public primary schools) is summarised in Table 46 below. The results show that the regression line fits the actual data since the mean square of the residuals is very small (0.323) compared to mean square of the regression (2.566). The F-statistics of the regression result is  $F_{(1, 120)} = 7.954$  while the reported  $p$ -value=0.006 which is less than the conventional probability value 0.05 alpha level. The model applied can thus significantly predict the change of the dependent variable as result of the independent variable in the model. Thus, the coefficients of the model are not equal to zero, suggesting that the model fits the data significantly.

**Table 46**

*ANOVA Analysis*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.566	1	2.566	7.954	.006 <sup>b</sup>
	Residual	38.713	120	.323		
	Total	41.279	121			

a. Dependent Variable: Enrollment rate of girls

b. Predictors: (Constant), Selected Factors

Further as presented in the table 47, it was also determined that there existed a statistically significant negative relationship between SCF and enrollment of girls in public primary schools of Samburu County ( $\beta = -.562, p < 0.05$ ). The beta coefficient of  $-.562$  means that when the practice of SF increases by an additional unit, enrollment of girls in public primary schools in Samburu County decreases by  $.562$ .

**Table 47**

*ANOVA Coefficients*

Model		Unstandardised		Standardised	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	4.015	.647		6.208	.000
	Selected Factors	-.562	.199	-.489	-2.820	.006

From Table 47 above, the following regression equation was derived using unstandardised coefficients. Unstandardised coefficients are used when one wants to know how a unit change in independent variables brings a unit change in the dependent variable.

$$\text{Enrollment of girls in public primary schools} = 4.015 + (-.562) \text{ Selected Factors} + \varepsilon$$

(.199)

It is also worth noting that from the hypotheses tested above (objectives), the practice of selected factors reduced enrollment of girls in Samburu County. It is also however noted that the degree of decreased enrollment was dependent on individual factors. This is to mean that some factors reduced enrollment of girls more than others i.e., IGCF and SCF had more association with enrollment than did ecological and economic factors.

The results of the Regression performed on the independent (SF) and dependent variable (enrollment of girls in public primary schools) is summarised in Tables 48 through to 50.

## Model Summary

Column R: This column represents the correlation coefficient (R), which measures the strength and direction of the linear relationship between the predictor variables (Ecological Factors, Economic Factors, Inter Group Conflict Factors, Socio-cultural Factors) and the dependent variable (Enrollment of girls). In this case, R is equal to -0.562. This means that as practice of selected factors increase, enrollment of girls decreases as well. R Square ( $R^2$ ): Is the coefficient of determination, which tells you the proportion of the variance in the dependent variable (Enrollment of girls) that can be explained by the predictor variables in the model. In this case,  $R^2$  is equal to 0.691, indicating that approximately 69.1% of the variance in the enrollment rate of girls can be explained by the predictors i.e. (Ecological Factors, Economic Factors, Inter Group Conflict Factors, Socio-cultural Factors). In the Sig. F Change column, the significance level (p-value) is associated with the F-statistic. It shows whether the addition of the predictor variables is statistically significant. In this case, its 0.048, which is greater than the significance level of 0.05, indicating that the improvement in  $R^2$  may be statistically significant.

**Table 48**

### *Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Change	F Change	df1	df2	Sig. F Change	
1	-.562 <sup>a</sup>	.691	.37	.57323	.691	2.156	4	117	.048	1.100

- a. Predictors: (Constant), Economic Factors, Ecological Factors, Inter Group Conflict Factors, Socio-cultural Factors
- b. Dependent Variable: Enrollment rate of girls

## ANOVA

The results of the ANOVA performed on the independent variable (SF) and dependent variable (enrollment of girls in public primary schools) is summarised in Table 49 below. The results show that the regression line fits the actual data since the mean square of the residuals is very small (0.329) compared to mean square of the regression (0.708). The F-statistics of the regression result is  $F_{(4, 117)} = 2.156$  while the reported  $p$ -value=0.048 which is less than the conventional probability value 0.05 alpha level. The model applied can thus significantly predict the change of the dependent variable as result of the independent variable in the model. Thus, the coefficients of the model are not equal to zero, suggesting that the model fits the data significantly.

**Table 49**

*ANOVA Table*

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.833	4	.708	2.156	.048 <sup>b</sup>
Residual	38.445	117	.329		
Total	41.279	121			

a. Dependent Variable: Enrollment rate of girls

b. (Constant), Ecological Factors, Economic Factors, Inter Group Conflict Factors, Socio-cultural Factors

### Coefficients

As presented in the Table 50, it was determined that there existed a statistically significant negative relationship between Selected Factors (SF) and enrollment of girls in public primary schools of Samburu County ( $\beta = -.580, -.395, -.275$  and  $-.414, p < 0.05$ ). The beta coefficients of  $-.580, -.395, -.275$  and  $-.414$  mean that when the practice of SF

increases by an additional unit, enrollment of girls in public primary schools in Samburu County decreases by .580, .395, .275 and .414 respectively.

**Table 50**  
*Coefficients*

Model	Unstandardised		Standardised	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	4.214	.403		5.989	.000
Socio-cultural Factors	-.580	.391	-.247	-.650	.017
Inter Group Conflict Factors	-.395	.332	-.185	-.266	.021
Ecological Factors	-.275	.321	-.129	.402	.008
Economic Factors	-.414	.212	-.106	.013	.039

From Table 50 above, the following regression equation was derived using unstandardised coefficients. Unstandardised coefficients are used when one wants to know how a unit change in the independent variables brings a unit change in the dependent variable.

$$\text{Enrollment of Girls in Public Primary Schools} = 4.214 + (-.580) \text{ Socio-Cultural Factors} + (-.395) \text{ Inter-Group Conflict Factors} + (-.275) \text{ Ecological Factors} + (-.414) \text{ Economic Factors} + \varepsilon (.403)$$

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the findings and the conclusions arising from this study. In addition, the recommendations and suggestions for further research are given.

#### 5.2 Summary of the Findings

The following is a summary of findings of the study that set to determine the relationship of selected factors with enrollment of girls in primary schools of Samburu County.

##### **5.2.1 There was a Statistically Significant Relationship of EF on Enrollment of Girls in Primary Schools of Samburu County**

The coefficient ( $r$ ) was a weak negative correlation but still meant that an increase in EF practice in Samburu Country leads to a decrease in enrollment of girls in public schools in Samburu County.

##### **5.2.2 There was a Statistically Significant Relationship of EcF on Enrollment of Girls in Primary Schools of Samburu County**

The coefficient ( $r$ ) was a weak negative correlation but still meant that an increase in EcF practice in Samburu Country leads to a decrease in enrollment of girls in public schools in Samburu County.

##### **5.2.3 There was a Statistically Significant Relationship of IGCF on Enrollment of Girls in Primary Schools of Samburu County**

The coefficient ( $r$ ) was a moderate negative correlation but still meant that an increase in IGCF practice in Samburu Country leads to a decrease in enrollment of girls in public schools in Samburu County.

#### **5.2.4 There was a Statistically Significant Relationship of SCF on Enrollment of Girls in Primary Schools of Samburu County.**

The coefficient (r) was a moderate negative correlation but still meant that an increase in SCF practice in Samburu Country leads to a decrease in enrollment of girls in primary schools of Samburu County.

### **5.3 Conclusions**

The conclusions drawn from the study are; ecological factors such as drought, distance from schools, and availability of resources such as water and pasture, and physical environment are all associated with girls' enrollment in public primary schools. Economic factors such as household wealth, family residence, rural infrastructure, school facilities, and child labour are correlated with girls' enrollment in primary school. Inter-group conflict factors such as displacement of families/teachers, fear of violence, loss of livelihood source, loss of human lives, and learning disruption have a significant relationship with enrollment of girls in rural public primary schools in Samburu County.

Socio-cultural factors such as nomadic mobility, perception about girl child, cultural practices, parental education, and parental occupation have a significant relationship with enrollment of girls in rural public primary schools in Samburu County. The degree of relationship between IVs and DV is also dependent on individual factors. This is to mean that some factors had more association with enrollment of girls more than others. For example, IGCF and SCF were more related with girls' enrollment more than do ecological and economic factors.

Further, even within selected factors, there are outstanding factors that are more associated with girls' enrollment. For instance, in ecological factors, drought and distance were more prominent than physical environment, water and pasture, and temperatures.

Concerning economic factors, household wealth and family residence featured as more associated with girls' enrollment than did rural infrastructure, school facilities, and child labor. In reference to inter-group conflict factors, fear of attack when going to school, loss of livelihood source, and loss of human life came out than did learning disruption and displacements. Nomadic mobility, cultural practices, and perception about girl child were more outstanding among socio-cultural factors; when going deeper, the factors still did contained specific factors that explain the association between selected factors and enrollment of girls.

Fatigue due to long distance, schools being far from settlements, and scarcity of food explained ecological dynamics. Similarly, being traditional parents, limited number of schools, and rural habitation, qualified views economic factors. Additionally, death of bread-winners, frequent conflicts, loss of livestock, loss of grazing lands, disruption of livelihood sources and settlements, fear of attack, clarified views regarding inter-group conflict factors. Moreover, early marriages, teenage pregnancies, age-set graduation, rural parents attitude about girl child, nomadic mobility, inability of illiterate parents to advise their daughters, and parents who are herders, explained the views about socio-cultural factors; Similarly in some areas, inter-group conflict featured more in Samburu Central and North sub-counties than did in Samburu East. Socio-cultural factors were also more prominent in Samburu East and North sub-counties than were in Samburu Central.

## **5.4 Recommendations**

### **5.4.1 Policy Recommendations**

This section presents the study's policy recommendations to the national government, county government and to the members of public. These recommendations include:

Members of the public should be sensitised on changing traditional beliefs and attitudes towards girls' education through community engagement and awareness-raising campaigns. This should include being made aware of the minimum age of marriage to ensure that girls complete their education before getting married. Additionally, discriminatory gender norms, early pregnancy and societal attitudes that prioritise boys' education are some of the key factors that limit girls' access to education should be shun away.

The government should deploy more female teachers in the area as girls will always resonate well with teachers of same gender. It was noted that the number of female teachers in Samburu was minimal- only an average of one female teacher per school, yet there were no female head teachers in rural public primary schools in the County region.

Both the two levels of government need to adopt a multi-faceted approach. This approach should include investments in infrastructure such as opening up remote rural areas by constructing road network, increasing mobile phone networks; construct more primary schools including boarding schools.

Both the county government and the national government should train pastoralists on diversification of livelihood source, such as crop farming, and entrepreneurship

Rangelands management issues need to be addressed, especially in face of increasing human population that threaten availability of grazing areas that used to be refuge for livestock during droughts. One-way is by training people on growing livestock fodder and harvest hay, protection of water towers, and planting of trees.

Adult literacy programme to be activated so that adults and out of school youth can acquire basic literacy and numeracy skills that can help them gain entrepreneurship skills, change attitudes about girl child, and participate in empowering the girl child.

The two levels of government and the school heads need to ensure that water and sanitation facilities are available in schools through drilling of boreholes, construction of toilets, training on personal hygiene and reproductive health.

The national government should be decisive enough to tackle cattle rustling phenomena by disarming aggressors, mobilise return of raided livestock in order to make raiding act in futility.

#### **5.4.2 Recommendation for Further Research**

Based on the findings of this study, the researcher recommends that research studies be in the following areas of furthering understanding relationship of the selected factors to enrollment of girls in public primary schools located in frontier areas.

There is need for further research countrywide on the relationship of selected factors on enrollment of girls in public primary schools because this study only limited itself to studying public primary schools in Samburu County.

There is need for broad-based research that will cover a bigger population and include political, religious and psychological factors that relationship enrollment of girls in public primary schools, but were not considered in this study.

There is need to look at specific factors independently that came out as significant in this research though being hidden under main selected factors. This include fatigue, traditional parents, rural habitation, loss of livestock, loss of grazing lands, and age-set graduation.

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## APPENDICES

### Appendix 1: Questionnaire For Female Teachers

Dear respondent,

The AIM of this study is to investigate the relationship between ecological, economic, inter-group conflict, and socio-cultural factors and girls' enrollment in rural public primary schools in Samburu County, Kenya. This questionnaire is meant to collect the relevant data for the study and consists of two sections. In the section I, you are asked to kindly provide some general information. In the section II, the focus is on the factors' relationship with girls' enrollment. Express your opinion freely and honestly. The information collected shall only be used for academic purposes and will be kept confidential. Thanks for your cooperation.

#### Section I: Background information of respondents

Please read each statement and respond by putting a tick mark (✓) or an X on the category that reflects your opinion best.

1. Age (teachers):    () 21-25      () 26-30      () 31-35    () Over 35
2. Name of school .....3. Enrollment: Boys..... Girls..... Total.....
- 4.Sub-district..... 5. Division..... 6. Location ..... 7.
- Sub-Location..... 8. Periphery of county    Y.....          N.....
6. Distance between school and home in kilometers?.....

#### Section II : Selected factors and their relationship with girls school enrollment

##### PART A: Ecological factors

This part of the questionnaire has items concerning the relationship between ecological factors and enrollment of girls in this school. Please use the scale given below to indicate your level of agreement by ticking only one of the given choices:

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

In your opinion, do you agree with the following factors?

Statement (Ecological)	1	2	3	4
Long distances to school make girls unable to enroll in school				
Fatigue due to long distances affect girls schooling				
Due to long distances to school, girls fear stalking thus affect schooling				
Prolonged droughts cause girls not to enroll in school				
Lack of water at home cause some girls drop out of school				
Lack of water in school cause some girls not to enroll in school				
Scarcity of water at home make girls to fetch it thus affect their schooling				
Droughts cause scarcity of food thus affect girls school enrollment				
High temperatures reduces day movements thus affect girls schooling				
High temperatures limit staying in class thus affect girls schooling				
Rugged rural terrain affect girls enrollment in school				
Lack of pastures cause girls to find fodder for livestock thus affect their schooling				

**PART B: Economic factors**

This part of the questionnaire has items concerning economic factors' relationship with enrollment of girls in this school. Please use the scale given below to indicate your level of agreement by ticking only one of the given choices:

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

In your opinion, do you agree with the following factors?

Statement (Economic)	1	2	3	4
Parents with livestock keep girls to herd				
Parents with no livestock marry off girls				
Parents with no livestock give out girls to serve those who have				
Traditional rural parents find no reason to invest in girls education				
Lack of boarding facilities discourage girls from enrolling in school				
Limited number of schools in rural areas affect girls schooling enrollment				
Lack of appropriate sanitation facilities in school affect girls school attendance				
Girls herd shoats more than boys thus affect their going to school				
Low family economic status force some girls to engage in paid work				
Lack of food at home cause some girls not to enroll in primary schools				
Lack of access to sanitary towels cause some girls not to enroll in school				
Engagement in paid work makes some girls not to attend school				
Household chores prevent some girls from enrolling in school				
Rural habitation affect access of girls to school				
Rural habitation limits awareness on importance of girl education				
Government's interventions are limited in rural areas				
Most of the girls reside in traditional houses				
Poor condition of traditional houses affect girls school enrollment				
Lack of food in school cause some girls not to enroll in primary schools				
Inadequate number of teachers in rural schools affect girls enrollment				

### **PART C: Inter-group conflict factors**

This part of the questionnaire has items concerning Inter-group conflict and their relationship with enrollment of girls in this school. Please use the scale given below to indicate your level of agreement by ticking only one of the given choices:

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

In your opinion, do you agree with the following factors?

Statement (Inter-group conflict)	1	2	3	4
Death of breadwinners cause girls not to enroll in schools				
Death of parents cause families to disintegrate then affect girls schooling				
Inter-group conflict is frequent in the area				
Frequent Inter-group conflicts in the area affect girls school enrollment				
Girls are forced to play the primary role of maintaining the livelihoods of families whose parents are killed in armed conflict.				
Loss of livestock due to inter-group conflicts affect girls school enrollment				
Loss of grazing land due to inter-group conflicts affect girls school enrollment				
Displacement of people due to inter-group conflicts affect girls school enrollment				
Forced migrations that take families far away from schools affect girls schooling				
Displacements cause disruption of livelihood sources thus affect girls school enrollment				
Displacements cause disruption of learning cycle/progression thus affect girls schooling				
Displacements push girls out of school				
Parents fear girls may be attacked when going to school				
Fear of attack on the way cause girls not to go to school				
Inter-group conflict force families to spend night in the bush thus make girls unable to go to school				
Closure of schools due to conflict affect girls opportunity for going to school				
Inter-group conflicts cause destruction of schools thus affect girls schooling				
Damaged school other infrastructure cause girls not to enroll in school				
Teachers run away from schools due to inter-group conflict thus affect girls schooling				

### **PART D: Socio-Cultural Factors**

This part of the questionnaire has items concerning the relationship between socio-cultural factors and enrollment of girls in this school. Please use the scale given below to indicate your level of agreement by ticking only one of the given choices:

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

In your opinion, do you agree with the following factors?

Statement (Socio-cultural)	1	2	3	4
Female Genital Mutilation is rampant /high in the community				
Female Genital Mutilation cause girls not to enroll in school				
Beading is practiced a lot by this community				
Beading cause girls not to enroll in school				
Early marriages are rampant in this community				
Early marriages affect enrollment of girls in schooling				
Age set graduation from womanhood affect girls school enrollment				
Early pregnancy is rampant among teenage girls				
Early pregnancy affects girls school enrollment				
Men in polygamy educate children of loved wife more than for other wife/wives				
Myths about girl child affect their school enrollment				
Rural traditional parents' have negative attitude towards girl education				
Belief that girls can't perform in school affect their school enrollment				
Belief that girls will get pregnant in school affects their school enrollment				
Belief that girls will get spoiled in school affect their school enrollment				
Nomadic mobility causes girls to outgrow school going age				
Nomadic mobility withdraws girls from school				
Nomadic mobility prevents girls from enrolling in school				
Low level of parents education affect enrollment of girls in school				

Illiterate parents see little value in educating girls				
Girls with parents with low education level lack role models on schooling				
Low parents education level makes them unable to advise girls on school matters				
Low parents education level make them uninterested in taking girls to school				
Parents who are herders prefer not to enroll girls in school				
Parents who are herders require girls to herd as boys go to school				
Parents who are herders get little exposure on importance of girls education				
Traditions demand that the role of a woman is confined to the homestead limiting enrollment in school				

## Appendix II: Interview Schedule For Head Teachers

The Relationship between Ecological, Economic, Inter-group conflict, and Socio-cultural factors and Enrollment of Girls in Rural Public Primary Schools in Samburu County, Kenya

Background information of respondents

Please read each statement and RESPOND by putting a tick mark (✓) or an X on the category that reflects your opinion best.

1. Age (teachers):    ( ) 21-25            ( ) 26-30    ( ) 31-35    ( ) Over 35
2. 'Name' of school .....3. Enrollment: Boys..... Girls..... Total.....
4. Sub-district..... 5. Division..... 6. Location .....
7. Sub-Location..... 8. Periphery of county    Y.....    N.....
6. Distance between school and home in kilometres?.....

### Ecological

- Is the distance between the Family residence and the school a factor affecting enrollment? How so? (Probe for fatigue & drop, safety, stalking)
- How exactly does prolonged drought affect girls' enrollment? (Probe for Fetch water, hygiene, wild fruits, scarcity of food, )
- Does the Physical environment such as rugged terrain affect the enrollment of girls? How so? (Probe for rugged terrain, ...)
- Does High Temperatures also affect enrollment? How so? (Reduce movement /walking to school, staying in class)
- How does the availability of Water and pasture relate to girls' enrollment? (Probe for Girls fetch, look for fodder)
- What solutions do you suggest to solve ecological related effects on girls' school enrollment?

### Economic

- In your opinion, is there a link between Household wealth and girls' enrollment? How so? (with livestock girls: herd; with no: married off ; with no-serve; no return on investment, prioritise boys investment)

- In your opinion, is there a link between rural infrastructure and girls' enrollment? How so (Probe for no schools, school sanitation)
- How does Child labor affect girls' enrollment? (Probe for Girls have a gold thumb, household chores, herding, giving out as serve rich families)
- Do you think family residence i.e location and type housing affects girls' enrollment? How so? (Probe for access to school, awareness levels, proximity to government influence )
- Do you think the presence of School facilities & meals affects girls' enrollment? How so? (Probe for can't enroll, drop, sanitation, no teachers)
- What solutions do you suggest to solve economic related effects on girls' school enrollment?

### **Inter-Group Conflict**

- How does inter-group conflict affect girls' enrollment in schools?
- Does the Loss of human lives from Inter-group conflicts in this region affect girls' enrollment in schools? How so? (Probe for breadwinners, )
- Does the Loss of livelihood sources from intergroup conflicts in this region affect girls' enrollment in schools? How so? (Probe for Livestock, water, grazing land)
- How does Displacement /forced migration during Inter-group conflicts affect girls' enrollment in schools? (away from sch, disrupt livelihood, learn cycle/progression, push-out)
- How does fear of attack going to school during Inter-group conflicts affect girls' enrollment in schools? (Probe for Walking to school, spending the night in the bush)
- How does learning disruption during Inter-group conflicts affect girls' enrollment in schools? (Probe for School closures, infrastructure destruction, teachers running away)
- What solutions do you suggest to solve inter-group conflict related effects on girls' school enrollment?

## **Socio-Cultural**

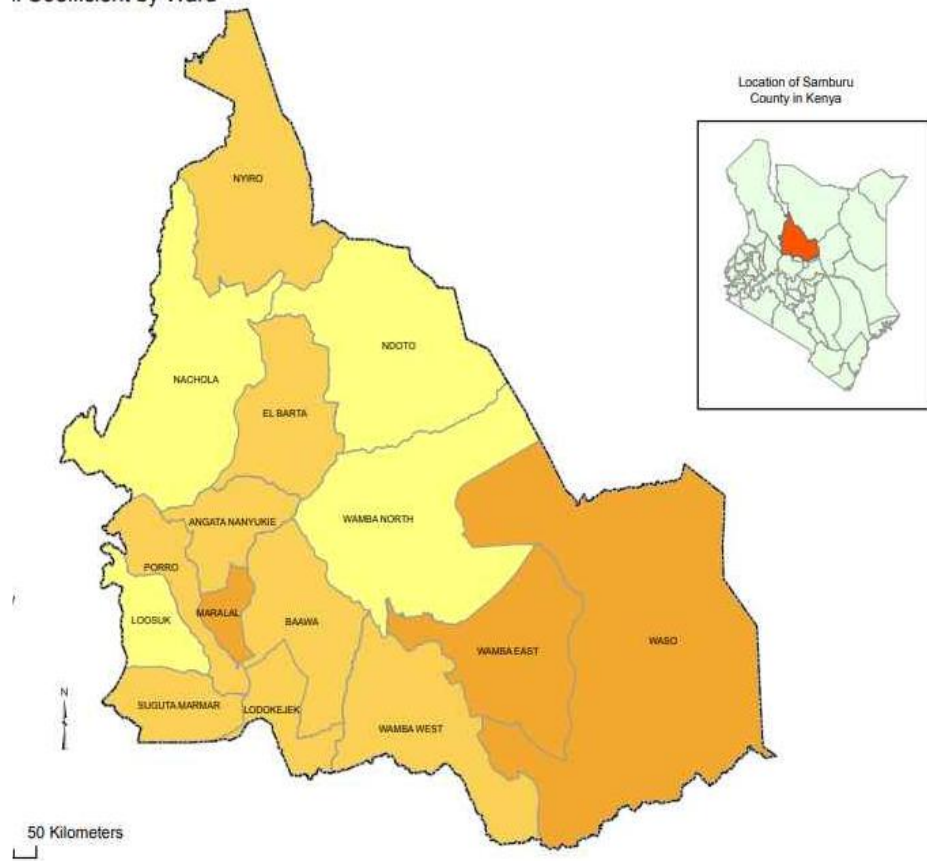
- In your opinion, how do cultural practices affect girls' enrollment in schools in this community? Probe for FGM, Beading, Early marriages, Age-set graduation, Polygamy, )
- What do you think are the general Perceptions about girls' enrollment in schools in this community?
- How do these perceptions affect girls' enrollment in schools? Probe for Myths, can't perform, get pregnant, get spoilt )
- Do you think Nomadic mobility affects girls' enrollment in schools? How so? (Probe for outgrowing school age, withdraw girls from school, inhibit enrollment)
- Does parents' education affect girls' enrollment in schools? How so? (Probe for role models, low interest, value, advice, and participation)
- How does Parents' occupation affect girls' enrollment in schools? (Probe for pastoralism requires both p & c, exposure, and cash access)
- What solutions do you suggest to solve socio-cultural related effects on girls' school enrollment?

### Appendix III: Interview Respondents

Sub – County	Name of School	Head Teacher	Gender	Age	Education Level
Samburu Central					
1	Loltulelei	A	Male	46	PI Certificate
2	Ngamata	B	Male	48	PI Certificate
3	Lkeek Sapuki	C	Male	44	PI Certificate
4	Lkishaki	D	Male	42	PI Certificate
5	Lkurum	E	Male	53	PI Certificate
6	Nkorika	F	Male	53	PI Certificate
7	Ladala	W	Male	50	PI Certificate
8	Nomboroi	X	Male	43	PI Certificate
Samburu East					
1	Reteti	G	Male	47	PI Certificate
2	Lengarde	H	Male	48	Masters
3	Ndonyo Nasipa	I	Male	51	Masters
4	Ngutuk Elmuget	J	Male	47	Degree
5	Silango Nanyukie	K	Male	50	PI Certificate
6	Pareu	L	Male	45	PI Certificate
7	Lopesiwo	U	Male	51	PI Certificate
8	Ndonyo Nasipa	V	Male	49	PI Certificate
Samburu North					
1	Loruko	M	Male	48	PI Certificate
2	Lchakwai	N	Male	45	PI Certificate
3	Lareorok	O	Male	45	PI Certificate
4	Ngilai	P	Male	51	PI Certificate
5	Tuum	Q	Male	47	PI Certificate
6	Suyan	R	Male	49	PI Certificate
7	Simiti	S	Male	43	PI Certificate
8	Kurungu	T	Male	42	PI Certificate

## Appendix IV: Samburu County Map

ii Coefficient by Ward



## Appendix V: KUREC Clearance Letter



### KABARAK UNIVERSITY RESEARCH ETHICS COMMITTEE

Private Bag - 20157  
KABARAK, KENYA  
Email: [kurec@kabarak.ac.ke](mailto:kurec@kabarak.ac.ke)

Tel: 254-51-343234/5  
Fax: 254-051-343529  
[www.kabarak.ac.ke](http://www.kabarak.ac.ke)

OUR REF: KABU01/KUREC/001/018/07/23

Date: 18<sup>th</sup> July, 2023

Andrew Ropilo Lanyasanya,  
Reg. No: GDE/M/1027/09/12  
Kabarak University,

Dear Andrew,

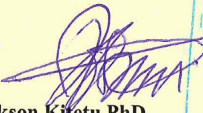
**RE: RELATIONSHIP BETWEEN SELECTED FACTORS AND ENROLMENT OF GIRLS IN RURAL PUBLIC PRIMARY SCHOOLS IN SAMBURU COUNTY, KENYA**

This is to inform you that **KUREC** has reviewed and approved your above research proposal. Your application approval number is **KUREC-180723**. The approval period is **18/07/2023 – 18/07/2024**.

This approval is subject to compliance with the following requirements:

- i. All researchers shall obtain an introduction letter to NACOSTI from the relevant head of institutions (Institute of postgraduate, School dean or Directorate of research)
- ii. The researcher shall further obtain a RESEARCH PERMIT from NACOSTI before commencement of data collection & submit a copy of the permit to **KUREC**.
- iii. Only approved documents including (informed consents, study instruments, MTA Material Transfer Agreement) will be used
- iv. All changes including (amendments, deviations, and violations) are submitted for review and approval by **KUREC**:
- v. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **KUREC** within 72 hours of notification;
- vi. Any changes, anticipated or otherwise that may increase the risk(s) or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **KUREC** within 72 hours;
- vii. Clearance for export of biological specimens must be obtained from relevant institutions and submit a copy of the permit to **KUREC**;
- viii. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal and;
- ix. Submission of an executive summary report within 90 days upon completion of the study to **KUREC**

Sincerely,

  
**Prof. Jackson Kifetu PhD.**  
KUREC-Chairman




Cc Vice Chancellor  
DVC-Academic & Research  
Registrar-Academic & Research  
Director-Research Innovation & Outreach  
Institute of Post Graduate Studies

*As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.  
(1 Peter 3:15)*




Kabarak University is ISO 9001:2015 Certified

**Appendix VI: NACOSTI Research Permit**


  
**REPUBLIC OF KENYA**

**Ref No: 996725**

**RESEARCH LICENSE**




**This is to Certify that Dr. Ropilo Lanyasunya of Kabarak University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Samburu on the topic: **RELATIONSHIP BETWEEN SELECTED FACTORS AND ENROLMENT OF GIRLS IN RURAL PUBLIC PRIMARY SCHOOLS IN SAMBURU COUNTY, KENYA** for the period ending : **25/August/2024.****

**License No: NACOSTI/P/23/29043**

**Applicant Identification Number**
  
**996725**

**Director General**
  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

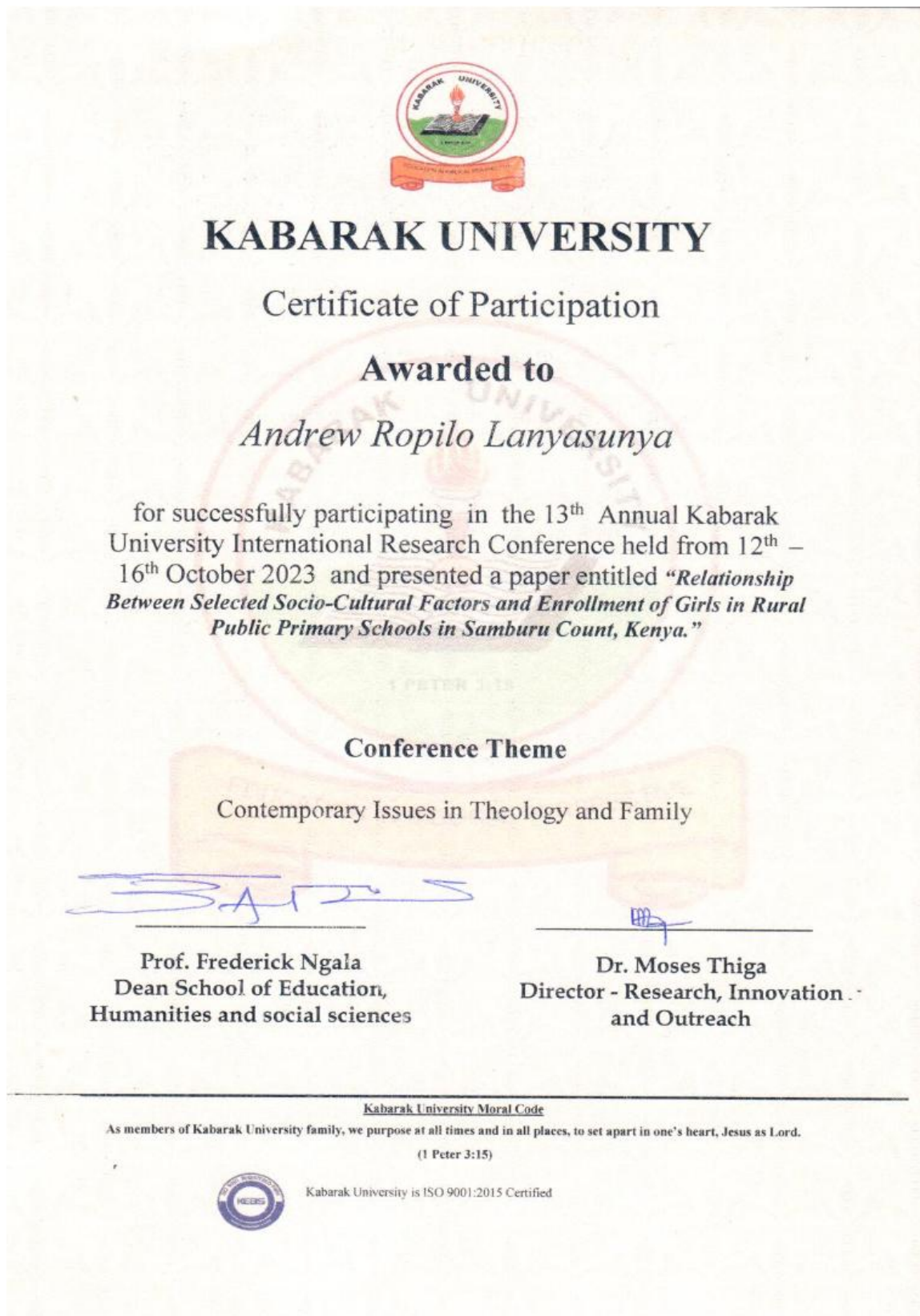
**Verification QR Code**



**NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.**

**See overleaf for conditions**

**Appendix VII: Evidence of Conference Participation**





# KABARAK UNIVERSITY

## Certificate of Participation

**Awarded to**

***ROPILO LANYASUNYA***

For successfully participating in the 14<sup>th</sup> Annual Kabarak University International Research Conference held on 14<sup>th</sup> October 2024 and presented a paper entitled ***“Relationship between conflict factors and enrolment of girls in rural public primary schools in Samburu County, Kenya.”***

### Conference Theme

Emerging Trends in Education and Learning: Unlocking opportunities of All

**Prof. Frederick B.J.A Ngala**  
Dean, School of Education  
& Director Music  
Performance

**Dr. Phillip Nyawere**  
Ag. Director - Research,  
Innovation and Outreach

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#### Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.

(1 Peter 3:15)



Kabarak University is ISO 9001:2015 Certified

## Appendix VIII: List of Publications

Editon Consortium Journal of Arts, Humanities and Social Studies [ISSN: 2663 - 8525]



Issue no: 1 | Vol no: 5 | November 2023: 399-404

### Relationship between conflict factors and enrolment of girls in rural public primary schools in Samburu County, Kenya

Ropilo Lanyasunya<sup>(1)</sup>  
Fredrick B. J. A. Ngala<sup>(2)</sup>  
Betty Talai Tikoko<sup>(3)</sup>

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Lanyasunya, R., Ngala, F. B. J. A., & Tikoko, B. T., (2023). Relationship between conflict factors and enrolment of girls in rural public primary schools in Samburu County, Kenya. *Editon consortium journal of curriculum and educational studies*, 4(1), 399-404. <https://doi.org/10.51317/ecjahss.v5i1.431>

#### Abstract

The study sought to investigate the relationship between inter-group conflict and enrolment of girls in rural public primary schools in Samburu County, Kenya. Despite Kenya's government's effort to promote girls' education, gender disparities still exist in rural areas. Thus, the objectives of this study are to examine the relationship between selected factors of loss of human lives, loss of livelihood source, displacements, fear of attack, and learning disruption and enrolment of girls in rural public primary schools in Samburu County, Kenya. The researcher used a descriptive correlation survey design. The study was viewed from the premise of Social Conflict Theory by Oberschall. The target population of the research was 136 female teachers and 135 headteachers who happened to be male teachers from rural public primary schools in Samburu County. The sample size for the study was 136 female teachers and 27 headteachers. Out of these, 14 female teachers and 3 headteachers were used for piloting. The researcher used the census method for female teachers who responded to the questionnaires, and a purposive sampling technique was applied for head teachers whose data was obtained using interview schedules. The Pearson Correlation Coefficient showed a statistically significant moderate negative correlation of -0.537 with a p-value (Sig.) of 0.005, indicating significance at the 5 per cent level. This indicates that higher levels of inter-group conflict factors are linked to a reduction in girls' enrollment in the region. The study recommends the government's resolve to end inter-group conflict in Samburu County.

**Key words:** Displacements, fear of attack, girls enrolment, inter-group conflict, rural schools.






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Issue no: 1 | Vol no: 4 | November 2023: 228-234

## Relationship between selected ecological factors and enrolment of girls in rural public primary schools in Samburu County, Kenya

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 Fredrick B. J. A. Ngala<sup>(2)</sup>   
 Betty Tikoko<sup>(3)</sup> 

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<https://doi.org/10.51317/ecjmel.v4i1.429>

### Abstract

This study sought to examine the relationship between ecological factors and the enrolment of girls in rural public primary schools in Samburu County, Kenya. Enrolment of girls in rural primary schools in the County has remained persistently low over the years despite the government's efforts to promote it. The study employed a descriptive correlation survey design guided by the Social Conflict Theory by Oberschall. The target population of the research was 136 female teachers and 135 headteachers from rural public primary schools in Samburu County. The sample size for the study was 136 female teachers and 27 headteachers. The census method for female teachers who responded to the questionnaires was used, while the purposive sampling technique was applied for head teachers whose data was obtained using interview schedules. Result analysis by Pearson Correlation Coefficient revealed a statistically significant negative correlation of -0.429 with a p-value (Sig.) of 0.025. The significance level of 5 per cent indicates that higher ecological factors are associated with a decrease in girls' enrolment in rural public primary schools in Samburu County. The study recommended the enhancement of safety measures along with resolving water scarcity issues as well as expanding access to education in rural areas in Samburu County as a means for enhancing girls' enrolment in rural primary schools.

**Key words:** Distance to school, ecological factors, girls enrolment, rural schools, school enrolment.



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