



## **Influence of Parental Attitude on Girl Child Participation in Free Primary Education in Pokot Central Sub County, Kenya**

*Joseph Tom Nyachwaya\*, Sarah Naliaka Likoko, Peter Kijana Wamalwa*

*Kibabii University, Bungoma County, Kenya*

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### **ABSTRACT**

The current study aims to determine the influence of parental attitude on girl child participation in free primary education in Pokot Central sub-county. A descriptive survey research design was adopted. The investigation was guided by Rousseau's Classical liberal theory (1712-1778) of equal opportunity for all. The study addressed 87 public primary schools in the Pokot Central sub-county. The study sample included 132 standard eight class teachers from the sub-county's six (6) zones, which were Lomut, Sigor, Batei, Cheptulel, Mwino, and Marich. Twenty-two (22) class eight teacher schools were chosen each zone. Simple random sampling was utilized to choose 132 normal eight class teachers. Standard eight class teachers were chosen for the study because they are critical informants on females' engagement in education at their particular schools. A questionnaire was employed to gather information from the class teachers. The data was analyzed using frequencies, percentages, weighted averages, and simple regression analysis. The study found that the level of girl-child participation in free primary education in Pokot Central sub-county primary schools was significantly influenced by parental attitude.

Keywords: Attitude, Girl-child, Free Primary Education, Participation, Parental

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### **1. Introduction**

The education of females is generally not regarded favorably by the majority of households. This impedes the education of females. Ballara (1992). Mothers prioritize education for their male offspring because it ensures their financial stability in the long term. Male education is perceived as a form of retirement insurance, as per Psacharapoulos and Woodhall (1985). Eshiwani (1993) posits that parents allocate resources to the education of their males, as they anticipate that they will continue to fulfill their obligations and obligations. Sohoni (1995) posits that the offspring is a permanent and potential source of income. The son is the sole safeguard that parents have against destitution, old age, and other crippling circumstances in families that lack social security or pensioner coverage. This is the reason they favor educating males for the purposes of family continuity, household leadership, and property ownership, as girls marry and depart from the home. This is a prevalent inclination in the majority of regions throughout the United States. Men are responsible for the preponderance of commercial activities. This is the reason why males are prioritized in educational institutions (UNESCO-UNICEF 1990). Girls are perceived as a productive labor force for another household when they marry off, whereas males are provided with extensive training to elevate their status as family leaders (UNESCO, 1995). It is culturally mandated that the success of their spouses significantly influences the destinies of females, and as a result, parents have limited control over them (Martim, 1990). This was an argument in favor of denying females the opportunity to pursue further education. In certain African countries, where female education appears to threaten male authority, certain studies have suggested that the solution is to decrease the quality and quantity of female education in comparison to that of their male counterparts. Additionally, education enhances the earning potential of women and elevates their economic status, which in turn leads to family disputes (Ballara 1992). Culture renders women dependent on males by portraying them as inferior in society (UNESCO, 1981) (Wamahiu, 1995).

Lavy (1992) found that as children mature, both boys and girls develop a progressively negative perception of females. By the age of 5 to 6, they begin to associate masculine roles with greater power and prestige. Mothers of females experience significantly more depression than mothers of boys due to male privilege. Mothers of daughters are more enthusiastic about their subsequent pregnancies than mothers of sons, and pregnant women have twice as many dreams about male offspring. Mothers who are the sole females in their family are faced with the daunting prospect of having their names erased (Sohoni, 1995). According to a survey conducted in Nigeria, the majority of parents believed that males are more productive than girls of the same age are. Both genders held the belief that parents should allocate a greater amount of resources to the education and nourishment of males than to girls. This elucidates the reason why males are afforded more opportunities to cultivate economically valuable skills than females (UNICEF, 1990). However, parents also believe that males are more intelligent than girls are and are less likely to drop out of school.

## 2. Results and Discussions

### 2.1 Parental attitude on girl child participation in free primary education in Central Pokot sub -County

This study aimed to determine the influence of parental attitudes on girl child participation in free primary education in Pokot Central sub-county. Respondents were asked to rate their level of agreement with statements about parental attitudes toward girls' participation in free primary education in Pokot Central sub County. Using a Likert scale of 1 to 5, the options are strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). The statements were expressed adversely. The average mean score is 3.0, calculated from a minimum mean of 1.00 and a maximum mean of 5.00. The findings were shown in Table 1.

**Table 1. Descriptive statistics of Parental attitude on girl child participation in free primary education**

Attributes of Parental attitude on girl child participation in free primary education y (n=107)	SA		A		NS		D		SD		Mean	Std.
	N	%	n	%	n	%	n	%	n	%		
Parents have little attention on girls education in this region	12	8%	39	27%	9	6%	34	24%	13	9%	2.97	0.567
Parents give more attention to boys	35	24%	53	37%	3	2%	16	11%	0	0%	2.00	0.658
Parents have positive attitude towards education for both boys and girls	12	8%	23	16%	6	4%	54	38%	12	8%	3.29	0.785
Parents tend to give a priority to girls education	6	4%	23	16%	4	3%	45	31%	29	20%	3.64	1.21
<b>Composite values</b>											<b>2.38</b>	<b>.762</b>

**KEY: 1- Strongly Agreed, 2- Agreed, 3- Undecided, 4- Disagreed, and 5- Strongly Disagreed.**

**Source: Field Data 2023**

**\*\* The positive statement was changed to positive negative during data analysis**

Based on Table 1, it is evident that the respondents concurred that their parental attitudes had a detrimental impact on the participation of girls in free primary education in the Pokot Central sub- County. The scale is as follows: 1.8 indicates Strongly Agreed, 1.9-2.6 indicates Agreed, 2.7-3.4 indicates Undecided, 3.5-4.2 indicates Disagreed, and 4.3-5 indicates Strongly Disagreed. The mean is 2.38, and the standard deviation is 0.762.

The teachers concurred that parents in this region give little attention to the education of females (Mean = 2.00, SD = 0.658). Twelve (8%) educators expressed their strong agreement, twenty-three (16%) educators expressed their agreement, six (4%) educators were uncertain, fifty-four (38%) educators disagreed, and twelve (8%) educators expressed their strong disagreement.

In addition, the respondents concurred that parents devote more attention to males (Mean = 3.36, SD = 0.658). Sixteen (11%) respondents disagreed, three (2%) respondents were uncertain, and 35 (24%) respondents strongly concurred. Additionally, 53 (37%) respondents agreed.

The respondents also disputed the notion that parents have a positive attitude toward education for both boys and females (Mean = 3.29, SD = 0.785). 12 (8%) respondents strongly concurred, 23 (16%) respondents agreed, 6 (4%) respondents were uncertain, 54 (38%) respondents disagreed, and 12 (8%) respondents very strongly disagreed.

Lastly, the respondents also did not agree that parents generally prioritize females' education (Mean = 3.64, SD = 1.21). Respondents' responses were as follows: 45 (31%) disagreed, 29 (20%) strongly disagreed, 4 (3%) were uncertain, 6 (4%) strongly concurred, 23 (16%) agreed and 29 (20%) disagreed.

### 2.2 Correlation between parental attitude and girl child participation in free primary education

In order to ascertain the correlation between parental attitude and the participation of female children in free primary education in Pokot Central sub-County, a Spearman correlation analysis was implemented. A correlation is a numerical value measuring the intensity of the relationship between two variables, ranging from -1 to +1. Correlation coefficients (r) between 0.10 and 0.29 are considered moderate, 0.30 to 0.49 are considered medium, and 0.50 to 1.0 are considered robust. Consequently, a high correlation value suggests a positive link, whereas a negative correlation value suggests an inverse or negative association. Results of the investigation are summarized in Table 2.

**Table 2. Spearman correlation between parental attitude and girl child participation in free primary education**

Parental attitude (Spearman Correlation)	1	2	3	4	5
1 Girl child participation in free primary education	1				
2 Parents have little attention on girls education in this region	.102	1			
	.689				
3 Parents give more attention to boys	.724**	.301	1		
	.000	.253			
4 Parents have positive attitude towards education for both boys and girls	.612**	.142	-.120	1	
	.000	.365	.689		
5 Parents tend to give a priority to girls education	.112	.396**	.125	.189	1
	.658	.034	.627	.965	

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

**Sources:** Field Data 2023

The correlation matrix in Table 2 indicates that there is a correlation between parental attitude and the participation of female children in free primary education in the Pokot Central sub-county. The participation of female children in free primary education was correlated with parental attitudes. The average correlation was 0.3875, with a range of 0.102 to 0.724. Consequently, it is probable that parental attitudes will bolster the enrolment of females in free primary education.

The Spearman correlation index for the first variable, "Parents have little attention on girls' education in this region," was 0.102, indicating a positive correlation with a  $p$  value of 0.689, which exceeds the significance level of 0.05. The second variable, "Parents give more attention to boys," has a strong correlation with the participation of girl children in free primary education. ( $r = 0.724$ ,  $p < 0.0001$  at  $\alpha = 0.05$ ).

The third variable, "Parents have a positive attitude toward education for both boys and girls," is significantly correlated with the participation of female children in free primary education. ( $r = 0.612$ ,  $p < 0.0001$  at  $\alpha = 0.05$ )

Nevertheless, the fourth variable did not exhibit a correlation with the dependent variable, which was the participation of female children in free primary education. There was no correlation between the variable "Parents tend to give a priority to girls' education" and the participation of girl children in free primary education. At  $\alpha = 0.05$ , ( $r = -0.112$ ,  $p = 0.658$ ).

### 2.3 Analysis of the Study Model (Regression analysis on parental attitude and girl child participation in free primary education)

The study's major purpose was to determine the influence of parental attitudes on girl child participation in free primary education in Pokot Central sub-County. In this investigation, a regression model was used, with model summary, variance (ANOVA), and standardized coefficients applied. The goal of this study is to determine whether those variables are simultaneously connected with a dependent variable and to assess each variable's separate and distinct influence on the dependent variable (dummy). The analysis of variance determines whether the regression model is a good match for the data. The coefficients or beta weights for each variable enable the study to compare the relative significance of each independent variable. This study provides both unstandardized and standardized coefficients for numerous regression equations.

The model was of the form:  $Y = \beta_0 + \beta_1 X_1 + \epsilon$ .

Where

$Y$  = Girl child participation in free primary education

$X_1$  = Parental attitude

The findings were summarized in Table 3.

**Table 3. Model Summary for between parental attitude and girl child participation in free primary education**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725a	.585	.563	.47325

Table 3 shows the model summary results, including  $R^2$  (coefficient of multiple determinants). According to the model, the corrected  $R^2$  is 0.563, indicating that there is a link between parental attitudes and girl child participation in free primary education. This suggests that parental attitudes alone account for 56.3% of girl child participation in free primary education.

The ANOVA test was used to demonstrate the model's relevance. The results were summarized in Table 4.

**Table 4. ANOVA for parental attitude and girl child participation in free primary education**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	352.235	1	302.235	135.36	.000 <sup>b</sup>
Residual	102.35	105	2.036		
<b>Total</b>	<b>454.585</b>	<b>106</b>			

**a. Dependent Variable:** Girl child participation in free primary education

**b. Predictors:** (Constant), Parental attitude

Results in Table 4 shows that the significance of the F-value of 135.36 which is greater than the F critical and significant at 0.05. This implies that parental attitude have a significant influence on girl child participation in free primary education.

The findings in Table 4 are consistent with those of Iqbal and Mohyuddin (2013), who concluded that the majority of parents stopped sending their daughters to school as the rural communities believe that education will give women the confidence to question the judgment of their family elders. As a result, Iqbal and Mohyuddin (2013) found that parents' conservative views are to blame for their daughters' lower school attendance. Jan (2019) and Eram (2017) disagree, adding to the evidence that some parents support their daughters' education. Due to the divergent opinions from scholars, the current study sought to fill the gap.

The coefficients for parental attitude are summarized in Table 5.

**Table 5. Coefficients for Parental attitude**

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
<b>1 intercept (Constant)</b>	2.695	.536		5.236 .000
<b>Parental attitude</b>	.423	.235	.654	3.215 .035

**a. Dependent Variable:** Girl child participation in free primary education

**Source:** Field Data 2023

As shown in Table 5, the unstandardized coefficient for the variable was 2.695 and the P-value is 0.000. The new model now becomes:

$$Y = 2.695 + 0.423X_1 + \varepsilon$$

Where

Y = Girl child participation in free primary education

$X_1$  = Parental attitude

Thus implying that at a significance level of 0.05, parental attitude would affect the girl child participation in free primary education by up to 42.3%. The findings also indicate that the t-statistics (5.236) is higher than the f-critical (1.26) an indication that parental attitude affects girl child participation in free primary education.

Based on the findings, The F-statistics produced ( $F = 135.36$ ) was significant at 5 per cent level ( $p < 0.0001$ ), thus confirming that the predictors (parental attitude) was useful for predicting girl child participation in free primary education

### 3. Conclusion

The research discovered that girls' participation in free primary education in Pokot Central Sub County primary schools remains inadequate. Thus, parental attitudes have a substantial influence on girl child participation in free primary education in the Pokot Central sub-county.

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#### 4. Recommendations

Based on the conclusion, the study recommends that stakeholders should arrange forums to sensitize the local community about the value of girl-child education.

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