

Effect of M & E planning process on access to girl child education in primary schools located in Teso South Constituency, Busia County

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Abstract

Over the last several decades, advances in girl-child education had a favourable impact. Previous research showed that education improves women's economic, social, and health status, and hence access to girls' education was to be prioritized for better outcomes and positive change in the community and society as a whole. Despite the increasing enrolment in primary schools as a result of free primary education, ensuring that girls had equal access to education remains a top priority. The purpose of this study was to analyse effect of M & E planning process on access to girl child education in primary schools located in Teso South Constituency, Busia County. The study's theoretical underpinnings were in program theory and contingency theory. Both program theory, with its well-respected process for problem-solving, and contingency theory, with its focus on whether or not the structure fits the prospective outputs, may help determine the optimal organizational arrangement. This study used a descriptive survey methodology to answer basic "who," "what," "when," and "where" questions. A total of 750 participants were planned for the research. Taro Yamane technique and stratified arbitrary sampling based on school districts led to the 250-person sample. Purposive sampling on head teachers, and simple random sampling on parents and class eight students. Different samples were given questionnaires and interview guides to collect quantitative and qualitative data. According to the goals of the project, we tabulated and analyzed the quantitative data, and we evaluated the qualitative data thematically. The reliability of the data was calculated using Cronbach's alpha, and its validity was determined using both content and face validity. The researcher remained dispassionate throughout the data collection, analysis, and interpretation phases, and was obligated to handle all participant information with the strictest confidence. The study's results could help Kenya's Ministry of Education and the country as a whole understand the factors that play a role in students deciding to enroll in Kenyan elementary schools. The research should assist revitalize efforts to solve the M&E that has a direct bearing on primary school enrollment of girls. This study would also help educational planners and politicians better prepare to achieve UPE objectives. Finally, it is intended that this research will inform future studies on methods of monitoring and evaluating access to education for girls.

INTRODUCTION

Influence of M & E planning process on access of girl child education

Monitoring and feedback were project control approaches that provide the project team with information on the project's developments in relation to initial projections at each stage of project implementation. Monitoring also included providing comments on project progress to donors, project implementers, and project recipients. Post-project reviews and post-mortems, as well as project audits and evaluations, were extremely useful for detecting project management difficulties and offering recommendations.

Agusiobo (2018), reviews of basic education statistics from 1990 to 2010 found disproportions in enrolment and gender inequality in favor of males. Nonetheless, data on education from 2014-2016 revealed enrollment increases and a gender parity score between 0.80 and 1.0. Several government actions and interventions by foreign development partners were highlighted to help close the gender gap and repair the damage. The advantages of educating girls, which were crucial for the establishment of a just, peaceful, and amicable society for long-term growth, were stressed. Recommendations included the following: guaranteeing the girl child's rights (development, participation, protection, survival), maintaining equality on a gender basis, the strong political will of the government increased education financing, The successful implementation of the national gender policy in primary education is contingent on foreign assistance programs that provide girls and women with a wide range of employable skills.

As part of the worldwide reaction to break down obstacles to educational possibilities, the United Kingdom Government, through UK Aid, concentrated its efforts to target underprivileged girls. The UK Aid Girls' Education Challenge (GEC) launched a multi-window grant to stimulate creative ideas for providing elementary and secondary education to marginalized girls in Asia and Africa's poorest countries. The GEC works with non-state organizations and partners to fund creative and cost-effective programs that focus on enrolling and maintaining marginalized girls in primary and lower secondary school, as well as ensuring that they study and finish the relevant cycles. The £355 million in support was intended to enable at least 660000 underprivileged girls to complete a full six-year cycle of elementary schooling or one million marginalized girls to finish three years of lower secondary school (Keeley & Little 2017).

UNICEF (2015) states that in order to measure success, indicators were developed to specify expected results from monitoring and evaluation efforts (UNICEF 2015). Results from monitoring and evaluating efforts contribute to the administration of a project; help with policy analysis, program design, and performance-based spending plans; enhance future policy program and project planning. Using monitoring and assessment data, reviewers were able to utilize the test's findings, as stated by Rist Boily and Martin (2011). They said that available assessments were conducted at a period when the findings may have made a substantial difference in policy choices. Project decision making, project restructuring, increased or better support project program management, and project monitoring might all benefit from findings from monitoring and assessment. Incentives

should be in place to reward the sharing of information about successes rather than failures; messengers should not be penalized; organizational expertise should be welcomed; and cost savings should be traded.

METHODS

Study design

The study was done in Kenya's Teso South Busia County. The Republic of Kenya consists of 47 individual counties, one of which being Busia County. Teso South is a Kenyan constituency. It is one of Busia County's seven constituencies.

Stakeholders in public elementary schools were the focus of this research. Standard eight girls, parents, teachers, and head teacher in Teso South constituency of Busia County. Both systematic and unstructured random sampling were employed in this investigation. Since principals know the most about their institution, collecting detailed information from them was a primary goal of our purposive sampling strategy. Choice of parents and teachers as stakeholders is for the purpose of environmental analysis both at home and in school from the two while the choice of class eight girls is due to enough know-how as compared to other girls from junior classes. Parents, class eight girls, and teachers were selected randomly using the half split method whereby the numbers will be written in papers from 1 to 750 and then they will be told to pick. Those who picked all the even numbers from 2 to 256 will be picked for the study.

Sample size

The researchers meticulously evaluated the research field to determine the optimal sample size. The divide was examined, in part, by looking at it as separate school districts. The schools in Amukura Division are separated into three zones: Kaujakito, Kotur, and Aremit. There were 50 head teachers from the three educational zones and only 44 were sampled in the study. There were 150 teachers in the three zones but only 109 teachers were involved in the study as well as 300 parents whereby 171 were sampled. Girls in class eight were 250 in the zones but only 153 girls were involved.

Data collection

Data was collected through questionnaires and interviews. Questionnaire was utilized in collecting data from teachers. Class eight students were interviewed using a predetermined schedule to gather primary data for a comprehensive study of the impact of monitoring and assessment techniques on girls' educational opportunities in Teso South Constituency. It was preserved that the interview schedule would present a true picture in which the researcher would acquire information from the Head Teachers who had a better understanding and in-depth information about the parents, teachers, and the girls in class eight.

Data analysis techniques

Quantitative data from surveys were analyzed using descriptive statistics including frequencies, averages, percentages, and tables. The qualitative data gathered through interviews was analyzed using a thematic content approach. Principals were interviewed, and their taped conversations were transcribed afterwards.

RESULTS

There were 130 questionnaires administered but only 120 were successfully filled and received back. There were 10 that weren't returned, for a 92% success rate when computed and presented 8 % of not returned questionnaires as depicted in Table 1

Table 1: Questionnaire return rate

Responses	Frequency	Percent
Filled questionnaires	120	92
Unfilled questionnaires	10	8
Total	130	100

Data in Table 1 show that return rate was 92% above 68% which is the required minimum response rate for reliable survey results as posited by (Holtom, Baruch, Aguinis & Ballinger, 2022). A high return rate increases the confidence that data accurately reflects the opinions of the vast majority of the respondents. The instrument's validity and reliability are enhanced as a consequence, as is detailed in Chapter 3.

Demographic Characteristics of the Respondents

Respondents' demographic information is summarized by gender, age, and highest level of education in Table 2.

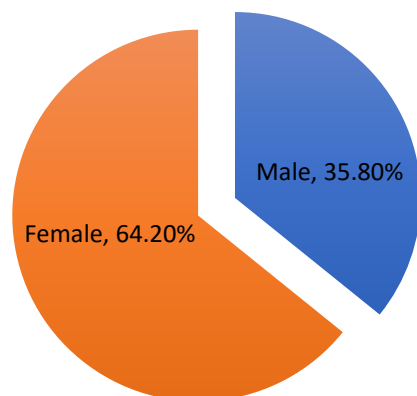
Table 2: Demographic Characteristics of Respondents

Gender	Frequency	Percentage (%)
Male	43	35.8
Female	77	64.2
Total	120	100
Age	Frequency	Percentage (%)
Under 30 Years	10	8.3
31-40	35	29.2
41-50	40	33.3
Over 50 years	35	29.2
Total	120	100
Education	Frequency	Percentage (%)
Post graduate	9	7.5
University	39	32.5
Tertiary college	59	49.2
Secondary	13	10.8
Total	120	100

Gender of the Respondents

Table 2 shows that out of the total sample size, 43 (34.8%) were male and 77 (64.2%) were female. It meant that gender was almost paired since two thirds were met therefore eradicating the gender biasness and sampling errors leading to greater validity of the findings. As shown in figure 2.

Figure 1 : Gender Information of the Respondents



Education of the Respondents

Table 2 shows that Tertiary college holder who were 59(49.2%), University holding 39 (32.5%), Secondary 13 (10.8%) and Post graduate 9(7.5%). All those who responded to the underneath questions had acquired a university degree and Tertiary college certificates. This means that people who undertook the study were literate. The capacity to comprehend questions and provide answers highlights the value of literacy and education in data collection. The response rate and data validity was acquired.

Age category respondents

The respondents were of different ages. According to Table 2, those between 41-50 years were 40 (33.3%) were the highest while 31- 40 years 35 (29.2%), over 50 years 35 (29.2%), held same position respectively and lastly under 30 10(8.3%). Meaning that all the respondents were of good age and had experience with their work.

Findings of M & E planning process on access of girl child education in Busia. A case of Teso South Constituency Busia County Kenya

Monitoring and evaluation process in Teso South Constituency Busia County Kenya is the independent variable while Access of girl child education in Teso South Constituency Busia County Kenya dependent variable. The major indicators of the M&E process were stakeholder participation, M&E training, and M&E planning.

Descriptive Data M & E planning process on access of girl child education in Busia. A case of Teso South

Constituency Busia County Kenya

Ten-line items were responded to as indicated in Table 3 on Monitoring and evaluation planning process on Access of girl child education in Teso South Constituency Busia County Kenya.

Table 3: Influence of M & E planning process on access of girl child education

Statements	SD	D	N	A	SA	Mean	Std deviation
	F	F	F	F	F		
	%	%	%	%	%		
1. addresses the detrimental gender stereotypes and practices that prevent girls from attending school and achieving their full potential.	11 (9.2%)	26 (21.7%)	15 (12.5%)	34 (28.3%)	34 (28.3%)	3.45	1.34
2. Provides aid to governments in making gender equality a priority in national education strategies and budgets.	7 (5.8%)	44 (36.7%)	10 (8.3%)	27 (22.5%)	32 (26.7%)	3.28	1.35
3. Facilitates the utilization of test results to close the achievement gap between sexes	5 (4.2%)	23 (19.2%)	26 (11.7%)	33 (27.5%)	33 (27.5%)	3.55	1.20
4. Encourages girls' entry into and persistence in secondary education by means of social protection measures, such as financial transfers.	9 (7.5%)	21 (17.5%)	15 (12.5%)	38 (31.7%)	37 (30.8%)	3.61	1.29
5. emphasizing gender-responsive pedagogies in teacher education and development	9 (7.5%)	20 (16.7%)	22 (18.3%)	35 (29.2%)	34 (28.3%)	3.54	1.27
6. The elimination of sexist assumptions from educational resources.	11 (9.2%)	23 (19.2%)	13 (10.8%)	39 (32.5%)	34 (28.3%)	3.52	1.32
7. Deals with issues like menstrual hygiene management in schools, re-entry rules for young	9 (7.5%)	34 (28.3%)	17 (14.2%)	30 (25.5%)	30 (25.0%)	3.32	1.32

moms, and distance as an impediment to education.

8. addresses the detrimental gender stereotypes and practices that prevent girls from attending school and achieving their full potential.	12 (10.0%)	36 (30.0%)	13 (10.8%)	36 (30.0%)	23 (19.2%)	3.18	1.32
9. Ensures national education planning and programs prioritize gender equality, and government budgets reflect this priority.	3 (2.5%)	24 (20.0%)	5 (4.2%)	43 (35.8%)	45 (37.5%)	3.86	1.19
10 Uses assessment data to narrow the achievement gap between sexes in schools and governments.	8 (6.7%)	36 (30.0%)	10 (8.3%)	38 (31.7%)	28 (23.3%)	3.35	1.30
Overall composite mean and std Deviation						3.46	1.15

The findings in Table 3, has the overall composite-mean and standard-deviation for monitoring and evaluation planning process stood at 3.46 and 1.15 individually. The items which scored highly were: Government funding should be used to make gender equality a priority in national education strategies and objectives. (Mean =3.86), Encourages females' entry into and persistence in secondary education via social protection measures, such as monetary transfers. (mean of 3.61) while schools helps Governments can narrow the (mean=3.55) education gap using data from standardized tests. Emphasizes gender-responsive pedagogies in teacher education (mean=3.54). Another concern was (mean-3.52) addressing gender stereotypes in educational materials. addresses the detrimental gender stereotypes and behaviors that prevent girls from receiving an adequate education (mean=3.45). Assessment data is used by schools and governments to close the achievement gap between girls' and boys' education (3.35 overall, 3.32 for menstrual hygiene management in schools) and eliminate other barriers to education (distance-related barriers, re-entry policies for young mothers, and so on). The lowest-ranked items were: Provides aid to governments in making gender equality a priority in national education plans and budgets (mean of 3.28). Finally, we must work to eradicate the negative gender stereotypes and discriminatory behaviors that keep girls out of school (mean= 3.18). As the total composite-mean was 3.46, it shows that most respondents thought that educating girls was a challenge.

The descriptive analysis on monitoring and evaluation planning there is total influence on access of girl child education in Teso constituency. The results are consistent with those of other empirical research showing the importance of completing high school (Agusiobo (2018); Keeley & Little 2017). The results are consistent with the hypothesis that elevating the technical competence of the M&E team improved the project's output. This is program theory which poses as the most responsive organization behaviors that ensure that a system is aware of the training needs and thus strives to meet those needs through adoption of adaptable training strategies.

Conclusion

The study's primary objective was to analyze the effects of the M&E planning procedure on enrollment of girls in elementary schools in the Teso South Constituency of Busia County, Kenya. The findings generated from descriptive analysis leads to there is significance influence of M & E planning process on access to Primary school enrollment of girls in Teso South Constituency, Busia County, Kenya.

Recommendation

Head Teachers and ministry of education officials need to improve on the practices of planning and management of access of girl child education through alignment of institutions with project needs for greater synergy and attainability and realization of results. In addition, there is need to adopt new strategies that focuses on meeting the needs of all the students in schools and not only girls but also boys to be included.

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