

**SOCIAL-ECONOMIC FACTORS AFFECTING THE EDUCATION OF GIRLS IN
OLKALOU SUB-COUNTY, NYANDARUA COUNTY.**

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DECLARATION

I declare that this is my original work and it has not been presented for any a school to any examining body.

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SUPERVISOR DECLARATION

This research project has been submitted for examination with our approval as university supervisors.

Signature Sheila

Date 15/12/2020

SHEILA TALLAM

SCHOOL OF SOCIAL SCIENCES

DEDICATION

This study is dedicated to parents who has greatly inspired me to do my further studies and for their financial support.

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I wish to express my gratitude to my supervisor Madam Sheila Taalam who provided all the important guidance through the stages that culminated to this report and my parents who provided all the necessary support I needed to accomplish this project. To my sisters and brothers for moral and financial support to keep working on this work.

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ABBREVIATIONS AND ACRNYMS

- UNGEI - United Nation Girls Education Initiative
- UNICEF - United Nations International Children's Emergency Fund

ABSTRACT

This study was conceived on realization that Olkalou sub-county, Nyandarua County, girls school performed below per in Kenya certificate of Secondary Education. It therefore set the stage to find out factors affecting academic performance of girls at secondary level in Nyandarua County. The study area was Ol Kalou Sub-County. The target population was 900 girls and 65 teachers who were in school. The sample size was 97 both teachers and girls in a total of three secondary schools. Data was obtained by use of questionnaires and interview schedule from the respondents. The data was then analyzed using descriptive statistics and SPSS version 23.0. The factors which affect girls' performance in Nyandarua County included influence of cultural beliefs and practices, social factors influence and economic factors. The study makes far reaching recommendations to arrest factors affecting performance of girls in Nyandarua County. These include reducing cultural beliefs that affect girl child education

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter contains general introduction of background, problem statement, purpose, justification, limitation, delimitation, assumption, significance, objectives and research question.

1.2 Background of the Study

Education has been cited as one of the most important determinants of economic growth. It is both an indicator, and an instrument, of development. Education increases labor productivity in both urban and rural sectors, and economic returns to investment in education are typically high. Education is regarded by many as an instrument for gender equity and success in life (Oigara, 2001). Many economic and sociological theories predict that education increases women's participation in the labor force. Education favorably affects women's willingness and ability to enter the labor market. It provides them with the necessary credentials for employment and therefore it is a strong inducement to enter the labor market (Floro and Wolf, 1991). Girls' education goes beyond getting girls in school. It is also about ensuring that girls learn and feel safe while in school; complete all levels of education with the skills to effectively compete in the labor market; learn the socio-emotional and life skills necessary to navigate and adapt to the changing world, make decisions about their own life and make economic contribution to their communities and world.

According to UNESCO, estimates of 130 million girls between the age of 6 and 17 are out of schools. They further state that 15 million girls of primary schools age majority of them coming from sub-Saharan Africa will never enter into classroom.

In most developing countries, more boys are educated than girls (UNICEF, 1998). In the UK there is more outstanding performance of girls as compared to boys which could be attributed to emphasis on elevating the women's issues. Evidence for this feminization is identified in the fact that the majority of primary teaching staff are female who make up a majority of the primary teaching force, and that in recent years there has been a decline in the number of men entering the sector, for example, in 2002 female primary teachers outnumbered men by 5 to 1 (Skelton, 2002). On a similar note, according to Arnot and Philip (2004), not only has the gender gap in

entry and performance at 16 and 18 closed but now new gender gaps have opened up: girls are now outperforming boys: in 2001, 56.5% of girls achieved 5 or more GCSE or equivalent passes at grades A - C, compared to 45.7% of boys.

In France since the 1970s, more girls than boys have been achieving the baccalaureate (Cacouault and Euvrard, 1995). Likewise in Germany, it is reported that girls obtain better school marks than boys, repeat classes less often, and gain school leaving certificates more successfully (Bundesministerium, 1998). Japanese girls have become slightly more likely than boys to proceed to upper secondary education (Kameda, 1995) also in Jamaica, for 20 years now, there has been concern about "the low academic achievement of boys in relation to that of girls" (Evans, 1998).

In Kenya, a huge challenge facing the country is girl education. Similar to other countries across Africa continent, Kenya portrays a reality where girls are denied their education rights due to social, cultural and economic norms. From the students who enroll in the first year of school, one in five or even less of girls make it to class eight. This high dropout is as of early marriages, poverty and other factors. One year of secondary education for a girl in Kenya has high chances of wages increase by 25% and reduces child marriage by 50%.

Nyandarua County has quite a large number of primary and secondary schools which students has an ease to access. Despites of these progress with tops girls' schools, most of girls in Nyandarua County are not educated. Boys' enrolment in secondary school in Nyandarua County has remained higher than that of girls over the years. With the above evidence of gender inequality in education in Kenya and particularly in Nyandarua County, it is important to investigate factors that influence girl child participation in secondary education in the Nyandarua County.

1.3 Statement of the Problem

Secondary education is critical given that it prepares both boys and girls for tertiary education, career choice, and for overall effective community roles, survival and development. The government of Kenya through the Ministry of Education has developed a gender policy through collaborative effort to underscore its commitment advancing the status of women. However, gender disparities in performance in national examinations are evident. According to the Kenya

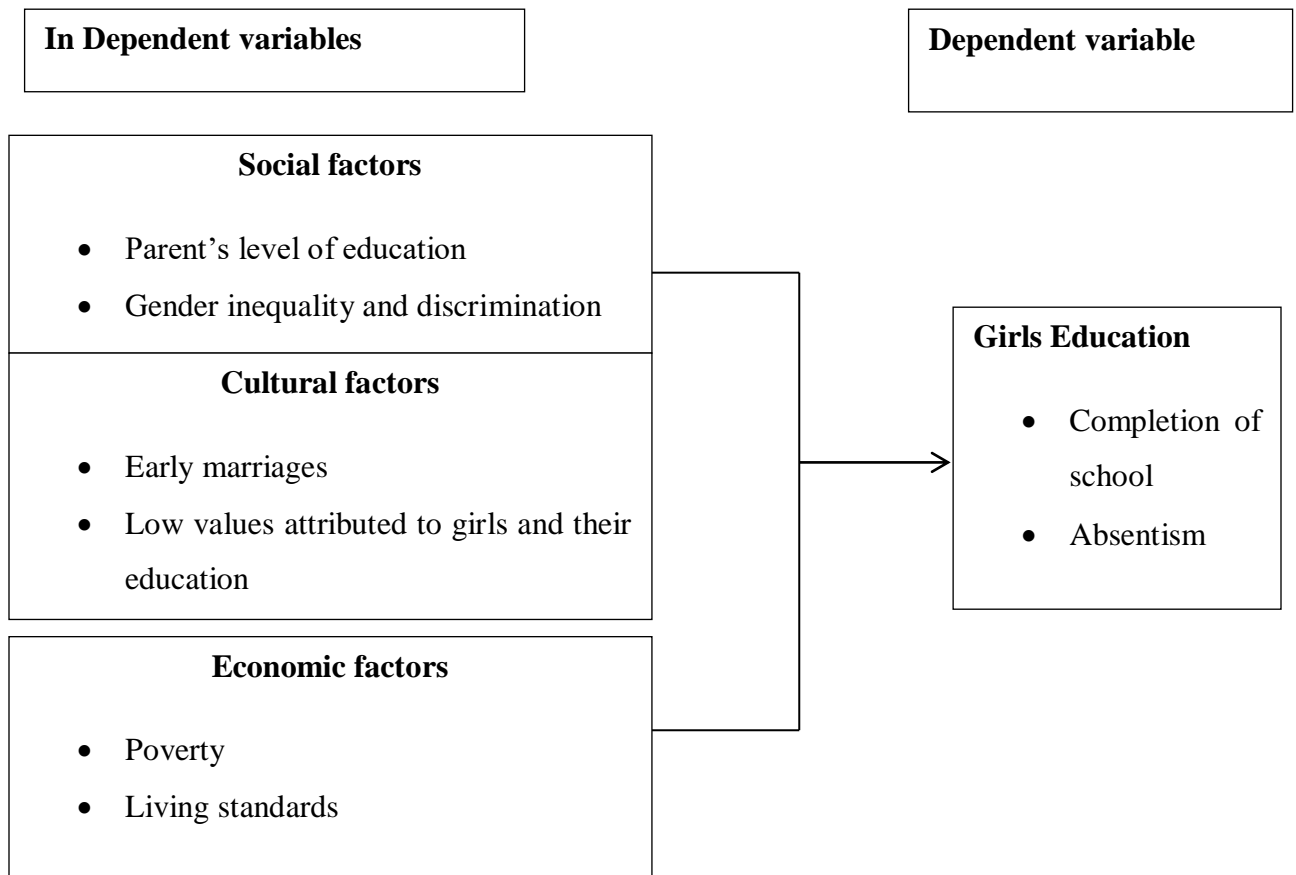
National Gender Policy and Development of Education of 2007, boys tend to perform better in key subjects such as English, Mathematics, Biology, Physics and Chemistry. These disparities need to be addressed in order to achieve social equality and empower women as there are benefits that accrue from investing in educating women.

In Nyandarua County boys enrollment in secondary schools outshine that of girls and thus a research on factors affecting high enrollments of girls need to be addressed so as to secure a place of girl child in education and society in Nyandarua County.

1.4 Purpose of the Study

The study sought to determine the factor affecting the education of girl child in Ol kalou sub-county, Nyandarua County.

1.5 Conceptual Framework



1.6 Objectives of the Study

1.6.1 General Objective

The purpose of this study was to determine factors affecting girl child education in Ol Kalou sub-county.

1.6.2 Specific Objective

- i. To determine the social factors affecting girl child education in Ol Kalou sub-county
- ii. To determine the cultural factors affecting girl child education in Ol Kalou sub-county
- iii. To determine the economic factors affecting girl child education in Ol Kalou sub-county

1.7 Research Question

- i. What are the economic factors that affect girl child education in Ol Kalou sub-county?
- ii. What are some of the social factors affecting girl child education in Ol Kalou sub-county?
- iii. What are some of the cultural factors affecting girl child education in Ol Kalou sub-county?

1.8 Significance of the Study

As it is the right of every child to have access to education, the study aimed to help the local government to help curb these factors that affected girl child education. It was hoped that the findings would benefit the Ministry of Education, Education planners, teachers' parents and the whole of Kenyan society in general. It helped recognize the problems that affected girl-child education in the society and prepared to design ways of facing the challenges, whether social, economic or cultural in nature in order to make it possible to the girl child to access education.

1.9 Limitations and Delimitations of the study

1.9.1 Delimitations of the study

Accessibility to the schools was a problem due to poor infrastructure but suitable means like motorbikes were used to access the schools, there were also constraints of time and resources which were overcome by sampling the respondents to represent the large population targeted by the study.

1.9.2 Limitation of the Study

The research project was limited to schools near assessable roads. Where the infrastructure was poor, the researcher was unable to access the schools. When the weather condition was unfavorable assess to schools was a problem.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The researcher reviewed the literature of other scholars. This assisted the researcher to understand better the topic; Factors affecting girls' academic performance. It therefore focused on the cultural, social and economic factors. It also provided theoretical framework and the summary of the reviewed literature.

2.2 Social factors

Education is one of social factors where by gender disparity is reflected. In the field of education, the number of educated female is very low. Parents' education is one of the important factors which affect girls' secondary education. The parents who are educated to some extent then they will send or enroll their children in school. Illiterate parents keep no communication with teachers about their children progress in school. According to Humala and Eshya (2000), Illiteracy among underprivileged and rural people is commonly observed.

The most marginalized group which is deprived of education is the rural girls belonging to poor and illiterate families. The Teachman's (1987) study reported that there is positive effect of both mother's and father's education on the educational attainment levels of their children. . King and Bellew (1990) noted that there is a positive impact of parent's education on 'completed years of schooling' of their daughters. They noted that mother's education had significant positive effects for daughter's education as compared to the son's education. From the various studies parents, children of those parents that have attended some schooling are much more likely to have attended school as compared to those whose parents have never been educated.

(Newman, C. (2014)).Gender inequality and discrimination affects very much on the education of girls both in schools and search for jobs after schooling. Women in these under-privileged groups are doubly disadvantaged: their minority group status interacts with African patriarchal culture to produce deplorable living conditions. Majority of parents' views girl's education has no importance for them. They consider girl's education is only the waste of time and money because they will not benefit from educating their girls. They also consider it against their

culture and tradition. When in a family there is selection of girl and boy for education, then parents will select their sons. They make this decision on the ground that their son will be responsible for helping of aged parents and caring household income. In Khyber Pakhtunkhwa province, it is very common that parents do not allow girls to attend school up to high level.

2.3 Cultural Factors

Culture and tradition is another factor that negatively affects girls' education up to secondary level. Tradition culture expect, women to entirely assume the responsibilities of mothers and wives. Females are seen as nurturing beings and they are expected to be the homemakers and caring of the children. Majority of the parents believe that girls will in adulthood only assume the roles of mothers and wives. When girls enter adolescence they are married before completion of secondary level. Therefore they become unable to continue with their further education.

Most of Pashtun people think that there is no need of job for women, so education is meaningless and unnecessary for girls. The educational backwardness of rural people is due to their traditional attitude towards female education (Hunter, 2005). Low values attributed to girls and their education is another reason played by culture where girls are attributed to home chores and caring for their children this causes the parents not to see any benefit to educating these children since these chores do not require any education. (Trueba, H. T., Jacobs, L., & Kirton, E. (2014)). Many parents and community members also think that girls' education is a waste of time and money, as the girls will sooner or later be married off and their education will benefit only their husbands and the families they marry into. That is why investment on girls' education is considered meaningless and lost for their parents and families. Parents believe that their sons will become the main source of income of their future families that is why they provide them every possible facility enabling to fulfill these responsibilities (Humala and Eshya, 2000).

2.4 Economic Factors

Poverty negatively affects girl's secondary education because majority of the parents in rural areas belongs to underprivileged and deprived that is why they do not afford the expenditures of their children. According to Imran and Rizwana (2004), poor families cannot afford the expenditures of the books, uniforms, and transportation to school. PIHS (2000) found a positive

correlation between household income and school attendance. Many parents especially in large families with financial restrictions enroll boys in school instead of or before girls.

The high living standards attributed with high cost of commodities is another factor affecting girls' education (Lal, B. S. (2015)). The high cost of commodities causes the parent to choose between basic needs and other needs where even getting the basic needs is a problem children are forced to drop out of school to help in sustaining the family economically by getting casual jobs. According to Pirzado, Parvez, & Saeed Nasim (2006) "there are certain activities for girls and boys separately, through which they contribute to strengthen their family's economy". This is due to high living standards that girls have to work so as to sustain the economy of the family hence improving on living standards of the family rather than attending schools.

2.5 Theoretical Framework

The study employed the social learning theory of Bandura to construct a model linking factors affecting girls' academic performance. Social Learning Theory describes the acquisition of skills that are developed primarily within a social group. According to the Bandura's Social Learning Theory, individual learners, peers, and situations, possibly affects individuals' learning results. Bandura's Social Learning Theory (SLT) facilitated understanding of the aspects of the work comprising factors affecting academic performance of girls. State that the Social Learning Theory essentially describes how the environmental and cognitive constituents work together to produce a change in the behavior and learning pattern of an individual.

Social Learning theory views learning as a social process that individuals will self-initiate, control learning and make a determined effort to build knowledge by their own efforts, creating, and connecting together information. According to the theory, students learn from others through observation, imitation, and modeling resulting in positive learning outcomes. Following Bandura's Social Learning the study will be able to look on factors such as social, cultural and economics as they affects girls education through observation of factors and imitations of the members of the larger society.

2.6 Summary of Identified Gap

With the research done on factors affecting girl's education, the researches were done more than 10 years ago. With no recent research done on the factors affecting girl education, the need to

carry out the research to identify the problem or factors affecting the girl child education in modern society.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed methods the researcher used to collect, analyze and present the data. It provides information on proposed research instruments that aided in the achievement of the research objectives. It also described the target population, sample size, how data was analyzed and the logistical and ethical considerations.

3.2 Research Design

The researcher employed a descriptive survey research design and incorporated elements of both qualitative and quantitative approaches in terms of instruments and data analysis. Descriptive survey design involved collection of data from a sample of a population in order to determine the current status of that population with respect to one or more variables. Descriptive design allowed good gathering of information showing how social, cultural and economic factors affect the academic performance of girls.

3.3 Study Area

. The study area was Ol Kalou Sub-County, Nyandarua County. This area has predictable weather patterns with temperatures ranging between 12°C-25°C. Agriculture is the main source of income for most people in this sub county. With the global warming and change in rainfall patterns and prolonged drought, high increase of poverty has been on the rise causing challenges to residents and children who are going to school with no essential needs. The researcher chose this area for recording high number of girls who are illiterate in the county.

3.4 Target Population

The study targeted three public secondary schools in Ol Kalou sub-county with a population of 900 students and 65 teachers. The information was available in the school administrations of the targeted schools.

3.5 Sampling Technique

Simple random sampling technique was used and thus it made each respondent to have equal opportunities of being considered in the study.

3.6 Sample Size

The target population was 900 students from the three public schools and 65 teachers. The sample size was 10% of the target population according to Mugenda and Mugenda (2003). The sample size was 90 students and 7 teachers from the three schools.

3.7 Research Instruments

The research instruments were questionnaires for the students and interview schedules for teachers to look on factors affecting girls' education. Close-ended Questionnaires were prepared and structured to meet data information collection needs. The questionnaires were supplemented by interview schedules in order to get in depth information of the phenomenon of the study.

3.8 Pre-testing

Ten participants were invited to participate in the pretesting of the questionnaires to ensure the outcomes are consistent and trustworthy. Questionnaires were first issued to five participants and after one week another five participants were given the same questionnaires, this was done for comparison of the data provided.

3.9 Validity and Reliability

The researcher sought the expertise of the university supervisor for the content validity. This ensures that the mistakes noted were rectified and appropriate language was used to avoid use of ambiguous words. To further establish reliability, a pilot study was conducted in one of the schools not in the sample. The purpose of the pilot study to was ensure the results are consistent and reliable regarding Factors Influencing the Academic Performance of the Girls in the sampled schools

3.10 Data Collection Techniques

Data collection was obtained by use of questionnaires for the students and interviews for teachers. Questionnaires were prepared to guide the researchers in extracting information from the respondents.

3.11 Data Analysis

Data collected was analyzed qualitatively and quantitatively. Data was first analyzed, and then the analyzed data was presented based on the themes. Every theme was presented using descriptive statistics such as percentages, frequency distribution tables, graphs or pie charts.

3.12 Logistical and Ethical Consideration

The study had a research work plan to ensure that research work was done within the stipulated period. Researcher had an estimated budget for the study to ensure all costs incurred are budgeted. Respondents were given an introduction letter from the researcher to notify them the reason for conducting the research. Respondents participated at their own will without being coerced. Researcher got permission from the relevant authority to conduct the research. The study was conducted in a manner that respects the values and traditions of the society and that of the respondents.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents analysis of field data and interpretation of the main findings of the study. Data analysis was done by use of descriptive statistics. The findings were presented by use of frequency tables and percentages. The analysis and presentation was carried out based on the following research objectives;

To determine the social factors affecting girl child education in Ol Kalou sub-county

To determine the cultural factors affecting girl child education in Ol Kalou sub-county

To determine the economic factors affecting girl child education in Ol Kalou sub-county

4.2. Response Rate

The study had a sample size of 97 respondents out of which, 90 respondents were girl students and 7 were teachers in a total of 3 secondary schools who filled and returned questionnaire making a response rate of 100% for both students and teachers. This response rate was good and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

4.3 Social Factors

For the researcher to determine whether social factors affect girls academic performance. In light to this the researcher sought to know the parents level of education and gender inequality and discrimination.

On parents' level of education, the researcher sought to know the level that parents have acquired and further enquired on girl's mother education level, and the response is as shown in the table below respectively.

Table 4.3.1 demographic data of student respondent

	Frequency	Percent	Frequency	Percent
Response				
Class eight leaver	40	44.4	29	32.2
None			26	28.9
Form four leaver	24	26.7	17	18.9
Certificate holder	12	13.3	12	13.3
Diploma holder	10	11.1	5	5.6
Degree holder	4	4.4	1	1.1
Total	90	100.0	90	100.0

Forty, 44.4% of the students respondents said that their parents are class eight leavers while twenty four, 26.7% indicated that their parent are form four leavers while twelve 13.3% of the respondents said that their parents are certificate holders, ten, 11.1% indicated that their parents are diploma holder and four, 4.4% said that their parents are degree holder. From the findings the researcher found that majority (71.1%) of parents taking girls to schools are class eight and form four leavers most of these parents will not educate their children above their education level. This concur with Teachman's study (1987) which reported that there is positive effect of both mother's and father's education on the educational attainment levels of their children.

The researcher further asked the respondents to indicate their mothers' level of education. twenty nine, 32.2% indicated that their mother are class eight leavers while twenty six, 28.9% indicated that their mothers have not attended any school while seventeen, 18.9% indicated that their

mothers are form four leavers, while twelve, 13.3% are certificate holders , five 5.6% are diploma holder and one 1.1% is a degree holder. From the findings the researcher found out that majority(51.1%) of girl’s mother are class eight and form four leavers and 28.9% of the mothers are illiterate thus they could not do more in ensuring that their daughters have achieved more in term of academic progress. This agree with King and Bellew (1990) noted that there is a positive impact of parent’s education on ‘completed years of schooling’ of their daughters. They noted that mother’s education had significant positive effects for daughter’s education as compared to the son’s education.

The researcher further asked the respondents to indicate whether parents view girls education as that of boys and the response are as shown in the table below;

Table 4.3.2 Do parents view girls’ education as important as that of boys?

Parents view	Frequency	Percent
Yes	20	20.6
No	65	67.0
not in all situation	12	12.4
Total	97	100.0

Twenty, 20.6% indicated that parents views girl education as important as that of boys, while sixty five 67.0% said that parents don’t view girl education as important as that of boys and twelve 12.4% indicated that not in all situations that parents view girl education as important as that of boys. From the finding, majority 67.0% of parents don’t view girl education as important as that of their sons. This agree with (Newman, C. (2014)).Gender inequality and discrimination affects very much on the education of girls both in schools and search for jobs after schooling. Women in these under-privileged groups are doubly disadvantaged: their minority group status interacts with African patriarchal culture to produce deplorable living conditions. Majority of parents’ views girl’s education has no importance for them.

The researcher sought to know the extent into which parents' education level influence girls' academic achievements. The response are as shown in the table below;

Table 4.3.3 To what extent do parents education influence learners education

Parent education influence	Frequency	Percent
to a very great extent	20	20.6
great extent	40	41.2
moderate extent	31	32.0
low extent	6	6.2
Total	97	100.0

Majority (61.8) of respondents said that parents' educations influence girls' education to a very great and great extent. From the finding the researcher deduce that parents education influence girls or rather learners' education a lot.

4.4 Cultural factors and effects on girls' education

The researcher sought to determine how culture affects girls' education. In light with this the researcher sought to know on early marriages and values attributed to girls and their education.

The researcher asked the respondents to indicate the time that majority of girls in Nyandarua county get married and the response are as shown in the table below;

Table 4.3.4 At what time are girls married?

Time to get married	Frequency	Percent
after completion of their education	7	7.2
After sitting for their KCPE	26	26.8
After sitting for their KCSE	19	19.6
Once they are in adolescence	45	46.4
Total	97	100.0

Seven, 7.2% of the respondents said that girls get married after finishing tertiary education while twenty six, 26.8% of the respondents indicated that girls get married after class eight, nineteen 19.6% said that girls get married after sitting for four and forty five, 46.4% said that girls get married once they get into adolescent stage. From the findings the researcher deduced that majority (92.8%) of girls get married while still in their teenage. Majority of the parents believe that girls will in adulthood only assume the roles of mothers and wives. When girls enter adolescence they are married before completion of secondary level. Therefore they become unable to continue with their further education.

The researcher sought to know the attributes attributed to girls education and the response are as shown below;

Table 4.3.5

values	Frequency	Percent
looking after other siblings	20	22.2
cooking for other siblings	30	33.3
attending home chores	27	30.0
attending schools	8	8.9
getting married and dowry used to educate sons	5	5.6

Total

90

100.0

Twenty, 22.2% of girl respondents said that girls are attributed to looking after other siblings while thirty, 33.3% of the respondents indicated that girls are attributed to cooking for the other siblings twenty seven, 30.0% said that girls are attributed to daily home chores such as fetching water, firewood, washing dishes and others while eight, 8.9 are attributed to attending schools and learning and five, 5.6% are attributed to getting married and dowry used to educate boys. From the findings the researcher deduced that majority 91.1% of girls are attributed to low values such as looking and cooking for the siblings and doing home chores and even getting married and dowry used in educating sons. This agree with the educational backwardness of rural people is due to their traditional attitude towards female education (Hunter, 2005). Low values attributed to girls and their education is another reason played by culture where girls are attributed to home chores and carling for their children this causes the parents not to see any benefit to educating these children since these chores do not require ant education

The researcher further asked the respondents to indicate how community perceive girls' education and the response are as shown in the table below;

Table 4.3.6 How does community perceive education of girls?

Community perception	Frequency	Percent
As a waste of time	33	34.0
As a waste of money	32	33.0
Helpful as that of a boy	7	7.2
Beneficial to the husband side only	25	25.8
Total	97	100.0

Thirty three, 34% of the respondents said that culture perceive girl education as a waste of time while thirty two, 33% of the respondents said that culture perceive girl education as a waste of money while seven, 7.2% said that culture see girl educations as helpful as that of a boy and twenty five, 25.8% said that culture perceive girl education benefiting only to the husband side.

From the findings the researcher deduced that majority 92.8% perceive education as a waste of money and time and only beneficial to the husband side. This concur with (Trueba, H. T., Jacobs, L., & Kirton, E. (2014)). Many parents and community members also think that girls' education is a waste of time and money, as the girls will sooner or later be married off and their education will beneficialize only their husbands and the families they marry into. That is why investment on girls' education is considered meaningless and lost for their parents and families. Parents believe that their sons will become the main source of income of their future families that is why they provide them every possible facility enabling to fulfill these responsibilities (Humala and Eshya, 2000).

4.5 Economic factors

The researcher sought to assess on whether economic factors affects girls education. In light to this the researcher looked on family monthly incomes and girls dropout rate.

The researcher asked the respondents to rate their family monthly income rate per household and the response are as shown in the table below;

Table 4.5.1

Generated income	Frequency	Percent
1000-3000	5	5.6
3001-6000	28	31.1
6001-9000	33	36.7
9001-12000	18	20.0
above 12000	6	6.7
Total	90	100.0

Five, 5.6% of the students respondents said that their parent monthly income rate from 1000-3000, while twenty eight, 31.1% said that their parent income rate from 3001-6000, thirty three, 36.7% said that the income rate from 6001-9000, eighteen, 20% of the respondents said that monthly salary rate from 9001-12000 and six, 6.7% said that their parents salary rate above

12000. From the findings the researcher deduced that majority 93.3% of household monthly income rate from 1000-12000 hence it could not cater for all education needs. This concur with Imran and Rizwana (2004), poor families cannot afford the expenditures of the books, uniforms, and transportation to school. PIHS (2000) found a positive correlation between household income and school attendance. Many parents especially in large families with financial restrictions enroll boys in school instead of or before girls.

When the researcher asked the respondents to indicate how many girls students drop out of school annually due to school fees challenges, nineteen (19.6%) said that 1-10 girl students drop out of school annually, while twenty six (26.8%) of the respondents said that 11-20 girl students drop out annually, thirty one (32%) said that 21-30 girl students drop out and twenty one (21.6%) said that 31 and above girl students drop out of school annually as shown in the table below;

Table 4.5.2

School dropout rate	Frequency	Percent
1-10	19	19.6
11-20	26	26.8
21-30	31	32.0
31 and above	21	21.6
Total	97	100.0

From the above findings, the researcher deduced that majority of girls from Nyandarua County dropout of school due to financial challenges at home due to the living standards. The high living standards attributed with high cost of commodities is another factor affecting girls' education (Lal, B. S. (2015)). The high cost of commodities causes the parent to choose between basic needs and other needs where even getting the basic needs is a problem children are forced to drop out of school to help in sustaining the family economically by getting casual jobs

The researcher further asked the respondents to indicate the extent to which the living standards affect girls' education. Twenty six, 26.8% of the respondents indicated that living standards affect girls education to a very great extent while thirty two, 33% of the respondents indicated that the living standards affect girls education to a great extent, nineteen 19.6% said that the living standards affect girl education to a moderate extent and twenty, 20.6% indicated that living standards affect girl education to a low extent as shown in the table below;

Table 4.5.3 To what extent does living standard influence girls education

Living standard influence	Frequency	Percent
to a very great extent	26	26.8
great extent	32	33.0
moderate extent	19	19.6
low extent	20	20.6
Total	97	100.0

From the findings, the researcher deduced that girl education is affected by the living standards as majority (59.8%), indicated that living standard affect girls education to a very great and great extent.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a summary of the research findings, conclusions and recommendations of the study and areas for further research.

5.2 Summary of the Findings

The study assessed factors affecting girl child education in Ol Kalou sub-county, Nyandarua County. The researcher focused on the factors shown below;

Social factors

Cultural factors

Economic factors

5.2.1 Social Factors and Effects on Girls' Education

On social factors the researcher found that majority (71.1%) of parents taking girls to schools are class eight and form four leavers most of these parents will not educate their children above their education level. The researcher found out that majority (51.1%) of girl's mother are class eight and form four leavers and 28.9% of the mothers are illiterate thus they could not do more in ensuring that their daughters have achieved more in term of academic progress. The researcher found that majority 67.0% of parents don't view girl education as important as that of their sons thus they educate their sons first before girls. The researcher deduce that parents education influence girls or rather learners' education a lot.

5.2.2 Cultural Factors and Effects on Girls' Education

On cultural factors, the researcher found that majority (92.8%) of girls get married while still in their teenage. Majority of the parents believe that girls will in adulthood only assume the roles of mothers and wives. When girls enter adolescence they are married before completion of secondary level. Therefore they are unable to continue with their further education. The researcher further deduced that majority 91.1% of girls are attributed to low values such as looking and cooking for the siblings and doing home chores and even getting married and dowry

used in educating sons and not in education. The researcher further deduced that majority 92.8% perceive education as a waste of money and time and only beneficial to the husband side.

5.2.3 Economic Factors and Effects on Girls' Education

On economic factors, the researcher found that majority 93.3% of household monthly income rate from 1000-12000 hence it could not cater for all education needs such as purchase of books, pens and all materials needed in education and more to educate all children in the household.

The researcher further deduced that majority of girls from Nyandarua County dropout of school due to financial challenges at home due to the living standards. The high living standards attributed with high cost of commodities is another factor affecting girls' education.

The researcher deduced that girl education is affected by the living standards as majority (59.8%), indicated that living standard affect girls education to a very great and great extent.

5.3 Conclusions

In conclusion, the study noted that parents taking girls to schools are not well educated and mother in specific, majority are illiterate thus they would not consider educating girls above the level they have attained. The study also noted that majority of parent don't view girls education as important as that of boys in that they view educating boys as more important for them.

The study noted that girls get married while still in their teenage and in adolescence and thus they are unable to further their education.

The study concludes that girls are attributed to low values other than education which could in return made them more responsible mothers in near future, their education is perceived as a waste of time, money and only beneficial to the husband side.

The study noted that household monthly income is little such that it could not cater for all children education hence majority of parents prefer taking boys to school before girls.

The study concludes that high living standards affects girls' educations causing to high dropout rate among girls attending schools to help in sustaining the economy over high living standards.

5.4 Recommendations

The study recommends that the parents should stop discriminating against the girl child. Parents should give equal schooling opportunities to both the sons and daughters.

The study recommends the government to come up with policies to improve girl child education in secondary education and to enforce parents to take all children to school without discrimination.

To reduce cultural traditions and beliefs influence on education of the girl child, policies to remove constraints of girl child acquisition should be formulated and implemented by the Ministry of Education.

The study recommends for awareness campaigns and community involvement programs to change negative attitudes towards female education should also be carried out at community level.

Parents, guardians and policy-makers should be sensitized about the detrimental cultural prejudices which discriminate against female education as well as campaign against early marriages through men and women groups, religious bodies, house-to house campaigns and seminars among others.

5.5 suggestions for further study

This study concentrated on factors affecting Nyandarua County thus a similar study could be carried out in other Counties across the country.

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APPENDICES

Appendix 1: Questionnaire

STUDENTS QUESTIONNAIRE

The information will not be shared and will be used for academic purposes only.

A. Social factors

Indicate your parent level of education

Class eight leaver form four leaver certificate level diploma level

Degree level masters level

Indicate your mother level of education

Class eight leaver form four leaver certificate level diploma level

Degree level masters lever

Do parents view girls' education as important as that of boys?

Yes No

To what extent does the education level of the parents" influences girl child participation in school?

- Very great
- Great
- Moderate
- Low

B. Cultural factors

1. What responsibilities does your culture advocates girls to undertake

To be wives

To nurture children

To make homes

To get education

2. At what time are girls married?

After completion of their education

After sitting for their KCPE

After sitting for their KCSE

Once they are in adolescence

3. What attributes are girls attribute to?

Home chores

Looking after children

Cooking for their brothers

Getting married

Learning

4. How does culture perceive education of girls?

As a waste of time

As a waste of money

Helpful as that of a boy

Beneficial to the husband side

C. Economic factors

1. Rate your family monthly income

1000-3000 3001-6000 6001-9000 9001-12000 Above 12000

2. Does poverty negatively affect girls' education?

Strongly Disagree Disagree Agree Strongly Agree

13. Suggest ways of improving girl child education.

.....
.....
.....

Parents have negative attitudes about girls' education

Strongly Disagree Disagree Agree Strongly Agree