CHALLENGES FACING GIRL CHILD EDUCATION IN AN INCLUSIVE SETTING, CHEPKORIO ZONE, KEIYO DISTRICT

BY

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DECLARATION

I do declare that this is my original work and it has not been presented in any college or institution of learning for academic purposes.

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Signed: ……………………………..

This work has been submitted for examinations in my approval as the college supervisor.

Signed: ……………………………..

Name: **MR.EDABU PAUL**

DEDICATION

This research project is dedicated to my husband Mr. Nicholas Kimutai and my
beloved children, Kiptanui, Jelagat, Kipchumba and Jeptoo.

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LIST OF ABBREVIATIONS

ECD   Early Childhood Development

EFA   Education For All

MOEST   Ministry of Education Science and Technology

NGO   Non-Governmental Organization

ROK   Republic of Kenya

SPLM   Sudanese Peoples' Liberation Movement

UNESCO   United Nations Education Scientific and Cultural Organization

UNICEF   United Nations Children's' Education Fund

WB   World Bank

ABSTRACT

One of the goals of millennium development goals is to ensure that there is gender parity in access to education. Education for All (EFA) has indeed brought the girl child education to another level where the government of Kenya has laid down strategies aimed at improving girl child enrolment and transition to higher levels.

This study therefore looked at the challenges faced by the girl child in pursuit of education. The study was carried out at Chepkorio zone of Keiyo district.

Primary data was sourced through the use of questionnaires while secondary literature was sourced by use of books, journals, bulletins, papers and the Internet. These materials were indeed provided a comparison between the situation of the study area and the other parts.

The researcher used descriptive survey type of research design, targeting Chepkorio zone in Keiyo district. A total of 21 schools were targeted as the universe, while 10 ECD units were selected as the sample population by use of simple random sampling.

The findings showed that though concerted efforts have been put in place of late, much needs to be done. The girl child is still burdened despite the efforts.

The researcher recommends that the government should strengthen and enforce existing laws that protect the girl child. Special girl institutions also need be introduced in all districts to boost enrolment rates for the girl child.

CHAPTER ONE

INTRODUCTION

1.0 Over View

This chapter outlines the background of the study, Statement of the problem, Purpose and Objective of the study, the research questions that guide the study, significance of the study, limitations, assumptions and operational terms.

1.1   Background of the study

Free Primary Education for all children is a fundamental right to which governments, Kenya included, committed themselves under the 1989 Convention of the Rights of the Child.

According to UNESCO (2005), meeting the Education Goal will speed progress toward every other Millennium Goal. Educating children helps reduce poverty and promote gender equality. It helps lower child mortality rates and promote concern for the environment. It is inextricably linked to Goal 3 – gender parity – as universal primary education by definition requires gender parity. Gender parity in primary education, meanwhile, is of limited worth if few children of either sex participate.

UNICEF advocates quality basic education for all, with an emphasis on gender equality and eliminating disparities of all kinds. In particular, getting girls into school and ensuring that they stay and learn has what UNICEF calls a "multiplier effect." Educated girls are likely to marry later and have fewer children, who in turn will be more likely to survive and be better nourished and educated. Educated girls are more

productive at home and better paid in the workplace, and more able to participate in social, economic and political decision-making (UNICEF/RoK, 2000).

UNICEF stages global information campaigns on the importance of getting children to school, especially girls, and has committed $233 million to these efforts. For example, UNICEF's 'Go Girls! Education for Every Child' campaign is about raising awareness, generating public support and mobilizing resources for '25 by 2005', an accelerated effort to get girls in school in 25 countries. Such campaigns involve a wide range of partners – from children and teachers to religious leaders – and popular sports such as soccer and cricket to help get the word out. UNICEF also works directly with governments to highlight and address issues of gender discrimination or other roadblocks to education, such as school fees or forced child labour (UNICEF/RoK, 2000).

However, girls' enrolment at the primary level has increased dramatically in the past five years. According to the Ministry of Education, almost 4.9 million children were enrolled in school in 2005, an increase of nearly four million children since the fall of the Taliban.

Today, primary level enrolment of boys is nearly twice that of girls. At the lower secondary level, boys' enrolment is three times higher and at the higher secondary level boys are almost four times more likely than girls to be enrolled. The ratio becomes even more dramatic in rural areas.

1.2   Statement of the Problem

Recent global statistics on illiteracy shows that 960 million adults of who two thirds are women (World Conference on Education for All, 1990) are illiterate within

Africa. There is need for girl child education and functional literacy programs to be tackled within and across sectors (Awori, 1990).Within the study area, girls have been neglected with many parents paying serious attention on the education of the boy child. Though concerted efforts have been done by various stakeholders promoting girl child education, much still needs to be done. Cultural rites and practices have had a serious effect on the girl education with many parents at times opting dropping the girl child out of school to facilitate early marriages. Others feel that the economic value accruing from an educated girl is likely to benefit the new home where the girl is married to. Based on the above, the researcher attempts to provide a clear picture on challenges faced by girl child in her endeavour to pursue education within the study area.

1.3 Purpose of the study

The purpose of the study is to investigate the challenges faced by the girl child in pursuit of academic achievement.

1.4 Objectives of the study

The study is based on the following objectives: -

i) To investigate whether girl child has equal chance as boy child in the school set-up.

ii) To find out challenges faced by the girl child in pursuit of her academic achievement.

iii) To determine the factors that influence perception on girl child education.

iv) To find out the effects of these challenges on the girl child education.

1.5 Research questions

i) Is the girl child accorded equal chance as the boy child in the school setting?

ii)   What challenges do girls face during their studies in school?

iii)   What factors influence the perception of others towards the provision of girl child education.

iv)   What are effects of these perceptions and challenges towards the girl child education?

1.6   Significance of the Study

This study forms a basis of information for the government to understand the plight of the girl child and provide a way forward in terms of laws, policies and regulations. This would serve as a warning to those who undermine the rights of the girl child.

The other importance of this study is to enable parents, guardians and other caregivers handling girls appreciate the impact of providing the girl child education. This would help remove cultural biasness that favours the boy child.

The findings would also help educators appreciate the key issues that affect the learning environment of the girl child. This would enable girls act as role models who are geared towards the encouragement of other girls.

Lastly, the findings would serve as a source of literature to future researchers and scholars who would be tackling similar topics dealing with girl child education.

1.7   Limitations of the Study

The study area is a vast zone and has difficulties especially during the rainy season. The roads are impassable due to land being water logged and there was no means of transport hence walking.

Time and financial constraints for materials are other challenges and even methods of research some could not work or give the correct information.

Some of the schools were not on operation during the day of the visit due to sports. The researcher had to make several trips in order to access the respondents.

1.8   Delimitations

i)   The study was limited to Kitany zone in Chepkorio division.

ii)   The researcher was well versed with the mode of communication used in the area, hence easy administration of the questionnaires.

iii)   The study utilized questionnaires as instruments of research.

iv)   The study will be carried out between the months April 2008 to October 2008.

1.9 Operational terms

Girl: A female aged below 8 years enrolled in ECD centres.

Enrolment   Refers to levels of intake of the girl and boy child in school.

Discrimination: Refers to act of giving one group a preferential treatment than another.

Literacy: Ability to read and write

Partners: Refers to the stakeholders who have an interest in the provision of girl child education.

Performance: Refers to optimal academic achievement

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter highlighted on past researches that have been done by other scholars touching on the challenges facing girl child. It took a critical look at the way parents view girl child education and challenges faced.

2.1 Importance of Educating Girls

Besides the general evidence associated with benefits of education in raising the overall quality of life, it is now widely accepted that the benefits of education multiply with increased participation of girls and women. Research suggests that the sustained impact of girls' primary education on economic growth is higher than that of boys'. This differential is due to the multiple nature of women's contribution in their productive and reproductive (maintenance) roles. A clear linkage has been established between the education of women and girls and positive changes, e.g.

(a) Improved family care, health and nutrition have been identified as dependable outcomes of a 'mother's education.

(b) Female literacy is recognized as a powerful factor in achieving significant rats of child survival, growth and development. High literacy levels and education of women provide for higher aspirations for their children.

(c) The education of girls and women is also associated with increased avenues and opportunities for income earning by women. Education is likely to open up opportunities that would have been closed to women and also increase women's chances of advancement in employment.

(d) African women - are today widely acknowledged as Africa's farmers and breadwinners. Any efforts aimed at Africa's development especially in food self-sufficiency, need therefore to be directed at the farmers. Agricultural education, including the adoption of new scientific methods and the use of appropriate, more efficient technological developments, would need to incorporate women.

(e) African women's roles in arresting the causes of environmental degradation and promoting improved environmental management are today widely recognized. Female education aimed at enhancing the capacities of women and girls for energy and water conservation and sustained healthy environment is crucial.

(f) In addition to these factors, female education is important to the well-being of democratizing societies dependent on the intelligence, wherewithal and self-confidence of all its citizens.

2.2   Girl child Education and Societal Perceptions

The values of most African cultures assume and reflect the generally accepted inferiority of women sunk in mythology and 'wise' sayings (proverbs) that assign the female personality inferior, stereotypical characters as simple minded, lacking in basic knowledge, wisdom and logic. (Gachukia and Kabira, 1991). Women are portrayed as lacking in originality and genius.

The current state of research has not gone beyond recording these images. Few researchers have challenged these stereotypes on which African socialization systems thrive.

Political realities in most African countries demonstrate how the concepts of culture and traditional/social custom are used to resist meaningful change. This is an

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important area of study that should yield valuable, actionable information on current government policies on gender issues in education (or lack of them).

There is need for studies that highlight and challenge 'popular' views of policy makers on delays in the implementation of the equity provisions contained in existing UN instruments.

MOEST (2003) argues that NGOs, religious organizations, and the Private Sector also need to be challenged as they have demonstrated capacities for reaching out to remote, underprivileged populations and for cost-effective, innovative educational programs. NGOs are particularly suited for experimenting with new ideas because of their flexibility and adaptability as compared to governments. Their impact can be multiplied through close monitoring and evaluation, increased knowledge through - agency-specific research and through sharing of experiences including documented success stories/case studies.

Several surveys conducted and discussion with key informants attributes the low enrollment and retention of girls to the following:-

• *Cultural attitude of the society.* Domestic work for instance, is regarded as the core duty of women. UNICEF/OLS MICS revealed that 74% of girls under 5-17 years are engaged in House-Hold Domestic chores as compared to 60.8% of boys in the same age category; parents would prefer to educate boy-child rather than a girl –child because a girl would be married away, leaving the future responsibility of the family to the boy and so investing in a boy is seen as more beneficial.

It is also perceived that sending girls to school will expose them to undesirable foreign cultures, values, attitudes and life styles that may alienate them from the local community. It is believed that such "exposed girls" will bring less bride price, compared with those who have not attended schooling.

In the traditional setting, especially among the pastoralist communities, girls are much valued and accorded proper care by parents so as to bring more bride price. In Bahr El ghazal, for instance, a Dinka girl could bring as many as 300 heads of cattle. Hence they are considered as a source of wealth.

• *Lack of role models*. Few women are holding public positions and girls are not motivated to aspire for any future career.

• Early marriages and early pregnancies cause girls to leave school earlier.

• *School environment is not girl friendly*. For example, no separate toilets for boys and girls and lack of sanitary towels, etc.

• *Insecurity*. In the context of the war in Sudan where the civilian installations are considered as legitimate military targets by the GOS, parents would not take chances to allow their children, particularly girls to travel long distances away from homes; thus the shorter the distance to school, the more girls can enroll.

2.3 The Education of Women and Girls in Africa.

Although most African Governments have tried- to provide for equal opportunities in education, especially at the Primary School level, in practice, the educational system discriminates against girls and women who are unable to compete equally for the various courses offered in schools, colleges, polytechnics, universities and other training institutions (Pala, 1983).

According to Gachukia (1992), representation of girls and women falls sharply at successive levels within the educational system, thus few women reach - positions from which they can influence policy. This perpetuates the manner in which educational programs are implemented, become part of the socio-cultural machinery, and promote, if not condone, gender bias.

Female education and training in Africa is generally characterized by lower enrolment and participation rates, higher drop-out and absenteeism rates, and lower performance

and achievement levels than those of boys, especially in Mathematics, Science and other technical subjects (Gachukia, 1991).

The problems facing the continent's educational systems cannot, however, be over-generalized because of the diversity characterizing their history and development which makes some problems peculiar to certain countries. This means for example, that while the education of women and girls is characterized by lower enrolment than that of boys, in the Southern African region, Botswana/Lesotho/Swaziland, females enroll in larger numbers at the early primary levels than males, a trend that is influenced by the dictates of mining and pastoral economies. In parts of Nigeria, the drop-out rate from the educational system is surprisingly higher for boys than it is for girls.

In Kenya, among a few other countries, variation in female participation between geographical regions and within the socio-economic strata is significant. The similarity of problems in most countries nevertheless, makes concern over female education pertinent and deserving of special attention (Ngwere, 2004).

2.4   Challenges Faced by girl child

According to Gachukia (1991) girls are faced with enormous challenges. Some among them are listed below.

(a) **Enrolment Access**: significant progress has been made in educational enrolment in many countries, especially in the lower grades of Primary School, since the 1960s. Females constitute nearly 50% of all children enrolled in Grade 1 in Zambia, Kenya and Nigeria, for example. (The percentage is much lower in most Francophone and Lusophone countries). Enrolment, however, decreases the higher one ascends the educational hierarchy.

Enrolment by itself however, cannot be a reliable indicator of achievement. Enrolment of girls and women is still a major issue in some countries where access is hampered, among other things, by lack of places. In Zambia, initial enrolment into Grade 1 is sometimes so postponed that children enter school at ages 9 and 10 instead of the official 7 years. The consequences of girls entering school that late and reaching adolescence and puberty while they are still in lower primary school need to be studied but are said to include lower performance and higher drop-out.

Problems of access are especially serious for girls at Secondary School level and in vocational training institutions.

(b) **Drop-out and Absenteeism**: Although the phenomenon of drop-out is prevalent across Africa for both males and females, it is reported to be significantly higher for females than for males. In Kenya, of all the girls who enroll in Standard One, only 34% complete Standard Eight as compared to 70% for boys. Zambia, which has several cut-off points between Grade One and Grade Seven, witness significant drop-out rates by girls by the end of the primary cycle.

The majority of African countries report increasing drop-out rates for females in Secondary Schools. Among the problems associated with high drop-out and absenteeism include:

1. Household socio-economic status and constraints,

2. Socio-cultural attitudes and the value attached to female education,

3. Delineation of labour at the household level which in the African context

4. Over-burdens the girl child,

5. Early marriage,

6. Teenage pregnancy with no alternative forms of education or options for re-entry after child-birth,

7. Labour market bias,

8. Lack of motivation due to irrelevance and inappropriate organization of the curriculum and poor teaching.

C) Performance/Achievement: Although it is now well-established that, given equal opportunities, facilities and attention, girls will perform as well as boys, most countries report lower performance for girls, especially in Mathematics, Science and Technology subjects. In Zambia, girls perform lower than boys in all examination subjects at the Primary School level and in all regions of the country. This is a shocking revelation that demands thorough investigation. Performance at the Primary School level is a crucial determinant of achievement at all other levels.

Among reasons associated with low performance are lack of motivation, poor teaching, poor enabling learning environments, gender stereotyping and misrepresentation of the roles of women and girls, and burdensome, time consuming domestic responsibilities which leave girls with little energy and little time for private study. Poor performance often leads to repetition which is reported, in the limited documentation available, to be higher for girls than for boys.

In a few instances, girls in Kenya are made to sacrifice moving to the next class, some dropping out completely, to enable their brothers to repeat and gain a better chance of entering Secondary School.

The consequences of low performance in Mathematics, Science and Technical subjects is that women and girls are unable to enter science-based technical careers. A study carried out in Ghana on post-secondary school subject choices (Andam 1990) indicates the following:

Only 12% of girls elect to study science (Physics, Chemistry and Biology).

Only 5% of girls enroll for Mathematics.

Less than 1% of girls enter middle-level technical training institutions.

The statistics for Zambia, Uganda (Makerere) and Zimbabwe confirm the general trend on the Continent. Among the factors identified as contributing to poor performance are:

- Poor foundation at lower level

- Discouragement by both male and female teachers

- Gender stereotyping in textbooks and other educational materials

- Absence of positive role models

- Poor facilities in girls' schools for the study of Science

- Curriculum bias in favour of boys

(d) **The Curriculum**: The nature of the curriculum and structuring of subject choices frequently leads to the streaming of girls in non-scientific areas of study. In most countries, the study of technical crafts is compulsory for boys and not girls who are offered Home Science instead. In Kenya, Eshiwani (1983) found that most girls' Secondary Schools are ill-equipped for the teaching/learning of Science subjects. Few educational programs on the continent have demonstrated the flexibility needed to accommodate the multiple roles of women and girls. Indeed, most programs are so rigid in organization and timing that they fail to meet the needs of their intended target groups. Gender-stereotyping in educational materials including the misrepresentation and under-valuing of the roles of women and girls serves as a disincentive, lowering the aspiration of girls because of the socio-political and economic roles of women.

In her study on the portrayal of women and girls in Kenyan textbooks,

Obura (1985), found that:

"The world of Mathematical skills is a world of men and boys selling, trading, owning, traveling and counting the money they earn... "

These, among other factors, call for increased research and documentation to influence policy decisions within the context of the economic considerations which these days of austerity measures require._ Without explicit attention to gender issues within various cost-cutting and quality-restoration options, future strategic planning could adversely affect the education of girls and women and which may even lead to the loss of gains made so far.

In a continent so plagued by inadequacies in the formal educational system, one would expect numerous non-formal education programs catering for school drop-outs, out-of-school youth and illiterate non-schooled adults - the majority of whom are women and girls. Very little has been done so far to survey and document existing programs, mostly run by Non-Governmental Organizations. Within the urban environment, most non-formal education initiatives favour boys. In Kenya, Undugu (originally started for 'parking boys'), Don Bosco, and Starehe Boys' Centre (now a fully developed and most successful formal school and vocational training centre), all in Nairobi, are such examples. A recent survey of institutions/programs addressing the basic learning needs of adolescent mothers (Gachukia et al, 1992) reveal scanty knowledge, haphazard arrangements and boring stereo-type content and delivery methods. The issues of drop-outs raise a major policy concern since most countries in-the region has yet to facilitate rehabilitation and re-entry especially for girls.

2.5   Intervention strategies

Having recognized the general bias in favour of Boys, as opposed to girls in relation to schooling, specific strategies have been planned and adopted to address this imbalance.

(a) Creation of a department for girls and female teacher Education and female teacher Development within the SPLM secretariat of education-This department has to make sure that all policies are gender sensitive (WB, 2002).

(b) Sensitization of the community with regard to girls' education. Promotion, Advocacy groups for girls Education (PAGE) has been formed to conduct awareness campaigns. These are special interest groups that liaise with the education providers.

(c) Formulation of regulations for deterring culture hindering girls' access to education

(d) Encouraging boarding schools for girls, especially upper primary grades.

(e) Reducing entry age for girls from 7 to 6 years. To enable them gain knowledge and skills before they reach adolescent stage when most drop out of school.

(f) Provision of scholarships for girls and female teachers a motivation to them.

(g) Affirmative action programmes such as quotas.

(h) Adopting deterred measures against early drop outs.

(i) Raising profile of some women to public and decision-making positions so as act as role models.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0   Introduction

The study discussed the following in this chapter:

Research design, area of study, target population. Also it dealt with sample population including research study instruments and tools. Lastly, data collection and data analysis.

3.1   Research Design

The research study used descriptive research design to conduct the research because the respondents were easily approached and convinced to give the required information. It allowed sampling from a large population and accurate information collected from the sampled population.

3.2   Area of Study.

The area of study was Chepkorio Zone in Chepkorio Division of Keiyo District. The area is productive and supports many farming activities such as food and cash crop farming as well as dairy farming.

3.3   Target Population

The target population was all 16 schools in the zone. It sought information from the ECD teachers who had been teaching for a long time.

3.4 Sample and Sampling Procedures

The researcher used simple random sampling to select 10 schools out of the 16 schools, representing more than 30%. The researcher also used simple random sampling while selecting one teacher from each school from the ECD sector.

3.5 Research Instruments.

The research used questionnaires, which were administered to ECD teachers. Questionnaires were preferred because they were easier to administer and code unlike interview schedule.

3.6 Data Collection Procedures.

The researcher sought permission from the relevant authorities. Letter of authorization was shown to them in order to grant permission. The researcher then dropped the questionnaires, then later collected for analysis. The questionnaires were serialized to facilitate coding.

3.7 Data Analysis

Data collected was analyzed and presented using tables and percentages. Conclusions and recommendations were drawn based on the findings of the study.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The chapter highlighted the findings from the primary data presented in frequency and percentage tables.

4.2 Personal Details

4.2.1 Gender of the respondents

Response	Frequency	Percent (%)
Male	4	40
Female	6	60
Total	10	100

Source: Primary data 2008

From the findings 60% of the respondents were female whereas 40% were male. This indicates that many ECD teachers were female.

4.2.2 Level of Education

Response	Frequency	Percent (%)
Primary	1	10
Secondary	3	30
Tertiary	6	60
Total	10	100

Source: Primary data 2008

From the findings of the study, 60% of the respondents had tertiary level of education compared to 30% of the secondary. Only 10% of the respondents had primary level of education. This shows that the majority of the respondents had tertiary level .

4.3   Challenges Facing Girl Child

4.3.1   Dominating Gender

Gender	Frequency	Percent (%)
Boys	6	60
Girls	4	40
Total	10	100

Source: Primary data 2008

It emerged that 60% of the respondents said that boys were more than girls in their structure. This shows the beginning of gender disparity in schools within the study area.

4.3.2   Whether taught in same Environment.

Response	Frequency	Percent (%)
Yes	10	100
Total	10	100

Source: Primary data 2008

All the respondents confirmed that both boys and girls are taught under same environment. This implied that there was no gender biasness or discrimination.

4.3.3 Whether given similar attention

Response	Frequency	Percent (%)
Yes	5	50
No	5	50
Total	10	100

Source: Primary data 2008

Half of the respondents said that they are not given similar treatment. About 60% of

all who said they are not given similar attention feel that girls were given preferential

treatment than boys.

4.3.4 Whether parents discriminate against girls.

Response	Frequency	Percent (%)
Yes	7	60
No	3	40
Total	10	100

Source: Primary data 2008

About 70% of the respondents were of the opinion that most parents do discriminate

against the girl child. This points a bad picture on the education of the girl child.

4.3.5 Ways of Discriminate

Response	Frequency	Percent (%)
Refusal to educate	3	30
Early marriage	2	20
Assigning of roles	5	50
Total	10	100

Source: Primary data 2008

An overwhelming 50% of the respondents claimed that many parent s do discriminate the girl child by assigning many household roles. Another 30% said that they fail to take them to school while 20% pointed at early marriage.

4.3.6 Whether School-going age girls exist

Response	Frequency	Percent (%)
Yes	9	90
No	1	10
Total	10	100

Source: Primary data 2008

All (100%) of the respondents said that there are girls who are of school-going age but not enrolled in schools. This implies that many girls are not attending school.

4.3.7 Action taken

Response	Frequency	Percent (%)
Yes	4	40
No	6	60
Total	10	100

Source: Primary data 2008

From the findings, 60% of the respondents took no action after noting that many girls were not attending school. Only 4 took action. It ranged from reporting to the authorities (25%), advising the parents (50%) and adopting the full (25%). This implies that the little effort is done by teachers and parents in helping girls attend to school.

4.3.8   Whether beneficial to educate a girl.

Response	Frequency	Percent (%)
Yes	9	90
No	1	10
Total	**10**	**100**

Source: Primary data 2008

It emerged that 90% of the respondents feel that girl's education is beneficial. Only 10% don't see the reason for any education.

4.3.9   Transition rate to secondary schools

Response	Frequency	Percent (%)
Very good	1	10
Good	2	20
Fair	5	50
Poor	2	20
Total	**10**	**100**

Source: Primary data 2008

About 50% of the respondents referred the transaction rate as fair compared to 20% who rated is poor and good. Only 10% thought it was very good.

4.3.10   Girls are only good in household chores.

Response	Frequency	Percent (%)
Strongly agree	4	40
Agree	3	30
	-	-
Don't agree	1	10
Strongly disagree	2	20
Total	10	100

According to the findings, 40% of the respondents strongly agreed that girls are good in hours hold chores than boys. Another 30% agreed while 20% strongly disagreed.

4.3.11 Girls academically weaken than boys.

Response	Frequency	Percent (%)
Strongly agree	1	10
Agree	3	30
Don't agree	2	20
Strongly disagree	4	40
Total	**10**	**100**

The findings showed that 40% of the respondents strongly displaced that girls are academically weaken than boys. Another 20% disagreed only 10% strongly agreed.

4.3.12 There is no cultural barriers girl education.

Response	Frequency	Percent (%)
Strongly agree	-	-
Agree	2	20
Don't agree	1	10
Disagree	3	30
Strongly disagree	4	40
Total	**10**	**100**

Findings indicated that 40% of the respondents strongly disagreed that there were no barriers limiting the girl child education. Another 30% disagreed also only 20% agree that there is no cultural barrier.

4.3.13 Rate of drop outs higher for girls and boys.

Response	Frequency	Percent (%)
Strongly Agree	7	70
Agree	2	20
Don't agree	1	10
Total	**10**	**100**

Source: Primary data 2008

From the findings , 70% of the respondents felt that girls were are likely to drop out than boys. Only 10% disagreed with the statement.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0   Introduction

The chapter captured the key summary findings of the study, conclusions and recommendations.

5.1   Discussion

Girl child education still needs special attention if parity is to be achieved for both genders. It emerged from the study that girls learn against many odds that directly or indirectly affect their performance and continuity with education.

Findings indicate that though girls were given more attention (60%) they still find access to education is still a nightmare. parents (70%) do discriminate girls by refusing to educate (30%), assigning household roles. (50%) while a small number (20%) pointed at early marriage.

It also emerged that 90% of the respondents concur that educating girls is beneficial to the society. Despite having this knowledge, it further emerged that transition of girls from primary to secondary was below average it rated poor (20%) and fair (50%).

It became apparent that majority of respondents (40%) strongly agree that girls are good at household chores. Only 20% strongly disagree with the statement on academic performance, 4)5 of the respondents strongly disagreed that girls were academically weaker than boys.

While culture may be goody it emerged that most girls drop thanks to.

On the rate of dropout, it emerged that 70% of respondents strongly agreed that girls were more likely to dropout than boys. Most of these girls engage in manual jobs such as house-helping.

5.3 Conclusion

According to the findings of the study, it emerged that girl child face more challenges than boy child in their guest for education. Girls are viewed as good in household chores and are often overburdened by parents and guardians. This takes much of them learning time hence poor performance in school.

It was unanimously agreed by many respondents that girl education was benefiting that to the society and that girls should be given an opportunity to do so.

Many respondents equally appreciated that girls can perform equally well like boys if given the chance that they need support from parents, teachers and other care givers.

Existence of culture barriers that predispose young girls to traps should be dealt with early marriages, cultural rules and views that portray girls as sources of wealth does undermine education of girls in schools. This form of burden to girls is similar to that death in chapter two on child labour. Many girls are viewed to be likely to drop out of school much earlier than boys.

This kind of science goes against facts that associate girl's education to better to healthy families.

5.4   Recommendations.

(i)   Girls should be helped to access education by eliminating cultural practices that are likely to hinder their growth educationally.

(ii)   The girl child should be accorded equal chance both at school and at home to raise their self-esteem and performance academically.

(iii)   Parents who intentionally drop their daughters from school be dealt very severely by the laws of the land.

(iv)   Local administration to be vigilant on those girls who engage in child labour so that they can be rehabilitated to schools

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QUESTIONNAIRE FOR ECD TEACHER

This questionnaire is to get information on the challenges facing girl child in Chepkorio Zone. All the information given will be treated confidentially. Therefore

be honest in your answers. Do not indicate your name or your school anywhere in this questionnaire.

(Please, kindly respond by putting a tick (√) or writing where appropriate.

Thank You

Jane Jepkosgei Chemoiwo

Section A   General Information

1   What is your gender?

Male   [   ]

Female   [   ]

1   What is your highest level of Education?

Primary   [   ]

Secondary   [   ]

Tertiary   [   ]

Other (specify) ....

Section B: Challenges facing Girl child

1. Which gender is more in your school?

Boys [ ]   Girls [ ]

2. Are these children taught in same environment

Yes   [ ]   No   [ ]

3. Do you think that boys and girls are given similar attention while schooling?

Yes   [ ]   No   [ ]

If no, explain

_____

_____

4. Do parents discriminate girls on education?

Yes   [ ]   No   [ ]

DK   - Don't Know

Statement	SA	A	DK	D	SD
Girls are only good in household chores					
Girls are academically weather the boys					
There are no cultural barriers to girl education					
Rate of drop out is high in girl than boys					

Appendix 11: CURRICULUM VITAE

PERSONAL BACKGROUND

NAME   :   JANE JEPKOSGEI CHEMOIWO

REG. NO.   :   BED / 7158 / 51 /DF

32

AGE   :   43 YEARS

GENDER   :   FEMALE

CIVIL STATUS   :   TEACHER

ADDRESS   :   P.O.BOX 4, CHEMKORIO

DATE OF BIRTH :   30/3/1965

CONTACT NUMBER: + 254723496328

EDUCATIONAL BACKGROUND

YEAR	COLLEGE	AWARD
2005-08	KIU	DEGREE
2003-04	KENYA POLYT	DIPLOMA
1992-1994	EGOJI T.T.C	PTC.1
1981-84	SIRIKWA SECONDARY	K.C.E
1974-80	KAPKENDA PRIMARY SCHOOL	C.P.E

TEACHING EXPERIENCE   21 YEARS
RESEARCH TITLE

CHALLENGES FACING GIRL CHILD EDUCATION IN AN INCLUSIVE

SETTING, CHEPKORIO ZONE, KEIYO DISTRICT