

**ISSUES AFFECTING EDUCATION ACQUISITION FOR THE GIRL
CHILD: EXAMINING THE CASE OF CHULUNI SUB-COUNTY, KITUI
COUNTY**

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ABSTRACT

In Kenya, various factors shape the rate of enrolment and trends in academic performance among education institutions. One of the factors concerns gender parity. This paper has examined some of the issues affecting the acquisition of education among girls in Chuluni Sub County, Kitui County of Kenya. Given that knowledge acquisition is driven by an individual's inner drive as well as external factors, the Motivation Theory has been selected as an ideal theoretical framework on which the study bases while seeking to understand some of the intrinsic and extrinsic factors responsible for the enrolment, performance and dropout rates of girls in Chuluni County. The research has been designed in such a way that qualitative and quantitative aspects regarding education for the girl child have been explored, constituting a mixed approach of conducting research. From the findings, the state of education for the girl child in Chuluni County remains dire. Some of the barriers to education for the girl child include poverty, low levels of technology, early marriage, traditions and customs, poor accessibility, poor training provisions for teachers, staff inadequacy, external interference, and hostility in the school environment. As such, it is recommended that education authorities in Chuluni Sub County engage in infrastructural development to enhance accessibility. In addition, more schools should be developed to reduce distance from home to school. Other developments should include engaging in external consultation through workshops, effective teacher training provision, communal sensitization on the importance of education for the girl child, and funding by external aid agencies such as donors. In so doing, Chuluni Sub County is likely to realize reduced dropout rates, improvements in enrolment rates, and high academic performance.