

Factors Hindering the Education of Girl-Child in Githiga Zone, Githunguri District, Kiambu County.

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ABSTRACT:

The major justification of this study was that, despite the effort put by the government on promoting universal primary school education and creating enabling environment to girls and boys to access and attend school, the rate of girls dropping out of school is still alarming. This study was survey of the factors that hinder girls from completing the primary education in Githiga zone, Githunguri District, Kiambu County. The specific objectives of the study was to investigate the current gender gaps in participation and completion in primary education, factors challenging girls' participation and completion in education and determine the appropriate interventions, processes, programmes and activities for promoting effective and efficient participation of the girl child in education. A sample of 3 QASO, 6 headteachers, 30 teachers, 60 pupils and 18 parents/community were randomly selected for the study. The sampling techniques used for the study was systematically random sampling. Data were collected by means of an interview schedule for the headteachers and questionnaire for the teachers, parents and pupils. Descriptive statistics were used in data analysis thus tables of frequency distribution, percentage, pie chart and histogram were used for data presentation. According to the findings, girls' dropout was a problem affecting all the selected schools. The findings show a lot of consistency from the perspective of research themes, that is, poverty, child labor, traditional, socio-cultural practices and rites hinder girls' education. The parents identified the main factors as poverty, cultural and traditional and hence suggested awareness raising activities as the important ways of addressing gender inequality. On the other hand, girls and boys thought poverty and child labor was the main hindrance, and they therefore suggested that girls had a key role to play in pressuring their parents to take them to school. The teachers saw the main impediments to be poverty, child labor and negative community attitudes, but gave girls the responsibility of persuading their parents to take them to school. Teachers thought girl-child labor as most important, probably because of the prevalence of uncompleted homework assignments. One very positive outcome was the teachers' perception that girls' attitudes were not too negative, although they thought they could give in under peer pressure and exposure to education of a low quality. The consistency across the themes may indicate that respondents had adequate reflection and had engaged seriously with the research issues. These points to the need to take their suggestions as serious and well considered. The results of the study therefore could be used as a basis of planning for interventions which can reduce discriminatory practices against girls and promote equity of gender in the provision of education.