

**GIRL CHILD EDUCATION IN MIXED DAY SECONDARY  
SCHOOLS IN KAHURO SUB-COUNTY MURANGA COUNTY**

**MACHARIA PAULINE WAITHERA**

**REG NO E35S111/06746**

**A RESEARCH PROJECT IN PARTIAL FULLFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF BACHELOR OF  
EDUCATION DEGREE OF MOUNT KENYA UNIVERSITY**

**AUGUST 2014**

## **ABSTRACT**

Education is an important life process that plays a vital role in forming the foundation for a girl's future better being, as it equips the learner child with basic knowledge, skills and attitudes that will enable her to cope well in life. In Kahuro sub county most girls who attend public mixed day secondary schools do not complete secondary level of education. Despite Kenya Government's commitment to enhancement of girl-child education, their completion rate at Secondary school level is not a hundred percent. The purpose of this study was to determine factors affecting the girl-child secondary education completion and to suggest strategies to promote school completion rate among girls in public mixed day secondary in Kahuro Sub County. The study objectives were, to determine school based factors that influence school girl's school completion, to determine home factors that affect girl's child school completion, to determine parent's perception on the investment in girl's education, to determine strategies for countering the problems facing the girl child. The study adopted a descriptive survey design to collect information. The target population was all public mixed day secondary schools in Kahuro Sub County. The District had thirteen secondary schools, with total enrolment of 4130 students, 2078 boys and 2052 girls. The sample used 20 percent of the target population, head teachers, teachers and students. Simple random sampling was used. The study instruments employed were questionnaires for the head teachers, teachers and students from the sampled public mixed day secondary schools. Piloting was done. The primary data was edited coded and analyzed using basic descriptive statistics, frequencies and percentages. The data results were presented in frequency tables, and percentages. The findings of this study were of great significance in creating awareness on the factors that affects girl child education in mixed public schools and enable the administrators formulate and implement education policies that minimizes these factors. From the analysis of data collected. The influence of domestic chores to girl child education, the principal, students and teachers, agreed on the great influence of domestic chores on the girl child education. There was a common response with all the principals at 100% who strongly agreed that domestic chores bequeathed on the girl child were injurious to her education performance. Similar views were given by the students at 53.8% and the class teachers at 92.9% who strongly agreed. To reduce these effects the recommendations sought were, reduction of time spent on household chores and releasing of girls to attend to schoolwork, reduction of much involvement in sexual behavior with peers. In mixed schools girls and boys should be taught in separate classes. The Guidance and Counseling Departments should be empowered in schools through training of teachers and peer counselors to guide the girls on self awareness and responsible sexual behaviours, putting girls in boarding schools will also reduce the distance that they make to and forth from home to school.