

Socio-Cultural Constraints Facing Girl Child Education in Mochongoi Division of Baringo District, Kenya

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Abstract:

Female education especially at primary levels is increasingly being realized to provide immense social and economic benefits for the developing countries. However, participation of girls in education is more often constrained in some countries. As a result, gender gap persists in education despite the research evidence that girl's formal education is the key determinant of women's involvement in development for the above nations. In Kenya the government is committed to providing education to all its citizens. In spite of commitment girl's low participation in primary education remain unresolved in some parts of the country. Therefore the concern of this study was to investigate the constraints facing girl-child education in Mochongoi Division of Baringo District. To this end, research questions were developed to gender relevant socio-cultural norms and practices, parental perceptions on girl's education. The study involved a sample of 130 pupils (50 male, 80 females) 10 head teachers (All male) a total of 64 teachers (30 males 34 females). Data was collected through questionnaires administered to pupils, interviews with parents and head teachers, and focus group discussions held with selected teachers. The data was analyzed both qualitatively using simple descriptive analysis and quantitatively using inferential statistics. The following emerged as the main constraints facing girl's primary education in the locale of the study; socio-cultural factors including, early marriages, Female Genital Mutilation (FGM) initiation, and poor attitudes towards girls' education, teenage pregnancies, and domestic responsibilities. It was also found that the government provides equal access to education for boys and girls but their participation differs. Girls are disadvantaged due to the socio-cultural constraints mentioned.

Key words: Socio-Cultural, Constraints, Girl Child Education

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