EFFECTS OF INDIGENOUS CULTURE ON GIRL CHILD EDUCATION AMONG THE WATTA COMMUNITY, MALINDI

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This dissertation is submitted in partial fulfillment of the requirements for the award of Masters of Development Studies from St. Paul's University,Limuru

SEPTEMBER, 2013

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ABSTRACT

Globally the fate of the girl child has been addressed in various conventions. The government of Kenya instituted the Free Primary Education (FPE) to ensure that all school going age children attend school. However there existed a gap in this among the Watta community of Malindi. This thesis was aimed at addressing the plight of the girl children among the Watta community who suffered deprivation in the sense that they did not get adequate chances to attend school. Very few girls attended school in this community. The target population therefore comprised girls, their mothers, teachers and community leaders in this community. These are typically marginalized people with high poverty levels. This study was set out to investigate the impact of indigenous culture on girl child education. This was by way of primary data collection from the community as well as supplementing from the secondary domain. This was an investigation that entailed a qualitative approach to be able to get the feelings and perception of the respondents. Descriptive Research Design was employed for purposes of giving insight to the most critical values affecting the girl child education among these people The study found out that indigenous cultural practices indeed deterred access to education by Watta girls. It was also found that poverty levels and lack of adequate community empowerment also further depressed access to girl child education. The findings that were in line with the set objectives formed basis for recommendations to stakeholders. Again the findings also formed a plat form for a possible further research on a similar concept.

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