

**UNIVERSITY OF NAIROBI**

**INSTITUTE OF DIPLOMACY AND INTERNATIONAL STUDIES (IDIS)**

**WOMEN'S EMPOWERMENT THROUGH EDUCATION IN AFRICA: A CASE  
STUDY OF UNESCO**

**MASTERS OF ARTS DEGREE IN INTERNATIONAL STUDIES**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE AWARD OF MASTERS OF ARTS DEGREE IN  
DIPLOMACY & INTERNATIONAL STUDIES**

**NOVEMBER 2014**

## **DECLARATION**

This research project is my original work and has not been presented to any other examination body. No part of this research should be reproduced without my consent or that of the University of Nairobi.

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## **ABSTRACT**

This research study was carried on women empowerment through education in Africa. This was done with an aim of establishing the matters of concern related to women empowerment through education in Africa either the positive or the negative factors contributing to the same. The specific objectives of the study were; to assess the effect of community culture on women empowerment through education, to determine the effect of discrimination on women empowerment through education and to establish the effect of financial constraints on women empowerment through education. The study was of great importance to the women in Africa, and the future researchers. Descriptive research design was used in the study. The target population was 120 respondents from the top level management, middle level management and the support staffs of UNESCO. The researcher made use of simple stratified random sampling procedure to select a sample size of 54 respondents. A questionnaire was used for collecting data which was analyzed quantitatively and qualitatively. It is very important to instill culture respect for the household duties that women traditionally perform and acknowledge that these duties should be shared between the two genders. The best way to deal with gender discrimination is to educate employees and to hire women for HR or some managerial posts. It is highly advisable that both male and female should be given same opportunity to be in class whereby, the parents and the guardians should struggle to pay for the female education as they do struggle to pay for their boys.

## **DEDICATION**

This research proposal is dedicated to my beloved family for their support and understanding during my study undertaking.

## **ACKNOWLEDGMENT**

I am indeed grateful to my research supervisor Prof. Maria Nzomo for her professional support in writing of this research project. The supervisor has been patient with my errors and also ensures that mistakes are well corrected. To the University of Nairobi am really grateful for the chance you accorded me to take a Masters Degree.

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## **ABBREVIATIONS AND ACRONYMS**

<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>CEDAW</b>	Convention to Eliminate All Forms of Discrimination against Women
<b>FFM</b>	Female Genital Mutilation
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>HR</b>	Human Resource

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### 1.1 Introduction/Background of the Problem

According to Girman (2012)<sup>1</sup> education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process. Education is important for everyone, but it is especially significant for girls and women. This is true not only because education is an entry point to other opportunities, but also because the educational achievements of women can have ripple effects within the family and across generations. Investing in girls' education is one of the most effective ways to reduce poverty. Investments in secondary school education for girls yield especially high dividends.

Girls who have been educated are likely to marry later and to have smaller and healthier families. Educated women can recognize the importance of health care and know how to seek it for themselves and their children. Education helps girls and women to know their rights and to gain confidence to claim them. However, women's literacy rates are significantly lower than men's in most developing countries (Girman, 2012).

According to Benedicta (2011)<sup>2</sup> the education of parents is linked to their children's educational attainment, and the mother's education is usually more influential than the father's. An educated mother's greater influence in household negotiations may allow her

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<sup>1</sup> Girman S. (2012) *Education, Training And Professional Development For Women* 11<sup>th</sup> Edition. British library catalogue publishers, Mexico

<sup>2</sup> Benedicta U. (2011) *Female gender in Professional Education*, DP publishers New Mexico

to secure more resources for her children. Educated mothers are more likely to be in the labour force, allowing them to pay some of the costs of schooling, and may be more aware of returns to schooling. And educated mothers, averaging fewer children, can concentrate more attention on each child. Besides having fewer children, mothers with schooling are less likely to have mistimed or unintended births. This has implications for schooling, because poor parents often must choose which of their children to educate.

Improving girls' access to education has been on the mainstream development agenda for some time, largely because of the poverty reduction potential that education offers through increasing access to economic opportunity. The long-term positive effects of education for the individual, family and wider society have also been recognized. Women are more likely to control their own destinies and effect change in their own communities when they have higher levels of education (Uwakwe, 2008)<sup>3</sup>.

In addition, education is often seen as one of the main pathways to achieving another key development goal: girls' and women's empowerment. Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process. However, experience has shown that the relationship between education and empowerment is not as simple as it may first appear; while education is undoubtedly a key element contributing to empowerment, the two do not necessarily go hand in hand (Uwakwe, 2008).

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<sup>3</sup> Uwakwe C. (2008) *Impact of decentralization and Privatization on the Quality of Education in Sub-Saharan Africa*

Many educational programmes will focus on students' acquisition of formal knowledge and training, and will often equip them with the technical skills necessary to take up paid employment in a specific sector. For adolescent girls, this can mean being formally trained in an activity traditionally seen as women's work, such as sewing, the small-scale production and commercialization of food products, artisanal production or secretarial skills for the more literate. While it is often important that girls receive this vocational training as part of their education, a more holistic approach that places a strong emphasis on enabling girls to develop a wider awareness of themselves and the external context in which they live is also vital. Having the opportunity to develop an awareness of their own social situation, as well as to gain confidence and self-esteem, means not only that girls are in a better position to deal with the multiple challenges that entry into the labour market can pose, but also are increasingly empowered to define and act upon their ambitions (Schultz, 2002)<sup>4</sup>.

### **1.1.1 United Nations Educational, Scientific and Cultural Organization (UNESCO)**

UNESCO promotes cultural diversity as a powerful tool for sustainable development through its Conventions. Culture drives and enables sustainable development with community-wide social, economic and environmental impacts. Acknowledging and promoting respect for cultural diversity can create optimal conditions for achieving development goals; however, obstacles to these goals remain, particularly as a result of gender disparities. The Convention for the Safeguarding of the Intangible Cultural Heritage and the Convention on the Protection and Promotion of the Diversity of Cultural

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<sup>4</sup> Schultz, T.P. (2002) *Why Governments should Invest More to Educate Girls*, prentice hall publishers, San Francisco

Expressions, for instance, specifically address the role of women as key players for sustaining cultural diversity in today's world.

Women are key to the transmission of intangible cultural heritage over generations. They teach local languages, fundamental social practices, norms and beliefs to their children, which is essential to the safeguarding of communities' cultural heritage. Without the teaching role of mothers, intangible cultural heritage would not survive.

While the 2003 Convention supports the transmission of knowledge to maintain existing cultural practices, the 2005 Convention ensures that everyone can create, broadcast and enjoy cultural products, including their own. Both emphasize the importance of culture for social cohesion, in particular its potential to enhance the role and rights of women. These Conventions have introduced a broader definition of heritage and how it should be promoted together with creative and cultural industries. Bangladesh's National Women Development Policy, for example, was launched in 2011 to ensure women's rights in formulating and implementing economic policies for sectors such as trade, currency and taxation. It also includes provisions to promote access for physically and mentally challenged women, and has measures to safeguard the intangible heritage of minorities as a means to sustain the cultural expressions of ethnic women.

In Africa and the Pacific, women make up an ever-increasing percentage of workers in the fields of cultural heritage, as well as cultural and creative industries and development. They make a substantial contribution to their countries' economies, especially in the field

of crafts. Still they are often discouraged, both socially and economically, from expressing themselves through or benefiting from their creations. Promoting cultural policies with a human-rights based approach, in line with UNESCO Conventions, will increase channels for women to contribute to their countries' development in a more equitable manner.

## **1.2 Problem Statement**

According to Denga (2003)<sup>5</sup> Empowerment means moving from enforced powerlessness to a position of power. Education is an essential means of empowering women with the knowledge, skills and self-confidence necessary to fully participate in the development process. Sustainable development is only possible when women and men enjoy equal opportunities to reach their potential. Women and girls experience multiple and intersecting inequalities. Structural barriers in the economic, social, political and environmental spheres produce and reinforce these inequalities. Obstacles to women's economic and political empowerment, and violence against women and girls, are barriers to sustainable development and the achievement of human rights, gender equality, justice and peace. Across much of the world, either by law or custom, women are still denied the right to own land or inherit property, obtain access to credit, attend school, earn income and progress in their profession free from job discrimination. Women are significantly under-represented in decision-making at all levels. While the economic benefits of educating girls are similar to those of educating boys. Women have the potential to change their own economic status and that of their communities and countries in which

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<sup>5</sup> Denga, D.I. (2003) *Women Education in African community*, 2<sup>nd</sup> edition Jomo Kenyatta publishers Nairobi



they live yet usually women's economic contributions are unrecognized, their work undervalued and their promise undernourished. Unequal opportunities between women and men hamper women's ability to lift themselves from poverty and secure improved options to improve their lives. Education is the most powerful instrument for changing women's position in society and therefore the study was conducted to assess women's empowerment through education in Africa.

### **1.3 Objectives of the Study**

#### **1.3.1 Broad Objective**

The study purpose was to establishing the determinants of women empowerment in Africa with specific reference to United Nations Educational, Scientific and Cultural Organization (UNESCO).

#### **1.3.2 Specific Objective**

- i) To assess the effect of community culture on women empowerment through education.
- ii) To establish the effect of gender discrimination on women empowerment through education.
- iii) To find out the effect of financial constrains affecting women empowerment through education.

### **1.4 Justification of the Study**

The study is of great help in enhancing women empowerment in African since it brings about clarity of the determinants to their employment and therefore it is easier to seek an

alternative of what need to be put in place in order to enable improvement on the education which will result to empowerment of women in all canners of the country.

The study is of great significance to the government of Kenya whereby it is of great importance since it gives room for it to understand the constrains faced in educating the women which challenges their empowerment, and therefore the government is in a better position to improve on the same matter to enhance high development in the country.

The study was of assistance to the future researchers since it helps them to have information, which is related to women empowerment through education, to help them to conduct a more detailed study to their area of undertaking. This helped to have good results in future studies in regard to the women empowerment in Africa and even outside the African territories.

## **1.5 Literature Review**

### **1.5.1 Community Culture**

According to Huebler, (2008)<sup>6</sup> Culture creates the basis of how people relate to each other in their day to day activities, this includes traditions. Gender disparity is the inequality that both the male and female gender face as the African customs does not put both sexes at common level where most of them end p supporting the male boy child over the female girl child. This gender disparity is manifested in the following ways' Education is considered to be a major investment by a family thus this investment is

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<sup>6</sup> Huebler, F. (2008) *Economic Challenges To Education* Stephen Marshals publishers, Boston.

mostly concentrated on the boy child rather than the girl child because in most African culture the girls are conceded assets as they are married off and in return there is dowry being paid, therefore the parents don't see any need to invest in the girls, this is contrary to the boys as they are considered to be permanently part of the family thus they are easily invested in. As a result there is a huge gap between both genders with the male children with an upper hand as they get better education which generally means that they have better opportunities in life.

It is stated by Hammond (2002)<sup>7</sup> since the pre-colonial period Africans have had an affinity for male leaders, this has been inherited over generation and generations. This is because in African culture the women are considered to be the weaker sex and therefore don't possess the ability to lead instead they have been allocated lesser duties like housekeeping and child bearing. Due to this culture there has been gender disparity in leadership across Africa as women who try and break loose from this traditional ties are shot down because the rest of the population which is supposed to support the women fail to do so because of culture and as a result. A key factor in development is the availability of funds to drive the development projects, due to this one expects that there should be equity in the procedure of decimating these funds but in Africa, in the past years there has been massive disparity in the allocation of funds as the organizations tasked with that duty had a tendency of not accepting requests of women because traditionally they are considered to be destined to housewives and anything to do with development is set aside for their male counterparts, generally the purpose for this was to enable them

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<sup>7</sup> Hammond D. (2002) *The Africa that Never was, Prospect Heights*. Woveland Press.

take care of their children As a result of this cutler there has been a huge gap between both genders in terms of development.

Generally, the society is set up on the basis that women depend on the men. This is also similar in the religious setting where women are expected to be submissive to men. This promotes low self esteem in women because they cannot pursue anything of importance as that goes against what is expected of them by the society. As a result the female gender cannot take part in development projects as they are termed to be inferior to men. In the African culture women are mostly viewed s vessels of multiplication and therefore when they get to the puberty stage they are often married of to older men thus, begin marriage life at an early age. They are hence tasked with many responsibilities and eventually drop out of school. As a result the female generally has a lower level of education compared to the male sex and cannot effectively take part in development (Bhavani, 2003)<sup>8</sup>.

### **1.5.2 Gender Discrimination**

According to Tulsan (2007), all women deserve a life with the opportunity to be educated, to work, to be healthy and to participate in all aspects of public life. Yet in every country in the world, women and girls live within the confines of rigid gender norms, which frequently result in disproportionate access to essential services and major violations of their human rights. For women and girls to fully participate in their communities and enjoy their rights, they need a life free from gender-based discrimination- a life with the opportunity to be educated, to work safe jobs with

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<sup>8</sup> Bhavani, K. (2003) *Re-Imaging Women, Culture and Development*, Jaico Publishing House, New Delhi.

adequate and equal pay, to be healthy, and to participate in all aspects of public life. However, women are frequently subjected to gender norms that limit their opportunities, defining them as mothers, caregivers or homemakers.

Not only do these assignments limit women's choices, opportunities to seek education or a career, or ability to be decision-makers in their communities, they also put women at risk of poverty, ill-health, and violence. Women who don't conform, such as those born as intersexes, lesbians, or transgender people are at heightened risk of violence and often face dangerous levels of gender-based discrimination. All women have the right to live without fear of violence, to access affordable, quality education and health care, to hold any job they wish, and to lift their families out of poverty (Tulsan, 2007)<sup>9</sup>.

It is stated by Abdullahi, (2000)<sup>10</sup> the International Convention to Eliminate All Forms of Discrimination against Women (CEDAW) enshrines these rights-and recognizes that women and girls often face challenges to realizing their rights specific to their gender. As such, CEDAW urges an equitable approach to human rights, recognizing the range of gender-specific human rights violations, ranging from sex slavery to maternal mortality to property and inheritance rights. CEDAW is an effective tool for women to advocate for their own rights and a standardized benchmark to which all countries should aspire. The United States is one of only seven countries that has not yet ratified the treaty.

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<sup>9</sup> Tulsan S. (2007), *Progress to Achieve Gender Equality in Politics*, 1<sup>st</sup> edition Jaico Publishing House, New Delhi.

<sup>10</sup> Abdullahi, G.L. (2000) *The Crisis of Democratization Women's Vision*, Asoke Gosh Publishers, New Mexico.

According to Nussbaum (2003)<sup>11</sup> domestic violence or discrimination is the most prevalent form of abuse against women and girls, and it is only one of many challenges and abuse that girls unduly face over that of boys. Women and children are unreasonably more likely to be victims of forced migration, with 35 million refugees worldwide; more than 80% are women and children. Many girls in Africa undergo female circumcision, otherwise known as female genital mutilation (FFM) which is forced to them. At least 130 million girls and women are affected worldwide, and another 2 million are at risk every year, according to UNICEF. This failure of ladies to have rights over some issues bring about poor performance in matters of development in the country and worldwide.

### **1.5.3 Financial Constrains**

According to Huebler (2008)<sup>12</sup> the development effects of putting more money in the hands of women are also significant because women tend to spend a greater portion of their incomes on their families. Increasing women's income and their control over family spending can lead to improvements in child nutrition, health, and education, and work to break the cycle of intergenerational poverty. As women are a majority of the poor, improving their economic circumstances can also directly reduce female poverty and improve women's well being. Higher levels of gender equality are also associated with lower rates of poverty and food insecurity in the general population, higher standing in the Human Development Index, and less environmental degradation.

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<sup>11</sup> Nussbaum M. (2003) *Women's Education as Global Challenge*, Journal of Women in Culture and Society

<sup>12</sup> Huebler, F. (2008) *Economic Challenges To Education* Stephen Marshals publishers, Boston.

Economic empowerment is also a potent means to strengthen women's rights and achieve gender equality. Growth and development themselves can support gender equality. As incomes grow, people are more likely to send both sons and daughters to school and less likely to have their daughters marry at an early age. Manufacturing and service sectors tend to expand in a growing economy, attracting more women into the formal labor force. Service delivery can also improve, leading to better health and education outcomes for women and men. However, this relationship is not direct or automatic. Women's economic empowerment therefore means working to address the constraints that women face to participating in and benefiting from growth and development, and working to secure their rights (Huebler, 2008)<sup>13</sup>.

According to Dolnald (2008)<sup>14</sup> despite the important reasons to support women's economic empowerment, and the progress toward gender equality in areas such as health and education, there continues to be a significant economic gap between women and men in most parts of the world. The proportion of women in the workforce has increased steadily over the past decades, but there remain significant differences in workforce participation rates. Women are concentrated in low-productivity, low-paying employment and businesses, including as much as 43 percent of the agricultural labor force. Women receive less income for their labor than men, and are more likely to be found in irregular, informal, and vulnerable forms of employment. The growth rates and profitability levels

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<sup>13</sup> Huebler, F. (2008) *Economic Challenges To Education* Stephen Marshals publishers, Boston.

<sup>14</sup> Dolnald S. (2008), *An Easy Look at Kenya Poverty Reduction Strategy*, 4<sup>th</sup> edition, New York.

of businesses led by women also lag behind those of businesses led by men, and fewer women are found in positions of economic leadership.

This economic gender gap is a result of various, often deep-rooted constraints that women face in taking advantage of market opportunities. Women, particularly those working in agriculture and living in rural areas, have difficulty in obtaining the same specialized knowledge and skills as men; accessing equivalent business and financial services, inputs, and technologies; and linking up with profitable markets (Dolnald, 2008)<sup>15</sup>.

According to Jackson (2008)<sup>16</sup>, women face institutional constraints such as biased legal environments that limit their ability to own or control assets and productive resources, or to engage in paid work. Women's circumstances, and the barriers they face, are often not adequately reflected or addressed in government policy and actions, in part due to weak institutional capacity, including a lack of sex-disaggregated information and data. More broadly, women's lack of decision-making power limits their ability to make or act upon choices about their own livelihoods or to influence community decisions that affect their livelihoods.

Underlying these constraints is discriminatory social and cultural attitudes and their manifestations that can significantly affect women's engagement with the economy and in

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<sup>15</sup> Dolnald S. (2008), *An Easy Look at Kenya Poverty Reduction Strategy*, 4<sup>th</sup> edition, New York.

<sup>16</sup> Jackson S. (2008) *Tools for Empowering Women Women*, British Library catalogue publishers Atlanta's



productive activities. Most prominent are attitudes that view women's primary role as being in the domestic sphere, resulting in women performing the large majority of care work. This work is often neither paid nor counted, but nevertheless contributes to local and national economies and limits the time and energy that women have to devote to paid work. Where women are engaged in paid work they are often socialized into traditional or marginal sectors and jobs. Cultural norms can also severely restrict women's mobility in the public domain or lead to acceptance of violence against women, acting as a strong deterrent to women's autonomy (Jackson, 2008)<sup>17</sup>.

These deeper issues can act to fundamentally limit women's economic empowerment. The Organization for Economic Co-operation and Development (OECD), for instance, has found that discriminatory family code and restricted civil liberties for women bear a strong relationship with poorer employment outcomes for women (Jackson, 2008).

According to Ojo (2002)<sup>18</sup>, it must be recognized that all women will experience these constraints differently and to varying degrees in various contexts. Some women may face few constraints to economic empowerment. The poorest women, especially in remote communities, or those living in fragile or conflict-affected contexts, on the other hand, can experience significant constraints that are compounded by illiteracy, exclusion, deep isolation, or vulnerability to exploitation.

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<sup>17</sup> Jackson S. (2008) *Tools for Empowering Women Women*, British Library catalogue publishers Atlanta's

<sup>18</sup> Ojo, A. (2002) *Economic Situation in Africa Atlases*, Published By Harvard Business School Press New Jersey, U.S.A

Women can and do succeed despite an uneven playing field. And as women take on a more prominent role in the economy, they change the perception of their roles, gain a better bargaining position within their societies and their families, and can better make and influence decisions. Greater investments are also made in the next generation of girls. Empowerment can then bring about greater empowerment (Ojo, 2002).

## **1.6 Theoretical Review**

### **Feminist Theory**

According to Ann Oakley, a British sociologist and writer, born 1944 came up with feminist theory which is one of the major contemporary sociological theories, which analyzes the status of women and men in society with the purpose of using that knowledge to better women's lives. Feminist theorists have also started to question the differences between women, including how race, class, ethnicity, and age intersect with gender. Feminist theory is most concerned with giving a voice to women and highlighting the various ways women have contributed to society. There are four main perspectives of feminist theory that attempt to explain the societal differences between men and women:

**Gender Differences:** The gender difference perspective examines how women's location in, and experience of, social situations differ from men's. For example, cultural feminists look to the different values associated with womanhood and femininity as a reason why men and women experience the social world differently. Other feminist theorists believe that the different roles assigned to women and men within institutions better explain gender difference, including the sexual division of labor in the household. Existential and

phenomenological feminists focus on how women have been marginalized and defined as the “other” in patriarchal societies. Women are thus seen as objects and are denied the opportunity for self-realization.

**Gender Inequality:** Gender-inequality perspective recognize that women's location in, and experience of, social situations are not only different but also unequal to men's. Liberal feminists argue that women have the same capacity as men for moral reasoning and agency, but that patriarchy, particularly the sexist patterning of the division of labor, has historically denied women the opportunity to express and practice this reasoning. Women have been isolated to the private sphere of the household and, thus, left without a voice in the public sphere. Even after women enter the public sphere, they are still expected to manage the private sphere and take care of household duties and child rearing. Liberal feminists point out that marriage is a site of gender inequality and that women do not benefit from being married as men do. Indeed, married women have higher levels of stress than unmarried women and married men. According to liberal feminists, the sexual division of labor in both the public and private spheres needs to be altered in order for women to achieve equality.

**Gender Oppression:** This perspective go further than perspectives of gender difference and gender inequality by arguing that not only are women different from or unequal to men, but that they are actively oppressed, subordinated, and even abused by men. Power is the key variable in the two main theories of gender oppression: psychoanalytic feminism and radical feminism. Psychoanalytic feminists attempt to explain power

relations between men and women by reformulating Freud's theories of the subconscious and unconscious, human emotions, and childhood development. They feel that conscious calculation cannot fully explain the production and reproduction of patriarchy. Radical feminists argue that being a woman is a positive thing in and itself, but that this is not acknowledged in patriarchal societies where women are oppressed. They identify physical violence as being at the base of patriarchy, but they think that patriarchy can be defeated if women recognize their own value and strength, establish a sisterhood of trust with other women, confront oppression critically, and form female separatist networks in the private and public spheres.

**Structural Oppression:** Structural oppression perspective posits that women's oppression and inequality are a result of capitalism, patriarchy, and racism. Socialist feminists agree with Karl Marx and Frederic Engels that the working class is exploited as a consequence of the capitalist mode of production, but they seek to extend this exploitation not just to class but also to gender. Intersectionality theorists seek to explain oppression and inequality across a variety of variables, including class, gender, race, ethnicity, and age. They make the important insight that not all women experience oppression in the same way. White women and black women, for example, face different forms of discrimination in the workplace. Thus, different groups of women come to view the world through a shared standpoint of "heterogeneous commonality."

## **1.7 Research Hypothesis**

- i)** Poor community culture delays modernization which results to failure of women empowerment through education.
- ii)** Gender discrimination enhances imbalanced empowerment of women to men through education.
- iii)** High state of financial constrains results to poor empowerment of women through education.

## **1.8 Research Methodology**

### **Research Design**

This research made use of descriptive design to investigate the factors affecting implementation of store management procedures in manufacturing industry. Descriptive studies are not only restricted to fact findings but may often result in the formation of important principals of knowledge and solution to significant problem. Descriptive research design is a method of collecting information by interviewing or administering a questionnaire to sample of individuals (Orodho, 2003)<sup>19</sup>.

### **Target Population**

According to Kombo and Tromp (2006)<sup>20</sup> population is a group of individuals, objects or items from which samples was taken for measurement or it is an entire group of persons, or elements that have at least one thing in common. the study was conducted at United Nations Educational, Scientific and Cultural Organization (UNESCO) offices which is

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<sup>19</sup> Orodho J. (2003) *Steps In Research Process* 3<sup>rd</sup> edition Published By Harvard Business School Press New Jersey, U.S.A

<sup>20</sup> Kombo and Tromp (2006) *Research Methodology* 3<sup>rd</sup> edition DP publishers New Mexico

based at the UN Gigiri Complex approximately 10 Km from down-town Nairobi. The researcher targets the following sections; top level management, middle level management and finally the support Staff. The target population was 120 employees.

### **Description of Sample Design and Procedure**

Stratified random sampling design was used in the study. Kombo and Tromps (2006)<sup>21</sup> points out that it involves dividing ones population into homogenous sub groups and then taking a simple random sample in each sub group. The stratified random sampling method was best suited in this research because the population consisted of different people who work in different sections of the organization. This method was appropriate because it was able to represent not only the overall population but also the key sub groups at the populations. The general procedure for taking a stratified sample was to stratify population, defining a number of separate partitions using sample size, and then the researcher combined the results to obtain the required stratified sample. The sample was therefore drawn from each stratum from which respondents' was selected. The researcher took 45% of the target population was taken where 54 respondents were involved in the study.

### **Description of Data Collection Instruments**

The researcher on the method of data collection instruments decided to use primary data and secondary data. The primary sources of data collection methods to be used in the study include questionnaires that was used to source for crucial information from the departmental heads in the organization. The researcher Pre-test the questionnaires before

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<sup>21</sup> Kombo and Tromp (2006) *Research Methodology* 3<sup>rd</sup> edition DP publishers New Mexico

the actual data collection was carried out. Pre-testing of questionnaire was done on five respondents who not are included in the final data collection.

The questionnaire was made up of several questions, which was prepared by the researcher, and they was sent to the respondents to seek for detailed information from them whereby later the data was tabulated and subjected to a statistical manipulation under the study. Semi structured questionnaires also be used by the researcher since the research find it easy to compute and also it allows the respondents to give out clearly their opinions about the research / the problem under investigation. The questionnaires were open and closed ended and was hand delivered to the respondent.

### **Description of Data Analysis Methods**

After gathering data from questionnaire schedules, they were check adequately for reliability and clarification. The data was analyzed using quantitative and qualitative technique. Descriptive methods were employed by researcher and data was preserved in the form of frequency distribution tables which facilitate description and explanation of the study findings. The researcher recorded the findings by use of graphs and tables.

### **Ethical Considerations**

According to Mugenda and Mugenda (2003)<sup>22</sup> ethics is a code of conduct which the researcher is supposed to obey when conducting a study. To adhere to this, the researcher management to send a written request to the management of the UNESCO, asking for

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<sup>22</sup> Mugenda O. and Mugenda A. (2003), *Research Methodologies* 4<sup>th</sup> Edition, Ashford colour press, Jersey.

permission to collect data. Also the research ensured that data collected remained private, confidential and of significant to them, and be utilized for academic purpose.

### **1.10 Chapter Outline**

The Chapter one of this research study introduces the research topic of research study setting the broad context of the research study, the statement of the problem, literature review, and theoretical framework. This assists to build ideas on what is expected to be attained in the final study. It also has the justification to the study and research methodology that was used in this study to attain the expected outcome.

The chapter two represents an assess the effect of community culture on women empowerment through education. In this chapter the collected data was analyzed and presented using qualitative and quantitative technique to enable proper understanding of the study by those who come across the study.

The third chapter of this study presents an establishment of the effect of gender discrimination on women empowerment through education. The chapter creates an understanding of what has been a major challenge related to women empowerment in enhancing conflict resolution in Darfur.

Chapter four of this studies presents the financial constrains affecting women empowerment through education. It gives elaboration of the extent to which it affects and



the measures which need to be give on the matter to enhance success of the women empowerment through improved financial constrains.

The chapter five of this research is very important in that, it presents the summary of the study findings and conclusions of the study in regard to the study findings were presented. The chapter provides the recommendations and also provides suggestions on areas for further study.

**CHAPTER TWO**  
**ASSESSMENT OF COMMUNITY CULTURE ON WOMEN EMPOWERMENT**  
**THROUGH EDUCATION**

**2.1 Whether community culture affects women empowerment through education**

Zilani (2009)<sup>23</sup> indicates that African people have a high regard for their traditional culture and carry out their day to day activities with reference to their cultural heritage forgetting that those traditions were founded centuries ago, despite this fact they still uphold them which determines matters of leadership and societal matters of development and in most cases they tend to negatively contribute to the society developments. When it comes to employment opportunities there is high effect against the female gender because of cultural factors and as a result there is inequality in development because the people running the development project are gender biased and also there is no gender balance.

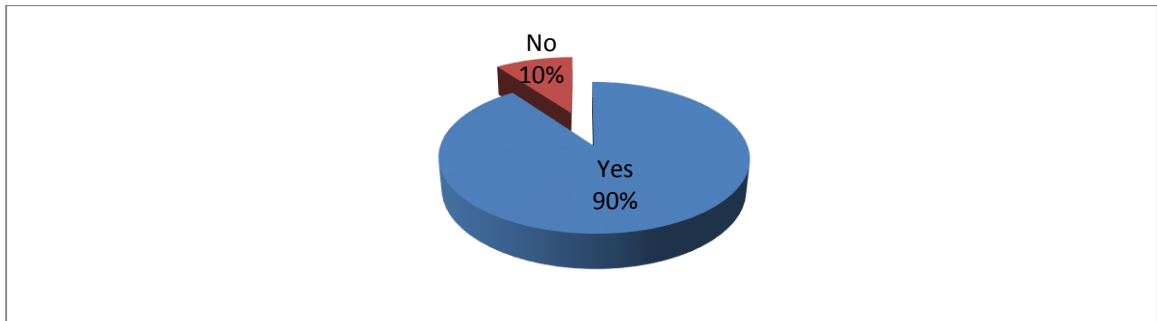
Most of the religious groups in the past viewed the female gender as unclean due to this perception or culture, the women in the society were pushed to the periphery and were not involved in core activities of development; this has been manifested in the Jewish\Christianity and Islam. In these examples the women are not allowed to lead religious functions which also mean that women are not allowed to take part in other activities. This is a major factor of gender disparity in development not only in Africa but also in the Middle East in which Islam is a major religion (Nussbaum, 2003)<sup>24</sup>.

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<sup>23</sup> Zilani G. (2009) *Promoting equality through community initiatives and advocacy*, Harvard Business School Press, New Jersey, USA

<sup>24</sup> Nussbaum M. (2003) *Women's Education as Global Challenge*, Journal of Women in Culture and Society

**Figure 2.1 Whether Community Culture Affects Women Empowerment Through Education**



**Source: Author (2014)**

The above figure 2.1 is an analysis of whether community culture affects women empowerment through education. The majority response of 90% indicates that community culture affects women empowerment through education either negatively or positively while 10% indicated that community culture does not affect women empowerment through education. From the study findings it was concluded that it affects greatly.

## **2.2 Rating Community culture effect to women empowerment through education**

Among the serious cultural obstacles to female education, premature departures or dropping out from schools by female students is notable in Sub-Saharan Africa to a large extent. Early departures of girls from schooling certainly result in wastage. Wastage here means the inefficient utilization of both human and economic resources by the education system (Nejema, (2003)<sup>25</sup>. The interruption of schooling by female students is also costly in terms of the quality of life of those who drop out as well as to the society at large. It is

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<sup>25</sup> Nejema, D. (2003) *an Overview of Women's Education Perspectives From Asia, Africa and Latin America*. The University of Michigan Press.

challenging to provide education for all citizens and to observe the Universal Declaration of Human Rights that entitles everyone to the right to basic education. The cultural contribution to the drop out of female learners from schools denies them the great opportunity for employment as well as the means to increase their social and political participation. In addition, the non-completion of schooling by females contributes to their low social status in society as well as to their reduced decision-making power in the household and over their lives.

The dropout of female children from schools is due to a complex interplay of socio-cultural, economic and structural factors. Finding and implementing solutions to this problem has implications well beyond the benefits to individual female students particularly in Africa. It represents a way of slicing through a variety of social, economic, cultural and political problems that beset the continent (Odaga, 2005)<sup>26</sup>.

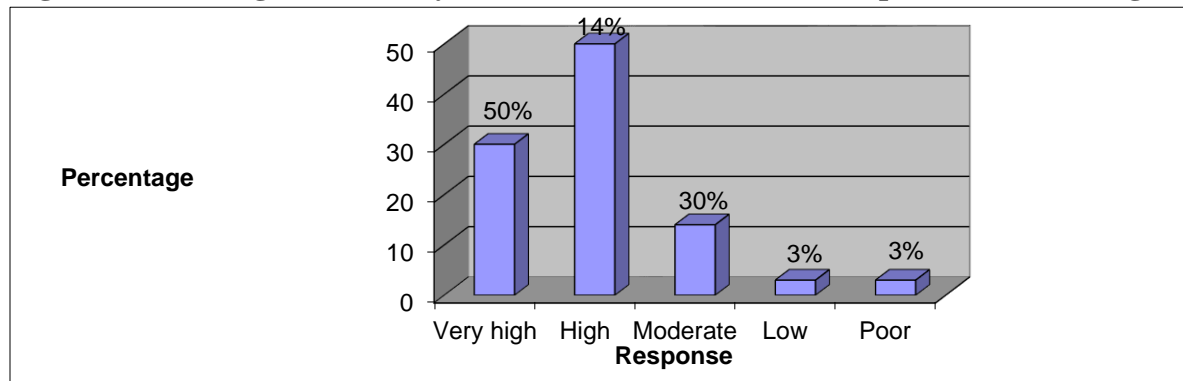
Enabling females to complete their education is to invest in future progress and better standards of life with multiplier effects. To be able to make efforts that improve wastage due to dropouts requires a clear understanding of the extent, causes, consequences, and policy responses made to the problem of female education failure in relation to cultural factors surrounding them which tend to bring a negative impact. This understanding will be used as benchmarks from which to start new actions. This will be a step to create such an understanding as far as the promotion of girls' education is concerned (Hyde, 2003)<sup>27</sup>.

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<sup>26</sup> Odaga, A. and Heneveld, W. (2005). *Girls and Schools in Sub-Sahara Africa*, Washington: World Bank.

<sup>27</sup> Hyde, K. (2003) *Forum for African Women Educationalists* (FAWE) Harare: Zimbabwe.

**Figure 2.2 Rating Community culture effect to women empowerment through**



**Source: Author (2014)**

The above figure 2.2 indicates the rating of community culture to women empowerment through education. The rating of effect as being very high got 30% response while the majority response contributed to the rating of effect as being high responded by 50%. The rating of effect as being moderate had a response of 14%. There was a response of effect as being low which contributed to 3%. Finally there was 3% which rated the effect as being poor. By comparing the response it can be concluded that the effect is high.

### **2.3 Extent to which respondents agree that Community culture affects women empowerment through education**

Davison (2013)<sup>28</sup> indicates that parental decisions to educate boys are also influenced by matrilineal inheritance systems where boys are prime beneficiaries as per the culture. According to him, there is a strong belief among families that, once married, girls become a part of another family and the parental investment is lost. The view that other educational agencies are more efficient than formal education systems at preparing girls

<sup>28</sup> Davison, J. (2013) *Girls Participation in Basic Education*, 2<sup>nd</sup> Edition Published By ATB Publisher, Boston

for life is another factor for keeping or sending girls to school. Apprenticeships in sewing or trading are still popular among parents who seek for their daughters to acquire some skills before marriage. Tied up with these tendencies, parents often give the excuse of lack of resources for not educating their daughters.

Heneveld (2005)<sup>29</sup> strongly agrees that cultural beliefs, customs, practices, pregnancy, insecurity, girls' expectations and other traditions play a significant role in decisions to withdraw girls from school and their own decisions to drop-out of school. Initiation ceremonies still mark the transition from childhood to adulthood among communities in Sub-Saharan Africa. Evidence indicates that initiation creates a lot of confusion and dilemmas for girls. Ceremony schedules usually overlap with the school calendar and that leads to absenteeism and dropouts. Although, communities accept the girls as adults, teachers or schools continue to consider them as children. Sometimes they may be punished for not participating in some activities which adults do not normally participate in. Initiated girls may also feel it difficult to continue schooling after passage to adulthood as the next step is expected to be marriage.

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<sup>29</sup> Heneveld, W. (2005) *Girls and Schools in Sub-Sahara Africa*. 2<sup>nd</sup> Edition, McGraw-Hill publishers, Ryerson, Toronto

**Table 2.1 Extent to which respondents agree that Community culture affects women empowerment through education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	10	24
Agree	9	22
Neutral	13	32
Disagree	6	15
Strongly disagree	3	7
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Author (2014)**

The table 2.1 above indicates the response on the extent to which respondents agree that community culture affects women empowerment through education. In this regard the 24% response indicated that they strongly agree that it affects while the response on agree was 22%. The majority response was on neutral which had 32% response. The response for those who disagreed was 15% while the response for strongly disagree was 7%.

From the study findings it can be concluded that the community culture affects women empowerment to a great extent. This was noted so because majority agreed with this notion. Therefore it is an issue of concern for the government and other institutions to take serious measures in ensuring community culture is improved to enhance effective empowerment of women.

## CHAPTER THREE

### THE EFFECT OF GENDER DISCRIMINATION ON WOMEN EMPOWERMENT THROUGH EDUCATION

#### 3.1 The gender discrimination effect on women empowerment through education

Denga (2003)<sup>30</sup> stated that, over half of the world's population is female, yet they unjustly receive an unfair balance in life from conception. Not one society is spared from its second class treatment of the female population. No matter how long and hard the fight has been, while some countries are clearly better than others, girls are still treated less favorably in all aspects over boys. Education, healthcare, employment, and lower class value, are some of the obstacles facing girls in the world today.

Gender inequality is not something that is just an issue in non-industrialized countries, but it is an issue that no country or culture has been able to escape. In the United States girls receive far less attention in the class rooms, than their male counterparts. The report, Gender Inequalities in Education, highlights the struggles of girls in the classroom and in regards to computerized education and software. There is no dispute that woman face more challenges when juggling home, family and work then men, and far more women leave their careers for the family, than do men. There is an obvious gender imbalance in political leadership and in most career fields; girls are even marginalized when it comes to powerful and successful female role models. Children look first to their own parents for examples and inspiration, therefore when a child sees their mother living

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<sup>30</sup> Denga, D.I. (2003) *Women Education in African community*, 2<sup>nd</sup> edition Jomo Kenyatta publishers Nairobi



a life of inequality, the cycle often continues as girls feel there is no alternative for themselves (Denga, 2003)<sup>31</sup>.

Many instances of discrimination and inequality facing woman and girls, is due to cultural and religious stereo types that continue to remain unchallenged or blatantly ignored. One must remain aware that gender inequality is a enormous contributor to poverty around the world, and if we want to eradicate poverty we must first end the abuses and mistreatment of woman and girls around the world. Though girls do suffer unjustly more than girls, all children suffer when their mothers face inequality (Swann, 2008)<sup>32</sup>.

**Table 3.1 Analysis of gender discrimination effect on women empowerment through education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	38	94
No	2	6
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Author (2014)**

The above table 3.1 indicates the response on gender discrimination effect to women empowerment through education. In this connection the majority response of 94% stated

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<sup>31</sup> Denga, D.I. (2003) *Women Education in African community*, 2<sup>nd</sup> edition Jomo Kenyatta publishers Nairobi

<sup>32</sup> Swann J. (2008) *African Culture on Education* Published By Harvard Business School Press New Jersey, U.S.A

that the gender discrimination affects women empowerment through education whiles, the minority of 6% indicated that it does not affect. By comparing the two responses it could be noted that gender discrimination affects women through education to a large education.

### **3.2 Extent to which gender discrimination affects women empowerment**

Gender discrimination greatly affects women success to a great extent since it was noted from division (2013)<sup>33</sup> teacher attitudes and teaching practices have important implications for the success and persistence of girls in schools. Studies from several countries in Sub-Saharan Africa indicate that both female and male teachers believe that boys are academically better than girls. In many countries there are indications that teachers paid more attention to boys than girls in the classrooms. Still in others there are conditions where boys are being given priority in the distribution of books and other learning materials. There is little communication between pupils and teachers, and that the higher rate of failure for girls might be due to inequality of treatment. Although the promotion of female teachers has been recommended as a strategy to create role models for girls as well as for their safety, studies indicate no difference in low expectations of female students between male and female teachers.

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<sup>33</sup> Davison, J. (2013) *Girls Participation in Basic Education*, 2<sup>nd</sup> Edition Published By ATB Publisher, Boston

According to Gaidzwanwa (2002)<sup>34</sup> woman and girls are abused by their husbands and fathers, young girls are exploited by sex tourism and trafficking, girls in many countries are forced into arranged marriages at early ages. Twice as many women are illiterate as men, due to the large gap in education, and girls are still less likely to get jobs and excel in the work place than boys.

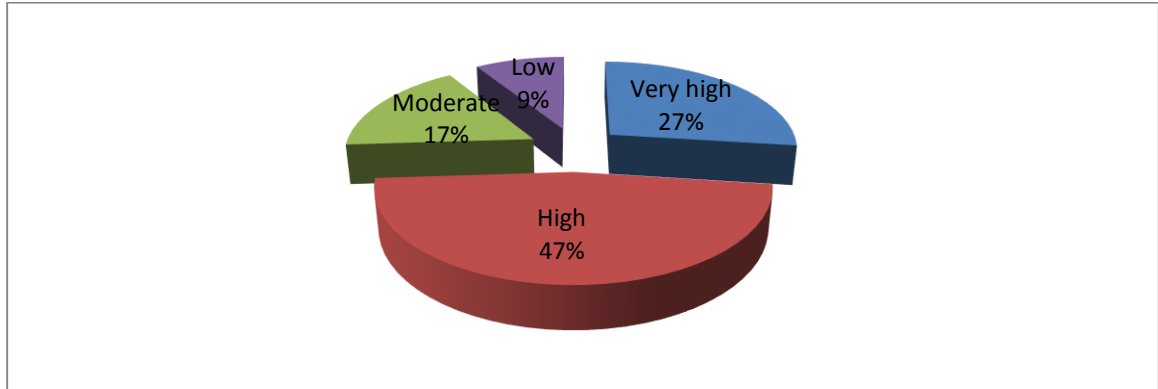
Girls especially in Sub-Saharan Africa, are infected by HIV/AIDS in excessively large rates at two to three times higher than boys. Girls are more likely to become victims of trafficking, or forced into the sex industry than boys, and with at least half a million under the age of 18, they make up the largest group in the sex industry. What needs to be done is what woman and girls have been striving for throughout time, full equality. By equality, one means equal access to food, shelter, healthcare, education, employment and the right to life. By fighting and promoting the rights of girls around the world to have equal access, instances of many other abuses will begin to decrease, including abuse, disease, and displacement which will enhance success of women empowerment through education in Kenya and the rest of Africa (Denga, 2003)<sup>35</sup>.

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<sup>34</sup> Gaidzwanwa, R. (2002) *Theories of Gender and Feminism and their Shortcomings*, Jomo Kenyatta Publishers Ltd. Nairobi

<sup>35</sup> Denga, D.I. (2003) *Women Education in African community*, 2<sup>nd</sup> edition Jomo Kenyatta publishers Nairobi

**Figure 3.1 Extent to which gender discrimination affects women empowerment**



**Source: Author (2014)**

The above figure 3.1 indicates the response on the extent to which gender discrimination affects women empowerment through education. The rating of effect as very high had a response of 27% while the response on the category of high which had the majority response had 47%. The rating of effect as moderate had 17% response while the response of low extent was 9%. This was an indication that the majority response felt that gender discrimination had high effect on women empowerment through education.

### **3.3 Extent to which respondents agrees that gender discrimination affects women empowerment through education.**

According to Opaluwah (2007)<sup>36</sup> women are sometimes subject to discrimination because of their gender roles, and because they are members of racial or ethnic groups. This constitutes compound discrimination. For example, women may be excluded on the basis of race from jobs designated for women; at the same time, they may be excluded from

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<sup>36</sup> Opaluwah, A.B. (2007) *African Women and Challenge of Education*, British library catalogue publishers, Mexico

jobs reserved for men. In effect, these women are specifically excluded as minority or ethnic women because there is no role for applicants with their particular ethno-racial and gendered profile. Women affected by compound discrimination may find that there are few avenues of challenge: they must bring claims on the basis of racial discrimination or discrimination on the basis of sex; they cannot challenge the compound discrimination resulting from the intersection of these forms of subordination.

In some workforces, particularly those that are gender and race-segregated, radicalized women may encounter compound discrimination because women are hired typically for clerical positions; while male members of racial or ethnic minorities are hired for manual work. In such instances, radicalized women experience discrimination on the basis of race because the designated women's work is not perceived as appropriate for radicalized women. They also experience discrimination on the basis of sex because the work designated for radicalized men is deemed inappropriate for women (Tulsan, 2007)<sup>37</sup>.

It is greatly agreed by Benedicta (2011)<sup>38</sup> many forms of women discrimination continue to be practiced worldwide: in all regions of the world, people are denied equal rights to franchise, political participation and the exercise of citizenship because of some real or perceived distinction. They may be denied equal rights to food, shelter, work, health care, education or credit. Women discrimination is the most fundamental cause of human rights violations, and is frequently manifested and sustained through the use of violence.

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<sup>37</sup> Benedicta U. (2011) *Female gender in Professional Education*, DP publishers new Mexico

<sup>38</sup> Tulsan S. (2007), *Progress to Achieve Gender Equality in Politics*, 1<sup>st</sup> edition Jaico Publishing House, New Delhi.

The many atrocities of the twentieth century, including genocide, testify to how distinctions can be manipulated to produce tragic results.

**Table 3.2 Extent to which respondents agree that gender discrimination affects women empowerment through education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	11	27
Agree	8	20
Neutral	14	35
Disagree	4	10
Strongly disagree	3	8
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Author (2014)**

The table 3.2 above indicates the response on the extent to which respondents agree that gender discrimination affects women empowerment through education. In this regard the 27% response indicated that they strongly agree that it affects while the response on agree was 20%. The majority response was on neutral which had 35% response. The response for those who disagreed was 10% while the response for strongly disagree was 8%.

From the study findings it can be concluded that the gender discrimination affects women empowerment to a great extent. This was noted so because majority agreed with this notion. Therefore it is an issue of concern for the government and other institutions to take serious measures in ensuring gender equality is adhered to.

## CHAPTER FOUR

### FINANCIAL CONSTRAINTS AFFECTING WOMEN EMPOWERMENT THROUGH EDUCATION

#### 4.1 Analysis of financial constraints effecting women's empowerment through education

According to Robert (2005)<sup>39</sup> finance has a stronger impact on women education, and vice versa, empowering women results in greater and faster progress in elimination of financial constrains. The greater proportion of women suffering from various forms of financial constrain is linked to their unequal access to education, to productive resources and to control of assets, and in some cases to unequal rights in the family and in society. This in fact impacts negatively on the entire household, particularly on children, and as a consequence on the entire community.

In a number of countries, although women carry the bulk of the burden of looking for finance or other forms of income generation, they lack property rights and cannot borrow funds, and thus never get a chance to lift themselves out of poverty. In poor families, priority is often given to providing education and vocational training to the young males, and sometimes girls go to work to support their brothers' schooling. In some places, women and girls are given to eat the remainders of the men's meals. In some places, restrictions in access to health care can even be fatal. Where women's rights are

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<sup>39</sup> Robert .M. (2005) *High-Level Corporate Leadership For Gender Equality* 1<sup>st</sup> edition, American cataloguing in publication

recognized, poverty especially the financial strains often prevent them from knowing their entitlements (Ake, 2006)<sup>40</sup>.

The financial plan for women education is carried out in any setting where resources are to be divided among numerous claimants. Budgeting is a processor transforming financial resources into services for proper education. Women finance for education is limited, but women desires are not met in the right way and at the right time. Hence, some way must be found to divide available resources among the male and female gender to enhance their progression in education equality (Schultz, 2002)<sup>41</sup>.

**Table 4.1 Analysis of financial constrains effect on women empowerment through education**

Category	Frequency	Percentage
Yes	34	85
No	6	15
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Author (2014)**

The above table 4.1 indicates the response on financial constrains effect to women empowerment through education. In this connection the majority response of 85% stated that the financial constrains affects women empowerment through education whiles, the

<sup>40</sup> Ake C. (2006) *Democracy and Development in Africa*. Washington DC, The Brookings Institution.

<sup>41</sup> Schultz, T.P. (2002) *Why Governments should Invest More to Educate Girls*, prentice hall publishers, San Francisco



minority of 15% indicated that it does not affect. By comparing the two responses it could be noted that financial constrains affects women through education to a large education.

#### **4.2 Extent to which financial constrains affects women empowerment**

According to Matembe (2002)<sup>42</sup> for parents to be successful in educating their young boys and girls, it is advisable for them to have a budget. Budget is a policy instrument used to allocate resources to education and a management tool for setting priorities within the education system, allocating resources to priority areas and monitoring the use of funds. This step greatly affects the success of women education since they will be given some percentage which will support their education and will eliminate the issue of finding them as a burden which results to failure of die to matters related to financial constrains.

Financial constrains contributes to failure of education and especially on the girls to a large extent. Nussbaum (2003)<sup>43</sup> stated that Preparation of the budget provides guardians with an opportunity to focus on its short-term objectives, to evaluate the resources needed to achieve these objectives, and to prepare technical files which would enable them to present its position in the most favorable way which can be favorable to both the male and female learners.

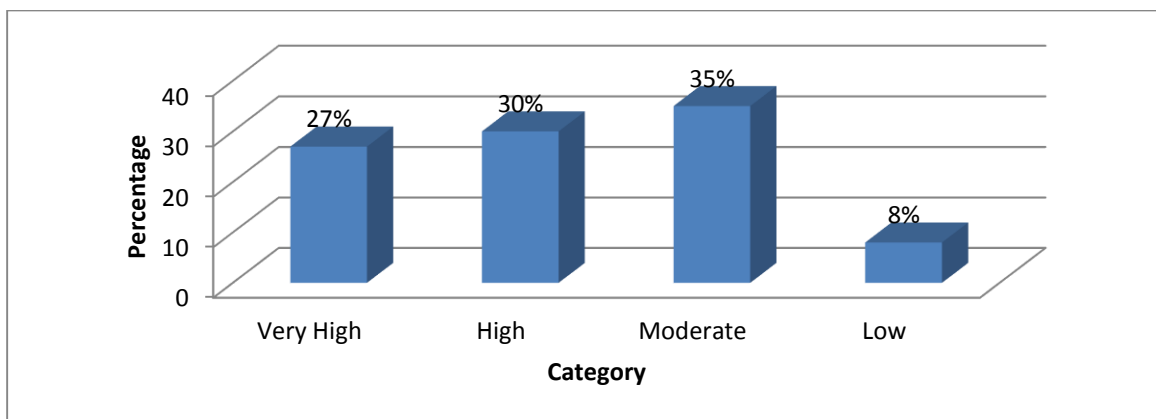
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<sup>42</sup> Matembe M. (2002) *Gender, Rights and Constitution Making in Uganda*. Fountain Publishers, Kampala.

<sup>43</sup> Nussbaum M. (2003) *Women's Education as Global Challenge*, Journal of Women in Culture and Society

Financial constraints remain a major concern to administrators of higher education in the United States. Equally important to these administrators is the need to demonstrate to an increasingly skeptical public that a deteriorating financial situation has a negative impact on the quality of education on women which results to failure of effective empowerment. A good financial plan may therefore be considered as a record of past victories, defeats, bargaining and compromises over past allocations of women education which can enhance successful plan for bringing equality to men and woman (Huebler, 2008)<sup>44</sup>.

**Figure 4.1 Extent to which financial constrains affects women empowerment**



**Source: Author (2014)**

The above figure 4.1 indicates the response on the extent to which financial constrains affects women empowerment through education. The rating of effect as very high had a response of 27% while the response on the category of high had 30% response. The rating of effect as moderate had 35% response which was the majority category while the

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<sup>44</sup> Huebler, F. (2008) *Economic Challenges To Education* Stephen Marshals publishers, Boston.

response of low extent was 8%. This was an indication that the majority response felt that financial constraints had high effect on women empowerment through education.

#### **4.3 Extent to which respondents agree that financial constraints affects women empowerment through education**

According to Bhavani (2003)<sup>45</sup> It is strongly noted that Effective poverty reduction policies affects women education and must be rooted in the acknowledgement of women's rights and recognize women's multiple roles and the importance of women's informal and unpaid social as well as economic work which renders them financially unstable. Ensuring access of girls and women to primary and higher levels of education, medical care, reproductive health, credit, assets, as well as information on nutrition, on HIV/AIDS, on legal rights and on entitlements are all key elements of a poverty reduction strategy. They are also essential means to reduce the gender gap.

It is noted that in industrial countries, single mothers now make up a disproportionate percentage of the poor. Lack of money among other materials and lesser education also make women more vulnerable to health hazards, sexually transmitted diseases (including HIV/AIDS), unwanted pregnancies and social and family abuse, thus making them unable to poses any position in the companies. Gender inequalities are not just hurting women, but the families, the communities and the countries in which they live (Abdullahi, 2000)<sup>46</sup>.

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<sup>45</sup> Bhavani, K. (2003) *Re-Imaging Women, Culture and Development*, Jaico Publishing House, New Delhi.

<sup>46</sup> Abdullahi, G.L. (2000) *The Crisis of Democratization Women's Vision*, Asoke Gosh Publishers, New Mexico.

Majority of people from African strongly agree that financing of adult education by the international community must be set in the context of the trends in the development of official development assistance (ODA) and its comparative allocation to education. In both cases the experiences of the 1990s have been discouraging. Both bilateral and multilateral ODA were at a lower level in 2000 than in 1990. Despite the strong commitment to education and Education for All announced at the World Education Conference in Jomtien in 1990, education received largely the same proportion of total ODA in 2000 as in 1990, namely 8 per cent. During 1995-2000 multilateral assistance to education increased and the European Commission became a dominant actor. Bilateral support, on the other hand, declined although in 2000 bilateral support for basic education specifically was higher than that provided by multilateral agencies especially on women education. This has greatly contributed to women education and empowerment across Africa and word at large leaving the knowledge that women are challenged greatly by finances which hinders their education (Abdullahi, 2000).

**Table 4.2 Extent to which respondents agree that financial constrains affects women empowerment through education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	14	35
Agree	9	23
Neutral	10	25
Disagree	6	15
Strongly Disagree	1	2
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Author (2014)**

The table 4.2 above indicates the response on the extent to which respondents agree that financial constrains affects women empowerment through education. In response to the above it was noted that 35% strongly agreed that financial constrains affects women empowerment through education while the response on those who agreed was 23%. The response on neutral category was 25% while those who disagreed about this notion were 15%. Those who strongly disagreed had a response of 2% of the total response.

Therefore it was noted that the majority strongly agreed that financial constrains affects women empowerment through education. This brought about an idea that there is strong need to improve on the existing rules and regulations supporting free education especially on women in order to have equality on gender, which will enhance success of women empowerment.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The study presented the summary of the study findings, conclusion and recommendations. The logical flow of ideas in this study has been presented clearly in order to enable the proper understanding of the study outcomes and the way of solving the matter.

#### **5.2 Summary**

##### **5.2.1 How does community culture affect women empowerment through education?**

The majority of the respondents indicated that community culture has a great impact to the women empowerment through education. In this regard the majority respondents indicated that community culture dictates what need to be done by different people in the society, thus giving many household jobs to women, which results to ineffective empowerment of women due to negative impact imposed to it by community culture.

##### **5.2.2 To what extent does gender discrimination affect women empowerment through education?**

The gender discrimination was indicated in the study to be having a great contribution to the women empowerment through education. In this regard it was found from the study conducted that, the discrimination of women has been in the rise in different areas of undertakings which are said to be done better by men and thus leaving the women

behind. This discrimination has denied women chance to take some careers which can enhance empowerment in the society. It was noted that measures are need to fight the issue of gender discrimination and bring gender balance in matters of society building to enhance women empowerment.

### **5.2.3 Is there financial constrains affecting women empowerment through education?**

The study findings indicate that women face high financial constrains in their education. In this regard it was noted that majority of male parents find it better to struggle in paying fees for their male children than men which results to negative impact to their empowerment. In this regard it was note that the women have little sources of finance which can cater for their advancement of their career due to poor educational background thus resulting to ineffective empowerment of women in Africa.

### **5.3 Conclusion**

About two thirds of the illiterate adults in the world are female. Higher levels of women's education are strongly associated with both lower infant mortality and lower fertility, as well as with higher levels of education and economic opportunity for their children. It is true that when women are empowered, whole society benefit, and these benefits often have ripple effects to future generations. The roles that men and women play in society are not biologically determined they are socially determined, changing and changeable. Although they may be justified as being required by culture or religion, these roles vary widely by locality and change over time. The study noted that, applying culturally

sensitive approaches can be key to advancing women's rights while respecting different forms of social organization.

Equality between men and women exists when both sexes are able to share equally in the distribution of power and influence; have equal opportunities for financial independence through work or through setting up businesses; enjoy equal access to education and the opportunity to develop personal ambitions. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances and giving women more autonomy to manage their own lives. Eliminating discriminatory status of gender enhances Women's empowerment in the society which is vital to sustainable development and the realization of human rights for all.

More women than men live in poverty. Economic disparities persist partly because much of the unpaid work within families and communities falls on the shoulders of women and because they face discrimination in the economic sphere. On the one hand, for some, financial constraints and disempowerment goes hand-in-hand. As income poverty goes down, so do women become more empowered. Development interventions which focus on practical gender needs, including women's income and material assets, will therefore lead both to reduced poverty and to increased female empowerment. Microcredit and women's savings groups are examples of interventions which, through a focus on practical gender needs, aim both to reduce income poverty and contribute to women's empowerment.



## **5.4 Recommendations**

### **5.4.1 Community Culture**

It would be very useful for a community to foster a culture which encourages gender equality and partnership in order to generate a synergy between men and women enabling them to cope equally with the problems of society to a great extent. It is very important to instill culture respect for the household duties that women traditionally perform and acknowledge that these duties should be shared between both genders so that both may reconcile them with their social, professional and political activities thus enhancing equal rights and time for education and advancement in more competed careers.

### **5.4.2 Gender Discrimination**

It is recommended that, private and public institutions whether profit or nonprofit making organizations should promote the concept of equality between genders. The male work force should not be made to feel like as though their jobs are threatened by their women counterparts. Sometimes the fear of women taking over their jobs also makes them discriminate against them. It is important to harvest the idea of a healthy team by maintaining an equal distribution of men and women employees in offices. A balanced gender group in an office after-all not only helps the team work better; it helps create a healthy workforce. Men will then automatically learn to be social and to be more formal at the work place as opposed to being just boys when it is an office full of men. This also promotes healthier interaction between men and women. The best way to deal with gender discrimination is to educate employees and to hire women for HR or some managerial posts. Men will then have to deal with the fact that they need to report to a

woman and eventually, when they see that it is not that much different, they may just warm up to the role.

### **5.4.3 Financial Constrains**

It is highly advisable that both male and female should be given same opportunity to be in class whereby, the parents and the guardians should struggle to pay for the female education as they do struggle to pay for their boys. The financial institutions are hereby advised to take a key role in ensuring that they equality support education for both the male and female in the society in order to have them gain the right skills needed for the modern jobs. The government should realize the discriminatory state of finance when it comes to women education and therefore take in to consideration concern on how to support women empowerment through provision of special grants to women education to eliminate the problem of financial constrains which hinders their progression in career.

### **5.5 Suggestion for further Research**

The study should be conducted on this are of women empowerment through education in order to exhaust all other areas which this study might have left outside. Again it's advisable for study to be conducted on effects of microfinance institutions on women empowerment in Africa since, majority of those institutions have been noted to be much involved in supporting women businesses and education among others.

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## APPENDIX II: QUESTIONNAIRE

Please tick within the boxes and fill the structured questionnaire with applicable answer to enable the study to be a success.

### SECTION A: PERSONAL INFORMATION

#### 1. Gender

Male

Female

#### 2. Age Brackets

Between 18-30 yrs

Between 31-40yrs

Between 41-50yrs

Above 50yrs

#### 3. Highest Education Level Attained

Primary

Secondary

Collage

University

#### 4. Work Experience

Below 1 year

1-5 years

6-10 years

11-15 years

15 years and above

**SECTION B: COMMUNITY CULTURE**

**5. How does communicate culture affect women empowerment through education?**

Yes

No

Explain .....

**6. What areas do community culture support women empowerment through education?**

.....

.....

**7. To what extent does community culture support women empowerment through education?**

Very High

High

Moderate

Low

Poor

**8. Do you agree community culture affects women empowerment through education?**

Yes

No

Explain .....

**9.** If yes to what extent do you agree that community culture affects women empowerment through education?

Strongly Agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>

**SECTION B: GENDER DISCRIMINATION**

**11.** How does gender discrimination affect women empowerment through education?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Explain .....

**12.** What areas do gender discrimination need improvement to pave way for women empowerment through education?

.....

**13.** To what extent does gender discrimination affect women empowerment through education?

Very High	<input type="checkbox"/>
High	<input type="checkbox"/>
Moderate	<input type="checkbox"/>
Low	<input type="checkbox"/>

**14.** If yes to what extent do you agree that gender discrimination affects women empowerment through education?

Strongly Agree	<input type="text"/>
Agree	<input type="text"/>
Neutral	<input type="text"/>
Disagree	<input type="text"/>
Strongly Agree	<input type="text"/>

**SECTION B: FINANCIAL CONSTRAINS**

**15.** How does financial constrain affect women empowerment through education?

Yes	<input type="text"/>
No	<input type="text"/>

Explain .....

**16.** What areas do financial constrains need improvement to pave way for women empowerment through education?.....  
.....

**17.** To what extent does financial constrains affect women empowerment through education?

Very High	<input type="text"/>
High	<input type="text"/>
Moderate	<input type="text"/>
Low	<input type="text"/>



**18.** If yes to what extent do you agree that financial constrains affects women empowerment through education?

Strongly Agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>

**19.** Give suggestions on what need to be put in place to enhance improvement of women empowerment through education in Africa.....

.....

.....

**THANK YOU FOR YOUR COOPERATION**