

## EDUCATION LEVELS AND ECONOMIC EMPOWERMENT OF WOMEN IN KENYA: A CASE STUDY OF KAJIADO COUNTY

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### ABSTRACT

**Purpose of the Study:** This study is centered on examining the impact of education levels as the independent variable on the economic empowerment of women as the dependent variable in Kajiado County, one of Kenya's marginalized regions.

**Statement of the problem:** The County faces gender-based education disparities, socioeconomic challenges, and limited economic opportunities for women. Male chauvinism contributes to the disadvantage of girls, leading to slow development and high female illiteracy due to early marriages. The primary research objective was to explore the connection between education levels and women's economic empowerment in Kenya. The study's specific goals included assessing the impact of education levels, socioeconomic factors, and women's participation in income-generating activities on women's economic empowerment in Kajiado County.

**Research Methodology:** descriptive research design involved a sample of 90 women (30% of the 300 members in the Kajiado County Women Empowerment Group). The study's theoretical framework drew from liberal feminism and empowerment theory. Data collection used questionnaires with closed-ended questions via the mobile tool Kobo Collect. Data analysis in Microsoft Excel included mean, mode, standard deviation, and analysis of variance. Research findings were presented visually through charts and tables.

**Results of the study:** The study used an analysis of variance, where a calculated F-value exceeding the critical F-value leads to rejecting the null hypothesis (H0) in favor of the alternative hypothesis (H1). Employing Microsoft Excel, the analysis produced specific results: F calculated = 2.681, F critical = 1.288. As F Calculated was greater than F Critical (F Calculated > F Critical), the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. This outcome signifies a significant connection between women's engagement in economic activities and the economic empowerment of women in Kajiado County.

**Conclusion:** The results of the study suggest a significant correlation between education levels, socioeconomic factors, and women's participation in income-generating activities, and the economic empowerment of women in Kajiado County. These insights were substantiated through the analysis of variance applied to their responses.

**Recommendations:** The study recommends counties should focus on women education for a their economic empowerment

**Keywords:** Education levels, Economic empowerment of Women, Kajiado, Kenya

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## INTRODUCTION

Educational attainment and economic empowerment are two pivotal aspects of women's progress globally. However, significant challenges persist, particularly in developing countries, where a substantial portion of girls and women remains deprived of access to education. This lack of access has dire consequences, perpetuating disparities and hindering economic growth. Furthermore, gender norms and cultural values play a central role in shaping the educational landscape, which often clashes with Western-style education ideals.

In many developing nations, including Sub-Saharan Africa, girls' education faces considerable barriers, with a significant portion of young girls remaining unenrolled in schools (Aikman, 2006). Kajiado County in Kenya, for instance, experiences unique educational challenges driven by the cultural norms and values held by the Maasai people. The Maasai's deep-rooted tradition of cattle husbandry and nomadic lifestyle often takes precedence over formal education, particularly for girls (Philip Osinde, 2005). As a result, girls are frequently prepared for early marriages instead of being sent to school.

Various factors contribute to the low enrollment of children, especially girls, in schools within pastoralist regions like Kajiado County. Semi-arid, sparsely populated areas are a dominant context where pastoralist communities reside, which presents difficulties in establishing schools and education policies. Statistics reveal that only one out of every six young people in these areas is enrolled in school (Philip Osinde, 2005). Moreover, the fear that educated girls may opt for marriages outside the traditional Maasai ceremonies leads to parental hesitance in sending their daughters to school, as it challenges the established authority within the community.

In Maasai culture, Female Genital Mutilation (FGM) is intertwined with early marriage practices, further hindering girls' access to education (Ludwig, 2002). Following FGM, girls are often

married off and discouraged from pursuing formal education. FGM, a practice that surgically alters or removes parts of female genitalia, has been a contentious issue in Sub-Saharan Africa (Prazak, 2007). Although FGM is illegal in Kenya, enforcement against practitioners and parents who force their children into the practice is limited (Casal, 2010).

Women's organizations play a pivotal role in addressing these challenges. They serve as platforms for women to collectively address socio-economic issues and have evolved in tandem with the country's changing socioeconomic landscape. These organizations offer support and advocacy for women's empowerment, bridging the gap in gender disparities (Khasiani and Njiro, 1993). Additionally, there are gender-responsive policy initiatives and government-led programs designed to promote gender equality and women's empowerment in Kenya, such as the Women's Business Fund, Uweza Fund, and the Access to Government Procurement Opportunities (AGPO).

### **Education levels and economic empowerment are intertwined factors that significantly impact women's lives**

The challenges women face in accessing education, particularly in regions like Kajiado County, highlight the need for comprehensive strategies to break down cultural and social barriers. Furthermore, addressing issues like Female Genital Mutilation and fostering women's organizations and gender-responsive policies are essential steps toward achieving gender equality and women's economic empowerment. This research seeks to explore the relationship between education levels and women's economic empowerment in Kajiado County, Kenya, with a view to understanding the factors that hinder or facilitate women's participation in education and economic activities.

The problem statement revolves around the challenges faced by women in Kajiado County, Kenya, impacting their economic empowerment. Despite efforts like free primary education, barriers to girl child education persist due to cultural practices and FGM. Women in the region also struggle with economic empowerment, hindered by traditional beliefs, poverty, and gender stereotypes. The study aims to assess the interplay of education levels on the economic empowerment of women in Kajiado County. These issues are critical because they limit women's opportunities, representation, and potential contributions to Kenya's development goals outlined

in Vision 2030. The null hypothesis for this study was that there is no substantial relationship between education levels and economic empowerment of women in Kajiado County.

## **LITERATURE REVIEW**

### **Theoretical Literature Review**

The research study was guided by two main theories: the liberal feminism theory and the empowerment theory. The liberal feminism theory centered on achieving gender equality in the public sphere, including equal access to education, equal pay, and improved working conditions. It emphasized the importance of economic, social, and political equality between genders and the use of legal reforms to attain these goals. Liberal feminists advocated for equal access to resources and opportunities for individuals to express themselves fully. The theory originated in the late nineteenth century in response to the perception that dominant social institutions, including the political system, oppressed and manipulated women.

It played a crucial role in achieving significant milestones in gender equality, such as the passage of the Nineteenth Amendment to the United States Constitution in 1920. Liberal feminism aimed to create a world where the social equality of women and men was recognized, and it worked toward the passage of the Equal Rights Amendment. However, it evolved into distinct branches in the 1970s, with a focus on challenging women's oppression and advocating for gender equality. This theory emphasized that women were often subjected to cultural and legal barriers that hindered their success in the public sphere, with a particular focus on addressing these issues through education and legal reforms (Thompson, 2001; Tong, 2009; Schwartzman, 2006; Nienaber and Moraka, 2016).

In Kenya, despite significant progress in reducing the gender gap, important issues persisted, primarily driven by the intersection of poverty, age, and educational disparities. Young women and girls were particularly vulnerable, facing gender-based violence, cultural attitudes, and harmful perceptions about gender roles that exacerbated poverty. Women's participation in the economy was hindered by their inability to control global resources, unpaid domestic work, limited mobility, and restricted access to market resources and information. Gender disparities in education, caused by factors such as early marriage, female genital mutilation, negative attitudes

towards girls' education, socio-economic status, and parental education levels, contributed to the preference for boys' education. Despite various efforts, there was still a lack of political will in Kenya to achieve equal representation of women in leadership positions, even though such representation was essential for women's meaningful participation and decision-making in society (USAID, 2020).

Empowerment theory, on the other hand, emphasized both the processes and outcomes of empowerment. It recognized that empowerment could be achieved through actions, functions, or structures, and that the effects of these processes could lead to empowerment at different levels. This theory distinguished between empowerment processes and outcomes, and participating in community organizations was considered an empowering activity. Gender equality in health and education was known to improve economic well-being, while gender equality in political participation and economic activities could negatively impact short-term economic growth. The Maasai community, for instance, engaged in cultural practices that had adverse effects on women's economic empowerment. Community empowerment processes may have involved providing access to government and other public services. Empowerment theory drew on the work of Brazilian philosopher and educator Paulo Freire, who introduced the concept of personal empowerment as the initial step in community empowerment programs. He emphasized that oppressed individuals had to actively participate in their liberation, and this notion was central to empowerment theory (Swift & Levin, 2007; Mohammadreza, 2014; Hur, 2006; Freire, 1970).

Empirical literature review.

The two most important decisions for women's empowerment, according to Patil and colleagues (2017), are access to education for all women and paid employment. Education empowers women to break free from the social and cultural barriers of patriarchal culture. It also contributes to general public health and life expectancy, as well as the growing economy and the fight against climate change. However, children's access to education is limited in many less developed countries around the world, especially in Kenya's Maasai Community. Numerous studies have shown a direct link between the achievement of education and the status of women in the home. Women experience greater media exposure, awareness of their rights, and access to services, as well as improved communication skills, as a result of their access to education. They have a lot

of movement and are not at risk of domestic violence because of this. At the same time, economic empowerment gives them more power to negotiate family matters and more control over financial decisions. According to Parstau (2017), Maasai culture and traditions have a significant impact on girls' ability to enroll in school, graduate, and go on to college. The constitution and ratification of the Millennium Development Goals by the Kenyan government have had little effect.

According to Maasai tradition, which is mainly ancestral, one might expect that these laws would benefit girls' learning. Home-based decisions, financial independence (i.e., resource management), mobility and freedom of movement, child-related issues (e.g., their well-being, education, health, and marriage), and participation in the current economy are all important aspects of development. To this end, the Kenyan government and regional governments must work together to ensure that all girls receive a basic education and to combat harmful cultural practices that impede development.

Education, according to (Ozturk, Ilhan, 2001), focuses on the development of human or employee skills and knowledge. Higher education levels have a profound effect on economic growth. The key to economic progress is not only increased education opportunities, but also improved quality of education. Education has been called a human capital because of its significant contribution to economic development, while spending on human resources has been called investment by the people or the workforce. Education is the most effective and important means of conveying the knowledge of past generations. When children learn the history, customs, and traditions of their homeland, they are more likely to preserve their own culture. If the world forgets its traditions, it will perish. It is impossible to exist without knowing your language, culture, history, customs, etc. The next generation creates something new and changes its culture. Nevertheless, authenticity still exists because people do not forget their ancestors, history, and culture.

Education helps to transfer that knowledge and knowledge. Indeed, an educated nation can follow the pace. We understand the creation of new technologies, which make our lives easier. The nations of high technology are the most successful. As the nation continues to develop new methods, applications, treatments, industrial equipment, etc., it shows that we are a rich nation. It has smart scientists, mechanics, engineers, doctors, etc. educated in this community. The level of

education is high to create technological wonders that improve the well-being of the whole country. It certainly leads to economic growth and stability. Maasai culture plays a major role in the educational challenge, coupled with ignorance, poverty and the exploitation of boys, all of which include the lack of education for girls. Social economic issues also have a strong relationship with educational standards Parsitau (2017). Although statistics show that women's participation in paid employment has increased over time, it has also been noted that a large proportion of women are forced to work for economic reasons because of family status or are abandoned by their families. Women have less power to make decisions or be independent in this work.

It is also scientifically proven that there is a relationship between a person's income and the value of education (Blundell, 1999). According to Psacarapolus and Patrinos (2002), the average return rate is 10% in 42 countries worldwide. Moreover, education has been found to be an important indicator not only of current welfare but also of future income development (Tansel & Gungor, 2000). In addition to the individual benefits of education, it is also suggested that education has significant benefits at the national level due to benefits such as economic growth and productivity (Hanusek, 2002). The cost of school enrollment often seems to be closely linked to national productivity.

According to Omodi (2010), education is the only way for society to be transformed for the better. This change is being achieved by equipping human resources with the knowledge and skills needed to make a significant contribution to the nation's development. It can also serve as a tool to promote equality, justice, and social justice, as well as to promote the distribution of income and various other aspects of social, demographic, and political development. To help the economic development of the region, Maasai communities must embrace this. One of the most important development programs is the training and development of Maasai women and girls. Education is not just about the amount of schooling the percentage of people who graduate). This section outlines the previous works done and the research gaps identified.

**Table 26: Summary of Research Gaps**

| <b>Author &amp; Year</b> | <b>Study</b>  | <b>Findings</b>  | <b>Knowledge Gap</b>  | <b>Focus of the current study</b>   |
|--------------------------|---|--|---|---|
| Njabani, A.W, 2015       | The Role of Self-help Groups (SHGs) in Women Socio-economic and Psychological Empowerment: a Case of Mathare Slum, Nairobi City County, Kenya | From the study findings it was determined that participating in Self-help groups plays a significant role in women empowerment. The Self-help groups benefit women members economically, socially and psychologically. | The researcher focused on self-help groups instead of women.  | This study focused on the economic empowerment of women   |
| Korir, W., 2013          | Effect of women involvement in social initiatives and socio economic development in rural Kenya: A case of Koibatek District, Baringo County  | The researcher concluded that women groups are meant to empower women in the community but it fails since the investments are managed by husbands and sons.  | The researcher based the findings on matters of women investment purely on perceptions of respondents as no evidence is provided. | The study focused on social economic factors and their contribution to economic empowerment of women. |

| Author & Year     | Study   | Findings  | Knowledge Gap   | Focus of the current study   |
|-------------------|---|---|---|--|
| Phillipo, F. 2008 | Contributions of women income generating activities to household income in Kigoma, Tanzania | Findings indicated that households where women performed income generating activities had a higher standard of living compared to the households where women depended solely on their husbands. | This study was carried out in Tanzania. The researcher wanted to determine if the same happens in Kenya | The researcher chose Kajiado county as one of the marginalized counties in Kenya to understand factors affecting their economic empowerment. The study also focused on how women participation in income generating activities affects their economic empowerment. |

Source (Author, 2022)

### CONCEPTUAL FRAMEWORK

The relationship between dependent and independent variables was represented in a conceptual framework as in Figure 1.0



Figure 1: Conceptual Framework

Table 2 below illustrates how the study variables was operationalized.

**Table 27: Operationalization of variable**

| <b>Variable</b>  | <b>Indicators</b>   | <b>Measurement Scale</b> | <b>Method of Data Collection</b> | <b>Tools of Analysis</b>  |
|------------------|---|--------------------------|----------------------------------|---|
| Education Levels | Highest Education Levels<br>Barriers to education<br>Societies perception on female education | Likert                   | Administering Questionnaires     | Frequencies.<br>Percentages<br>Mean,<br>Standard Deviation and Analysis of Variance |

## **METHODOLOGY**

The research design employed for this study was descriptive research, which aimed to describe the features of a specific object within a particular study. Descriptive research was well-suited for addressing the "what" question, allowing the researcher to provide a detailed description of the subject of the study. While descriptive research is often associated with qualitative techniques, it can also incorporate quantitative data. In this study, the descriptive survey involved interviews with respondents from the Kajiado women empowerment group.

The target population for the study comprised 270 respondents from the Kajiado women empowerment group, including board members, managers, and members. The sample was a subset of this population, and simple random sampling was used to select 90 women from the group, including board members, managers, and members. Data for the study was collected from both primary and secondary sources. The primary data was collected using self-administered questionnaires with closed and open-ended questions. These questionnaires included a five-point Likert scale to measure respondents' agreement with certain phenomena. A pilot study was conducted with 15 participants from the Kajiado County Women Empowerment Group to fine-tune the questionnaire and ensure its reliability and validity.

The validity of the research instruments was ensured by seeking expert opinions in the relevant field of study to assess the appropriateness of the questions and make necessary adjustments. Reliability testing was conducted using Cronbach's alpha, and the questionnaires used in the research demonstrated a high level of reliability with a Cronbach's value of 0.8867. Data collection was carried out by trained research assistants who distributed and collected the questionnaires from the women's group members. Informed consent was obtained from the respondents, and the researcher emphasized the voluntary nature of participation, confidentiality, privacy, and anonymity of responses.

Data analysis involved the production and interpretation of frequency statistics and tables, as well as non-linear analysis methods such as Analysis of Variance without replication and correlation analysis.

Ethical considerations were of utmost importance, and the researcher ensured that the study adhered to research ethics standards, including obtaining informed consent, voluntary participation, confidentiality, privacy, and anonymity.

## RESEARCH FINDINGS

### Presentation of the research findings

The researcher issued a total of 90 questionnaires to the target respondents who gave their opinions and responses.

### Questionnaires Return Rate

**Table 3: Questionnaires Response Rate**

| <b>Questionnaires Response Rate</b> | <b>Frequency</b> | <b>percentage</b> |
|-------------------------------------|------------------|-------------------|
| <b>Responded</b>                    | 86               | 96%               |
| <b>No Response</b>                  | 4                | 4%                |
| <b>Grand Total</b>                  | <b>90</b>        | <b>100%</b>       |

**Source: Research Data, (2022)**

Table 5 illustrates that 86 respondents out of 90 respondents received, completed and returned back the questionnaires giving a success rate of 96%. This higher response rate was achieved through persistently engaging the respondent's one on one and through email reminders to do the needful. The remaining portion of about 4 % respondents representing 4% was a result of the prevailing health crisis brought about by ministry of health guidelines and protocols of Covid 19 pandemic and perhaps the busy schedule of some of the respondent hindering them to participate in the study. The study' return rate of 96 % was in line with Kothari (2014) recommendation of that the response rate of at least 50% is a good indicator for data analysis to draw conclusions for any study.

### Reliability Analysis Result

The researcher distributed 10 questionnaires respondents who were not part of the target population. The pilot test and respective results were analyzed through Cronbach Alpha test as in table 4 below.

| ANOVA                      |                    |            |             |             |                |               |
|----------------------------|--------------------|------------|-------------|-------------|----------------|---------------|
| <i>Source of Variation</i> | <i>SS</i>          | <i>df</i>  | <i>MS</i>   | <i>F</i>    | <i>P-value</i> | <i>F crit</i> |
| Rows                       | 36.52307692        | 9          | 4.058119658 | 3.927602409 | 0.000116772    | 1.921656609   |
| Columns                    | 130.9846154        | 25         | 5.239384615 | 5.070875521 | 7.46893E-12    | 1.555091886   |
| Error                      | 232.4769231        | 225        | 1.033230769 |             |                |               |
| <b>Total</b>               | <b>399.9846154</b> | <b>259</b> |             |             |                |               |

**Cronbach Value (  $1 - (MS_{\text{Error}} / MS_{\text{Rows}}) = 0.7454$**

#### Source: Research Data, (2022)

The structured questionnaires were tested for reliability one week before the actual data correction date. The researcher distributed the questionnaires to a group of ten people from the same organization and collected their responses for analysis. The researcher used Microsoft excel for data analysis for Cronbach's test and to determine the Cronbach's alpha coefficient of the findings from the questionnaires. The chronbach alpha recommended benchmark of 0.7. The findings of

the pilot test revealed that resource allocation exhibited a Cronbach alpha coefficient of 0.7454. From the study results proved that all the items of the variables exhibited an alpha value higher than the threshold of 0.7, and average of 0.7454 an indication that the test results were acceptable.

### Demographic Information of the respondents

This part contains the demographic analysis of the respondents who were targeted in this study. The data specifically relates to questionnaires response rate, education background, gender, years of membership, age bracket and position of the respondents.

### Gender of the Respondents

This study purposed to analyze the positions of the respondents in the Kajiado County Women Group. The results are as showed in Table 5.

**Table 5: Gender of the respondents**

| Gender of the respondents | Frequency | Percentage  |
|---------------------------|-----------|-------------|
| Female                    | 83        | 92%         |
| Male                      | 3         | 3%          |
| No Response               | 4         | 4%          |
| Grand Total               | <b>90</b> | <b>100%</b> |

**Source: Research Data, (2022)**

The research study findings indicate that 92% were females while 3% were males. 4% of the respondents target respondents did not respond to the research questionnaires. This implies that the researcher focused on the women in this research. It is could be argued that the 3% men could be part of the executive members of the board or management as the membership was not open to men in the organization.

### Age of the Respondents

The respondents comprised of different age brackets with differing perceptions on the topic of inquiry. The research wanted to understand the demographic composition of Kajiado County women group critical dimension and hence asked the interviewees to state their age bracket. The age distribution was as illustrated in Table 6 below.

**Table 6: Respondents Age Bracket**

| <b>Respondents Age Bracket</b> | <b>Frequency</b> | <b>percentage</b> |
|--------------------------------|------------------|-------------------|
| 24 to < 30 Years               | 11               | 12%               |
| 30 to <35 Years                | 46               | 51%               |
| 35 Year and Above              | 11               | 12%               |
| Below 24 Years                 | 15               | 17%               |
| No Response                    | 7                | 8%                |
| <b>Grand Total</b>             | <b>90</b>        | <b>100%</b>       |

**Source: Research Data, (2022)**

The study shows that most of the interviewees (34.50%) aged between 26 less than 30 years, 17% of the targeted respondents were aged below 24 years, 12% were aged between 24 to less than 30 while another category representing 12% were aged 35 years and above. 8% of the respondents did not respond to the research question. The distribution of respondents' age informs that interviewees of different age bracket were well involved hence the views provided were varied. It represents a diverse workforce and membership where various age creates the organizations of different generations possess different mindsets, skills and talents beneficial to the organization.

### **Respondents Level of Education**

The research also interested to determine the highest education level of the interviewees as some level of education is considered as a barometer for measuring one understanding of issues as in Table 7 below.

**Table 7: Respondents Highest Level of Education**

| <b>Respondents Highest Level of Education</b> | <b>Frequency</b> | <b>Percentages</b> |
|---|------------------|--------------------|
| No formal schooling School                    | 23               | 26%                |
| Incomplete Primary School                     | 15               | 17%                |
| College diploma                               | 14               | 16%                |
| Incomplete Secondary School                   | 12               | 13%                |
| Complete Primary School                       | 9                | 10%                |
| Degree  | 7                | 8%                 |
| Masters                                       | 4                | 4%                 |

|                    |           |             |
|--------------------|-----------|-------------|
| No Response        | 4         | 4%          |
| PhD                | 2         | 2%          |
| <b>Grand Total</b> | <b>90</b> | <b>100%</b> |

**Source: Research Data, (2022)**

The study shows that majority of the respondents (26%) had not attended any formal schooling while 27 % had at least joined Primary School. 13% of the respondent had not completed secondary school whole only 30% had reached tertiary level. of education. 4 % of the respondents did not respond to the research question. The researcher therefore concluded that majority of the women in Kajiado County women group had not attained the basic minimum Primary and secondary education.

### **Position of the Respondents**

The researcher also embarked to find out the post of the interviewees in the MSMEs enterprise and the outcomes are as presented in Table 8 below.

**Table 8: Position in Kajiado County Women Empowerment Group**

| <b>Position in Kajiado County Women Empowerment Group</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Board Member  | 3                | 3%                |
| Manager   | 7                | 8%                |
| No Response   | 7                | 8%                |
| Ordinary Member   | 73               | 81%               |
| <b>Grand Total</b>  | <b>90</b>        | <b>100%</b>       |

**Source: Research Data, (2022)**

Figure 5 showed that the more than half of the respondents were ordinary members in Kajiado County Women Group (73%). Out of the 3 of the 6 members of the board respondents responded to the research question indicating 50% response. 7 out of 8 managers responded to the questionnaires. Representing 8 % of the sampled population. 8 % of the sampled population did not return the research questionnaires.

### Number of Years Working at KCWEG / Being a member.

The researcher sought to determine the the period of years the target respondents had worked / been a member of the Kajiado County Women Empowerment Group and the results are as shown in table 9

**Table 9: Number of Years Working at KCWEG /Being a member**

| <b>Number of Years Working at KCWEG /Being a member</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Five years to less than 10 Years                        | 35               | 39%               |
| Less than one to less than five years                   | 26               | 29%               |
| 10 years to less than 15 years                          | 15               | 17%               |
| No Response   | 8                | 9%                |
| 15 years and above                                      | 6                | 7%                |
| <b>Grand Total</b>                                      | <b>90</b>        | <b>100%</b>       |

**Source: Research Data, (2022)**

Majority of the targeted respondents (39%) in this research study indicated that they had either been members or worked for the organization between 5 to 10 years. This was followed by 29% of the target respondents who informed that they had interacted with the organization for a period less than 1 Year to less than 5 year. This could be interpreted that Kajiado County Women Empowerment Group was experiencing a rapid growth in membership or employee change over. 17% of the respondents had been interacting with the organization for a period between 10 to less than 15 years while the rest 7% had interacted with the group for a period 15 years and above. These finds also represents diversification in years of experience with the organization with most respondents understanding the organization and its operations to detail.

### Women have equal access to education

**Table 10: Women have equal access to education**

| <b>Women have equal access to education</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Strongly Disagree                           | 38               | 42%               |
| Disagree                                    | 26               | 29%               |
| Neutral                                     | 14               | 16%               |
| No Response                                 | 9                | 10%               |
| Agree                                       | 3                | 3%                |
| <b>Grand Total</b>                          | <b>90</b>        | <b>100%</b>       |

**Source: Research Data, (2022)**

The researcher tested the respondent's perception women having equal access to education. This was comparative to the rest of other women in Kenya. 42 % of the respondents strongly disagreed with the research question while 29 % disagreed making it a total of 71% of people who disagreed. 16% were neutral to the research question while 10% did not respond to this question. Only 3% of the target respondents agreed with the researcher opinion. There it was concluded that majority of the women did equal access to education as in Table 12 above.

### Majority of women in Kajiado County have adequate education level

The researcher also needed to understand respondent's perception to the adequacy level of education for women in Kajiado County.

**Table 11: Majority of women in Kajiado County have adequate education level**

| <b>Majority of women in Kajiado County have adequate education level.</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Strongly Disagree   | 42               | 47%               |
| Disagree  | 39               | 43%               |
| No Response   | 7                | 8%                |
| Neutral   | 2                | 2%                |
| <b>Grand Total</b>  | <b>90</b>        | <b>100%</b>       |

**Source: Research Data, (2022)**

47 % of the respondents strongly disagreed, while 43% disagreed giving a combined total of 90%. 8% were neutral while 2% of the target population failed to respond to the research question. None of the interviews agreed that Majority of women in Kajiado County have adequate education level as illustrated in table 13 above.

**Increasing women’s and girls’ educational attainment contributes to women’s economic empowerment and more inclusive economic growth.**

The study also purposed to determine respondent’s perception on the statement increasing women’s and girls’ educational attainment contributes to women’s economic empowerment and more inclusive economic growth. Table 12 below shows that 59 respondents representing 66% and 19 respondents representing 21% of the sample size strongly agreed and agreed respectively. This gave a combined total of 87 percent hence yielding the majority. 4% of the respondents were neutral while 9% did respond to the research question. Majority if the respondents therefore agreed to the research question.

**Table 12: Increasing women’s and girls’ educational attainment contributes to women’s economic empowerment and more inclusive economic growth**

| <b>Increasing women’s and girls’ educational attainment contributes to women’s economic empowerment and more inclusive economic growth.</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Agree   | 19               | 21%               |
| Neutral   | 4                | 4%                |
| No Response   | 8                | 9%                |
| Strongly Agree  | 59               | 66%               |
| <b>Grand Total</b>  | <b>90</b>        | <b>100%</b>       |

**Source: Research Data, (2022)**

**Culture and traditions heavily impact women’s ability to enroll, complete school and transition to college.**

The study sought to determine the perception of the interviewees on culture and traditions and whether they heavily impact women’s ability to enroll, complete school and transition to college.

**Table 13: Culture and traditions heavily impacts women’s ability to enroll, complete school and transition to college.**

| <b>Culture and traditions heavily impacts women’s ability to enroll, complete school and transition to college.</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Strongly Agree  | 51               | 57%               |
| Agree   | 29               | 32%               |
| No Response   | 7                | 8%                |
| Neutral   | 2                | 2%                |
| Disagree  | 1                | 1%                |
| <b>Grand Total</b>  | <b>90</b>        | <b>100%</b>       |

**Source: Research Data, (2022)**

51 respondents (57% of the sample size) strongly agreed with the research question, 29 respondents (32%) of the research respondents agreed giving a combined percentage of 89%. 8% of the intended respondent did not respond to the research question, 2 % were neutral while only 1 % disagreed with the research question as illustrated in 15 above. Therefore, the researcher concluded that Culture and traditions heavily impacts women’s ability to enroll, complete school and transition to college.

**Relevant laws and regulations are outlined in the course of training that ensures quality of education**

The researcher purposed to investigate the views of the respondents on establishment of relevant laws and regulations which are outlined in the course of training that ensures quality of education.

**Table 14: Relevant laws and regulations are outlined in the course of training that ensures quality of education**

| <b>Relevant laws and regulations are outlined in the course of training that ensures quality of education</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Agree   | 1                | 1%                |
| Disagree  | 29               | 32%               |
| Neutral   | 4                | 4%                |
| No Response   | 8                | 9%                |
| Strongly Agree  | 1                | 1%                |
| Strongly Disagree   | 47               | 52%               |
| <b>Grand Total</b>  | <b>90</b>        | <b>100%</b>       |

**Source: Research Data, (2022)**

Table 14 represent the findings of the analysis described below. 47 respondents representing 52% of the sample size strongly disagreed with the research question. This was followed by 29 respondents representing 32% who also disagreed with the research question, giving a combined total of 84% of those who disagreed with the research question. 9% of the respondents did not respond to the research question, 4 % of the respondents were neutral. While only 1% of the respondents strongly agreed with the research question. The researcher therefore concluded that majority of the respondents agreed that there are no relevant laws and regulations outlined in the course of training to ensure quality of education.

### **Higher levels of education of women has a greater role in boosting Economic Growth**

The researcher also wanted to understand the relationship between higher education levels and its relationship on the economic empowerment of women. This was included as part of the questions constituting the research questionnaire. 26 respondents representing 29% of the target respondents agree with the research question, 24 respondents representing 27% were neutral, 7% of the respondents, 11 respondents representing 12% of the sample size did not respond to the research question. 17 respondents strongly agreed while 5 respondents representing 6% of the sample size strongly disagreed. This meant that none of the responses surpassed a half as they all gave varying responses as illustrated in Table 15 below.

**Table 15: Higher levels of education of women has a greater role in boosting Economic Growth**

| <b>Higher levels of education of women has a greater role in boosting Economic Growth</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Agree   | 26               | 29%               |
| Disagree  | 7                | 8%                |
| Neutral   | 24               | 27%               |
| No Response   | 11               | 12%               |
| Strongly Agree  | 17               | 19%               |
| Strongly Disagree   | 5                | 6%                |
| <b>Grand Total</b>  | <b>90</b>        | <b>100%</b>       |

**Source: Research Data, (2022)**

### **Descriptive Statistics for Responses on Education level on Economic Empowerment of Women**

The table 16 below illustrates the descriptive statistics for the analysis of the responses from the sampled respondents. The researcher also subjected the findings to advanced statistics to determine the mean, mode, median, standard deviation, Kurtosis, skewness, range, maximum and minimum. These findings also puts into account the responsive and non-responsive respondents.

**Table 16: Descriptive Statistics for Responses on Education level on Economic Empowerment of Women**

| Study Variables  | Mean | Standard Error | Median | Mode | Standard Deviation | Sample Variance | Kurtosis | Skewness | Range | Minimum | Maximum | Sum   | Count | Confidence Level (95.0%) |
|--|------|----------------|--------|------|--------------------|-----------------|----------|----------|-------|---------|---------|-------|-------|--------------------------|
| Women have equal access to education   | 4.4  | 0.1            | 5.0    | 5.0  | 1.0                | 1.0             | -0.3     | -0.4     | 4.0   | 2.0     | 6.0     | 396.0 | 90.0  | 0.2                      |
| Majority of women in Kajiado County have adequate education level.   | 4.6  | 0.1            | 5.0    | 5.0  | 0.7                | 0.4             | -0.3     | 0.2      | 3.0   | 3.0     | 6.0     | 414.0 | 90.0  | 0.1                      |
| Increasing women's and girls' educational attainment contributes to women's economic empowerment and more inclusive economic growth. | 1.7  | 0.2            | 1.0    | 1.0  | 1.4                | 2.1             | 4.3      | 2.3      | 5.0   | 1.0     | 6.0     | 157.0 | 90.0  | 0.3                      |
| Culture and traditions heavily impacts women's ability to enroll, complete school and transition to college.                         | 1.8  | 0.1            | 1.0    | 1.0  | 1.4                | 1.9             | 4.8      | 2.3      | 5.0   | 1.0     | 6.0     | 161.0 | 90.0  | 0.3                      |
| There is continuous school enrolment on various education  | 4.4  | 0.1            | 4.0    | 5.0  | 0.9                | 0.9             | 1.8      | -0.9     | 5.0   | 1.0     | 6.0     | 396.0 | 90.0  |                          |

| Study Variables  | Mean | Standard Error | Median | Mode | Standard Deviation | Sample Variance | Kurtosis | Skewness | Range | Minimum | Maximum | Sum   | Count | Confidence Level (95.0%) |
|--|------|----------------|--------|------|--------------------|-----------------|----------|----------|-------|---------|---------|-------|-------|--------------------------|
| programs for women.  |      |                |        |      |                    |                 |          |          |       |         |         |       |       |                          |
| Relevant laws and regulations are outlined in the course of training that ensures quality of education | 4.6  | 0.1            | 5.0    | 5.0  | 0.8                | 0.7             | 3.4      | -1.2     | 5.0   | 1.0     | 6.0     | 414.0 | 90.0  |                          |
| Higher levels of education of women has a greater role in boosting Economic Growth                     | 2.9  | 0.2            | 3.0    | 2.0  | 1.6                | 2.5             | -0.4     | 0.8      | 5.0   | 1.0     | 6.0     | 260.0 | 90.0  |                          |

**Source: Research Data, (2022)**

### **ANOVA: Two-Factor without Replication for Education Levels Economic Empowerment of Women**

To test the null and alternative hypothesis of education levels, the researcher further subjected the findings two factor ANOVA without replication test. And the results were tabulated as illustrated in Table 17 below.

**Table 17: Anova: Two-Factor without Replication for Education Levels Economic Empowerment of Women**

| ANOVA                      |                 |                |           |          |                |               |
|----------------------------|-----------------|----------------|-----------|----------|----------------|---------------|
| <i>Source of Variation</i> | <i>SS</i>       | <i>df</i>      | <i>MS</i> | <i>F</i> | <i>P-value</i> | <i>F crit</i> |
| <b>Rows</b>                | 257.994         | 89.000         | 2.899     | 2.681    | 0.000          | 1.288         |
| <b>Columns</b>             | 938.022         | 6.000          | 156.337   | 144.584  | 0.000          | 2.116         |
| <b>Error</b>               | 577.406         | 534.000        | 1.081     |          |                |               |
| <b>Total</b>               | <b>1773.422</b> | <b>629.000</b> |           |          |                |               |

Source: (Researcher, 2022)

In when calculating Analysis of Variance, if  $F_{\text{Calculated}}$  is greater than  $F_{\text{Critical}}$ , then reject the null hypothesis( $H_0$ ), else, accept the alternative hypothesis ( $H_1$ ). The test was carried out through Ms. Excel and the findings were as follows:  $F_{\text{calculated}} = 2.681$ ,  $F_{\text{critical}} = 1.288$ ). Since  $F_{\text{Calculated}} > F_{\text{Critical}}$  the  $H_0$  was rejected  $H_1$  was accepted. This meant that women engagement in economic activities has a significant relationship with economic empowerment of Women in Kajiado County.

## CONCLUSION AND RECOMMENDATIONS

The researcher subjected the variable to test and the findings were as follows: In when calculating Analysis of Variance, if  $F_{\text{Calculated}}$  is greater than  $F_{\text{Critical}}$ , then reject the null hypothesis( $H_0$ ), else, accept the alternative hypothesis ( $H_1$ ). The test was carried out through Ms. Excel and the findings were as follows:  $F_{\text{calculated}} = 2.681$ ,  $F_{\text{critical}} = 1.288$ ). Since  $F_{\text{Calculated}} > F_{\text{Critical}}$  the  $H_0$  was rejected  $H_1$  was accepted. This meant that women engagement in economic activities has a significant relationship with economic empowerment of Women in Kajiado County. Girls' education is a fundamental human right and a powerful force in the society to ensure significant growth in health, stimulate economic growth, achieve gender equality, and unlock the innovation there is need to build more resilient and sustainable societies (UNESCO, 2019). Quality education holds the greatest potential to transform the lives of women and girls. Access to education addresses

numerous other concerns that affect women. These include trafficking, early pregnancy, domestic violence, teen dating violence, homelessness, and sexual assault.

Education permits women to cultivate the skills that command decent wages, giving them the liberty to evade and leave precarious situations as they have the resources to make their own choices. Investing in women's education offers a more even playing ground for women to pursue opportunities in the workforce, resulting to economic empowerment.

Education empowers women to command higher wages in the workforce which increases their standards of living for themselves and their families. Whenever women control most of the household income, more money is spent on their children's education and healthcare, and likewise children are better educated and healthier.

Greater gender equality improves country-wide economic growth. The economic empowerment of women is not just the right thing to do, but the smart thing to do, as it is an investment that benefits individuals, households, communities, and countries.

This study is recommended for all scholars and researchers with specific interest on women empowerment issues. As the world strives to achieve gender equity and equality, there is need to understand women perception on certain phenomenon and culture as the ones discussed in this research. It is recommended that similar studies be done in other counties to determine if there is variation in respondent's perception. More studies should be carried out in the same county using data from a government organization to determine if the same perception will be upheld.

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