

**WOMEN EDUCATION AND QUALITY OF LIFE
IN KICUKIRO, RWANDA**

A Thesis

Presented to the college of higher degrees and Research

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In Partial Fulfillment of the Requirements for award of the Degree

Master of development studies

By:

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DECLARATION A

I, **MUSAFIRI Jean de Dieu** hereby declare that this thesis is my original work and has not been submitted to any other University or Institution of higher learning for any academic award.

MUSAFIRI Jean de Dieu



Name and Signature of Candidate

20/09/2012

Date

DECLARATION B

"I confirm that the work reported in this thesis was carried out by the candidate under our supervision".

Dr. Kafeero Kigundu

Name and Signature of Supervisor

Date

APPROVAL SHEET

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DEDICATION

To my parents Jonas GAHUNGU, NYIRANEZA Saada, my brothers and sisters and my uncle James MUGAJU who funded me and for all the moral support and prayers he has rendered to me throughout this course.

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This report is the result of combined efforts from a number of people whom I wish to express my gratitude.

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ACRONYMS AND ABBREVIATIONS

EDPRS	: Economic Development and Poverty Reduction Strategy
GOR	: Government of Rwanda
HIV	: Human Immunodeficiency Virus
MINALOC	: Ministry of Local Government
MINEDUC	: Ministry of Education IRC
NGO	: Non Governmental Organization
SPSS	: Statistical Package for Social Scientist
UNDP	: United Nations Development Program
UPE	: Universal Primary Education and
USE	: Universal Secondary Education
EICV	: Enquête Intégrale sur les Conditions de Vie des Ménages
MDG	: Millennium Development Goal
MINECOFIN	: Ministry of Finance and Economic Planning
SFAR	: Student Financing Agency of Rwanda
QoL	: Quality of life
KIU	: Kampala International University

ABSTRACT

This report is a result of an academic research entitled "Women education and quality of life in kicukiro district". The main purpose of this study was to identify the correlation between education and quality of life. The study was guided Four research questions. i) What is the profile of respondents? ii)) What is the importance of women education on quality of life? iii) What is the extent of Quality of life in Kicukiro District? iv) What is the significant relationship between women education and quality of life?. A simple of 387 people was selected from large number of 9.284 in kicukiro District respondents was chosen, using simple random sampling method. Questionnaires and interviews were used to collect primary data. The collected data was analyzed using both qualitative and quantitative methods. SPSS was used to analyze all data. The data were processed using percentage and mean range. Findings show the importance of women education as a strategy of poverty reduction and development. This study concluded that education strategy to improve the quality of life of citizens and it recommends that education as human right should be accessible to all and that Rwandan education policy should be restructured in order to provide the right to the choice of faculty of study especially to female students at university a case of students sponsored by Government.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the study

World history of formal education shows that girls Education started much later compared to that of boys. In African countries even in Rwanda girl's education started much later in colonial period and it begun with the goal to prepare her to become a good literate wife who can focus on taking care of household affairs. The girls' education curriculum was centered on household duties and they were taught reading, writing, knitting dressmaking, cookery, hygiene and home management. Nursing and teaching being the professions best suited to women, were the first to attract girls in secondary schools (Louise M.et al.1972).

Many things have been done to integrate girls in education, one of the strongest forces in favor of girls and women's education is the education for all, declaration signed by most governments in jontien Thailand. The article 3 of that declaration states that most urgent priority is to ensure access to improve the quality of education for girls and women, and to remove any obstacles that hampers their active participation it seeks to eliminate all gender's stereotypes. STROMQUIST N.P,1997.

However the effort of government to integrate girls in education, even after the independence discrimination has persisted. Comparing the literacy, enrolment, achievement and completion rates of females and males especially in Africa we realize that there still considerable gender disparities in the education sector. The quality of life as the product of the interplay among social, health, economic and environmental conditions which affect human and social development, cannot be achieved without investing in women empowerment. According to the UNFPA,

investments in education and health for women and girls have been linked to increases in productivity, agricultural yields, and national income and all of which contribute to the achievement of the Millennium Development Goals (Barbara Barnett with Jane Stein, June, 1998.)

Education is one of the most important sources of opportunity all over the world and it is associated with many lives' chance: the kind of jobs and position that people have, the amount of money they earn, their level of political influence, the quality of health services they can access to. (Allison& Rendell,2007).

Rwanda has made enormous strides forward to integrate women and girls to education at all levels, and in promoting gender equality within the education system. Yet girl students continue to lag behind in educational achievement and access, particularly at the secondary and tertiary levels, where girls' enrollment, completion and achievement rates are lower. Girls are under-represented in government schools, and are instead more likely to attend more expensive and lower quality private schools and universities. Despite an enabling policy environment, a number of social and institutional barriers continue to prevent girls and young women from attending schools and universities and from performing equally to their male classmates.

The prioritization of science and technology within the educational and development policies of the country may act to further exclude female students unless additional actions are taken to promote women's participation in these fields. Addressing gender equality in the education system, with a focus on improving girls' educational performance and outcomes, is crucial to meet Rwanda's development goals to protect women's human rights, and toward good quality of life within the country. The integrated living conditions survey for, June 2005, shows that women still have limited access to social and economic services compared to men. Women's literacy rate is estimated at 51.4% compared to 62.5% for men (Musana, 2010). Women constitute more than 80% of farmers

but have limited access to, and control over, assets including land, markets, and credit. The country's Economic Development Poverty Reduction Strategy Paper (EDPRS), of 2007 highlights that 62% of female-headed households; survive under the poverty datum line as compared to 54% of male-headed households. With women comprising more than 54% of Rwanda's estimated 9 million population; greater gender equality and women's empowerment should be viewed as an imperative to the realization of the development goals articulated in Vision 2020 and to meeting targets of the Millennium Development Goals MDGs (Musana. 2010).

Access to basic education is no longer a problem for the Rwandan girl child. The Government has deployed considerable efforts to promote the access of girls to education and mobilization campaigns were carried out in the whole country.

However, due to Cultural prejudices and gender stereotypes, some parents, educators and female students themselves still believe that education is only for boys because in our tradition the only tasks for girls were being good cooks, housekeepers, to look after children. Hence, Statics shows high repetition and dropout rates among girls than boys. Girl's dropout is estimated at 15.2% compared to 7.9% for boys at primary schools. There is a large gap between girl's enrolment and their achievement of a level of studies. Ndungutse .c, 2005. The wide gender gap exists on access to higher education. Although there is no difference in enrolment rates of girls at primary level 50.8% girls and little difference at secondary 47.7% girls greater disparities exists at higher education 38.6% girls. The following table shows the example of gender gaps in high institutions by faculties that are newly established from 2007; these are faculty of arts and languages, faculty of social sciences, business studies and faculty of education.

Table 1**Students by faculty and gender at KIE (2007-2008).day programs**

FACULTIES	SEX	PROMOTION			TOTAL	PARCENTAGE %
		2007	2008	2009		
Faculty of arts and languages	Male	231	354	423	1008	74.6%
	Female	109	127	107	343	25.4%
Faculty of social sciences and business studies	Male	402	477	562	1441	70.2%
	Female	175	202	235	612	29.8%
Faculty of education	Male	56	227	494	777	73.2%
	Female	13	87	182	282	26.8%

Source: second data.KIE, 2009

The above table indicates that from 2007-2008 in all these faculties female students are less than 30% while male are more than 70%. According to Dialo cited in Ingeborg, (2006) there are so many problems that females encounters in their schooling: first foremost is poverty, schools are far away from home, parents doesn't encourage girls and facilitate them to go to school likewise to boys.

As far this research seeks to identify and emphasize on challenges that face women in daily life due to illiteracy or low level of studies in Kicukiro District and anticipate some solutions.

The situation of Girls' and Women education in Kicukiro District, is not different from the case in whole country simply, like in other areas of the country the problem is on the economic potentialities of families, girls and women from poor families are mostly vulnerable consequently the access to the education is denied even if the government tries to provide almost free access to twelve years of education to all, poor families are not able to afford the school tuition, Therefore girls children are condemned to dropout and they cannot be able to pursue their further studies and then the number of illiterate females remain high even if the female enrollment rates is well appreciated in Kicukiro District.

Problem statement

Despite the major role women play in development of the country, Girls and women are less likely to access school, to remain in school or to achieve in education. Girl's dropout is estimated at 15.2% compared to 7.9% for boys at primary schools. There is a large gap between girl's enrollment and their achievement of a level of studies. (Ndungutse.c. 2005). School statistics shows that at primary school, the number of girls is high but the problem is that how many complete their studies? Regarding gender equality, the country has already reached also the Millennium Development Goal. However, girls' academic performance is poor and school achievement. (EDPRS: 2008-2012 page 57) In Kicukiro District the problem that hinders women to achieve in education results from female's high rates of repetition and school dropout .

Purpose of the study

This study aimed to identify the correlation between women education and quality of life in Kicukiro District, Rwanda.

Research objective

General objectives

To highlight the correlation between women education and quality of life in Kicukiro District.

Specific objectives

This study sought to achieve the following specific objectives:

1. To determine the profile of respondents
2. To identify the importance of women education
3. To identify the extent of quality of life in Kicukiro District
4. To identify the significant relationship between women education and
Quality of life

Research questions

1. What is the profile of respondents?
2. What is the importance of women education?
3. What is the extent of quality of life in Kicukiro District?
4. What is the significant relationship between women education and
Quality of life?

Null Hypotheses

There is a significant relationship between women education and quality of life in Kicukiro District, Rwanda

Scope of the study

Geographical scope

This study was carried out in Kigali city, Kicukiro District. The District of Kicukiro is situated at the South-East of the City of Kigali, the capital of Rwanda. It is divided into 10 sectors (*imirenge*). It shares border in south by the District of Bugesera of the Province of the East, -North by the District of Gasabo of the City of Kigali; -East by the District of Rwamagana of the Eastern Province -West by the District of Nyarugenge of the City of Kigali it is one of three districts that make up the City of Kigali (Kicukiro, Gasabo, Nyarugenge).

Content scope

The study intended to determine the correlation between quality of life and women education, the effects of women education on quality of life. The cause and effect of independent variable "women education" and the dependent variable "quality of life".

Time scope

This study covered the period of 2007-2011, the indicated period is characterized by many reforms in Rwandan education system and so many changes in Rwandan education policy.

Significance of the Study

The findings of this study shall be used in different ways and by different people. The following institutions will benefit from the findings of this study: The study

intends to open the minds of local communities into understanding the concept of quality of life and appreciating the role of women education on quality of life.

The ministry of gender and family promotion in particular, and the Rwandan government in formulating appropriate and realistic policies relating women access to education at all levels.

The Ministry of Education will use the findings as empirical information to enhance, establish new or improve, policies that favors women education,

The future researchers will utilize the findings of this study to embark on a related study. The findings of this study will contribute to development records by other agencies such as Non Government Organizations (NGOs) and International Organizations up to this period to form the baseline data concerning the livelihood of the people.

To the researcher, the findings of this study will help to acquire information on the issue of women education and generate new knowledge on how to improve the quality of life.

Operational definitions of key terms

Education: Means the activities of educating or instructing; activities that impart knowledge or skill, impart knowledge through teaching, and learning, especially at school.

Women education: Educating women means to impart skills and knowledge to women, it is to empower them with information which enables them to take care of themselves and their households, it is to impart them with skills which enable them to be competitive on labor market.

Quality of life: is the product of the interplay among social, health, economic and environmental conditions which affect human and social development.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews literature relevant to the study. The section is divided according to sub-themes that are in line with the specific objectives and research questions.

Concepts, Ideas, and Opinions from Authors/ Experts

Education

According to the Universal Declaration of Human Right (UDHR, 1948), Girls are less likely to access school, to remain in school or to achieve in education. Education helps individuals to claim their rights and realize their potential in the economic, political and social arenas. It is also the single most powerful way to lift people out of poverty.

Education plays a particularly important role as a foundation for girls' development towards adult life. It should be an intrinsic part of any strategy to address the gender-based discrimination against women and girls that remains prevalent in many societies. Education is one of the poverty reduction strategies and social opportunities, such as development, health and civil liberties are reviewed as crucial factors that contribute to enhance quality of life (Dreze&Amaryta, 2002).

According to Dreze & Amaryta(2002,p.39),education has five intrinsic values for improving social and economic conditions in third world countries, both benefits for communities and societies as well as individual benefits.

First of all education gives personal benefits for the individual in terms of self confidence leading to motivation and interests in society. Social interactions are easier when person are capable of reading a newspaper about social and political issues in the community and the rest of the world.

Secondly education gives access to a wide range of job opportunities and in general enables persons to take advantage of economic opportunities and to participate in local politics. Thirdly, a higher literacy rest facilitates public debates and demands for health care, social security and other needs. Public discussion enables people to hold politicians accountable for their promises of improvements in social services sector. Information on ones society provides better possibilities for the service system.

Fourthly, education indirect prevents child labour, to the extent that implementation of legislation of basic education for all children, force parents to send their children to school which give less time for labour. Entering school broadens horizons for young people, which means that meeting other children and young people could result in new ideas of different opportunities in future. Fifthly, education and literacy enables oppressed groups in society to become politically organized and organized group achieves visibility in the society and is harder to oppress.

The ability to resists oppression not only concerns disadvantaged groups in society, but does also have positive effects within families when girls are being educated (Dreze & Amartya, 2002, p. 39). Education, particularly for girls and women, helps to control excessive population growth by promoting the concepts of family planning, collective health and well-being. An educated family makes informed choices with respect to having a child as well as for maintaining their own and their children's health.

Thus, educated parents: Are more empowered and confident, have fewer children, and fewer of their children dies in infancy, have healthier and better educated children, are better equipped to enter the paid labour force, which is particularly important to the survival of female-headed households, enjoy higher levels of economic productivity and experience a longer and healthier life.

The direct impact of education on economic benefits has been noticed in many countries. For example, it is observed that each additional year of schooling for men and women increases wages by between 10 to 20 per cent, and farm output by up to 5 per cent. In contrast, a population with a low level of education has little or no capacity to increase productivity.

Women education

Everybody has the right to education, which has been recognised since the Universal Declaration of Human Rights (UDHR) in 1948. The right to free and compulsory primary education, without discrimination and of good quality, has been reaffirmed in all major international human rights conventions. Poverty has been universally affirmed as a key obstacle to the enjoyment of human rights, and it has a visible gender profile. Denial of the right to education leads to exclusion from the labor market and marginalization into the informal sector or unpaid work. This perpetuates and increases women's poverty. (Tomasevski, 2005).

Educating girls and women is an important step in overcoming poverty, the focus on poverty reduction enables the right to education to be a powerful tool in making a change in the lives of girls and women. Women with more education have fewer children than uneducated women. An extra year of schooling reduces female fertility by as much as 5 to 10 percent. Those children who are born to an educated mother have a much better chance of surviving and being healthy.

The rate of child mortality is twice as high for uneducated mothers as compared to mothers with a basic education. Recently, it has also been noticed that there is significant relation between the level of female education and HIV/AIDS prevalence, for girls and women living in poverty, education is not only the key to a brighter future it is also a key to survival. Educated women also tend to participate more actively in political processes, and decision-making within their families and community. Following from the above arguments, you will certainly agree that education is very important for economic prosperity and a decent quality of life. (UNESCO, EFA Framework for action, 1990).

Quality of life

Quality of life can be understood as objectively or subjectively measurable quantity. Consequently, it is represented either by the quality of environment or by the individual perceptions of quality of life. The quality of life, in particular, is affected by the satisfaction of citizens with transportation, health, safety, culture, environment and housing. At the same time, objective measures like demographic indicators and cultural and social infrastructure proved to be significant factors as well.

The term quality of life is used to evaluate the general well-being of individuals and societies. The term is used in a wide range of contexts, including the fields of international development, healthcare, and politics. Quality of life should not be confused with the concept of standard of living, which is based primarily on income. Instead, standard indicators of the quality of life include not only wealth and employment, but also the built environment, physical and mental health, education, recreation and leisure time, and social belonging. The economic performance and wealth belong to the traditional criteria of social welfare at national, regional and local level. This approach is based on the idea that if the total output of the economy increases the society as such also improves.

These indicators are considered to be objective but, at the same time, this means that they cannot include how people themselves perceive their well-being and quality of life. Empirical studies show that the growth of the economy leads to increase the quality of life only to a certain level. Quality of life is under the focus of people and politicians at all levels. In particular, they are interested in how the QoL of the population is changing over time.

The subjective definition of QoL affective and cognitive is democratic in that it grants to each individual the right to decide whether his or her life is worthwhile. Based on this approach we can substitute the term quality of life with terms like "subjective well-being" and "happiness". Subjective well-being refers to people's evaluations of their lives, evaluations that are both affective and cognitive then; the QoL can be measured in two ways. The first is the "top-down" approach where a comprehensive indicator of QoL is designed, e.g. International Well-being Index and personal well-being index The International Wellbeing Index consists of six measures, namely the satisfaction with economic situation, environment, social conditions, local and national government, employment and security.

In recent years many commentators, including Nobel laureate Amartya Sen, have questioned the equivalence of economic growth with growth in well-being and the quality of people's lives. They point out that wealth creation does not necessarily lead to broader improvements in the quality of life. In numerous cases, nations have similar GDP levels or average income levels, yet differ substantially in levels of national health and education. At the same time, some poorer nations fare better than some richer nations in terms of life expectancy, infant mortality, and other indicators of well-being.

Related studies

Importance of education on development

Education is one of the poverty reduction strategies and thereby enables development among national government. Social opportunities, such as education, health and civil liberties are viewed as crucial factors that contribute to development and expansion of human (Dreze&Amaryta, 2002). The elimination of poverty and progress towards sustainable development will only take place with increased and improved levels of education. Education is the heart of any national development. Countries that have made greatest progress in reducing poverty in recent years are those that have combined effective and equitable investment in education with sound economic policies.

Education enables people to use and extend their capabilities, develop skills, improve their livelihoods and increase their earning potential and it also empower them to participate in decision-making and in the transformation of their lives and society. Education is central to the achievement of greater equality in society, including between men and women. In a more specific way, education of girl child is widely acknowledge as the foundation of national development and plays an important role in ensuring a safer, healthier, more environmentally sound world (Banda, 2003).

Research has shown that, in many contexts, more equitable access to education by women and girls can give positive returns in improved family health, greater productivity and reduced family size. Greater health for women impacts positively on the health of other family members, especially children. The effects of education on society, social, health and economic relations are widely recognized due to studies. Different studies in the last decade have shown that an increase in education enhances the economic growth.

The focus on education for women continued during the 1990s and results of different researches showed that investment in this area gave the highest "output" (compared to earlier development investment focusing primarily on production and industrial growth) both at social-economic, cultural and political levels.

Quality of life

The term quality of life is used to evaluate the general well-being of individuals and societies. The term is used in a wide range of contexts, including the fields of international development, healthcare, and politics. Quality of life should not be confused with the concept of standard of living, which is based primarily on income. Instead, standard indicators of the quality of life include not only wealth and employment, but also the built environment, physical and mental health, education, recreation and leisure time, and social belonging. The economic performance and wealth belong to the traditional criteria of social welfare at national, regional and local level. This approach is based on the idea that if the total output of the economy increases the society as such also improves. These indicators are considered to be objective but, at the same time, this means that they cannot include how people themselves perceive their well-being and quality of life.

On the contrary, there are opinions that the increasing economic performance leads to the destruction of traditional cultural values, social relations and solidarity among people. Empirical studies show that the growth of the economy leads to increase the quality of life only to a certain level. Another key question is what factors have an impact on the QoL of inhabitants. Analysis of these factors allows the public administration management at all government levels to assess the impact of their decisions on the QoL of inhabitants.

It is crucial to look at these factors in relative and not in absolute terms: individual happiness will depend mostly on how each individual perceives its level of income, unemployment and consumption in relation to those of other individuals, as well as in relation to its own condition in the past. In recent years many commentators, including Nobel laureate Amartya Sen, have questioned the equivalence of economic growth with growth in well-being and the quality of people's lives. They point out that wealth creation does not necessarily lead to broader improvements in the quality of life. In numerous cases, nations have similar GDP levels or average income levels, yet differ substantially in levels of national health and education. At the same time, some poorer nations fare better than some richer nations in terms of life expectancy, infant mortality, and other indicators of well-being. (http://en.wikipedia.org/wiki/Quality_of_life).

Qol Methodology

The Qol is a composite of the following six sub-indexes. *Health, Education Wealth, Democracy* : on Individual rights and liberties (15%), **Peace**: Security from crime, repression and armed conflict (15%), *Environment*: Quality and preservation of the environment (10%) Environmental Performance Index.

In view of previous literature, it is clear that the linkage between women education and quality of life is widely considered and it shows the interdependence of these two variables cannot be negligible during the whole development process of any country.

CHAPTER THREE

METHODOLOGY

Research design

The study used descriptive research design. This design was used to quantitatively describe how education impacts on quality of life. The design was based on the results from questionnaires and interviews from respondents. This design was also used to qualitatively describe the degree to which education and quality of life are correlated.

Research Population

The study population comprised 9284 people, this population includes male and female resident of Kicukiro District and local authorities. The simple size was 387 people.

Table 2
Sample size

Category of respondents	Population	Size
Educated respondents	3095	129
Non educated respondents	4145	173
Local authorities	2044	85
Total	9284	387

Source: researcher generated table

Sample size

In view of the target population the Slovene's formula was used to determine the minimum sample size.

Sloven's formula:

$$n = \frac{N}{1 + N \alpha^2}$$

Where,

n = number of sample

N = total population = level of significance 0.05 $n = 1 + 9284 (0.05 * 0.05) = 387$

Sampling Procedures

The probability and non-probability sampling techniques were used. Simple random sampling was used. Sloven's formula was used to determine the sample size and purposive sampling was employed to pick the key respondents for the interviews.

Research Instruments

Data was collected from both primary and secondary sources. Primary data was collected through the following instruments; questionnaires and interviews, while secondary data was collected from the internet, books and reports from Kicukiro district.

Validity and Reliability of the Research Instruments

To ensure the validity and reliability of the instrument, the research employed the expert judgment method. After constructing the questionnaire, the researcher contacted experts in the study area to go through it to ensure that it measured what it was designed to measure and necessary adjustments were made after consultation and this ensured that the instrument was clear, relevant, specific and logically arranged. Secondly, a pre-test was conducted in order to test and improve on the reliability of the questionnaire. Secondly, a content validity index (CVI) of 0.91 was obtained using the formula:

$$\text{CVI} = \frac{\text{The number of relevant questions}}{\text{The total number of questions}}$$

The CVI which was greater than 0.70 thereby declaring the instrument valid. Reliability of the instrument was tested using the Cronach's coefficient and the results obtained = 0.91 (SPSS results) which was greater than 0.70 indicating that the instrument was highly reliable.

$$V = RQ/TQ = 11/12 = 0,91$$

Whereby, V=Validity

TQ=relevant question

TQ=Total of question

Data Gathering Procedures

Before the administration of the questionnaires

1. An introduction letter was obtained from the College of Higher Degree and Research for the researcher to solicit approval to conduct the study from the concerned parties.
2. When approved, the researcher secured a list of the qualified respondents from the selected business people, Rwanda revenue Authority and select through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained about the study and were requested to sign the Informed Consent Form.
4. Reproduce more than enough questionnaires for distribution.

5. Select research assistants who would assist in the data collection; brief and orient them in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants have emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all are answered.

After the administration of the questionnaires

The data gathered were collected, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data Analysis

A. for the importance of women education

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Fair
1.00-1.75	Strongly Disagree	Poor

B. for the quality of life

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Fair
1.00-1.75	Strongly Disagree	Poor

A multiple correlation coefficient to test the hypothesis on correlation (H_0) at 0.05 level of significance using a Pearson correlation coefficient; was computed to determine the influence of the independent variables on the dependent variable. When the level of significance (Sig. value) is above 0.05 the hypothesis is accepted, when it is less to 0.05, the hypothesis is rejected.

Ethical Considerations

To ensure that ethics is practiced in this study as well as utmost confidentially for the respondents and the data provided by them, the following were done: (1) coding of all questionnaires; (2) the respondents were requested to sign the informed consent; (3) authors mentioned in this study were acknowledged within the text; (4) findings were presented in a generalized manner.

Limitation of the study

In the course of carrying out this study, several constraints were encountered. They included among others the following: Language barrier; some of respondents could not properly articulate their concepts and needs somehow translation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

This chapter offers a presentation of the information gathered from the field. The description of results in tables below is used to answer the objectives of the study.

Profile of respondents

Respondents in this study were described in terms of age category, educational background, gender, income and expenses. Their responses were summarized using frequencies and percentage distributions as indicated in table 3 below.

Table 3:
Profile of respondents

Profile of respondents	Categories	Frequency	Percentage
Age category	20-30	35	10.9
	31-40	108	27.3
	41-50	150	38.0
	51-60	72	18.2
	61- above	22	5.6
	Total	387	100.0
Gender	Female	208	54.7
	Male	179	45.3
	Total	387	100.0
Marital status	Married	138	34.9
	Single	124	31.4
	Widow	113	28.6
	Divorced	12	5.1
	Total	387	100.0
Educational levels	PhD	1	3
	Masters	4	1.0
	Bachelor	140	38.0
	Secondary	45	23.0
	Primary	40	20
	Not educated	157	15
	Total	387	100.0

Source: Primary data. May, 2012

As indicated in table 3, 35% of respondents were between 20-30; this age group is composed mostly by young people in schools. The majority of respondents had 38.% and were between 41-50 age group.27.3% of respondents are between 31-40, these two categories of age were mostly emphasized on because it is the maturity age and it is during this age where people works hard, after completion of a maximum level of studies and attained a certain standard of

living. Only 5% were above 61 years. This table also shows that the large number of our respondents were female as mostly concerned with this study, their constitute 54.7% of respondents and male people were 179 respondents which constitute 45.3%. This means that all sex participate the improvement quality of life of households.

The number of Married respondents were 34.9% this number higher than that of single which is 31.4%, widows with 28% and divorced with 5%,this is due to the facts that married people faces more problems than other categories of persons because, schooling, feeding and care of households depends on the decision and psychology of two persons where these two should agreed on one idea before taking any action, while the family of single parent it is easy to decide and put into action whatever she or he wants to be done on their households. This helped us to evaluate the role of both gender in the management of needs of the household's members.

The level of education was mostly considered because this research is aimed to show the linkage between the level of education and the quality of life. With this regard this table shows that the number of bachelors' holder is 140 people which constitute 38% of respondent. this number is high compared to other high levels of education like Doctorate and Masters, this was done so to compare the quality of life of highly instructed people with that of least educated and that of not educated whose number is 157 or 15% of respondents.

Table 4

The importance of women education

Category	Mean	Interpretation	Rank
Importance of women education			
Contribute to social development and welfare	3.79	Very high	1
Medical care	3.56	Very high	2
Nice job opportunity	3.51	High	3
Average	3.62	High	

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Fair
1.00-1.75	Strongly Disagree	Poor

The results table 4 above, indicates that women education contribute to social development With a mean range of 3.79, the results also shows that women education facilitate medical care at the mean of 3.56 and it indicates that women education give opportunity to nice job with the mean of 3.51. These shows that the aspects under this determinant were rated highly between the men ranges of (3.26-4.00).The results shows that the high rated aspect is that there is much contribution of women education to the social development and welfare and it was rated at the mean of 3.79 and the lowest is nice job opportunity with a mean of 3.51. After the analysis of these data following the interpretation, it was shown that the importance of women education in Kicukiro District was rated very high on the average mean of 3.62.

Table 5

The extent of quality of life in Kicukiro District

Category	Mean	Interpretation	Rank
Factors of quality of life measurement			
Education	3.60	Very high	1
Health	3.44	Very High	2
Economy	3.41	High	3
Average	3.48	Very high	

The results in above table 5, indicates that the extent of education or literacy, and health was rated among important social factors that affects the quality of life and these were ranked between the mean range of 3.44 and 3.60, this table indicates that economic factors were mentioned among which influence much quality of life and it was ranked at the mean of 3.41. The above result demonstrate that education is the factor that plays great role on quality of life and it is the highly rated with a mean range of 3.60, and the economic aspect as one factor to measure one's quality of life was the less ranked factor with a mean range of 3.41.

After the analysis of these data, following the interpretations it shows that the above factors of quality of life measurement was highly rated with a mean range of 3.48. The quality of life as interplays of economic, social, environmental factors depend much on the above mentioned factors which is different from the measurement of the standard of living which only based on economic factors while measuring the general well being of people. The results of this study revealed that in Kicukiro District the quality of life is not satisfactory because this term is used to evaluate the general well being of individuals and society. And

there still so many different challenges that hinders women's access to education and these has great impact on health and economic aspects therefore the quality of life in Kicukiro District remain dissatisfactory .

Table 6

Significant correlation between women education and quality of life in kicukiro District

Categories correlated	R-value	Sig	Interpretation	Decision on Ho
Women education Vs Quality of Life	.013	.796	Significant correlation	Accepted

The fourth specific objective in this study which was to assess the significant relationship between the women education and the quality of life in Kicukiro Distric ,Rwanda.

The result from the table 6 indicates that ($r=.796$) there is a significant relationship women education and quality of life was acceptable. This because the Sig.Value was greater than 0.05 which is the level of significance considered in social science. Therefore our hypothesis was accepted.

From the above results, the independent and the dependent variable (women education quality of life are correlated each other, means that the Quality of life to be good and improved women education plays an important role that why there is a say that when you educate a woman you educate the nation.

CHAPTER FIVE

SUMMARY OF THE MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

Over review

In this chapter, the conclusions from the study and the recommendations made are presented and suggest further areas of research. The purpose of this study was to determine the correlation between women education and quality of life the study had four objectives, which included: i) to determine the profile of respondents in terms of age, gender, education, occupation.

Summary of findings on the profile of respondents

The results of this study show that all age groups were considered and the majority of respondents were between 31-50 age groups. This report also shows that the large number of our respondents were female as mostly concerned with this study, their constitute 54.7% of respondents and male respondents were 45.3%. This means that all sex are concerned by the issue quality of life. The results show that the number of bachelors' holder was 38% of respondent which is the highest level of the majority of educated respondents of this research. This number is high compared to other high levels of education like Doctorate and Masters. The second objective was to identify the importance of women education on quality of life.

Summary of findings on the importance of women education

It was revealed from the findings of this study that education is the one of important tools which contribute much to improve quality of life and it also shows that quality of life as the product of the interplay among social, health, economic and environmental conditions which affect human and social

development, can be achieved through human capacity empowerment by facilitating access to education health care and, employment opportunities to all. The findings of this study discovered that the education sector is one of the priorities of Rwanda EDPRS (Economic development and poverty reduction strategies) by ensuring access to education for all this has contributed to achieve economic growth by making it relevant for social and economic progress and it has also helped women to be entrepreneurial inspired thereby all means educated women takes risks to create their own business without depending to someone else even if it is a husband. The third iii) objective of this study was to assess the challenges of women education in Kicukiro District.

Summary of findings on the extent of quality of life in Kicukiro District

The results of this study indicates that The quality of life as interplays of economic, social, environmental factors depend much on the mentioned factors which is different from the measurement of the standard of living which only based on economic factors. The results of this study revealed that in Kicukiro District the quality of life is not satisfactory because, as this term is used to evaluate the general well being of individuals and society there still so many different challenges that hinders women's access to achieve in education and these has great impact on health and economic aspects therefore, the quality of life in Kicukiro District remain dissatisfactory. More years of schooling have been associated with many positive outcomes, including later ages of marriage, lower fertility, and healthier, better education of children and economic development.

The last and fourth objective of this study was to identify the significant relationship between women education and quality of life.

Summary of findings on the relationship between women education and quality of life

The results of this study shows that there is a significant relationship between women education and quality of life in Kicukiro District. The result from the table 7 indicates that ($r=.796$) there is a significant relationship women education and quality of life. This because the Sig Value was greater than 0.05 which is the level of significance considered in social science. Therefore our hypothesis was accepted.

From the above results, the independent and the dependent variable (women education quality of life are correlated each other, means that the Quality of life to be good and improved women education plays an important role that why there is a say that when you educate a woman you educate the nation and More years of schooling have been associated with many positive outcomes, including later ages of marriage, lower fertility, and healthier, better education of children and economic development

Conclusions

The purpose of this study was to identify the significant relationship between women education and quality of life in Kicukiro District, Rwanda. As it is evident from the preceding discussion, the impact of women education in social economic development is a complex. In fact with women education policies various changes have been made since the adoption of women empowerment through education after 1994 genocide where many families seemed to be ruined but by this new Government's policies brought new hopes for survived families headed by female, through education, mothers have become bread winners and at the moment their families are hopeful for the future.

Not only gives jobs opportunity and skills to care about daily lives, education also gives power to women in decision making in the society. particularly in Kicukiro District we have women vice mayors, executive secretaries of sectors and other authorities and this due to the level of education that they have achieved. In Rwanda women are now respected and they can be elected in high position of leadership whereby now we have ministers, senators, and parliamentarians. In fact families can now easily afford health insurance when one of parents works children are immediately ensured.

community have been strengthened by money savings techniques and women can easily start their own business according to possessed capitals and through these micro develop project and bank loans from micro finances people have moved from hunger and their living conditions are improved and their standard of their quality of life is appreciated. Therefore the following are recommended

Recommendations

Despite of efforts and mechanism made by Rwandan government to facilitate equal access to basic and tertiary education, the main challenge is no longer a problem of females' enrollment in school but there is a high rates of female's school dropout hence, the number of girl's completion of cycle of education is very low compared to that of boys at all levels of studies. Therefore the attention should be paid on completion of cycle by female students.

The Rwandan government should reinforce and maintain cooperation with partners in education among which NGOs and private universities and high academic institutions by encourage them to increase their support on finding female students from poor families, and orphans to enable them to pursue and complete their studies because most of school dropout are due to lack of tuition fees.

The ministry of education should provide right to the choice of options or faculty of study because this constraints female students find themselves studying un preferred faculty due to the fact that faculty are given according to the obtained marks and most of female student does not gets wanted results to let them pursue their studies in faculty of their choice therefore this will let women to be in different field of work and it will make them to earn as much as they brothers. The ministry of education should adopt a serious follow-up on girl's education to ensure that they stay and complete their studies. By all means a started cycle should be achieved.

To the Ministry of gender there should be formulation and publication of policies related to women's rights in Rwandan society especially the right to education at all levels, right to the choice of study faculty at university.

To the local community, this should understand all components of the quality of life in order to know what to improve , to know the needed change so that their can enjoy the general well being of individuals and the society. Citizens have to utilize the gained knowledge and skills from their studies to innovate and create new jobs to overcome poverty because the high rate of unemployment is also a problem which perpetuate people's poverty. The main reason for this is the fact that poverty results from violations of human rights, including the right to education, which disproportionately affect girls and women

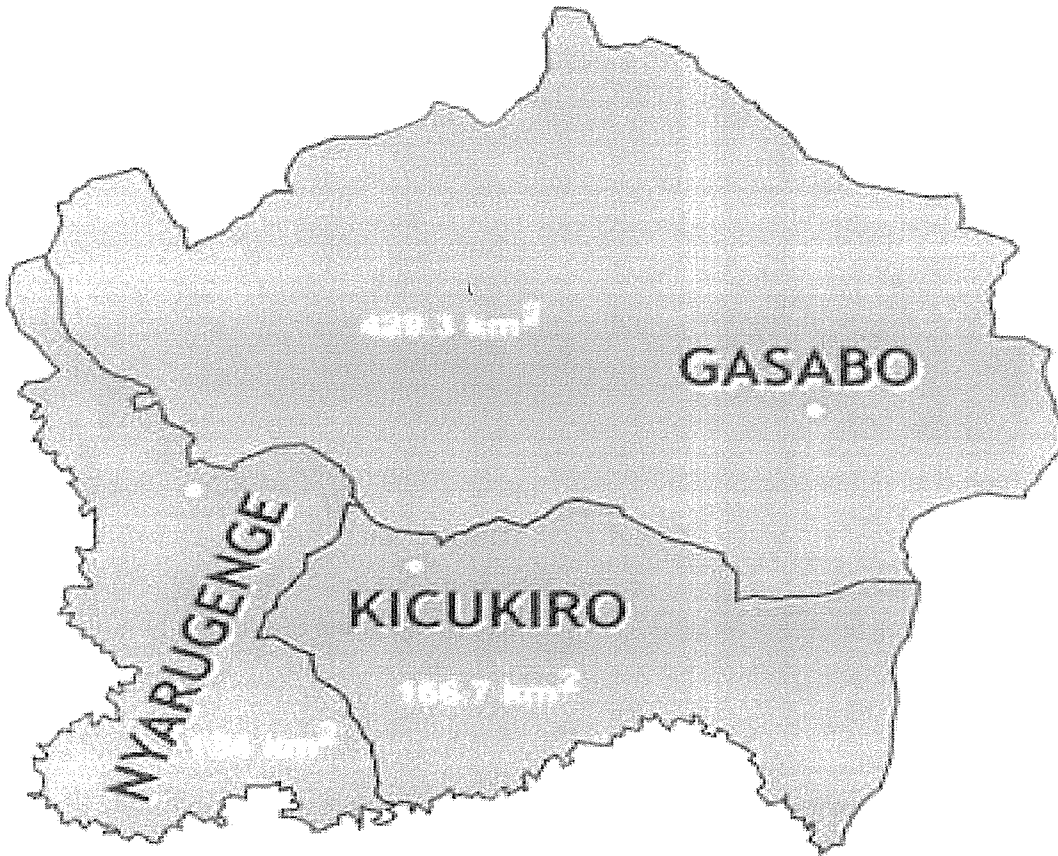
Areas for further research

On the basis of the findings of this study, the researcher recommended the following for the future research.

The study can be replicated to a larger sample to see if similar results can be obtained.

The contribution of nine years free basic education on female education in Rwanda.

THE MAP OF KIGALI CITY



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APPEND IX I

TRANSMITTAL LETTER



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Tel: +256- 41- 266813 / +256- 41-267634
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

**OFFICE OF THE HEAD OF DEPARTMENT, ECONOMICS AND
MANAGEMENT SCIENCES
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 13th April, 2015

**RE: REQUEST MUSAFIRI JEAN DE DIEU MDS/33334/111/DF TO
CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing Masters of Arts in Development Studies.

He is currently conducting a research entitled "Women Education and Quality of Life in Rwanda."

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Mr. Malinga Ramadhan
Head of Department,
Economics and Management Sciences, (CHDR)

NOTED BY:
Dr. Sofia Sol T. Gaite
Principal-CHDR



APPENDIX II
APOINTMENT LETTER

REPUBLIC OF RWANDA

Kicukiro, date 02/04/2012

Ref N° *MLL* /07 0103.10/12



KIGALI CITY
KICUKIRO DISTRICT

✓ Mr MUSAFIRI Jean De Dieu
C/O KIU University
Tel: 0788358316
RWANDA

Subject: Authorization for research

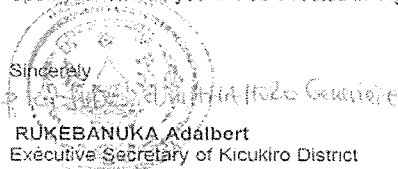
Dear,

With reference to your letter dated May 4th 2012 and attached the Certification from Director.CHDR of KIU University for your research in Kicukiro District.

I am happy to inform you that you have been granted the authorization for research in Kicukiro District.

Upon your arrival, you will be directed in Agriculture Department for research.

Sincerely,


RUKEBANUKA Adalbert
Executive Secretary of Kicukiro District

C.C

- Education Departement
- Human Resource Management
- Kicukiro

APPENDIX IV

CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data: Name _____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following: ___ Physical Safety of
Human Subjects

___ Psychological Safety

___ Emotional Security

___ Privacy

___ Written Request for Author of Standardized Instrument

___ Coding of Questionnaires/Anonymity/Confidentiality

___ Permission to Conduct the Study

___ Informed Consent

___ Citations/Authors Recognized

Results of Ethical Review

___ Approved

___ Conditional (to provide the Ethics Committee with corrections)

___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX V
INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. MUSAFIRI Jean de Dieu that will focus on emotional intelligence and leadership styles. I shall be assured of privacy, anonymity and confidentiality that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

APPENDIX IV
QUESTIONNAIRES

Dear Respondent,

This questionnaire is designed to seek information from you on the women or female education and the quality of life in Rwanda. It is carried as a partial fulfillment of the requirements for the award of a Masters of development studies in Kampala International University. Your contribution, opinions and experience will be highly appreciated.

Thank you very much for your assistance.

QUESTIONNAIRE OF THE RESARCH

Section A.

Profile of Respondents

Demographic characteristics of the respondents in terms of:

1. Gender:

Female ()

Male ()

2. Age:

20 – 30 ()

31 – 40 ()

41 – 50()

51 – 60()

60 and above ()

3. Marital Status of the respondent

Married

Single

Widow

Divorced

4. Educational back ground

Which level of education have you completed?

Doctorate level ()

Masters Degree ()

Bachelors degree ()

Secondary school ()

Primary ()

Not educated ()

Dropout ()

Dropped out respondents only

a) At which level have you dropped out and why?

.....

5. How many children do you have?

1-3 ()

4-6 ()

6 and above ()

6. What is your occupation?

Public services ()

Private ()

Farmer ()

Business ()

Unemployed ()

7. Do you easily access to medical care?

Yes None

a) If no why ?

.....
.....

8. Where do you stay?

a) In an own house ()

b) Renting house ()

9. Can you access easily to bank loan?

a) Yes () Non ()

If not why?

.....
.....

10. your income helps you to satisfy your needs ?

SECTION B. Direction:

Please respond to the questions flowing with your choice. Kindly use the written guide as;

SA : you agree with 1

A : you agree with 2

SD : you disagree 3

D : you disagree with 4

Responses' code: SA=1; A=2; SD=3 ; D=4

11. What is the importance of education on quality of life?

Importance of education	Strongly	agree	disagree	Strongly-disagree
	Agree			
	SA	A	SD	D
Nice job opportunity				
Medical care				
Contribute to social development and welfare				

12. What is the extent of quality of life in Kicukiro District ?

Factors of Quality of life	Strongly agree	agree	Disagree	Strongly disagree
	SA	A	SD	D
Education				
Health				
Economy				

Interview addressed to authorities and other respondents

Dear respondent,

I am pleased to inform you that you have been randomly selected to take part in academic research that I am carrying out on "women education and quality of life". I therefore kindly request you to give appropriate answers to the interview questions posed to you. I guarantee that the answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

Questions

1. What do you think is the reason of high rates of women's illiteracy?
2. What is the cause of female dropout?
3. Why women represent a huge number of poor people in Kicukiro District?

I thank you very much in advance for your cooperation.

RESEARCHER'S CURRICULUM VITAE

1. <u>Personal details</u>			
Family Name: Musafiri		Nationality :Rwanda	
First Name: jean de Dieu		District of Residence: Kicukiro	
Place and Date of birth:1984		Province: Kigali	
Father's Name: Gahungu jonas		E-mail address: jmusafiri@live.co.uk	
Mother's Name: Nyiraneza saada		Telephone (Mobile):+250788356316	
3. <u>Higher Education</u>			
Name and address of University: Université Libre de Kigali (ULK), Kigali, Rwanda	Attended From	Attended To	MAIN COURSE OF STUDY: SOCIOLOGY
	2006	2010	
	DEGREE OBTAINED: Bachelor's Degree		
Name and address of University: Kampala International University (KIU), Kampala, Uganda	Attended From	Attended To	MAIN COURSE OF STUDY: MASTER OF ARTS IN DEVELOPMENT STUDIES
	20011	2012	
	DEGREE BEING PURSUED Master Degree		
4. <u>Secondary Education</u>			

Advanced Level				
School	From	To	Certificate or diploma obtained	Main courses of study
Groupe Scolaire OFFICIEL DE BUTARE. Rwanda	2003	2005	Professional Certificate of Secondary Education Level A2	Literature
Ordinary Level				
School Name	From	To	Main course of study	
Groupe scolaire de Gahini	1999	2002	General	
Primary School				
Camp kigali Primary school, Rwanda	1991	1998		

6. Languages

Kinyarwanda (Mother Tongue)

French (Good)

English (Good)

7 Hobbies and Interests

Watching news

Singing and praying

Reading books

Working in Group

