

## **Leadership Factors Influencing Girl Child Empowerment: A Case of Cara Projects in Kajiado West Sub County**

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### **Abstract**

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The study focuses on girl child empowerment in Cara projects in Kajiado County. The research examined how culture, organisational resources, organisational structures, and leadership styles influence the empowerment of the girl child in Cara Projects, Kajiado County. The study used a correlational research design and targeted concerned mentors and 45 girls as respondents. Data were collected using questionnaires, tabulated using frequency and percentages and presented through tables and charts according to the research questions. The study established that organisation resources, organisational culture, organisational structure, and leadership style represent 53.3% of factors influencing girl child empowerment at the Cara project. The study established that all four variables were significant to girl child empowerment. Organisational resources and leadership styles were positively and statistically significant to girl child empowerment at the Cara project. At the same time, organisational culture and structure were positive but not statistically significant to girl child empowerment.

**Keywords:** Leadership, Girl Child Empowerment, Organizational Culture, Organizational Resources, Organizational Structure, Cara Projects

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### **Introduction**

Women's empowerment and inclusion in leadership circles have been a global agenda recently. As a result, women have gradually climbed the leadership ladder in government and the corporate world. The few women leaders who have broken the glass ceiling have proved that women can lead if empowered and given an opportunity. Clinton (2017), in her speeches, motivated girls that they deserve every chance and opportunity to pursue their dreams and



play a role in politics and public life. Ellen Johnson of Liberia, Africa's First woman president, in her biography stated, "You've got to stay the course and suffer the consequences, the indignities, and the difficulties." Ellen was married to a man who later turned abusive, prompting her to file a divorce. Despite her life challenges, she rose to power through her determination and resilience, breaking several records. She was the first woman Finance minister in Liberia. At some point in her life, she was forced to flee from her country for safety. She returned to Africa later as a vice president of Citicorp's Africa Office in Nairobi, Kenya. She was the first woman to run the UN'S Development Program for Africa. On January 16, 2006, Ellen Johnson Sirleaf was sworn in as the 24<sup>th</sup> President of Liberia. In 2010, Newsweek magazine listed Jonson Sirleaf as one of the "Ten Best Leaders in the World," while *The Economist* called her "the best president the country has ever had." In January 2018, Weah was sworn in as President of Liberia –the country's first peaceful, democratic transition of power in 73 years.

The Kenyan government recognises that women's economic empowerment is critical to achieving gender equality and sustainable development, which encompasses productive employment and decent work for all, ending poverty and reducing inequalities. To this end, the government has implemented various programs, including gender mainstreaming, affirmative action, and gender-responsive budgeting. It has also set aside special catalytic funds dedicated to women, persons with disabilities, and the youth for development programmes. These include The Women Enterprise Fund, which provides micro-finance credit and other financial support for women, the Youth Enterprise Development Fund, which provides credit for young men and women to enable them to establish businesses; and the Uwezo Fund, which gives seed money as startup capital to special interest groups. On inclusive leadership, the Kenya constitution prominently features the gender agenda. Article 27 (8) of the constitution states that the State "shall take legislative and other measures to implement the principle that not more than two-thirds of the members of elective or appointive bodies shall be of the same gender." Although this reality has been elusive, it is hoped that implementing this clause will address gender concerns in leadership spaces. Also, the constitution reserves 47 seats for women in the National Assembly and 16 seats for women in the Senate courtesy of Article 98. After the 2013 General Elections, women's



representation in parliament increased from 22 women in the 11<sup>th</sup> parliament to 86 in the 12<sup>th</sup> parliament, while 96 women were elected as members of the country's assembly.

## **Overview of Cara Projects**

Cara Projects (CARA) is an Irish-founded, internationally registered Non-Governmental Organization (NGO) that works in Kenya with a targeted focus on Child Protection through the operation of the Cara Girls Rescue Center (CGRC) and the promotion of Healthcare, Education, Gender Equality, Economic Empowerment, and Sustainable Development. As a non-denominational and non-political organisation, CARA is a registered charity in both Ireland (CHY18652, CR 20071981) in Kenya. Since its foundation in 2008, CARA has worked to reduce poverty, promote gender equality, and ensure sustainable development for many mothers and children in Nairobi, Kenya.

## **Statement of the Problem**

When girls are empowered, it makes them active members of society. It enables them to participate in decision-making and leadership positions, access and properly utilise resources, build decent career lives, and control their own time, lives, and bodies. The Commission on Women and Development defines empowerment as focusing on four core concepts of empowerment: assets, knowledge, will, and capacity. Ideally, empowered girls would have furthered their education to university levels and gotten high-profile and stable jobs. However, this is not evident in the girls enrolled for the Cara project, as most of them have been involved in early marriages, dropped out of school due to early pregnancies, and have low self-esteem among the girls. This situation reinforces the false narrative that considers a girl child as a burden to society (Behura & Mohanty, 2009). For this reason, this research identifies the root problems and develops practical solutions. Hence the study seeks to determine leadership factors influencing girl child empowerment in Kajiado County: A Case of Cara Projects in Kenya.

## **General Objectives**

The overall objectives of this study are to investigate the leadership factors affecting the empowerment of the girl child in Kajiado County.



### ***Specific Objectives***

1. To investigate whether culture influences the empowerment of the girl child in Cara Projects, Kajiado County.
2. To establish whether organisational resources influence the empowerment of the girl child in Cara Projects Kajiado County.
3. To determine whether organisational structure influences the empowerment of the girl child in Cara Projects, Kajiado County.
4. To find out whether leadership styles influence the empowerment of the girl child in Cara Projects, Kajiado County.

### ***Research Questions***

1. How does culture influence the empowerment of the girl child in Cara Projects, Kajiado County?
2. How do organisational resources influence the empowerment of the girl child in Cara Projects Kajiado County?
3. How does organisational structure influence the empowerment of the girl child in Cara Projects, Kajiado County?
4. How do leadership styles influence the empowerment of the girl child in Cara Projects, Kajiado County?

## **Review of Relevant Literature**

The study reviewed the literature on the variables related to this study. The study examined four variables: organisational culture, organisational resources, organisational structure, and girl-child empowerment.

### **Organisational Culture on Girl Child Empowerment**

A good organisational culture supports empowerment efforts for those connected with the organisation, either internal or external members. Gender equality and empowerment of women is not a distant dream but are very close to reality through the initiatives taken up by the corporate world, civil society, governmental measures, and women themselves (Summit on the Millennium Development Goals et al., 2011, p. 208). Organisational cultures perceived as being more inclusive have greater perceptions of empowering each of their members irrespective of gender.



Culture is related to traditions and beliefs, ways of doing things in a community that has been embraced and practised for a long time. A tradition is a practice that many people have done for years from generation to generation. Many customs are people's way of life, and they keep handing them over to each generation. Tradition is viewed here as relating to a mode of thought or behaviour of people from generation to generation, leading to a custom (Atanga, 2010). Cultural values are the main principles upon which the entire community's morals and ethics are based. It comprises several parts: customs, which are traditions and rituals; values, which are beliefs; and culture, which is all a group's guiding values (Newman et al., 2015). Personal values are beliefs about right and wrong that may or may not be considered moral. Furthermore, cultural practice generally refers to how an organisation or community conducts its day-to-day activities according to the organisation's acceptable norms. Cultural practices that might conflict with our cultural values are still considered valid because they reflect the values of that culture (Newman et al., 2015).

In an organisation, standards & policies are expected to guide the operations of any organisation, especially in formal settings, and they are used to bring order to how things are done. Anyone who violates them is bound to face disciplinary action ranging from minor to severe punishment. The selection and application of appropriate policies, standards, and procedures for the organisation help the enterprise meet its business objective or mission charter (Landoll & Safari, 2017).

### **Organisational Resources**

Organisational resources are the most critical reason some organisations are more successful than others (Harrison & St. John, 2015). It represents all resources available to the organisation and necessary for its operation while delivering services and goods. In an organisation, resources include human resources, all the personnel with valuable skills and knowledge to perform tasks charged to them about their qualifications and capacities. Human resource is the most critical resource; without a good team, the organisation cannot operate optimally. Then other resources in an organisation include finances, knowledge and skills, technological resources, equipment and tools, administrative facilities, and processes used in production and management. Financial support becomes critical for the success of any other organisation to be able to achieve its objectives. Financial resources refer to the cash an organisation provides to purchase tangible and intangible resources (Burton & Brundrett,



2009). The financial resource is the foundation that supports the organisation's operations in terms of acquisitions of services and human resources for the provision of skills and knowledge and the purchase of goods needed to deliver the organisation's mandate.

Knowledge & skills refer to familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions, or skills acquired through experience or education by perceiving, discovering, or learning. Knowledge and skills that an individual needs to apply to their job should help to identify any gaps in the knowledge and skills of the individual (Zoe, 2017). Knowledge also refers to a theoretical or practical understanding of a subject. It can be implicit as with practical skill or expertise or explicit as with the theoretical understanding of a subject it can be formal or systematic. An organisation with human resources with the proper knowledge and skills has a better chance of having a competitive edge.

Managing human resources in an organisation is also vital for maximising employees' performance toward achieving the organisation's strategic goals (Stone, 2007). Human resources are also the function in an organisation that deals with the people and issues related to people, such as compensation and benefits, recruiting and hiring employees, onboarding employees, performance management, training, and organisation development and culture.

Facilities are also a major component of an organisation. Facilities include the housing and equipment used to produce products and services (Tompkins et al., 2010). The organisation's success is based on the availability of the appropriate facilities for the organisation's activities.

### **Organisational Structure on Girl Child Empowerment**

An organisational structure guides how task allocation, coordination, and supervision are directed toward achieving organisational goals and objectives. The program identifies the risk factors associated with female adolescent problem behaviours, such as failure to complete school, teen pregnancy and parenting, low self-esteem, and prior victimisation, to help prevent girls from entering the juvenile justice system (Petruchius, 2014). The structure affects organisational action and provides the foundation for standard operating procedures and routines.



Roles in an organisational structure provide the positions team members assume or the parts they play in operation or process of the organisation (Weick et al., 2013). They are assigned based on their capabilities in terms of their qualifications, experience, knowledge, and skills. When an organisation is small, one individual is given more roles, while if the organisation is big, there is one role per individual. Responsibilities entail the obligation to carry out an assigned task to successful completion. Responsibility as a character trait discusses how to show responsibility in an organisation, society, or community, which is supposed to be achieved (Salzmann, 2008). With responsibility comes authority to direct and take the necessary action to ensure success in a task. It could be an obligation for the proper custody, care, and safekeeping of property or funds entrusted to the possession or supervision of an individual.

Also, in an organisation, a communication channel is a process that transfers a message from one person to another. In business, a communication channel is a connection between the transmitter and the receiver established through a well-coordinated process (Taub et al., 2013). The communication channels are the way information flows in the organisation within and with other organisations. In addition, power and distribution of authority in the organisation structure establish power relationships (Bess & Dee, 2012). Power is the ability to exert influence on other people. It can be present in various organisational levels that could be power vested at the lower, middle, or top-level management, influencing how power is applied in the organisations.

### **Leadership Styles and Empowerment**

The organisation's leadership style plays a critical role in the empowerment of those associated with them, be it the external or the internal members. Leadership styles help girls to capitalise on their education, express their opinions and ideas, to act on issues of personal importance, to make healthy decisions, and to work toward future dreams and goals (UN Children's Fund, 2002). In an organisation, the leadership is responsible for making decisions. Leadership can decide who to empower and who not to empower based on the leadership styles adopted. There are different types of leadership styles.

First is democratic leadership, also known as participative leadership or shared leadership. It is a leadership style in which group members participate more in decision-making. Democratic leaders are more likely to consider the team as a whole and



value each individual's skills (Foyle & Hostad, 2018). This type of leadership can apply to any organisation, from private businesses to schools to government. Second is autocratic leadership which is vital in many workplace environments. This style is necessary for organisations and companies that demand error-free work performance outcomes. The autocratic leader may often be benign and highly efficient (Daft & Lane, 2018). While autocratic leadership is one of the least popular management styles, it is also among the most common, in which some leaders practice it without realising they are autocratic.

Third is transformational leadership which helps leaders to prepare themselves and their followers for a better and brighter future for the organisation (Lang, 2011). The leader works with teams to identify needed change, creates a vision to guide the change through inspiration, and executes the change with committed group members; it is an integral part of the full. Fourth is the charismatic leadership style that encourages behaviours in others through eloquent communication, persuasion, and force of personality. Followers of charismatic leaders will express effects that go well beyond what might be expected from typical contractual or exchange relationships between most supervisors and subordinates (Dayan & Chan, 2014). Charismatic leaders motivate followers to get things done or improve how certain things are done.

### **Girl Child Empowerment**

It is well-documented that girls have different and more health-related challenges than boys. An example of this and one of interest is their access to sexual and reproductive health care, safety, and well-being. In many communities worldwide, girls are less likely than boys to receive adequate information and services during adolescence. This holds girls back in many ways, including their ability to attend and stay in school. Leadership efficacy is an internal belief in the likelihood of success when they engage in leadership. Leadership efficacy beliefs independently predict the motivation to lead and mediate the relationship between personality and motivation to lead, and this goes a long way to making the empowerment of a girl child a successful one (Magyar, 2003). Leadership efficacy is a specific form of efficacy associated with the level of confidence in the knowledge, skills, and abilities associated with leading others.

Another significant component in girl child empowerment is self-esteem, shaped by an individual's thoughts, relationships, and experiences. One of the major advantages of





having high self-esteem is being yourself without minding whoever doesn't like it (Jackson, 2018). Self-esteem is the overall opinion of oneself and feelings about your abilities and limitations. When individuals have healthy self-esteem, they will feel good about themselves and see that they deserve respect from those they interact with.

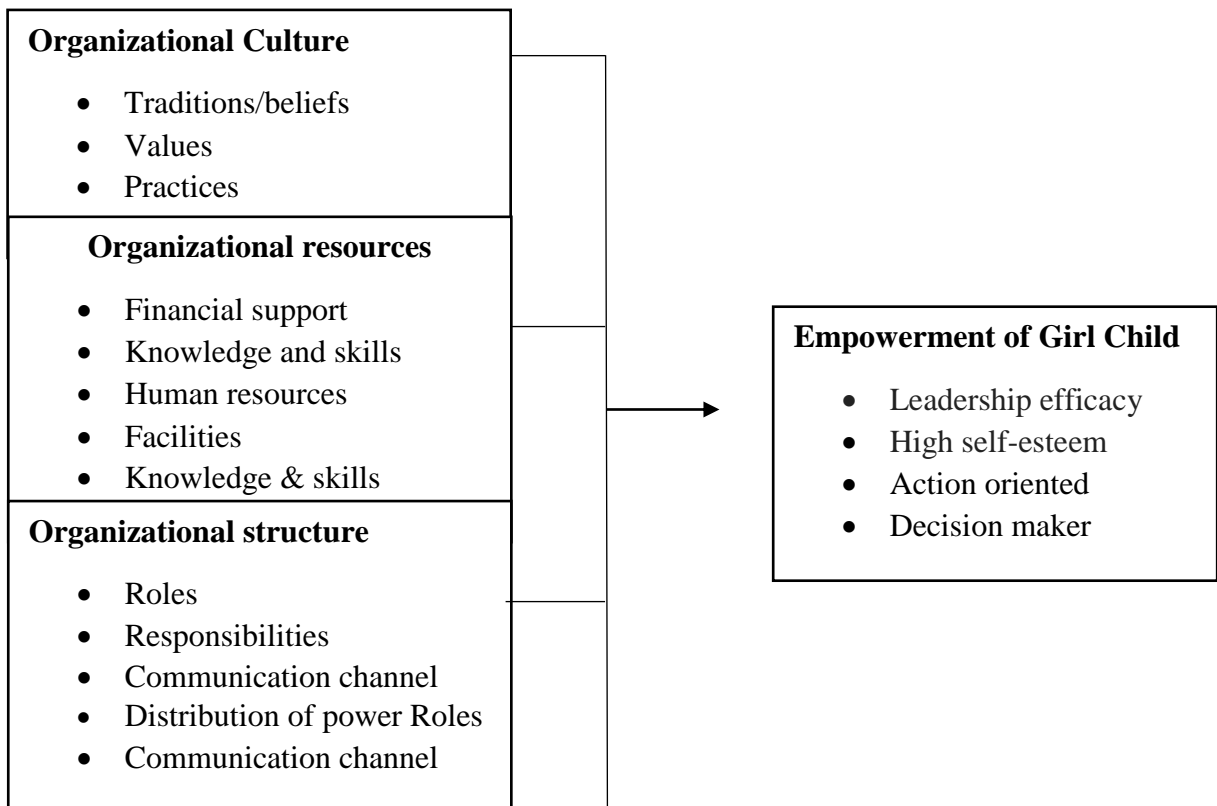
In an organisation, staff needed to become more creative, action-oriented, and efficient in terms of service delivery. A comprehensive, transparent, and coherent frame of reference for language learning, teaching, and assessment must relate to a general view of language use and learning (Consejo de Europa & Consejo de la Cooperación Cultural, 2011). The staff should also be able to make decisions. Decision-making is deciding something or the need to decide something and understanding what the decision-maker needs in the presentation to make a decision (Parnell et al., 2011). When someone decides, they choose what should be done or the best possible actions to suit a particular instance. The moment of decision varies based on the need and the appropriateness.

### Conceptual Framework

A conceptual framework is a bit like a recipe or a blueprint of the study by indicating the relationship between independent and dependent variables.

#### Independent Variables

#### Dependent Variable



### **Leadership styles**

- Democratic
- Autocratic
- Transformational
- Charismatic

*Figure1: Conceptual framework*

## **Methodology**

### **Introduction**

This chapter describes the specific procedures used to identify, select, and analyse data and the methods used to answer the research questions. It is divided into the following subsections: Research design, Target population, sampling procedure, instrumentation, data analysis and reliability, and study validity. Research methodology is the path through which researchers need to conduct their research (Sileyew, 2019). It is the systematic approach or principles guiding a research study or investigation. The study adopted a quantitative methodology involving numerical data and statistical analysis to test hypotheses and draw conclusions.

### **Research Design**

The study adopted quantitative research that uses quantifiable measurements using questionnaires and or by manipulating pre-existing statistical data using computational techniques. The study adopted a correlational research design as it helps to depict the relationship between variables (Mugenda, 2003). Therefore, this study used a research design to determine the strength of the relationship between the variables discussed, whether they are strong or weak.

### **Target Population**

The target populations are all individuals or objects within a certain population, usually with a common, binding characteristic or trait; the target population is the population about which the researcher desires information (Muth, 2014). Mugenda & Mugenda (2003) also described the target population as the whole group of people, events, or objects with common features that the researcher uses in the study. Target population refers to a specific group of



individuals or entities that are the focus of a research study, marketing campaign, or social program. In this case, the target population was 45 respondents, and due to the small number, researchers adopted a census.

<b>Respondents</b>	<b>Counts</b>	<b>Percentages</b>
Girls	41	91
Mentors	4	9
<b>Total</b>	<b>45</b>	<b>100</b>

### **Pre-Testing of Data Collection Instrument**

The researcher identified one individual from each category and conducted a pilot study to determine if the tool produced the expected results. Pre-testing Data Collection Instruments and Procedures Pre-testing or piloting data collection instruments and procedures is vital to building an effective monitoring system (Kusek&Rist, 2009). Pre-testing a data collection instrument refers to testing the instrument (such as a questionnaire or survey) with a small sample of participants before using it in the actual study.

### **Data Collection Instruments**

This research used primary data. The primary data was collected using a questionnaire administered to the respondents by guidance or self-administered. Mugenda & Mugenda (2003) describe a questionnaire as a research instrument consisting of a series of questions and is used to address the study's specific objectives. It consists of both closed and open-ended questions that address the specific objectives to be studied. Data collection instruments are tools or techniques for gathering information or data from individuals or groups.

### **Data Collection Procedure**

According to (O'Malley, Malley, Chamot, & Michael, 2008), data collection is the process of gathering and measuring information on variables of interest systematically that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The data collection procedure is collecting and gathering data from various sources for research, analysis, or other purposes. The researcher administered the questionnaire using the self-administering method, allowing the researcher to reach out to the respondents.



## Data Analysis and Presentation

Data analysis is the process of examining and interpreting data to extract meaningful insights and draw conclusions. It involves systematically organising, summarising, and analysing data using statistical methods, software tools, and other techniques. Several steps are involved in data analysis, including data cleaning and preparation, exploratory data analysis, statistical modelling, and interpretation of results. Data cleaning and preparation involve checking for missing data, outliers, and errors in the data set and preparing the data for analysis. Exploratory data analysis examines the data to identify patterns, trends, and relationships between variables.

Data presentation involves communicating the results of the data analysis clearly and concisely using visual aids such as charts, graphs, and tables. The presentation should be tailored to the audience and highlight the essential findings and implications of the analysis. Responses were analysed by assigning numerical values to Likert-type scales as the respondents filled them; the analysis was done using Statistical Package for Social Sciences (SPSS) version 23.0 software to analyse the results, as the responses were in the form of bar graphs and pie charts. The study used multivariate regression analysis to establish a relationship between the independent variables and the dependent variable by use of the following regression model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 \dots \epsilon \text{ Where.}$$

Y = Empowerment of girl child (Dependent Variable)

X<sub>1</sub> – X<sub>4</sub> – Independent Variables

X<sub>1</sub> = organisation resource

X<sub>2</sub> = organisation culture

X<sub>3</sub> = organisational structure

X<sub>4</sub> = Leadership styles

β<sub>0</sub> = Co-efficient of the model

β<sub>1</sub> – β<sub>4</sub> = Beta Co-efficient of dependent variables.

ε = Stochastic Error Term

## Reliability Test

According to Mugenda & Mugenda (2003), a reliability test measures the degree to which the research instrument yields consistent results after repeated trials. A reliability test was used to



measure how the research instruments address the different factors brought about in this study to ensure that the right information is collected by asking the right questions. This will be achieved through the test-retest method to see if there is consistency in the results.

### Reliability Test

**Table 1: Reliability Test**

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	No of Items
.860	.864	25

The reliability test of this study was determined using Cronbach alpha $\alpha$  (or coefficient alpha), with Cronbach's Alpha of .860. Cronbach's alpha (0.86) indicated good internal consistency (Wiwe et al., 2016). The test was used to determine if the study would produce the same population and methodology.

### Inferential Statistics

#### Coefficient of Determination

**Table 2: Coefficient of Determination**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.730 <sup>a</sup>	.533	.476	2.61649

a. Predictors: (Constant), Leadership styles, Organization Structure, Culture, Resources

The finding in Table 4.8 reveals that the R-value is .730<sup>a</sup> which in percentages translates to 73%, indicating a strong relationship between the dependent variable, girl child empowerment, and the four independent variables; the organisation resources, culture, organisational structures, and leadership styles. The R square, the coefficient of determination to the dependent variable, is influenced by the four independent variables calculated at .533. This indicates that organisational resources, organisational culture, organisational structures, and leadership styles represent 53.3% of the factors that affect girl-child empowerment in the



Cara project in Kajiado County. This, therefore, reveals that other factors in the Cara Project form 46.7% that influence girl child empowerment in Cara that is not captured in the study.

### Multiple Regression

**Table 2: Multiple Regression**

**Coefficients<sup>a</sup>**

Model		Unstandardised Coefficients		Standardised Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	-.904	2.500		-.361	.720
	Resources	.432	.181	.314	2.390	.023
	Culture	.105	.092	.158	1.133	.265
	Structure	.252	.137	.254	1.838	.075
	Leadership styles	.335	.121	.353	2.762	.009

a. Dependent Variable: Girl Child Empowerment

The regression equation is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \dots + \epsilon$$

Where:

Y= Girl Child Empowerment (Dependent variable)

X<sub>1</sub>=Organization resource

X<sub>2</sub>= Organization Culture

X<sub>3</sub>= Organization structure

X<sub>4</sub>= Leadership Styles

Then:

$$\text{Girl Child Empowerment} = -.904 + 0.432x_1 + 0.105x_2 + 0.252x_3 + 0.335x_4 + \dots + \epsilon$$

The regression model on when all the factors are held constant girl child empowerment is at -.904. While the increase in organisation resources, as the other factors remain constant, would lead to increased girl child empowerment by 0.432, and a deliberation on organisational culture while the other factors, remaining constant, would lead to an increase in girl child empowerment at .105. Considering organisation structure, as the other factors remaining constant, would increase girl child empowerment by 0.252. Lastly, consideration of



leadership styles, while the other factors are held constant, would increase girl child empowerment by 0.335.

Further depicts the association and significance among the variables. Organisational resources and girl child empowerment have a positive and significant relationship since the p-value is 0.023, less than 0.05. A positive and no statistically significant association exists between organisational culture and girl child employment as P-Value is .265, greater than 0.05. The association between organisation structure and girl child empowerment is positive and statistically insignificant since the p-value is 0.075, greater than 0.05. To sum up, the relationship between leadership style has a positive and significant relationship since the p-value is at 0.009, which is less than 0.05.

## **Summary of the Findings**

### **Introduction**

The primary purpose of this study was to determine leadership factors influencing girl child empowerment: a case of Cara projects, Kajiado West sub-County. This chapter summarises the findings, analyses, and interpretations based on the research questions. Additionally, it provides conclusions, recommendations, and areas for further study.

### **Summary of Major Findings**

The study's findings have established that all four independent variables, organisation resource, organisational culture, organisation structure, and leadership style, affect girl child empowerment at the Cara project.

### **Organisational Culture on Girl Child Empowerment**

The first objective was to investigate whether culture influences the empowerment of the girl child in Cara Projects, Kajiado County. The findings indicate that organisational culture positively influences girls' empowerment at the Cara project. The findings further reveal that the majority of the respondents believe the organisation implements initiatives that demonstrate value for girl-child empowerment. In addition, the majority also agree that the organisation has taken practical steps on girl child empowerment. Lastly, the highest percent stated that the organisation's rules and regulations are not favourable for empowering the girl child.



### **Organization Resources on Girl Child Empowerment**

The study's second objective established whether organisational resources influence the empowerment of the girl child in Cara Projects Kajiado County. The findings indicate that organisation resources positively and statistically influence girls' empowerment at the Cara project. The findings reveal that increasing organisational resources at the Cara project empower the girl child. The finding further indicates that most respondents disagree that the organisation has allocated adequate resources for girl-child empowerment.

### **Organization Structure on Girl Child Empowerment**

The third objective was to determine whether organisational structure influences the empowerment of the girl child in Cara Projects, Kajiado County. The findings indicated that organisational structure positively influences girls' empowerment at the Cara project. Further, the study revealed that the majority disagree that they have been empowered to carry out their roles comfortably and to carry out their duties independently. But the bigger percentage agreed that the organisation had established clear communication channels and distributed powers evenly.

### **Leadership Style on Girl Child Empowerment**

The fourth objective was to determine whether leadership styles influence the empowerment of the girl child in Cara Projects, Kajiado County. The findings indicated that leadership style has a positive and statistically significant influence on girls' empowerment at the Cara project. The finding further revealed that most respondents disagree that the management is a consensus builder and pulls everyone to participate in the decision-making process. At the same time, the majority agree that the organisation's management makes all the decisions. Further, the finding indicated the management inspires all members of the organisation. Most respondents disagree that management has devised ways to inspire the organisation's members.

## **Conclusion**

### **Organization Resources on Girl Child Empowerment**

In conclusion, organisational culture has a positive but no statistically significant influence on girls' empowerment at the Cara project. The organisation does things geared towards girl





child empowerment, value girl child empowerment, and has taken practical steps on girl child empowerment. However, its rules and regulations are not favourable for the empowerment of the girl child. The organisation's resources have a positive and statistically significant influence on girls' empowerment at the Cara project. Hence, the study has determined that the organisation has limited finances, human resources, and facilities, the skill and knowledge needed to empower the girl child.

In a nutshell, in the organisation, the structure positively influences the empowerment of girls at the CARA project. The majority disagree that they have been empowered to carry out their roles comfortably and the organisation has established clear communication channels. Lastly, it has not distributed powers evenly. Finally, leadership style has a positive and statistically significant influence on girls' empowerment at the Cara project. The management practices consensus builders and pulls in everyone to participate in decision-making. It makes all the organisation's decisions with no devised ways to inspire the members of the organisation.

### **Recommendation**

Organisational culture and girl child empowerment have a positive relationship with the organisation; therefore, the organisation needs to enhance its culture to empower the girl child.

The organisation resource has a positive and statistically significant relationship; there is a need to increase the allocation of finances, human resources, knowledge, and facilities to empower the girl child successfully.

Since organisation structure and girl-child empowerment have a positive relationship, there is a need for the organisation to work on its structures to empower them to carry out their roles comfortably.

Since leadership style and girl child empowerment have a positive relationship, therefore there is a need for the management to practice an all-inclusive leadership style to enhance its ability to achieve girl child empowerment.

### **Area for Further Research**

The factors identified for this study: the organisational resources, organisational culture, organisational structure, and leadership styles accounted slightly for above 50%, which concentrated on the internal factors which affected the Cara project. Therefore, the study



recommends further study on the other external factors that influence girls' empowerment at Cara projects in the Kajiado West sub-county.

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