

**STRUCTURAL AND INSTITUTIONAL INFLUENCES ON GENDER
RELATED FACTORS IN SELECTED PRIMARY SCHOOLS OF SOY
ZONE, UASIN GISHU DISTRICT-KENYA.**

**BY
PAMELA MOGUSERO MOGAKA
BED/20080/72/DF**

**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF
EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF A DEGREE IN PRIMARY EDUCATION
WITH ARTS OF KAMPALA INTERNATIONAL
UNIVERSITY.**

NOVEMBER 2010

DECLARATION

I declare that this project is my original work and has never been presented to any other certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature. Pemela.....

Date. 19/05/2010.....

PEMELA MOGUSERO MOGAKA

BED/20080/72/DF

APPROVAL

This report resulting from researcher's effort on **Structural and institutional influences on gender related factors in selected primary schools of Soy zone, Uasin Gishu district in Kenya** was conducted under my supervision with my approval. It is now ready for submission to the academic board ready for submission to the academic boards for the award of a bachelor's degree in primary education with arts of Kampala International University.

Signed 

Date..... 19/8/10

MRS. NAMUSISI JUSTINE

SUPERVISOR



DEDICATION

I dedicate this piece of work to my loving mother Elizabeth and my son Franklin who tirelessly supported me in prayers, encouragement and more so financially. They contributed a lot all the time through out the two years of my study.

ACKNOWLEDGMENT

First and foremost I give thanks to almighty God for his Mercy and grace granted to me during this time of my degree course and through this research project.

I would like to thank my supervisor Mrs. Namusisi Justine for being there for me whenever I needed her and also offering her professional advice whenever necessary.

Much gratitude goes to my loving mother Elizabeth and Son Franklin for their great support and prayers throughout my stay in campus. I thank my brothers, sisters, niece, nephews, in-laws including my mother in law for their support, prayers and encouragement, not forgetting also all my friends, Schola and Willys.

I would also like to thank my head teacher and rest of the staff for their support and prayers towards the success of my course.

I would like to thank the respondents who returned the questionnaire and those who are cooperative to me.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT.....	ix
DEFINITION OF TERMS	x
 CHAPTER ONE.....	1
1.0 Introduction	1
1.1 Statement of the problem.....	2
1.2 Purpose of the study	2
1.3 Specific objectives	2
1.4 Research questions.....	3
1.5 scopes.....	3
1.6 Significance	3
 CHAPTER TWO.....	4
REVIEW OF RELATED LITERATURE.....	4
2.0 Introduction	4
2.1 Theoretical framework.....	4
2.1.1 Cognitive development theory of gender.....	4
2.1.2 Gender schema theory	4
2.2 The concept of gender stereotypes	5
2.3 Factors influencing gender disparities in primary education ...	6
2.3.1 Parental influence on gender disparities in education	6
2.3.2 Gender stereotyping and girl child education	7

2.3.3	School and teacher influence on girl child education.....	7
2.4	Societal values, beliefs and norms and gender related disparities in primary education.....	9

CHAPTER THREE..... 11

RESEARCH METHODOLOGY..... 11

3.0	Introduction	11
3.1	Research design.....	11
3.2	Study area	11
3.3	Sample framework.....	11
3.3.1	Sample size.....	11
3.3.2	Sample technique.....	11
3.3.3	Sample procedure	12
3.4	Methods for data collection.....	12
3.4.1	Instruments	12
3.4.2	Sources of data	12
3.5	Data processing and analysis.....	12

CHAPTER FOUR..... 14

DATA PRESENTATION, ANALYSIS AND INTERPRETATION..... 14

4.0	Introduction	14
4.1	Parental influences on girl child education.....	14
4.1.1	Gender and parents educations for their children	15
4.1.2	Gender and allocation of domestic work at home.....	15
4.1.3	Parental expectations for girls and school dropout.....	16
4.1.4	Gender and early marriages	17
4.2	Influence of Schools on gender disparities in education	18
4.2.2	Gender and school learning environment.....	19
4.2.3	Female to male teacher ratio.....	20
4.2.4	Observation on the number of female teachers compared to that of male	21

4.3	Societal influences on gender disparities.....	21
CHAPTER FIVE.....		23
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION		23
5.0	Introduction	23
5.1	Summary of findings.....	23
5.2	Conclusion.....	25
5.3	Recommendations.....	25
REFERENCES.....		27
APPENDICES		29
Appendix A: Questionnaires for pupils.....		29

LIST OF TABLES

Table 1: Presents respondents views about what parents expect their daughter to derive out of education.....	15
Table 2: Presents the work activities carried out at home by girls and boys.....	16
Table 3: presents the responses on cultural practices on gender	22

ABSTRACT

This study was carried out to investigate on structural and institutional gender related factors which were responsible for the non-realization of girl children's rights to education in Soy Zone, Uasin Gishu district in Kenya. The following objectives guided the study: to find out how family structure has influenced the non-realization of girl child's right to education, to examine the role of society in disadvantaging girl child education, and to investigate those factors in schools which have negatively influenced girl child educational disparities. Respondents were selected randomly and qualitative and quantitative methods were used in the study. Findings showed that more of observation made on the sanitation in schools, the toilet facilities appeared to be in a fair condition in such a way that they would not be a factor to repel the girls away from school as cited earlier on. Also the ratio of female to male teachers, there were more females than the male. This once again highlighted the gender stereotyped choices of carriers. About assigning of domestic roles it was established that girls received more domestic work, than boys this revealed how the girls were overburdened with. Conclusions and recommendations were also made.

DEFINITION OF TERMS

Gender

Social differences between men and women

Equity

That right of all individuals to equal educational opportunities and access eradicating any prejudices.

Discrimination

Restriction or denial of rights privileges and choice based on ones gender

Stereotype

An inaccurate, fallacious but commonly held opinion by members of a particular group

Sex

Biological differences between girls and boys sexual organs.

CHAPTER ONE

1.0 Introduction

Research on gender influences on equitable access of education has hit the limelight currently. This is because experts in this field have realized that education a right of all children, as well as a crucial factor facilitating the sustainable development of any nation (UNICEF, 2005). In fact girl child education has a direct impact on reducing gender discrimination and inequality in society, and has a powerful influence on child and maternal survival. Yet research has established that there exists a disparity in the progression retention, completion and performance according to gender.

The gender disadvantage that girls face in their education becomes obvious when examinations performance is analyzed. In Kenya, primary school pupils to sit for national examinations (KCPE) at the end of the eight year cycle, and the examination results are essential for transition to secondary school stage of secondary school. The data however on ground indicates a higher failure among girls than boys. Quite evident is that gender is yet another factor which is responsible for the non realization of girl children's rights. But a question to be asked at this moment is how this happening in schools.

Researchers have studied and established that when inequality in educational provision perpetuates imbalances between men and women, the structural inequality that characterizes relationships between the genders in the Kenyan Society affects the educational opportunities. According to Hyde (2003) inequality based on gender differentials is reflected not only in the division of labor within the home and the community, but also in values and practices such as early marriages. Within the school environment, gender inequality translates into discrimination which is sometimes very subtle. Gender

discrimination has been traced in the way teachers and pupils interact with one another, in gender stereotyped study materials.

Indeed the cumulative effect in both homes and schools is to lower the educational and carrier aspirations of many girls thereby provoking the premature exit from the education system and undermining.

1.1 Statement of the problem

Despite the effort of government of Kenya to implement Free Primary Education for all children from diverse walks of life, research has shown that fewer girls have enrolled in primary schools than boys. Even those who have enrolled do not complete the primary schooling rate and their performance in science subjects is much lower than that of the boy. This undermines the achievement of the millennium development goals which was set to enable children complete a full course of primary schooling, hence the need to conduct this study.

1.2 Purpose of the study

This research was carried out to investigate on the structural and institutional gender related factors which were responsible for the Non realization of girl children's rights to education.

1.3 Specific objectives

The following objectives guided the study:

1. To find out how family structure has influenced the non realization of girl child's rights to education.
2. To examine the role of society in disadvantaging girl child education.
3. To investigate those factors in schools which have negatively influenced girl child educational disparities.

1.4 Research questions

The following questions were adopted to guide this research:

1. How has the family structure influenced the non realization of girl children's rights to education?
2. What role has the wider society played in disadvantaging girl child education?
3. What factors exist in school and have negatively influenced girl child educational disparities?

1.5 Scope

The study was carried out in selected primary schools of Soy zone, Uasin Gishu district in Kenya to investigate the structural and institutional influences on the non realization of girl children's rights to education. The following variables were measured, the family structures, the societal values and practices and the school learning environment. These were measured against the general performance of girl child in terms of progression, retention and enrolment. The study begun in January 2010 and ended in August 2010.

1.6 Significance

Once disseminate, the following categories of people are expected:

Ministry of education will benefit from the information in this report because it is an eye opener on how specifically the school environment gender imbalances in terms of educational attainments of boys and girls.

The teacher who teach the two different gender and through interaction with their learners and end up stereotyping them. This report will act as means of sensitizing the teachers on how to balance both gender when carrying out instruction.

To the researcher who wishes to gain an in-depth understanding of gender disparities and how they influence learners educational attainment of girls.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter examines theoretical explanations put forward by different scholars, about gender and its influences on developing human beings.

2.1 Theoretical framework

2.1.1 Cognitive development theory of gender

According to the cognitive developmental theory of gender, children's gender typing occurs after they have developed a concept of gender. Once they begin to consistently conceive of themselves as male or female, children often recognize their world on the basis of gender. Based on Piaget's theory and initially proposed by developmentalist Lawrence Kohlberg (1966), the cognitive developmental theory of gender proceeds in the following fashion:

A young girl decides, "am a girl, I want to do girl things; therefore the opportunity to do girl is rewarding". Having acquired the ability to categorize, children strive toward consistency in using categories and their behavior.

Kohlberg's cognitive developmental theory emphasizes that many changes in gender development occur in childhood. According to Kohlberg, children's ideas about gender guide their behavior. They value things and objects of behaviors as they believe are appropriate for their gender (Berndt, 1992).

2.1.2 Gender schema theory

According to Santrock (1998), a schema is a cognitive structure, a network of association that organizes and guides individual's perceptions. A gender

schema organizes the world in terms of female and male. The gender schema theory organizes states that an individual's attention and behavior are guided by an internal motivation to conform to gender based socio-cultural standards and stereotypes. According to the Gender Schema theory, gender typing occurs when individuals are ready to encode and organize information along lines of what is considered appropriate when individuals are ready to encode and organize information along the lines of what is considered appropriate or typical for males and females in society.

The theory emphasizes the active construction of gender but also accepts that societies determine which schemas are important and associations involved. In most cultures, these definitions involve a sprawling network of gender linked association, which encompasses not only features directly related to female and male persons such as anatomy, reproductive function, division of labour and personality attributes.

As a real-life example of gender schemas influence of girls include: girls in Kenya are regarded as a subordinate gender whose role is to bear children and carryout domestic work at home. Infact more domestic chores are given to girls than boys. When it comes to school activities girls have a tendency of performing poorly in science subjects than boys. Further more girls are supposed to be more humble than girls.

2.2 The concept of gender stereotypes

Gender stereotypes affect our impressions and beliefs about females and males. All stereotypes whether they are based on gender ethnicity or other groupings refer to an image of what the typical member of social category is like. The world is extremely complex. The use of stereotypes is one way we simplify the complexity. For example in Kenya women are a subordinate gender. And right from childhood, girls are aware that they are inferior to boys, and this can greatly affect their behavior and decisions thy make.

2.3 Factors influencing gender disparities in primary education

Gender differences in boys and girls realization of education have been the focus for a number of researchers. Research estimates that of the 72 million children out of school in developing countries, majority of them are girls (UNESCO, 2007). Among the factors responsible for this phenomenon have been categorized as environmental by Santrock (1994) within the environment there are the parents of these children, the society in which they live and the schools in which girls grow that they receive socialization (Kauchack, 2002).

2.3.1 Parental influence on gender disparities in education

Parents by action and example influence their children's gender development. During the transition from childhood to adolescence, parents allow boys more independence than girls and concern about girls sexual vulnerability may cause parents to monitor their behavior more closely and ensure that they are chaperoned (Wood, 2001).

Parents often have different expectations for their adolescent sons and daughters especially in such academic areas as Mathematics and science. For example many parents believe that mathematics is more important for their son's futures than for their daughters and their beliefs influence the value which children place in mathematics achievement (Eccles, 1987).

The cultural outlook in most cases favors men over females and when it comes to education, indeed whenever adverse economic conditions prevail, girls are withdrawn from school first (Kabeer, 1994) there existed discrimination according to gender in schools for more than two decades, and believed that many educators are unaware of the subtle ways in which gender infiltrates the school environments. The two scholars lament that girls' learning problems are not identified as often as boys. More so, boys are given the lions share of attention in schools than girls.

Kabeer (1994) also noted that the school systems continue to stereotype female students to traditional carriers of nursing, secretarial and home management which tend to be low paying. Science is still considered a preserve of men as fewer women like men, need skills that will make them self reliant, facilitate personal entrepreneurship and facilitate them to compete in the job market. The curriculum and literature used in schools reflect gender bias and stereotyping. This is compounded by gender insensitivity of the teachers and the management of educational institutions.

2.3.2 Gender stereotyping and girl child education

Santrock (1998) describes gender stereotypes as broad categories that reflect our impressions and beliefs about females and males. According to this scholar the world is complex and everyday we are confronted with thousands of different stimuli. The use of stereotypes is one way we simplify this complexity. If we assign a label to someone, we then have much less to consider when we think about the individual. He cautions that however, once labels are assigned they are difficult to abandon even in the face of contradictory evidence.

In the context of families, girls are usually assigned exploitative domestic chores compared to what is given to boys. This of course leaves the former with almost little or no time to concentrate on their academics, accomplish their assignments on time. Stereotypes often are negative and sometimes involve prejudice and discrimination.

2.3.3 School and teacher influence on girl child education

Myra Sadker and David Sadker (1994) who studied gender discrimination established that girls learning problems are not identified as often as boys are. Secondly boys are given the lion's share of attention in schools and pressure to achieve is more likely to be heaped on boys than girls. The same researcher

also observed that many educators are unaware of the subtle ways in which these gender inequalities infiltrate the school environment.

Further more, most schools consist of masculine learning environments, which appear best suited for the learning style of average boys than that of girls. Infact primary school learning provide a more impersonal learning environment which meshes better with the autonomous orientation of boys than with the relationship, connectedness orientation of girls (Santrock, 2001).

Wood (2001) also observes that schools perpetuate gender inequalities, because educational institutions reflect the gender stratification of the culture at large and encourage the public to see the unequal status and value assignment to girls and men as normal. The actual organization of schools communicates strong messages about the relationships among gender, identity, value and opportunities. From the earliest experience in schools, Wood (2001), highlights that is the males have authority and usually a male is the head person. The head prefect in almost all primary schools is a boy and not a girl. Even women teachers hold the subordinate positions in schools.

Wood also noted that when it comes to school athletics, once again more boys have positions of high status and authority.

The curriculum content used in primary schools also shows some gender bias. A number of studies have shown that academic curricular at all educational levels are permeated by materials that communicate gender stereotypes (Ormond, 2003). For more than 25 years, reports have documented pervasive and persistent sexism in instructional materials and particularly in the language used in teaching and learning settings. More male characters feature in teaching materials compared to female. And when the female characters are featured they are portrayed as passive, marginal, dependent, compared to

males who are referred to as active, successful and standard (Kauchack, 1998; Ormond, 2003).

2.4 Societal values, beliefs and norms and gender related disparities in primary education

According to Mingat and Tan (2000), in many developing countries, girls have fewer opportunities for schooling than boys. And where education systems are poorly developed only a tiny population of girls receive any schooling at all. These patterns are both inequitable and inefficient. This however is not automatic. There are factors responsible for this. Dimaggio and Powell (1991) highlighted cultural norms. According to the two researchers when a pattern of behavior becomes widely accepted, within a particular social institution and taken for granted in society. It is regarded as an institutional norm. the two went on to state that institutional norms are responsible for constraining peoples behavior by making some lines of action unmistakable.

Ngaroga (2006) also throws more light on this by mentioning that gender is a social construct. That society has created differentiations in terms of values, aspirations and expectations that boys and girls should have when they grow in any given social-cultural context. For example, Antrobus (1989) observed and reported that the cultural outlook in many cases favours men over females, when it comes to education. Indeed, whenever adverse economic conditions set in and prevail, girls are withdrawn from school first. In the same study, it has been reported that women are regarded as a subordinate gender, and because of that, most cultures in Kenya assign food production and family care roles to women while men are entrusted with the bulk of decision making responsibilities as heads of households.

In the context of girls' education, it's the girls who are assigned exploitative domestic work. This reaps them enough time for schooling and completion of

assigned classroom tasks. This of course greatly affects their performance. Ngaroga further more highlights that incase of illness at home or when a mother is overburdened by household, more often than not, it is the daughter who is withdrawn from school to help, in what he terms as child labor.

UNICEF (1989) also pointed out that the factors responsible female illiteracy and in particular female dropout are lack of school fees and parents preference for boy's education. We learn from some researchers like D. Maggio and Powell (1991) that some girls have been married off by parents because, society believes women belong to the Kitchen and not in classrooms.

Dropout rates of both boys and girls reveal that more girls drop from school than boys (Ngaroga, 2006).

From the conflict perspective of culture, the cultural values beliefs and traditions of any society are not necessarily a product of consensus and social needs. Instead in all societies culture is highly complex with many strains and contradictions that reflect conflicting groups interests and needs (Thompson, 2002). Culture has been used to justify and keep women subordinate. Gender inequality is still justified by cultural and religious explanations. Culture is so powerful enough that it has permeated even education system in such away that the education policies themselves are gender biased.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methods used to collect data. It discusses the design, study area, sample size and sampling procedure, instruments, data collection procedure and data processing and analysis.

3.1 Research design

This study used a descriptive survey. The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

3.2 Study area

This study was conducted in selected primary schools of Soy Zone, Uasin Gishu district in Kenya. The schools were Soy primary school, Kaptebengwet primary school, Vumilia primary school, Chemuset primary school, Kipsomba primary school, and Kamoiywa primary school.

3.3 Sample framework

3.3.1 Sample size

This study obtained information from learners aged 12 and above and teachers were used for this study.

3.3.2 Sample technique

Using a convenient sampling technique, a total of thirty two respondents were picked at random to participate in this study.

3.3.3 Sample procedure

In carrying out the research, the researcher obtained a release letter from the course administrator which he presented to the schools under study.

3.4 Methods for data collection

3.4.1 Instruments

Questionnaires

These were used to extract information from teachers, learners and interviews for parents. Open ended questionnaires were suitable for investigating deeper the subject matter. Observation was also done on the status of the children.

3.4.2 Sources of data

This study used both primary and secondary data. Primary data were collected using questionnaires and interviews were carried out with both learners and teachers. Secondary data were gathered through document analysis in the form of reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

3.5 Data processing and analysis

Qualitative data involved three sets of activities which included; editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded onto coding the various responses given to particular questions that lack coding frames, she then established how many

times each alternative response category was given an answer using tally marks which was later added up.

Data were then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The research was conducted to examine the structural and institutional influences on gender disparities in primary education. The following objectives guided the study:-

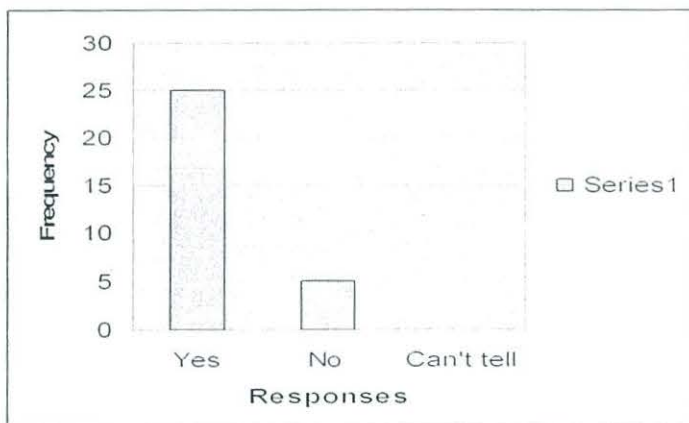
- i. To find out how family structure has influenced the non realization of girl child's right to education.
- ii. To examine the role of society in disadvantaging girl child education
- iii. To investigate those factors in schools which have negatively influenced girl child educational disparities?

This chapter presented the data collected from the field and analyzed it.

4.1 Family influences on girl child education

According to Wood (2001), parents by action and example influence their children's gender development in that parents allow the boys more freedom than girls. Girls were asked if they are imposed on much by their parents.

Figure 1: Presents respondents views on parental guidance of girls in liberty



Source: Field data 2010

Based on the data collected about independent f girls, 25 girls contributed that their parents were much interested in what they did and closely monitored their behavior than boys. This shows how gender biased their parents was.

4.1.1 Gender and parents educations for their children

According to Eccless (1987) parents have different expectations for their sons and daughters especially in academic areas. The researcher therefore wanted to find out what expectations parents had for their daughters.

Table 1: Presents respondents views about what parents expect their daughter to derive out of education

What parents want daughter to in future	Frequency
Teacher	4
Nurse	3
Accountant	1
Did not mention anything	24
Total	32

Source: Field data 2010

From the data above, four girls said their parents wanted them to be teachers, three said they wanted the girls to do nursing, one said she had to become an accountant, but the twenty four said their parents did not suggest any thing.

Interpreting the analysis, two issues were discovered first no parent wanted their girls to do engineering and second some parents did not have any future suggestions for their daughters. It appeared that they did not think education was for girls.

4.1.2 Gender and allocation of domestic work at home

Gender biases can also be traced at home, in the amount of work assigned to girls compared to boys. At times boys receive little and simple tasks, leaving

girls to labour with the rest of it. The researcher had to find out whether the case by asking the girls about how much work is given at home.

Table 2: Presents the work activities carried out at home by girls and boys

Domestic chores given by gender	Girls	Boys
	Fetching water	Digging
	Cooking	Collecting water
	Collecting firewood	Grazing goats
	Looking after children	
	Digging	

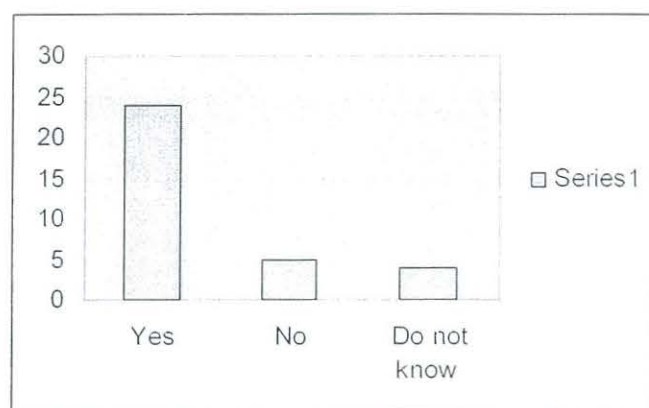
Source: Field data 2010

Data in table 2 reveals that girls were given more domestic tasks compared to boy. Findings show that cooking/preparing of food and collecting firewood was not a boys task but rather for girls. This shows how girls have been overburdened with domestic chores, leaving them with almost no time to rest or even complete their classroom assignments.

4.1.3 Parental expectations for girl's education

Kabeer (1994) cited that the cultural outlook, in most cases favour men over females and when it comes to education, whenever adverse economic conditions prevail, and girls are withdrawn from first. Girls were asked if some of their peers had dropped out of school.

Figure 2: Presents the prevalence of girls' school dropout



Source: Field data 2010

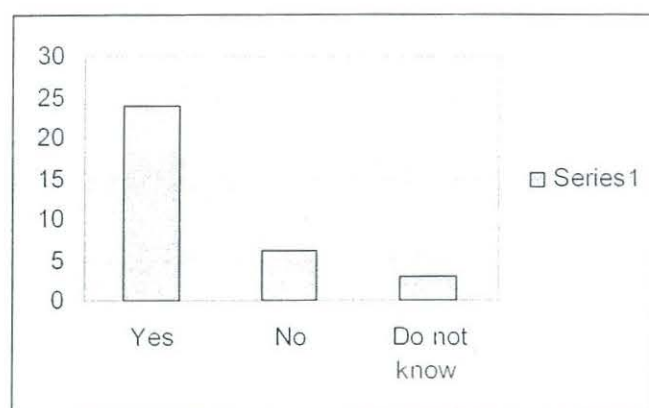
In figure 4.3, twenty four girls contributed that some of their colleagues had dropped out of school, five girls said they did not know about any girl who had left school and the remaining said that they did not know.

The above finding highlights the gender stereotypes which have continued to force girls out of school early.

4.1.4 Gender and early marriages

According to Santrock (1998) gender stereotypes are those broad categories that reflect people's impressions and beliefs about female. For example the African culture perceives women to belong to the Kitchen, consequently young girls have been forced to go and marry. The research also investigated this.

Figure 3: Presents any cases of early marriages



Source: Field data 2010

From the above findings it is evident that some girls had been married off by their parents or they may have chosen to go for marriage. Five girls said they did not know of any girl who had been withdrawn from school and married off.

Findings in the above analysis early marriages have deprived the young girls of their fundamental right to education as earlier on cited by (UNICEF, 2003).

4.2 Influence of Schools on gender disparities in education

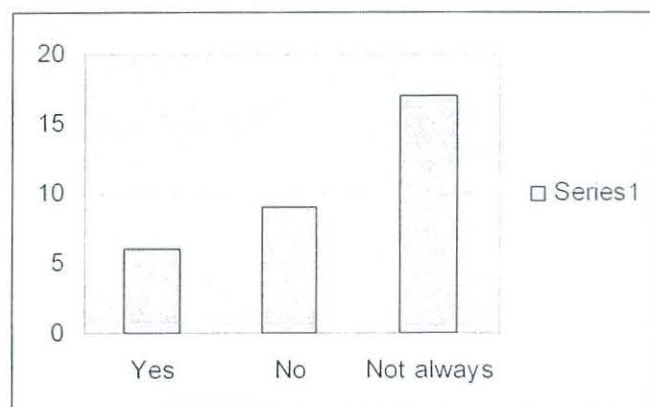
Educators are unaware of the subtle ways in which these gender inequalities infiltrate the school environment. Within the school environment, gender inequality translates into discrimination. Evidence of gender discrimination may be found in the teacher-pupil and peer group interactions as well as in gender stereotyped text books and learning materials.

4.2.1 Gender and teacher expectations of girls

Teachers in primary schools have different expectations for their pupils in such a way that the teachers expect the girls to be weaker in science subjects than boys such beliefs influence the aspirations for success in those particular

subjects. Sadker and Sadker (1994) girls were asked about whether their teachers encouraged them to take science subjects seriously.

Figure 4: Presents teacher expectations of girls performance in science subjects



Source: Field data 2010

From the evidence in the analysis in figure 4, only six girls said that their teachers encouraged them to science subjects, nine others said that they were not encouraged by their teachers at all and the remaining seventeen said their teachers sometimes encouraged them but not always.

Findings above highlight the gender stereotypic attitudes which teachers hold towards girls performance in science subjects. Once again this lowers their motivation and aspiration for success in subjects like Maths and science. This finding could be used to answer why girls in Kenya have persistently scored lower marks in mathematics in KCPE

4.2.2 Gender and school learning environment

Schools have been observed to consist of masculine environments, which appear best suited for the learning style of average boys than of girls. In fact, primary school learning provides a more impersonal learning environment which

wishes better with the autonomous orientation of boys than with the relationship and connectedness orientation of girls (Santrock 2001). The researcher made an observation on the study materials and compiled a table.

Facility	Observation made
Books	Books contained more pictures of boys than of girls
Language used in book	Authors made examples of boys than of girls
Sanitation	Toilets and bathrooms were not all that very clean and some
Seating arrangement	The boys were seated mixed together in class.

Source: Field data 2010

From the observation made by the researcher findings showed that up to now the text books used in learning had more pictures of males than of girls. The authors had used case studies of males than those of females. The toilets were in a fair condition not very bad enough to repel or to discourage girls from attending school. Boys and girls were seated mixed up to allow free interaction.

The above observation exposed a problem of schools failing to adapt the pupils study materials according to gender. According to Wood (2001) such gender biased study materials communicate strong messages about the relationships.

4.2.3 Female to male teacher ratio

It became apparently important to establish the number of male teachers compared to that of women. This was because researcher had investigated and established that in educational institutions there exists gender stratification in

the organization structure, where most of the top administrators tend to be male (Wood, 2001).

4.2.4 Observation on the number of female teachers compared to that of male

It was observed that more female teachers existed in almost all schools compared to that of male. This could be attributed to the factor of gender biased choice of carrier, whereby female tend to prefer teaching to any other kind of work.

4.3 Societal influences on gender disparities

While equality in educational provision perpetuates power imbalances between women and male, the structural inequalities that characterizes relationships between genders in the Kenyan society affects educational opportunities. Inequality based on gender differentials is reflected also in the values and practices such as early marriage and girl child pregnancies as well as youth initiations.

The researcher therefore investigated whether there were children who had been affected by initiations. Girls were asked if they had undergone any form cultural initiation such as circumcision or any other. Furthermore they were asked if they know of any of their peers who had undergone the same.

Table 3: presents the responses on cultural practices on gender

Cultural practices	Yes	No	I do not know
Do to practice FGM	21	12	-
Have you undergone the initiation	4	28	-
Do you know of any of your colleagues who has undergone the initiation	29	4	-
Do you know of any of the girls who has left school because of this	8	24	-

Source: Field data 2010

According to the girls, said in their culture they practiced FGM, twelve said they did not. Four girls said they had.

The analysis shows that in the study area, girls were initiated although others did not practice it. Secondly fewer girls had undergone initiation and the rest had not. There were a number of girls who these girls knew had been initiated before and some girls had left school because of this experience.

The above finding shows that girls in the society are put at a greater risk and many of them have had to drop out of school or could miss school because of initiation hence the poor performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter summarizes the findings of the study in chapter four, concludes and makes recommendations.

5.1 Summary of findings

Gender school and disparities in girl child education

Findings highlighted that within the school environment, there were many gender stereotyped messages which were being communicated. The researcher discovered that the study materials such as books; the pictures used, the language of the author all communicated gender stereotypes to the girls. This according to the gender Schema theory by Santrock (1998). The school has organized the world in terms of male and female yet the theory states that an individuals attention and behavior are guided by an internal motivation to conform to gender based social cultural standards and stereotypes. By girls observing the gender stereotyped learning materials there is a way they have encoded and organized information along lines of what is considered appropriate or typical for males and females.

In this case girls tend to conceive of themselves as inferior or subordinate to their counter parts the boys. This could explain the poor performance in academics.

Further more the observation made on the sanitation in schools, the toilet facilities appeared to be in a fair condition in such a way that they would not be a factor to repel the girls away from school as cited earlier on. Also the ratio

of female to male teachers, there were more females than the male. This once again highlighted the gender stereotyped choices of carriers.

Parental influences on gender disparities

Findings show that up till now parents continue to closely monitor their girls activities than boys as was contributed by the 25 respondents. This reaps off the girls freedom to interact with their peers. This tendency of parents being too possessive could account for the girls low-self esteem. Children with low self -esteem are less productive and this greatly contribute towards their academic performance.

Further more the study revealed that some parents wanted their daughters to grow up and take up traditional carriers of nursing, teaching or accountancy, which tend to be low paying. This shows how the parents continue to stereotype their daughters to simple carriers. Yet girls, like boys need skills that can make then self reliant facilitate personal entrepreneurship and facilitate them to compete in the job market and be sled reliant as earlier on cited by Kabeer (1994). Findings in the that same analysis showed that the majority of the parents did not even have any expectations for their daughter, as if to think that girls do not belong to the classroom after all.

About assigning of domestic roles it was established that girls received more domestic work, than boys this revealed how the girls were over burdened with.

Society influences on gender disparities in educational performance

The variable studied here was cultural practices which disadvantaged girl child education findings showed that a number of the girls under study had not been initiated, but they knew of their fellow pupils who had undergone female genital mutilation and some have since left school. Further findings showed that some girls had left school because they have been married off by their parents.

5.2 Conclusion

Girl child education continues to be threatened by so called socially constituted difference between male and female differences, biological differences. Many girls in primary schools continue to perform below average because often discrimination they are experiencing as a result of them being female. Parents have continued to support boy education than that of girls because they believe girls can not effectively learn and become protective members in the society. This has resulted in girls having low aspiration and motivation to work hard at school.

From evidence in this study girls are overburdened with domestic labor more than boys, leaving them with little or no time to rest and to do their homework. This has attributed to their frequent absenteeism, poor performance and when the worst comes, dropping out of school. School themselves are places where gender stereotypes are being communicated to the girls that after all they are a subordinate gender.

5.3 Recommendations

The following are recommendations:

As teachers work to encourage high motivation in all of our learners, they have to focus their efforts in somewhat different directions for boys and see the relationship between their classroom performance and their long term goals. Encourage girls to consider a wide range of carrier options.

A teacher can promote productive attribution of girls by communicating high expectations for their performance. They must also attribute the girl's success to a combination of high ability and controllable factors such as effort and learning strategy. In time of failures let the teacher attribute this to factors which are controllable and easily changed.

All students both boys and girls have the right to attend school whose environments are free from harassment and discrimination. As teachers we need to avail teachable moments by helping children learn to appreciate the dignity of the other children. Schools can address the problem by holding assemblies, creating peer support groups requiring seminars for teachers and insisting disciplinary actions against repeated harassment.

many girls come to the classroom with strong social needs including a need to affiliate with others and gain their approval. Teachers can accommodate these needs by providing opportunities for group interactions. They should also express concern for pupils welfare and frequently indicate their approval of desirable pupils behavior.

As teachers work to encourage high levels of motivation in their pupils, they should focus their efforts in different directions for boys' open-mindedness about a wide variety of carrier options and demonstrate quite clearly that these options are within effort and appropriate strategies well within their grasp.

Teachers should look for strengths in every pupil. Sometimes pupils weakness are all too evident. By doing this is an attempt to build on their strength and turn their weaknesses into strength.

Teachers should communicate optimistic and controllable attributions. Care must be taken about the attributions we make about students performance.

REFERENCES

- Good and Nicholas S.L (2001). Expectancy effects in the classroom: A special focus on improving the reading performance of minority students in first Grade classrooms. Education psychology.
- Grahams (1994). Motivation in African Americans: Review of educational psychology
- Reyn C and Weine B (2001). Justice and utility in the classroom: an attribution analysis of the goals of teachers punishment and intervention strategies. Journal of psychology of education
- Sadker and Sadker (1994). The issue of Gender in Elementary and secondary education. Washington DC
- Woolfolk A (1998). Educational psychology 7th edition
- Antrobus P (1989). The empowerment of women, in women and international development manual 1:189-207
- Bystydzieski J (Ed) (1992). Women in transforming politics: World wide strategies for empowerment. Indian University press.
- Kabeer N (1994). Reversed realities: Gender hierarchies in development through: Verso press London
- Ngaroga J.M (2006). Education: for primary teacher education East African educational publishers
- Kouchack D, Eggen, P and Cater Candace (2002). Introduction to teaching: Becoming a profession. Merrill Prentice Hall.

McCown R, : M, Driscoll and P, G Roof (1996). Educational psychology 2nd edition. A learning centered approach to classroom practice

Macionis J.J (2002). Social problems: Prentice Hall publishers

Ryan and cooper (1995). Those who can teach, 7th edition, Houghton Mifflin publishers.

Ormond Jeane Ellis (1998). Educational psychology, 2nd edition Prentice Hall publishers.

APPENDICES

Appendix A: Questionnaires for pupils

Dear Pupils

I am carrying out a research on the structural and institutional influences on gender disparities in primary education. Any assistance offered to me shall be highly appreciated.

Instructions

Please tick or fill in the right answer

1. What do you want to be in future?

A nurse

A doctor

A teacher

A pilot

A secretary

An engineer

2. Why do you want to become that?

Because I want the job

Because my parents told me so

3. Do you have brothers at home?

Yes

No

4. What domestic work do you do at home?

Cooking

Fetching water

Looking after children

Sweeping the yard

5. Do your brothers also

	Yes	No	Sometimes
Fetch water			
Cook food			
Look after young children			
Sweep the yard			
Dig in the garden			

6. Do you receive the same amount of domestic work with boys?

Yes

No

If no please explain?

.....

School environment and gender stereotypes

7. Do your teachers give you more attention when you are learning?

.....

.....

8. Do teachers encourage you to take science and mathematics?

Yes

No

If no why

.....

.....

9. If you give the wrong answer do your teachers allow you to try again?

.....

.....

10. Do you enjoy learning?

Mathematics	Yes	No
-------------	-----	----

Science	Yes	No
---------	-----	----

If not why?

.....

.....

11. Do you sit with boys in class on the same desk?

Yes

No

12. Do you like it

Yes

No

If not why?

.....

.....

13. Do you sometimes play football at home and school?

Yes

No

If not why?

.....

.....

Interaction in class

There has been quite a bit of research on teachers treatment of boys and girls while in class. One of the best documented findings of the past 20 years is that teachers interact more with boys in class than with girls (Woolfolk, 1998). Children were asked if their teachers gave them attention like the boys.

Table presents the analysis on teacher and girl learner interaction in class

Level of attention received by teachers	Frequency	Percentage
Very much attention		
Enough		
Not always		
Not at all		
Total		

APPENDIX E

No. 2

MAP OF SOY ZONE IN UASIN GISHU DISTRICT

UASIN GISHU DISTRICT

ADMINISTRATIVE BOUNDARIES

