

**GENDER DISPARITIES IN SELECTED PRIMARY SCHOOLS IN
AINABKOI DIVISION, UASIN GISHU DISTRICT,
RIFT VALLEY PROVINCE
KENYA**

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DECLARATION

I hereby declare that this project is my own original work and has never been presented for the award in any other institution or university.

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APPROVAL

This project has been submitted with approval of the college supervisor.

Signature  Date..... ^{HR} 7-4-2010

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DEDICATION

I do wish to dedicate all my heartfelt gratitude to the Almighty God for his care, guidance and good health he bestowed upon me during difficult times of this study. I also dedicate this work to my loving parents Mr. and Mrs. Benjamin Chesire, brothers and sisters for their love, patience, encouragement and full support to the success of this work.

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LIST OF ABBREVIATIONS

- CBS - Central Bureau Statistics
- GOK - Government of Kenya
- UNICEF - United Nations International Children's Education Fund

ABSTRACT

This research project was carried out to investigate gender disparities in primary schools in Kaptagat zone. The study also was intended to find out causes of gender disparities and try to find out ways of curbing these disparities. The research was carried out in Kaptagat zone, Ainabkoi division of Uasin Gishu district. There are thirty three schools in the zone and the research was carried out in four of these schools. The findings from the four schools reflected the situations in the whole zone. Simple random sampling was used to arrive at the target population. Questionnaires were used on various respondents; head teachers, teachers and pupils to collect the data. The results were analyzed using simple tables showing frequencies and percentages.

The findings showed areas where disparities occur as performance, enrolment, school dropout, classroom interaction and school facilities and resources from the respondents. It was found out that the causes of gender disparities were poverty, early pregnancies, lack of parents and teachers motivation, cultural practices, peer influence, lack of role models and gender stereotyped resources. To curb these problems, guidance and counseling could be conducted, use of role models, sensitize on gender balance and redistribution of tasks to both gender. What could be recommended from findings is to sensitize onto stakeholders on gender balance. Use of role models, creating friendly environment both at home and school and running insets.

CHAPTER ONE

1.0. Introduction

This is the introductory chapter and contains the following parts:- the background of the study, the statements of the study, the purpose of the study, the objectives of the study, the research questions, the significance of the study, the limitations and delimitations of the study and operational definitions of terms.

1.1. Background of the Study

Gender disparities in Kenyan education and other sectors of development started during the colonial periods. During that time, African women were sidelined in the provision of education and in all the sectors of social and economic development with the new colonial arrangement, men were removed from their traditional family roles and moved to work for the colonialists. Their traditional roles thus were taken over by the women in addition to their own work. The curriculum offered to girls' education was of low quality.

Colonial education portrayed women and girls as being relatively low value, thus discouraging African men from investing in female education. Official policy, traditional leaders and colonial administrators contributed to gender inequality in education during the colonial period in Kenya.

The formal Western education favored men thus influencing many parents against sending their daughters to school even when they could afford it. This trend has persisted in many African communities even after colonialism. Further, Christian missionaries who pioneered the development of Western education in the country strongly believed in the inferiority of women by divine order. This, together with their disapproval of many African traditional customs that regulated family life, tended to influence their encouragement of women

education. As a result of these foreign ideologies and practices, girls education remained marginalized and of low quality compared to boys. By independence, in 1963, female participation in education was still low. To date, there exists the same notion. Gender disparities are noticed in different sectors. Looking into our Kenyan political system, the top parliamentary posts are held by men while women were considered delicate, shy, housekeepers, quiet and good listeners. Their place was then left to be within the home ready to take in what the men, the decision makers have decided. In some communities in Kenya, for example Kalenjin, women were termed as "children" denoting weak and unable. They were supposed to bend low before men and not to comment on any issue. Men were final.

As children grew up in these communities, they adapted these living styles, girls forming the weaker sex and sometimes despised. They grew up with the mind that men/boys are more superior than them. Academically, female in to positions are very few compared to male thus creates some disparity. According to ministry of education and Human Resource Development Statistics section (2000) gender disparity was seen in the number of primary school teachers being trained.

Table 1: Primary School Teachers Intake

Year	Male	Female
1992	61.25%	38.75%
1993	60.96%	39.04%
1994	60.03%	40.61%
1995	59.68%	40.31%
1996	58.54%	41.46%

Source: Field data 2010

From the above data, there is an indication that there is a wide trend in male to female participation. As this trend narrows down from the national, to district and finally to the zonal the gap is very wide. This has, thus prompted the researcher to carry out the study to investigate why the gender disparities in schools.

1.2. Statement of the Problem

In the recent past, there has been a wide gap between boys and girls participation in education sector in Kaptagat zone. The top achievers being male while their female counterparts lagged behind. As this disparity arose it limits the development of the individual and the nation as a whole. For this reason, therefore, the research tried to investigate these gender disparities.

1.3. General objective

This study investigated the issues of gender disparity in primary school education

1.3.1 Specific Objectives

The following were objectives of the study:-

1. To investigate if in primary schools there existed any gender disparities
2. To investigate the causes of gender disparities in primary schools
3. To find out if this has affected the pupils academic progress

1.4. Research Questions

- Do gender disparities exist in primary school education?
- What then is believed to be causing gender disparities?
- How have gender disparities affected the academic progress of primary school pupils?

1.5 Scope

This study was carried out in selected primary schools of Uashin Gishu, with the aim of investigating the prevalence's and effects of gender disparities on the

academic progress of primary schools. The study focused on the prevalence of the disparity; the causes and effects. The study began in August 2009 and ended in April 2010.

1.6. Significance of the Study

The results of the study are intended to be of benefit to the learners, teachers, policy makers and the community in the following ways:-

Learners are made to understand that both boys and girls are equally the same in all aspects. They are led to develop positive attitudes towards each other and assist each other. At home they share tasks and perform them without discriminating. At school, children will learn to stay together as brothers and sisters and share materials and facilities without partiality. When participating, each is given an opportunity.

The teachers develop positive attitudes towards all children and treat them equally irrespective of gender. They try to create gender friendly environment in the school and the classroom where each pupils is given a chance of participation. The teachers are careful not to promote gender stereotyping in classroom. This may occur in such areas as subject allocation per gender. The teachers re-organize the seating arrangement in class to promote full participation of pupils. The teachers ensure that the girl-child is protected and respected by not being sexually abused by teachers or peers by reporting such incidences to responsible authorities. They improve the learning by revisiting their learning/teaching methods and use of resources.

It enables parents to invest equally in their daughters and sons. Having realized the importance of education, parents guarantee free time to girls to study and do homework. They also discourage absenteeism. This in turn leads to improved performance. Parents do not overburden children in expense of the others. This

is done by redistributing domestic workload equally between boys and girls. Parents to develop positive attitudes towards girl-child education and let their girls continue with schooling.

They avoid withdrawing them to participate in social rituals and practices which serve no purpose for the girl child. They will realize the need to treat sons and daughters with equally dignity and respect through the study, the policy makers are made to review education policy to ensure gender responsiveness. They modify the curriculum to be gender friendly at all levels of education to encourage full participation of both boys and girls. Learning resources are made in such as way that they are not gender biased. The community leaders are promoted on the importance of educating both boys and girls. Learning resources are made in such a way that they are not gender biased. The community leaders are prompted on the importance of educating both boys and girls. This will make them take an active part in sensitizing the parents and other members of community this need. These people create awareness on issues pertaining to cultural practices and their impact on learning. This does not take priority in the upbringing of their children. They sensitize on child's rights.

1.7. Limitations of the Study

The study needed a lot of time to be carried out. It was hard to gather data at the convenient time. Research study is an expensive exercise. Funds were needed for traveling, processing and data collection. Due to this, the research experienced some financial constraints while carrying out the exercise. The research was carried out during the rainy season. The poor weather conditions hindered the study, lack of proper record keeping and cooperation from some head teachers and teachers made the exercise difficult.

1.8. Delimitations of the Study

The study succeeded because the respondents were cooperative and this made the study to be effective. The schools visited were not very far in the area under study, the researcher is familiar. This led the respondents to cooperate and pose no suspicion. They therefore gave the required information.

1.9. Operational Definition of Terms/Key concepts

- Gender - This refer to as being male or female.
- Gender Disparity - Inequality in opportunity between male and female.
- Stereotype - Commonly held view by members of a particular group for example men and superior to women.
- Gender roles - Responsibilities and activities men and women are expected to undertake in the home, work place and the community.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, the research identifies gender disparities in primary schools, and find out the causes of their disparities as outlined by other authors. Below are areas in which gender disparities occur in primary schools.

Educational context in which gender disparities occur and how this affects the learner's educational attainments

Enrollment

It has been noted that there is gender disparities in primary schools. In pupils enrolment there are more boys than girls who are enrolled in Kenyan primary schools. For example, the overall enrolment at the national level for the year 1995, there were 2734100 girls and 2802300 boys.

It is noted that the localities which were educationally advanced also tended to be leaders in economic development. They have high cash income from agriculture and employment. This has enabled parents to meet the cost of sending both their sons and daughters to school. This income has also assisted parents to work in the home and farms and leave their daughters to study. Economic development has provided incentive for parents for educating daughters who in the long run will be employed or be self employed. Parents thus begin to look forward to economic returns from both boys and girls who have reached high levels of educational attainment. The potential of earning high incomes from an educated daughter begin to raise her marriage value. These have motivated parents to invest in their daughter's education (CBS, 1978:53). Data have shown that there are districts in which there is low enrolment. This is because of the historic patterns of educational and economic development (CBS

1978:54, GOK and UNICEF 1992). These are the arid and semi arid areas which were not fully integrated into the colonial economy. People who live here are pastoralists who had very integrated into the colonial economy and Christian missionaries. They remained insulated from the impacts of the colonialism (Kinkajau 1998:20). These districts lagged behind in educational attainment in schools enrolment and education of girls. The government provided boarding schools, but failed. In this areas as parents were reluctant to sent their children to school due to inability to pay school fees and meet other costs that are required in order to benefit from the boarding schools built for them (Chege, 1983:107).

The attitudes widely held by parents in these areas towards girls' education is quite negative. They take it that resources are wasted when educating a girl who will marry and thus her education gain could not benefit her birth family. In some communities where girls' education is not valued, parents with scarce resources choose to educate their sons instead of their daughters. Due to these the enrolment level of girls is low in some communities.

Drop-outs

These are significant differences between boys and girls in drop-out and transition rates. More girls drop out and few move to the next class each year. Together with failure and repetition it leads to low primary completion rates. Many studies also indicate that class repetition can cause drop out. According to Odaga and Heneveld (1995), a number of children who enroll in the first grade do not complete primary school in Sub-Sahara Africa. They noted that drop out rates are high at the primary level in general with slightly more girls dropping out than boys. In arid and semi-arid areas the main reason for drop out from school is the inability of the family to pay the cost of education (Nkinyangi, 1980: 246) boys drop out because they can earn money for the family or support the family.

According to Fanta (Odga and Heneveld 1991) poor rural parents involve their children in domestic labour market in exchange for regular cash income.

Performance

In many countries there are indications that teachers paid more attention to boys than girls in the classroom. Teachers also indulge in relationship with female pupils. This affects the girls psychologically and this in turn affects the learning leading to poor performance. Performance in subjects may vary due to gender roles in society, girls tend to opt for home science and C.R.E oriented subjects while boys go for maths, science and music. Anderson Levott et al. (1994) reports that in Guinea, boys are very aggressive towards girls and that they used physical force, threatened and teased girls to silence them in the classroom. This demoralize the girls and lower their performance. Teachers belief that boys are academically better than girls.

Classroom Interaction

Gender disparities occur in classroom participation. The structure and selected interaction process with pupils shape girls and boys participation. The depends on the mode of teaching in Kenya primary schools which relies on learning by rote and voluntary pupils participation in classroom activities. Some boys have been socialized from birth to assertive and the girls to be submissive and quite. This then leads to boy's dominance in classroom activities, curriculum content and materials which are male dominant. This signals to the girls that they have little or no business in school (Juma, 1994).

In many countries there are indications that teachers paid more attention to boys than girls in classroom. In others, there are conditions where boys are given priority to distribute learning materials. This is an indication of bias.

In some communities and religious groups they encourage girls to sit away from boys. If women do sit amongst men, they are not expected to contribute to discussion. In some community girls have been made to believe that they are not as clever as boys and seek guidance and leadership from boys. This gender disparity is carried into the classroom where girls will tend to sit together usually at the back of the class and not participate adequately in class discussion. They tend to feel insecure and uncomfortable. Here, boys will dominate the class in terms of participation and control movement and classroom ownership. Due to this kind of attitude boys tend to dominate the practical work and group activities particularly maths, and science while girls stand around as the boys do the actual work. Sometimes boys can intimidate and bull the clever girls. The boys will do most of the talking while the girls are listening. Girls are to be seen and not to be heard. Sometimes girls will not answer questions even when they know the answer. Girls may be unable to finish their homework due to the extra domestic chores.

Gender Disparities in Learning Resources

Teaching and learning resources bring about gender disparities in learning as seen in gender stereotyping in pupils and teachers books. An example is seen in Home science books. Pictures in these books depict women carrying out typical tasks around the home. In other text books men are usually portrayed as superior to women in many ways and especially in career orientation. Men are also seen as chairperson, managing directors, driver and engineers while women provide services such as nursing, open air marketing of goods, teaching and housekeeping. However, there are women politicians, pilots and engineers and there are also men who are employed as cooks in hotels and as teachers. The language used in resources can reinforce gender biased and stereotyping. For example some books talk of chairman, businessman, manpower and mankind

even when referring to both men and women. A book such as the Bible taken man to be more superior to women (Genesis 2).

Causes of Gender Disparities

Socio-Economic

The high cost of education and our deteriorating economy has reduced the income available to families. This makes it difficult for parents to provide education for all their children. In communities where girls' education is not valued, poverty can further aggravate their lack of access to education. Parents with scarce resources choose to educate their sons to high levels instead of their daughters. Due to this the enrolment level of girls is low some communities.

a) Poverty

Where there is poverty at home, the boy-child is given preference to remember in school, while the girls is forced to drop or even marry to raise family income through payment of dowry.

b) Parent's Attitude

The attitude widely held by the nomadic pastoralist parents, is that resources are wasted when educating a girl who will marry and thus her educational gain would not benefit her birth family. Illiterate parents are not interested in educating their children beyond primary level perhaps because they think they will benefit little from education. Such parents do not support learning at home and motivation. Children from such families will end up performing poorly in school and eventually drop out.

Socio-Cultural Causes

This is the influence of the community in which the children live. In nearly all communities boys and girls have different roles and encourage to behave

differently. They are even expected to have different attitudes and interests. Girls are an important source of income for their families and the need for additional household income takes priority over education. The high status accorded to marriage and motherhood in many communities impacts negatively on female participation in education (Cammish and Brock 1994). In some regions parents wish to protect their daughters from contact with foreign cultures. Girls are discouraged from too much education that parents tend to think that it leads to difficulties in finding a husband or being "a good wife".

Religions especially Islam has usually been associated with low female participation in school. Attempts to establish a western system of education does not normally meet their approval (Bellotti, 1975) some Muslims considered Christians presence through the schools disruptive as seen as instruments of the spread of non-Muslim ideology and culture thus parents offer Islamic education for their daughters as they fear that western education promotes value and behaviour contrary to cultural norms. Muslims tend to see an ideal woman as submissive, obedient and content to enjoy the status for her husband (Clarke, 1978).

Another factor is initiation ceremonies which affects girls' school attendance and academic performance and even leading to drop out of school. First, they are scheduled to school calendar leading to absenteeism from school. Second school authorities continue to treat initiated girls who go back to children. They are expected to participation in certain activities and punished as children. Girls thus have negative influence on their uncircumcised peers and rude to teachers. They become indisciplined thus decline in academic performance. Many initiated girls do not return to school to study because their expectation is marriage (Njau and Wanahiu, 1994). Some communities view schools as places where girls' morals can be corrupted because of the amount of time they spend with boys. Long

distances that girls may travel between home and school may also worry some parents.

Teachers Attitudes and Classroom Interaction

Teachers' attitudes can influence how they teach on such statements as: "Girls are not as bright as boys". "Boys are better in sciences and maths than girls". "Girls simply don't work as hard as boys." These discourage girls.

Classroom setting is very important. Girls may not often answer a question as quickly as the boys. This is not because they do not know the answer, but because their socialization does not allow them to take the risk of being wrong. Girls need more time and more patience from the teacher, so that their confidence can be built. They especially need confidence developed in subjects considered to be for male- maths and sciences.

Similarly, boys may need more time to answer questions in traditionally female subjects. The problems can be aggravated by the fact that female teachers, who in most cases teach, English language, may be less interested in boys who are not good in language comprehension. Similarly, male teachers who teach mostly applied subjects may be less interested in the girls they think they are not good in practical subjects.

Seating arrangement can contribute to the pupils' participation. In a free sitting arrangement, girls tend to sit together and usually at the back because they are afraid of being asked questions. Boys tend to sit in front which makes the teacher to concentrate more on them.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter highlight specific method and techniques the researcher used in collecting and analyzing data. It deals with the following areas; research design, description of the area of study, population, sample and sampling technique, procedure and methods of data analysis.

3.1. Research Design

The research used survey method to collect data. This method gave information population, attitudes and behaviour. The research selected samples of individuals from known populations and these consisted head teachers, teachers and pupils (learners). The research employed questionnaires to collect the data from the sampled population. The method is effective in determining the status of a problem.

3.2. Area of Study

The study was carried out in Kaptagat zone, Ainabkoi division of Uasin – Gishu district in Rift Valley province. The area is administered by a sub-chief. The people in the area are mainly Kalenjins by tribe and the language used is mainly Kalenjin and Kiswahili. The climatic condition of the area is hot and wet throughout the year and receives high rainfall in the months of March and May and the second rainy season is from August to October. It has an average temperature of 27⁰c with the lowest being 14⁰c and highest 31⁰c. The area under study is found along the table land (Plateau). The area borders Keiyo District.

3.3. Population

The population from which the study was undertaken comprised of four head teachers, sixteen class teachers and twenty four pupils (learners) these represented thirty three schools in the zone. The study covered four schools. The head teachers, the class teachers and the pupils filled questionnaires which were analyzed to represent the thirty three schools in the zone. The sampled population was chosen because they have the first hand information. Concerning gender disparities in the primary schools in the zone. The population targeted was able to generate the factors underlying the problem.

3.4. Sample and Sampling Technique

Sample in this context refers to a small group of people to represent the large group (population) in a given area of study. The sample is the representation of the population. The research used four head teachers, sixteen teachers and twenty four pupils. They all filled in questionnaires. The research ensured that the targeted population distributed appropriately in the whole zone by using the simple random sampling. This type of sampling is also known as chance or probability where each and every item in the population is given an equal chance of inclusion. To arrive at the four schools, the research chose the respondents according to their locations and distances. From the four sub-locations in the zone, the research opted to take one school per sub-location. This was done by writing the names and the numbers of population on cards and then drawing them. After doing the same in all the sub locations, the research landed on Tendwo, Kapsemwo, Uhuru and Naiberi.

3.5. Procedures and Methods of Data Collection

The research tools or instruments were used by the research to collect information form the respondents. The research used questionnaires in gathering information from the head teachers, teachers and pupils. This was because they

were literate due to the fact that the questionnaire were impersonal, the respondents were at liberty to express their views openly because they do not need names of the respondents to be revealed. Internal views of the respondents were exposed thus actual views were vividly disclosed. Moreover the questionnaires were stated in simple and clear language thus easing the work of the respondents. The questionnaires were all returned to the research in good time thus facilitating analysis.

3.6. Data Analysis

The research analyzed data using simple table. The tables bore frequencies and percentages of the responses.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0. Introduction

In this chapter the research has analyzed four questionnaires from head teachers, sixteen from class teachers and twenty-four from pupils from pupils from the four schools; Tendwo, Kapsemwo, Uhuru and Naiberi primary schools. All the questionnaires were filled and returned to the research without default, hence making the research base the analysis on forty-four questionnaires. Under each table and figure illustrated are some analysis done by the research to expound on the data tabulated.

4.1. Prevalence and the context in which gender disparities occur

It has been observed that there exist disparities accessing primary education by children. This has been attributed to gender differences. This is reflected in enrollment, how these children perform in class, how they interact with each other and most important their retention.

4.1.1 Gender disparities and enrollment of pupils in primary schools.

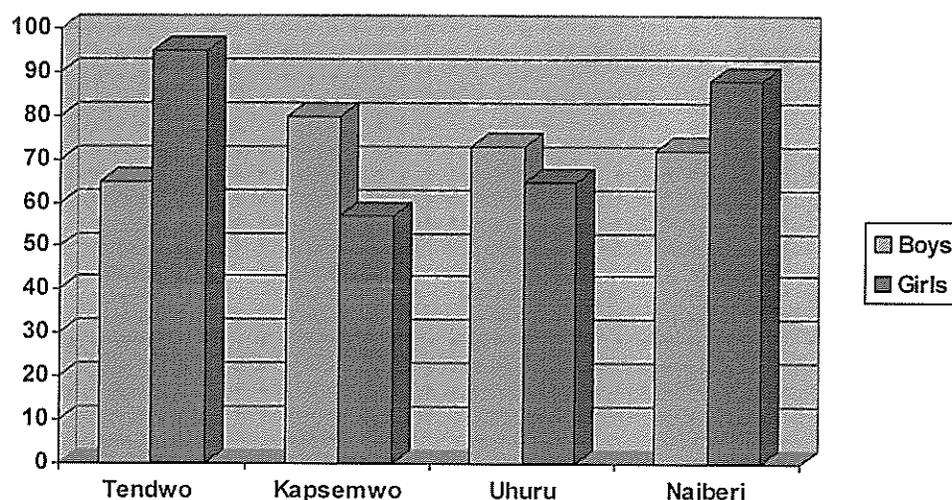
The study had to find out the number of children enrolled in four primary schools according to gender.

Table 2: Responses from Head teachers on Pupils' School Enrolment

School	Boys Frequency	Percentage	Girls Frequency	Percentage
Tendwo	169	43.10	223	65.89
Kapsemwo	171	54.46	143	45.54
Uhuru	155	50.16	154	79.84
Naiberi	134	43.09	177	56.91
Total	629	47.44	697	52.56

Source: Field data 2010

Figure 1: Responses from Class Teachers on Class Enrolment



Source: Field data 2010

From the above responses from both teachers and head teachers on enrolment for all schools and various classes, there is an indication that girls are slightly more than boys as shown by head teachers 52.56% and class teachers 51.26% against boys shown as 47.44% and 48.74% respectively. These findings do not concur with what had been earlier on cited by Kikanjau (1998).

4.1.2 Distribution of teaching staff by gender

Even the number of teachers in every school by gender can be an indicator of gender disparities in terms of educational attainments. The study also investigated the number of teachers by their gender.

Table 3: Responses from Head teachers on Staff Roll

School	Male Frequency	Percentage	Female Frequency	Percentage
Tendwo	6	66.7	3	33.3
Kapsemwo	5	55.6	4	44.4
Uhuru	5	62.5	3	37.5
Naiberi	5	71.43	2	28.57
Total	21	63.64	12	36.36

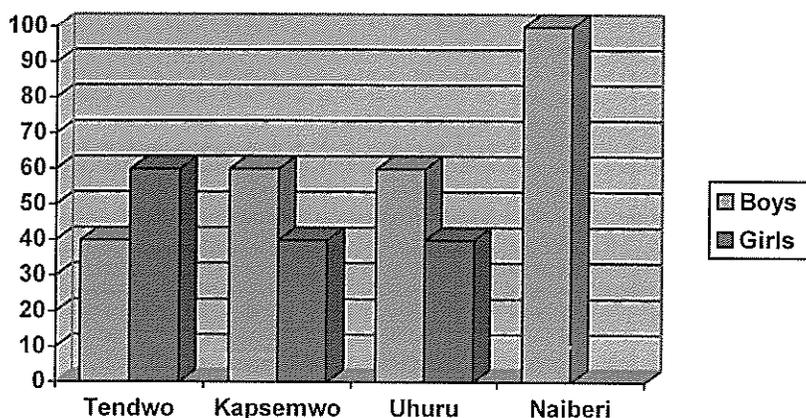
Source: Field data 2010

According to the table, the male teachers dominate in the four schools as shown by 63.64% of the head teachers while female are few depicted as 36.36% of the head teacher. From the above findings the girl-child can be demoralized, as male teachers are the majority. The girls can take themselves as inferior thus interferes with their educational aspirations.

4.1.3 Pupils academic performance according to summative evaluation by gender

Experts hold that boys tend to perform better than girls in science subjects. This prompted the researcher to make an inquiry about the general performance of pupils in end of year examinations.

Figure 2: Responses from Head teachers on Pupils Performance in Final Examination from 2003 to 2007



Source: Field data 2010

Table 4: Responses from Class on Pupils Performance on Final Class Tests from 2003 to 2007

School	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
Tendwo	3	60	2	40
Kapsemwo	2	50	2	50
Uhuru	4	100	0	0
Naiberi	3	75	1	25
Total	12	70.59	5	29.41

Source: Field data 2010

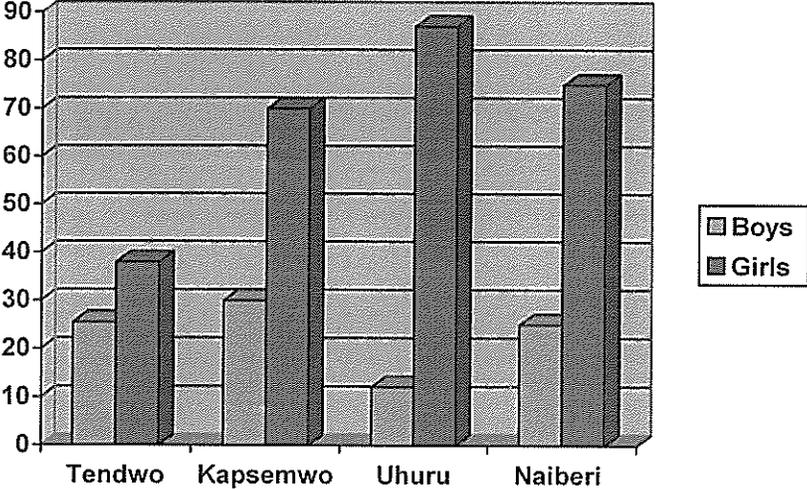
From figure 4.4 and table 4.5 on pupils' performance, it shows that boys perform better than girls in each case 63.46% for boys and 36.84% for girls and indicated by head teachers and 70.59% for boys and 29.41% for girls as shown by the class teachers. The reason is some head teachers and teachers put across

for this performance is that girls are overburdened by domestic chores, negative attitudes towards education brought about by lack of role models, lack of motivation from parents among others.

4.1.4 School dropout in primary school by Gender

Drop out is a major challenge which has continuously hinted by popular researchers as Odagga and Heneveld (1995). Yet more researchers are of view that more girls drop from schools than boys, and hence the need to carryoutout this study.

Figure 3: Responses from Head teachers on Drop-out from 2003 – 2007



Source: Field data 2010

Table 5: Responses from Class Teachers on Drop-Out from 2003 – 2007

School	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
Tendwo	2	66.67	1	33.33
Kapsemwo	1	100	0	0
Uhuru	3	60	2	40
Naiberi	2	40	3	60
Total	8	57.14	6	42.86

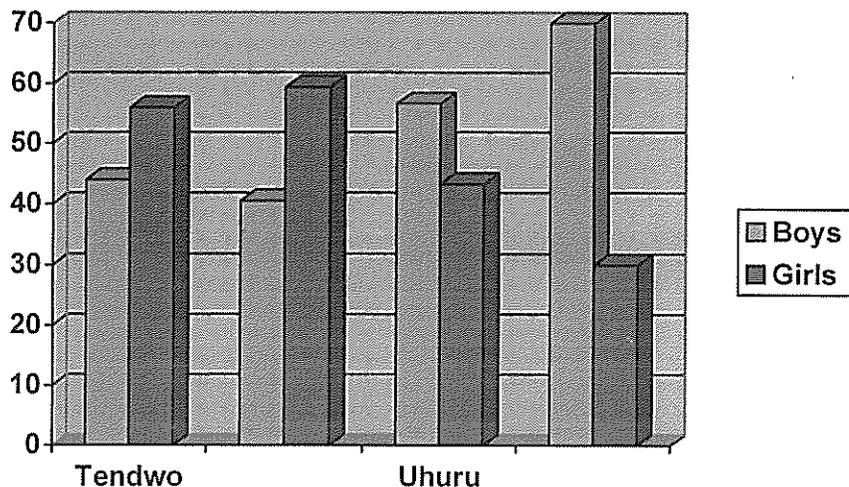
Source: Field data 2010

From the figure 4.6, it shows that the rate of drop out is high amongst the girls as shown by 74.71% of the head teachers while 25.29% for boys. The reason put across for the high rate is early pregnancies and domestic chores embossed on the girls by the parents leading them dropping out. Responses from various class teachers on table 4.7 indicate that those pupils who drop out more from various classes are boys as shown by 57.14% of the teachers and 42.86% for girls. The reason some teachers put across for this high drop are peer influence, ignorance from parents and cultural practices such as initiation.

4.1.5 Pupils responsibilities at school by gender

Further more the researcher investigated whether pupils are given responsibilities equitably according to gender.

Figure 4: Responses from Head teachers on Pupils Responsibilities



Source: Field data 2010

The findings in the above figure indicated that in two schools where this research was undertaken, assigned more girls school responsibilities than boys. In the remaining two however, more boys had school responsibilities than girls. One of the later two schools had very few girls holding responsibilities. This is another indicator of gender disparities. It shows school authorities tend to favour boys over than boys.

4.1.6 Specific school and domestic duties performed by pupils according to gender

The study investigated the nature of duties assigned to children according to gender.

Table 6: Responses from Pupils on the Duties Performed at Home/School

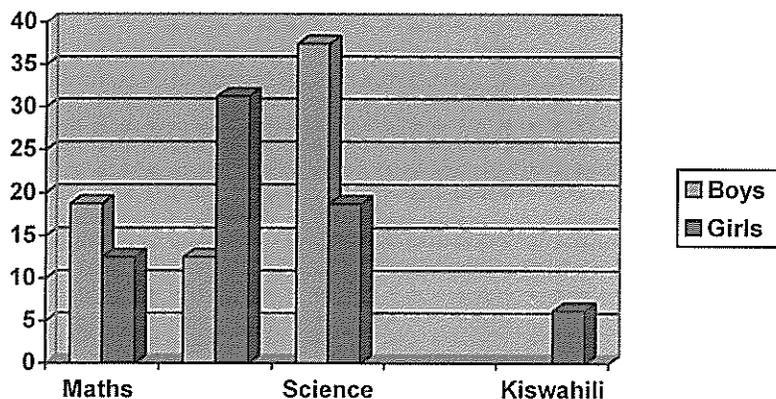
Activity	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
Farm work	4	100		
Herding	7	87.5	1	12.5
Fetching water/firewood			5	100
Washing utensils			5	100
Sweeping the house			5	100
Smearing/ mopping classroom	2	20	8	80
Cleaning the chalkboard	9	90	1	10
Cleaning the office			1	100

According to Figure 4.8, nearly half of the head teachers 50.89% show that responsibilities are shared amongst boys and girls 81.25% of the class teachers responded that most of the duties in the classroom are undertaken by girls against the boys indicated by 18.95% of the teachers, as shown in table 4.9. From table 4.10, the pupils responded that most boys undertake outdoor activities herding and farm work while the girls concentrate on household tasks; washing utensils, sweeping the house both shown by 100% of the pupils. In class, the boys go for lighter duties as cleaning the chalkboard as shown by 90% of the pupils. The girls undertake the cleaning of the classroom as indicated by 80% of the pupils. Girls are thus overworked.

4.1.7 Preferred subjects by gender

As earlier on cited boys preferred science subjects than girls. This of course negatively affects their attitude towards these subjects and hence the disparity in performance.

Figure 5: Responses from Pupils on Best Subject



Source: Field data 2010

According to the figure above, it shows that 37.5% of the pupil viewed science to be the best subject from boys while 31.25% viewed English to be best for girls. As per the response, it is a clear indication that boys go for science, which is termed as male subject while the girls go for language traditionally termed as female subject.

4.1.8 Pupils carrier choice by gender

The choice of future carriers, sometimes reflect gender related attitude towards some jobs, as boys tend to prefer some science related jobs than girls.

Table 7: Responses from Pupils on Career

Career	Boys Frequency	Percentage	Girls Frequency	Percentage
Doctor	5	31.25	2	12.5
Engineer	3	18.75	2	12.5
Soldier	1	6.25		
Secretary			2	12.5
Nurse			3	18.75
Chief	1	6.25		
Teacher			2	12.5
Mechanic	1	6.25		
Pilot	1	6.25	1	6.25

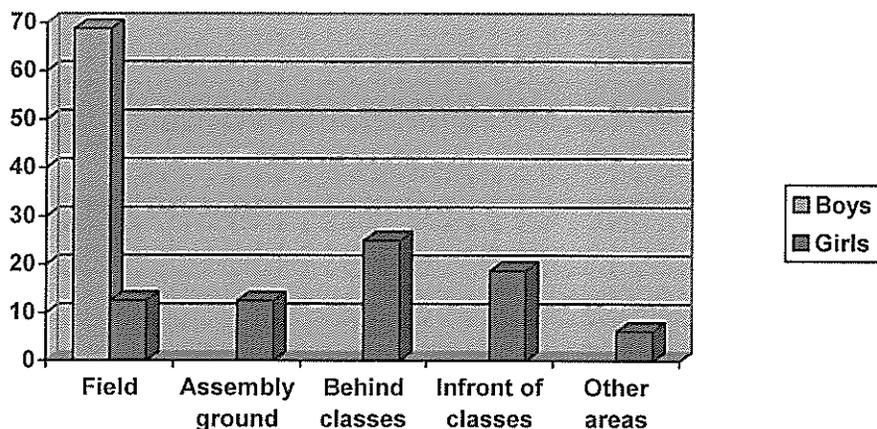
Source: Field data 2010

From the responses given by the pupils on career 31.25% indicated doctors for boys. This is the highest while on the other hand 18.75 indicated nursing to be preferred by girls. According to the findings, there are defined jobs for males and female thus secretary, nursing and teaching are females while soldiers, chiefs and mechanics are meant for males.

4.1.9 Pupils choice of co-curricular activities and how they spend their leisure

Pupils were asked how they spend their leisure during co-curriculum activities.

Figure 6: Responses from Pupils on where they spent Leisure Time



Source: Field data 2010

The figure above shows some of the areas where pupils play during their free time. It is clearly indicated that 68.75% of the pupils showed that boys dominate the field while the girls are squeezed to the area behind and in front of the classroom as indicated by 25% and 18.75% of the pupils.

Table 8: Responses from Pupils on Co-curricula Activities

Activity	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
Debate	3	18.75	1	6.25
4 K club	2	12.5	1	6.25
Choir	1	6.25	5	31.25
Athletics	1	6.25	3	18.25
Ball games	2	12.5	1	6.25
Scouting/girl guiding	3	18.75	1	6.25

Source: Field data 2010

The table above shows some of the co-curriculum activities that pupils get involved in 18.75% of the pupils stated in the activities most boys engage in

debating and scouting while the girls go for choir as stated by 31.25% and athletics by 18.75% followed by other activities. From the findings, it shows that boys are dominant in aggressive activities while the girls occupy themselves in 'silent' activities.

4.2 Causes of gender disparities

The researcher had to investigate from the teachers and head teachers, why gender related disparities existed.

Table 9: Responses from He teachers Causes of Gender Disparities

Causes	Frequency	Percentage
Early pregnancies	3	75
Domestic chores	1	25
Poverty	3	75
Lack of motivation from patients	2	50
Cultural practices e.g. initiation	1	25
Lack of role models	3	75

Source: Field data 2010

Table 10: Responses from Class teachers on Causes of Gender Disparities

Causes	Frequency	Percentage
Biasness in work given to children	2	12.5
Parents' negative attitudes towards girl-child education	3	18.75
Poverty	3	18.75
Lack of role models	2	12.5
Peer influence	2	12.5
Lack of motivation by parents	3	18.75
Teachers' negative attitudes towards learners	2	12.5
Pupils lack of interest in learning	1	6.25
Poor seating arrangement	1	6.25
Early pregnancies	3	18.75
Cultural practices (initiation)	5	31.25
Irresponsible parents	4	25
Pastoral practice of transhumance	1	6.25
Ignorance of parents on child's rights	2	12.5
Gender stereotyped resources	2	12.5

Source: Field data 2010

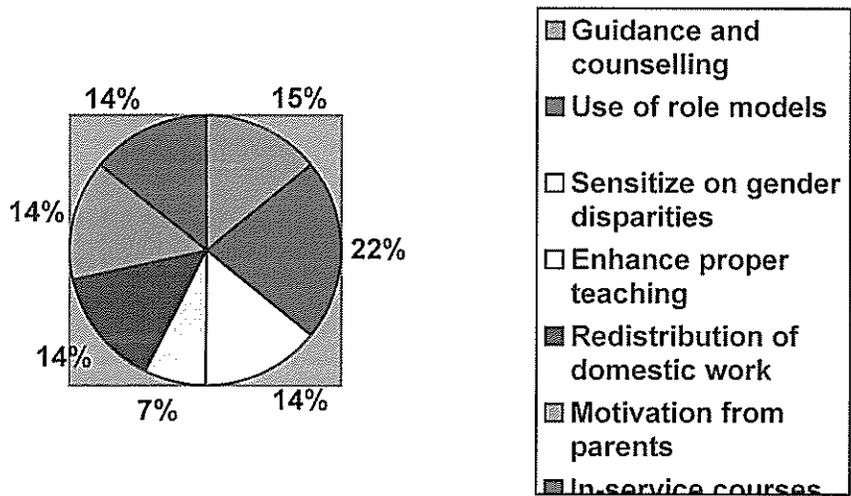
According to the above tables, it is found out that 75% of the head teachers stated that the main causes of gender disparities are early pregnancies, poverty and lack of role models. 50% pointed out that it is lack of motivation from parents and few 25% noted that it is domestic chores and cultural practices. Most class teachers 31.25% pointed out the causes as cultural practices such as initiation other 25% mentioned irresponsible parents who abandon their duties to the children. 18.75% of the class teacher pointed out the causes as negative

attitudes of parents on education of girl-child whom they term as waster of resources. Poverty under such situation parents resolve to educating the boys. Lack of motivation by parents and early pregnancies a small percentage of teachers 12.5% pointed out other causes as biasness in the world given to the children; lack of role models which could motivate the learners teachers' negative attitudes towards learners, ignorance of parents on child's rights and gender stereotyped resources. A smaller percentage of teachers 6.25% stated pupils' lack of interest in learning, poor seating arrangement where boys sit alone and girls sit alone and also pastoral practice of transhumance where children move from school to school.

4.3 Interventions and solutions to gender disparities

Responses were asked to give advise on how to control and remove gender disparities in the primary schools. Head teachers had their own views as well as teachers as follows;

Figure 7: Responses from Head teachers on Possible Solutions to Gender Disparities



Source: Field data 2010

Table 11: Responses from Teachers on Possible Solutions to Gender Disparities

Responses	Frequency	Percentage
Sensitize on gender equality	3	18.75
Re-distribution of domestic work	2	12.5
Guidance and counselling	6	37.5
Use of role models	3	18.75
Initiation of income generating activities	2	12.5
Motivation by parents	2	12.5
Motivation by teachers	4	25
Equal distribution of resources in classroom	1	6.25
Re-arrangement of seating in classroom	1	6.25
Intervention of children's education by local authority	2	12.5
Advice community on cultural practices	1	6.25
Initiate class discussions (debates)	2	12.25
Education in human sexuality	1	6.25
Equal treatment of all children	1	6.25
Encourage mixed grouping	1	6.25

Source: Field data 2010

From the above figure and tables on the possible solutions to gender disparities, majority of the head teachers 75% pointed out on the use of role models 50% stated guiding and counseling, sensitization of community on gender disparities and stress on parents to redistribute domestic work to all their children despite their sex and also motivate their children. In-service courses should be organized to gather for gender issues. A small percentage 25% noted proper teaching to cater for both boys and girls. From the class teachers, majority 37.5% noted that

guidance and counselling is one of the possible solution. 25% pointed out that teachers should motivate all learners. 18.75% stated sensitization on gender equality and use of role models. Other possible solutions noted by 12.5% of the teachers are redistribution of domestic work by parents, initiation of income generating activities curb poverty and parents, initiation of income generating activities to curb poverty and parents to motivate children in learning. Where children are ignored or neglected in education, local authorities such as chiefs should intervene. Teachers should encourage learners to participate through discussions such as debates. A small percentage 6.25% noted other possible solutions. Equal distribution of resources in the classroom by teachers, seating order should be rearranged; community should be advised on cultural practices e.g. initiation so as not to interfere with children's education.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

In this chapter, the summary, conclusions and recommendations are highlighted.

5.1. Summary/Conclusion

After carrying out the research study, the research found out the following about gender disparities in primary school in Kaptagat zone. Areas in which gender disparities occur are on enrolment where it was viewed by both teachers and head teachers as high for girls, denoted by 51.26% and 52.56% respectively. It was also noted that there is disparity in staff role where 63.64% of the head teachers depicted female while the remaining 36.36% indicated female teachers. Another area is on drop-outs in which 74.71% of the head teachers noted girls to drop out of school, while the remaining percentage noted boys. This high drop-out may be caused by early pregnancies, poverty and lack of role models as indicated by table 4.15. Class teachers noted a high drop out amongst the boys as shown by 57.14% of them. Teachers viewed on the cause for this from the findings are cultural practices e.g. initiation, where a boy terms himself grown-up and not worthy to be in school with children.

In poverty stricken families, the boys drop-out to fend for the family. Parents have neglected their responsibilities and left it to the older children especially the boys. Another area in which gender disparity is noticed is on performance in which a high percentage of the head teachers and teachers viewed boys as high achievers while the girls lag behind. The reasons for poor performance are heavy workload on the girls at home as seen on table 4.10, this leaves them no time to study and also attend to their remedial work. It is also noted by the teachers

that girls lack motivation from parents. Girls who pursue education to high levels are few and thus results into few being employed as is depicted in the staff roll in table 4.13. There is disparity in subject participation where boys are dominating in science, viewed by 37.5% of the pupils. Girls dominate in English as stated by 31.25% of the pupils over the other subjects. Gender disparities is also noted in learning resources as seen in gender stereotyping in pupils and teachers text books. This has led to men being portrayed as superior to women especially in career orientations.

From the findings it is noted that boys prefer careers such as doctors and engineering while the girls opt for nursing seen on table 4.14, and girls are left to shy off and sometimes not answering questions even if they know the answers. According to the findings, some of the causes of gender disparities as viewed by the head teachers and teachers are; early pregnancies, among the girls, poverty, lack of motivation from parents and teachers, cultural practices such as initiations, domestic chores which hinder children's learning. Some parents have negative attitudes towards girl child education and view it as waste of resources. Some teachers have negative attitudes towards learners. Due to un-conducive environment for learning such as poor seating arrangements, gender stereotype resources, and lack of role models, pupils loose interest in learning. Another cause of gender disparity is peer influence and ignorance of parents on child's rights.

From the causes, head teachers had their views on possible solutions to these problem 75% of the head teachers advocated on the use of role models, 50% on guidance and counselling, sensitization, motivation and redistribution of domestic tasks. 12.5% of the teachers advocated on initiation of income generating activities to curb poverty, intervention of children's education by local authority and livening the classroom to favor all children through debates and other clubs.

5.2 Conclusion

After the analysis, it was established that indeed gender disparities exist in primary schools. This is reflected in the general performance of pupils, in which more boys tend to perform better than girls most especially in science subjects. More so girls preferred languages to sciences; this made them inferior as far as studying science was concerned. When it came to assigning duties and responsibilities to the pupils, the boys were given more opportunities to take up posts in school thereby making them more superior over girls. And more girls tended to drop from school than boys, although when it came to enrollment, more girls were in school than boys.

5.3. Recommendations

In the light of the findings of this study, the following are recommendations made.

Socio-Economic Factors

Parents who have succeeded in giving equal education on opportunities to both daughters and sons can be used as role models.

Community leaders such as the chiefs, counselors and church leaders can be used to encourage parents and other members of the community to send girls and boys to school.

Parents and the community should be sensitized on gender, through discussions during parents' day in schools. On these days, the school can discuss gender disparity through recitation of poems, songs and drama.

Guidance and counseling for parents, teachers and other stakeholders on the importance of education. Parents should be made to invest equally in their daughters and sons and treat all children equally irrespective of gender. Parents should also initiate dialogue with children, motivate and provide them with reliable knowledge on sexual behaviours to curb early pregnancies.

Teachers should make learning interesting through classroom and other school activities.

Teachers should encourage girls in their learning to avoid exclusion of them from classroom activities.

Parents should redistribute the domestic workload equally between boys and girls.

Teachers should ensure that girls are not sexually abused by the teachers or peers by reporting such incidences to higher authorities. In addition policy makers to be taken against those adults found quilt of sexually abused girls as it is against the child's rights (2000).

The teachers should give extra time for remedial teaching to those girls and boys who are weak in certain subjects to improve performance.

During parents' day, parents should be reminded not to overload girls with domestic chores at the expense of their studies.

Girls who are good in maths and science can be used as role models. Good maths teachers can make good role models for the girls who have been made to believe that they are not as good as boys in maths and science and can also be invited to give a talk at school.

Making School Gender Friendly

In school, boys dominate the play ground and try to cover all over as a sign bravery, strength and teamwork. Girls should thus be made to feel the ownership of this ground as much as the boys. They can be encouraged to participate in games. Teachers should start gender clubs in schools such as debates where both boys and girls can interact informally. Hold talk with role models, essay completions, study visits to successful women farmers/business women.

Resource

Teachers can draw the attention of pupils that both women and men can be doctors, engineers and technicians. Examples given by teachers during lessons should take into account gender and thus should interest both boys and girls. Materials should be shared equally in class.

Interaction at School

Teachers should encourage both boys and girls to build confidence and high expectations among both boys and girls. Try not to praise girls and boys for different things this will show there is different expectations of them.

Pupils should not be given gender-based tasks group work can support girls who lack confidence.

Teachers should adopt class rules where no more than one person speaks at a time. All comments made should be treated with respect and not laughed at. This will stop boys mocking girls' responses.

Running In-service Course on Gender Issues

Through INSETS, effects that gender disparity can have on enrolment, drop out and performance can be explored.

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APPENDICES

APPENDIX I: QUESTIONNAIRES FOR PRIMARY SCHOOL HEADTEACHERS

Kindly respond to the following questions by ticking (√) or filling the blank spaces appropriately.

1. Age

18 – 24

25 – 31

32 – 38

39 – 45

46 and above

2. Gender

Male

Female

3. Level of professional qualification

P1

ATS 4

ATS 3

ATS 2

ATS 1

4. Teaching experience

4 years and above

5 – 9 years

10 – 14 years

15 – 19 years

20 years and above

5. What is the enrolment of your school?

Male

Female

6. What is the roll of your staff?

Male

Female

7. When admitting pupils to standard one who were more in

2001 _____, 2002 _____, 2003 _____, 2004

_____ /

2005 _____

8. How is the rate of drop-out per gender in the past years?

2001 Male _____ Female _____ 2002 Male _____

Female _____

2003 Male _____ Female _____ 2004 Male _____

Female _____

2005 Male _____

9. Who performed well in the final exam in:

2001 _____ 2002 _____ 2003 _____ 2004

_____ 2005 _____

10. State the composition of prefects in your school per gender:

Male

Female

11. From the above information do you think there are gender disparities in your school?

Yes No

12. If the answer in question 11 above is yes, what do you think are the causes of these gender disparities in your school?

- (i) _____
- (ii) _____
- (iii) _____

13. Give possible solutions to gender disparities as they occur in your school

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

APPENDIX II: QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Kindly respond to the following questions by ticking (√) or filling the blank spaces appropriately.

1. Age

18 – 24

25 – 31

32 – 38

39 – 45

46 and above

2. Gender

Male

Female

3. Level of professional qualification

P1

ATS 4

ATS 3

ATS 2

ATS 1

4. Teaching experience

4 years and above

5 – 9 years

10 – 14 years

15 – 19 years

20 years and above

5. Teaching experience in the school

2 years and below

3 – 5 years

10 years and above

6. Class taught _____

7. Best subject taught _____

8. What is the enrolment of your class?

Male Female

9. Who performed well in your class in the last exam?

Male Female

10. How many pupils have dropped out of your class?

Male Female

11. Do both boys and girls participate equally in class?

Yes No

If no, who participated most?

Girls Boys

12. Who are pardoned more upon making mistakes?

Boys Girls

13. Who smears/mops the classroom?

Boys Girls

14. How are your class groupings?

Boys alone

Girls alone

Mixed

15. Do you think there is a gender disparity in your class?

Yes No

16. If the answer is yes, what do you think are the causes of gender disparities in your class?

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

17. Give possible solutions to gender disparities as they occur in your class.

(i) _____

(ii) _____

(iii) _____

APPENDIX III: QUESTIONNAIRES FOR PRIMARY SCHOOL PUPILS

You are kindly requested to answer the following questions correctly.

1. What is your age?

6 years and above

7 – 9 years

10 – 12 years

15 years and above

2. Gender Boy Girl

3. What class are you? _____

4. How long have you been in this class? _____

5. What is your best subject? _____

6. What do you like to be in the future after school?

Doctor	<input type="checkbox"/>	Teacher	<input type="checkbox"/>
Mechanic	<input type="checkbox"/>	Secretary	<input type="checkbox"/>
Engineer	<input type="checkbox"/>	Typist	<input type="checkbox"/>
Driver	<input type="checkbox"/>	Chief	<input type="checkbox"/>
Nurse	<input type="checkbox"/>		

7. Where do you play during free time in school?

Field

Behind or in front of the classrooms

Assembly ground

Any other, please specify.....

8. Which work do you do at home?

Outdoor activities

Farm work

Herding

Indoor activities

Fetching water/firewood

Washing utensils

Sweeping the house

Any other, specify _____

9. Which work do you do at school?

Smearing/mopping the classroom

Cleaning the chalkboard

Any other, specify _____

10. Do you participate in any other co-curriculum activities in school?

Yes

No

If yes, state which other one _____



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Office of the Director

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. CHESIRE J. CHARITY.

REG. #. BED/21458/81/DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

GENDER DISPARITIES IN SELECTED PRIMARY
SCHOOLS IN AINABKOL DIVISION, UASIN GICHU
DISTRICT, RIFT VALLEY PROVINCE, KENYA.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

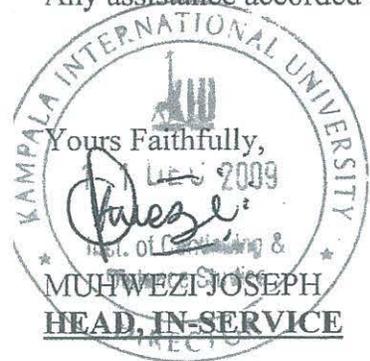
Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

21st Dec 2009

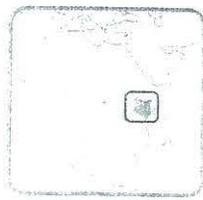
Muhwezi Joseph
Inst. of Continuing & Distance Studies

MUHWEEZI JOSEPH
HEAD, IN-SERVICE



Key to numbered districts shown on the map

- | | | |
|------------------|--------------------|-------------------|
| 1 BUNGOMA SOUTH | 9 KISII CENTRAL | 17 MURANG'A NORTH |
| 2 BUNGOMA WEST | 10 GUCHA | 18 GATUNDU |
| 3 BUNGOMA EAST | 11 MASABA | 19 KIAMBU EAST |
| 4 BUNGOMA NORTH | 12 KEIYO | 20 NAIROBI NORTH |
| 5 KAKAMEGA SOUTH | 13 NAKURU | 21 NAIROBI WEST |
| 6 EMUHAYA | 14 NAKURU NORTH | 22 NAIROBI EAST |
| 7 KISUMU WEST | 15 NYANDARUA SOUTH | 23 KANGUNDO |
| 8 KISII SOUTH | 16 KIAMBU WEST | 24 KIRINYAGA |
| | | 25 CENTRAL IMENTI |



national boundary
 provincial boundary
 district boundary
 national city
 provincial headquarters

Area of Study



Scale: 1 : 4 500 000
 100 150 200 km

