# THE EFFECTS OF GENDER ISSUES ON THE ACADEMIC PERFORMANCE OF LEARNERS IN SECONDARY SCHOOLS.

## A CASE STUDY OF KIAMBOGO SECONDARY SCHOOL

### BY

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## A RESEARCH REPORT SUBMITTED TO KAMPALA INTERNATIONAL UNIVERSITY INSTITUTE OF OPEN AND DISTANCE LEARNING IN PARTIAL FULFILMENT FOR AWARD OF THE BACHELOR DEGREE IN EDUCATION (ARTS) OF KAMPALA INTERNATIONAL UNIVERSITY.

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# DECLARATION

I KIMANI.S.MUTUGI do hereby declare that "the effect of gender issues on academic performance on learners in primary schools in Kenya" is entirely my own original work, except where acknowledged, and that is has not been submitted before to any other university or institution of higher learning for the award of a degree

Signature

..................................

KIMANI.S.MUTUGI

# APROVAL

This research has been submitted for examination with my approval as a university supervisor.

Signed: --------------------------------------------------------

**MR. BALIRUNO JOHN BAPTIST**

**SUPERVISOR**

Date : ...........19 / 04 / 09. ...........

# DEDICATION

This book is dedicated to my wife Mercy Nyambura Mutugi and daughter Faith Nyambura Mututgi.

# ACKNOWLEDGEMENT

First and foremost, I would like to thank my supervisor, Mr. John the Baptist and my wife Mercy Nyambura Mutugi.

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# DEFINITION OF TERMS

Academic performance: How children do in school either good or bad. This includes coping with the environment of the school and interactions with other children.

**GENDER:** `          Refers to either male or female

**SCHOOL:**          Formal institution of learning.

**BUSINESS:**          Favouring one side too much

**EFFECT :**          What happens there after

# LIST OF TABLES

# ABSTRACT

The purpose of the study was to determine the impact of the gender issues on the academic performance of learners in selected schools of Lari division, Kiambu west district, Kenya. Specific objectives of the study were to: examine the impact of gender on academic performance of learners Lari division, Kiambu, Kenya and to examine strategies used by schools to improve on the academic performance of the girls and boys in Abothuguchi west division. The methods used for data collection were face to face interview, which were carried on with parents, Questionnaires were distributed to students and teachers. Observation was done on the state of the learners. The findings revealed by 70% of the respondents that gender issues affect the performance of the learner's negatively. 58% of the respondents also revealed that majority of the learners in the schools are boys. According to 70% of the respondents most of the schools had gender biasness in all the resources used by the learners. 80% of the respondents revealed that poverty has greatly affected the performance of the learners. To ensure quality, the study recommended that, the government should step in to see that all children are taken to school both girls and boys. The parents and the community should be sensitized on the importance of educating all their children both boys and girls. The government non-government organizations, publishers and curriculum developers should work hand in hand to produce gender sensitive books, which will change the attitude and stereotype thinking.

# CHAPTER ONE

# BACKGROUND OF THE STUDY

## 1.0 introduction

Gender refers to being female or male. Today we use this term more frequently than sex. It is more specific. Within our gender groups, we are influenced by societal expectation of how we should behave. In Kenya the traditional implications of being feminine and masculine are:

Feminine:- traditionally it is considered that feminine characteristics include being delicate, shy, motherly, home keeper, quiet and a good listener.

Masculine:- Traditionally masculine characteristics are seen as being strong, powerful, dominant, courageous and decision makers. There were attitudes perceived to be the characteristics of men and women. Gender issues are factors which affect girls and boys. They include poverty, early marriage and child labour. These are issues that need to be addressed if we are to become a developed nation.

The performance of the girls and boys in these schools has been deteriorating due to gender disparities which affected learner's academic performance.

## 1.1 Statement of the problem.

The academic performances of both girls and boys in the schools of Abothuguchi west division have been very poor. This has mainly been due to inferiority complex of girls and boys. Gender has greatly affected the girls who think that boys are better in some subjects as compared to girls such as mathematics which has greatly contributed to poor academic performance of learners.

## 1.2 Purpose of the study

Examine the impact of gender on academic performance of learners.

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## 1.3 Objectives of the study

Examine the impact of gender on the academic performance of learners.

Examine the causes of poor performance of learners in primary schools of Meru-central district.

To examine strategies used by schools to improve on the academic performance of both boys and girls.

## 1.4 Researcher Questions

1) What is the impact of gender on the academic performance of learners?
2) What are the causes of poor performance of learners in primary schools of Lari division, Kiambu West district?
3) What strategies are used by schools to improve on the academic performance of both boys and girls?

## 1.5 Significance of the study

The study will help the selected schools to consider gender as major factors in achieving academic performance.

The local community in particular may use the findings of the study which will highlight all the contemporary issues with regards to constitutional right of educational curriculum in Kenya schools.

The study will add on already existing literature on gender and academic performance

The study will be used to identify strategies that help both boys and girls take equal opportunity in school activities and academic excellence.

## 1.6 Scope of the study

## 1.6.1 Content scope

The study will examine the impact of gender on academic performance. Gender is the independent variable and academic performance is the dependent variable.

## Geographical scope

The study will cover Kiambu Weat District, Lari Division, Kenya.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.0 Introduction

This section will show all the literature that will be used in the study. This will help tile researcher in data compilation and making the analysis in the research report. In this literature review, several materials for example textbooks, magazines, pamphlets news papers and the internet will be consulted.

## 2.1 Effect of gender issues on the Academic Performance of learners in schools.

The effects of gender issues on the academic performance of learners in primary schools of Kiambu Weat District, Lari Division, Kenya.

## 2.2 Socio- Economic causes

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

## 2.3 Socio cultural causes

Most of us grew up in communities where the role of boys and girls are expected to play is clearly defined. In nearly all communities boys and girls have different roles and are encouraged to behave differently. They are even expected to have different attitudes and interest.

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Many parents and community members may feel that educating girls is a waste of time and money, as they will eventually be married off so that their education will only be of benefit to the husbands and they marry into. Some parents also believe that it is their sons who will take care of them in old age. To ensure that their sons are able to carry out this responsibility, they educate them at the expense of their daughters.

Some communities view schools as places where girls' morals can be corrupted because of the amount of time they spend with boys. The long distance that the girls may travel between home and school also worries some parents. These are some examples of the stereotype thinking which negatively affect the educational performance of our girls.

Girls spend more time than boys on domestic tasks and other related activities in the community. Stop and think about these girls who will have the same amount of homework as the boys. After reaching home, they are expected to fetch water, firewood help in food preparation, wash utensils and at times baby sit. Hence, girls get little or no time for their homework.

## 2.4 Teacher's Attitude and Class Interaction

What are the causes to the disparity? A teacher will have his/her own attitudes and expectations about his male and female pupils. These will be influenced by teachers' upbringing, as well as by society. These attitudes may be reflected in statements such as:

*"Girls are not as bright as boys"*

*"Boys are better in Mathematics and Science than girls".*

*"Girls don't simply work hard as boys"*

These attitudes can influence how a teacher teaches and organizes his/her classes. Teachers may not be aware that at times they are discouraging girls through their attitudes and behavior.

As a teacher do you consider the following:

1. Do you give girls and boys different tasks?
2. Do you choose both boys and girls to answer?

3. How do you reward?
4. How do you address your class?
5. Do you use the following phrases?

- The "boy and girls"
- The "girls and boys"

Classroom setting is very crucial. It needs to be addressed and analyzed in order to create an enabling learning environment for both. Girls may not answer questions as quickly as boys. This is not because they don't know the answer, but because their socialization does not allow them to take the risks of being wrong. Girls need more time and more patience from the teacher so that their confidence can be built. They especially develop in subject considered to be for males such as mathematics and science.

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 is most cases teach English language, may be less interested in boy who are not good in language comprehension. Similarly, male teachers who mostly teach applied subjects may be less interested in the girls they think are not good in practical subjects. Seating arrangement is another aspect of classroom setting which is influential in the conduct of the students. When arranging the setting considers:

    i. Who chooses who sits where?
    ii.    Who sits with whom? Why?
    iii.    Are individual boys and girls happy with the arrangement?
    iv.    'Where does the teacher stand when addressing the whole class?

Seating arrangement can contribute to the participation of the pupils. In a free sitting arrangement girls tend to sit together and usually seat at the back because they are afraid of being asked questions. Boys tend to sit in front, which makes the teacher concentrate on them (Kyriaiou. C (1996).

## 2.5 Gender Biases in Resources

The resources used can have gender biases. This means they can be giving "hidden" messages to our pupils about their roles.

Resources used may be gender biased in the following ways:
- Language used
- Example given
- Illustration used

Pupils thinking opinion and attitudes can! be shaped by the language used. Examples given and illustrations in the text books may be gender biased.

For example if the pictures in a text show boys only doing the activities, then the girls feel ignored and discouraged.

It is therefore important to ask yourself lit following questions about text books:-
i) What is the language, does it use he to denote everybody?
ii) Who is doing which activity?
iii) Who is ordering?
iv) Who is obeying7
v) How are the books shared?
vi) What type of example is given9

Some of the text books we use are gender biased Girls and women may be represented only doing stereotypical jobs, such as washing, cleaning and looking after babies This provides few challenging models for girls and women Boys are stereotype in dynamic activities while girls are represented as passive and playing only opportunities roles This attitude and stereotype thinking is changing with publishers and curriculum developers working hand in hand to make gender sensitive books we will need to watch out for it and also think of our own language and examples. Asied U-Alcrofti (1981).

## 2.6 The school environment

Physical facilities available to boys and girls may have a great impact on their learning. There are many ways we can make the school environment more gender friendly, especially in the provision of facilities and participation in school clubs on other issue in relation to space is lack of separate toilets/latrines and harassment of girl pupil by boys.

Boys maybe playing football while girls sit in groups along the perimeters of the area. Dean J. (1983).

# CHAPTER THREE

# METHODOLOGY

## 3.0 Introduction

This chapter presents the methodological aspects. It describes the research design sampling design, study area and sample size, research procedure, data collection instruments, data analysis and limitations of the study.

## 3.1 Research Design

The researcher used cross-sectional survey research design. Quantitative research design was used to collect data to examine a large sample.

## 3.2 Target population

The researcher targeted 6 primary schools in Kiambu west District, Kenya.. The researcher and both teachers and pupils as respondents from upper and lower classes. Questionnaire tools were used and given to 40 respondents.

## 3.3 Sample size

The method of selecting the sample was random sampling from 5 schools. A total of 200 respondents is expected to be obtained.

## 3.4 Research procedure

The researcher begun by getting an introduction letter from Kampala International University which will be presented to the selected. Schools in Kiambu west District, Kenya.

## 3.5 Data collection instruments

The research will use questionnaires to collect the required data. The questionnaires will contain questions on both personal information, knowledge and understanding of gender issues.

## 3.4.1 Interview

Respondents who cannot be able to interpret questionnaires will be interviewed by face to face contact. The interviewer will guide explanations or the importance of interview. The questions asked will be clearly explained to them.

## 3.4.2 Questionnaires

Well typed questions with brief introduction which familiarizes the respondent to fill the questions posed by the researcher will be given to relevant people with request to answer the questions. The questions are simple to answer but will help us know the performance of learners in the primary schools in Kiambu west District, Kenya.

## 3.6 Data Analysis

The statistical package for social scientist (SPSS) was used for processing and analysis of quantitative data. The researcher generated frequencies, pie-chart, and cross-tabulations.

## 3.7 Limitations

- ❖ The researcher being an employee had limited time
- ❖ Lack of funds limited my research to progress
- ❖ Some respondents were not willing to answer the questions

# CHAPTER FOUR

# DATA PRESENTATION

## 4.0. Overview

The researcher, in this chapter, presented and analyzed raw data extracted from collected questionnaires from respondents. The data was entered and tables drawn tables which showed the categories of responses, the frequencies of such responses and percentage presentation at the frequencies. The researcher then analyzed the findings, made comments based on the findings, with additional information based on literature review.

## 4.1 Sex

**Table 4.1**

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| Male | 28 | 58 |
| Female | 20 | 42 |
| Total | 48 | 100 |

**Source: primary data**

## Observation and analysis

According to table 4.1 the targeted pupils were both boys and girls from both the lower and upper class. In most of the schools boys were found to be the majority making 58.3% and girls 42%

## 4.2 Age

**Table 4.2**

| Category | Frequency | Percentage (%) |
|---|---|---|
| 11-15yrs | 24 | 50 |
| 7-10yrs | 20 | 41.75 |
| 16-20yrs | 3 | 6.25 |
| 21-25yrs | 1 | 2 |
| **Total** | **48** | **100** |

**Source: primary data**

### Observation and analysis

According to table 4.2, it was found that majority of the pupils in the primary schools who make up about 50% are in the age between 11-15 years: who are majority found it upper primary. It was also found that there are a number of pupils between the ages of 27-10 years although they are mostly found in the lower classes in its upper primary there were pupils between the age of 21-25yres though they are very few.

## 4.3 Class attendance

**Table 4.3**

| Category | Frequency | Percentage (%) |
|---|---|---|
| No | 28 | 58 |
| Yes | 20 | 42 |
| **Total** | **48** | **100** |

**Source: primary data**

### Observation analysis

It was found that majority of the pupils in the schools do not attend classes regularly. This makes up to 58% while those who attend classes regularly were found to be 42%

## 4.4 Encouragement at school

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| No | 30 | 62.5 |
| Yes | 18 | 37.5 |
| Total | 48 | 100 |

**Source: primary data**

**Observation and analysis**

According to table 4.4, however found that majority of the pupils are not encouraged at school. These make up to 62.5% of the total school enrolment respondents said that they get encouraged at school.

## 4.5 Parents support in education

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| No | 28 | 58 |
| Yes | 20 | 42 |
| **Total** | **48** | **100** |

**Source: primary data**

**Observation and analysis**

According to table 4.5 it was found that 58% of the respondents do not get support from their parents in their education. 42% of the respondents were found to be getting support from their parents.

## 4.6 School environment

**Table 4.6**

| Category | Frequency | Percentage (%) |
|---|---|---|
| No | 30 | 62.5 |
| Yes | 18 | 37.5 |
| Total | 48 | 100 |

Source: primary data

**Observation and analysis**

According to table 4.6 it was found that most of the schools environments are not conducive for learning. This was shown by the percentage of the respondents being 62.5% and 37.5 respectively.

## 4.7 community support

| Category | Frequency | Percentage (%) |
|---|---|---|
| No | 28 | 58 |
| Yes | 20 | 42 |
| Total | 48 | 100 |

Source: primary data

**Observation and analysis**

According to table 4.7 it was found that most of the communities are not supportive to education matters. This was shown by the percentage of respondents being at 58% and 42% respectively.

## 4.8 Gender biasness in resources

**Table 4.8**

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| No | 35 | 73 |
| Yes | 13 | 27 |
| **Total** | **48** | **100** |

Source: primary data

## Observation and analysis

According to table 4.8 it was found that most of the respondents complained that there was a lot of gender biasness in the resources they were using at school. This was shown in the percentage of 73% while only 27% said there was no gender biasness in the resources used at school.

## 4.9 Poverty

**Table 4.9**

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| No | 38 | 79 |
| Yes | 10 | 21 |
| **Total** | **48** | **100** |

Source: primary data

## Observation and analysis

According to table 4.9. It was found that poverty greatly affects the learning of the respondents. This was presented by 79% of the total respondents.

## 4.10 sex (teachers)

**Table 4.10**

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| Male | 29 | 72.50 |
| Female | 11 | 27.50 |
| **Total** | **40** | **100** |

**Source: primary data**

## Observation and analysis

According to table 4.10 it was found that of the targeted learners 72% were male teachers while 27.5% were female teachers. Hence showing that most of the school in Kiambu west Division, are taught by male teachers.

## 4.11 Age

**Table 4.11**

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| 36-40yrs | 13 | 32.50 |
| 31-35yrs | 12 | 30 |
| 25-30yrs | 10 | 25 |
| 41-49yrs | 5 | 12.50 |
| Above 50yrs | 0 | 0 |
| **Total** | **48** | **100** |

**Source: primary data**

## Observation and analysis

According to table 4.11 32.5% of the targeted learners are aged between 36 -45yrs 30% of the teachers are aged between 31-35yrs teachers aged between 25-49 yrs formed 12.50% while those aged between 41-49 yrs formed 12.50%. However, there were no teachers of age 50yrs and above in Kiambu west District.

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## 4.12 working experience

**Table 4.13**

| Category | Frequency | Percentage (%) |
|---|---|---|
| 10yrs | 12 | 30 |
| 8yrs | 10 | 25 |
| 6yrs | 8 | 20 |
| 4yrs | 5 | 12.50 |
| 2yrs | 3 | 7.50 |
| Above 10yrs | 2 | 5 |
| **Total** | **40** | **100** |

**Source: primary data**

### Observation and analysis

The table above shows that teachers who had served for 10yrs comprised of 30% of the total number of teachers in the targeted schools. Teachers who served for 8yrs were 25%, 20% had served for 6yrs 12.50% had served for 4yrs, 7.50% had served for 2yrs while 5%^ had served for more than 10yrs. This shows that most of the teachers have long teaching experiences.

### 4.13 Academic qualification

**Table 4.14**

| Category | Frequency | Percentage (%) |
|---|---|---|
| Certificate | 48 | 95 |
| Diploma | 2 | 5 |
| Degree | 0 | 0 |
| U.T | 0 | 0 |
| **Total** | **40** | **100** |

**Source: primary data**

**Observations and analysis**

According to the table above 95% of the sampled schools were P1 certificate holders, Diploma holders were the second category with 5% there were no Degree holders in the sampled schools. Equally there were no untrained teachers in the targeted schools.

**4.14 Text books**

**Table 4.14**

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| No | 30 | 75 |
| Yes | 10 | 25 |
| Total | 40 | 100 |

**Source: primary data**

**Observation and analysis**

According to the table above shows that 75% of the teachers in the targeted schools complained that there are was enough text books in the schools they teach whereas only 25% of the teachers agreed that there are enough text books in the schools. Enough text books or sufficient reference materials are crucial for efficient and effective teaching.

**4.15 access to the text books**

**Table 4.15**

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| No | 28 | 70 |
| Yes | 12 | 30 |
| Total | 40 | 100 |

**Source primary data**

## Observations and analysis.

According to table 4.15 70% of the teachers in the targeted schools suggested that teachers and pupils do not have access t\o the text books 30% of the teachers agreed that teachers and pupils have access to the text book. There is therefore need the reference materials effective teaching and learning process.

## 4.16 Positive attitudes and interaction towards the learners.

Table 4.16

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| No | 25 | 65.50 |
| Yes | 15 | 37.50 |
| Total | 40 | 100 |

**Source: primary data**

## Observation and analysis

According to table 4.16 most of the teachers in the targeted schools do not have a positive attitude towards their learners, these teachers in this category make up 65.5% of the total while 37.50% represented those who strongly agreed to have a positive attitude towards their learners. Teachers need to change their negative attitudes towards the learners. That they can deliver services required by the learners to the maximum

## 4.17 Gender biasness in resources

Table 4.17

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| No | 30 | 75 |
| Yes | 10 | 25 |
| Total | 40 | 100 |

**Source: primary data**

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## Observation and analysis

According to table 1.17 shows that teachers who support the idea that there is gender biasness in the resources used in the schools comprised of 75% of the total number of teachers in the targeted schools. 25% of the teacher disagreed that there is gender biasness in the resources used in the targeted schools. Teachers should ensure that resources used in their school get discouraged and drop out of the school especially girls.

## 4.18 Gender friendly environment

**Table 4.18**

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| No | 36 | 90 |
| Yes | 4 | 10 |
| Total | 40 | 100 |

**Source: primary data**

## Observation and analysis

According to the findings it showed that 90% said that the school environment was not friendly to the learners hence affecting their performance in the schools. 10% said that the environment in the schools was friendly to the learners. Teachers, parents and pupils should try and make the school environment enhance a better performance.

## 4.19 Community support to girl child education

**Table 4.19**

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| No | 29 | 72.50 |
| Yes | 11 | 27.50 |
| Total | 40 | 100 |

**Source: primary data**

**Observation and analysis**

Table 4.19 shows that 72.50% of the people in the community do not support girl child education while 27.5% support girl child education. This shows that, lack of support from the community for the girl child affect the performance of the learners.

# CHAPTER FIVE

# DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

## 5.0 Introduction

This section discusses the findings, conclusions are drawn and recommendations made with suggestions for further research

## 5.1 Discussion

As the government tries to implement the United Nations Universal declaration of human rights (1948) articles 26, and all the education principles, it started some programmes on the school going aged children in Kenya.

According to the data collected 58% those attending school are boys.

The researcher noted that 50% of the pupils in the primary schools are aged between 11-15 years. 4.7% of the learners are aged between 7-10 years while 25% of the learners are to the age between 21 – 25 years.

The data showed that the attendance of most children to school is not regular. 58% of the children who are the majority do not attend classes regularly. 42% of the children attend classes regularly. The researcher observed that those in the lower primary classes are more regular in school attendance than those in the upper classes.

According to the data collected, 62.5% of the respondents who are the school the researcher observed that 37.5% of the learners feel that they are encouraged at school.

The researcher noted that a bigger percentage of the respondents up to 58% do not get support from their parents in their education 42% get the support they need from their parents in their education.

The research found out not conducive for learning. 62.5% of the respondents said that the environments are conducive for learning.

According to the data collected, 70% of the communities do not support the education of their children especially the girls child education. Only 30% of the community support in education matters.

The researcher noted that 70% of the schools had gender biasness in the resources used by the learners. Only 30% of them do not have gender biasness in resources.

The data showed that poverty greatly affects the performance of the learners in the schools 80% of the respondents 20% did not.

## 5.2 Conclusions

According to the information from the tables the researcher noted the following gender issues that affect the academic performance of the learners

- Majority of the learners in the primary school s are boys
- Many of the school going children are aged between 11-15years
- Most of the pupils in the schools do not attend classes regularly.
- Majority of the learners do not feel encouraged when at school.
- Parents in many of the communities do not support the education of their children especially girls child education
- Most schools environments are not conducive for teaching and learning.
- Gender biasness in the resources used at school affect the academic performance of the learners.

- Poverty has greatly affected the academic performance of the learners in the schools
- Most of the teachers teaching in the primary schools are male teachers.
- Majority of the teachers are in the age bracket ranging from 31-40 years
- Most of the teachers have an experience of 10 years.
- Many of the teachers are holders of the p1 certificate.
- Most of the teachers complained that there are no enough text books in the schools and that they even have no access to the few that are available.
- Majority of the teachers have a negative attitude towards their learners I.e. both girls and boys.

## 5.3 Recommendations

The researcher in his study came up with the following recommendations

- The government should step in to see to it that parents take all their children to school but girls and boys.

- Guidance and counseling should be introduced in the schools to advice and direct the children most whom are in their adolescent stages to prevent pregnancies and dropping out.

- Parents need to be sensitized on gender issues through discussions during parent's days on their attitudes towards the learning of their children.

- School can take the opportunities to discuss gender disparity in education.

- An attractive environment encourages both boys and girls to stay in schools. Gender clubs should be introduced in schools. Gender debates, talk from role models, games in which girls and boys play together, essay competitions, study visit to successful women farmers or business women. Visit to technical training institutions like village polytechnics or institutes of technology where girls are undertaking male dominated courses can be made

- Physical facilities provided for boys and girls should include separate toilets/latrines. This is an issue relating to space.

- Stereotype thinking by some parents negatively affect the educational opportunities of our girls. Such stereotype attitudes need to be changed. The government, Non government organizations and well wishers should step in and educate such communities on the same publishers and curriculum developers should also work hand in hand to produce gender sensitive books which will change the attitude and stereotype thinking. There is also need to watch out for it and also think of our own language and examples.

- Teachers should embrace positive attitudes and expectations about their male and female learners, so as to enhance their learning opportunities.

- The government should solicit for more funds from donors, Non government organizations and well wishers so as to continue funding the purchase of text books in all the schools. If the supply of the book gets at the ratio of 1:1 in all the teaching subjects, then it will greatly enhance the performance of the learners in Kiambu west district –Kenya.

**Suggestions for further research**

Further research can be conducted on the effects of gender issues on the community leadership.

# APPENDIX A

## QUESTIONNAIRE TO STUDENTS

Kindly complete the questionnaire by ticking you most appropriate answer. All responses will be treated with confidentiality.

Do not write your name

Set

Male ☐                    Female ☐

2 Age

7-10years ☐

11-15yrs ☐

16-20yrs ☐

21-25yrs ☐

3. class

Lowe primary ☐

Upper primary ☐

4 Do you feel encouraged at school?

Yes ☐      No ☐

7. Is the school environment conducive for your learning?

Yes ☐            No. ☐

8. Does the community support your education?

Yes ☐            No. ☐

9. Is there gender biasness in the resources you are using at school?

Yes ☐            No ☐

10. Does poverty affect you learning?

Yes ☐            No ☐

# APPENDIX B

## QUESTIONNAIR TO TEACHERS

Kindly complete the questionnaire by ticking you most appropriate answer. All responses will be treated with confidentiality.

Do not write your name.

1 Sex

Male [ ]            Female [ ]

2. Age

36 -40yre [ ]

31-35yrs [ ]

25-30yrs [ ]

41-49yrs [ ]

Above 50yrs [ ]

3. Working experience

10Yrs [ ]

8yrs [ ]

6yrs [ ]

4yrs [ ]

2yrs [ ]

Above 10yrs [ ]

4.Academic qualification

Certificate [ ]

Diploma [ ]

Degree [ ]

5. Do you have enough text books in the school?

Yes ☐          No ☐

6. Do teachers and pupils have access to these books?

Yes ☐          No ☐

7. Do the text books overlook biasness?

Yes ☐          No ☐

8. Do you have positive attitude and interaction towards your learners?

Yes ☐          No ☐

9. Is the environment in your school gender friendly?

Yes ☐          No ☐

10. Do you check for gender biasness in resources?

Yes ☐          No ☐

11. Does the community around the school support girl child education?

Yes ☐          No ☐

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