

**GENDER AND ACADEMIC ACHIEVEMENT IN PRIMARY SCHOOLS IN
TIRAP DIVISION MARAKWET DISTRICT, KENYA**

BY

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AUGUST, 2014

DECLARATION

Declaration by the Candidate

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ABSTRACT

The purpose of this study was to carry out an investigation about gender and academic achievement in primary schools in Tirap division, Marakwet district Kenya. The study sought to; examine the boys and girls access to primary school education, identify the causes of gender disparities in access to primary education, identify the gender differences in academic achievement and establish the challenges teachers' face in handling pupil's gender difficulties in schools. The study was guided by Classical Liberal Theory of Equal Opportunity and Social Darwinism (1944). A descriptive survey design was used in conducting the study using both primary and secondary data. Schools were stratified according to zonal levels from which a sample of 10 was considered out of a target of 33 schools in the division purposively sampled. Simple random sampling was used to select 73 teachers and census sampling to select nine Quality Assurance and Standard Officers and purposive sampling to select 10 head teachers from a target population of 285. Data was collected through questionnaires, in-depth interviews and document analysis. The questionnaires enabled the researcher to gather a lot of information in a shorter time, while interviews helped to seek clarification through propping and document analysis handled problems of selection and evaluation of evidence. The validity and reliability of research instruments were obtained through pilot study. Data collected was analyzed using descriptive and content analysis, consequently information was presented in tables, figures and frequency distribution and measures of central tendency. The access of primary education was higher for girls as compared to boys in classes one, three, four and five, while the access of primary education was higher for boys than girls in class six to eight. The access of primary education was higher for girls than boys especially at lower primary where the girls had not reached adolescence. The rate of growth of enrolment of girls is much higher than that of boys at upper primary stages. The girls performed more than boys in lower and mid upper primary, while boys performed more than girls in upper primary. It is recommended that parents should ensure that all children whether a boy or a girl should be sent to school. The cultural practices that affect the academic achievement of pupils should be avoided through rigorous campaigns to create awareness of its irrelevance to the society and schools should provide adequate teaching and learning materials, conducive environment and effective teaching of all pupils without disparity.

DEDICATION

This study is dedicated to my husband Pr. Yator Ben, my beloved children Oscar, Anslem and Edith, classmates and friends for their; love, support and encouragement.

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TABLE OF CONTENTS

DECLARATION.....	ii
ABSTRACT.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
LIST OF ABBREVIATIONS.....	xi
CHAPTER ONE.....	1
INTRODUCTION OF THE STUDY.....	1
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the problem.....	7
1.4 The purpose of the Study.....	8
1.5 Objectives of the Study.....	8
1.6 Research Questions.....	9
1.8 Significance of the Study.....	10
1.9 Assumptions of the Study.....	10
1.11 Scope of the study.....	11
1.10 Limitations of the study.....	11
1.12 Theoretical Framework.....	11
1.13 Operational Definition of Terms.....	13
1.14 Summary.....	15
CHAPTER TWO.....	16
LITERATURE REVIEW.....	16
2.1 Introduction.....	16
2.2 Access to Education.....	16
2.2.1 Role of Education in Society.....	16
2.2.2 Access to early childhood development education in Kenya.....	17

2.2.3 Access to primary education in Kenya.....	19
2.3 Gender Disparities.....	20
2.3.1 Underlying Causes of Gender Disparities.....	21
2.3.2 Reasons for Gender Disparities.....	22
2.3.3 The Boy-Child Education.....	23
2.3.4 Decline in Girl-Child Performance.....	26
2.3.5 Gender factors in performance of pupils in Kenya certificate of primary education examination in Kenya.....	27
2.4 Gender Difficulties in Education.....	30
2.4.1 Ongoing Initiatives to Address Gender Difficulties in Education.....	31
2.5 Gender Mainstreaming.....	32
2.5.1 Mainstreaming gender in the education sector.....	36
2.6 Related Studies.....	38
2.5 Chapter Summary.....	41
CHAPTER THREE.....	42
RESEARCH DESIGN AND METHODOLOGY.....	42
3.1 Introduction.....	42
3.2 Research Design.....	42
3.3 Study Area.....	43
3.4 Target Population.....	43
3.6 Study Variables.....	46
3.7 Research Instruments.....	46
3.7.1 Questionnaire.....	46
3.7.2 Interview Schedule.....	47
3.7.3 Document Analysis.....	48
3.8 Validity and Reliability of the Instruments.....	48
3.8.1 Validity.....	48
3.8.2 Reliability.....	49
3.10 Data Collection Procedure.....	50
3.11 Ethical Considerations.....	51
3.12 Data Analysis and Presentation.....	51

3.13 Chapter Summary.....	52
CHAPTER FOUR.....	53
DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION. .53	
4.1 Introduction.....	53
4.2 Background Information.....	54
4.2.1 Gender of the respondents.....	54
4.2.2 Academic Qualification.....	55
4.2.3 Highest Professional Training.....	56
4.2.4 Teachers Experience.....	57
4.3 Access of boys and girls to primary education.....	58
4.4 The Causes of Gender Disparities in Access to Primary Education.....	59
4.5 The Gender differences in Academic Achievement.....	62
4.5.1 Gender Responsive teaching and learning resources.....	64
4.5 The challenges facing schools in handling gender difficulties.....	67
4.6 Discussion of Findings.....	69
CHAPTER FIVE.....	76
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.....	76
5.1 Introduction.....	76
5.2 Summary of Findings.....	76
5.3 Conclusions.....	79
5.4 Recommendation.....	81
5.5 Suggested areas for further research.....	82
REFERENCES.....	83
APPENDICES.....	89
APPENDIX II: QUESTIONNAIRE FOR CLASS TEACHERS.....	90
APPENDIX III: QUESTIONNAIRE FOR HEAD TEACHERS.....	93
APPENDIX IV: INTERVIEW GUIDE FOR QASOs.....	97
APPENDIX V: MAP OF MARAKWET DISTRICT.....	99
APPENDIX VI: MAP OF TIRAP DIVISION.....	100
RESEARCH VII: RESEARCH AUTHORIZATION.....	101
RESEARCH VIII: RESEARCH PERMIT.....	102

LIST OF TABLES

Table 3.1 Target population.....	44
Table 3.2 Sample Size Determination.....	45
Table 4.1 Gender of the Respondents.....	54
Table 4.2 Highest Professional Training.....	56
Table 4.3 Access of Boys and Girls to Primary Education.....	59
Table 4.4 Causes of gender disparities.....	61
Table 4.5 The Genders' Mean performance of primary schools in Tirap division for 2009 and 2010.....	63
Table 4.6 Sufficient Gender Responsive Teaching and Learning Materials.....	66

LIST OF FIGURES

Figure 4.1 Academic Qualification.....	55
Figure 4.2 Teaching Experience.....	57

LIST OF ABBREVIATIONS

Term	Meaning
DEO	District Education Officer
EFA	Education for All
FAWE	Forum for African Women Educationalist
FPE	Free Primary Education
GER	Gross Enrolment Rate
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
MOE	Ministry of Education
NGO	Non-Governmental Organization
TSC	Teachers Service Commission
UNICEF	United Nations International Children's Fund

CHAPTER ONE

INTRODUCTION OF THE STUDY

1.1 Introduction

This chapter presents the preliminary to the study. Specifically, the chapter examined the background to the study, statements of the problem, the purpose and significance of the study, assumptions of the study, theoretical framework, definition of operational terms and finally the chapter summary.

1.2 Background to the Study

Education is the process of providing information to an inexperienced person to help him or her develop physically, mentally, socially, emotionally, spiritually, politically and economically. It is the process through which individuals are made functional members of their society. It is a process through which Boys and Girls acquire knowledge and realize their potentialities and use them for self actualization to be useful for themselves and others. It is a means of preserving, transmitting and improving the culture of the society. In every society, Education connotes acquisition of something good worthwhile, (Ocho, 2005).

Education has been cited as one of the most important determinants of economic growth. It is both an indicator, and an instrument, of development. Education increases labour productivity in both urban and rural sectors, and economic returns to investment in education are typically high. Furthermore, it is regarded by many as an instrument for gender equity and success in life (Oigara, 2001). Many economic and sociological theories predict that education increases women's participation in the labour force.

In most developing countries, more boys are educated than girls (UNICEF, 1998). In the UK there is more outstanding performance of girls as compared to boys which could be attributed to emphasis on elevating the women's issues. Evidence for this 'feminisation' is identified in the fact that the majority of primary teaching staff are female who make up a majority of the primary teaching force, and that in recent years there has been a decline in the number of men entering the sector, for example, in 2002 female primary teachers outnumbered men by 5 to 1 (Skelton, 2002).

In Germany, it is reported that girls obtain better school marks than boys, repeat classes less often, and gain school leaving certificates more successfully. Japanese girls have become slightly more likely than boys to proceed to upper secondary education (Kameda, 1995) also in Jamaica, for 20 years now, there has been concern about "the low academic achievement of boys in relation to that of girls" (Evans, 1998).

In India, girls have continuously been involved in doing household chores and other types of child labour. In a research done by Kruijtbosch, the Ministry of Labour indicates that there are 17 million child labourers, of which 2 million are engaged in hazardous occupations. These estimates leave out more than 80 million children who are out of school and mostly engaged in agriculture work or supplementing family labour either on a full-time basis or helping in routine domestic work and or assisting in income-generation activities (Wazir, 2000). Furthermore, a considerable proportion of girl children are often found in 'non-paid' activities, domestic as well as non-domestic, like

looking after siblings, cooking, cleaning, washing, fetching water, gathering dung, fodder and firewood, accompanying their mother to the market place, grazing cattle, and so on.

According to Chiegwe, Okojee and Opokumu (1996) in most sub-Saharan Africa, enrollment rates of girls lag behind those of boys at all levels of education. The same study shows that generally, attendance rates are higher in urban areas whereas in most rural parts majority of women have never been to school. The gender imbalances in attainment have been attributed to family factors, society factors such as early marriages and quality of schools. In Nigeria, research has shown that millions of girls do not have access to school despite the concerted efforts to push the cause forward. It has been identified that child labour, poverty and lack of sponsorship, quest for wealth, bereavement, truancy, broken home, engagement of children as house helps, as factors or the clog in the wheel of children's access to education (Hallman & Grant, 2003 & 2004). Kitetu (2000) says that gender disparity has existed in education generally and that there is need to identify and eliminate all policies that hinder girls' full participation in education.

According to Kitetu (2000), it is clear from examination performance of girls and boys and also from the few classroom research studies done that all manner of gendered identities are constructed in the classroom. Therefore, issues of gender in education cannot be righted by simply getting the enrolment figures right i.e. equal for boys and girls. It therefore requires researchers and teachers in Africa to continue monitoring policies, classroom practices, and more so the cultural gendered practices which have so much influence on the gendered happenings of the classroom. Governments in many

parts of Africa are aware of the benefits of female education. But Kiteto (2000) notes that gender inequalities and bigotry in education have continued to play a significant role in the slow development of African economies.

Despite calls for equality world-wide, women remain marginalized in education and career decision-making structures. In the Zimbabwean context, it is faced with the challenge of incorporating gender discourse into the mainstream political, educational and occupational landscape as an ideological impediment to the liberty of women. Such an implementation finds fertile breeding grounds in patriarchy and other masculine practices in our educational, occupational and political structures that have fostered male hegemony as an instrument of exploitation in the country (Gramsci 1994).

From research studies by Nhundu (2007), Machingura (2006) and Jansen (2003) who concluded that the Zimbabwean educational and occupational landscape lacks gender sensitivity despite previous initiatives by governmental and nongovernmental organizations towards gender equity, equality and other forms of prejudice reduction in these spheres. Women still constitute only 25% of the paid labour force and are still overburdened with domestic and reproductive roles traditionally expected of them by society (Kwinjeh 2007; Machingura 2006; Gaidzanwa 1997). Thus they are still underrepresented in many occupational sectors of the economy especially in the public sphere in areas such as politics, engineering, science and technology in general (Jansen 2003). This is in spite of the fact that Zimbabwe itself boasts of having one of the highest literacy rates among countries in Sub-Saharan Africa (Jansen 2003).

The World Education Forum that was held in Dakar, Senegal, in April 2000 reaffirmed the expanded vision of education for life that was first agreed upon at the World conference on Education for all that was held in Jomtein, Thailand, in 1990. The expanded vision 2030 provides for education that starts at birth and continues throughout life and all people life long education. At both Jomtein and Dakar, the international committees' sets goals and targets for realizing life long Education. Ensuring that by 2015 all Children particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary of good quality, eliminating gender disparities in primary and secondary Education by 2015, with a focus of ensuring girls full and equal access to and achievements in basic education of good quality, (Elimu Newspaper Issue No 1. 2007 P. 29).

Improving girls' access to education, with the goal of attaining gender equality, is a critical component of promoting development and meeting the Millennium Development Goals (MDGs) in Kenya, across Sub-Saharan Africa and around the world (Torto, 1985). In fact, apart from Universal Primary Education (UPE), Goal 3 of the MDGs aims to eliminate gender disparity in primary and secondary education by 2005 and at all levels of education by 2015. High girl-child participation rate in education is crucial in a modern society. This is because education is one of the most effective instruments a nation has at its disposal for promoting sustainable social and economic development (Republic of Kenya, 1999). It leads to increased productivity of the educated as a means of human resource development for communal benefit (Republic of Kenya, 2002). Moreover, her education contributes directly to the general improvement of health and

living standards (Karani, 1987). Though many countries have made progress towards achieving gender equality in education (Hyde, 2001), girls continue to face many obstacles that impede their path to learning. Factors include discrimination on the basis of sex, unequal rates of investments by governments, political conflicts, and hardships as barriers to girls' educational attainment.

In Kenya, girl-child education is elusive. Mwangi (2004) wrote that a combination of poverty, disease and backward cultural practices continue to deny the girl-child her right to education. Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young Siblings; child marriage, doing household chores, death of mother, and looking after the sick member of the family. Some of the girls are given to marriage against their wish and when they refuse, they are threatened with death.

Despite the Kenyan government's abolition of user fees, more than 800,000 children continue to miss out on education, particularly girls. A CEF partner, the Girl Child Network (GCN), investigated why girls were still out of school despite free education. A key finding pointed out that during menstruation, girls refused to go to school because there were no appropriate or adequate sanitation facilities (Mwendwa et al, 2008).

In the Kenya Certificate of Primary Education (KCPE) boys out performed girls in all exams except in English and Kiswahili composition exams. The gender disparities

increased from 2.9% in 1999 to 8.2% in 2004. There are wide regional differences in primary completion where, for instance, in 2004 Nairobi had a rate of 3.3% in favor of girls while North Eastern 2.4% and Coast province 2.1% in favor of boys (Republic of Kenya, 2002). In the year 2000 to 2009, boys attained higher means scores in all subjects, in all provinces in Kenya and Tirap Division of Marakwet District was not an exception. The researcher was carried out to establish the influence of gender on academic achievement.

1.3 Statement of the problem

Introduction of FPE in January 2003 raised the national GER (Gross Enrolment Rate) 88.2% in 2002 to 102.8 % (105 percent for boys and 100.5 % for girls) in 2003 by 2004. The national GER rose further to 104.8 % (108% for boys and 101.6% for girls. The introduction of FPE witnessed a widening of the gender gap in favour of boys Thus, while in 2002, the GER gender disparity was 1.4%, and it rose to 6.4% in 2004. However, there was relatively better enrollment for girls. This changed in 2004 when there was a slight improvement of 0.2% in favour of boys (Republic of Kenya, 2002).

Regional gender disparities are evident in enrollment, completion; repetition transition and performance in the Kenya Certificate of Primary Education for instance, at the Coast, Western, and North Eastern Provinces, GER gender disparities are over 13 percent in favour of boys while in Central, Eastern and Nairobi Provinces between 1999 and 2003 there were slight gender disparities in favour of girls. Boys outperformed girls in all papers except English and Kiswahili composition papers. In Kenya Certificate of

Secondary Education (KCSE) boys performed better in the key subjects such as English, Mathematics, Biology and Chemistry.

There have also been lots of gender programs that have been carried out, but not much research has been done within the schools in Kenya. There is also a cultural angle in studies of social practices. As such, there is need to conduct studies within Africa, particularly in Kenya and specifically at the grassroots level where implementation of policies and programs occur (FAWE 2003a). It seems that gender issues need to be tackled from different fronts. One such front is the at the ground level (the school and community) where these gender issues are directly experienced and lived, while much has been done on at the policy level in Kenya, only a little has been done at the school and community levels to establish why there is still a significant gender difference in enrolment, access and performance of both boys and girls in academics. Despite the introduction of the free primary education (FPE) and other interventions by the government, gender disparities are observed in access and achievement in primary schools with a serious impact being experienced in rural areas.

1.4 The purpose of the Study

The purpose of this study was to investigate gender and academic achievement in primary schools in Tirap Division, Marakwet District, Kenya.

1.5 Objectives of the Study

To achieve the purpose stated, the study had the following objectives:

1. To examine boys and girls access to primary school education

2. To identify the causes of gender disparities in access to primary education.
3. To identify the gender difference in academic achievement in primary education.
4. To establish the challenges teachers' face in handling pupil's gender difficulties in schools.

1.6 Research Questions

The study sought to answer the following research questions:-

1. To what extent do boys and girls access education in primary schools?
2. What are the causes of gender disparities in primary schools?
3. Is there any gender difference in academic achievement in primary education?
4. What challenges do teachers' face in handling gender difficulties in education?

1.7 Justification of the study

Equality of educational opportunity involves not only equal access to schooling, but also equal treatment of boys and girls within the school itself (Dorsey 1996). Little attention has, however, been given to what happens to both boys and girls in the schools (Machingura 2006). It seems that gender issues need to be tackled from different fronts in Kenya, since only a little has been done on gender difference in academic achievement. This is pursuant to the government's commitment to achieving education for all, (EFA)

by 2015. It was therefore hoped that this study would be in order to investigate gender and academic achievement, in this case based on primary schools.

1.8 Significance of the Study

It is hoped that this study will play an important role in the access of both boys and girls to primary schools. It highlights the key concerns in education including disparities in enrollment, retention transition rates and persisting negative socio-cultural practices and attitudes which inhibit the realization of equity. It was expected that any action that is taken based on the findings and recommendations of the study should go along way to formalize the rights and responsibilities of the people involved directly or indirectly, in the education sector, and further expected to contribute to elimination of disparities.

These findings are expected to assist in gender policy formulation in education for both girls and boys by stakeholders like the Ministry of Education (MOE) in pursuit of eliminating gender disparities. The study is also hoped to provide a pool of knowledge upon which, future research work can be build on in furtherance in acquisition of level of access required. Finally, the findings of this study will benefit curriculum developers, practitioners and educators in dealing with gender disparities in Education

1.9 Assumptions of the Study

The study was carried out based on the following assumptions: That the respondents would be ready and willing to participate in the study. The respondents would be cooperative and willing in providing honest, relevant and reliable data and that they would read and understand the items in the questionnaire. The sample frame drawn would

reflect the universal population. It is assumed that the findings and recommendations of this study would be found useful by the education stake holder's such as the Ministry of Education and NGO's in eliminating gender disparities in education.

1.11 Scope of the study

The study was basically concerned with the investigation of gender and academic achievement. It was conducted in Tirap Division primary schools in Marakwet District between September 2010 to 2011. The study specifically sought to examine boys and girls access to primary school education, identify the causes of gender disparities in access to primary education, determine whether there are sufficient gender responsive infrastructural facilities and equipment in primary education and finally establish the challenges teachers' face in handling pupil's gender difficulties in schools.

1.10 Limitations of the study

Most institutions are known to be suspicious of strangers and investigations. Not all head teachers and their staff were willing and co-operative to provide all the information required. Nevertheless, a letter of introduction was attached to the questionnaire to provide assurance of confidentiality of the information given by the respondents. This study was conducted in Marakwet District which may not allow generalization to the other districts. However, it can be applicable to districts with similar characteristics.

1.12 Theoretical Framework

The Classical Liberal Theory of Equal Opportunity and Social Darwinism proposed by Charles Darwin and Thomas Hobbes (1944) were used to underpin the study. The Classical

Liberal Theory of Equal Opportunity asserts that each person is born with a given amount of capacity. According to this theory, whosoever plays the role of education provider is it the state or society must design the system in such a way that all hindrances to social economic development of the person from humble background, where geographical, cultural, political or historical should so be removed. This theory supports the postulate that education access and participation should only be determined by the individual merit and ability, not their social, geographical or economic background.

Social Darwinism theory asserts that all children should be given, through education, their social status. The theory further observes that provision of formal equity of access to education guarantees fairness in the competition for resources and opportunities, (Orodho, 2004, P. 19). It is through the application of this theory that education is viewed by proponents of the theory as the “Great Equalizer”.

The case for improved gender equity for Tirap Division is therefore a case of seeking social and economic parity with the rest of the Kenyan regions and people. It thus means that for any equity concerns to be addressed in the provision of education in this area, access and participation of children in their division should be addressed in a deliberate policy enactment. FPE policy could have been one such strategy however; this policy does not address the equity concerns that make this division lag behind in access and participation as compared to the rest of the Country. If anything it only reinforces the disparity level and maintains the gaps since all areas are treated equally in the provision of the funds yet they are not economically equal. The funds are based on pupils’ enrolment in the schools. This disadvantages most of the schools in the division in

relation to academic achievement. The above theory was thus relevant in underpinning the study that was undertaken as it served to recommend ways of addressing gender and academic achievement in schools.

1.13 Operational Definition of Terms

Academic Achievement: It means the capability of studying at schools, colleges or universities successfully especially by use of skills and efforts

Access: A means of entering a learning process. In this study it means, an entry preparation of pupils to study appropriately with available resources for learning and excel academically in their education.

Gender: This refers to the socially determined power relations roles, responsibilities and entitlements for men and women: girl and boys, in this study

Gender Disparity: For this study, it refers to inequality in gender performance in gender roles.

Gender Equality: Refers to equal treatment of boys and girls so that they can enjoy the benefits of developments including equal access to and control of opportunity and resources, as used in this Study.

Gender Equity: It refer to the fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power, opportunities and services
In this study, it is essentially, the elimination of all forms of discrimination based on gender.

Gender Responsiveness: Refers to action taken to correct gender imbalance as used in this study.

Gender Roles: These are socially assigned roles and responsibilities as opposed to biologically determined functions, in this study.

Gender mainstreaming: Is a strategy or process that aims to achieve gender equality. It means policies programmes and institutional structures are in place to redress existing inequalities and to preserve equality between women and men. Measures to address the specific needs and priorities of women and men, either separately or together, are adopted.

Mainstreaming: Means bringing the experience, knowledge, and interests of women and men to bear on the development agenda. It may entail identifying the need for changes in that agenda. It may require changes in goals, strategies, and actions so that both women and men can influence, participate in, and benefit from development processes.

Transition: movement, passage, or change from one position, state, stage, subject, concept to another in a learning process

Retention: Involuntary withholding of learners in school.

1.14 Summary

The chapter has presented the preliminaries to the study in which the background to the study has been discussed so as to justify gender and academic achievement in primary schools. The chapter has also presented the statement of the problem, research objectives and questions. Justification and significance of the study, scope and limitations of the study, theoretical framework and definition of terms are all other sections covered in this chapter. The next chapter presented the literature based on the objectives of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of literature related to this study. In reviewing the related literature the researcher has drawn heavily from research journal, dissertations, books, newspapers, magazines, and Ministry of Education circulars, pamphlets as well as seminar papers.

2.2 Access to Education

Access to education is a means of entering a learning processor an entry preparation of pupils to study appropriately with available resources for learning and excel academically in their education. Following the Dakar Declaration in the year 2000 that education is for all people, the Kenya government took a more serious approach to ensure accessibility of at least basic education that encompasses Early Childhood Development (ECD), Primary, and Secondary levels (Republic of Kenya, 2004). The access to education was summarized with respect to the role of education in society, access to Early Childhood Development Education and primary education in Kenya and finally regional and gender concerns.

2.2.1 Role of Education in Society

Education is a process of equipping individuals with knowledge, skills, values and attitudes to participate fully in social, economical activities meaningfully and being in position of obeying the law and maintain law and order, Rodeo, (2002). Acquired skills

and abilities by members of society through schools, significantly shape their way of life, Smith (2004). This scholar laid the basis for insight research into benefits of education, Deniso (1962), Psacharopoulos (1973). All these scholars undiscovered the need of investment in reducing poverty, increasing individuals earnings plus its spill cover's as enhancing good governance and democracy to mention a few. These are health, nutrition which enrich lives directly e.g. the pleasure of intelligent thought and social development.

Government partners in education include United Nations (UN) agencies, development partners, other government ministries, local authorities, international and local communities, parent, boys and girls, UNSCO (2003). Development partners have played an important role in various areas, Kethe (2003) that include: the establishment of centers of excellence in girls' education, promotion of gender responsive pedagogy, improvement of school and classroom environments, school sponsorship, establishment of girls' boarding schools, sensitization and capacity-building for school managements on gender issues, empowerment programmes for girls, advocacy and lobby, community and resource mobilization, anti-gender violence programmes, enhancing guidance and counseling, mainstreaming HIV/AIDS and life skills and also monitoring and evaluation.

2.2.2 Access to early childhood development education in Kenya

Following the Dakar Declaration in the year 2000 that education is for all people, the Kenya government took a more serious approach to ensure accessibility of at least basic education that encompasses Early Childhood Development (ECD), Primary, and Secondary levels. The urgency of this matter was emphatic given that about a half of the

county's population is composed of young people. 20% of these people are under the age of five years (Republic of Kenya, 2004). Statistically this fraction is a large portion of potential human resource that needs careful planning and development.

In Kenya, the ECD sub-sector constitutes: household, community, and state efforts to provide an integrated development for children from birth to the age of entry into primary school (Republic of Kenya, 2006). Integrated development includes the nature of the whole personality of the child, growth of the child's physical, mental, and socio-emotional attributes (Republic of Kenya, 2003).

Some scholars have noted that the provision of security, adequate nutrition, and promotion of good health are recognized as constituting the foundation of proper growth of children (Odebero et al., 2007). Moreover, that, a child's fastest growth in physical, mental, and socio-emotional traits takes place during the age of 0-5 years (Republic of Kenya, 2006). This is when the child is most vulnerable to environmental influences. Therefore, ECD plays a crucial role in laying foundation for further education and training of individuals in society. It forms the most important springboard for the total development of an individual and society. Imperatively therefore, ECD should be provided to all children.

In 2003, enrolment increased by 2.5% to 1,204,606. The impact of Free Primary Education (FPE) on preschool enrolment is yet to be conclusively evaluated. Nevertheless, the average number of children enrolled in each pre-school range between

42% and 52% (Chege and Sifuna, 2006). This is below expectation. It means that many children in Kenya do not have access to ECD. It is herein thought that some parents out of poverty and other factors may not enroll their children in pre-primary schools. Instead, they will opt to wait and register them in primary schools where education is free and compulsory (Republic of Kenya, 2004). Nonetheless, such children would have missed their ECD education, which, as earlier noted, plays a critical role in one's total development.

2.2.3 Access to primary education in Kenya

The primary education cycle in Kenya lasts eight calendar years. This is the longest time spent at one level of learning in Kenya's education system. It is also a long period of one's life span spent on learning at one level. It is here that while children are in the lower primary school between age 6 and 8 years they need support in acquiring additional motor, language and thinking skills. They also begin to develop self-control, persistence, and independence as they stay longer hours in a larger learning community called primary school.

The children enroll in primary schools at age six years and leave when they are adolescents; primary schooling occupies an important period in a person's growth and development. It should be accessible to all children. With her commitment to Education for All (EFA) agreement, the Kenya government instituted Free Primary Education (FPE) in the year 2003. One of the aims of this undertaking was to achieve and sustain Universal Primary Education (UPE) by 2005 and raise transition rates from primary to secondary from 40% in 2003 to 70% in 2008 (Republic of Kenya, 2002).

2.3 Gender Disparities

Gender differences have become on the hotlist of critical issues around the world. Hausmann, Tyson, & Zahidi (2009) reported that there is no country in the world that has yet reached equality between women and men in different critical areas such economic participation or education. In Jordan, gender stereotyping is still prevalent in almost all aspects of life (A1bedour, 2004; Nabulsi, 2002).

The phenomenon of gender differences is not only observed in the daily life matters but also in textbooks and teachers' attitudes (The World Bank, 2005). While we see males dealing with complex and difficult tasks of life matters inside and outside the house, we see, on the other hand, girls handling the relatively easy and less demanding tasks or things at home. A1bedour (2004) noted that there are different gender roles within the Jordanian family. One of the most important differences observed by Al-bedour was that while the male member is allowed to perform several activities concerning the family, it is restricted for the female member to do the same things.

While universalisation of Elementary Education is the ultimate goal, no strategy or programme of action can succeed without addressing itself to gender dimension. Gender disparities are conspicuous in regard to enrolment mainly at the primary stage. The rate of growth of enrolment of girls is much higher than that of boys at the primary at upper primary stages. Although over a period of time percentage of female students to total number of students increase, the gap is still wide between boys and girls and more so at upper primary stages, MOE (2003). At all levels, education for females lags behind that

for males and there are approximately 900 million illiterate adults in the world, of whom two thirds (65%) are women. Of the 130 million children of primary school age not in school the world over, 70% are girls (CEDPA, 1996).

The allocation of scarce household resources affects girls more than boys. Early domestic responsibilities especially among young girls conflict with the pursuit of education. The long historical neglect of educating girls has left very high illiteracy rates, especially among older and rural women. For these women, illiteracy is a major contributor to their marginalization and low status in life. Widespread early childbearing is in conflict with schooling and traditional attitudes constrain women from receiving education.

2.3.1 Underlying Causes of Gender Disparities

Girls and women have by far, more gender roles to play than boys and men which leave them with little time for active participation in education, in some cases religion or its misinterpretation acts as a barrier to girl's education thus perpetuating their marginalization in society. Poverty is widespread in Kenya, with over 58% of the population living below the poverty line. Consequently, the inability of the poor to meet education costs for all their children is a barrier to the education of girls. Among the poor children, and especially girls, are often withdrawn from school to engage in domestic work while boys drop out of school to work in commercial farms, finishing and petty business.

A gender insensitive school environment includes the attitudes of the key stakeholders in the school, such as administrators, teachers and students. Many incidents of sexual

harassment and gender based biases have been reported. Other aspects of the school environment that can be gender incentive include school infrastructure and amenities such as water and sanitation, availability or not of sanitary towels for girls, curriculum and teaching learning materials such as textbooks, pedagogy, school management, and guidance and counseling. This is a problem particularly in the rural and remote areas where there is lack of women teachers (especially for SMT subjects) to act as positive role models for girls. The problem is also observed where there are no educated women role models in the communities. Some communities, boys also lack men who are positive role models.

The demand for primary, secondary and tertiary education, especially with the introduction of FPE, is higher than the country's current facilities and resources can accommodate, resulting in issues of quality that affect girls much than boys. Due to both biological and socio-cultural factors, including gender based violence; girls and women are more vulnerable to HIV/AIDS pandemic, since they often become the caregivers for their sick parents, relatives and siblings. Generally, most girls and boys lack life skills and thus are not well prepared to protect themselves from HIV or to cope with its impact if affected or infected, MOE (2007).

2.3.2 Reasons for Gender Disparities

According to the World Bank (2005), the Jordanian society developed a very rigid picture that certain characteristics such as "references to kindness, love, sensitivity, and interest in caring for family" are always linked to females (p. 31). Alwaqfi's (1997) study arrived at similar findings in which he found that females in the Jordanian society are generally

more affectionate and more sensitive. Results of other studies in other Arab countries (Alsadah, 1993) confirms the findings of Jordanian studies in which they agree that school textbooks still present women in the traditional roles, and that their roles are overwhelmingly concentrated in the teaching, training, and service jobs.

Girls have not been able to take full advantage of the available opportunities and facilities due to severe socio-cultural and economic factors because: there is general indifference to education of girls mainly due to gender bias, prevalence of child labour among girls belonging to weaker sections of society, social resistance arising out of fear and misconception that education might alienate girls from tradition and social values. Girls are treated as parayadhan-liabilities hence parents attach less importance to girls' Education, stereotyped role assigned to girls in society, i.e. girls will look after the household and family, unsuitable and inflexible school timing. Lack of toilet facilities in schools, lack of awareness about importance of female education, noninvolvement of community and people's institution in schools education management, unattractive curriculum and teaching and lack of gender sensitivity of school teacher in recognizing girls education problems are all other causes, GOK (2005).

2.3.3 The Boy-Child Education

The decline in living standards brought about by high poverty levels coupled with orphaned children, HIV/AIDS, sexually transmitted diseases and broken families has led to high displacement of children in Kenya. Boy-Child International addresses the problem of the boy-child who has been hard hit by numerous problems. The organization has been working with boys from slums in Nairobi in an informal way. Trustees of this

organization have been contributing informally to support some boys in Huruma and Githogoro around outskirts of Runda Estate in Nairobi, (UNESCO,2003).

The focus has been the boy-child in the slums. The aim is to raise an alarm on the increased forgetfulness and the plight of the boy child. This revolves around offering integrated services like health, education, feeding, care, protection and rehabilitation of the boy-child.

Boy-Child International looks forward to empowering the boy-child and in the process improving their socio-economic well being. The aim is to arrest the situation getting out of hand by enlightening the community at large about the boy-child. Thus it is important to collaborate and network with other sectors interesting in addressing similar problems, (FAWE, 2004).

Research conducted in Ghana has identified several factors that lead girls to drop out of school. Although the demand for education is generally high for both sexes, preference for educating boys still persists. This preference reflects traditional stereotypes of women's role, customary patrilineal inheritance systems, and the perception that boys have greater prospects for formal-sector employment than girls. Women bear a larger share of household chores than men do, and the perception that these tasks are feminine continues. Mothers therefore are more likely to assign domestic tasks to their daughters than to their sons, particularly in rural areas where girls are expected to assist their mothers with household chores such as fetching water, collecting firewood, cooking and caring for young children. A study has observed that teenage girls in Ghana work longer hours than boys whether or not they are enrolled in school (Lloyd et al, 1993). Heavy domestic responsibilities interfere with schooling, depress performance and in extreme

cases, lead to school withdrawal.

Pregnancy and/or marriage can also precipitate the exit of females from school. Pregnant primary and secondary school students are expelled from school and may experience difficulties re-enrolling after giving birth. Although female students at institutions of higher learning are not expelled from school when they get pregnant, they are nonetheless often subjected to penalties like losing their boarding house privileges. It is important to note that male students are not punished for impregnating women. Another factor restricting girls' enrollment in secondary school and, as a consequence, in higher learning is the limited availability of secondary schools for girls. Most secondary schools in Ghana are boarding institutions and there are more such schools for males than for females. Even in co-educational schools, more dormitory facilities are reserved for boys (Dolphyne, 1987 and Manuh, 1984). The tendency for girls to attend lower-quality schools is one explanation for their poorer performance in national examinations in Ghana (Hyde, 1993).

When girls succeed in gaining entry to secondary and post secondary schools, there is strong evidence that stereotypes regarding male and female roles lead to different curricula for girls and boys. Several studies show that the educational structure in Ghana channel girls into arts and humanities and boys into sciences. Data substantiate that the enrollment of women in technical and scientific fields is quite low. In 1987/88, approximately 60% of undergraduate female students' in Ghana were studying arts and home science, (CEDAW, 1991a).

2.3.4 Decline in Girl-Child Performance

Results of last years' Kenya Certificate of Secondary Education (KCSE) released marked great disparities between boys and girls, (Yano M. 2010). It was analyzed that the best girl in that examination was placed eleventh overall, while there were only 27 girls out of 73 boys among the top 100 students nationally. Across the board, girls lagged behind almost in all subjects examined.

Although the Minister of Education by then, Professor Sam Onger, explained all was well in education for girls and tried to give statistics where girls seemed to have performed at par with boys, the situation is quite different when results are examined holistically. For instance in Central, Nyanza and North Eastern Provinces there were no girls among the top ten students in each province, while Nairobi and Western each had one girl among the top ten students in Coast, Eastern and Rift Valley that academic gender parity was somehow maintained among the top students. However, those gains were reversed in performance of individual subjects as boys emerged top in all subjects apart from English and Kiswahili where girls maintained a slender lead. Very poor performance among girls was observed in mathematics, while they posted almost similar results in Chemistry, Physics and Biology.

Besides academic achievements, Gender parity in access, retention and participation is still a major concern. Apart from Central where the number of candidates exceeded that of boys, in other provinces, the number of girls was below that of boys. Whereas free tuition secondary education was instituted to boost enrolment, it seems to have benefited boys more than girls. Gender disparities are highest in North Eastern

where participation stood at 26.4% for girls against 73.6% for boys. In Nyanza, participation among the candidature was 39.3% for girls compared to 60.7% boys even for girls compared to 57.8% boys. But unless affirmative action is undertaken, girls' education will always be compromised. Unlike boys, girls encounter multiple problems at school, (GOK, 2006).

According to the Minister of Education, sexual harassment is a major barrier to girls' education. There is a crisis in girls' education and the Ministry and other societal groups are concerned. However, even before the Minister of education warned of the crisis, various NGOs have been asking government to address the issue of sexual harassment. Reports from TSC also show some teachers have been interdicted after being implicated in school-girl teenage pregnancy. But it is not only teachers that are to blame for girls dropping out of school. Some parents especially in North Eastern, Coast and Nyanza provinces have been accused of marrying off daughters too early. Girls are known to drop out of school to provide cheap labours as maids in urban areas and often to care for sick family members. In this case, the issue of gender parity in education extends beyond school level and there is need to create awareness among parents and communities who seem to have little value for girls education. The onus is on government to improve secondary schools so that they can attract girls who may want to opt out, (GOK, 2006).

2.3.5 Gender factors in performance of pupils in Kenya certificate of primary education examination in Kenya

Research has shown that education of women improves nutritional practices, proper hygiene and management of their households (World Bank, 1998). Female literacy leads

to better health and education, reduces infant mortality, better earnings, reduced fertility, better earnings, reduced fertility rates and improves quality of life for nations (King and Hill, 1993). The strive towards Universal Primary Education has led to increase in enrollment of girls in most countries over the recent years, but still nearly 3 out of 10 girls aged 6 to 11 years are not in school, compared to one out of 10 boys globally (FAWE, 1997).

In Africa, the figures are much higher particularly in Somalia, Mali, Liberia and Ethiopia, where 7 out of 10 girls are out of school (FAWE, 1995). This clearly shows distinct gender disparities in education as it is clearly reiterated that gender discrimination and vulnerability are major reasons for low participation of girls in schools. In most developing countries, more boys are educated than girls (UNICEF, 1998). Education changes women's attitude towards their own role in the household and in the workplace (Mincer, 1962).

Primary education being the only education accessible to majority of children was pointed out as a major factor in bringing about changes in the economic roles and status of girls by affecting both the rate and type of labour force participation. By providing literacy, numeracy and cognitive skills, primary education enhances women's ability to perform multitude of roles and even tasks that contribute to economic development and well being of their families. Benefits of education accrue to individuals, families and societies. Individuals can expand their interests and skills and earn more income. The broader social benefit of education relate to aspects such as lower fertility, better health and more education for the next generation (Hertz, 1991). Many economic and

sociological theories predict that education increases women's participation in the labour force. This prediction is based on the notion that education favorably affects women's willingness and ability to enter the labour market. It provides them with the necessary credentials for employment and therefore it is a strong inducement to enter the labour market (Floro and Wolf, 1991). There is evidence that the role of the government in the provision of education has been rising (Republic of Kenya, 2009).

This is clearly indicated by the high number of public primary schools and the high expenditure on education since independence. Private primary schools in Kenya represent 15% of the country's, over 16,000 primary schools. The remaining 85% are public schools. This is an indication of the governments' dedication to expansion of primary schools. In 2003, the government articulated its concern on providing free and compulsory primary education to all school going age children. This has led to an increase in the enrolment at primary level. The Commission of Inquiry into the Education System of Kenya (Republic of Kenya, 1999) noted that gender inequality exists in certain areas and that there were persistent constraints that continued to hinder girls from effective participation in education to all levels. Girls in Arid and Semi-Arid areas and those with special educational needs remained disadvantaged. In addition, drop out for girls was higher than for boys in most areas.

Girls' poor performance at primary level hindered their entry and effective participation in tertiary institutions. The attention of the commission was also drawn to gender stereotypes in the attitudes, behavior and teaching practices that have a direct bearing on

girls' performance, persistence and achievement in education. Education provided by the Government needs to be cost effective. This is because of the rising costs and fast expansions in education hence need for quality. In order to improve student performance in primary schools, there will be need to establish how gender factor affect performance at Kenya Certificate of Primary Education Examinations.

2.4 Gender Difficulties in Education

Adya, (2005) observes education is the most important instrument for human resource development. Education of girls therefore, occupies top priority amongst various measures taken to improve the status of the girl-child. Efforts have been made over the four and half decades of planned development to enroll more girls in schools to continue their education as long as possible. The National Policy of Education (N.P.E) envisages that education would be used as a strategy for achieving a basic change in the status of women. High priority has been accorded to primary school education in the various five years plans to fulfill the requirements under Article 45 of the Constitution for universal, free and compulsory elementary education up to the age of 14 years.

Recognizing the needs for all literate population and provision of elementary education is a crucial input for nation building, the government's stand as reiterated in the NPE and the programme of action 1992, to work towards provision of education of satisfactory quality to all Children up to 14 years of age before commencement of the 21st century. The government has resolved to make the right to free and compulsory elementary education a fundamental right and enforce it through suitable statutory measures. Universalization of elementary education (UEE) has been accepted as nation goal. In

order to achieve the goal, concerted efforts have been made and as a result, the elementary education system in Kenya has become one of the largest. Universal retention and universal achievements are the broad parameters to Achieve UEE.

2.4.1 Ongoing Initiatives to Address Gender Difficulties in Education

MOEST (2003), observes in recognition of the importance of gender equity and equality in education, both the government and its partners have developed strategies and implemented a variety of initiatives to address gender in education. Within government, legal issues are being addressed through a harmonized framework, and gender issues are being addressed in all programmes.

The national plan of action on FPE 2003-2005 the report of the education sector review 2003, the ministry of education strategic plan (2006-2011) and service charter, session paper No 1 of 2005, and the Kenya Education Support Programme (KESSP) 2005-2010, have all paid attention to gender and education. The government has also ratified a number of protocols and conventions with bearing on gender equality. These include CEDAW and CRC, among others. The government has also set up a ministry of Gender, sports, culture and social services, and a gender commission. The ministry of education has established a National Task Force for gender and Education, a ministerial Task Force of girl's education, and gender desk.

The implementation of free primary education from January 2003 brought on board many boys and girls formally locked out of education. Other initiatives aimed at improving access, MOEST (2007), include: expansion of boarding facilities for girls, introduction of

mobile schools and establishment of feeder schools for children in standards one to four in the ASALS, affirmative action in bursary allocation for secondary schools and in university admission, appointment of qualified female education managers, gender balance intake of pre-service teacher trainees, gender responsive deployment of teachers, re-admission of girls who become pregnant and deployment of teachers and managers, engendering of the curriculum, capacity building for school managers, teachers and quality assurance officers on gender issues, gender sensitization and advocacy and mainstream HIV/AIDS education in the primary and secondary curriculum. The creation of gender responsive school environments, particularly in the ASALS, through expansion and improvement of classrooms, boarding facilities and water and sanitation facilities, has started to pay dividends in that the number of girls attending school has increased.

2.5 Gender Mainstreaming

Gender mainstreaming means the consistent use of a gender perspective at all stages of the development and implementation of policies, plans, programmes and projects. In the education sector, this would include not only the activities of governments, but also those of schools, colleges and education institutions, and, where appropriate, those of NGOs and the private sector as well (Jahan, 1995).

Mainstreaming gender differs from previous efforts to integrate women's concerns into government activities in that, rather than 'adding on' a women's component to existing policies, plans, programmes and projects, a gender perspective informs these at all stages, and in every aspect of the decision-making process. Gender mainstreaming may thus entail a fundamental transformation of the underlying paradigms that inform education.

The concept of mainstreaming has developed out of a historical background of efforts to advance equality for women. In 1970, Ester Boserup used data and information on development projects in Third World countries to highlight the differential impact on women and men of development and modernisation strategies. Responding to this, liberal feminists in the United States advocated the use of legal and administrative reform to ensure that women and their concerns would be better integrated into economic systems. This led to the development of the women in development (WID) approach, based on the rationale that women constituted a large untapped resource which should be recognised as being potentially valuable in economic development (Jahan 1995).

The thinking behind the WID approach was strongly affected by the 'trickle down' and 'human capital' development theories of the 1960s and 1970s. These theories were based on the assumption that heavy investment in education systems and in the development of highly trained workers and managers would result in the transformation of 'backward', predominantly agricultural societies, into ones which were industrialized and modernized. The resultant improvements in living conditions, wages, health services, and education would then lead to a 'trickle down' effect in all sectors of the society, and it was assumed that women and men would benefit equally from these changes Measor, L and Sikes, P (1992). This assumption began to be questioned in the 1970s, however, as the relative position of women over the two decades of modernization had not only shown very little improvement, but had actually declined in some sectors. In most countries, women's enrolment in educational institutions, particularly at secondary and tertiary levels, was not as high as men's. As new agricultural technologies were

developed and introduced, their use was usually directed at men rather than women, despite the fact that many women were involved in agricultural production. And in the formal industrialized sector, women were usually found in low-skill, low-wage, repetitive jobs, which in some cases threatened their health. This was partly due to their low levels of education, but also to the belief that they were not the primary wage earners for their families. Gradually, it became widely recognized that women's experience of development was different from that of men, and research began to focus on women's views, opinions and experiences.

Initially, intervention programmes were designed using the women in development (WID) approach; providing services or introducing technologies which would reduce the workloads of women, so that they could participate more in educational and other opportunities offered by society. Very little work was done to try and determine *why* women had not benefited as much as men in the development process. There was an acceptance of the existing structures within society and an avoidance of any questioning of, or challenge to the origins of women's subordination. The WID approach also focused on sex as an analytical category without simultaneously examining the effects of race, class and culture; and the potential for, and actual discrimination and exploitation of women by women.

An alternative to the WID approach was offered in the 1980s that the gender and development (GAD) approach. This approach questioned the previous tendency to view women's problems in terms of their sex, i.e. their biological distinctions from men, rather

than in terms of their gender, i.e. the social relationship between men and women in which women have been subordinated and oppressed. The GAD approach also emphasizes the importance of taking into consideration class/caste and race/ethnic distinctions as these relate to gender. There is, however, the recognition that the concept of patriarchy, the process whereby societal power is generally invested in men, and the various structures of society consistently assign inferior and/or secondary roles to women operates within as well as across classes/races to subordinate women (Measor and Sikes 1992).

The GAD approach supports the WID view that women should be given the opportunity to participate on equal terms in all aspects of life, but its primary focus is to examine the gender relations of power at all levels in society, so that interventions can bring about equality and equity between women and men in all spheres of life. The state is expected to assist in this process of promotion of women's emancipation, and has been called upon, for example, to assume the responsibility of facilitating women's participation in the productive sphere by providing social services such as child care, which women in many countries provide on a voluntary or private basis. The GAD approach also places strong emphasis on legal reform. It has been noted that planning using the WID approach is much more popular than gender planning because it is less threatening (Moser, 1993).

The WID approach is, however, an 'add-on' rather than an integrative approach to the issue. In the GAD approach, women are viewed as agents of change rather than as passive recipients of development assistance. The intervention strategies of a GAD

perspective do not seek merely to integrate women into ongoing developmental initiatives; they seek to bring about structural change and shifts in power relationships, and in so doing, to eliminate gender biases at all levels.

2.5.1 Mainstreaming gender in the education sector

Key issues and challenges involved in engendering the education sector incorporate both WID and GAD perspectives. These issues include:

- obtaining a clear quantitative picture of gender roles and ratios in various levels and areas of the educational system using gender disaggregated data;
- identifying possible factors related to any gender gaps and inequalities identified, and planning for the elimination of these factors;
- assessing the special educational needs, immediate and practical as well as long term and strategic, of girls and boys, women and men, and planning specifically to meet these needs; and
- ensuring that women and men share equitably in the designing, planning, decision-making, management, administration and delivery of education, and also benefit equitably in terms of access, participation and the allocation of resources.

Whereas a WID approach addresses some of women's needs, it does little to break down existing stereotypes and male-oriented cultural patterns. Most authorities have difficulty accepting gender as an important planning issue. This has been attributed to the fact that, although in many countries, women's bureaux and ministries have been established, the decision-making processes are still largely male-dominated and gender-blind. When gender planning does take place, it still tends to be an 'add-on' type of activity, and also perpetuates gender stereotypes (Moser, 1989).

It is important in planning policies and strategies for mainstreaming gender in the education system, therefore, to consider the theoretical bases from which development projects for women originate, the shift in emphasis from women in development to gender and development has the potential for more efficient use of development resources, and greater long term benefits, since a major objective of the GAD approach is ensuring that women are empowered to affect development planning and implementation (World Bank, 2005). The process of mainstreaming gender thus includes:

- Questioning the underlying paradigm on which the national policy, goals and objectives have been based;
- Joint programming with other development entities, including other government ministries and departments, intergovernmental and non-governmental organisations (igos and ngos);
- Aligning with other entities' priorities, activities and critical issues;
- Placing gender-sensitive women (and men) in strategic positions in policy-setting and decision-making;
- Making women visible in all data;
- Providing training in gender analysis, methodology and awareness.

These are important elements in the mainstreaming of gender in education, which will be guided by overall national goals, objectives and priorities (Moser, 1989)., but should specifically seek to:

- Make explicit the importance of gender along with race/ethnicity and social class/caste as a factor for consideration in the process of education;

- Ensure gender equity in access both generally, and in relation to studies which lead to better careers and job opportunities;
- Overcome structural barriers, whether they be legal, economic, political, or cultural which may influence the access and/or participation of either sex in educational offerings;
- Increase the awareness of the active role which women can and do play in development; and
- Increase the participation of women in decision-making in the management and implementation of education.

2.6 Related Studies

In spite of the fact that Zimbabwe itself boasts of having one of the highest literacy rates among countries in Sub-Saharan Africa (Jansen 2008). Apart from documenting issues of women's lack of political participation, feminists in Zimbabwe have also voiced concerns about the marginalization of women in social, economic and educational spheres and their efforts have resulted in some positive strides in the fight for equal recognition to their male counterparts.

In terms of previous initiatives towards gender sensitivity, it is undoubtedly true that the issue of sexual equality of educational opportunity has been receiving some attention in Zimbabwe (Jansen 2003; Machingura 2006; Kwinjeh 2007; Mawarire 2007). In particular, emphasis has been placed upon equality of access to schooling for girls, and more recently, upon the influence of gender role stereotypes in higher dropout rate for girls (Gordon 1995). Little attention has, however, been given to what happens to girls in the schools, that is, to the 'in school factors' or the treatment experienced by girls within

the schools (Machingura 2006). Equality of educational opportunity involves not only equal access to schooling, but also equal treatment of boys and girls within the school itself (Dorsey 1996). It is with the experiences of girls in the schools that this study is concerned.

Odhiambo, (2007) in his study suggests that gender representation remains generally poor in Kenya, with women being unable to effectively participate in decision making. This is in spite women having strength in number as reflected in the 1999 population census which gave their percentage and Sonja, (2003) reflects women's performance in socio-economic indicators as not bright. His statistics show that over 65% percent of women languish in poverty. This explains why some scholars have placed emphasis on women's empowerment as opposed to lessening the gender gap in education.

Nzomo (2003) in his study, observed that despite the notable gains women have made in the struggle for political empowerment since Kenya's return to political pluralism in December 1991, trends indicate that the female gender still has a long road to travel before attaining equity with men, especially in the area of electoral politics. This slow pace of progress is attributed to both legal, policy and institution barriers, but also to socio-cultural factors, low levels of political Socialization and culture that frowns up democratic process, coupled with a divisive crisis of identity.

Another study carried out by (UNESCO 2003) indicated that at the national level, Kenya has virtually attained gender parity in enrolment at both the primary and secondary education levels. However, close scrutiny reveals that serious gender disparities in enrolment exists between regions in favor of males with regard to access, retention,

completion, performance and transition. The gender gap widens as one goes higher up the education ladder. In addition, it is evident that gender disparities are particularly large in access to and performance in SMT subjects and in higher education, however no studies has been carried on Early Childhood Education and prompted this research to be done. Although small gender disparities in favor of girls in enrolment, survival, completion and transition are beginning to appear in some provinces, there are few women in technical profession and key governance and management positions, both in the wider society and in education sector in particular.

The academic performance of the girl child is also adversely affected by lack of role models at home and at school. As a result of coming from backgrounds where little academic achievement has been achieved, most girls lack someone to emulate. Similarly there are fewer female teachers than there are male teachers therefore lacking the female figure in schools to act as role models. The only people to emulate are their peers who are also demotivated by the same factors.

The study tends to establish the gender and academic achievement in ECDE that forms the backbone of basic education in Kenya. It can be summed gender differences in primary education reveals mixed results. While some studies show the males' advantage over females in academic success, the mainstream of these studies revealed the opposite. Nevertheless, some studies showed that gender has no effect at all on academic success but other variables have. These contradicted results may due to many reasons. The present research on gender and education focused on unearthing the underlying causes of

gender disparities and the factors that hinder attempt to reduce and eventually eliminate disparities in ECDE centres.

2.5 Chapter Summary

The literature related to this study has been reviewed in this chapter. This has been done under the following headings: Gender disparities in education, role of education in society, access to early childhood development education in Kenya, access to primary education in Kenya, Regional and gender concerns, advantages of female education, gender disparities, reasons for gender disparities, action needed to remove gender disparities, the boy child education, decline on girl-child education, the status of gender disparities, ongoing initiatives to address gender disparities in education and finally gender mainstreaming. The Chapter summary provides information and the knowledge gap leading to this study and variables of concern in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the research design, location of the study, target population, study sample and sampling techniques, research instruments, piloting, reliability and validity. Finally it focuses on data collection procedures and data analysis and presentation.

3.2 Research Design

Kombo and Troop (2006) assert, “a research design is the ‘glue’ that holds all the elements in the research design as the scheme, outline or plan that is used to generate answers to the research problems”. This study employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2005). Mugenda Mugenda (2008) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg Gall (2003) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

This design was suitable for this study for it enabled the researcher to easily collect data from many respondents. Data on gender and academic achievement in primary schools was cost-effective and feasible in terms of time. The study fitted within the provisions of descriptive survey research design because the researcher collected data and reported the way things are without manipulating any variables. This method was appropriate as it

gave a detailed description of the gender differences in academic achievement. The research design allowed the use of questionnaire, interview schedule and document analysis to obtain information from the respondents.

3.3 Study Area

The study was carried out in Tirap Division, Marakwet District of Rift Valley Province in Kenya. The Division is to the Southern part of the District, Tot division to Eastern part of the district, Tunyo and Kapsowar Division to the North Eastern part. Much of the area is forest and receives high rainfall. Administratively, the Division consists of three locations namely: Koibatek, Kipkaner and Sambirir. The variation in altitudes causes considerable difference in climate conditions, low rainfall and high temperatures in Embobut zone and high rainfall and moderate temperatures in Zone A zone which is an highland. Forests are cleared away to create farmland. The agriculture techniques used are often distractive to the soil. The entire division is inhabited by the Marakwet people. The roads are partially tarmacked and poor in some parts of Embobut zone. The researcher preferred to conduct this research in Tirap Division because no study of this kind had been carried out in the area before on the new knowledge on gender issues. The researcher also had interest and expertise in the field of study.

3.4 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg Gall, 2003). The target population for this study consisted of all the 33 schools, 33 head teachers and 243 teachers and 9 Quality Assurance and Standards

Officers (QASOs) from Tirap Division Marakwet East district. Therefore the total population for the study was 285 respondents. All primary school head teachers, teachers and Quality Assurance Officers (QASOs) comprised the target population. This population was selected because it is involved in educational supervisory activities.

Table 3.1 Target population

No	Zone	Head Teachers	Teachers	QASOs
1.	Zone A	13	90	3
2.	Zone B	9	72	3
3.	Zone C	11	81	3
Total		33	243	9

Source DEOS Office, 2012

3.5 Study Sample and Sampling Procedures

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). Gay (2003) recommends that when the target population is small (less than 1000 members), a minimum sample of 20% is adequate for educational research. From the 243 members of the target population, the researcher used simple random sampling to select 73 participants. This formed 30% of the target population, which is in line with Gay's (2003) recommendation. Simple random sampling were used to select 73 teachers and purposive sampling to sample 10 head teachers 9 QASOs as shown in Table 3.2.

Table 3.2 Sample Size Determination

No	Zone	Head Teachers		Teachers		QASOs
		Target population	Sample size	Target population	Sample size	Sample Size
1.	Zone A	13	4	90	27	3
2.	Zone B	9	3	72	22	3
3.	Zone C	11	3	81	24	3
Total		33	10	243	73	9

Source DEOS Office, 2012

Schools were stratified into three educational zones from which 10 out of the 33 schools were randomly selected. Simple random sampling was used to sample seventy three teachers from 33 schools. Ten head teachers were selected through simple random sampling and nine QASOs were selected through census sampling. A census sampling for nine QASOs was used, because the target population was small and hence could be easily handled. This formed the key informants interviewed in the study since they were all in charge of quality assurance in the districts.

3.6 Study Variables

In this study the independent variables was gender. The dependent variable was academic achievement of pupils. The study assumed that there was an influence of gender on the

academic achievement. The gender disparity in the performance of both boys and girls were sought.

3.7 Research Instruments

The three research instruments for this study were the questionnaire. Interview schedule and document analysis schedule was also used by the researcher to overcome the limitation of the questionnaire. The questionnaire enabled the researcher cover a wide area and also to minimize biases. The document analysis schedule was also used in this study.

3.7.1 Questionnaire

A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp 2006). The questionnaire used in this research contained structural items. Structured questions are those which are accompanied by a list of all possible alternatives from which the respondents select the answer that best describes their situation. Unstructured or open-ended questions on the other hand refer to those questions which give the respondent complete freedom of response. These permits a respondent to respond in his own way (Mugenda and Mugenda, 2003) .There were two sets of questionnaire for this study; the head teachers and the classroom teachers.

3.7.2 Interview Schedule

A structured interview schedule was used to gather information from the QASOs. According to Kumar (2006), the advantages of using a structured interview approach where it will be administered by the researcher in this case, includes firstly, the level of

incomplete questionnaires will be reduced because all the questions will be asked and answered. Secondly, the researcher will be able to clarify any queries concerning the questions. This ensured that answers can be reliably aggregated and that comparisons can be made with confidence between sample subgroups or between different survey periods.

Nine QASOs from the 3 zones were interviewed on challenges schools face in handling gender difficulties in schools. This set of tools comprise of structured interview where every selected informant in a category of respondents is subjected to the same stimuli before he/she is made to elicit personal responses. The interviewer had to create a free and natural atmosphere that would enable the interviewee give unbiased responses. This tool was administered to the QASOs. The choice was made in consideration to academic backgrounds of QASOs and gave their views on the challenges teachers face in handling gender difficulties in primary schools. The questionnaires for head teachers was made to identify the causes of gender disparities access to primary school education and those for classroom teachers were used to determine whether there are responsive infrastructural facilities and equipment in primary schools.

3.7.3 Document Analysis

This study used institutional records showing enrolment, dropouts rates and transition. These were found in monthly reports, class registers and zonal results. Assessment reports and statistical data at the Educational offices and sampled schools were requested for perusal. This was because the nature of records maintained by these officers contained pertinent information to the study regarding subjects regularly taught, examined and whose preparation was done regularly as expected. The analysis of such records provided a better picture about the kind of attitude teachers had over certain subjects. While perusing through these documents, unstructured interview was used to pose questions to officers who were custodians of the same records. The questions were meant to seek for clarity through interpretation of the documented information about access to education among the pupils and challenges teachers face in handling gender difficulties in their schools.

3.8 Validity and Reliability of the Instruments

It is important for any research study to consider issues of precision and accuracy of the results obtained to be relied on for any decision making and policy formulation. This was attained through consideration of validity and reliability of the research instruments.

3.8.1 Validity

A valid instrument contains content that is relevant to the study. Validity is thus the degree to which results obtained from an analysis of the data actually represent the phenomenon under study, (Mugenda and Mugenda 2008). To assess the validity of the

tools, the researcher sought supervisory assistance of experts in the field of department of Curriculum, Instruction and Education Media, School of Education Moi University. They assessed it and gave the required feedback for implementation. The researcher improved the validity of the instruments by giving colleagues to go through them before using them to confirm the validity of the tools. Through this, the researcher was able to identify loopholes and made the necessary adjustments.

3.8.2 Reliability

This is a measure of the degree to which research instrument yields consistent results or data after repeated trials, (Mugenda Mugenda 2003). In this study, the researcher tested the reliability of the research instruments through the test-retest method. Two schools were selected from which the head teachers and five qualified classroom teachers were chosen to constitute part of the pilot in the neighboring Kapsowar Division. After a period of two weeks the instrument was repeated. The results from the tests were correlated to obtain a coefficient of reliability. Cronbach's alpha was used to compute the reliability at 5% level of significance. A coefficient of 0.707 was obtained and considered well enough as advocated by (Orodho 2005).

3.9 Pilot study

The purpose of the pilot study was to enable the researcher to ascertain the reliability and validity of the instruments, and to familiarize herself with the administration of the questionnaires therefore improve the instruments and procedures. The researcher undertook a pilot study in Kapsowar division in Marakwet district, with subjects reminiscent of those to be observed in the actual research exercise in Tirap division,

Marakwet district. This process proceeded as follows: The researcher identified particular primary schools in two zones in Kapsowar division, provided questionnaires to two head teachers and five classroom teachers purposively because they had a wealth of experience about the boys and girls. The two QASOs were chosen for interviews because they were qualified enough and they were also custodians of documents kept in their offices for all the schools in the division. The respondents were requested to comment on the language and length of the questionnaire. The instrument was revised accordingly after the pilot study, ready to be administered to the respondents in the main study.

3.10 Data Collection Procedure

According to Kombo and Tromp (2006), a researcher requires a research permit before embarking on the study. The researcher sought an introduction letter from the school of Education, Moi University for the purpose of conducting the research. The letter was used to secure a research permit from the National Council Science and Technology to collect data from the field. After obtaining the permit the researcher sought permission from the District Commissioner and from the District Education office in Marakwet District to conduct the study. The researcher embarked on collecting data for pilot study on the neighboring Kapsowar Division, to determine the reliability and validity of the research instruments.

After completion of the pilot study the researcher then embarked on the administering of questionnaires for the main study. The researcher personally administered the questionnaire to the 73 teachers, 10 head teachers and 9 QASOs interviewed. On the actual dates of the study, the researcher visited individual schools in Tirap division to

conduct the research. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. The head teachers and teachers were given about one week to fill in the questionnaires after which the filled-in questionnaires were collected.

3.11 Ethical Considerations

The researcher explained to the respondents the purpose of the study and all the respondents were assured of the confidentiality of the information they gave. The researcher assured them that the name of the school and all the respondents' names would not be revealed. The respondents were also assured of getting the feedback from the researcher if they needed it after the study. This was aimed at securing cooperation from them. The researcher also established a rapport with the respondents which facilitated the collection of data.

3.12 Data Analysis and Presentation

The reason for carrying out data processing is to prepare raw data for statistical analysis and presentation. According to Kothari (2008), this step is essential in scientific and social science research in ensuring that all relevant data are captured for making comparison and analysis. After all data was collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses, which were corrected to improve the quality of the responses.

After data cleaning, the data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 17.0. This research yielded both qualitative and quantitative data. Qualitative data was analysed qualitatively using

content analysis based on analysis of meanings and implications emanating from respondents information and documented data. As observed by Gray (2004) qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to chance findings. On the other hand, quantitative data was analysed using various statistics including measures of central tendency and dispersion. Simple descriptive statistics were employed to analyze quantitative data. The statistics used include frequency counts and percentages. The results of data analysis were presented using frequency distribution tables.

3.13 Chapter Summary

This chapter presented the research procedures which were used by the researcher by providing the design and methodology. A description of the study area was discussed. Other sections considered in this chapter were target population, sample size and sampling procedures, data collection instruments, pilot study, validity and reliability of the research instruments, data analysis procedures and presentation and ethical considerations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the analysis, presentation, interpretation and discussion of data collected. It presents results of the conducted research. Presentation was done and results were presented for each of the issues and they will be analyzed, interpreted and discussed. Presentation of results has been based on the objectives of the study. Data has been presented in two main parts; background information and main objectives of the study which were:

1. To examine the boys and girls access to primary school education.
2. To identify the causes of gender disparities in access to primary education.
3. To determine whether there are sufficient gender responsive infrastructural facilities and equipment in primary education.
4. To establish the challenges teachers' face in handling pupil's gender difficulties in schools.

4.2 Background Information

The background information presented the information on gender of the respondents, academic qualifications, their highest professional training and teaching experience of the respondents.

4.2.1 Gender of the respondents

The study sought to find out the gender of the respondents. This is presented in Table 4.1. Majority of the head teachers 7 (77.8%) and teachers 36 (52.9%) involved in the study were male and a few of them, 2 (22.2%) head teachers and 32 (47.1%) teachers were female. From the findings it showed that there was gender disparity in the distribution of head teachers and teachers.

Table 4.1 Gender of the Respondents

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Male	7	77.8	36	52.9
Female	2	22.2	32	47.1
Total	9	100.0	68	100.0

The gender difference in teachers affects the pupil's attitude towards their education as there are inadequate role models for them. Female teachers are seen to motivate girls to learn whereas male teachers motivate boys and when gender disparity exist amongst them it affects the attitude of pupils towards learning. This is a problem particularly in the rural and remote areas where there is lack of female teachers (especially for SMT subjects) to act as positive role models for girls. The problem is also observed where there are no educated female role models in the communities. Some communities, boys also lack men who are positive role models.

4.2.2 Academic Qualification

The information on the academic qualification of the class teachers was sought to identify the qualifications and training they have attained. Majority of the teachers 67 (98.5%) and all the head teachers were trained and only one (1.5%) was untrained. The findings showed that all the head teachers and most of the teachers in Tirap division were trained as summarized in Figure 4.1.

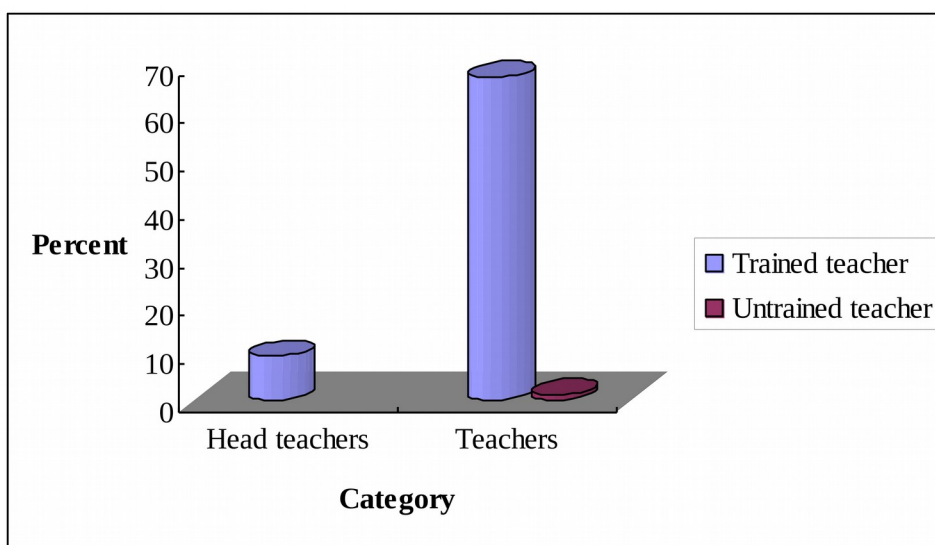


Figure 4.1 Academic Qualification

The training of teachers affects the teaching and learning achievement in schools as pupils view their teachers as they develop confidence in them that they know everything. The trained teachers act as role model to both boys and girls and they admire to be like them if they take education seriously. The experience of trained teachers shows their capability to encourage both boys and girls to excel academically. The untrained teacher was able to respond to the questionnaires just like the trained teacher because of his prolonged teaching experiences.

4.2.3 Highest Professional Training

The information on professional training of head teachers and teachers involved in the study was sought so as to determine the level of preparedness to teach pupils. Majority of teachers 52.9% and head teachers (66.7%) had P1 certificate as their highest professional qualification. The teachers with bachelor of education comprised of 22.1%, teachers with diploma qualification being 19.1% and head teachers being 33.3% and the least 2.9% had P2 and ATS1 as their highest professional qualification as summarized in Table 4.2.

Table 4.2 Highest Professional Training

Training	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
P2 certificate	-	-	2	2.9
P1 certificate	6	66.7	36	52.9
Diploma in Education	3	33.3	13	19.1
Bachelor of Education	-	--	15	22.1
ATS1	-	-	2	2.9
Total	9	100.0	68	100.0

The findings showed that the highest professional qualification of most of the head teachers and teachers was found to be P1 certificate. The teachers who had degrees and Diplomas viewed education for both boys and girls to be worth as compared to P1 and P2 teachers. The degree and diploma holders were role models to the pupils as well as motivators.

4.2.4 Teachers Experience

The information on teachers experience was to identify whether they were performing their duties well and enhance pupil's academic achievement with respect to their duration

in service. The teachers with 10 to 15 years teaching experience comprised of 33.8%, with those with 2 to 5 years experience being 25%, those with above 15 years teaching experience comprising of 22.1% and those with 6 and 10 years of experience comprising of 19.1% teachers as summarized in figure 4.2.

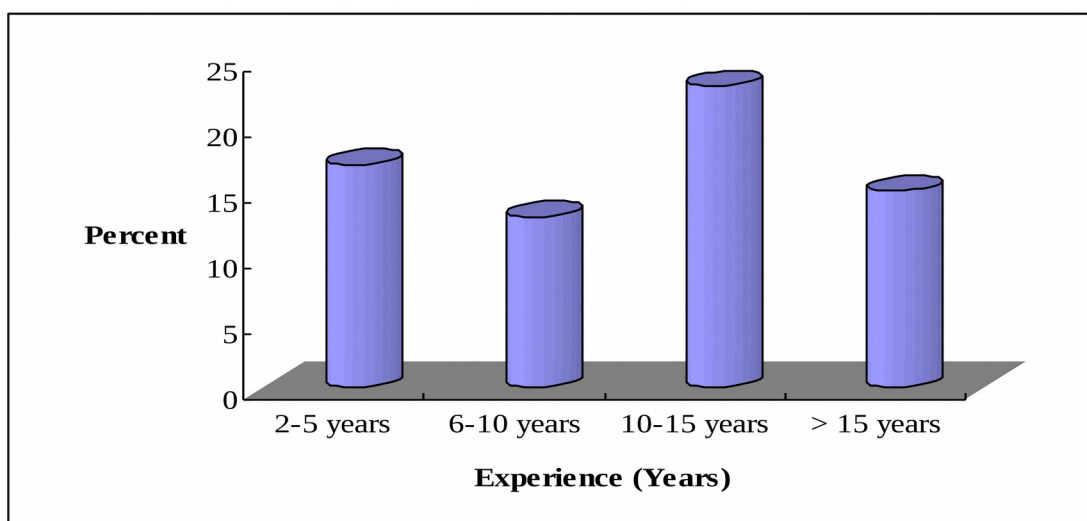


Figure 4.2 Teaching Experience

From the findings it showed that teachers had more teaching experience were identified to be more aggressive in ensuring pupils perform better than those with less experience, through their instructional mode of teaching.

4.3 Access of boys and girls to primary education

The first objective of the study was to examine the boys and girls access to primary school education. The documentary analysis was used to get information on the boys and girls access to education using the class registers from the three zones under the study. Nine schools were used in the study on access to education since one school from Zone A zone did not give their class registers. This was attributed to the school authority who

considered the information requested for as confidential. The access of primary Education by boys and girls in Tirap division was varied as summarized in Table 4.3.

The access of primary education in standard one of boys amongst the three zones was varied with Zone C having the highest enrolment with a mean of 16 boys as opposed to Zone A and Zone B each with a mean of 13 boys. With respect to the girls enrolment in standard one it showed that Zone C had the highest mean of 17 followed by Zone A with 15 and Zone B had 13 girls enrolled in standard one. The access of primary education in standard eight in the three zones showed that Zone C and Zone A had similar enrolments of 22 boys and Zone B had a mean of 8 boys. The girls enrolment in standard eight showed that Zone C had the highest mean of 21 girls followed by Zone A with 20 and Zone B had 10 girls enrolled in standard eight.

Table 4.3 Access of Boys and Girls to Primary Education

Zone	School/ Gender	Class															
		1		2		3		4		5		6		7		8	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
A	1	10	12	4	6	5	7	8	8	5	10	9	6	18	5	8	10
	2	11	17	20	17	25	28	17	30	30	46	43	32	45	56	43	37
	3	17	20	10	18	16	25	11	16	13	16	19	15	17	26	16	14
	Total	38	49	34	41	46	60	36	54	48	72	71	53	80	87	67	61
	Mean	13	16	11	14	15	20	12	18	16	24	24	18	27	29	22	20
B	1	20	15	12	14	12	10	13	12	11	11	12	18	18	17	8	11
	2	10	12	4	6	5	7	8	8	5	10	9	6	18	5	8	10
	3	10	12	4	6	5	7	8	8	5	10	9	6	18	5	8	10
	Total	40	39	20	26	22	24	29	28	21	31	30	30	54	27	24	31
	Mean	13	13	7	9	7	8	10	9	7	10	10	10	18	9	8	10
C	1	11	17	20	17	25	28	17	30	30	46	43	32	45	56	43	37
	2	17	20	10	18	16	25	11	16	13	16	19	15	17	26	16	14
	3	20	15	12	14	12	10	13	12	11	11	12	18	18	17	8	11
	Total	48	52	42	49	53	63	41	58	54	73	74	65	80	99	67	62
	Mean	16	17	14	16	18	21	14	19	18	24	25	22	27	33	22	21
Overall	Mean	14	16	11	13	14	16	12	16	14	20	19	16	24	24	18	17

From the findings it showed that the enrolment of boys and girls in Zone A and Zone C was similar compared to that of Zone B. The class enrolments was found to be higher in Zone A and Zone C and lower in Zone B . The overall access of primary education was higher for girls as compared to boys in classes one, three, four and five, while the access of primary education was higher for boys than girls in class six to eight.

4.4 The Causes of Gender Disparities in Access to Primary Education

The second objective was to identify the causes of gender disparities in access to primary education. The information was sought so as to determine the various causes of gender disparities in access to primary education in Tirap Division. Few teachers 6 (8.8%)

agreed that they had negative attitude towards the girls in class and unwarily discourage them through their comments and behaviour, with majority of them 61 (89.7%) disagreeing and 1 (1.5%) was undecided that they had negative attitude towards the girls in class and unwarily discourage them through the comments and behaviour. Majority of the teachers 63 (92.7%) agreed that the high cost of education and poor economy has reduced income for parents to provide education for all their children causing school drop-outs, with 2 (2.9%) disagreeing and 3 (4.4%) were undecided that the high cost of education and poor economy has reduced income for parents to provide education for all their children causing school drop- outs.

Majority of the teachers 49 (72.1%) agreed that Girls are expected to dress in a manner that portrays them as submissive and restricted to parental reaction to what they have done, with 10 (14.7%) disagree and 9 (13.2%) were undecided that Girls are expected to dress in a manner that portrays them as submissive and restricted to parental reaction to what they have done. Majority of teachers 52 (76.4%) agreed that in nearly all communities boys have different roles, encouraged to behave differently, have different attitudes and interests, with majority of them 4 (5.9%) disagree and 12 (17.6%) were undecided that in nearly all communities boys have different roles, encouraged to behave differently, have different attitudes and interests.

Majority of the teachers 51 (75%) agreed that after reaching home from schools girls engage in domestic daily chores, with 11 (16.2%) disagree and 6 (8.8%) were undecided

that after reaching home from schools girls engage in domestic daily chores. This is summarized in Table 4.4.

Table 4.4 Causes of gender disparities

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Teachers have negative attitude towards the girls in class			6	8.8	1	1.5	20	29.4	41	60.3
The high cost of education and poor economy has reduced income for parents	38	55.9	25	36.8	3	4.4	2	2.9	-	-
Girls are expected to dress in a manner that portrays them as submissive and restrictiveness parental reaction to what they have done	21	30.9	28	41.2	9	13.2	4	5.9	6	8.8
In nearly all communities boys have different roles, encouraged to behave differently, have different attitudes and interests	33	48.5	19	27.9	12	17.6	1	1.5	3	4.4
After reaching home from schools girls engage in domestic daily chores	43	63.2	8	11.8	6	8.8	7	10.3	4	5.9
Boys are given freedom but girls are locked up and stay under parents observations	33	48.5	19	27.9	2	2.9	9	13.2	5	7.4
Girls are expected to take languages and arts subjects while boys are expected to take sciences	5	7.4	17	25.0	9	13.2	25	36.8	12	17.6

Majority of the teachers 52 (76.4%) agreed that Boys are given freedom but Girls are locked up and stay under parents observations, with 14 (20.6%) disagree and 2 (2.9%) were undecided that Girls are expected to dress in a manner that portrays them as submissive. Few teachers 22 (32.4%) agreed that Girls are expected to take languages and arts subjects while Boys are expected to take sciences, with majority of them 37 (54.4%) disagree and 9 (13.2%) were undecided that Girls are expected to take languages and arts subjects while Boys are expected to take sciences.

4.5 The Gender differences in Academic Achievement

The third objective of the study was to establish the gender differences in academic achievement. The study sought to establish whether there are gender differences in academic achievement in primary education in Tirap division. The information on mean performance of primary school was sought with respect to the gender composition so as to determine and compare their academic achievements of pupils. The gender comparison with respect to the performance of boys and girls were carried out in Tirap division for the years 2009 and 2010 as shown in Table 4.5.

The findings showed that the performance of boys and girls were slightly different during the study in the three zones. The boys in Zone C zones performed highly in standard one compared to that of Zone A and Zone B, with a mean performance of 3.5 and 3.0 respectively. Similarly the girls performed highly in Zone C zone with a mean of 3.5 followed by Zone A zone with a mean of 3.2 and Zone B zone with a mean of 2.9. The boys in the three zones performed highly in standard eight compared to girls with a mean performance of 3.8 and 2.8 respectively.

Table 4.5 The Genders' Mean performance of primary schools in Tirap division for 2009 and 2010

Zone	School/ Gender	Class															
		1		2		3		4		5		6		7		8	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
A	1	3.1	2.6	3.4	3.6	4.1	4	3.8	3.9	3.2	3	3	3.1	2.7	2.6	2.8	2.6
	2	2.8	2.9	3	3.2	3.8	3.9	3.7	3.6	3.3	3.4	2.9	2.8	2.8	2.6	2.7	2.5
	3	3	3.2	2.9	3.1	3.2	3.5	2.9	3.1	2.8	2.9	2.7	2.6	2.7	2.5	2.9	2.7
	Total	8.9	8.7	9.3	9.9	11.1	11.4	10.4	10.6	9.3	9.3	8.6	8.5	8.2	7.7	8.4	7.8
	Mean	3.0	2.9	3.1	3.3	3.7	3.8	3.5	3.5	3.1	3.1	2.9	2.8	2.7	2.6	2.8	2.6
B	1	2.9	3.2	3.1	3.4	3.3	3.6	3.6	3.5	3.2	3.3	2.5	2.5	2.9	2.6	2.6	2.5
	2	2.8	3	2.8	2.9	3.2	3.4	4.2	3.9	3	3.2	2.8	2.7	2.8	2.7	2.7	2.6
	3	3.2	3.3	3.3	3	3.3	3.3	2.8	3	3.1	3	2.9	2.9	2.8	2.5	2.7	2.5
	Total	8.9	9.5	9.2	9.3	9.8	10.3	10.6	10.4	9.3	9.5	8.2	8.1	8.5	7.8	8	7.6
	Mean	3.0	3.2	3.1	3.1	3.3	3.4	3.5	3.4	3.1	3.2	2.7	2.7	2.8	2.6	2.7	2.5
C	1	3.1	3.6	3.7	4	4.1	2.7	2.9	2.9	2.8	2.8	3	2.6	2.4	2.5	2.3	3.4
	2	3.4	2.9	3.1	3.8	3.9	3.3	3.7	3.2	3.4	2.7	2.8	2.9	2.7	2.8	2.5	3.3
	3	4.1	3.3	3.5	4	4.1	3.8	3.9	3.9	4	3.8	3.9	3.9	3.7	3.8	3.5	3.8
	Total	10.5	10.6	9.8	10.3	11.8	12.1	9.8	10.5	10	10.2	9.3	9.7	9.4	8.8	9.1	8.3
	Mean	3.5	3.5	3.3	3.4	3.9	4.0	3.3	3.5	3.3	3.4	3.1	3.2	3.1	2.9	3.0	2.8
	Total	28.3	28.8	28.3	29.5	32.7	33.8	30.8	31.5	28.6	29	26.1	26.3	26.1	24.3	25.5	23.7
Overall	Mean	3.14	3.2	3.14	3.28	3.63	3.76	3.42	3.5	3.18	3.22	2.9	2.92	2.9	2.7	3.8	2.8
	Mean access	14	16	11	13	14	16	12	16	14	20	19	16	24	24	18	17

4.5.1 Gender Responsive teaching and learning resources

Majority of the teachers 44 (64.7%) agreed that pictures in some books depict women carrying out typical tasks around at home particularly seen in gender stereotyping in pupils and teachers' books, with 15 (22.1%) disagreeing and 9 (13.2%) were undecided that pictures in some books depict women carrying out typical tasks around at home particular seen in gender stereotyping in pupils and teachers' books. Majority of the teachers 58 (85.3%) agreed that in some text books, men are usually portrayed as superior to women in many ways especially in career orientation, with 8 (11.8%) who disagreed and 2 (2.9%) were undecided that in some text books men are usually portrayed as superior to women in many ways especially in career orientation.

Majority of the teachers 47 (69.1%) agreed that men are seen as chairpersons, managing directors, drivers and engineers, while women provide services such as nursing, open air marketing of goods, teaching and house keeping, with 17 (25.4%) disagree and 4(5.9%) were undecided that Men are seen as chairpersons, managing directors, drivers and engineers, while women provide services such as nursing, open air marketing of goods, teaching and house keeping.

Majority of the teachers 57 (83.8%) agreed that there are women who are politicians, pilots, engineers and there are also men who are employed as cooks in hotels or teachers, with 7(10.3%) disagree and 4(5.9%) were undecided that there are women who are politicians, pilots, engineers and there are also men who are employed as cooks in hotels or teachers.

Majority of the teachers 52 (76.5%) agreed that the language used in resources can reinforce gender biases and stereotyping, with 12(17.6%) disagree and 4(5.9%) were undecided that the language used in resources can reinforce gender biases and stereotyping. Few teachers 25 (36.8%) agreed that the examples given in books do not sometimes take the interest of girls or boys into consideration, with majority of them 42(61.8%) disagree and 1 (1.5%) were undecided that the examples given in books do not sometimes take the interest of girls or boys into consideration. Few teachers 21 (30.9%) agreed that resources used in class can have gender biases, giving hidden messages to the pupils about their roles, with majority of them 33 (48.5%) disagree and 14 (20.6%) were undecided that resources used in class can have gender biases giving hidden messages to the pupils about their roles. Few teachers 25 (36.8%) agreed that there is lack of separate toilets/latrines biased in sitting arrangements and classroom interaction, with majority of them 38(55.9%) disagree and 5 (7.4%) were undecided that there is lack of separate toilets/latrines biased in sitting arrangements and classroom interaction. This is summarized in Table 4.6.

Table 4.6 Sufficient Gender Responsive Teaching and Learning Materials

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Pictures in some books depict women carrying out typical tasks around at home particular seen in gender stereotyping in pupils' and teachers' books	24	35.3	20	29.4	9	13.2	12	17.6	3	4.4
In text books men are usually portrayed as superior to women in many ways especially in career orientation	36	52.9	22	32.4	2	2.9	8	11.8	-	-
Men are seen as chairperson, managing directors, drivers and engineers, while women provide services such as nursing, open air marketing of goods, teaching and house keeping	37	54.4	10	14.7	4	5.9	14	20.6	3	4.4
There are women who are politicians, pilots, engineers and there are also men who are employed as cooks in hotels or teachers	29	42.6	28	41.2	4	5.9	5	7.4	2	2.9
The language used in resources can reinforce gender biases and stereotyping	28	41.2	24	35.3	4	5.9	9	13.2	3	4.4
The examples given in books do not sometimes take the interest of girls or boys into consideration.	8	11.8	17	25.0	1	1.5	31	45.6	11	16.2
The resources used in class can have gender biases. This can be giving hidden messages to the pupils about their roles	1	1.5	20	29.4	14	20.6	17	25.0	16	23.5
There is lack of separate toilets/latrines biased in sitting arrangements and classroom interaction	7	10.3	18	26.5	5	7.4	24	35.3	14	20.6

4.5 The challenges facing schools in handling gender difficulties

The fourth objective of the study was to establish the challenges teachers' face in handling pupil's gender difficulties in schools. The interview schedule was used to gather information from the QASOs of the three zones and analyzed thematically using the following headings.

4.5.1 Cultural Factors

The QASOs interviewed on the challenges faced by schools when handling gender and academic achievements. The QASOs were of the opinion that early marriages were rampant in the region and affect the academic achievement of most girls in the division. The cultural practices carried out in the region also affect the academic achievement of pupils. They include female genital mutilation, circumcision and initiation that makes the boys and girls feel they are older enough to do their own tasks and drop out of school.

4.5.2 Economic factors

The QASOs also identified that there was high poverty levels experienced in the region making some families not to be in a position to provide basic needs and their children and opted to do casual jobs to have food. This has led to absenteeism from school affecting the overall performance of the child. Poor infrastructure was also identified to affect the pupil's access to education due to inadequate teaching and learning facilities.

4.5.3 Social factors

From the study the QUASO identified ignorance of most of the parent's caused their children not to be keen with their education because of lack of parental affection and support. The incidences of drug and substance abuse by parents were also identified to affect the academic achievement.

4.5.4 Teacher related Challenges

The lack of learning and teaching materials were identified by the QUASOs to affect academic achievement in the division. Teachers do not complete the syllabus on time, thus limiting the academic achievement of pupils because they cannot achieve all what is required of them on time.

4.5.5 Suggested solutions by the QUASOs to address teachers' challenges

To address the problems that affect academic achievement the QASOs suggested that capacity building should be carried out so as to create awareness to all the stakeholders on the importance of education. The parents should ensure that all children whether a boy or a girl should be sent to school. The schools should provide adequate facilities, teaching and learning materials, conducive environment and effective teaching of all pupils without disparity. The teachers should also ensure that proper evaluation of the pupils should be carried out. The teachers should undergo refresher courses so as to enable them teach more effectively. The school should hold academic days regularly to brief all the stakeholders on the progress made and the challenges faced. The cultural practices carried out in the region that affects the academic achievement of pupils should be avoided through rigorous campaigns to create awareness of its irrelevance to the society.

4.6 Discussion of Findings

The results of the study were done with respect to the objectives of the study. The findings were related to the work of other scholars, literature review and the theoretical framework of the study so as to make implication of the study.

4.6.1 The boys and girls access to primary school education

According to the objective on boys and girls access to primary school education, the findings showed that the access of primary education was higher for girls than boys especially at lower primary where the girls had not reached adolescence. The findings agrees with (UNICEF, 1998) that gender disparities in education is clearly reiterated and primary education being the only education accessible to majority of children as a major factor in bringing about changes in the economic roles and status of girls. The environment that children grow up is critical in forming their personalities and realizing their potentials. The environment determines, to a large extent, the gender roles that children, be it a boy or a girl, take on very early on in life.

From the study the girls access to primary education was higher than that of boys and this agrees with (Hertz, 1991) who argued that by providing literacy, numeracy and cognitive skills, primary education enhances women's ability to perform multitude of roles and even tasks that contribute to economic development and well being of their families. The negative gender stereo-type of what roles girls play in society, be it as a mother, a sister, or a student starts taking shape even as early as they are born. This leads to, in many countries, the notion of the unimportance of girls needing an education.

The sad part is that this notion is not only held by the society around the girl child, but also by the girl herself. It is vital that this phase of early gender socialization is addressed so that both boys and girls are looked upon as equals, entitled to not only equality in the homes and communities, but also in the schools and to education. This is most effective when the girls start identifying themselves as equals. Improving the status of the girl child will inevitably lead to more girls coming into and staying in schools.

The pattern of enrolment change through the classes was identified during the study due to some of the pupils dropping out from school as well as others going for transfers. The head teachers identified the possible causes of difference in class transition of both boys and girls to be caused by poor economic status of parents, making them unable to provide basic needs for their children, repetition due to low attendance of school causing poor performance, drop-outs and transfers also leading to difference in transition. All the head teachers identified that there has been drop-outs in their schools for both boys and girls. The causes of drop-outs was attributed to early pregnancies of girls, cultural practices making pupils have poor attitude to education, incidences of family problems, child labour, high poverty levels, displacement due to land disputes and death of parents.

The findings agree with MOE (2003) that the rate of growth of enrolment of girls is much higher than that of boys at upper primary stages. Although over a period of time percentage of female students to total number of students increase, the gap is still wide between boys and girls and more so at upper primary stages.

Findings showed that girls slightly performed more than boys in lower and mid upper primary, while boys slightly performed more than girls in upper primary. This finding is attributed to the gender roles assigned to girls as well as attaining maturity. In lower primary these girls are still young and innocent to indulge in issues that affect their academic performance, unlike during their adolescence period where they spent most of the time discussing issues outside academics. From the study gender difference in performance of pupils may result from heavy work load that makes girls have little time to concentrate on their studies. Girl's attitude and teachers attitudes towards girl's education may be another contributing factor.

The study findings agree with (Lloyd et al, 1993), who argued that several factors have led girls to drop out of school, although the demand for education is generally high for both sexes, preference for educating boys still persists. Women bear a larger share of household chores than men do, and the perception that these tasks are feminine continues. Mothers therefore are more likely to assign domestic tasks to their daughters than to their sons, particularly in rural areas where girls are expected to assist their mothers with household chores such as fetching water, collecting firewood, cooking and caring for young children. The study observed that teenage girls work longer hours than boys whether or not they are enrolled in school. The heavy domestic responsibilities interfere with schooling, depressing performance and in extreme cases, lead to school withdrawal.

4.6.2 The causes of gender disparities in access to primary education

According to the study, the major causes of gender disparities were the high cost of education and poor economy which has reduced income for parents to provide education for all their children causing school drop – outs. Girls are expected to dress in a manner that portrays them as submissive and restrictive to parental reaction to what they have done, in nearly all communities. Boys have different roles, encouraged to behave differently, have different attitudes and interests, after reaching home from schools, girls engage in domestic daily chores and boys are given freedom but girls are locked up and stay under parents observations.

The findings agree with (MOE, 2003) that the allocation of scarce household resources affects girls more than boys. Early domestic responsibilities especially among young girls conflict with the pursuit of education. The long historical neglect of educating girls has left very high illiteracy rates, especially among older and rural women. For these women, illiteracy is a major contributor to their marginalization and low status in life. Widespread early childbearing is in conflict with schooling and traditional attitudes constrain women from receiving education.

4.6.3 Gender differences in academic achievement in primary school

From the study the minor causes of gender disparities were, girls are expected to take languages and arts subjects while boys are expected to take sciences and they had negative attitude towards the girls in class and unwarily discourage them through the comments and behaviour. Findings showed that girls performed more than boys in lower and mid upper primary, while boys performed more than girls in upper primary. This finding is attributed to the gender roles assigned to girls. In lower primary these girls are

still young and innocent to indulge in issues that affect their academic performance, unlike during their adolescence period where they spent most of the time discussing issues outside academics. From the study gender difference in performance of pupils may result from heavy work load that makes girls have little time to concentrate on their studies. Girl's attitude and teachers attitudes towards girl's education may be another contributing factor.

The findings agree with (GOK, 2005) that girls have not been able to take full advantage of the available opportunities and facilities due to severe socio-cultural and economic factors. Girls are treated as liabilities hence parents attach less importance to girls' Education, stereotyped role assigned to girls in society, i.e. girls will look after the household and family, unsuitable and inflexible school timing.

From the study majority of teaching and learning resources for mainstreaming gender in schools, were; pictures in some books depict women carrying out typical tasks around at home particularly seen in gender stereotyping in pupils' and teachers' books. In text books, men are usually portrayed as superior to women in many ways especially in career orientation. They are seen as chairpersons, managing directors, drivers and engineers, while women provide services such as nursing, open air marketing of goods, teaching and house keeping. There are women who are politicians, pilots, engineers and there are also men who are employed as cooks in hotels or teachers. Resources used in class can have gender biases, giving hidden messages to the pupils about their roles and there was lack of separate toilets/latrines biased in sitting arrangements and classroom interaction.

4.6.4 The challenges teachers' face in handling pupil's gender difficulties in schools

The challenges teachers' face in handling pupil's gender difficulties in schools include the early marriages, high poverty levels experienced in the region, absenteeism and ignorance of most of the parents causes their children not to be keen with their education because of lack of parental affection and support. The cultural practice carried out in the region also affects the academic achievement of pupils.

The findings agree with GOK (2005) that lack of toilet facilities in schools, lack of awareness about importance of female education, noninvolvement of community and people's institution in schools education management, unattractive curriculum and teaching and lack of gender sensitivity of school teacher in recognizing girls education problems are all other challenges faced by schools.

4.6.5 Discussion based on Theory

During the study the Social Darwinism theory was used which asserts that all children should be given, through education, their social status. The theory further observes that provision of formal equity of access to education guarantees fairness in the competition for resources and opportunities, (Orodho, 2004). It is through the application of this theory that education is viewed by proponents of the theory as the "Great Equalizer".

From the study the benefits of education accrue to individuals, families and societies. Individuals can expand their interests and skills and earn more income. The broader social benefit of education relate to aspects such as lower fertility, better health and more education for the next generation. The case for improved gender equity for Tirap Division is therefore a case of seeking social and economic parity with the rest of the Kenyan

regions and people. It thus means that for any equity concerns to be addressed in the provision of education in this area, access and participation of children in their division should be address in a deliberate policy enactment.

The theory was thus relevant in underpinning the study that was undertaken as it served to recommend ways of addressing gender and academic achievement in schools. Many economic and sociological theories predict that education increases women's participation in the labour force. This prediction is based on the notion that education favorably affects women's willingness and ability to enter the labour market. It provides them with the necessary credentials for employment and therefore it is a strong inducement to enter the labour market (Floro and Wolf, 1991). There is evidence that the role of the government in the provision of education has been rising (Republic of Kenya, 2009).

4.7 Summary of Chapter

This chapter has dealt with presentation and the analysis of data related to gender and academic achievement of pupils in primary schools. Data was analyzed using descriptive analysis and presented using frequency tables, percentages and charts. The findings of the study were discussed based on the study objectives and theoretical framework. The data analyzed revealed that there was gender disparity in education affecting pupil's academic achievement of girls and boys.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusions of the study based on the finding summarized in chapter four and the recommendations that are derived herein conclusions. The procedure for treating the summary, conclusion and recommendations was based on relevant objectives namely:

1. To examine the boys and girls access to primary school education
2. To identify the causes of gender disparities in access to primary education.
3. To identify the gender differences in academic achievement in primary education.
4. To establish the challenges teachers' face in handling pupil's gender difficulties in schools.

5.2 Summary of Findings

The first objective of the study was to establish the access of boys and girls to primary education. From the study the access of primary education was higher for girls as compared to boys in classes one, three, four and five, while the access of primary education was higher for boys than girls in class six to eight. The findings showed that the access of primary education was higher for girls than boys especially at lower primary where the girls had not reached adolescence.

The pattern of enrolment change through the classes was identified during the study due to some of the pupils dropping out from school as well as others going for transfers. The

head teachers identified the possible causes of difference in class transition of both boys and girls to be caused by poor economic status of parents, making them unable to provide basic needs for their children, repetition due to low attendance of school causing poor performance, drop-outs and transfers also leading to difference in transition. The rate of growth of enrolment of girls is much higher than that of boys at upper primary stages. Although over a period of time percentage of female students to total number of students increase, the gap is still wide between boys and girls and more so at upper primary stages. The negative gender stereo-type of what roles girls play in society, be it as a mother, a sister, or a student starts taking shape even as early as they are born. This leads to, in many countries, the notion of the unimportance of girls needing an education.

The findings showed that although the demand for education is generally high for both sexes, preference for educating boys still persists. Women bear a larger share of household chores than men do, and the perception that these tasks are feminine continues. Mothers therefore are more likely to assign domestic tasks to their daughters than to their sons, particularly in rural areas where girls are expected to assist their mothers with household chores such as fetching water, collecting firewood, cooking and caring for young children. The study observed that teenage girls work longer hours than boys whether or not they are enrolled in school. The domestic responsibilities interfere with schooling, depressing performance and in extreme cases, lead to school withdrawal.

The second objective of the study was to identify the causes of gender disparities in primary education from the study, the major causes of gender disparities were the high cost of education and poor economy which has reduced income for parents to provide

education for all their children causing school drop-outs. Girls are expected to dress in a manner that portrays them as submissive and restrictive to parental reaction to what they have done, in nearly all communities, boys have different roles, encouraged to behave differently, have different attitudes and interests, after reaching home from schools girls engage in domestic daily chores and boys are given freedom but girls are locked up and stay under parents observations. Girls are expected to dress in a manner that portrays them as submissive and restrictive to parental reaction to what they have done.

The third objective of the study was to identify gender differences in academic achievement in primary schools. From the study the minor causes of gender disparities were; girls are expected to take languages and arts subjects while boys are expected to take sciences and some teachers had negative attitude towards the girls in class and unwarily discourage them through their comments and behaviour. Findings showed that girls performed more than boys in lower and mid upper primary, while boys performed more than girls in upper primary. This finding is attributed to the gender roles assigned to girls. In lower primary these girls are still young and innocent to indulge in issues that affect their academic performance, unlike during their adolescence period where they spent most of the time discussing issues outside academics. From the study gender difference in performance of pupils may result from heavy work load that makes girls have little time to concentrate on their studies. Girl's attitude and teachers attitudes towards girl's education may be another contributing factor.

The fourth objective of the study was to establish the challenges teachers' face in handling pupil's gender difficulties in schools. Early marriages affect the academic achievement of most girls in the division. The high poverty levels experienced in the region was also making some families not to be in a position to provide basic needs and their children opt to do casual jobs to have food. This will also lead to absenteeism from school affecting the overall performance of the child. The ignorance of most of the parents causes their children not to be keen with their education because of lack of parental affection and support. The cultural practice carried out in the region also affects the academic achievement of pupils. They include female genital mutilation, circumcision and initiation that makes the boys and girls feel they are older enough to do their own tasks and drop out of school.

5.3 Conclusions

The access of primary education was higher for girls as compared to boys in classes one, three, four and five, while the access of primary education was higher for boys than girls in class six to eight. The access of primary education was higher for girls than boys especially at lower primary where the girls had not reached adolescence. The rate of growth of enrolment of girls is much higher than that of boys at upper primary stages.

The causes of drop -outs was attributed to early pregnancies of girls, cultural practices, incidences of family problems, child-labour, high poverty levels, displacement due to land disputes and death of parents. The strategies that should be put in place to curb the cases of drop-outs from school were to carry out capacity building amongst the parents

on the importance of education, providing school feeding programme to motivate school-going children go to school, the government should resettle the displaced families and the community should do away with the unworthy cultural practices that hinders pupils from achieving excellent education.

The major causes of gender disparities were the high cost of education and poor economy which has reduced income for parents to provide education for all their children causing school drop-outs, girls are expected to dress in a manner that portrays them as submissive and restrictive to parental reaction to what they have done, in nearly all communities boys have different roles, encouraged to behave differently, have different attitudes and interests, after reaching home from schools girls engage in domestic daily chores and boys are given freedom but girls are locked up and stay under parents observations.

The girls performed more than boys in lower and mid upper primary, while boys performed more than girls in upper primary. This finding is attributed to the gender roles assigned to girls as well as attaining maturity. The gender differences exist in performance of pupils result from domestic responsibilities interfering with schooling, depressing performance and in extreme cases, lead to school withdrawal. From the study the minor causes of gender disparities were; girls are expected to take languages and arts subjects while boys are expected to take sciences and they had negative attitude towards the girls in class and unwarily discourage them through the comments and behaviour.

The early marriages affect the academic achievement of most girls in the division. The high poverty levels experienced in the region was also making some families not being in a position to provide basic needs and their children opt to do casual jobs to have food leading to absenteeism from school affecting the overall performance of the child. The ignorance of most of the parents caused their children not to be keen with their education because of lack of parental affection and support. The cultural practices carried out in the region also affect the academic achievement of pupils. They include female genital mutilation, circumcision and initiation that make the boys and girls feel they are older enough to do their own tasks and drop out of school.

5.4 Recommendation

From the study the following recommendations were made to the various stakeholders;

5.4.1 Ministry of Education

The QASOs should hold academic days regularly to brief all the stakeholders on the progress made and the challenges faced. To address the problems that affect academic, achievement capacity- building should be carried out so as to create awareness to all the stakeholders on the importance of education.

5.4.2 Parents

The parents should ensure that all children whether a boy or a girl should be sent to school. The cultural practices carried out in the region that affects the academic achievement of pupils should be avoided through rigorous campaigns to create awareness of its irrelevance to the society. The strategies that should be put in place to curb the cases of drop- outs from schools were to carry out capacity building amongst the parents on the

importance of education, providing school feeding programme to motivate school- going children to go to school.

5.4.3 Teachers

The teachers should also ensure that proper evaluation of the pupils should be carried out. The teachers should undergo refresher courses so as to enable them teach more effectively. The schools should provide adequate facilities, teaching and learning materials, conducive environment and effective teaching of all pupils without disparity. In addition to expanding education for girls, teachers' attitudes and practices, school co-curricula and facilities must also be changed to reflect a commitment.

5.5 Suggested areas for further research

Since the study was conducted in Tirap division, there is need to carry out studies in other parts of the country so as to make comparisons. The study should be carried out on;

- a) The importance of gender facilities in enhancing pupils academic performance in primary schools.
- b) Parents' attitude towards gender and academic achievement.
- c) The effect of Gender stereotype on performance of pupils in primary schools
- d) The effect of Female Genital Mutilation on Performance of girls in primary schools.

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APPENDICES
APPENDIX I: INTRODUCTORY LETTER

Dear Respondent,

This questionnaire is designed to gather information on gender and academic achievement of pupils: A case study of primary schools in Tirap Division in Marakwet District. The study is being carried out in partial fulfillment for requirement of the degree of Master of Philosophy in ECDE in the Department of Curriculum Instruction and Education Media, Moi University.

The information in this questionnaire will be treated with confidentiality and at no instance will your name be mentioned in this research. Also, the information will not be used for any other purpose than of this research. Your assistance facilitating the same will be highly appreciated.

Thank you in advance

Yours faithfully

Kanda Jemutai

APPENDIX II: QUESTIONNAIRE FOR CLASS TEACHERS

Part 1: Background Information

Instructions: please tick (√) **or** fill in the blanks as appropriate please respond to all items.

1 Your sex:

Male () Female()

2. Your qualification:

Trained teacher () Untrained teacher ()

3. Indicate your highest professional training.

Grade	Tick
P2 Certificate	()
P1 certificate	()
Diploma in education	()
B.E.D	()
Others (specify)	

4. For how long have you taught?

2-5 years	()
5-10 years	()
10-15 years	()
Above 15 years	()

PART II: Gender Responsive teaching and learning resources

The purpose of this section is to identify the gender disparities that exist between girls and boys in primary schools and their causes. Indicate what you think about each item.

Use a tick (✓) for your chosen answer.

KEY 1= SA-Strongly Agree ; 2= SD-Strongly Disagree ;3= A-Agree ; 4 =D-Disagree ;

5 =U-Undecided

	Statement	SA	A	U	D	SD
I	Picture in some books depict women carrying out typical tasks around at home particularly seen in gender stereotyping in pupils and teachers' books.					
2	In other text books men are usually portrayed as superior to women in many ways and especially in career orientation.					
3	Men are seen as chairperson, managing directors, drivers and engineers while women provide services such as nursing, open air marketing of goods, teaching and house keeping.					
4	There are woman who are politicians pilots, engineers and there are also men who are employed as cooks in hotels, or are teachers.					
5	In some cases the language used in resources can reinforced gender biases and stereotyping e.g. some books talk about chairman, businessman, manpower and mankind even when referring to both men and women.					
6	The examples given in books do not sometimes take the interest of girls or boys into consideration.					
7	The resources used in class can have gender biases. This means they can be giving 'hidden' messages to the pupils about their roles.					

8.	There is lack of separate toilets /latrines, biases in sitting arrangements and classroom interaction.					
----	--	--	--	--	--	--

Part III: Causes Of Gender Disparities

		1	2	3	4	5
	Statement	SA	A	U	D	SD
1.	Teachers have negative attitude towards the girls in class and unwarily discourage them through their comments and behavior.					
2	The high cost of education and our deteriorating economy has reduced the income available to families making it difficult for parents to provide education for all their children hence causing school drop outs.					
	Girls are expected to dress in particular manner that portrays them as submissive and restrictiveness parental reaction to what they have done e.g. parents may be lenient when administering punishments to girls but harsher to					
4	In nearly all the communities boys and girls have different roles and are encouraged to behave differently. They are even expected to have different attitudes and interests.					
5.	After reaching home from school, girls are expected to draw water, fetch firewood, help in food preparation, wash utensils and at all times baby sit. Hence girls get little or no time for their homework.					
6.	Boys are given freedom but girls are locked up and stay under parents' observation.					
7.	Girls are expected to take languages and art subjects					

	while boys are expected to take sciences.					
--	---	--	--	--	--	--

APPENDIX III: QUESTIONNAIRE FOR HEAD TEACHERS

Part 1: Background Information

Instructions: please tick (√) **or** fill in the blanks as appropriate please respond to all items.

1 Your sex:

Male () Female ()

2. Your qualification:

Trained teacher () Untrained teacher ()

3. Indicate your highest professional training.

Grade	Tick
P2 Certificate	()
P1 certificate	()
Diploma in education	()
B.E.D	()
Others (specify)	

4. For how long have you taught?

2-5 years	()
5-10 years	()
10-15 years	()
Above 15 years	()

Part II: Access of Boys and Girls to Primary Education

Please complete the following table of enrolment by class and by gender in the year 2011 of your school

	2009		2010		2011	
Class	Boys	Girls	Boys	girls	Boys	Girls
1						
2						
3						
4						
5						
6						
7						
8						
Total						

Part III performance of the school in your Zone for 2009 and 2010

Name of school.....

Class	2009		2010	
	Boys	Girls	Boys	girls
1				
2				
3				
4				
5				
6				
7				
8				
Total				

Part IV: Challenges Schools Face in Handling Gender Difficulties

1. Does the pattern of enrolment change through the classes?.....
.....
2. What could be the possible causes of differences in class transition of both boys and girls in your school?.....
.....
3. Have there been drop- out cases in your school for both boys and girls?.....

If yes, what could have caused the drop outs?

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

4. What strategies would you suggest to put in place to curb down the drop outs problem?

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

APPENDIX IV: INTERVIEW GUIDE FOR QASOs

Part 1: Background Information

Instructions: please tick (√) **or** fill in the blanks as appropriate please respond to all items.

1 Your sex:

Male () Female()

2. Your qualification:

Trained teacher () Untrained teacher ()

3. Indicate your highest professional training.

Grade	Tick
P2 Certificate	()
P1 certificate	()
Diploma in education	()
B.E.D	()
Others (specify)	

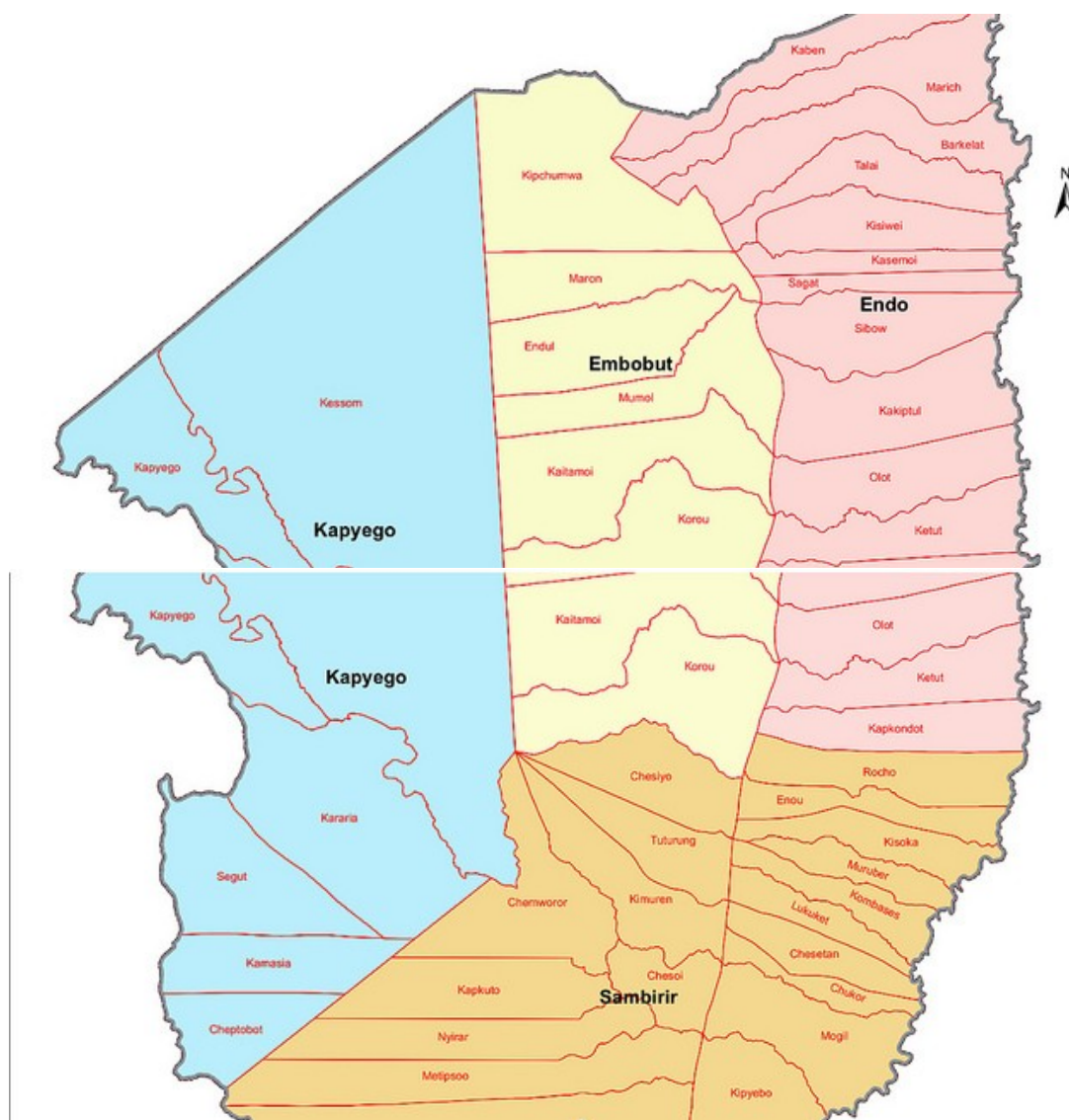
4. For how long have you taught?

2-5 years	()
5-10 years	()
10-15 years	()
Above 15 years	()

Part II: Challenges Schools Face in Handling Gender Difficulties

1. What are some of the problems reported from your zones that are on increase about boys and girls that affect academic achievement?
.....
2. Of the problems mentioned 1 above, which ones do you think are caused by the teachers and the head teachers?
3. Which challenges do you think are caused by parents and the community at large?.
.....
4. What are some educational courses/seminars/workshops have you undertaken for primary education stakeholders to address gender issues and academic achievement if so, have they worked?
.....
5. Suggest some solutions to address the challenges of gender and academic achievement in your zone.....
6. What other remarks can you make regarding gender and academic achievement in primary schools in your zone?

APPENDIX VI: MAP OF TIRAP DIVISION



RESEARCH VII: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
 Telephone: 254-020-241349, 2213102
 254-020-310571, 2213123.
 Fax: 254-020-2213215, 318245, 318249
 When replying please quote

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref:

NCST/RRI/12/1/SS-011/175/4

Date:

28th February, 2011

Kanda Jemutai
 Moi University
 P. O. Box 3900
 ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Gender and academic achievement in Primary Schools in Tirap Division, Marakwet District, Kenya*". I am pleased to inform you that you have been authorized to undertake research in **Marakwet District** for a period ending **31st December, 2011**.

You are advised to report to the **District Commissioner and the District Education Officer, Marakwet District** before embarking on the research project.

On completion of the research, you are expected to submit **one hard copy and one soft copy** of the research report/thesis to our office.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
 Marakwet District

The District Education Officer
 Marakwet District

Permission Granted

DISTRICT EDUCATION
 OFFICER
 MARAKWET EAST
 P. O. Box 244 KAPSOWAR

RESEARCH VIII: RESEARCH PERMIT

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss..... KANDA
..... JEMUTAI

of (Address) MOI UNIVERSITY
..... P.O. BOX 3900, ELDORET

has been permitted to conduct research in
..... KO BATEK Location,
..... MARAKWET District,
..... RIFT VALLEY Province,

on the topic... GENDER AND ACADEMIC
..... ACHIEVEMENT IN PRIMARY SCHOOLS
IN TIRAP DIVISION, MARAKWET
..... DISTRICT, KENYA.....

for a period ending... 31ST DECEMBER 20 11

Research Permit No. NCST/RRI/12/I/SS-011/175

Date of issue... 25/02/2011

Fee received... SHS 1,000



[Handwritten Signature]
Applicant's
Signature

[Handwritten Signature]
Secretary
National Council for
Science and Technology