

**THE INFLUENCE OF GENDER-ROLE STEREOTYPES ON STUDENTS'
ATTITUDES AND PERFORMANCE IN HISTORY AND GOVERNMENT: A
CASE OF SECONDARY SCHOOLS IN BUNGOMA-EAST DISTRICT, KENYA.**

BY

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**A Thesis submitted in Partial Fulfillment of the requirements for the Degree of
Master of Philosophy in History Education.**

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DECLARATION

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DEDICATION

I dedicate this study to the following people: My beloved mum Theresa Makokha Okweto, who has always been my inspiration and role model, my husband David Wanyonyi for his endless support and encouragement, my children Derrick and Ivan, who are my blessings and hope, my siblings Jacqueline, Joseph and Mercy and finally my friends Billian and Joyce-all for their support and encouragement.

ACKNOWLEDGEMENT

I wish to acknowledge various people who played a role to the success of this work. First, I am grateful to my supervisors; Professor Chris W. Mukwa and Mr. Agumba M. Ndaloh for their tireless guidance that saw me through. Their positive criticism, guidance and encouragement sharpened my focus to the sweet end of coming up with this thesis.

I am also greatly indebted to my M. Phil classmates: Billian Khalayi, Maggy Kimwarey, Aileen, Collins, Rael, Marlion and Boit. It was a great opportunity to interact with them especially in academics. Their encouragement is highly appreciated.

To my dear mum Theresa Makokha and dad James Wafula, I say God bless them greatly. I thank them for their moral, spiritual and financial assistance to see me through my course of study. My children; Derrick and Ivan who endured a long time of loneliness without my presence and attention. My appreciation and gratitude is to them.

I would not forget my friend Joyce Temba for her continued company and support. May God bless her as she also pursues her M. Phil Degree course.

To all these people and many others whom I have not mentioned, I say thank you so much and may the Almighty God bless you abundantly. All the glory and honour be unto God.

ABSTRACT

This study examined the influence of gender-role stereotypes on students' attitudes and performance in History and Government. It specifically sought to establish the relationship between gender role stereotypes and students' attitudes, the relationship between form four girls' and boys' attitudes and finding out the mean difference between form four girls' and boys' performance in History and Government Continuous Assessment Tests. Purposive and simple random sampling techniques were used to collect data in Bungoma-East district. 250 form four students taking History and Government for examination from the sampled schools participated by filling a five-scale likert questionnaire. Their performance records were also studied to check their performance in the three consecutive internal examinations they had done. Statistical tests including chi square, Pearson Product Moment Correlation Coefficient, and Spearman's Rank Correlation were used to test the study hypotheses. Results on this study indicated that there is no relationship between gender role stereotypes and the students' attitudes towards History and Government. There is also no correlation between the students' attitudes towards the subject and their performance in it; and finally, there was a small negative correlation between girls' and boys' performance in studying History and Government courses. This study is important as it will enable both male and female students to acquire and develop positive attitudes towards History and Government, thereby improving their performance in the same. As teachers become aware of the attitudes of their students, they may be able to focus on their causes, effects and consequences, hence address them in their teaching

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ABBREVIATIONS

AAUW	American Association of University Women
E.F.A	Education For All
FAWE	Forum For African Women Education
HODs	Heads of Departments
IEA	Institute of Economic Affairs
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
MoE	Ministry of Education
NDP	National Development Plan
SCE	Schools Council Enquiry
SMEs	Small Micro Enterprises
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter dealt with preliminary information about the study. It includes information on the background to the study, statement of the problem, purpose of the study, objectives, research questions, research hypotheses, significance of the study, limitations of the study, theoretical framework and justifications of the study.

1.1 Background to the Study

The World Declaration on Education for All (EFA) Article 1, States that, “Every person-child, youth, adult shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving ability) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.” Kenya, being a signatory to this declaration, has an elaborate education system that aims at achieving the goals stipulated in it. The Kenyan education system has various school subjects, which include History and Government.

At the time of independence in Kenya in December 1963, the country inherited a system of education that was introduced by the British colonialists. Later, the Ominde Commission was formed to introduce changes that would reflect the nation’s sovereignty.

The commission focused on the country's identity and unity, which were critical issues at the time. The Commission came up with the Report of the Kenya Education Commission (The Ominde Report, 1964).

Among the recommendations made by the commission were the need to change the subject content of History and Geography to reflect national cohesion. History therefore became an important subject in the Kenyan Education system because its content was crucial in bringing about national unity and cohesion in the country.

History and Government is one of the subjects that are taught in the 8-4-4 system of Education. It plays an important role in the society's development. Historical knowledge, which is knowledge of the past, is crucial to the understanding of the present and to planning for the future. It is through the study of this subject that the youth of a given country acquire knowledge about the past and the present, which helps them to develop positive attitudes about the future. The learners are able to recognize the relationship between the events of today and the world of tomorrow, through the study of History and Government (K.I.E, 2002).

The subject is one of the most important subjects to be studied throughout a student's education career because it opens the door to many careers such as those of the educator, researcher, writer, editor, information manager, advocate, business person among others. (American Historical Association, 1992).

It also equips students with knowledge that enables them to understand the social, economic and political developments of the world (K.N.E.C, 2007). The subject is also important to learners because it promotes self-understanding, teaches tolerance, teaches moral principles, fosters national feelings and promotes international understanding. (Kochhar, 1984)

History and Government is classified as a Humanities subject alongside other subjects such as CRE, Geography and Islamic Religious Education. Students in secondary schools in Kenya are expected to choose atleast two subjects from this category for examination purposes.

The students' attitudes towards and performance in History and Government may be influenced by among other factors, gender-role stereotypes held by individual and collective members of the society. For instance, the attitudes held by head teachers, teachers, learners and other stakeholders about a certain subject or course play an important role in determining how they are received and taught (Hawes, 1979). Campbell and Storo (1996) found that certain myths have become widely accepted as truths. One such myth is that "women are qualitative, men are quantitative." According to Gray as depicted in the sex-role theory, men are aggressive, rational, dominant, and objective i.e. they are from Mars and therefore they value power, competency, efficiency and achievement while women on the other hand are passive, intuitive, submissive and subjective i.e. they are from Venus and they value love, communication, beauty and relationships. Such beliefs and stereotypical attitudes held by members of the society and

absorbed by the students play a major role in their future attitudes and performance in the subject.

The nature of the subject content and teaching approaches employed by teachers teaching the subject have also been found to influence the students' attitudes towards the subject and consequently their performance in the same. For instance, Freeman (1879) as quoted in Steele (1979) said that History teaching is deficient because it consisted largely in "loading the child's memory without ever appealing to the imagination. He is overwhelmed with words and names, without being taught to attach any ideas to the words and names."p15. Fines (1969) was quoted by Steele as having written that

Above all, the same nonsensical methods decried years ago continue in the schools: notes are dictated; passages learned off by heart, vast periods are scampered over so quickly that no real understanding can possibly be achieved, and the fetish chronological sequence holds sway in spite of everything that has been said against it.

To add on that, The School Council Enquiry in 1968 carried out an investigation on the attitude of school leavers regarding a range of subjects, and it revealed that pupils regarded History as one of the most useless and boring subjects, giving reasons such as repetition, lack of understanding and failure to achieve success in the subject.

Hawes (1979) further observed that positive attitudes do not only influence the willingness of people to implement but also influence the pupils' willingness to learn. Positive attitudes held by other people who have an interest in education also do influence the way teachers and pupils receive a subject.

Up to the 1970s, considerably more boys than girls participated in education in Kenya. The Kenyan woman faced many obstacles, of which traditions were major constraints. She had to overcome her native traditions whose philosophy was that a woman's place is at home (Eshiwani 1982). However, with the government's intervention and public awakening, parents began to send and keep their girl children in school. Consequently, women's involvement in education became more visible. However, the improvement in enrolment did not bring about an improvement in performance. Girls continued to perform poorly compared to boys. (Ibid).

Gender roles are derived from the physical difference between girls and boys. In the society, women tend to perform tasks or roles that are different from those performed by men. These roles are not natural but are cultural and have been created by people in the course of time.

The society has made students to believe that school subjects are categorized on gender lines, that boys are supposed to select subjects that are more complex and require some more physical and mental effort, such as the sciences and mathematics, while the girls should choose subjects that seem less taxing and easy, such as Humanities and Languages. (Decenzo, 1996; Greeng Lass and Marshal 1987).

Gender issues need to be tackled at two levels, i.e. the policy level and the ground (the school and the community) where these gender issues were directly experienced and lived. More specifically, there is need to establish what goes on in the classroom in terms

of gender (Kitetu et al 2000). An attitude towards history and government by teachers, parents and the society at large may influence the students' attitudes towards and performance in the subject.

1.2 Statement of the Problem

The society's traditional belief that men were more physically and mentally stronger than women has made students to erroneously believe that sciences are meant for boys while humanities and languages are meant for girls (Decenzo, 1996; Greeng Lass and Marshal, 1987). These stereotypes have greatly affected the students' performance in various subjects; with research showing that male dominate in sciences in terms of performance and positive attitudes towards the subjects, while girls have been known to dominate in Languages and Humanities.

Gender-role stereotypes have been found to play a key role in the attitudes towards choice and performance in subjects such as mathematics, sciences, Languages and other technical subjects, (Lumumba, 2006),

Ondimu also noted that although various studies have looked at teacher and learner attitudes towards teaching and learning of social studies, they fail to show whether boys and girls and female and male teachers alike share similar or different attitudes. (Ondimu,1995).

Another research by Craig (1981) indicated that boys in his school seemed to have greater interest in History even if they did not perform as well in the class. He thinks that some of this is attributed to having a male teacher. He also said that a female teacher of social studies was hardly found and this had a major impact on female interest in History.

However, these beliefs have been disputed with time by the changing trends in the attitudes and performance of various sciences and languages, whereby girls have been known to perform equally or better than boys in sciences, and boys performing equally or better than girls in languages. (Hacker, 1991) There is also mixed evidence from survey data collected by asking students about their subject preferences.

Hendley et al (1996) found that male and female 14 year olds preferred History to Geography, with the margin of preference greater for females. However, Colley and Comber (2003) found females expressing a clear preference for Geography over History and males expressing a clear preference for History over Geography. Francis (2000) and Francis et al (2003) asked students to identify their favourite and least favoured subject. A very small proportion of their sample chose French, Geography or History in either category.

Such mixed findings on research related gender issues and students' attitude and performance in various school subjects prompted the researcher to investigate the situation in Bungoma East district, with reference to History and Government. The researcher therefore sought to investigate whether gender role stereotypes influence the

students' attitudes and performance in History and Government in Bungoma-East District.

1.3 Purpose of the study

The purpose of this study was to establish the influence personal and social stereotypes have on the attitudes of secondary school students towards history and government, and the effect such attitudes have on the students' attitudes towards History and Government, and, consequently on their performance in the subject.

1.4 Objectives of the study

The study aimed at:

- i. Establishing the relationship between gender role stereotypes and students' attitudes towards
History and government
- ii. Determining the relationship between form four girls' and boys' attitudes towards learning
History and Government and their performance in the subject
- iii. Finding out the mean difference between form four girls' and boys' performance in History and Government Continuous Assessment Tests.

1.6 Research hypotheses

Since the data was ordinal in nature, the hypotheses tested the association between independent and dependent variables. Thus the hypotheses were:

HO1: There is no significant relationship between gender role stereotypes and students' attitudes towards learning History and Government

HO2: There is no significant relationship between girls' and boys' attitudes towards learning History and Government and their performance in the subject

HO3: There is no significant difference between the girls' and boys' mean performance in History and Government internal examination.

The significance level was set at 0.05. The null hypothesis is rejected if the p-value or sig is less than or equal to 0.05 and if more than 0.05, then we fail to reject the null hypothesis

1.7 Justification of the study

Schools and teachers are said to be a source of stereotypes that affect students. Many scholars have claimed that teachers occasionally rely on stereotypes in forming perceptions about their students (Madon et al, 1998; and Tiedman, 2000). For instance, Craig as cited in Myers (2002) states that there are probably some gender differences in students' performance but most of it is based on teachers' expectations. Francis, (2000) and Gamoran, (1996) observed that teachers' expectations may guide students into routes that are "appropriate for them." However, there is scope for these patterns to change as norms in society (e.g. in relation to gender), occupational patterns, and the structure of the curriculum change over time.

Shamai, (1994) says that the students' gender stereotypes limit their future decisions regarding various aspects of their lives, including choice of profession and career development. These stereotypes trap both sexes in traditional professions. The stereotypes such as boys excel in mathematics and sciences and girls excel in other subjects, or that boys have more talent and that girls compensate by working hard (Deux and La France, 1998), have tended to encourage girls to pursue subjects that are less involving both mentally and physically instead of mathematics, sciences and other physically and mentally involving subject areas (Carr et al, 1999).

Distorted perceptions of gender roles are reflected in the classrooms through the normal socialization patterns of young children, thus reinforced by schools. This is because classrooms are microcosms of society, mirroring its strengths and ills alike (Marshall, 1997). Feldhusen and Willard-Hort (1993) found that teachers unconsciously make males the centre of instruction. They also give males more frequent and focused attention than they do females. Although this attention was not necessarily wanted by the boys, or even noticed by the girls, it negatively impacted on both.

According to Gallagher (2001), social and cultural factors are the major reasons leading to gender differences in academic performance. The factors, he says, include student familiarity with the subject, changes of career aspiration, general perceptions of specific subjects, presentational styles of boys and girls, and teachers and parents' expectations.

Therefore, the bottom line of the literature on gender role stereotypes is that they are partly responsible for one of the alleged discrimination amongst boys and girls and have great implications regarding gender differences in human capital investment and outcome. There is need therefore, to explore further the effect of other stereotypes such as those related to societal gender roles. Furthermore, gender role stereotypes, whether personal or societal, impact on students' educational and occupational decisions. (Eccles et al, 1990).

According to the sessional paper number 1 of 2005 on Education and Training, the Kenyan government sought to eliminate gender and regional disparities in primary and secondary education by 2005. Although a lot has been done to eliminate such disparities, they still exist to some extent. Gender disparity varies from one region to another, with research showing that girls account for 27.6% of the students' enrolment in primary schools in North Eastern province, while in Nairobi province, the girl's population is 40.1%. The rate of girl's enrolment in secondary schools is much lower (IEA Report, 2008). The same report indicates that the number of female students at university level is much lower than their male counterparts, and their preference is for the arts courses. Girls also perform poorly compared to boys in national examinations, especially in mixed schools. The Kenya National Examinations Council (1994) reported that, in mixed schools, girls performed poorly in all subjects, while in single-sex schools, girls did worse than boys in all subjects except in English.

1.8 Study Significance

The issue of gender differences in History and Government learning is complex. It can be explored from different perspectives. Understanding the influence of these stereotypes on students' attitudes towards History and Government and their performance in it will enable teachers and parents to better understand and address the issues appropriately in their teaching and socialization of the students.

The current research can provide crucial information that will enable teachers, parents and other stakeholders in education to eliminate gender differences in learning History and Government. The personal and societal stereotypes students acquire need to be identified in order to be addressed in the education system. This is important as it will enable both male and female students to acquire and develop positive attitudes towards History and Government, thereby improving their performance in the same. As teachers become aware of the attitudes of their students, they may be able to focus on their causes, effects and consequences, hence address them in their teaching (Kutotto, 2009).

Since personal and social stereotypes are the result of contact with all social environments the child experiences at home and in school, the parents and teachers need to address the attitudes they need the students to embrace. This research aimed at identifying underlying gender role stereotypes that could predispose both boys and girls to low achievement levels and negative attitudes in History and Government. Since previous researches on this topic have yielded mixed responses, the researcher decided to investigate the situation on the ground among students in Bungoma-East district.

1.9 Limitations of the Study

The research design being non-experimental, the independent variables may not have been fully controlled. To effect some control, the researcher chose to administer the questionnaire herself. At the same time, despite the fact that the design allows for a large number of subjects, the number used was smaller since more subjects attract increased costs.

1.10 Assumptions of the Study

The current study assumed that the students' attitudes towards learning History and Government would be captured through the responses they gave, which in turn would be a reflection of their true feelings. This study also assumed that the questionnaire designed by the researcher was an adequate tool for measuring students' attitudes, and finally the study assumed that all the students would complete the questionnaire in an honest and appropriate manner.

1.11 Theoretical Framework

This research was based on the theoretical Model of Achievement-Related Choices that was developed by Jacquelynne S. Eccles et al of the University of Michigan in 1983. This model draws upon the theoretical and empirical work associated with decision-making, achievement theory, and attribution theory. The model, as depicted in figure 1 on page 13, links educational, vocational and other achievement-related choices most directly to two sets of beliefs, i.e. the individual's expectations for success and the importance or value the individual attaches to the various options perceived by the individual as

available. The model also specifies the relation of these beliefs to cultural norms, experiences, aptitudes and to those personal beliefs and attitudes that are commonly assumed to be associated with achievement-related activities by researchers in the field.

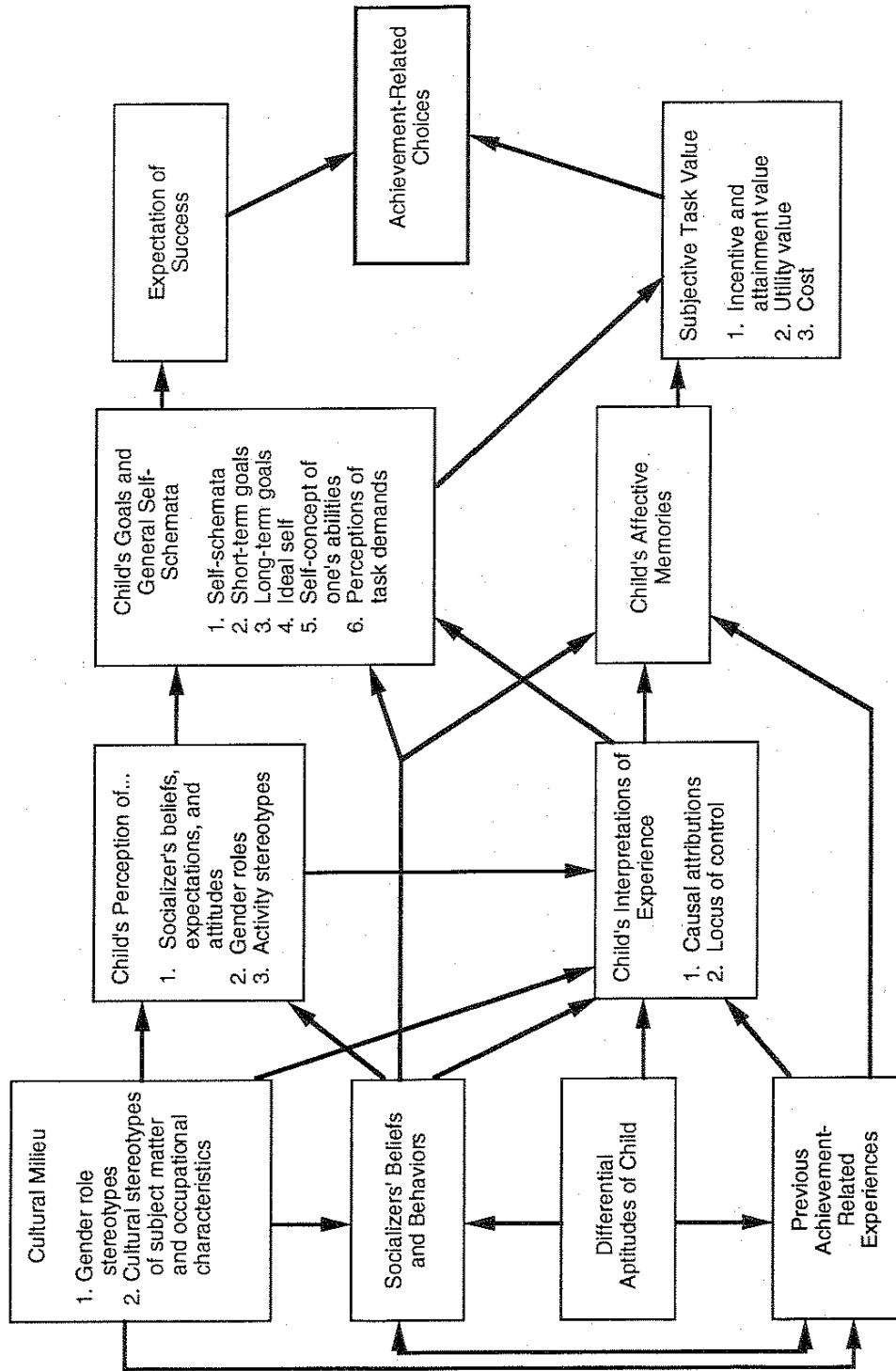


FIGURE 1. Theoretical model of achievement-related choices developed by Eccles (Parsons), Adler, Futerman, Goff, Kaczala, Meece, and Midgley, 1983.

In particular, the model links achievement-related beliefs, outcomes, and goals to interpretative systems like causal attributions, to the input of socializers (primarily parents and teachers), to gender-role beliefs, to self perceptions and self concept, and to one's perceptions of the task itself. Each of these factors are assumed to influence both the expectations one holds for future success at the various achievement-related options and the subjective value one attaches to these various options. These expectations and the value attached to the various options, in turn, are assumed to influence choice among these options.

For instance, the value of a particular course to the individual is influenced by several factors. For example, does the person enjoy doing the subject material? Is the course required? Is the course seen as instrumental in meeting one of the individual's long-or short-range goals? Have the individual's parents or counselors insisted that the course be taken or, conversely, have other people tried to discourage the individual from taking the course? Is the person afraid of the material to be covered in the course?

This model has three features that are important for understanding gender differences in educational and vocational decisions. The first feature is the focus on achievement-related choices as the outcome of interest. Eccles et al (1993) believed that individuals continually make choices, both consciously and unconsciously, regarding how they will spend their time and their efforts. Many of the most significant gender differences in behavior (e.g. educational and vocational aspirations, and educational, vocational, and avocational activity choice/involvement) occur on achievement-related behaviors that

involve the element of choice, even if the outcome of that choice is heavily influenced by socialization pressures and cultural norms. Conceptualizing gender differences in achievement patterns in terms of choice takes one beyond the question of “why aren’t women more like men?” to the question of “why do women and men make the choices they do?” Asking this question, in turn, legitimizes the choices that both women and men make and suggests several new variables as possible mediators of the gender differences observed in these types of achievement patterns.

The second feature is the issue of what becomes of a part of an individual’s field of possible choices. Although individuals do choose from among the several options, they do not actively, or consciously, consider the full range of objectively available options in making their selections. Many options are never considered because individuals are unaware of their existence. Other options are not seriously considered because individuals have inaccurate information regarding either the option itself or the possibility of achieving the option. For example, a girl may have inaccurate information regarding the full range of activities an engineer can do or inaccurate information regarding the financial assistance available for advanced educational training. Still other options may not be seriously considered because they do not fit well in the individual’s gender role schema. Assimilation of the culturally defined gender role schema can have such a powerful effect on one’s view of the world that activities classified as part of the other gender’s role are rejected, often unconsciously, without any serious evaluation or consideration. Research has provided some support for this hypothesis. For instance, by the age of 5, children have clearly defined gender role stereotypes regarding the

appropriate behaviours and traits (Huston, 1983). In addition, children appear to monitor their behaviours and aspirations in terms of these stereotypes (Eccles and Hoffman, 1984; Huston, 1983). Consequently, gender roles likely influence educational and vocational choices, in part, through their impact on individuals' perceptions of the field of viable options, as well as through their impact on expectations and subjective task value.

The third important feature of this theory is the explicit assumption that achievement-related decisions, such as the decision to enroll in an accelerated math program or to major in education rather than law or engineering, are made within the context of a complex social reality that presents each individual with a wide variety of choices, each of which has both long-range and immediate consequences. Furthermore, the choice is often between two or more positive options or between two or more options that have both positive and negative components.

In summary, as outlined in figure 1, it is assumed that achievement-related choices such as educational and occupational choices, whether made consciously or unconsciously, are guided by factors such as one's expectations for success in, and sense of personal efficacy for, the various options; the relation of the options both to one's short and long term goals and to one's core self-identity and basic psychological needs; the individual's gender role schema; and the potential cost of investing time in one activity rather than the other. These psychological variables are influenced by one's experiences, cultural norms, behaviours and goals of one's socializers and peers.

The researcher sought to establish whether the students' attitudes and performance in History and Government are influenced by the factors mentioned in the model, i.e. the input of socializers (parents and teachers), gender-role beliefs, self-perception and self-concept, and their perception of the task itself. In particular, the model indicates that the value of a particular course to the individual is influenced by factors such as the following: if the person enjoys doing the subject material, if the course is required, if the course is seen as instrumental in meeting one of the individual's short-term and long-term goals, whether the individual's parents or counselors insisted that the course be taken, or whether other people tried to discourage the individual from taking the course, and if the person is afraid of the material to be covered in the course. In particular, it was necessary to establish how gender-role stereotypes influenced students' behavior in the district, i.e. their attitudes and performance in the subject.

1.13 Definition of Key Terms

This study defined the following terms operationally as follows:

An **attitude** as a student's acquired internal state of feeling influencing his/her performance in History and Government.

A **positive attitude** as a student's acquired internal state of feeling that positively influences his/her performance in History and Government.

A **negative attitude** as a student's acquired internal state of feeling that negatively influences his/her performance in History and Government.

Gender as both male and female students considered as one

Gender Roles as a set of attitudes and behavior defined as culturally appropriate for each gender. These may be culturally defined based upon biological sex differences, culturally defined based upon arbitrary but legitimate assignment, and culturally defined based upon arbitrary but harmful stereotype.

Personal stereotypes as students' own fixed image conforming to a pattern of behaviours.

Societal stereotype as a society's conventional image of people conforming to a pattern of dress and behavior that is easily recognized and understood

Performance; as the ability to consistently attain high or low scores in various History and Government tests.

1.14 Chapter Summary

The chapter dealt with preliminary information about the study. It has information on the background to the study, statement of the problem, purpose of the study, objectives, research questions, research hypotheses, significance of the study, limitations of the study, theoretical framework and justifications of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review was discussed first by describing the background information on gender related issues in the Kenyan education sector. The chapter also looked at socialization of children. It included information on schools and teachers as stereotyping agents as well as parents and peers as stereotyping agents. It also discussed achievement goals, stereotype threat and achievement-related processes. Lastly, it looked at the general as well as the related literature review.

2.1 Background information on gender issues in Kenyan Education sector

When most African states began to gain their political independence in the 1960s, there was considerable gender disparity in education, in the sense that girls' enrolment figures were very low throughout the continent. Kenya, like most other African states faced this problem of gender disparity in education (Kitetu, 1998). Eshiwani notes that upto the 1970s, there were more boys than girls participating in education. Traditions were among the many obstacles hindering the Kenyan woman from accessing education. She had to overcome her native traditions whose philosophy was that a woman's place is at home (Eshiwani, 1982). The government of Kenya therefore undertook measures to reduce the gender imbalance in education. There was also public awakening whereby parents began to send and keep their girl children in school. As a result, women's involvement in education became more visible. However, the improvement in enrolment did not bring

about an improvement in performance. Girls continued to perform poorly compared to boys (Ibid).

Girls have continued to perform poorly compared to boys in examinations over the years. In 1994, the Kenya National Examinations Council reported that in mixed schools, girls performed poorly in all subjects while in single-sex schools, girls did worse than boys in all subjects except in English (KNEC, 1994). The trend continues to date as more boys' schools usually appear among the top performing schools than girls' schools in the national secondary examinations.

Education levels for women are lower compared to men. On primary school participation, the overall enrolment rate of boys is higher than that of girls with North Eastern province having a girls' enrolment of 27.6% and Nairobi province having 40.1% girls' enrolment. Secondary school data shows that the rate of girls' enrolment is much lower. At university level, the number of female students is much lower than their male counterparts, and their preference is for the Arts courses. In the labourforce, women constitute 30% of the overall wage employment. The highest percentage is recorded in the education sector (45%) while the lowest is in building and construction industry (7%) (IEA Report, 2008).

The subjects that students study at secondary school/college and the grades obtained in these subjects are very important to their life's chances. (Report to Schools' Commission, 1975). Students' choice of school subjects, their attitudes towards the subjects and their

performance in the same have been found to be influenced by several factors, among them being gender role stereotypes. Gender-role stereotypes have been found to play a key role in the attitudes towards choice and performance in subjects such as mathematics, sciences, Languages and other technical subjects, (Lumumba, 2006).

According to Gallagher (2001), social and cultural factors are the major reasons leading to gender differences in academic performance. These factors include student familiarity with the subject, changes of career aspiration, general perceptions of specific subjects, presentational styles of boys and girls, and teachers and parents' expectations.

The stereotypes such as boys excel in mathematics and sciences and girls excel in other subjects, or that boys have more talent and that girls compensate by working hard (Deux and La France, 1998), have tended to encourage girls to pursue subjects that are less involving both mentally and physically instead of mathematics, sciences and other physically and mentally involving subject areas. (Carr et al, 1999).

This chapter explored the literature on gender stereotypical ideas that are thought to influence the students' attitudes and performance in History and Government. The ideas were categorized as follows:

- Socialization of children
- Schools and teachers as stereotyping agents
- Parents and peers as stereotyping agents

- Achievement goals, stereotype threat and achievement-related processes
- General literature review
- Related literature review

2.1 Socialization of Children

Recent research has established the importance of parents' attitudes and beliefs about the academic self-perception and the achievement of their children (Hess, et al, 1984; McGillicuddy-De Lisi, 1985; Parsons et al, 1982; Stevenson & Newman, 1986) as cited in Kutotto, (2009).

Eccles (1987) reported that throughout childhood and adolescence girls like and spend more time than boys reading, writing and participating in activities related to arts and crafts, domestic skills and drama. Boys on the contrary spend more time engaged in sports, working with machines and tools, and involved with scientific, math-related hobbies. These differences, she reported, may have a direct effect on the training girls and boys seek out and on the skills they acquire during childhood. Huston (1983) says that by age 5, children have clearly defined gender role stereotypes regarding appropriate behaviours and traits. In addition, children appear to monitor their behaviours and aspirations in terms of these stereotypes (Eccles& Hoffman, 1984; Huston, 1983)

To explain the fact that more boys than girls participated in education in Africa, 'African tradition' was seen as a major factor. It refers to what is generally observed in Africa, that is, a tradition that attaches higher value to a man than a woman, whose place is believed

to be the kitchen (Pan African Conference Report, 1993). The imbalance in boys' and girls' participation in education was therefore linked to the age-long belief in male superiority and female subordination. This situation was further aggravated by patriarchal practices which gave girls no traditional rights to succession. Therefore, the same patriarchal practices encouraged preference to be given to the education of a boy rather than that of a girl (Ibid).

However, the situation has changed because by 1990, 50% of the girls in Kenya, Tanzania, and Rwanda among other countries had enrolled in primary schools. In Botswana, Lesotho, Namibia and Mauritius, female enrolment levels exceeded those of males both at primary and secondary levels (FAWE, 1996).

2.2 Schools and teachers as Stereotyping Agents

Research indicates that schools play a major role in channeling students towards choosing and participating in some subjects, depending on their sexes. For instance, it has been noted that in single-sex schools, girls stand a better chance to be channeled into a mathematics-science curriculum, while in coeducational schools they are more likely to be channeled in languages and humanities. (Smithers and Collins, 1982; Foon, 1988; Giesen et al 1992).

Although girls are found to acquire critical knowledge and skills at school, at the same time, schools are seen as conservative institutions that reinforce gender inequality. Schools appear simultaneously to be reinforcing existing gender bias and inducing more

‘modern’ forms of behaviour that have the potential to help women acquire greater autonomy (Anderson-Levit et al, 1998).

School subjects in which it is relatively more difficult to gain high marks may be less attractive to those females who adjust their self-efficacy in response to test and exam grades secured (Wikeley and Stables, 1999; Francis, 2000). Teachers’ expectations may guide students into routes that are “appropriate for them” (Francis, 2000; Gamoran, 1996). Feldhusen and Willard-Hort (1993) found out that teachers unconsciously make males the center of instruction. They also give males more frequent and focused attention than they do females. Although this attention was not necessarily wanted by the boys, or even noticed by the girls, it impacted negatively on both.

In addition to focusing more of their attention towards the male students in their classes, teachers also tend to focus different types of attention on students based on their gender. Streitmatter, (1997) noted that questioning methods and praise differed substantially for girls and boys. Specifically, she found that girls tend to be praised simply for trying, whereas teachers tend to withhold praise for boys until they produce the correct answer. Because of this, both male and female students in the classroom eventually recognize that the teacher expects more from the boys than the girls. And since Sadker (1999) found that increased teacher attention contributes to enhanced students’ performance, it’s clear that girls lose out in this question.

There may be several possible reasons for teachers paying more attention to boys than to girls, but research in this area found that “ teachers tend to call upon boys more in class, partly because time is tight and teachers need to move the lesson along” (Angelo & Branch, 2002). Thus the classroom may be moving along at a pace that is satisfactory to the teacher, but once again, it is at the expense of the female students. Streitmatter (1997) noted that females receive less attention, both positive and negative, from teachers than do males. Li, (1999) stated that teacher behaviours are substantially influenced and even determined by teacher beliefs.

In a physics class in Kenya, it was established that girls and boys engaged in different activities within the same lesson with girls showing minimal involvement in activities that require physical exertion. The teachers also treated the boys differently from the girls. They were harsh on boys and very gentle with the girls. This was thought to be in line with the belief that boys should not be ‘softened.’

They are expected to be tough, active and brave while girls are often treated as ‘soft.’ As such, teachers’ treatment of boys and girls in those classrooms reaffirmed gender in accordance with cultural norms which define masculinity and femininity (Kitetu, 1998).

These behaviours in turn substantially impact upon student beliefs and behaviours. Campell, as cited in Li (1999) believed that not only are teachers failing to lessen the gender gap, but they are part of the cause of differential gender differences that exist today.

2.3 Parents and peers as stereotyping agents

Recent research has established the importance of parents' attitudes and beliefs about the academic self-perceptions and achievement of their children. In some studies, parents' beliefs about children's abilities had an even greater effect on children's self-perceptions than previous performances (Parsons et al, 1982). Memories of negative parental comments have been found to haunt gifted and talented women long after they left home (Reis, 1995, 1998). Parents sometimes send negative messages about how girls should act, how polite they should be, and how often they should speak out and in what situations.

Peers, on the other hand, can affect the options seriously considered by either providing or withholding support for various alternatives. These peer effects can be both quite direct (e.g. laughing at a girl when she says she is considering becoming a nuclear physicist) and very indirect (e.g. anticipation of one's future spouse's support for one's occupational commitments). It is therefore clear that social agents can either encourage or discourage individuals from considering gender role stereotypic choices.

Unfortunately, they typically operate in such a way that individuals are most likely to consider those options that are consistent with gender role stereotypes (Eccles et al, 1994). Some research indicates that gifted girls believe it is a social disadvantage to be smart because of the negative reactions of peers. Fearing their peers' disapproval, bright young women may deliberately understate their abilities in order to avoid being seen as physically unattractive or lacking in social competence.

2.4 Achievement Goals, Stereotype Threat, and Achievement-Related Processes

According to Kutotto (2009), stereotype threat is believed to make students' self-efficacy for performance vulnerable. As performance falters under stereotype threat, and as the stereotype frames the faltering as sign of group-based inferiority, the individual's expectations about his/her ability and performance may drop-presumably faster than they would if the stereotypes were not there to credit the inability interpretation. The stereotype threat does not induce students to accept the image of themselves in the ethnic stereotype, or even lowers their expectancies for success on the exam (thus, stereotype threat does not set up a self-fulfilling prophecy cycle). Rather, stereotype threat creates an "interpretative frame" for self-evaluation during the exam that may undermine self-efficacy for the exam and undermine exam performance. Individuals must contend during a difficult exam.

Research to date supports this explanation, but all facets of this theoretical explanation have yet to be examined. Stereotype threat has been found not to be associated with participants' perceptions of their academic abilities in general or perceptions of their performance on the exam specifically which have been taken as evidence of ruling out stereotype threat as incurring a "self-fulfilling prophecy" effect. Stereotype threat has been associated with participants' report of self-doubt immediately prior to the exam. Ibid (2009).

A performance-void goal has been linked to decreased self-efficacy. Although recent research has not linked a performance-void goal to self-efficacy at the level just described, much research supports the idea that a performance-void goal sets up an “interpretative framework” that undermines self-efficacy during a task. Students who are focused on demonstrating ability are more likely to view errors as evidence of low ability. In extremely difficult situations, such maladaptive attributions lead to helpless behaviour. Thus, when students are oriented towards performance-void goals, they experience difficulty or challenge, they are likely to be concerned that their difficulty indicates low ability, confirming the negative stereotype, and undermining their self-efficacy during the exam. (Campbell, 1996).

Stereotype threat is also believed to increase anxiety in students. Performing to disprove a negative stereotype during a challenging exam adds pressure and is believed to lead to frustration, apprehension and concern regarding performance. Such anxiety is expected to have deleterious impact on test performance. Evidence for this point is mixed, whereby three studies have found that stereotype threat increases test anxiety, while three studies have found no association between stereotype threat and test anxiety (Eccles et al, 1999).

2.5 General Literature Review

Gender role socialization could lead women and men to have different hierarchies of core personal values, such as their terminal and instrumental values (Rokeach, 1978). For instance, among the high school seniors in the longitudinal study of the adolescent life transitions, girls placed more value than boys on the importance of making occupational

sacrifices for one's family and on the importance of having a job that allows one to help others and do something worthwhile for society. In contrast, the boys placed more value on becoming famous, making lots of money, seeking out challenging tasks, and doing work that involves the use of math and computers (Jozefowicz et al, 1993). There was no significant difference in the value the men and women attached to doing creative and/or intellectually stimulating work.

A similar pattern of results emerged in studies of gifted children. Gifted girls typically scored higher than gifted boys on scales tapping social and aesthetic values, while gifted boys scored higher than gifted girls on scales tapping theoretical, economic, and political values (Fox, 1976; George & Denham, 1976; McGinn, 1976). Gifted boys and girls, however, typically scored high on investigative interests (Fox et al, 1976; George & Denham, 1976; McGinn, 1976). To the extent that these differences exist, tasks embodying various characteristics should have different subjective values for men and women. For example, both boys and girls stereotype mathematicians and scientists as loners who have little time for their families or friends because they work long hours in a laboratory on abstract problems that typically have limited immediate social implications (Boswell, 1979). If this analysis is correct, then, such a profession should hold little appeal to someone who rates social values high and thinks it is very important to devote time and energy to one's family.

Women and men could differ in the density of their goals and values. Some evidence suggests that men are more likely than women to exhibit a single-minded devotion to one particular goal, especially their occupational goal. In contrast, women seem more likely than men to be involved in, and to value, competence in several activities simultaneously (Baruch et al, 1983; Maines, 1983). Similar results have emerged in studies of gifted children and adults (McGinn, 1976; Terman & Oden, 1947). For instance, in one study the gifted boys evidenced a more one-dimensional set of interests than gifted girls on the Strong-Campbell Vocational Interest Test, i.e. the boys scored quite high on investigative interests and low on most other interests; in contrast, the girls scored higher than average on several interest clusters (McGinn, 1976).

A similar discrepancy emerged when these gifted girls and boys were asked to rate several occupations on the Semantic Differential Scales. The boys gave positive ratings only to traditional male scientific and mathematical professions, while all of the female professions and home-maker roles were rated negatively. In contrast, the gifted girls gave both male and female-typed professions, as well as home-maker roles, very positive ratings.

According to Sears (1979), gifted men and women were asked to rate how important each of the six goals were to them in making their life plans during early adulthood. The men rated only one area (occupation) as having had higher importance than did the women; in contrast the women rated four areas as having had higher importance than did the men (family, friends, richness of one's cultural life, and joy in living). This data suggests that

these women had desired a more varied, or multifaceted life than the men had desired at the time in life when people make major decisions about their life plans.

2.7 Chapter Summary

In this chapter, information from various sources was explored. The information included the background information on gender related issues in the Kenyan education sector. The chapter also looked at socialization of children. It included information on schools and teachers as stereotyping agents as well as parents and peers as stereotyping agents. It also discussed achievement goals, stereotype threat and achievement-related processes. Lastly, it looked at the general literature review.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the methodology that was used to investigate the questions of the study. It describes the study design, the study sample, and the tools and procedures that were used. It also explains the scoring of the students' responses, as well as explaining how data was collected and analyzed, validity and reliability of the research instruments and the ethical considerations by the researcher.

3.1 Research Design

This study used a correlation research design. According to Fraenkel & Wallen (2000), it studies the relationship among two or more variable without trying to influence them. Mugenda & Mugenda (1999) said that correlation research involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. In this case, the study investigated the possibility of relationships between:

1. Gender role stereotypes and students' attitudes towards History and Government.
2. Girls and boys attitudes and their performance in History and Government examinations.
3. Girls' and boys' performance in the subject.

The researcher however treated the results from this study with caution since correlation studies do not in and of themselves, establish cause and effect.

3.2 Study Area

Bungoma-East district is located in Bungoma County of Kenya. It borders Bungoma-North, Bungoma-South, Trans-Nzoia, Kakamega-North and Lugari districts. The district has 40 secondary schools, out of which 4 are single-sex schools while 36 are coeducational.

3.3 Study Population and Sample

The study population comprised of 40 secondary schools and 4000 students of History and Government. The sample of this study comprised of 250 form four students who were drawn from the sampled secondary schools in the district. Of the total, 138 (55.20%) were boys and 112 (44.8%) were girls. These were selected from mixed secondary schools in the district because the schools have a representation of students of both sexes. Mixed schools are also the majority in Bungoma-East district. Form four students were preferred because they were considered to have been in school long enough to experience the variables under study.

3.4 Sampling Procedure

In order to obtain a sample that is representative of the population, and to give an equal chance to all subjects for being selected, probabilistic and non probability sampling procedures were used. Purposive sampling technique was used in various ways to obtain

the study sample. First, the technique was used to select the schools in which the research will be carried out, i.e. coeducational schools. After obtaining the list of all the coeducational schools in the district, simple random technique was used to select the specific schools in which the study will be carried out. Purposive sampling was used to select the students taking History and Government as their Humanity subject. Stratified random sampling technique was then used to obtain the required sample from the two subgroups of the population, i.e. boys and girls. The criterion for stratification was sex, i.e. being girl or boy.

The sample size for this study was as follows: 30% of the total number of coeducational schools was calculated, resulting to about 12 schools. There are about 3000 form four students taking History and Government in all the coeducational schools in the district, and a total of 1000 in the selected schools. 25% of the students in the 12 schools were calculated to obtain the required sample, resulting to 250 students. 30% of each stratum (boys and girls) was calculated to obtain the above stated number of students. The questionnaire was administered to them to elicit their response. According to Avy et al, (1972) and Dalen (1979), a sample of between 10% and 30% of the total population is appropriate for the study. The researcher therefore used a sample of 25% of the total population to obtain the required sample.

3.5 Study Variables

The *independent variable* for this study is *gender-role stereotypes*, which was categorized into personal and social stereotypes, while the *dependent variables* for the study are *attitudes*, which were weighted as positive or negative, and *performance*, which was categorized as below average, average and above average.

3.6 Research Instrument

The researcher used closed-ended questionnaires and document analysis for collecting data. The students filled the questionnaires and the researcher analyzed their performance in the three internal examinations. The results were rated as below average, average and above average.

3.6.1 Student Questionnaire

A questionnaire was administered to each form four student. A questionnaire was preferred by the researcher because of its ability to be given to many people at the same time. The questionnaire was designed so that the students could fill it out easily and efficiently. It consisted of preliminary information which comprised the name of the school, gender of the student, and other subjects taken apart from History and Government; and 21 likert items focusing on individual student personal attitudes towards History and Government, and the society's perception of the subject.

3.6.2 Document Analysis

The researcher examined the students' progress records that were obtained from the various schools, and then compared the boys' and girls' mean performances in the subject, to establish if there was any significant difference.

3.7 Validity of Research Instruments

An instrument is said to be valid if its content is relevant to the purpose for which it is designed. Validity enables the researcher to judge the adequacy of the instrument in measuring what it has been designed to measure (Brown, 1988). To ensure the validity of the research instrument, the researcher consulted the supervisors who read and approved the items in the questionnaire as being suitable for collecting relevant data for the study.

3.8 Reliability of Research Instruments

An instrument is said to be reliable if it has the ability to elicit the same responses each time it is administered (Koul, 1984). Reliability therefore refers to the consistency of the results of a test when it is administered at different times. Reliability of the research instrument was ensured by the researcher employing the test-retest method of data collection during the pilot study, whereby the questionnaire was administered twice to the sampled students at a two-week interval. The results from this study were analyzed and compared to check for the consistency of the responses. The consistency of the results was interpreted to mean that the instruments were reliable.

3.9 Data Collection Procedures

The researcher contacted each head of the selected schools to request for permission to carry out the research in their schools. Once permission was granted, the researcher distributed the questionnaire to 30% of the form four students in the school who were taking History and Government. The students were selected randomly with class lists acting as the sampling frames. The students were asked to respond to all the items contained in the questionnaire. The researcher also requested the Heads of Department for the performance records of the students for the most recent three consecutive exams. These records were availed to the researcher, who in turn, made copies of them. They were later used for analysis.

3.10 Data Analysis

In analyzing the questionnaire items, the researcher subjected the students' responses to content analysis that is typical to those used with qualitative data. Specifically, the students' responses to the various items were first examined for any errors in selection. Each response was then coded and placed into a category (i.e. as personal stereotype, societal stereotype, positive attitude and negative attitude) and then reviewed to ensure that each was externally distinct and internally consistent. Responses in each category were then subjected to descriptive statistics.

In analyzing the students' performance records, the researcher reviewed the marks to ensure that they were correctly recorded as per the records at the schools, and then she subjected them to descriptive statistics. The data from the two research items was then analyzed using the statistical package for social scientists (SPSS) version 17.0 for

windows. Frequency tables, pie charts and cross tabulations were run to determine whether there were differences between the variables being tested.

Being a one-sample ordinal and interval data, non-parametric tests were used to determine whether there were any significant relationships between girls' and boys' personal; and societal stereotypes and their attitudes towards History and Government, the students' attitudes and their performance in the subject, and finally, the performance of the girls and boys. These tests include: Spearman's Rank Correlations, Pearson Product Moment Correlation Coefficient, and the Pearson's chi-square.

3.11 Ethical Consideration

The researcher sought permission from the heads of the schools involved prior to carrying out the research in the respective schools. All information was treated as confidential. The learners' gender identity was recorded and at no time were they identified by their names. The findings are open to any members of the public who would like to go through them; and they were not used for any other purpose apart from the stated one.

3.12 Chapter Summary

This chapter has described the methodology that was used by the researcher in the course of the study. It describes the study design, the study sample, and the tools and procedures that were used. It also explains the scoring of the students' responses, as well as explaining how data was collected and analyzed, validity, reliability of the research instruments and the ethical considerations by the researcher

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

Stacks and Hocking (1999) noted that after data have been collected, the results must be summarized, organized and analyzed. Statistics provide the tools to accomplish these goals and to understand the results of a research.

This chapter includes the analyses and results of this study. Pie charts are used to present the demographic information regarding gender of the students, whereas tables are used to present students' perception about personal stereotypes, social stereotypes and their attitudes towards the subject. They are also used to present the chi-square and correlation tests. Pie charts are also used to present the students' performance in various tests.

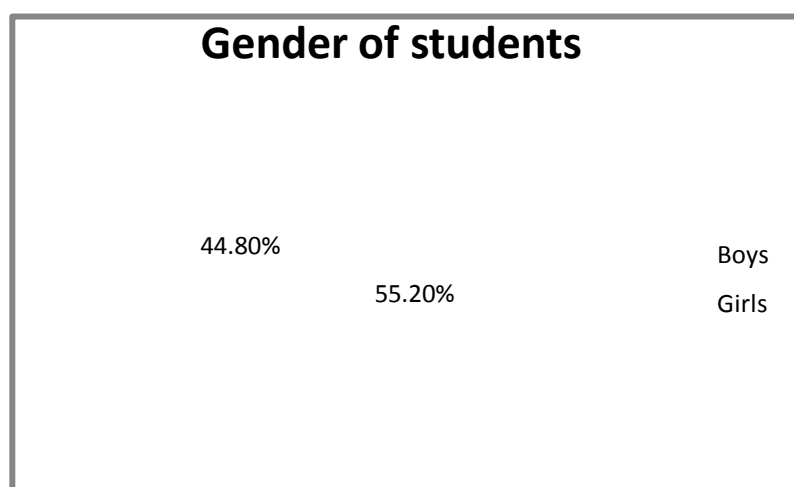
4.1 Demographic Information

This section includes information on the sample that was used in the study.

4.1.1 Gender of the Respondents

30% of form four History and Government students in each selected school participated in this survey. This resulted in a total of 250 students. 138 students representing 55.2% were boys while 112 representing 44.8% were girls (Figure 4.1).

Figure 4.1 Gender of students



4.2 Testing of the Hypotheses

The study had three hypotheses that were stated in their null form as follows.

HO₁: There is no relationship between gender role stereotypes and students' attitudes towards History and Government

HO₂: There is no correlation between girls' and boys' attitudes towards History and Government and their performance in the subject

HO₃: There is no significant difference between the girls' and boys' mean performance in History and Government.

The above hypotheses were tested using the inferential statistic known as chi-square (X^2). This is a non- parametric inferential statistic that tries to show whether there exists a relationship between two variables. It was suitable for this study since the researcher wanted to establish whether there was a relationship between personal and social stereotypes and students' attitudes towards History and Government. The researcher also

wanted to establish whether there was a relationship between personal and social stereotypes and students' performance in History and Government. The rejection level was set at 0.05. The null hypothesis is rejected if the p-value or sig is less than or equal to 0.05 and if it is more than 0.05, then we fail to reject the null hypothesis.

The first null hypothesis as stated in chapter one was:-

HO₁: There is no relationship between gender role stereotypes and students' attitudes towards history and government

After testing the above hypothesis the results were found to be as shown below

4.2.1 Students perception of Personal Stereotypes

Gender role stereotyping occurs when a person is expected to enact a series of norm or behaviours based upon their sex (AAUW, 1998). Stereotype threat is a phenomenon in which individuals from stereotyped groups often succumb in situations where these stereotypes are put to test. This consequently leads them to poor performance. Gender role stereotypes impact on students' perception of their abilities and achievements. In order to examine the influence of the personal stereotype threat on both boys and girls, the researcher sought to find out the students' views on the status of the subject. These views were captured through the assertions that:

- a) Both male and female students like History and Government
- b) History and Government is a subject for both male and female students
- c) Studying History and Government is appropriate for both boys and girls

- d) It is hard to believe a boy could do well in History and Government as in sciences.
- e) Girls and boys can equally do well in History and Government.

Responses related to these assertions were arranged into five categories namely: strongly disagree, disagree, undecided, agree and strongly agree.

The results are summarized in the following tables.

Table 4.1 Students' views on their likeness of the subject

	SEX			
	BOY		GIRL	
Both male and female students like History and Government				
	Number	%	Number	%
Strongly disagree	10	7.2	9	8.04
Disagree	31	22.5	28	25.00
Undecided	22	16	11	9.82
Agree	45	32.6	42	37.50
Strongly agree	30	21.7	22	19.64
Total	138	100.0%	112	100.0%

The results indicate that 10 representing 7.2% of the boys strongly disagreed to the assertion that both male and female students like History and Government, while 9 representing 8.04% of the girls also strongly disagreed. 31 representing 22.5% of the boys disagreed with the statement while 28 representing 25.00% of the girls also

disagreed. 22 representing 16% of the boys and 11 representing 9.82% of the girls were undecided. 45 representing 32.6% of the boys and 42 representing 37.50% of the girls agreed while 30 representing 21.7% of the boys and 22 representing 19.64% of the girls strongly agreed that both male and female students like History and Government.

This clearly indicates that a majority of the respondents (both boys and girls) seemed to agree with the assertion that “both male and female students like History and Government.” The students may not have been influenced by the belief that “humanities are for girls while sciences are for boys.”

Table 4.2 Students’ views on whether History and Government is a subject for both male and female students

	SEX			
	BOY		GIRL	
History and Government is a subject for both male and female students				
	Number	%	Number	%
Strongly disagree	2	1.45	4	3.60
Disagree	3	2.17	9	8.02
Undecided	8	5.8	4	3.60
Agree	52	37.68	47	41.92
Strongly agree	73	52.9	48	42.86
Total	138	100.0%	112	100.0%

The results indicate that 2 representing 1.45% of the boys and 4 representing 3.60% of the girls strongly disagreed with the assertion that History and Government is a subject for both boys and girls. Three (3) representing 2.17% of the boys and 9 representing 8.02% of the girls also agreed with the statement. Eight (8) representing 5.8% of the boys and 4 representing 3.60% of the girls were undecided. On the other hand, 52 representing 37.68% of the boys and 47 representing 41.92% of the girls agreed with the statement whereas 73 representing 52.9% of the boys and 48 representing 42.86% Of the girls strongly agreed with it.

This clearly indicates that a majority of the respondents (both boys and girls) seemed to agree with the assertion that “History and Government is a subject for both boys and girls.” The students may not have believed the myth that “humanities subjects are for girls while sciences are for boys.” They perceive the subject to be important for the two sexes.

Table 4.3 Students’ views on whether studying History and Government is appropriate for both boys and girls

	SEX			
	BOY		GIRL	
Studying History and Government is appropriate for both boys and girls				
	Number	%	Number	%
Strongly disagree	2	1.45	2	1.79
Disagree	2	1.45	2	1.79
Undecided	5	3.62	6	5.36
Agree	69	50.00	45	40.18
Strongly agree	60	43.48	57	50.89
Total	138	100.0%	112	100.0%

The results show that 2 representing 1.45% of the boys and 2 representing 1.79% of the girls strongly disagreed with the statement that studying History and Government is appropriate for both boys and girls. 2 representing 1.45% of the boys and 2 representing 1.79% of the girls also disagreed with it. 5 representing 3.62% of the boys and 6 representing 5.36% of the girls were undecided. 69 representing 50.00% of the boys and 45 representing 40.18% of the girls agreed, while 60 representing 43.48% of the boys and 57 representing 50.89% of the girls strongly agreed with the statement.

This clearly indicates that a majority of the respondents (both boys and girls) seemed to agree with the assertion that “studying History and Government is appropriate for both boys and girls.” The students may not have believed the myth that “it’s appropriate for girls to study History and Government unlike boys.”

Table 4.4 Students' views on whether it is hard to believe that a boy could do well in History and Government as in sciences

	SEX			
	BOY		GIRL	
It is hard to believe that a boy could do well in History and Government as in sciences				
	Number	%	Number	%
Strongly disagree	56	40.6	34	30.0
Disagree	41	29.7	39	34.8
Undecided	17	12.3	20	17.8
Agree	13	9.4	15	13.4
Strongly agree	11	8.4	5	4.0
Total	138	100.0%	112	100.0%

The results clearly show that 56 representing 40.6% of the boys and 34 representing 30.0% of the girls strongly disagreed with the statement that it is hard to believe that a boy could do well in History and Government as in sciences. 41 representing 29.7% of the boys and 39 representing 34.8% of the girls disagreed with the statement. 17 representing 12.35% of the boys and 20 representing 17.85% of the girls were undecided about it. 13 representing 9.4% of the boys and 15 representing 13.4% of the girls agreed with the statement while 11 representing 8.45% of the boys and 5 representing 4.0% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to disagree with the assertion that “it is hard to believe that a boy could do well in History and Government as in sciences.” The students therefore believe that boys could perform well in History and Government as in sciences.

Table 4.5 Students’ views on whether girls and boys can equally do well in History and Government

SEX					
		BOY		GIRL	
Girls and boys can equally do well in History and Government					
	Number	%	Number	%	
Strongly disagree	5	3.62	1	0.9	
Disagree	2	1.45	3	2.67	
Undecided	8	5.8	2	1.80	
Agree	52	37.68	26	23.21	
Strongly agree	71	51.45	80	71.42	
Total	138	100.0%	112	100.0%	

The results clearly show that 5 representing 3.62% of the boys and 1 representing 0.9% of the girls strongly disagree with the statement that girls and boys can equally do well in History and Government. 2 representing 1.45% of the boys and 3 representing 2.67% of the girls disagreed with the statement. 8 representing 5.8% of the boys and 2 representing 1.80% of the girls were undecided about it. 52 representing 37.68% of the boys and 26

representing 23.21% of the girls agreed with the statement while 71 representing 51.45% of the boys and 80 representing 71.42% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to agree with the assertion that “girls and boys can equally do well in History and Government.”

In order to gauge the students’ responses on personal stereotypes, their responses were calculated on average as follows, giving the following results.

Table 4.6 students’ average percentage responses on personal stereotypes test

	SEX	
	BOY	GIRL
	%	%
Strongly disagree	10.9	8.9
Disagree	11.40	14.4
Undecided	8.7	7.7
Agree	33.40	31.2
Strongly agree	35.6	37.8
Total	100.0%	100.0%

These results show that a majority of the respondents (both boys and girls) conform to their personal stereotypes about the subject. This is indicated by the high percentage of the students’ who agreed and strongly agreed with the statements testing personal stereotypes, i.e. 69% of the boys and also 69% of the girls.

4.2.2 Students perception of Societal Stereotypes

The researcher also sought to establish whether societal stereotypes influenced the students' perception of the subject. This was tested using the following statements:

- a) The society's expectations influenced my choice of History and Government
- b) Females naturally perform better in History and Government than males
- c) My parents encouraged me to choose History and Government.
- d) The society has low regard for boys who take History and Government

Responses related to these assertions were arranged into five categories namely: strongly disagree, disagree, undecided, agree and strongly agree.

The results are summarized in the following tables.

Table 4.7 Students' views on whether the society's expectations influenced their choice of History and Government

	SEX			
	BOY		GIRL	
The society's expectations influenced my choice of History and Government				
	Number	%	Number	%
Strongly disagree	18	13.04	12	10.7
Disagree	22	15.94	19	17.0
Undecided	17	12.32	11	9.8
Agree	36	26.10	46	41.1
Strongly agree	45	32.6	24	21.4
Total	138	100.0%	112	100.0%

The results clearly show that 18 representing 13.04% of the boys and 12 representing 10.7% of the girls strongly disagreed with the statement that the society's expectations influenced their choice of History and Government. 22 representing 15.94% of the boys and 19 representing 17.0% of the girls disagreed with the statement. 17 representing 12.32% of the boys and 11 representing 9.80% of the girls were undecided about it. 36 representing 26.10% of the boys and 46 representing 41.10% of the girls agreed with the statement while 45 representing 32.6% of the boys and 24 representing 21.4% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to agree with the assertion that "the society's expectations influenced their choice of History and Government." The students may have been influenced by the societal stereotypes to choose the subject.

Table 4.8 Students' views on whether females naturally perform better than males in History and Government

	SEX			
	BOY		GIRL	
Females naturally perform better than males in History and Government				
	Number	%	Number	%
Strongly disagree	57	41.30	32	28.57
Disagree	50	36.20	37	33.04
Undecided	18	13.00	13	11.61
Agree	07	5.10	15	13.39
Strongly agree	06	4.40	15	13.39
Total	138	100.0%	112	100.0%

The results clearly show that 57 representing 41.30% of the boys and 32 representing 28.57% of the girls strongly disagreed with the statement that females naturally perform better than males in History and Government. 50 representing 36.20% of the boys and 37 representing 33.04% of the girls disagree with the statement. 18 representing 13.00% of the boys and 13 representing 11.61% of the girls were undecided about it. 07 representing 5.10% of the boys and 15 representing 13.39% of the girls agreed with the statement while 06 representing 4.40% of the boys and 15 representing 13.39% of the girls strongly agreed with it.

This indicates that a majority of the respondents disagreed with the assertion that “females naturally perform better than males in History and Government.” The students may not have succumbed to the belief that sciences are for boys while humanities and languages are for girls.

Table 4.9 Students’ views on whether their parents encouraged them to take History and Government

My parents encouraged me to take History and Government	SEX			
	BOY		GIRL	
	Number	%	Number	%
Strongly disagree	25	18.12	18	16.10
Disagree	41	29.71	24	21.40
Undecided	18	13.04	10	8.90
Agree	29	21.01	26	23.20
Strongly agree	25	18.12	34	30.40
Total	138	100.0%	112	100.0%

The results clearly show that 25 representing 18.12% of the boys and 18 representing 16.10% of the girls strongly disagreed with the statement that their parents encouraged them to take History and Government. 41 representing 29.71% of the boys and 24 representing 21.40% of the girls disagreed with the statement. 18 representing 13.04% of the boys and 10 representing 8.90% of the girls were undecided about it. 29 representing 21.01% of the boys and 26 representing 23.20% of the girls agreed with the statement while 25 representing 18.12% of the boys and 34 representing 30.40% of the girls strongly agreed with it.

This indicates that most boys disagreed that they were encouraged by their parents to take History and Government (as indicated by the percentage of those who strongly disagreed and disagreed i.e. 18.12% and 29.71% respectively, adding up to 47.83%). On the other hand, majority of the girls agree that they were encouraged by their parents to take History and Government (as indicated by the percentage of those who agreed and strongly agreed i.e. 23.20% and 30.40% respectively, adding up to 53.60%). These results indicate that most girls are encouraged by their parents to take History and Government unlike a majority of the boys.

This implies that parental or societal stereotypes influenced both boys and girls in their choice of the subject hence the stereotypes are likely to influence their performance in the same.

Table 4.10 Students' views on whether the society has low regard for boys who take History and Government

	SEX			
	BOY		GIRL	
The society has low regard for boys who take History and Government				
	Number	%	Number	%
Strongly disagree	8	5.80	13	11.61
Disagree	17	12.32	15	13.39
Undecided	17	12.32	12	10.71
Agree	51	36.96	29	25.89
Strongly agree	45	32.60	43	38.40
Total	138	100.0%	112	100.0

The results clearly show that 8 representing 5.80% of the boys and 13 representing 11.61% of the girls strongly disagreed with the statement that the society has low regard for boys who take History and Government. 17 representing 12.32% of the boys and 15 representing 13.39% of the girls disagreed with the statement. 17 representing 12.32% of the boys and 12 representing 10.71% of the girls were undecided about it. 51 representing 36.96% of the boys and 29 representing 25.89% of the girls agreed with the statement while 45 representing 32.60% of the boys and 43 representing 38.40% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to agree with the assertion that “the society has low regard for boys who take History and Government.” This implies that the society perceives the subject to be for females hence disregards the boys who take it. In order to gauge the students’ responses on societal stereotypes, their responses were calculated on average as shown in Table 4.11

Table 4.11 students’ average percentage responses on societal stereotypes test

	SEX	
	BOY	GIRL
Students’ average percentage responses to societal stereotypes tests		
	%	%
Strongly disagree	19.60	16.70
Disagree	23.40	21.20
Undecided	12.70	10.30
Agree	22.30	25.90
Strongly agree	22.00	25.90
Total	100.0%	100.0%

These results show that a majority of the respondents (both boys and girls) conform to the societal stereotypes about the subject, i.e. the total percentage of the boys who agree and strongly agree is 44.30% while the total percentage of the girls who agreed and strongly agreed is 51.80%. On the other hand, the total percentage of the boys who strongly disagreed and agreed with the societal stereotypes is 43.00% while that of the girls is 37.90%. The rest of the students are undecided about the stereotypes. This implies that more girls than boys agree with the societal stereotypes hence they conform to the belief held by the society about the subject.

From the above findings, it is clear that a big percentage of the students conformed to gender-role stereotypes. This is because 69% of the girls and another 69% of the boys conformed to their personal stereotypes (Table 4.6), and 51.8% of the girls and 44.3% of the boys conformed to the societal stereotypes.

4.2.3 Students' positive attitudes towards History and Government

The researcher also sought to establish the students' attitudes towards the subject. The attitudes were categorized as being positive or negative. The positive attitudes were captured through the following statements, whereby the responses were categorized as: strongly disagree, disagree, undecided, agree and strongly agree.

- a) Generally I am satisfied with choosing History and Government as a humanity subject for examination
- b) History and Government is my best subject
- c) History and Government should be made compulsory in secondary schools
- d) I'd be happy to get top grades in History and Government
- e) It would be really great to win a prize in History and government
- f) Being first in a History and Government examination would please me
- g) I have a lot of self confidence in studying History and Government

The findings were as follows.

Table 4.12 Students' views on whether they are satisfied with choosing History and Government as a humanity subject for examination

	SEX			
	BOY		GIRL	
Generally I am satisfied with choosing History and Government as a humanity subject for examination				
	Number	%	Number	%
Strongly disagree	3	2.17	3	2.68
Disagree	1	0.73	3	2.68
Undecided	2	1.45	1	0.90
Agree	20	14.49	9	8.04
Strongly agree	112	81.16	96	85.70
Total	138	100.0%	112	100.0%

The results clearly show that 3 representing 2.17% of the boys and 3 representing 2.68% of the girls strongly disagreed with the statement that they were satisfied with choosing History and Government as a humanity subject for examination. 1 representing 0.73% of the boys and 3 representing 2.68% of the girls disagreed with the statement. 2 representing 1.45% of the boys and 1 representing 0.90% of the girls were undecided about it. 20 representing 14.49% of the boys and 9 representing 8.04% of the girls agreed with the statement while 112 representing 81.16% of the boys and 96 representing 85.70% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to agree with the assertion that “they are satisfied with choosing History and Government as their humanity subject for examination.” This implies that a majority of the students have a positive attitude towards the subject.

Table 4.13 Students’ views on whether History and Government is their best subject

	SEX			
	BOY		GIRL	
History and Government is my best subject				
	Number	%	Number	%
Strongly disagree	3	2.17	0	0.00
Disagree	0	0.00	4	3.57
Undecided	2	1.45	0	0.00
Agree	30	21.74	28	25.00
Strongly agree	103	74.64	80	71.43
Total	138	100.0%	112	100.0%

The results clearly show that 3 representing 2.17% of the boys and 0 representing 0.00% of the girls strongly disagreed with the statement that History and Government is their best subject. 0 representing 00% of the boys and 4 representing 3.57% of the girls disagreed with the statement. 2 representing 1.45% of the boys and 0 representing 0.00% of the girls were undecided about it. 30 representing 21.74% of the boys and 28 representing 25.00% of the girls agreed with the statement while 103 representing 74.64% of the boys and 80 representing 71.43% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to agree with the assertion that “History and Government is their best subject.” This implies that majority of the students have a positive attitude towards the subject.

Table 4.14 Students’ views on whether History and Government should be made compulsory in secondary schools

	SEX			
	BOY		GIRL	
History and Government should be made compulsory in secondary schools				
	Number	%	Number	%
Strongly disagree	14	10.14	16	14.29
Disagree	21	15.22	15	13.39
Undecided	23	16.67	18	16.07
Agree	30	21.74	36	32.14
Strongly agree	50	36.23	27	24.11
Total	138	100.0%	112	100.0%

The results clearly show that 14 representing 10.14% of the boys and 16 representing 14.29% of the girls strongly disagreed with the statement that History and Government should be made compulsory in secondary schools. 21 representing 15.22% of the boys and 15 representing 13.39% of the girls disagreed with the statement. 23 representing 16.67% of the boys and 18 representing 16.07% of the girls were undecided about it. 30 representing 21.74% of the boys and 36 representing 32.14% of the girls agreed with the statement while 50 representing 36.23% of the boys and 27 representing 24.11% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to agree with the statement that “History and Government should be made compulsory in secondary schools.” This implies that majority of the students have a positive attitude towards the subject and would therefore wish it to be made compulsory in secondary schools

Table 4.15 Students’ views on whether they would be happy to get top grades in History and Government

	SEX			
	BOY		GIRL	
	I would be happy to get top grades in History and Government			
	Number	%	Number	%
Strongly disagree	0	0.00	2	1.79
Disagree	7	5.07	0	0.00
Undecided	1	0.73	1	0.89
Agree	15	10.87	6	5.36
Strongly agree	115	83.33	103	91.96
Total	138	100.0%	112	100.0%

The results clearly show that 0 representing 0.00% of the boys and 2 representing 1.79% of the girls strongly disagreed with the statement that they would be happy to get top grades in History and Government. 7 representing 5.07% of the boys and 0 representing 0.00% of the girls disagreed with the statement. 1 representing 0.73% of the boys and 1 representing 0.89% of the girls were undecided about it. 15 representing 10.87% of the boys and 6 representing 5.36% of the girls agreed with the statement while

115 representing 83.33% of the boys and 103 representing 91.96% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to strongly agree with the statement that “they would be happy to get top grades in History and Government.” This implies that majority of the students have a positive attitude towards the subject.

Table 4.16 Students’ views on whether it would be great for them to win prizes in History and Government

	SEX			
	BOY		GIRL	
It will be great to win a prize in History and Government				
	Number	%	Number	%
Strongly disagree	2	1.45	1	0.90
Disagree	3	2.17	0	0.00
Undecided	5	3.62	5	4.44
Agree	39	28.26	28	25.00
Strongly agree	89	64.50	78	69.60
Total	138	100.0%	112	100

The results clearly show that 2 representing 1.45% of the boys and 1 representing 0.90% of the girls strongly disagreed with the statement that it would be great for them to win a prize in History and Government. 3 representing 2.17% of the boys and 0 representing 0.00% of the girls disagreed with the statement. 5 representing 3.62% of the boys and 5 representing 4.46% of the girls were undecided about it. 39 representing 28.26% of the boys and 29 representing 25.00% of the girls agreed with the statement while 89 representing 64.50% of the boys and 78 representing 69.64% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to agree with the statement that “it would be great for them to win a prize in History and Government.” This implies that the students have a positive attitude towards the subject.

Table 4.17 Students’ views on whether they would be pleased to be the best in a History and Government competition

SEX				
	BOY		GIRL	
Being first in a History and Government competition would please me				
	Number	%	Number	%
Strongly disagree	2	1.45	2	1.80
Disagree	2	1.45	1	1.00
Undecided	2	1.45	1	1.00
Agree	34	24.64	27	24.00
Strongly agree	98	71.01	81	72.20
Total	138	100.0%	112	100.0%

The results clearly show that 2 representing 1.45% of the boys and 2 representing 1.80% of the girls strongly disagreed with the statement that being first in a History and Government competition would please them. Another 2 representing 1.45% of the boys and 1 representing 1.00% of the girls disagreed with the statement. 2 representing 1.45% of the boys and 1 representing 1.00% of the girls were undecided about it. 34 representing 24.64% of the boys and 27 representing 24.00% of the girls agreed with the statement while 98 representing 71.01% of the boys and 81 representing 72.20% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to agree with the statement that “being first in a History and Government examination would please them.” This implies that majority of the students have a positive attitude towards the subject.

Table 4.18 Students’ views on whether they have confidence in studying History and Government

	SEX			
	BOY		GIRL	
	I have a lot of confidence in studying History and Government			
	Number	%	Number	%
Strongly disagree	0	0.00	2	1.79
Disagree	1	0.73	1	0.90
Undecided	7	5.07	8	7.14
Agree	35	25.36	19	16.96
Strongly agree	95	68.84	82	73.21
Total	138	100.0%	112	100.0%

The results clearly show that 0 representing 0.00% of the boys and 2 representing 1.79% of the girls strongly disagreed with the statement that they have a lot of confidence in studying History and Government. 1 representing 0.73% of the boys and 1 representing 0.90% of the girls disagreed with the statement. 7 representing 5.07% of the boys and 8 representing 7.14% of the girls were undecided about it. 35 representing 25.36% of the boys and 19 representing 16.96% of the girls agreed with the statement while 95 representing 68.84% of the boys and 82 representing 73.21% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to agree with the assertion that they have a lot of confidence in studying History and Government. This implies that a majority of them have a positive attitude towards the subject.

Table 4.19 Students' average percentage responses on positive attitudes test

	SEX	
	BOY	GIRL
	%	%
Strongly disagree	2.49	3.30
Disagree	3.62	3.08
Undecided	4.35	4.40
Agree	21.01	19.50
Strongly agree	68.53	69.72
Total	100.0%	100.0%

These results show that a majority of the respondents (both boys and girls) have a positive attitude towards the subject, i.e. the total percentage of the boys who agree and strongly agreed is with the statements testing their positive attitudes towards the subject is 89.54% while the total percentage of the girls who agreed and strongly agreed is 89.22%. On the other hand, the total percentage of the boys who strongly disagreed and disagreed with the statements is 6.11% while that of the girls is 6.38%. The rest of the students were undecided about the stereotypes. This implies that a bigger percentage of both boys and girls had a positive attitude towards the subject.

4.2.4 Students' negative attitudes test towards History and Government

The researcher also sought to establish whether the students held any negative attitudes towards the subject. The negative attitudes were captured through the following statements, whereby the responses were categorized as: strongly disagree, disagree, undecided, agree and strongly agree.

- a) History and Government is a useless subject that should not be taught in schools
- b) Studying History and Government is a waste of time
- c) I don't enjoy learning History and Government
- d) I believe I can not perform well in History and Government
- e) History and Government is a challenging subject

The findings were as follows:

Table 4.20 Students' views on whether History and Government is a useless subject that should not be taught in schools

	SEX			
	BOY		GIRL	
History and Government is a useless subject that should not be taught in sch	Number	%	Number	%
Strongly disagree	117	84.80	98	87.50
Disagree	12	8.70	13	11.61
Undecided	3	2.20	0	0.00
Agree	1	0.70	1	0.89
Strongly agree	5	3.60	3	2.68
Total	138	100.0%	112	100.0

The results clearly show that 117 representing 84.80% of the boys and 98 representing 87.50% of the girls strongly disagreed with the statement that History and Government is a useless subject that should not be taught in schools. 12 representing 8.70% of the boys and 13 representing 11.61% of the girls disagreed with the statement. 3 representing 2.20% of the boys and 0 representing 0.00% of the girls were undecided about it. 1 representing 0.70% of the boys and 1 representing 0.89% of the girls agreed with the statement while 5 representing 3.60% of the boys and 3 representing 2.68% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to disagree with the statement that “History and Government is a useless subject that should not be taught in schools.” This implies that the students do not have a negative attitude towards the subject.

Table 4.21 Students’ views on whether they perceive studying History and Government a waste of time

	SEX			
	BOY		GIRL	
	Studying History and Government is a waste of time			
	Number	%	Number	%
Strongly disagree	114	82.60	98	87.50
Disagree	17	12.30	10	8.93
Undecided	3	2.20	3	2.68
Agree	1	0.70	0	0.00
Strongly agree	3	2.20	1	0.89
Total	138	100.0%	112	100.0%

The results clearly show that 114 representing 82.60% of the boys and 98 representing 87.50% of the girls strongly disagreed with the statement that studying History and Government is a waste of time. 17 representing 12.30% of the boys and 10 representing 8.93% of the girls disagreed with the statement. 3 representing 2.20% of the boys and 3 representing 2.68% of the girls were undecided about it. 1 representing 0.70% of the boys and 0 representing 0.00% of the girls agreed with the statement while 3 representing 2.20% of the boys and 1 representing 0.89% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to disagree with the statement that “studying History and Government is a waste of time.” This implies that the students do not have negative attitudes towards the subject.

Table 4.22 Students’ views on whether they enjoy learning History and Government

SEX				
	BOY		GIRL	
	I don’t enjoy learning History and Government			
	Number	%	Number	%
Strongly disagree	97	70.29	74	66.07
Disagree	27	19.57	28	25.00
Undecided	7	5.07	6	5.36
Agree	4	2.90	1	0.89
Strongly agree	3	2.17	3	2.68
Total	138	100.0%	112	100.0%

The results clearly show that 97 representing 70.29% of the boys and 74 representing 66.07% of the girls strongly disagreed with the statement that they don’t enjoy learning History and Government. 27 representing 19.57% of the boys and 28 representing 25.00% of the girls disagreed with the statement. 7 representing 5.07% of the boys and 6 representing 5.36% of the girls were undecided about it. 4 representing 2.90% of the boys and 1 representing 0.89% of the girls agreed with the statement while 3 representing 2.17% of the boys and 3 representing 2.68% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) seemed to disagree with the statement that “they don’t enjoy learning History and Government.” This implies that majority of the students do not have negative attitudes towards the subject.

Table 4.23 Students’ views on whether they believe they can not perform well in History and Government

SEX				
	BOY		GIRL	
I believe that I can not perform well in History and Government				
	Number	%	Number	%
Strongly disagree	93	67.40	88	78.5
Disagree	32	23.20	14	12.5
Undecided	8	5.80	4	3.5
Agree	1	0.70	2	1.7
Strongly agree	4	2.90	4	3.5
Total	138	100.0%	112	100.0

The results clearly show that 93 representing 67.40% of the boys and 88 representing 78.57% of the girls strongly disagreed with the statement that they believe they can not perform well in History and Government. 32 representing 23.20% of the boys and 14 representing 12.50% of the girls disagreed with the statement. 8 representing 5.80% of the boys and 4 representing 3.57% of the girls were undecided about it. 1 representing 0.70% of the boys and 2 representing 1.79% of the girls agreed with the statement while 4 representing 2.90% of the boys and 4 representing 3.57% of the girls strongly agreed with it.

This indicates that a majority of the respondents (both boys and girls) disagreed with the statement that “they believe they cannot perform well in History and Government.” This implies that majority of the students do not have negative attitudes towards the subject.

Table 4.24 Students’ views on whether History and Government is a challenging subject

	SEX			
	BOY		GIRL	
	History and Government is a challenging subject			
	Number	%	Number	%
Strongly disagree	64	46.38	49	43.80
Disagree	31	22.46	28	25.00
Undecided	11	7.97	12	10.71
Agree	23	16.67	15	13.39
Strongly agree	9	6.52	8	7.10
Total	138	100.0%	112	100.0%

The results clearly show that 64 representing 46.38% of the boys and 49 representing 43.80% of the girls strongly disagreed with the statement that History and Government is a challenging subject. 31 representing 22.46% of the boys and 28 representing 25.00% of the girls disagreed with the statement. 11 representing 7.97% of the boys and 12 representing 10.71% of the girls were undecided about it. 23 representing 16.67% of the boys and 15 representing 13.39% of the girls agreed with the statement while 9 representing 6.52% of the boys and 8 representing 7.10% of the girls strongly agreed with it. This indicates that a majority of the respondents (both boys and girls) disagreed with the statement that “History and Government is a challenging subject.” This implies that majority of the students do not have negative attitudes towards the subject.

Table 4.25 Students' average percentage responses on negative attitude test

	SEX	
	BOY	GIRL
	%	%
Strongly disagree	70.29	72.15
Disagree	17.25	16.61
Undecided	4.65	4.46
Agree	4.33	3.40
Strongly agree	3.48	3.38
Total	100.0%	100.0%

These results show that a majority of the respondents (both boys and girls) have a positive attitude towards the subject, i.e. the total percentage of the boys who strongly disagreed and disagreed is with the statements testing their negative attitudes towards the subject is high, that is 87.54% while that of the girls is 88.76%. On the other hand, the total percentage of the boys who agreed and strongly agreed with the statements is 7.81% while that of the girls is 6.78%. The rest of the students are undecided about the stereotypes.

This implies that a bigger percentage of both boys and girls do not have negative attitudes towards the subject. From the above findings, it is clear that majority of the students had a positive attitude towards History and government. This is shown in Table 4.19 where 89.54% of the boys and 89.22% of the girls had positive attitudes towards the subject. On

the other hand, only 7.81% of the boys and 6.78% of the girls had negative attitudes towards the subject (Table 4.25).

The chi-square test was done to establish the relationship between gender role stereotypes and students' attitudes towards History and Government, as shown in Table 4.26.

Table 4.26: Chi-Square Tests (to establish the relationship between gender-role stereotypes and students' attitudes towards History and Government)

	Value	df	Asymp. Sig. (sided)
Pearson Chi-Square	19.025 ^a	16	.267
Likelihood Ratio	19.146	16	.261
Linear-by-Linear Association	.004	1	.950
N of Valid Cases	250		

a. 9 cells (36.0%) have expected count less than 5. The minimum expected count is 1.06.

The test found that $\chi^2 = 19.025$ $df=16$ and $sig = 0.267$. Since $p>0.05$, we therefore accept the null hypothesis, implying that there was no significant relationship between gender role stereotypes and students' attitudes towards history and government. Further analysis was done to confirm the findings as stated by the respondents concerning the influence of gender role stereotypes on students' attitudes towards History and Government. This was

done by using Pearson Product Moment Correlation Coefficient(r) to determine the direction and degree (closeness) of gender role stereotypes and students' attitudes towards History and Government. The results of data analysis indicated that there was a small negative correlation $r = -0.005$, $p > 0.05$ between gender role stereotypes and students' attitudes towards History and Government (see Table 4.36). However the correlation is too weak and can be ignored. Therefore gender role stereotypes and students' attitudes towards History and Government had no significant relationship.

Table 4.27: Symmetric Measures (to establish the direction and degree of gender-role stereotypes and students' attitudes towards History and Government)

	Value	Asymp. Std. Er	Approx. T ^b	Approx. S
Interval by Interval Pearson's R	-.004	.069	-.063	.950 ^c
Ordinal by Ordinal Spearman Correlation	-.005	.066	-.076	.939 ^c
N of Valid Cases	250			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

These results indicated that, although majority of the students conformed to their personal and societal stereotypes, and that most of them had apposite attitude towards History and Government, there was no significant relationship between the gender-role

stereotypes and the students' attitudes towards the subject. This then means that gender-role stereotypes do not influence the students' attitudes towards History and Government.

The second null hypothesis as stated in chapter one was:-

HO₂: There is no correlation between girls' and boys' attitudes towards History and Government and their performance in the subject.

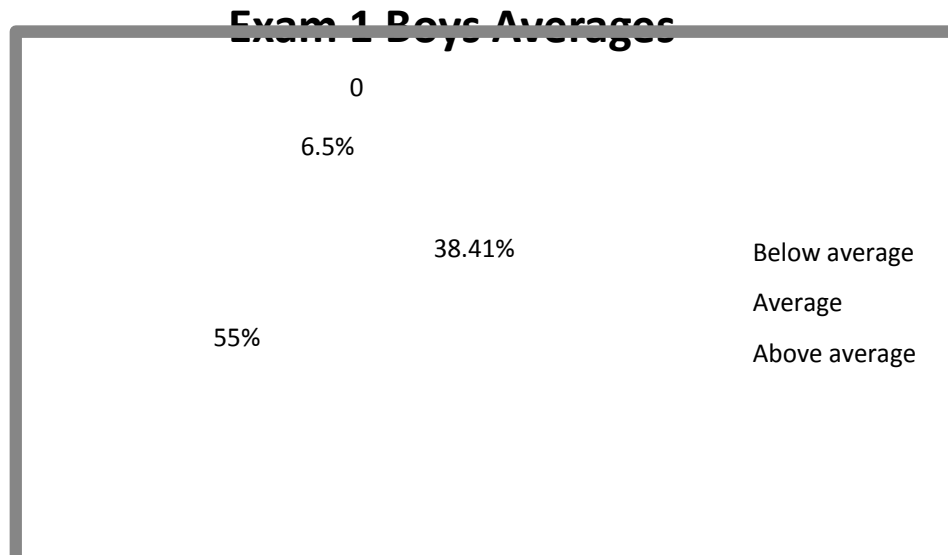
After testing the above hypothesis the results were found to be as follows;

As shown in table 4.19 above, a majority of the respondents (both boys and girls) have a positive attitude towards the subject, i.e. 89.54% of boys and 89.22% of girls. On the other hand, the test on whether the students had negative attitudes towards History and Government indicated that 87.54% of boys and 88.76% of girls did not have negative attitudes towards the subject. An analysis was done to establish whether there was a correlation between the students' attitudes and their performance in the subject.

4.2.5 Students' performance

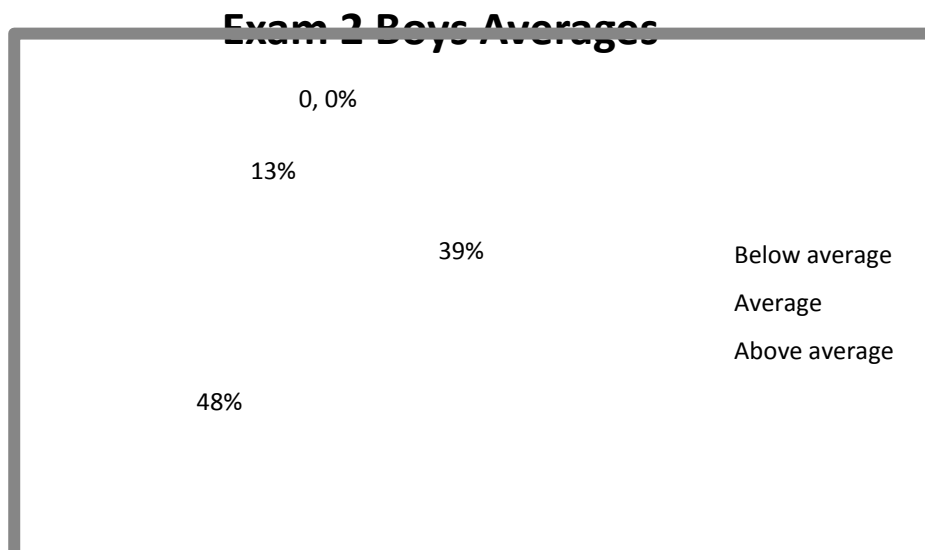
The students' performance in the three consecutive examinations was as follows:

Figure 4.2 Boys performance in exam 1



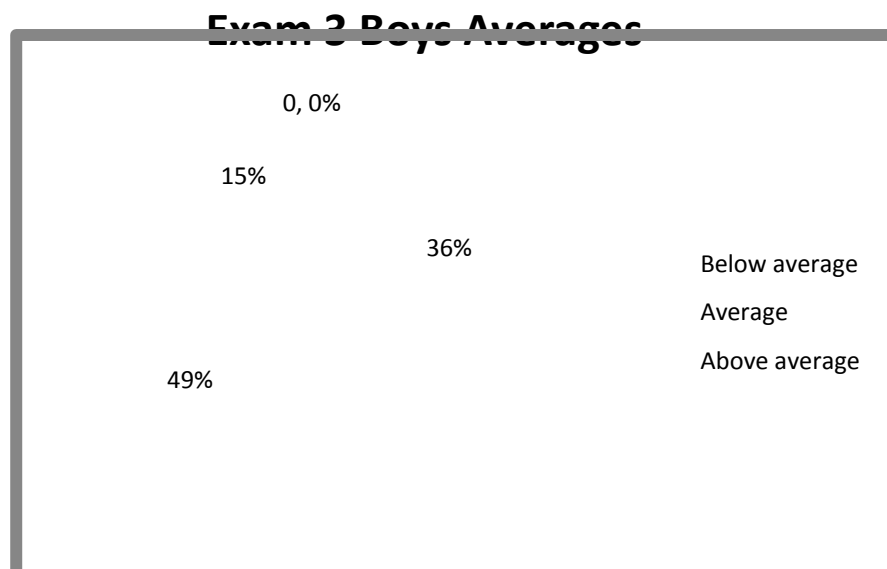
These results show that 38.41% of the boys performed below average, 55% scored averagely and only 6.5% scored above averagely. This indicates that the general performance of the boys in the exam was average; hence there is need for improvement.

Figure 4.3 Boys performance in exam 2



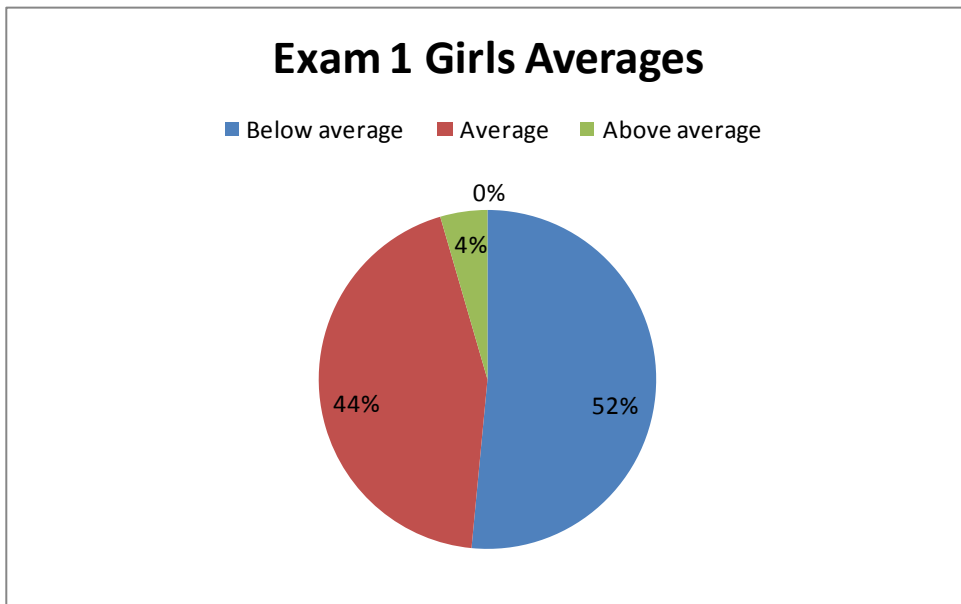
These results show that 13% of the boys scored above average, 48% of them scored averagely; while 39% of them scored below average. These results indicate a slight improvement in the performance since the percentage of the boys who scored above average doubled from 6.5% to 13%. However, the results are still unsatisfactory due to the high percentage of the boys who scored averagely and below average.

Figure 4.4 Boys performance in exam 3

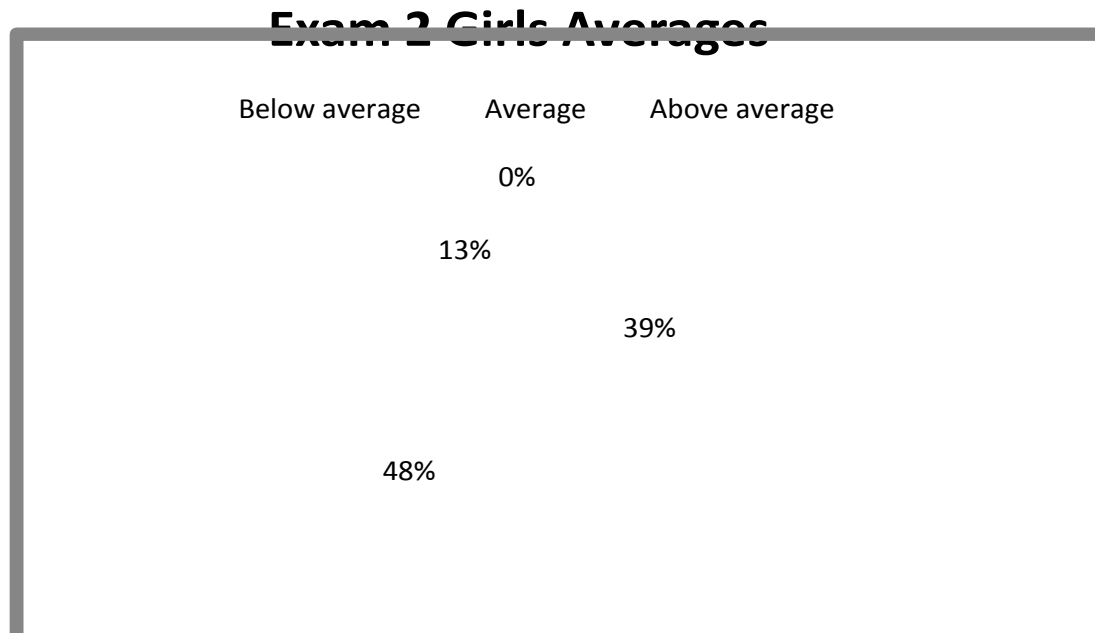


These results show that 15% of the boys scored above average, 49% of them scored averagely; while 36% of them scored below average. These results indicate a consistent improvement in the performance. However, the results are still unsatisfactory due to the high percentage of the boys who scored averagely and below average; hence there is need for improvement

Figure 4.5 Girls performance in exam 1

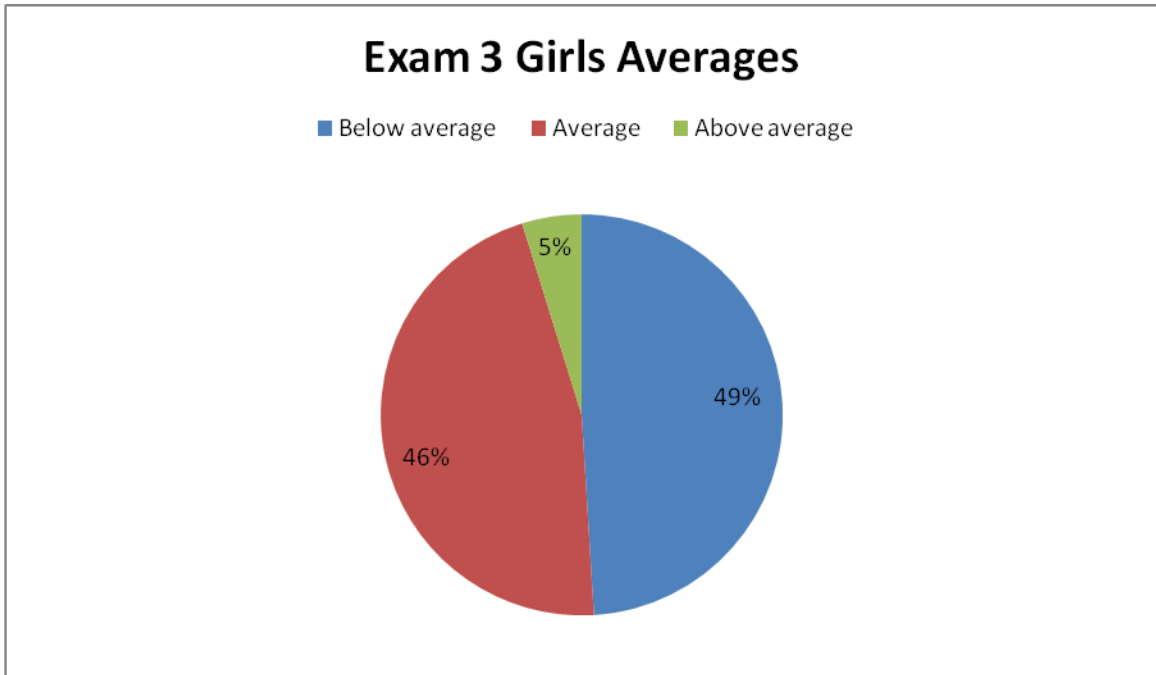


These results show that 4% of the girls scored above average, 44% of them scored averagely; while 52% of them scored below average. These results indicate a very poor performance of the girls because more than half of them scored below average and a very small percentage scored above average. All the rest scored averagely. This implies that crucial measures must be taken to identify the causes of this poor performance; and to correct them.

Figure 4.6 Girls performance in exam 2

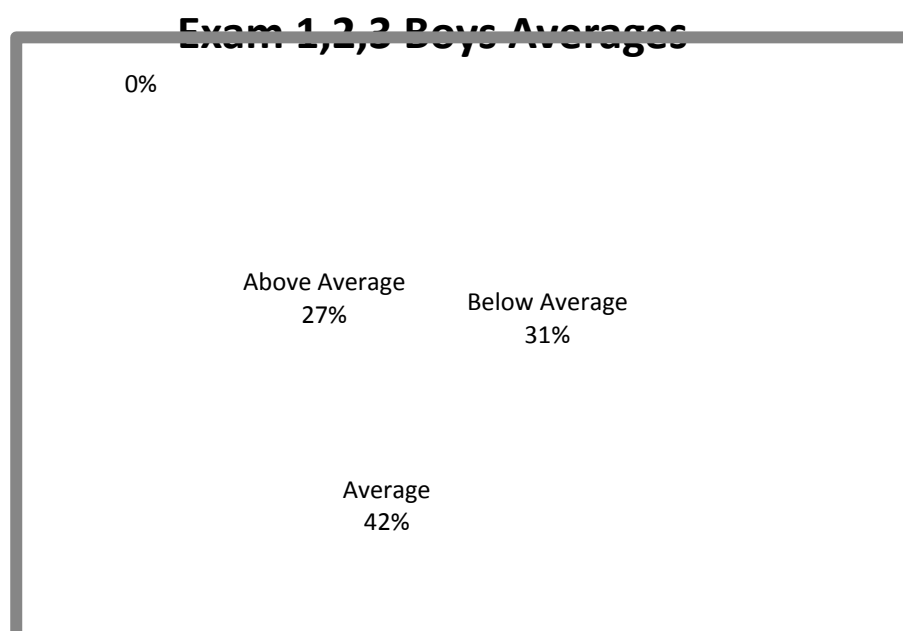
These results show that 5% of the girls scored above average, 52% of them scored averagely; while 43% of them scored below average. These results indicate a slight improvement in the girls' performance because more than half of them scored averagely and the percentage of those who scored above average increased by 1%. Still, this implies that crucial measures must be taken to identify the causes of this poor performance; and to correct them.

Figure 4.7 Girls performance in exam 3



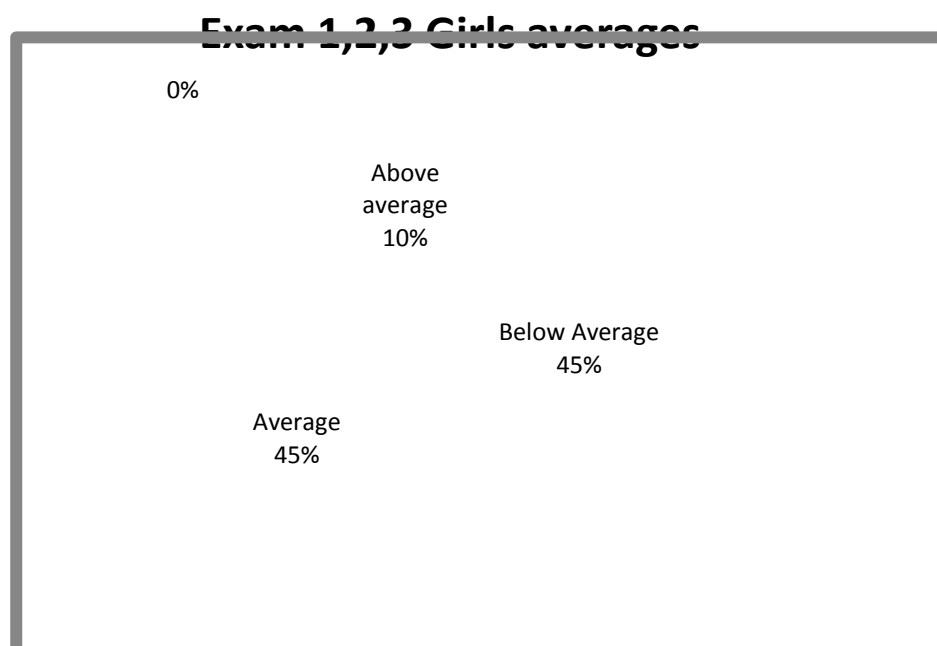
These results show that 5% of the girls scored above average, 46% of them scored averagely; while 49% of them scored below average. This is an indication of a minimal performance by the girls in the exam. Still, this implies that crucial measures must be taken to identify the causes of this poor performance; and to correct them.

Figure 4.8 Boys' performance in exams 1, 2, and 3



These results indicate that on average, 27% of the boys scored above average, 42% scored averagely and 31% scored below average. This is an indication of a fairly good performance. However, there is need for further improvement in the performance.

Figure 4.9 Girls' performance in exams 1, 2, and 3



These results indicate that on average, only 10% of the girls scored above average, 45% scored averagely and 45% scored below average. This is an indication of a fair performance. However, there is need for further improvement in the performance.

From the above findings, it is clear that the performance of the students in History and Government is not satisfactory. This is because a large percentage of the students scored below average in the three examinations (31% of boys and 45% of girls), while a smaller percentage of them scored above average (27% of boys and 10% of girls).

The chi-square test that was done to establish the relationship between girls' and boys' attitudes towards history and government and their performance in the subject, as shown in Table 4.28

Table 4.28: Chi-Square Tests (to establish the relationship between students' attitudes and performance in History and Government)

	Value	df	Asymp. Sig. (sided)
Pearson Chi-Square	7.796 ^a	4	.099
Likelihood Ratio	7.842	4	.098
Linear-by-Linear Association	6.060	1	.014
N of Valid Cases	250		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.27.

It was found that $\chi^2 = 7.796$ $df = 4$ and $sig = 0.099$. Since $p > 0.05$, we accept the null hypothesis, implying that there was no significant relationship between girls' and boys' attitudes towards history and government and their performance in the subject.

Further analysis was done to confirm the findings as stated by the respondents concerning the relationship between girls' and boys' attitudes towards History and Government and their performance in the subject. This was done by using Pearson Product Moment Correlation Coefficient (r) to determine the direction and degree (closeness) of attitude and performance in the subject. The results of data analysis indicated that there was a small positive correlation $r = 0.149$, $p > 0.05$ between girls' and boys' attitudes towards History and Government and their performance in the subject (see Table 4.29). However, the correlation is too weak and can be ignored; therefore, this implies that there was no

correlation between girls' and boys' attitudes towards History and Government and their performance in the subject.

Table 4.29: Symmetric Measures (to determine the direction and degree (closeness) of attitude and performance in the subject)

	Value	Asymp. Std. E	Approx. T ^b	Approx. Sig.
Interval by Interval Pearson's R	.156	.062	2.487	.014 ^c
Ordinal by Ordinal Spearman Correlation	.149	.062	2.372	.018 ^c
N of Valid Cases	250			

The above findings indicate that although the students had a positive attitude towards History and government, their performance in the subject was not good. This implies that their attitude towards the subject does not influence their performance in it. It can therefore be concluded that there is no significant relationship between students' attitudes towards History and Government and their performance in it.

The third null hypothesis as stated in chapter one was:-

HO₃: There is no significant difference between the girls' and boys' mean performance in History and Government

The students' performance in the three examinations were as follows; the boys' performance, according to Figure 4.8, indicated that on average, 27% of the boys scored above average, 42% scored averagely and 31% scored below average. On the other hand, the girls' performance, according to Figure 4.9 indicated that on average, only 10% of the girls scored above average, 45% scored averagely and 45% scored below average. From

the above findings, it is clear that the performance of the students in History and Government is not satisfactory. This is because a large percentage of the students scored below average in the three examinations (31% of boys and 45% of girls), while a smaller percentage of them scored above average (27% of boys and 10% of girls).

When the third hypothesis was tested, the results were found to be as shown in Table 4.30. The chi-square test was done to establish the relationship between the girls' and boys' mean performance in History and Government.

Table 4.30: Chi-Square Tests (to establish the difference between girls' and boys' mean performance in History and Government)

	Value	df	Asymp. Sig. (sided)
Pearson Chi-Square	2.916 ^a	4	.572
Likelihood Ratio	2.935	4	.569
Linear-by-Linear Association	.840	1	.359
a. 0 cells (.0%) have expected count less than 5. minimum expected count = 8.51.			

It was found that $\chi^2 = 2.916$ $df = 4$ and $sig = 0.572$. Since $p > 0.05$, we accept the null hypothesis, implying that there was no significant difference between the girls' and boys' mean performance in History and Government.

Further analysis was done to confirm the findings as stated by the respondents concerning the girls' and boys' mean performance in History and Government. This was done by using Pearson Product Moment Correlation Coefficient(r) to determine the direction and degree (closeness) of association between their mean performances in the subject. The results indicated that there was a small negative correlation $r = -0.059$, $p > 0.05$ between the girls' and boys' mean performance in History and Government (see Table 4.30). However the correlation is too weak and can be ignored. Therefore girls' and boys' mean performance in History and government was similar.

Table 4.31: Symmetric Measures (to determine the direction and degree (closeness) of association between their mean performances in the subject)

	Value	Asymp. Std. Er	Approx. T ^b	Approx. S
Interval by Interval Pearson's R	-.058	.063	-.916	.361 ^c
Ordinal by Ordinal Spearman Correlation	-.059	.063	-.937	.350 ^c
N of Valid Cases	250			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

These results indicated that both boys' and girls' performance was unsatisfactory, and that although a bigger percentage of boys scored above average (27%) as compared to the girls (10%), the difference in their mean performance was insignificant. This is evident from the chi-square test results of table 4.31

4.3 Research Findings

In relation to the research objectives, the following conclusions were drawn

1. Concerning the relationship between gender-role stereotypes and students' attitudes towards History and Government, the researcher established that most students (both boys and girls) conformed to personal and societal stereotypes. However, these stereotypes did not influence their attitudes towards the subject.
2. Concerning the relationship between girls' and boys' attitudes towards History and Government as a subject and their performance in the subject, the researcher established that although most students had a positive attitude towards the subject, their performance in the subject was not very good. This implied that their attitude towards the subject did not influence their performance in it.
3. Concerning the mean difference between boys' and girls' performance in History and Government, the researcher established that there was no significant difference between girls' and boys' mean performance in the subject. The performance was similar.

4.3 Chapter Summary

In this chapter, the researcher indicated how the analysis of the results of the study was carried out. Pie charts are used to present the demographic information regarding gender of the students, whereas tables are used to present students' perception about personal stereotypes, social stereotypes and their attitudes towards the subject. They are also used to present the chi-square and correlation tests. Pie charts are also used to present the students' performance in various tests.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter outlines the discussions of the research findings, the conclusions drawn from the findings, and the recommendations made by the researcher following the research findings.

5.1 Discussions

5.1.1 Findings

Majority of the students (both boys and girls) in Bungoma-East district were found to conform to gender role stereotypes (both personal and societal). However, it was found that these stereotypes do not influence the students' attitudes towards History and Government, and consequently their performance in it.

5.1.2 Stereotypes

The findings that students in Bungoma-East district conform to both personal and societal stereotypes are in line with the findings by Eccles et al in 1994, who found out that social agents can either encourage or discourage individuals from considering gender role stereotypic choices. (Eccles et al, 1994). This implies that gender role stereotypes still exist, but they may or may not influence students' attitudes and performance in various subjects.

5.1.3 Attitudes

The study found out that both boys and girls had positive attitudes towards History and Government. These findings contradict the findings by the Scholl Council Enquiry (1968) that pupils regarded History as one of the most useless and boring subjects. The findings also contradict those by Hawes in 1979 when he found out that the attitudes held by the head teachers, teachers, learners and other stake holders about a certain subject or course play an important role in determining how they are received and taught.

5.1.4 Performance

This research found that boys performed slightly better than girls in all the three exams. These findings imply that there are factors responsible for this discrepancy in the performance. For instance, one of the reasons could be the difference in the styles and amounts of attention the teachers applied to both boys and girls in the classrooms. This is according to Francis, (2000), Gamoran, (1996). Feldhusen and Willard-Hort (1993) who found out that, teachers, unconsciously make males the center of instruction. They also give males more frequent and focused attention than they do females. Although this attention was not necessarily wanted by the boys, or even noticed by the girls, it negatively impacted on both.

In addition to focusing more of their attention towards the male students in their classes, teachers also tend to focus different types of attention on students based on their gender. Streitmatter, (1997) noted that questioning methods and praise differed substantially for girls and boys. Specifically, she found that girls tend to be praised simply for trying,

whereas teachers tend to withhold praise for boys until they produce the correct answer. Because of this, both male and female students in the classroom eventually recognize that the teacher expects more from the boys than the girls.

Since Sadker (1999) found that increased teacher attention contributes to enhanced student performance, it's clear that this may have contributed to girls performing poorer compared to the boys.

There may be several possible reasons for teachers paying more attention to boys than to girls, but research in this area found that “ teachers tend to call upon boys more in class, partly because time is tight and teachers need to move the lesson along” (Angelo & Branch, 2002). Thus the classroom may be moving along at a pace that is satisfactory to the teacher, but once again, it is at the expense of the female students. Craig Johnson as cited in Myers (2002) states that there are probably some gender differences in students' performance but most of it is based on teachers' expectations.

The study also found out that the difference in the girls' and boys' performance was insignificant, and that their performance (both boys and girls) was average. This implies that there are factors responsible for the performance. This could be associated with participants' self-doubt immediately prior to the exam. (Kutotto 2009).

A performance-void goal has been linked to decreased self-efficacy. Although recent research has not linked a performance-void goal to self-efficacy at the level just described, much research supports the idea that a performance-void goal sets up an “interpretative framework” that undermines self-efficacy during a task. Students who are focused on demonstrating ability are more likely to view errors as evidence of low ability. In extremely difficult situations, such mal-adaptive attributions lead to helpless behaviour.

Thus, when students are oriented towards performance-void goals, they experience difficulty or challenge, they are likely to be concerned that their difficulty indicates low ability, confirming the negative stereotype, and undermining their self-efficacy during the exam.

Other factors responsible for this performance could be shortage of teachers of History and Government in the schools, lack of motivation for both students and teachers, socio-economic factors such as lack of school fees hence students miss classes when sent to collect fees, and inadequate teaching and learning resources in the schools.

5.2 Recommendations

Students should be sensitized more on the importance of excelling in History and Government. This will enable the students to improve their performance in the subject. This is because there are various professions that require them to excel in the subject such

as teaching, law, archaeology among others; hence successful people who have excelled in such professions should be used as role models for the students.

Parents should also be encouraged to monitor their students' performance closely in order to understand the factors leading to the average performance in the History and Government examinations. This is because the study has established that the students' performance in the examinations is not influenced by the gender-role stereotypes, implying that there are other factors contributing to the performance. This will enable the students improve in their performance in examinations.

Teachers need to motivate both boys and girls equally in the class so as to increase their interest in the subject, leading to an improvement in their performance. Teachers should also be trained on the effects of gender stereotyping. This will make them apply similar treatment to boys and girls hence the students will develop an increased interest in the subject leading to an improvement in their performance.

5.3 Recommendations for Further Research

The researcher sought to establish the influence of gender-role stereotypes on students' attitudes and performance in History and Government. The research findings indicated that, although the students conformed to the gender-role stereotypes, these stereotypes did not influence their attitudes towards the subject. Most students held positive attitudes towards it. However, their performance was not in line with their attitudes, such that a

significant number of them performed below the expectations; i.e. below average and average.

Following these findings, the researcher has the following recommendations for further research.

1. The influence of the school type on students performance (whether single-sex or coeducational).
2. The influence of teacher characteristics on students' performance in various school subjects.
3. Other factors that may influence students' performance in History and Government and other school subjects.

5.4 Conclusions

As stated earlier, there are several benefits of learning and excelling in History and Government. These benefits should be guiding factors for the students in Bungoma-East district to perform better in the subject. As previous researches on similar topics to the one in this study have elicited mixed responses, the findings of this study concur with the findings of one kind of responses, that gender role stereotypes do not influence students' attitudes and performance in History. The findings of this research therefore dispute the time-long stereotypic beliefs that math and science-oriented subjects and professions are for men, while languages and humanities are for females. The society had made students to believe that school subjects are categorized on gender lines, that boys are supposed to select subjects that are more complex and require some more physical and mental effort, such as the sciences and mathematics, while the girls should choose subjects that seem

less taxing and easy, such as Humanities and Languages (Decenzo, 1996; Greeng Lass and Marshal 1987).

These beliefs have been disputed with time by the changing trends in the attitudes and performance of various sciences and languages, whereby girls have been known to perform equally or better than boys in sciences, and boys performing equally or better than girls in languages. (Hacker,1991). Evidence from such a study was propounded by Hendley at al (1996), who asked students about their subject preferences, and found that male and female 14 year olds preferred History to Geography, with the margin of preference greater for females. However, Colley and Comber (2003) found females expressing a clear preference for Geography over History and males expressing a clear preference for History over Geography. Francis (2000) and Francis et al (2003) asked students to identify their favourite and least favoured subject. A very small proportion of their sample chose French, Geography or History in either category. Cameron (1997) observed that gender is regulated and policed by rather rigid social norms, but this does not mean that men and women are reduced to automata, programmed by early socialization to repeat forever the appropriate gendered behaviour

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APPENDICES

APPENDIX 1 STUDENTS' QUESTIONNAIRE

SECTION A: INTRODUCTION

As a student taking history and government, you have been chosen to participate in the study by kindly responding to the items in the questionnaire. Note that the information you provide will be treated with utmost confidentiality.

Please be as honest as possible when responding to the statements. **Do not** write your name on this form.

SECTION B: PRELIMINARY INFORMATION

1. Name of the school _____
2. Gender of the student: male () female ()

SECTION C. OPINION/ATTITUDE SURVEY

Please respond to each of the following statements by ticking only one of the alternatives Given; i.e. strongly disagree, disagree, undecided, agree, and strongly agree.

NUMERICAL VALUE	1	2	3	4	5
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Generally I am satisfied with choosing history and government as a humanity subject for examination					
2. History and government has been my best subject					
3. Both male and female students like history and government					
4. History and government should be made compulsory in secondary schools					
5 The society's expectations influenced my choice of history and government for examination					
6. History and government is a useless subject which should not be taught in schools					
7. Studying history and government is a waste of time					
8. History and government is a subject for both male and female					

students					
9. Studying history and government is just as appropriate for boys as for girls					
10. I'd be happy to get top grades in history and government					
11. It would be really great to win a prize in history and government					
12. For some reason, even though I study, history and government seems unusually boring to me					
13. I am not the type to enjoy learning history and government					
14. I am not the type to do well in history and government					
15. Girls and boys can equally do well in history & government					
16. Being first in a history competition would please me					
17. Females are naturally better in history and government than					

males					
18. I have a lot of self-confidence in studying history and government					
19. Its hard to believe a boy could do well in history and government as in sciences					
20. My parents encouraged me to take history and government					
21. The society has low regard for students who take history and government as compared to those taking sciences					
22. History and government is a challenging subject					

Source: Fennema and Sherman (1976), modified by to suit the current study

APPENDIX 2: SECONDARY SCHOOLS IN BUNGOMA-EAST DISTRICT

1. St. Cecilia Misikhu Girls' Sec. School
2. Makemo RC Secondary school
3. Sinoko secondary school
4. Ndivisi secondary school
5. Misemwa secondary school
6. Magemo FYM
7. Sipala secondary school
8. Lutacho secondary school
9. Lugusi secondary school
10. Mihuu secondary school
11. Mang'ana secondary school
12. Milo secondary school
13. Sitikho secondary school
14. Matulo secondary school
15. Ngwelo secondary school
16. Muji secondary school
17. Kituni High school
18. Malaha secondary school
19. Lumonya secondary school
20. St. Mathews ACK secondary school
21. Lugulu Girls High school
22. Chebosi secondary school
23. Mahanga secondary school
24. Miendo Friends secondary school
25. Milani Friends secondary school
26. Misikhu Friends secondary school
27. Bokoli Boys High school
28. Namawanga Girls secondary school
29. Sirende secondary school
30. St. Mary's Bokoli secondary school
31. Misikhu RC secondary school
32. Webuye DEB secondary school
33. Lugulu Day secondary school
34. Kuyiwa secondary school
35. Michael Wamalwa secondary school, Kakimanyi

36. Maloho secondary school
37. Nambami secondary school
38. Sirisia Bokoli secondary school
39. St. Mary's High school Webuye
40. Pan Paper High school

APPENDIX 3: LIST OF SAMPLED SCHOOLS

1. Makemo RC Secondary School
2. Ndivisi secondary school
3. Milo secondary school
4. Magemo FYM
5. Kituni High school
6. Sipala secondary school
7. Mang'ana secondary school
8. Sirende secondary school
9. Lutacho secondary school
10. Matulo secondary school
11. Misikhu RC secondary school

APPENDIX 4: MAP OF BUNGOMA-EAST DISTRICT

APPENDIX 5 RESEARCH PERMIT