

**CHURCHES AND GENDER INEQUALITY IN PRIMARY
SCHOOL EDUCATION.**

GETEMBE DIVISION IN KISII CENTRAL DISTRICT KENYA

BY

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**A DISSERTATION SUBMITTED TO THE FACULTY OF
INSTITUTE OF OPEN AND DISTANCE EDUCATION IN
PARTIAL FULFILMENT OF THE REQUIREMENT
FOR THE AWARD OF BACHELORS DEGREE
IN SPECIAL NEEDS EDUCATION OF
KAMPALA INTERNATIONAL
UNIVERSITY**

AUGUST 2008

DECLARATION

I, **Margaret Makori**, declare, that this is my original work; it has not been presented to any other university or institution for an academic award and should never be reproduced without my permission

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APPROVAL

This research report is submitted to the Institute of Open and Distance Learning after being supervised and approved

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DEDICATION

This research report is dedicated to my beloved husband Mr. Ombaso K. David for his moral and financial support, during the time of processing this report. I can not forget my nephew, Nyangoya Denis for the help he gave me in house hold work when I was busy with this report.

May you be blessed.

ACKNOWLEDGEMENTS

The completion of my studies at Kampala International University could not be possible without the concern of some individuals. In special way, I would like to register my sincere gratitude to the Mrs Grace for typing, editing and proof reading and finally printing the work.

I also feel indebted to my supervisor **Mr. Mulegi Tom** whose support, guidance and cooperation contributed immensely to the successful completion of this work. I am most grateful to his keen supervision and all the effort in seeing that this work becomes a success.

I also would like to thank my Father and my mother for their moral contribution for this study and taking care of me. Without the support of my family, I could not reach where I'm now.

ABSTRACT

The general objective of the study was to analyse the contribution of Churches in addressing gender inequality in primary schools in Getembe division

The specific objectives of the study were; to analyse the forms of gender inequality; causes of gender inequality; and the impact of gender inequality in primary schools and in the community.

The researcher used questionnaires, interview and observation as the research instruments. The data collection methods comprised both primary and secondary data collection methods.

Majority of the people according to the findings are not a ware of gender inequality in primary school education, therefore, female pupils drop out of primary school education.

From the revelations of the study, the researcher recommends that;

Parents and primary school teachers should be encouraged to educate girls; and that more relevant courses and practical subjects should be introduced to the curriculum.

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CHAPTER ONE

INTRODUCTION

1.1 Back Ground of the Study

Getembe division is found in Kisii central district Northern part of the central cultivation steppe of Kenya.

The majority of the people in this area depend on agriculture production while a few are civil servants. People of this area speak mainly two languages, Kisii as their mother tongue and Kiswahili as the national language.

Getembe division has two functional primary schools which include Nyaura and Gekomu; while five primary schools are still in the process of construction. The target is however to have a primary school in each ward.

Furthermore, Getembe division has been characterised by a big number of illiterates both female and male in the age group of 15 to 45 years of age. (Women's Health Project New 1995). Mainly due to the poor education policy. The people of this community especially men have gone to school from primary level to primary school education, while only a few women have gone to school due to the traditional beliefs most of which disfavour the girl child.

“Men own everything because when they were born, they just found it like that”

(TAHEA News letter 1995)

From multiple perspectives female often find themselves in positions subordinate to men. In most societies women are socially, culturally and economically dependant on men.

Also parents of Getembe community especially the heads of the families perceive the issue of gender equality in provision of primary school education as a Western imported concept. It is also viewed as a fight against the traditional cultural norms and values of the Getembe society.

Gender inequality is also reflected at school and in homes where the rights of the females are grossly abused by their male counterparts.

Violence in homes and school affects females indirectly mainly in physical and sexual abuse of females including rape and prostitution. Some evidence suggests that among the most vulnerable to sexual abuse are girls with step fathers in the home and teachers at school (TAHEA News letter 1995).

The environment has not favoured the females of Getembe division to engage in primary school education due to the constraints that they face at both community and family levels.

Therefore lack of basic education and market information puts them in a very vulnerable position at both levels.

1.2 Statement of the Problem

For along time Kenya government has given high priority to her people in the educational sector. Also Non governmental Organisations especially Churches have

been involved in provision of technical and financial support to policy and advocacy work on primary school education. Despite all this effort there are still many illiterate females and males in Getembe division.

In addition to that, absolute poverty and retrogressive thinking has led to violation of social values and norms such as violation of girl's education rights by their parents and also immoral practices such as prostitution and smoking are done openly by the girls themselves.

"Increasing poverty in homes, no treatment when wives are sick, no school fees for girls" (Report of group of women Kenya 1997)

Therefore those who start primary school leave early due to the lack of school fees hence their forced by their parents to get married while they are still young.

It was because of the mentioned problem that a study was required to analyse the contribution of Churches in addressing gender inequality in secondary enrolment in Getembe division and propose measures to be taken to improve the situation.

1.3 Objectives of the Study

This section looks at both the general and specific objectives of the study.

1.3.1 The General Objective

The general objective is to analyse the contribution of churches in addressing gender inequality in primary schools in Getembe division.

1.4 Specific Objectives

- (i) To analyse the forms of gender inequality in primary schools.
- (ii) To analyse the causes of gender inequality at school and community level.
- (iii) To identify the impact of gender inequality in primary schools.

1.5 Hypotheses

- (i) Girls drop- out of primary school level early, compared to their male counterparts.
- (ii) Parents attitudes have no significant effect in female primary school education.

1.6 Significance of the Study

The study will be useful to Churches to understand the effect of gender inequality in primary schools.

The study will be useful to other researchers, in that, it will make them understand the existing gaps in gender issues.

To the policy makers, especially to the ministry of gender and development, the study will enable them come up with more appropriate gender policies, to address gender gaps in the country.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews, literature related to gender inequality in primary school performance and also covers the forms, causes and impact of gender inequality in rural areas.

2.1 Forms of Gender Inequality in Primary schools

According to Akwi (2001); early marriages as one of the forms of gender inequality is sanctioned under both customary law and Islamic practice and is a wide spread form of gender inequality that keeps a good number of females out of school.

In many societies, females are primarily associated with and viewed in terms of their reproductive roles. Seen as source of bridal wealth to the family and the clan and as such they are married off when they should really be at school.

Nassali H (2001), sexual Harassment is the form of gender inequality where girls are more vulnerable to sexual harassment by male pupils, teachers and the community in which they live. Sexual harassment can be verbal sexual abuse directly expressed or disguised whistling in a sexually suggestive manner, making obscene gestures, making unnecessary brushing and touching. According to Nassali therefore higher dropout rates and increasing cases of teenage pregnancy which also deters them from acquiring higher education than males.

Jannet (2002); suggests that, female Genital Mutilation is a form of gender inequality which exposes females to so many dangers than male, like HIV in case of sexual abuse, rape and defilement during the dances. In some cases, girls die of bleeding or are incapacitated for life. Pregnancy in particular poses risks for girls who have undergone female genital mutilation. Once the girls have undergone this kind of thing men and parents start looking at them as women ready for marriage and therefore the chances of her education are reduced.

According to Fatima (2004), Negative language and derogatory remarks is a form of gender inequality in primary school, where some teachers uses derogatory and negative language against girls in relation to their physical appearance and intellectual ability. This kind make the females unhappy, degraded, embarrassed and loose confidence and self esteem.

“When a girl is in her periods and the blood goes through her uniform, other pupils especially boys laugh at her and this makes her very ashamed. One feels like not coming to school again”

(GEMA report 2004).

Nankodo. P (2004), cultural beliefs is a form of gender inequality in secondary education, where the parents, teachers and male pupils have negative attitudes against female pupils; some teachers think that females are not bright enough to answer difficult questions. Therefore teachers ask question expecting that girls may not get the right answer than boys.

2.2 Causes of Gender Inequality at School and Community Level

According to Statham (1986), formal curriculum in schools causes gender inequality apart from participation in games. no longer distinguishes in any systematic way between girls and boys. However, there are various other points of entry for the development of gender differences in education. These include teacher expectations, school rituals and other aspects of hidden curriculum. Although rules and gradually loosening regulations which compel girls to wear dresses or skirts in school from one of the most obvious ways in which gender typing occurs. The consequences go beyond mere appearance. As a result of clothes she wears, girl lacks the freedom to sit casually, to join in rough and tumble games or some times to run as fast as she is able.

Moreover, school text books also help to perpetuate gender images. Although this again is changing, story books in schools often portray boys as showing initiative and independence while girls if they appear at all are more passive and watch their brothers. Stories written especially for girls often have an element of adventure in them, but this usually takes the form of intrigues or mysteries in school setting; boys, adventure stories are more wide ranging having heroes who travel off to distance places are sturdily independent in other ways.

Zabali.A (2001), Distance to and from school causes gender inequality, the distance of schools from home pose more personal risks sexual harassment, rape, abduction, assault and exposure to HIV/AIDS for girls than boys. The path ways and roads in most cases are narrow and dangerous especially in the early hours of the day as well as the late in the evening.

According to FAWE report (1997), poverty causes gender inequality, since girls are sexually exploited in exchange for money and other necessities such as school fees, uniforms, pants, books and food. It is estimated that over 26 millions African girls are out of school, either having never enrolled or having dropped out of education system. This figure is expected to increase to 36 millions by the year 2010. Throughout Africa, girls receive less education than boys.

In addition, gender gap proportion of girls compared to boys in education is getting worse. In sub Saharan Africa, nearly three (3) girls out of ten (10) age group (14-18) are out compared to one out of ten boys. Nearly two millions more female children are now out of school than twenty years ago.

GEMA report (2001), lack of parental guidance causes gender inequality in secondary education, in case where parents do not care about what they say and do for their children results in all kind of insecurity. Parents who do not care about what time their children get home, the kind of friends they associate with also parents who are reluctant provide basic needs to their children and even try to express some bit of love and affection have led to children especially girls to seek for love else where, also females who live in streets are the result of neglect and abused by their parents and families.

Wars are the cause of gender inequality in secondary education. Anna (2002), in situation of wars, girls are forcefully drafted into combat as soldiers, slave labourers and sex workers. The girls get pregnant as a result; others have ended up dying and are never to see school again than male. The ranges of famine, civil wars and government repression have left Africa's girls' child with no protection or education, wasted and the continent in a horrible mess.

According to Bigabwenkya. S, (1998) traditional values and norms causes gender inequality young girls in secondary education are kept at home and they are assigned heavy load of house hold cares by their parents. Boys do not have as much responsibility and are free to attend school. Often parents do not feel that education is important for girls as if for boys and even when they send their daughters to school it is not for very long. Girls leave schools much earlier than their brothers in order to take up house hold responsibilities.

Addition to that, in primary schools most girls tend to take general educational courses and in high school, they mainly specialise liberal arts. They are poorly represented in scientific field. Girls tend to be very few in high schools because their parents withdraw them from school very early and involve them in domestic work.

UNICEF (1989) report; school system causes gender inequality in secondary enrolment. Traditional careers of nursing, secretarial services and home management in most cases females pursue, tend to be low paying. Science is considered a preserve of males as fewer females take up science subjects. The literature used in schools reflect gender bias, this is compounded by the gender insensitivity of the teachers and management of educational institutions.

Also teachers praise boys more than girls and often Boys are given more academic assistance. Boys receive praises for the intellectual content of their work, where as, girls are more likely to be praised for being neat.

Teachers reward boys for assertiveness for example calling out answers without raising their hands while reprimanding girls for similar behaviour. Girls are not expected or encouraged to pursue higher level mathematics courses. Therefore girls are less likely than boys to reach their academic potential.

According to Gidden. A, (2001), Ignorance causes gender inequality in secondary education. Some parents neglect their children and do not meet their educational needs, marry off girls early. Some times teachers and Headmasters are also ignorant about female's rights, some defile their pupils and others discriminate girls.

Akiba et al (2002) Family production and income causes gender inequality, parent desire many child is because of their family labour supply. Children especially female pupil may be retained at home to assist with domestic market work especially in rural household, participate in cooking ,washing plates and clothes, taking care of younger siblings ,fetching water and firewood. These activities are performed early in the morning hours or evening hours by day female pupils while many male pupils engage in income earning activities and spend it on their own needs.

According to Bulter(1990);Institutional culture causes gender inequality, in schools are norms of interaction and explicit and implicit rules and codes that guide behaviour which are re-enacted and re-enforced in the every day life of the school. With the school the gender regime is contracted through everyday take for granted routine practices.

For example, in many schools girls are predominantly responsible for cleaning and boys for digging the school grounds, in the classroom girls normally sit at the front of



the class and boys at the back. The gender boundaries within the institution thus construct and reinforce feminine and masculine identities with the schools.

2.3 Impact of Gender Inequality In Primary school

According to women's Health Project News (1995); the impact of gender inequality in primary school education has led to the increases of illiteracy in the community due to the relevance of education system. The education system in many of our countries do not train females child in practical skills. It is more of theory than practical oriented such that those who leave school end up becoming job seekers other than job creators.

Leila S (1992); says due to the impact of gender inequality in education, females are vulnerable to their health. With respect to females health hazardous traditional practices such as early marriages and pregnancy, female circumcision, nutritional taboos, inadequate child spacing and unprotected delivery has resulted to damages or even death for a big number of females in Africa.

Due to lack of parental guidance has led to the increase of females pregnant at schools; since parents do not care about what their children doing and what time their children get home. Therefore the impact has led to the school drop out of big numbers of females in secondary education, (Sadker. M, 1995).

Leach et al (2003), argues that gender inequality as a form of sexual intimidation, verbal abuse and physical assault has led to the poor performance and drop out of female pupils in primary schools compared to their male counterparts.

Moreover, pregnancy has been identified by the same scholar along with early marriage as the major reason for girls drop out. School girls who become pregnant rarely returned to school. Boys develop strategies to avoid excessive corporal punishment of which truancy was the most common; this also led to permanent drop out of female pupils.

Widespread use of verbal abuse by the teachers and parents to the female pupils in primary school enrolment and in the community has led to the low self- esteem to the female pupils. Gordon`s (1995) study found that some teachers viewed girls as less able academically, as lazy and as lacking in concentration; they are said to “only think about boy’s, such consequences of gender inequality have led to the absenteeism changing schools and drop-out of school of female pupils.

According to UNAIDS (2004) High rate of sexual violence against female pupils has led to the rapid increase of HIV/AIDS infection. Rape and other forms of sexual violence place girls at risk of contracting sexually transmitted infections, including the HIV/AIDS virus. HIV/AIDS associated illnesses are taking a toll on the education system and disrupt education for all pupils, but especially girls. For example in South Africa, estimates that about half of all fifteen year- olds worst affected in the countries with an infection rate of 19.9 percent, and AIDS is expected to kill half those who are now fifteen years old. The HIV infection rate in South Africa has increased to 19.9 percent from 12.9 percent two years ago. Each year, many female in South Africa are infected with HIV when they are raped (UNAIDS report 2004)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides the research procedures and methodology that were used in collecting data for this study. A presentation of the study area, description of data collection methods which involved primary and secondary source and sampling which also categorised into; sample population, sampling techniques and sampling procedures. The chapter also presented the limitations of the study during data collection.

3.1 Area of Study

The study was carried out in Getembe division in Kisii district. The area comprises two zones namely; Getembe East and Getembe West. Therefore the area of study was chosen because of easy access of information where, the area has sort of gender inequality in primary education. This enabled the researcher to collect the necessary data with less trouble.

3.2 Data Collection Methods

The method used for collecting data include both primary and secondary source. Primary sources are interview, questionnaire and observation while secondary source are magazine, reports, Newspapers and textbooks.

3:2:1 Interviews

The Researcher conducted both structured and non structured interviews to the parents, teachers and pupils in area of study. This helped the researcher to get

factual information about the research topic. Out of the Eighteen respondents interviewed, nine were males and nine females.

3.2.2 Questionnaires

These are pre- formulated written set of questions to which the respondents records their own answers. The questionnaire was administered personally to the respondents. The total numbers of respondents were twenty one (21). The questionnaire involved three groups of respondents; parents, teachers, and pupils. Each group had its own questionnaires. The questionnaires helped a researcher to gather in – depth information on the study topic.

3.2.3 Observation

This is the method is which a person observes what is occurring in a real life situation. A researcher used both naturalistic observation and structured observation in this study.

Observation helped a researcher in analysing the forms, causes and impact of gender inequality in secondary enrolment.

3.3 Sampling

Sampling involved identification of the sample population, the sampling techniques and sampling procedures all of which were aimed at giving information needed for the study

3.3.1 Sample population

A total of thirty nine (39) respondents were targeted. Two (2) of which were primary school teachers, eighteen (18) were primary school pupils and nineteen (19) were

parents. A researcher used such sample population in order to get accurate information on this study.

3.3. 2 Sampling Techniques

The targeted population was selected on both non probability and probability methods, where a researcher employed both random and stratified sampling to avoid biasness.

Random sampling was used for selecting parents, teachers and pupils. In this technique a number of sample units of different categories were presented.

On the other hand, stratified sampling technique was used for selecting other respondents in the study area.

3.3.3 Sampling Procedure

In conducting the research thirty nine (39) respondents were selected for the study through random process as shown in the table below.

Table 3.1 Categories of respondents

| Occupation | Expected Respondents | Actual Respondents | Percentage |
|------------------------|-----------------------------|---------------------------|-------------------|
| Primary school teacher | 2 | 2 | 5.1 |
| Primary school pupil | 18 | 18 | 46.1 |
| Parents | 19 | 19 | 48.7 |
| Total | 39 | 39 | 100 |

(Source: primary data)

Among of the respondents, the parents were leading of the findings of gender inequality in primary school education. Representing (48.7%) of the population, followed by pupils representing (46.1%) of the findings and minority were teachers contributed (5.1%) only of the findings.

3.4 Data Processing and Analysing

The data collected was analysed by using computer program, this especially the Spss manually and simple tabulation

Obtained data were edited corded arranged. This analysis of data helped to show the number of respondents on various items in relation to the total population of the sample group.

Data are presented through percentages and frequency where the respondents with similar views are grouped together

3.5 Limitations to the Study

The researcher encountered a number of problems of the entire research process.

The researcher had to attend to the normal classes, do course work and prepare for exams; while at the time of conducting research work. It was tedious and tiresome.

The researcher, however, ensured that he strictly followed the drawn research schedule to over come this.

The research also had a hard time convincing and persuading the respondents to fill the questionnaires. Most of the respondents were not willing not until some times, when they totally got convinced. This was solved, the researcher carried out continuous counselling and assurances to the respondents.

CHAPTER FOUR

RESEARCH FINDINGS, PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents empirical analysis of data collected from the field. Data is presented and interpreted in form of tables, graphs and charts.

4.1 The existence of Gender Inequality

The existence of gender inequality in primary school education and in the community are presented below the table

Table 4.1 Presence of gender inequality

| Response | Frequency | Percentage frequency |
|-----------------|------------------|-----------------------------|
| Yes | 14 | 35.9 |
| No | 25 | 64.1 |
| Total | 39 | 100 |

(Source: primary data)

The information in the table (4.1), above indicates that (14) respondents which is (35.9%) agreed that there was gender inequity in primary schools and in the community.

While (25) a respondent which is (64.1) denied the existence of gender inequality in primary school education and in the community.

This is similarly to TAHEA News letter (1995) which states that “*Men own everything because when they were born, they just found it like that*”

In the findings, therefore the majority of people are not aware about the existence of gender inequality in primary school education as well as in the community. These findings indicate that there is knowledge gap about existence of gender inequality and in effect the right of the girl child education

4.2 Forms of Gender Inequality

The forms of gender inequality are presented in line with objective of the study .The data are presented below

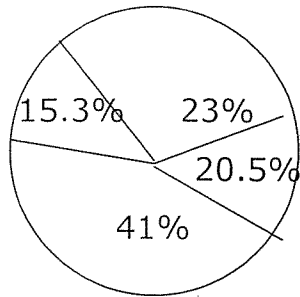
Table 4.2 Forms of gender inequality

| Categories | Frequency | Percentage |
|--|------------------|-------------------|
| Cultural beliefs | 9 | 23 |
| Early marriages | 8 | 20.5 |
| Female genital | 16 | 41 |
| Sexual harassment | 6 | 15.3 |
| Negative language and derogatory remarks | 0 | 0 |
| Total | 39 | 100 |

(Source: Primary data)

The table 4.2, above indicates categories of gender inequality which include cultural beliefs, early marriages, female genital, sexual harassment , negative language and derogative remarks. Out of (39) respondents (9) respondents which are (23%) participated.

Figure 4.1 Percentages of form of gender inequality in primary school



23% - cultural beliefs

20.5% - early marriages

41% - female genital mutilation

15.3% - sexual harassment

In the above chart, the data indicates that majority of respondents said female genital mutilation, is the form of gender inequality which representing (41%) of the population while (23%) said cultural beliefs is the form of gender inequality in primary school enrolment and (20.5%) said early marriages while (15.3%) said sexual harassment and non respondent said about negative language and derogatory remarks as form of gender inequality in primary school education and in the community.

From the findings, the majority of people said that the most common form of gender inequality in primary school education, they said that, female genital mutilation as forms of gender inequality in Getembe primary school enrolment is predominant. Representing majority of people, who only knew female genital mutilation as the major form of gender inequality in secondary education as well as in the community.

4.3 Causes of gender inequality

The causes of gender inequality in primary school are presented in relation with the objective of the study as presented below

Table 4.3 Causes of gender inequality

| Causes | Frequency | Percentage |
|------------------------------|------------------|-------------------|
| War | 2 | 5.1 |
| Traditional values and norms | 4 | 10.2 |
| School system | 6 | 15.3 |
| Distance to and from school | 1 | 2.5 |
| Parent attitude | 19 | 48.7 |
| Poverty | 7 | 17.9 |
| Total | 39 | 100 |

(Source: primary data)

Among the causes of gender inequality as data indicated above, only (2) respondent which is (5%) said war is the cause of gender inequality in primary school education and in the community. While (4) a respondent which is (10.2%) said traditional values and norms causes gender inequality in secondary enrolment and in the community.

Also (1) respondent which is (2.5%) said distance to and from school causes gender inequality while (19) respondents which is (48.7%) of respondents said parents attitude causes gender inequality in primary school education and in the community,

and (7) respondents representing (17.9%) of respondents said poverty causes gender inequality in primary school enrolment and in the community.

In the finding therefore, majority are the parents who cause gender inequality in primary school education and in the community in Getembe division

Table 4.4 parents attitudes towards educating females.

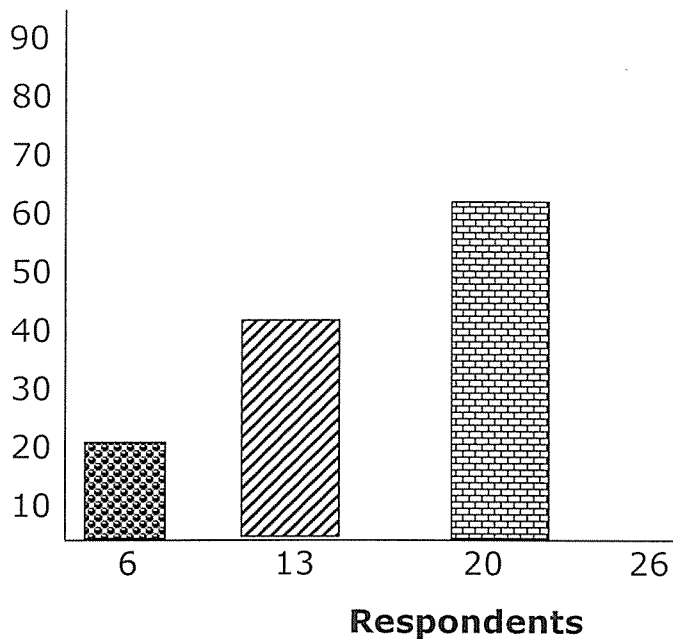
| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Negative | 20 | 51.2 |
| Constant | 6 | 15.3 |
| Positive | 13 | 33.3 |
| Total | 39 | 100 |

(Source: Primary data)

Table 4.4, above indicates parents attitude towards educating females. According to the finding (20) respondents which is (51.2%) have negative attitude (6) respondents which is (15.3%) have constant attitude towards educating females while (13) respondents which is (33.3%).Representing parents have positive attitude toward educating females in primary school education.

Figure 4.2 Percentage of parent's attitude

Percentage



Source: Primary data

The data indicated above (20) respondents representing (51.2%) of the parents have negative attitude towards educating Female child secondary education.

In the findings, majority of parents in Getembe division do not prefer educating females in primary school meanwhile some parents do not know girls right to education while others regard primary school as a place of distorting traditional values and norms of the society.

While (15.3%) of the respondents, had both negative and positive attitudes towards education. In the findings, therefore, parents in Getembe division, who initially send their female children to school, later, withdraw the same children from school, and this leads to gender inequality in school enrolment.

Also (13) respondents which is (33.3%) representing parents who have positive attitudes towards educating girl child in primary school education .In the findings, therefore representing parents who know the significance of educating females. Similarly Statham (1996) stated that “*Education begins at family level then at school*”

4:4 Impact of gender inequality

The findings on the impact of gender inequality are presented in line with the objectives of the study which is indicated below.

Table 4.5 Impact of gender inequality

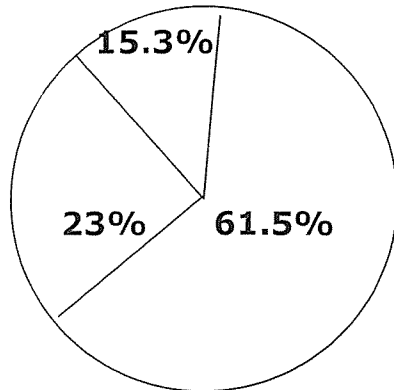
| Impact | Frequency | Percentage frequency |
|----------------------|------------------|---------------------------------|
| Illiteracy | 9 | 23 |
| Drop – out of school | 24 | 61.5 |
| Vulnerable to health | 6 | 15.3 |
| Total | 39 | 100 |

(Source: primary data)

The table (4.5) indicates the impact of gender inequality in primary school education and in the community, out of (39) respondents (9)respondents which is (23%) illiteracy found to be the impact of gender inequality while (24)respondents which is (61.5%) drop-out of school was the highest impact of gender inequality in primary

school education and (6) respondents which is (15.3%) vulnerable to health seemed to be the impact of gender inequality in the community.

Figure 4.3 Percentage of impact of gender inequality



Source: Primary data

15.3 % - Vulnerable to health

61.5% - Drop- out of school

23% - Illiteracy

From the chart above, indicating (23%) respondents said illiteracy is an impact of gender inequality in primary school education while (61.5%) said school drop out is the major impact of gender inequality in primary school enrolment.

From the findings, majority of female pupils in Getembe division drop out of primary school education hence has led to the gap between females and males in education enrolment. While (15.3%) representing respondents who said vulnerable to health is one of the impacts of gender inequality in primary school education.

Table 4.6 Number of female and male school drop outs.

| Educational level | Frequency | | Percentage | | Total frequency | Total percentage |
|---------------------|-----------|-----------|-------------|-------------|-----------------|------------------|
| | Female | Male | Male | Female | | |
| Form one | 5 | 9 | 12.8 | 23 | 14 | 35.8 |
| Form two | 2 | 17 | 5.1 | 43 | 19 | 48.7 |
| Form three | 0 | 1 | | 2.5 | 1 | 2.5 |
| Form four | 1 | 4 | 2.5 | 10.5 | 5 | 12.8 |
| Ground total | 8 | 31 | 20.5 | 79.4 | 39 | 100 |

(Source: primary data)

The data indicates that out of (14) respondents, which is (35.8%) of the total pupils; In form one, (23%) female pupils drop out of school while only(12.8%) male pupils drop out.

In form two (43%) female's drop out of school and (15%) males drop out. while the data in form three indicates that (2.5%) female drop out of school than male pupils.

In form four, out of (12.8%) of total pupil (10.2%) females drop out of school than male representing (2.5%) of the male pupils who drop out of school.

In the findings, majority of female pupils drop out of school enrolment in Getembe division representing (79.4%) of the total population in the school starting from form one up to form four. While (20.5%) male pupils drop out of school representing male from one to form four. Therefore in Getembe division males stay longer in the school than females.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, RECOMMENDATION AND CONCLUSIONS

5.0 Introduction

This chapter presents general conclusions drawn from the whole process of this study and it identifies areas for further study.

5.1 Summary of Major Findings

Majority of people according to the findings are not aware about gender inequality in both the primary schools and in the community.

The study also revealed that, (79.4%) of the female pupils in primary school education drop-out of school. This is mainly due to pregnancy, lack of school fees and early marriages. This has had a significant effect on primary school enrolment and as a result, it has greatly contributed to gender inequality.

Illiteracy has contributed much to gender inequality in primary school education, because, some parents have a negative attitude towards educating the female child,(51.2%). The findings further revealed that, the majority of parents do not know the significance of educating the female child. This has led to the abuse of the girl child's right to education.

5.2 Conclusion

Majority of the people are not aware about the existence of gender inequality in primary school enrolment. The forms of gender inequality that are most predominant in Getembe division range from: female genital mutilation; early marriages; and

sexual harassment. This has largely contributed to the high drop-out rate especially of the girl child in schools.

Due to sexual violence, female pupils have been vulnerable to the transmission of diseases most especially, HIV/AIDS. This disease has disrupted education for all pupils but more for girls who appear to be more susceptible to the infection.

Gender inequality in primary school education, has led to the increase of illiteracy in Getembe division. This can be seen as a humiliation of female's right to education.

Majority of uneducated parents in Getembe division have negative attitude towards educating female child in primary school education.

5.3 Recommendations

In light of the findings from the field study, the following recommendations were drawn.

Girls should be encouraged to value education and participate in class actively in the interest of not dropping out of school.

Parents and primary teachers should be encouraged to educate girls. More practical subjects should be introduced into the primary school curriculum, so that girls and parents feel that these subjects are relevant and therefore, worthy investing in education.

Sexual violence in forms of: rape; female genital mutilation; need to be discouraged in order to save the number of female pupils who die of pregnancy related conditions like bleeding, will ensure gender balance in primary school education.

The ministry of education should put in place strategies of enrolment of female pupils in the greater numbers and also increase their opportunities in secondary education with along term goal of maintaining gender balance.

Also the government of Republic of Kenya should set up more primary schools exclusively for girls, to ensure they are secure while receiving education.

Churches and other partners in the education sector, need to put much effort on addressing gender inequality in primary school education, as well as in the community, this will uproot all gender based violence.



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APPENDIX A: QUESTIONNAIRE

Dear respondent,

This questionnaire is seeking information for academic purposes only and the information obtained from this questionnaire is to be treated with utmost confidentiality.

So please spare some time to it from this questionnaire

(please Fill and tick where necessary)

SECTION A

1. age of respondents -----
2. your profession -----
3. sex -----
4. place of residence -----

SECTION B

1. Which sex do you think is more educated in this division

2. Male

3. Female

4. Give reasons as to why -----

5. Is there inequality facilitation between boys and girls in the primary school -----

6. For girl child and boy child whom do you give first priority to go for secondary education-----

7. Give reasons as to why -----

8. Why females pupils are few than males in primary school-----

9. a) Do parents in this community send their girls for secondary education -----

10. b) If not what is the reason as to why -----

11. Is there any good relation between pupils and teachers particularly girls in the secondary school -----

12. How many primary schools are in this division-----

13. What is the distance between the primary school to another -----

14. Which economic activities dominate the division -----

15. What is the percentage between girls and boys who drop out in primary school-----

16. Is there mechanism that the ministry of education/ school themselves have put in place to reduce the percentage offering Arts and science subjects.-----

17. For how long are these primary school have been in existence in the division-----

18. Are there many different professional that had been produced in this schools-----

19. What is the percentage between boys and girls who finish primary school education-----

20. Why many females pupils drop out of school -----

21. What are the reasons behind -----

22. What are the solutions do you think of gender inequality in your society

