GENDER INFLUENCES ON GIRL CHILD EDUCATION IN SELECTED

PRIMARY SCHOOLS OF MIRIGAT ZONE, BARINGO DISTRICT

IN KENYA

BY

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DECLARATION

I declare that this is my original work and has never been presented for any award.

Signature....................................... Date..22/4/2010..

PETER CHEBON CHANGOLE

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APPROVAL

This report resulting from researcher's effort on **influence of gender on girl's child education in selected primary schools of Marigat zone Baringo district in Kenya** was conducted under my supervision with my approval. It is now ready for submission to the academic board ready for submission to the academic boards for the award of a bachelor's degree in primary education of Kampala International University.

Signed ....   Date. 22|4|10 ....

MRS. TALIGOOLA DEBORAH NABUSETA

SUPERVISOR

73/100

DEDICATION

I dedicate this piece of work to my family members, relatives and my friends who tirelessly supported me in prayers, encouragement and more so financially. They contributed a lot all the time through out the two years of my study.

ACKNOWLEDGMENT

First and foremost I give thanks to almighty God for his Mercy and grace granted to me during this time of my degree course and through this research project.

I would like to thank my supervisor Mrs. Taligoola Deborah Nabuseta for being there for me whenever I needed her and also offering her professional advice whenever necessary.

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ABSTRACT

This study was carried out to investigate on gender influences on girl child primary education in Marigat zone, Baringo district in Kenya. The following objectives guided the study: to find out how parents have influenced gender disparities in girl child education performance; to investigate the influence of society on gender disparities in girl child education; to find out the influence of schools on gender disparities in girl education. Respondents were selected randomly and qualitative and quantitative methods were used in the study. Findings showed that more of observation made on the sanitation in schools, the toilet facilities appeared to be in a fair condition in such a way that they would not be a factor to repel the girls away from school as cited earlier on. Also the ratio of female to male teachers, there were more females than the male. This once again highlighted the gender stereotyped choices of carriers. About assigning of domestic roles it was established that girls received more domestic work, than boys this revealed how the girls were over burdened with. Conclusions and recommendations were also made.

DEFINITION OF TERMS

Gender

Social differences between men and women

Equity

That right of all individuals to equal educational opportunities and access eradicating any prejudices.

Discrimination

Restriction or denial of rights privileges and choice based on ones gender

Stereotype

An inaccurate, fallacious but commonly held opinion by members of a particular group

Sex

Biological differences between girls and boys sexual organs.

CHAPTER ONE

1.0   Introduction

Equitable education for both boys and girls has been observed to be an essential tool for individual and national development. And literacy for women is now regarded as an important key to improving health, nutrition, increased agricultural production and to empowering women to participation in decision making in society. Therefore any effort to improving access to this social right is intended to remove barriers to economic development of any economy (Dragon, 2003).

In Kenya, Free Primary education has implemented to help all the children of this nation to access free basic primary education regardless of their background characteristics. Research however indicates that fewer girls are completing primary schooling than boys (Filmer, 2006).

One the barrier preventing girls to accessing their social right of education has been observed to be the fixed characteristics of gender. According to the World Bank Report (2006), gender inequalities arise from the different risks that are faced by men and women, boys and girls from various social groups as well as the geographical entities.

Santrock (1994) described gender as those socio-cultural dimensions of being male or female. Few aspects of children development are more central to their identify and to their social relationships than gender. One aspect of gender which bears special attention is that so called the gender roles which is a set of expectations that prescribes how females or males should think, act and feel. In short children's ideas about gender guide their behavior (Berndt, 1992).

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Society, parents and teachers at school have been blamed by researchers on gender for communicating their gender stereotyped expectations to both boys and girls (Ormond, 2003; Bystydzienski, 1992 and Kauchak, 1995). This of course has had a great influence on the girls attribution towards classroom events, their attitude towards certain subjects and consequently their motivation and most important their educational attainments in future.

Research conducted locally in Kenya indicate that fewer girls are enrolled in school than boys and the dropout fate of girls is slightly higher than that of boys (Ngaroga, 2006). This research has therefore been undertaken to investigate the factors responsible for influencing gender disparities in primary education.

1.1 Statement of the problem

Despite the effort of government of Kenya to implement Free Primary Education for all children from diverse walks of life, research has shown that fewer girls have enrolled in primary schools than boys. Even those who have enrolled do not complete the primary schooling rate and their performance in science subjects is much lower than that of the boy. This undermines the achievement of the millennium development goals which was set to enable children complete a full course of primary schooling, hence the need to conduct this study.

1.2 Purpose of the study

This research was carried out to investigate on gender influences on girl child primary education.

1.3 Specific objectives

The following objectives guided the study:

1. To find out how parents have influenced gender disparities in girl child education performance.
2. To investigate the influence of society on gender disparities in girl child education
3. To find out the influence of schools on gender disparities in girl education

1.4 Research questions

The following questions were adopted to guide this research:

1. How have parents contributed to gender disparities in primary education?
2. What is the influence of society on gender disparities in primary education?
3. Have schools been responsible for perpetuating girl child education disparities?

1.5 scopes

This study was conducted in Marigat zone, Baringo district of Kenya to investigate the structural and institutional influences on gender based education inequalities. The study set out to find why some girls are not accessing the otherwise free primary schools, with a focus on gender factors. The study examined the factors present in society, family and schools which disadvantage girls from benefiting from free primary schools. The study begun in August 2009, and ended in April 2010.

1.6 Significance

Once disseminate, the following categories of people are expected:
Ministry of education will benefit from the information in this report because it is an eye opener on how specifically the school environment gender imbalances in terms of educational attainments of boys and girls.

The teacher who teach the two different gender and through interaction with their learners and end up stereotyping them. This report will act as means of sensitizing the teachers on how to balance both gender when carrying out instruction.

To the researcher who wishes to gain an in-depth understanding of gender disparities and how they influence learners educational attainment of girls.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter examines theoretical explanations put forward by different scholars, about gender and its influences on developing human beings.

2.1 Theoretical framework

2.1.1 Cognitive development theory of gender

According to the cognitive developmental theory of gender, children's gender typing occurs after they have developed a concept of gender. Once they begin to consistently conceive of themselves as male or female, children often recognize their world on the basic of gender. Based on Piaget's theory and initially proposed by developmentalist Lawrence Kohlberg (1966), the cognitive developmental theory of gender proceeds in the following fashion:

A young girl decides, "am a girl, I want to do girl things; therefore the opportunity to do girl is rewarding". Having acquired the ability to categorize, children strive toward consistency in using categories and their behavior.

Kohleberg's cognitive developmental theory emphasizes that man changes in gender development occur in childhood. According to Kohlberg, children's ideas about gender guide their behavior. They value things and objects of behaviors as they believe are appropriate for their gender (Berndt, 1992).

2.1.2 Gender schema theory

According to Santrock (1998), a schema a cognitive structure, a network of association that organizes and guides individual's perceptions. A gender schema organizes the world in terms of female and male. The gender schema theory organizes states that an individual's attention and behavior are guided by an internal motivation to conform to gender based socio-cultural standards and stereotypes. According to the Gender Schema theory, gender typing occurs when individuals are ready to encode and organize information along lines of what is considered appropriate when individuals are ready to encode and organize information along the lines of what is considered appropriate or typical for males and females in society.

The theory emphasizes the active construction of gender but also accepts that societies determine which schemas are important and associations involved. In most cultures, these definitions involve a sprawling network of gender linked association, which encompasses not only features directly related to female and male persons such as anatomy, reproductive function, division of labour and personality attributes.

As a real-life example of gender schemas influence of girls include: girls in Kenya are regarded as a subordinate gender whose role is to bear children and carryout domestic work at home. Infact more domestic chores are given to girls than boys. When it comes to school activities girls have a tendency of performing poorly in science subjects than boys. Further more girls are supposed to be more humble than girls.

2.2   The concept of gender stereotypes

Gender stereotypes affect our impressions and beliefs about females and males. All stereotypes whether they are based on gender ethnicity or

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other groupings refer to an image of what the typical member of social category is like. The world is extremely complex. The use of stereotypes is one way we simplify the complexity. For example in Kenya women are a subordinate gender. And right from childhood, girls are aware that they are inferior to boys, and this can greatly affect their behavior and decisions thy make.

2.3 Factors influencing gender disparities in primary education

Gender differences in boys and girls realization of education have been the focus for a number of researchers. Research estimates that of the 72 million children out of school in developing countries, majority of them are girls (UNESCO, 2007). Among the factors responsible for this phenomenon have been categorized as environmental by Santrock (1994). Within the environment there are the parents of these children, the society in which they live and the schools in which girls grow that they receive socialization (Kauchack, 2002).

2.3.1 Parental influence on gender disparities in education

Parents by action and example influence their children's gender development. During the transition from childhood to adolescence, parents allow boys more independence than girls and concern about girls sexual vulnerability may cause parents to monitor their behavior more closely and ensure that they are chaperoned (Wood, 2001).

Parents often have different expectations for their adolescent sons and daughters especially in such academic areas as Mathematics and science. For example many parents believe that mathematics is more important for their son's futures that for their daughters and their beliefs

influence the value which children place in mathematics achievement (Eccles, 1987).

The cultural outlook in most cases favors men over females and when it comes to education, indeed whenever adverse economic conditions prevail, girls are withdrawn from school first (Kabeer, 1994) there existed discrimination according to gender in schools for more than two decades, and believed that many educators are unaware of the suble ways in which gender infiltrates the school environments. The two scholars lament that girls' learning problems are not identified as often as boys. More so, boys are given the lions share of attention in schools than girls. Kabeer (1994) also noted that the school systems continue to stereotype female students to traditional carriers of nursing, secretarial and home management which tend to be low paying. Science is still considered a preserve of men as fewer women like men, need skills that will make them self reliant, facilitate personal entrepreneurship and facilitate them to compete in the job market. The curriculum and literature used in schools reflect gender bias and stereotyping. This is compounded by gender insensitivity of the teachers and the management of educational institutions.

2.3.2 Gender stereotyping and girl child education

Santrock (1998) describes gender stereotypes as broad categories that reflect our impressions and beliefs about females and males. According to this scholar the world is complex and everyday we are confronted with thousands of different stimuli. The use of stereotypes is one way we simplify this complexity. If we assign a label to someone, we then have much less to consider when we think about the individual. He cautions that however, once labels are assigned they are difficult to abandon even in the face of contradictory evidence.

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In the context of families, girls are usually assigned exploitative domestic chores compared to what is given to boys. This of course lives the former with almost little or no time to concentrate on their academics, accomplish their assignments on time. Stereotypes often are negative and sometimes involve prejudice and discrimination.

2.3.3 School and teacher influence on girl child education

Myra Sadker and David Sadker (1994) who studied gender discrimination established that girls learning problems are not identified as often as boys are. Secondly boys are given the lion's share of attention in schools and pressure to achieve is more likely to be heaped on boys than girls. The same researcher also observed that many educators are unaware of the sutle ways in which these gender inequalities infiltrate the school environment.

Further more, most schools consist of masculine learning environments, which appear best suited for the learning style of average boys than that of girls. Infact primary school learning provide a more impersonal learning environment which meshes better with the autonomous orientation of boys than with the relationship, connectedness orientation of girls (Santrock, 2001).

Wood (2001) also observes that schools perpetuate gender inequalities, because educational institutions reflect the gender stratification of the culture at large and encourage the public to see the unequal status and value assignment to girls and men as normal. The actual organization of schools communicates strong messages about the relationships among gender, identity, value and opportunities. From the earliest experience in schools, Wood (2001), highlights that is the males have authority and

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usually a male is the head person. The head prefect in almost all primary schools is a boy and not a girl. Even women teachers hold the subordinate positions in schools.

Wood also noted that when it comes to school athletics, once again more boys have positions of high status and authority.

The curriculum content used in primary schools also shows some gender bias. A number of studies have shown that academic curricular at all educational levels are permeated by materials that communicate gender stereotypes (Ormond, 2003). For more than25 years, reports have documented pervasive and persistent sexism in instructional materials and particularly in the language used in teaching and learning settings. More male characters feature in teaching materials compared to female. And when the female characters are featured they are portrayed as passive, marginal, dependent, compared to males who are referred to as active, successful and standard (Kauchack, 1998; Ormond, 2003).

2.4 Societal values, beliefs and norms and gender related disparities in primary education

According to Mingat and Tan (2000), in many developing countries, girls have fewer opportunities for schooling than boys. And where education systems are poorly developed only a tiny population of girls receive any schooling at all. These patterns are both inequitable and inefficient. This however is not automatic. There are factors responsible for this. Dimaggio and Powell (1991) highlighted cultural norms. According to the two researchers when a pattern of behavior becomes widely accepted, within a particular social institution and taken for granted in society. It is regarded as an institutional norm. the two went on to state that

institutional norms are responsible for constraining peoples behavior by making some lines of action unmistakable.

Ngaroga (2006) also throws more light on this by mentioning that gender is a social construct. That society has created differentiations in terms of values, aspirations and expectations that boys and girls should have when they grow in any given social-cultural context. For example, Antrobus (1989) observed and reported that the cultural outlook in many cases favours men over females, when it comes to education. Indeed, whenever adverse economic conditions set in and prevail, girls are withdrawn from school first. In the same study, it has been reported that women are regarded as a subordinate gender, and because of that, most cultures in Kenya assign food production and family care roles to women while men are entrusted with the bulk of decision making responsibilities as heads of households.

In the context of girls' education, it's the girls who are assigned exploitative domestic work. This reaps them enough time for schooling and completion of assigned classroom tasks. This of course greatly affects their performance. Ngaroga further more highlights that incase of illness at home or when a mother is overburdened by household, more often than not, it is the daughter who is withdrawn from school to help, in what he terms as child labor.

UNICEF (1989) also pointed out that the factors responsible female illiteracy and in particular female dropout are lack of school fees and parents preference for boys education. We learn from some researchers like D. Maggio and Powell (1991) that some girls have been married off by parents because, society believes women belong to the Kitchen and not in classrooms.

Dropout rates of both boys and girls reveal that more girls drop from school than boys (Ngaroga, 2006).

From the conflict perspective of culture, the cultural values beliefs and traditions of any society are not necessarily a product of consensus and social needs. Instead in all societies culture is highly complex with many strains and contradictions that reflect conflicting groups interests and needs (Thompson, 2002). Culture has been used to justify and keep women subordinate. Gender inequality is still justified by cultural and religious explanations. Culture is so powerful enough that it has permeated even education system in such away that the education policies themselves are gender biased.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methods used to collect data. It discusses the design, study area, sample size and sampling procedure, instruments, data collection procedure and data processing and analysis.

3.1 Research design

This study used a descriptive survey. The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

3.2 Study area

This study was conducted in selected primary schools of Marigat zone, Baringo district in Kenya.

3.3 Sample framework

3.3.1 Sample size

This study obtained information from learners aged 12 and above and teachers were used for this study.

3.3.2 Sample technique

Using a convenient sampling technique, a total of thirty two respondents were picked at random to participate in this study.

3.3.3 Sample procedure

In carrying out the research, the researcher obtained a release letter from the course administrator which he presented to the schools under study.

3.4 Methods for data collection

3.4.1 Instruments

Questionnaires

These were used to extract information from teachers, learners and interviews for parents. Open ended questionnaires were suitable for investigating deeper the subject matter. Observation was also done on the status of the children.

3.4.2 Sources of data

This study used both primary and secondary data. Primary data were collected using questionnaires and interviews were carried out with both learners and teachers. Secondary data were gathered through document analysis in the form of reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

3.5 Data processing and analysis

Qualitative data involved three sets of activities which included; editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from interview guides

ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded onto coding the various responses given to particular questions that lack coding frames, she then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data were then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The research was conducted to examine the structural and institutional influences on gender disparities in primary education. The following objectives guided the study:-

i. To find out how parents have influenced gender disparities in girl child education performance.

ii. To find out the influence of society on gender disparities in girl child education.

iii. To find out the influence of schools on gender disparities in girl child education.

This chapter presented the data collected from the field and analyzed it.

4.1 Parental influences on girl child education

According to Wood (2001), parents by action and example influence their children's gender development in that parents allow the boys more freedom than girls. Girls were asked if they are imposed on much by their parents.

Figure 1: Presents respondents views on parental guidance of girls in of liberty
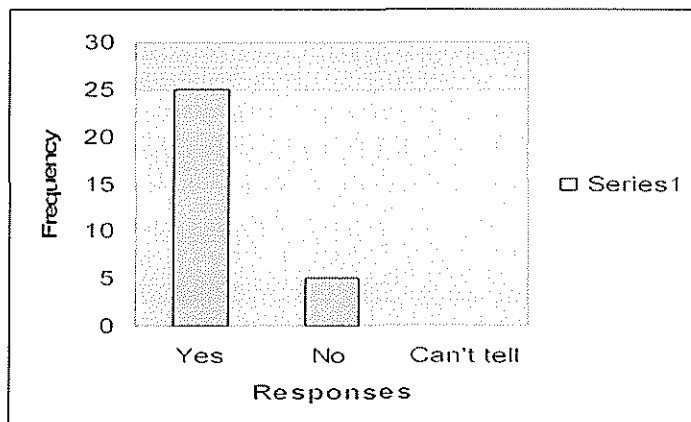
Source: Field data 2010

Based on the data collected about independent f girls, 25 girls contributed that their parents were much interested in what they did and closely monitored their behavior than boys. This shows how gender biased their parents was.

4.1.1 Gender and parents educations for their children

According to Eccless (1987) parents have different expectations for their sons and daughters especially in academic areas. The researcher therefore wanted to find out what expectations parents had for their daughters.

Table 1: Presents respondents views about what parents expect their daughter to derive out of education

What parents want daughter to in future	Frequency
Teacher	4
Nurse	3
Accountant	1
Did not mention anything	24
Total	**32**

Source: Field data 2010

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From the data above, four girls said their parents wanted them to be teachers, three said they wanted the girls to do nursing, one said she had to become an accountant, but the twenty four said their parents did not suggest any thing.

Interpreting the analysis, two issues were discovered first no parent wanted their girls to do engineering and second some parents did not have any future suggestions for their daughters. It appeared that they did not think education was for girls.

4.1.2 Gender and allocation of domestic work at home

Gender biases can also be traced at home, in the amount of work assigned to girls compared to boys. At times boys receive little and simple tasks, leaving girls to labour with the rest of it. The researcher had to find out whether the case by asking the girls about how much work is given at home.

Table 2: Presents the work activities carried out at home by girls and boys

Domestic chores given by gender	Girls	Boys
	Fetching water	Digging
	Cooking	Collecting water
	Collecting firewood	Grazing goats
	Looking after children	
	Digging	

Source: Field data 2010

Data in table 2 reveals that girls were given more domestic tasks compared to boy. Findings show that cooking/preparing of food and collecting firewood was not a boys task but rather for girls. This shows how girls have been over burdened with domestic chores, leaving them with almost to time to rest or even complete their classroom assignments.

4.1.3 Parental expectations for girls and school dropout

Kabeer (1994) cited that the cultural outlook, in most cases favour men over females and when it comes to education, whenever adverse economic conditions prevail, and girls are withdrawn from first. Girls were asked if some of their peers had dropped out of school.

Figure 2: Presents the prevalence of girls' school dropout
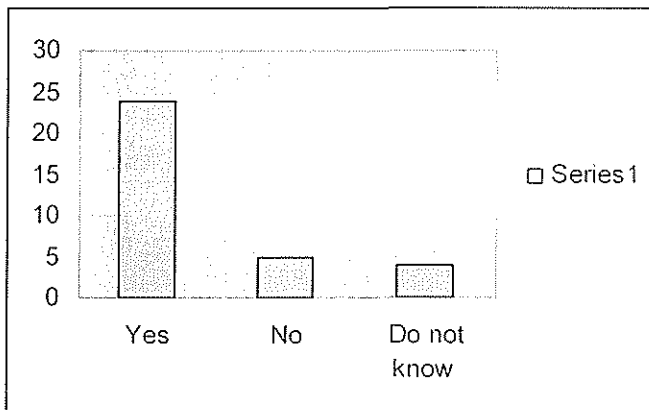
Source: Field data 2010

In figure 4.3, twenty four girls contributed that some of their colleagues had dropped out of school, five girls said they did not know about any girl who had left school and the remaining said that they did not know.

The above finding highlights the gender stereotypes which have continued to force girls out of school early.

4.1.4 Gender and early marriages

According to Santrock (1998) gender stereotypes are those broad categories that reflect peoples impressions and beliefs about female. For example the African culture perceives women to belong to the Kitchen, consequently young girls have been forced to go and marry. The research also investigated this.

Figure 3: Presents any cases of early marriages
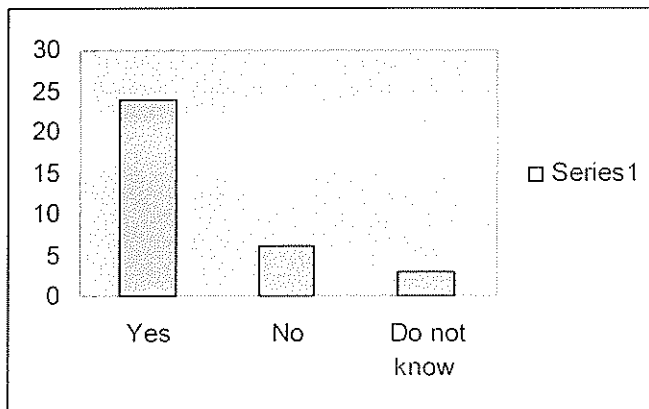
Source: Field data 2010

From the above findings it is evident that some girls had been married off by their parents or they may have chosen to go for marriage. Five girls said they did not know of any girl who had been withdrawn from school and married off.

Findings in the above analysis early marriages have deprived the young girls of their fundamental right to education as earlier on cited by (UNICEF, 2003).

4.2   Influence of Schools on gender disparities in education

Educators are unaware of the suble ways in which these gender inequalities infiltrate the school environment. Within the school environment, gender inequality translates into discrimination. Evidence of gender discrimination may be found in the teacher-pupil and peer group interactions as well as in gender stereotyped text books and learning materials.

4.2.1 Gender and teacher expectations of girls

Teachers in primary schools have different expectations for their pupils in such a way that the teachers expect the girls to be weaker in science subjects than boys such beliefs influence the aspirations for success in those particular subjects. Sadker and Sadker (1994) girls were asked about whether their teachers encouraged them to take science subjects seriously.

Figure 4: Presents teacher expectations of girls performance in science subjects
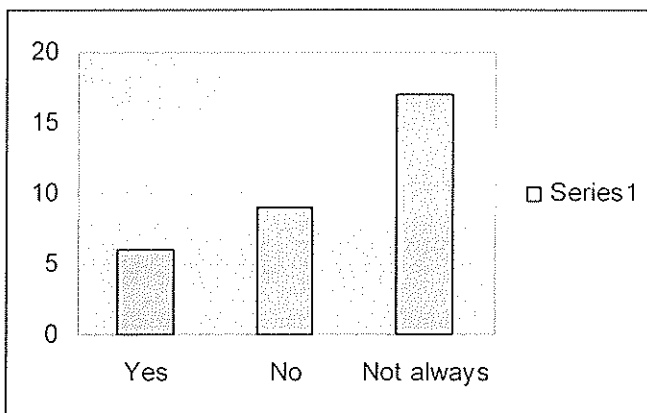
Source: Field data 2010

From the evidence in the analysis in figure 4, only six girls said that their teachers encouraged them to science subjects, nine others said that they

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were not encouraged by their teachers at all and the remaining seventeen said their teachers sometimes encouraged them but not always.

Findings above highlight the gender stereotypic attitudes which teachers hold towards girls performance in science subjects. Once again this lowers their motivation and aspiration for success in subjects like Maths and science. This finding could be used to answer why girls in Kenya have persistently scored lower marks in mathematics in KCPE

4.2.2 Gender and school learning environment

Schools have been observed to consist of masculine environments, which appear best suited for the learning style of average boys than of girls infact primary school learning provide a more impersonal learning environment which wishes better with the autonomous orientation of boys than with the relationship and connectedness orientation of girls (Santrock 2001). The researcher made an observation on the study materials and compiled a table.

Facility	Observation made
Books	Books contained more pictures of boys than of girls
Language used in book	Authors made examples of boys than of girls
Sanitation	Toilets and bathrooms were not all that very clean and some
Seating arrangement	The boys were seated mixed together in class.

Source: Field data 2010

From the observation made by the researcher findings showed that up to now the text books used in learning had more pictures of males than of girls. The authors had used case studies of males than those of females. The toilets were in a fair condition not very bad enough to repel or to discourage girls from attending school. Boys and girls were seated mixed up to allow free interaction.

The above observation exposed a problem of schools failing to adapt the pupils study materials according to gender. According to Wood (2001) such gender biased study materials communicate strong messages about the relationships.

4.2.3 Female to male teacher ratio

It became apparently important to establish the number of male teachers compared to that of women. This was because researcher had investigated and established that in educational institutions there exists gender stratification in the organization structure, where most of the top administrators tend to be male (Wood, 2001).

4.2.4 Observation on the number of female teachers compared to that of male

It was observed that more female teachers existed in almost all schools compared to that of male. This could be attributed to the factor of gender biased choice of carrier, whereby female tend to prefer teaching to any other kind of work.

4.3   Societal influences on gender disparities

While equality in educational provision perpetuates power imbalances between women and male, the structural inequalities that characterizes relationships between genders in the Kenyan society affects educational opportunities. Inequality based on gender differentials is reflected also in the values and practices such as early marriage and girl child pregnancies as well as youth initiations.

The researcher therefore investigated whether there were children who had been affected by initiations. Girls were asked if they had undergone any form cultural initiation such as circumcision or any other. Furthermore they were asked if they know of any of their peers who had undergone the same.

Table 3: presents the responses on cultural practices on gender

Cultural practices	Yes	No	I do not know
Do to practice FGM	21	12	-
Have you undergone the initiation	4	28	-
Do you know of any of your colleagues who has undergone the initiation	29	4	-
Do you know of any of the girls who has left school because of this	8	24	-

Source: Field data 2010

According to the girls, said in their culture they practiced FGM, twelve said they did not. Four girls said they had.

The analysis shows that in the study area, girls were initiated although others did not practice it. Secondly fewer girls had undergone initiation

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and the rest had not. There were a number of girls who these girls knew had been initiated before and some girls had left school because of this experience.

The above finding shows that girls in the society are put at a greater risk and many of them have had to drop out of school or could miss school because of initiation hence the poor performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0   Introduction

This chapter summarizes the findings of the study in chapter four, concludes and makes recommendations.

5.1   Summary of findings

Gender school and disparities in girl child education

Findings highlighted that within the school environment, there were many gender stereotyped messages which were being communicated. The researcher discovered that the study materials such as books; the pictures used, the language of the author all communicated gender stereotypes to the girls. This according to the gender Schema theory by Santrock (1998). The school has organized the world in terms of male and female yet the theory states that an individuals attention and behavior are guided by an internal motivation to conform to gender based social cultural standards and stereotypes. By girls observing the gender stereotyped learning materials there is a way they have encoded and organized information along lines of what is considered appropriate or typical for males and females.

In this case girls tend to conceive of themselves as inferior or subordinate to their counter parts the boys. This could explain the poor performance in academics.

Further more the observation made on the sanitation in schools, the toilet facilities appeared to be in a fair condition in such a way that they would not be a factor to repel the girls away from school as cited earlier on. Also the ratio of female to male teachers, there were more females than the male. This once again highlighted the gender stereotyped choices of carriers.

Parental influences on gender disparities

Findings show that up till now parents continue to closely monitor their girls activities than boys as was contributed by the 25respondents. This reaps off the girls freedom to interact with their peers. This tendency of parents being too possessive could account for the girls low-self esteem. Children with low self –esteem are less productive and this greatly contribute towards their academic performance.

Further more the study revealed that some parents wanted their daughters to grow up and take up traditional carriers of nursing, teaching or accountancy, which tend to be low paying. This shows how the parents continue to stereotype their daughters to simple carriers. Yet girls, like boys need skills that can make then self reliant, facilitate personal entrepreneurship and facilitate them to compete in the job market and be sled reliant as earlier on cited by Kabeer (1994). Findings in the that same analysis showed that the majority of the parents did not even have any expectations for their daughter, as if to think that girls do not belong to the classroom after all.

About assigning of domestic roles it was established that girls received more domestic work, than boys this revealed how the girls were over burdened with.

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Society influences on gender disparities in educational performance

The variable studied here was cultural practices which disadvantaged girl child education findings showed that a number of the girls under study had not been initiated, but they knew of their fellow pupils who had undergone female genital mutilation and some have since left school. Further findings showed that some girls had left school because they have been married off by their parents.

5.2 Conclusion

Girl child education continues to be threatened by so called socially constituted difference between male and female differences, biological differences. Many girls in primary schools continue to perform below average because often discrimination they are experiencing as a result of them being female. Parents have continued to support boy education than that of girls because they believe girls can not effectively learn and become protective members in the society. This has resulted in girls having low aspiration and motivation to work hard at school.

From evidence in this study girls are overburdened with domestic labor more than boys, leaving them with little or no time to rest and to do their homework.

This has attributed to their frequent absenteeism, poor performance and when the worst cores, dropping out of school. School themselves are places where gender stereotypes are being communicated to the girls that after all they are a subordinate gender.

5.3 Recommendations

The following are recommendations:

As teachers work to encourage high motivation in all of our learners, they have to focus their efforts in somewhat different directions for boys and

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see the relationship between their classroom performance and their long term goals. Encourage girls to consider a wide range of carrier options.

A teacher can promote productive attribution of girls by communicating high expectations for their performance. They must also attribute the girl's success to a combination of high ability and controllable factors such as effort and learning strategy. In time of failures let the teacher attribute this to factors which are controllable and easily changed.

All students both boys and girls have the rigt to attend school whose environments are free from harassment and discrimination. As teachers we need to avail teachable moments by helping children learn to appreciate the dignity of the other children. Schools can address the problem by holding assemblies, creating peer support groups requiring seminars for teachers and insisting disciplinary actions against repeated harassment.

many girls come to the classroom with strong social needs including a need to affiliate with others and gain their approval. Teachers can accommodate these needs by providing opportunities for group interactions. They should also express concern for pupils welfare and frequently indicate their approval of desirable pupils behavior.

As teachers work to encourage high levels of motivation in their pupils, they should focus their efforts in different directions for boys' open-mindedness about a wide variety of carrier options and demonstrate quite clearly that these options are with effort and appropriate strategies well within their grasp.

Teachers should look for strengths in every pupil. Sometimes pupils weakness are all too evident. By ding this is an attempt to build on their strength and turn their weaknesses into strength.

Teachers should communicate optimistic and controllable attributions. Care must be taken about the attributions we make about students performance.

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APPENDICES

Appendix A: Questionnaires for pupils

Dear Pupils

I am carrying out a research on the structural and institutional influences on gender disparities in primary education. Any assistance offered to me shall be highly appreciated.

Instructions

Please tick or fill in the right answer

1. What do you want to be in future?

A nurse

A doctor

A teacher

A pilot

A secretary

An engineer

2. Why do you want to become that?

Because I want the job

Because my parents told me so

3. Do you have brothers at home?

Yes

No

4. What domestic work do you do at home?

Cooking

Fetching water

Looking after children

Sweeping the yard

5. Do your brothers also

	Yes	No	Sometimes
Fetch water			
Cook food			
Look after young children			
Sweep the yard			
Dig in the garden			

6. Do you receive the same amount of domestic work with boys?

Yes

No

If no please explain?

....

School environment and gender stereotypes

7. Do your teachers give you more attention when you are learning?

....

....

8. Do teachers encourage you to take science and mathematics?

Yes

No

If no why

....

....

9. If you give the wrong answer do your teachers allow you to try again?

....

....

10. Do you enjoy learning?

Mathematics   Yes   No

Science   Yes   No

If not why?

....

....

11. Do you sit with boys in class on the same desk?

Yes

No

12. Do you like it

Yes

No

If not why?

....

....

13. Do you sometimes play football at home and school?

Yes

No

If not why?

....

....

Interaction in class

There has been quite abit of research on teachers treatment of boys and girls while in class. One of the best documented findings of the past 20 years is that teachers interact more with boys in class than with girls (Woolfolk, 1998). Children were asked if their teachers gave them attention like the boys.

Table presents the analysis on teacher and girl learner interaction in class

Level of attention received by teachers	Frequency	Percentage
Very much attention		
Enough		
Not always		
Not at all		
Total		