EFFECTS OF DOMESTIC GENDER ROLES ON
PERFORMANCE OF PUPILS IN KCPE IN PUBLIC PRIMARY
SCHOOLS IN GARBA TULA DISTRICT, KENYA.

By
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A Research Project Submitted in Partial Fulfillment for the
Degree of Master of Education in Curriculum Studies.

University of Nairobi

2009
DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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DEDICATION

I dedicate this work to my late mother Boko Dida, whose love, commitment, guidance, encouragement and unconditional support laid a firm foundation for my academic journey and inspired me all along. In addition, to my husband and our two children; Fatma Diba (daughter) and Abdimujib Diba (son) for their support and encouragement in my academic journey and their understanding during the many times they missed my presence and attention.
ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to all the university lecturers who participated in the course of my study. Special thanks go to my project supervisors Dr. George N. Reche and Dr. Rose Obae for their consistent guidance, understanding and encouragement. I would also wish to thank my brother Buke Dida whose consistent support and inspiration saw me through this programme. Last but not least, my appreciation goes to all the headteachers, teachers and pupils who participated in providing information for the study. To you all who made this work a success, I say thank you very much.
ABSTRACT

The purpose of this study was to establish the domestic gender roles and their effect on pupils’ academic performance in public primary schools in Garba Tula district. Five research questions were formulated to guide the study. The study employed a descriptive survey. The sample comprised of 17 headteachers, 187 teachers and 217 pupils. Questionnaires and document analysis were used to gather data for the study. Findings indicated that the pupils were involved in gender roles. The roles performed by the boys were those that were for men such as herding the livestock and protecting the community while those performed by the girls were those of the mothers which included cooking, fetching water and firewood, cleaning and washing and looking after the young ones.

There was a relationship between pupil’s involvement in the domestic roles and academic performance. The more the pupils were involved in the domestic roles, the more they were late for schools, the more they were not able to complete assignments and therefore the more their education was affected. Data revealed that gender roles had an impact on the school performance of pupils. Pupils had to arrive to school late, were not able to complete assignments, went to school tired and all these affected their studies hence leading to poor performance. There were differences in involvement of boys and girls in the gender domestic roles with girls being the most affected.
Based in the findings it was recommended that parents should be sensitized on the importance of education of their children hence should allow pupils go to school. They should also, get involved in the education of their children and monitor their progress. It was also recommended that boarding schools be set up where pupils would learn without interruptions of domestic roles. It was also recommended that there should be provision of necessary physical facilities which are gender sensitive so that children especially girls may be encouraged to learn. Further it was recommended that the provincial administration should enforce the law regarding education of children. Taking the limitations and delimitations of the study, it was suggested that a study to establish the relationship between parental involvement in their children’s’ education and academic performance be conducted. It was also recommended that a study to identify other factors that influence academic performance of pupils in nomadic areas be conducted. Finally since this study was conducted in one administrative division, a similar study should be conducted in other areas to test whether it yields same results.
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<th>Description</th>
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<tr>
<td>GPA</td>
<td>Grade Point Average.</td>
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<tr>
<td>ILO</td>
<td>International Labour Organisation</td>
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<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>MHSS</td>
<td>Matlab Health and Socio- Economic Survey</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NRCIM</td>
<td>National Research Council and Institute of Medicine</td>
</tr>
<tr>
<td>RoK</td>
<td>Republic of Kenya</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>TIQUET</td>
<td>Integrated Quality Education and Training</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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CHAPTER ONE

INTRODUCTION

Background to the Study

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development through generations. Education enables individuals and society to make an all round participation in the developmental process, by acquiring knowledge, ability, skills and attitudes. Education is one of the critical sources to the alleviation of poverty. According to World Bank, (2003), education is the seed and flower of development. For people, it opens up a world of opportunities, reduces the burden of diseases, poverty and gives greater voice in society. For nations, it opens doors to economic and social prosperity, dynamic workforce, well informed citizens who are able to compete and cooperate in the global arena.

Education is lever for poverty reduction and economic growth through empowering people to take charge of their lives and make informed choices which bring forth quality of life. Education gives voice to the disadvantaged and is fundamental to constructing society (World Bank, 2003). Through education people acquire knowledge, skills and attitude throughout the education system necessary for sustainable economic growth and general development. Investing in
education is therefore a pre-requisite for sustainable economic development. In addition, education develops skills and sense of aspiration, facilitates good planning and in most cases is associated with high private and social returns particularly for women as noted by Abagi (1994).

The rapid development of education and training in Kenya was an aftermath of the Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya (Republic of Kenya 1965), which emphasized combating ignorance, disease and poverty. It was based on two long-standing concerns that: (i) every Kenyan child, irrespective of gender, religion and ethnicity, has the inalienable right to access basic welfare provision, including education; and (ii) the Government of Kenya has an obligation to provide opportunity to all citizens to fully participate in socio-economic and political development of the country and also to empower the people to improve their welfare. Africa's higher education crisis has prompted the growth of private institutions. Education is a fundamental right of every person, a key to other human rights; the heart of all developments; the prerequisite for equity, diversity and lasting peace. (World Education Forum Education for all: All for Education, A Framework for Action, Dakar, April 2000).

Performance is a measurement of how much learning has taken place. It is the manifestation of learning. It can be observed and measured using various instruments such as written tests, quizzes and assessments. Then the learner’s performance level is indicated through use of marks and grades. Performance in
education is very paramount in the education of children. Failure in education translates into less pupils proceeding to higher levels of education. Performance of students in examinations is attributed to a number of factors. These include provision of physical facilities, interaction between school infrastructures and other quality dimensions, class size, effective school discipline policies, teachers working conditions, teacher competence and school efficiency, supervision and support, administrative support and leadership and use of formative assessment to improve achievement outcomes.

According to the Republic of Kenya Totally Integrated Quality Education and Training (TIQUET) referred to as Koech Report, child labour is a rampant practice that continues to keep children out of poverty at the household level. Although boys and girls differ in their physical, emotional and intellectual development, there is no evidence that these are linked. Therefore, it is unlikely that education performance is explained by biological differences. If biology were the reason, girls would not have improved significantly in certain subjects, of which boys used to outperform them traditionally. Social and cultural factors are the major reasons leading to gender differences in academic performance. These factors include students' familiarity with the subject, changes of career aspiration, gendered perceptions of specific subject, and presentational styles of boys and girls, and teachers' expectation (Gallagher, 2001).
As pupils attend to their education, they are also involved in gender roles within the family set up and also within the school (Goel and Dhalwal, 1995). More often than not, the socialization experiences of children especially in the nomadic pastoralists are geared towards their future roles as mothers, and homemakers for girls and providers for boys (Russo, 1976). This at times takes up time for the pupils including time for study which affect academic achievement. The involvement of children in household chores such as preparation of meals, cleaning of house, dish washing, washing of clothes, ironing of clothes and care of siblings which are normally attended by the housewives; and herding and other male roles has been seen to affect their academic performance (Kuriala, 1971).

Much of the recent concern over domestic chores, as is evident from the rapidly expanding literature on the subject, stems from the belief that it has a detrimental effect on human capital formation. This is reflected in the close attention that child schooling has received in several studies on involvement of children in gender domestic chores. Kanbargi and Kulkarni (1991), Psacharopoulos (1997), Patrinos and Psacharopoulos (1997), Jensen and Nielsen (1997), Ravallion and Wodon (2000), Ray (2000a, 2000b, 2002) are part of a large literature that provides evidence on the trade off between child labour and child schooling. Much of this evidence is on the impact of domestic chores participation rates, rather than child labour hours, on child schooling.

The International Labour Organisation (ILO) Convention (1973) No. 138, Art. 7(b) stipulates that light work may be permitted as of the age of 12 or 13 provided
it does not “prejudice attendance at school” nor “the capacity to benefit from the instruction received”. This raises the issue of the impact of domestic chores on schooling for children in these age groups. Children specialize in schooling early in life. Eventually, they leave school and enter the labour market full-time, whether as children or adults. Such children will experience intermediate period during which they devote some time to work while still in school. Specifically, pupils performance is affected differently by work conducted inside the household than by work in the labour market. Domestic household chores affect schooling, but poor performance in school might also impact child labor. Poor school quality and the indifference of families and students to school might cause students to enter earlier into the labor market.

Statement of the Problem

Pupils involvement in gender roles could still adversely affect school achievement by limiting time spent on homework, or it could leave the child too tired to make efficient use of the time in school. Often girls are more affected because social and cultural norms allocate the distribution of gender domestic chores such as cooking, cleaning, gardening, to girls. Further, because girls’ presence in the classroom is not honored as a “right” or the norm in many school environments, it is often girls who will be pulled from class to assist with cooking for school functions, getting breakfast or lunch for teachers, running errands, and cleaning the school yard. Such practices in the schools not only shorten the time of girls in the classroom but
also affects their morale, as the message sent is that they are more valued as servants than as students (Miglani, 1990).

The domestic nature of the pastoral community demands for frequent mobility from one place to another in search for pasture and water for their animals. At times they tend to fight with the neighboring communities for the scarce resource. To this respect, boys are prepared to be warriors at a very early age so that they defend to community. Boys are also involved in herding animals which is considered as being trained to be real men of the community. Girls too, due to the deep cultural practices in the region are still looked at as a source of wealth and providers of services. They are involved in domestic roles such as washing, cleaning, milking fetching for water and firewood which is aimed at training and preparing them for motherhood. These roles performed by pupils interfere with their education and ultimately affecting performance. The following table shows results analysis for the year 2004 – 2008.

**Table 1 Examination Analysis for Year 2004 - 2008**

<table>
<thead>
<tr>
<th>Division</th>
<th>Years and mean scores</th>
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<tbody>
<tr>
<td></td>
<td>2004</td>
</tr>
<tr>
<td>Garba Central</td>
<td>248.7</td>
</tr>
<tr>
<td>Kinna</td>
<td>234.7</td>
</tr>
<tr>
<td>Sericho</td>
<td>220.4</td>
</tr>
</tbody>
</table>
Data shows that the district has been performing dismally over the last 5 years. This study therefore aimed at establishing the extent to which domestic gender roles affect both boys and girls academic performance in public primary schools in Garba Tula District.

**Purpose of the Study**

The purpose of this study was to establish the domestic gender roles and their effect on pupils’ academic performance in public primary schools in Garba Tula district.

**Objectives of the Study**

1) To determine the extent to which pupils in public primary schools in Garba Tula are involved in domestic gender roles in Garba Tula district;

2) To determine the domestic gender roles performed by pupils in public primary schools in Garba Tula district;

3) To establish if there is any significant relationship between domestic gender roles performed by pupils and their academic performance in Garba Tula district;

4) To establish the effect of the domestic gender roles on the pupils academic performance in Garba Tula district;
5) To determine if there is any significant difference between girls and boys involvement in domestic gender role and academic performance in Garba Tula district.

**Research Questions**

1) To what extent are pupils in public primary schools in Garba Tula District involved in domestic gender roles?

2) What are the domestic gender roles performed by pupils in public primary schools in Garba Tula district?

3) To what extent do domestic gender roles affect pupil’s academic performance in Garba Tula district?

4) Is there any relationship between domestic gender roles performed by pupils and their academic performance?

5) Is there any difference between girls and boys involvement in domestic gender roles and academic performance in Garba Tula district?

**Significance of the Study**

This study attempted to provide information to education practitioners and professional peers on how gender domestic roles affect academic performance. Policy makers may find the information useful as they attempt to formulate educational policies that are gender responsive. Stakeholders in education may be
sensitized on the issue of factors that affect academic performance in public primary education. It is hoped that through the findings of the study, resolutions to alleviate the problem may be sought. The results of the study may also affect scholarly research, theory and practice, leading to an educational intervention on the issue of how gender domestic roles affect academic performance. The results may also call for further research on how gender domestic roles affect academic performance.

**Limitations of the Study**

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. In this study, the major limitation was that it was not possible to control the attitudes of the respondents which may affect the validity of the responses. This is because respondents may give socially acceptable answers to please the researcher. Another limitation was that the research was conducted in one administrative district in Kenya which is in a rural and a nomadic pastoralist setting. The rural and pastoralist setting is not likely to reflect the social class structure and attitudes of the entire country, hence the findings may not be generalized to the entire country.

**Delimitations of the Study**

The study limited itself to gender domestic roles. Delimitation is that the study concentrated itself to the headteachers, pupils and teachers only. Though parents
should have been key players in providing data for the study, they did not participate in the study. The study was limited to Garba Tula District which is a nomadic pastoralist area and not in other districts. This is because the district had been found to be the most affected district in terms of academic performance.

**Basic Assumption of the Study**

The study was based on the following assumptions

1. That parents and the community at large value the education of boys as well as for the girls.

2. The study also assumes that boys and girls are involved in gender domestic roles and that these roles have an impact on their academic performance.

3. That the respondents would be honest and competent in giving responses to the items in the questionnaires.

**Definition of Terms**

**Gender** refers to the characteristics, whether biological or socially influenced, by which people define male and female.

**Domestic Gender role** refers to a work done at home by boys and girls as pertaining to their gender

**Performance** refers to students’ grades in Kenya Certificate of Primary Education (KCPE) as rated by Kenya National Examinations Council.
Public schools refers to schools that are funded by the public and teachers employed by government corporate body or either by Teachers Service Commission (TSC)

School refers to a secondary school for providing teaching/learning instruction leading to students attaining KCPE.

Pupils refers to people who are in the process of gaining knowledge and experience in a primary school and are being instructed on the prescribed Ministry of Education (MoE) primary Curriculum.

Teacher refers to the person charged with the task of facilitating the learning process in schools through organizing and conducting instructional activities in the classrooms.

Organization of the Study

The study is organized into five chapters. Chapter one consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. The limitations and delimitations of the study are stated, followed by basic assumption and operational definition of terms and organization of study. Chapter two consists of a detailed review of related literature. Chapter three covers research methodology, research design, target population, research instruments, instrument validity and reliability. It also describes the method of data collection. Chapter four has of data analysis
and discussion of the findings while chapter five focuses on summary, conclusion and recommendations.
CHAPTER TWO

LITERATURE REVIEW

Introduction

It is a ‘boy’ or it is a ‘girl’, this is a small statement uttered at the birth of each child. The societal ramification of the designation of this biological distinction will be profound (Archel, 1992). From culture to culture being labelled male or female places immediate structure on what is deemed optional as opposed to expectation or requirement in such spheres as physical appearance, personality attributes, family roles, ethnic/ideological ritual and recreation. Male and female role prescription is based on assumption that domestic duties in their homes are majority for women (Fenn, 1978).

Pleck’s theory (1984) on male gender role development, hypothesized that gender-related behaviours and consequently gender roles develop mainly out of a persons need for social approval or as a consequence of situational adaptation. Typically the society operationally prescribes gender roles that are based on overly rigid, inflexible, inconsistent and conforming gender stereotypes and norms, yet to be perceived as psychologically mature and healthy one is expected to abide by the prescriptions.

Factors that affect both child labor and school achievement occur at the levels of individuals, families, schools, and communities and include school availability,
school infrastructure, parents’ education, family income, individuals’ natural abilities for school, community labor market conditions, and low levels of parental participation in their children’s education and in their communities (Barros and Mendonca 1996, Psacharopoulos 1997). Authors such as Gunnarsson et al. (2004), Psacharopoulos (1997), Heady (2003), Akabayashi and Psacharopoulos (1999), Stinebrickner and Stinebrickner (2003), among others, studied the effect of early child labor on student achievement test scores.

**Education of Pastoralists’ Children**

Pastoralism is a form of farming, or ranching, where one raises and tends to herd animals, including camels, goats, cattle, yaks, llamas and sheep. Pastoralism, especially in Africa is very nomadic, as one needs to move their herds in search of grazing land and water. Pastoralist, such as the Maasai, an indigenous African ethnic group of semi-nomadic people located in Kenya and northern Tanzania, have been roaming Africa for more than ten thousand years. Pastoralists’ number in the millions, accounting for a substantial part of many African nations. Across Africa pastoralists’ account for the use of approximately 40% of the land (Anker, 1999).

According to Emerson and Souza (2002b), children in pastoral communities often do not receive adequate education, and while a child’s educational needs is a must for all the children regardless of where they grow up or what type of community they live in. Children have a right to receive a basic education, and this must be
ensured jointly by the families, community and the government. Children in pastoral communities, play a vital role in the daily life of the family and community. Children as young as eight years assist in household chores, fetching water, and herding animals. Therefore, it is vital, that not only is their cultural way of life preserved, but that also their rights are ensured and protected.

**Children’s domestic roles and their education**

According to Soares (2002), the determinants of pupils academic progress can be classified into three groups of variables: those related to students’ individual and family characteristics, those related to the socioeconomic context of the school and those related to the processes and pedagogical practices of schools. As the relationship between work and school involves decisions about the child’s time allocation, the possibility exists that the low quality of schools, aligned with children and their parent’s disinterest, explains weak academic performance and induces poor families to prefer work to school. The low levels of educational achievement can result in two problems: the existence of a strong conflict between work and school and the perception that the benefits to schooling are low.

Davison and Kanyuka (1990) argue that children involvement in gender domestic roles affect is in most cases for family income. Boys become cow and goat herders in rural areas where farmers keep cattle; girls spend their time child minding their siblings, both boys and girls spend their time working on estate farms, or in family fields. Along the lakeshore, absenteeism from class and eventually dropout is
caused by demands for income generation through fishing. Children are also used for agricultural labour where people are farmers. Bryant (1990) notes that many children begin work at very early stages and are not enrolled in school at all or are involved in such roles which hinder proper participation in schools which ultimately leads to poor academic performance (Davison and Kanyuka 1990).

There is indirect evidence that child labour limits a child’s human capital development. Child labour has been linked to greater grade retardation (Sedlacek et al., 2003; Rosati and Rossi, 2001); lower years of attained schooling (Psacharopoulos, 1997); and lower returns to schooling and a greater incidence of poverty as an adult (Ilahi et al, 2003). On the other hand, some studies have found that child labour and schooling may be complementary activities (Patrinos and Psacharopoulos, 1997). A definitive answer on whether child labour lowers cognitive attainment requires direct estimation of the educational production function.

The National Research Council and Institute of Medicine (NRCIM) (1998), found no effects of working part-time on time spent on homework for U.S. tenth graders, in part because time spent on homework by United States(U.S) students is already relatively modest. Consequently, neither type of work nor hours of work per week are likely to influence the amount of time spent on homework. Work was not completely innocuous, however. Students who worked while in school experienced higher rates of behavioral problems such as alcohol and drug use and
minor delinquency. Furthermore, the study found that students who worked in tenth grade selected undemanding classes to maintain their Grade Point Average (GPA).

Some studies have found stronger evidence of adverse consequences of child labour on achievement. Singh (1998) reported that working long hours while in school did hurt standardized test scores and grades, although the effect was quite small. Stern (1997) found that working more than 15 hours per week while in secondary school led to lower grades, less time spent on homework, increased likelihood of dropout and a lower likelihood of entering post-secondary education. Similar findings are reported by Cheng (1995) and StatsCan (1994). Singh and Ozturk (2000) explored the linkage between working hours and reported that an increase in hours of part-time work lowered the number of mathematics and science classes taken, which in turn led to lower achievement in mathematics and science. Barone (1993) found that younger students working long hours performed more poorly than did working older students.

**Gender domestic roles and school performance**

Lillydahl (1990) reported that working part-time in school actually raised GPA as long as the pupils worked less than 13.5 hours per week. Working more than that had no adverse consequences on GPA. Ehrenberg and Sherman (1987) concluded that working while in college had little effect on GPA, although it raised the probability of dropout and lengthened the time to graduate. The impact of working
on learning while in high school or college in developed countries may be very much different than that for young children working in developing countries. School attainment is presumed to decrease as child labour increases because working while in school disturbs the learning of basic numeracy and literacy. The more the child works, the lower the school attainment. However, the number of studies tying child labour to test scores in developing countries is very small.

Sánchez (2003) using information on 3rd and 4th graders in Latin America found that in all 10 countries tested, performance on mathematics and language tests was lower when the child worked outside the home, and the impact became larger when the child reported working many rather than few hours. Heady (2003), made use of a special Living Standards Measurement Survey in Ghana that included information on test scores. He found that child work had relatively little effect on school attendance but had a substantial effect on learning achievement in reading and mathematics. The effect remained strong even after controlling for the child’s innate ability using the Raven’s test. Because attendance was unaffected, the adverse consequence of child labour on student learning was attributed to exhaustion or lack of interest in academic performance rather than child time in school.

Rosati and Rossi (2001) take into account the endogeneity of domestic roles in their study of grade retardation in Pakistan and Nicaragua. They found that increasing the probability of working raises the likelihood that the child has fallen
behind the correct grade for age. The study suffers from missing information on school attributes, and also from rather arbitrary exclusion restrictions used to identify gender domestic roles. Unfortunately, most of the variation in child labour is within country and not across countries, so this means of identification is somewhat crude. She found that the estimated impact of child labour on test scores becomes more negative when controls for endogeneity are used.

**Review of empirical studies**

ILO Convention No. 138, Art. 7(b) stipulates that light work may be permitted as of the age of 12 or 13 provided it does not “prejudice attendance at school” nor “the capacity to benefit from the instruction received”. This raises the issue of the impact of domestic chores on schooling for children in these age groups. Notwithstanding a large and rapidly expanding literature on child labour and gender domestic roles, there is not much empirical evidence on this issue since much of this literature has concentrated on analysing the causes of child labour rather than studying its consequences, especially for the child’s learning.

Most of the studies up to this point have focused on the relationship between gender domestic roles and school enrolment. It has been commonly observed that in many countries, the majority of working children are enrolled in school. For example, Ravallion and Wodon (2000) found that increases in enrolment in a sample of girls in Bangladesh were not associated with appreciable decreases in gender domestic roles. They conclude that the adverse consequences of child
labour on human capital development are likely to be small. However, it is possible that working children remain enrolled in school but do not attend as regularly. Several recent studies have examined that possibility. Boozer and Suri (2001) studied children aged 7-18 in Ghana in the late 1980s. They conclude that an hour of child labour reduced school attendance by approximately 0.38 hours.

Children who are already contributing economically to their family income may be less interested in academic achievement, resulting in lack of motivation that affects both their learning and their future prospects. Mohammed (1989), in his comparative study on the performance of pupils from Addis Ababa and other parts of the country, found that gender roles performed by pupils after school such as herding by boys, fetching for fire wood, fetching water had an effect on their academic performance. Tsige (2001), in her study on the performances of pupils (1998/99) to Addis Ababa primary schools found that girls were more affected in performing domestic roles especially those whose mothers were working had great impact on their performance.

According to Victoria and Mario (2006), pupils’ involvement in gender domestic roles affects their academic achievement. In a study they conducted which aimed at establishing how gender domestic roles affected their performance, they used unique data on 3rd and 4th graders in 9 Latin American countries. Least-squares estimates of the impact of children involvement on gender roles test scores were biased downward, which realized statistically significant relationship. Children
working one standard deviation above the mean had average scores that were 16% lower on Mathematics examination and 11% lower on language exams, consistent with estimates of the adverse impact of child labor on returns to schooling.

Emerson and Souza (2002) explore the impact of one child’s working on their siblings. Because earlier-born children are able to command higher wages than their younger brothers and sisters, this additional income may allow parents to send the late born siblings to school. They found that in Brazil, first-born males were more likely to work than their younger siblings. Last-born male children were less likely to be child labourers than their older siblings. For girls, first-borns are less likely to go to school than later born girls. This possibility that child labour adds schooling opportunity through income reallocations within the household has not been adequately explored.

While gender domestic roles appear to be associated with reductions in school attendance, it still does not follow that child labour lowers the development of marketable skills. Many schools in developing countries are of poor quality so that children may receive better informal or on-the-job training outside school. On the other hand, changes in attendance would understate the adverse effect of child labour on human capital accumulation if a child who attends school despite working is too tired too learn or has no time for homework.

Lillydahl (1990) reported that working part-time in school actually raised grade point average (GPA) as long as the pupils worked less than 13.5 hours per week.
Working more than that had no adverse consequences on performance Ehrenberg and Sherman (1987) concluded that working while in college had little effect on performance, although it raised the probability of dropout and lengthened the time to graduate. The impact of working on learning while in high school or college in developed countries may be very much different than that for young children working in developing countries. School attainment is presumed to decrease as child labour increases because working while in school disturbs the learning of basic numeracy and literacy. The more the child works, the lower the school attainment. However, the number of studies tying child labour to test scores in developing countries is very small.

Francavilla, Guarcello Lyon (2003). investigated the effect of work on progress in school by rural Bangladeshi children. The analysis focuses on school and work experiences (up to the end of secondary school) of individuals who were aged 15-25 at the time of the survey, irrespective of whether they lived with their families or on their own. Data for the paper come from the 1996 Matlab Health and Socio-Economic Survey (MHSS) that covered 141 villages of Matlab, a region of rural Bangladesh. The MHSS collected detailed information on the educational history, school entry age, school exit age, grades attended, completed and repeated, for individuals in the relevant age group (15-25 years). The sample size used for the empirical analysis was 2,489 individuals (1217 males, 1272 females). With regard to the research methodology the authors analyse jointly the dynamics of school and work by specifying a dynamic switching model for the sequence of school and
work outcomes for rural Bangladeshi children, up to the end of secondary school. Switching at each school level is determined by the endogenous work history of the child up to that level (Francavilla and Guarcello 2003).

A study by Edmonds and Pavcnik (2002) using a panel of Vietnamese households reveals that girls are significantly less likely to work at all school levels (except primary school). The gender difference in the propensity to work is particularly strong at the level of secondary school. Moreover, non-working girls are significantly less likely to succeed in school at any school level. Hence, there is a gender gap amongst non-working children. However, this gap disappears for working children after school entry.

Sánchez et al. (2003) using information on 3rd and 4th graders in Latin America found that in all 10 countries tested, performance on mathematics and language tests was lower when the child worked outside the home, and the impact became larger when the child reported working many rather than few hours. Heady (2003), made use of a special Living Standards Measurement Survey in Ghana that included information on test scores. He found that child work had relatively little effect on school attendance but had a substantial effect on learning achievement in reading and mathematics. The effect remained strong even after controlling for the child’s innate ability using the Raven’s test. Because attendance was unaffected, the adverse consequence of child labour on student learning was attributed to
exhaustion or lack of interest in academic performance rather than child time in school.

As the review of the literature suggests, there are very few studies of the impact of gender domestic roles on cognitive achievement at the primary level. Most studies are still in working paper form, so it is probable that there are other studies of which the researcher is not yet aware. Nevertheless, these are the gaps in knowledge of the damage caused by gender domestic roles based on the literature that has been identified. This study therefore aims at filling in that gap. It is not known if there is a threshold level of hours of work at which damage begins, or if any child labour causes damage. Results from this study will fill in that gap. There are few studies that have examined the long-term consequences of gender domestic roles, and work on long-term effect on academic performance. This study aims at filling in the gaps.

**Theoretical Framework**

The study employs the theory of education as a human right and functional education as proposed by Islam and Shamima (1982). They see education as a necessity for later life in an individual. They suggest that education should not be for its own sake but rather as a means of translating to better life of the subjects that seek education. In this theory it is argued that those who receive education are able to have better health and hygiene, that the individuals are able to participate better in the economic development, they are able to make their children also
access education. The individuals who do not access education due to various reasons such as domestic gender roles as not able to have these benefits which has negative implication on themselves and also to their generations. The theory is fit for the study since the domestic roles performed by children may make them not access education hence forfeit all the benefits that accrue from getting the same.
The conceptual framework shows the interrelatedness of the variables of the study, the framework shows that types of gender roles performed by children, duration of the roles, the children’s interests and the parental level of education affect pupils education. They have either negative or positive effects on children’s school attendance, lateness, tiredness affect them psychologically which all influence their academic performance.
CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter focused at various methodologies of research. It covered the research design, description of the locale, the target population, sample and the sampling procedures, research instruments, validity and reliability of instruments, data collection and data analysis procedures.

Research Design

The research design has been defined as the process of creating an empirical test to support or refute a knowledge claim. Borg and Gall, (1989) defines research design as a plan showing how the problems under investigation will be solved. The study employed a descriptive survey; Gay (1981) defines a survey as: “An attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The choice of the descriptive survey research design was made based on the fact that in this study, the researcher will be interested on the state of affairs already existing in the field and no variable will not manipulated.
Target Population

There are 29 public primary schools in Garba Tula District with 29 headteachers, 187 teachers and about 9,192 pupils. All the schools have single stream. The target population for this study was therefore be all the head teachers, all teachers and all the pupils in the 29 schools.

Sample Size and Sampling Techniques

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho 2002). It is however agreed that the larger the sample the smaller the sampling error. Mugenda and Mugenda (1999) suggests that for descriptive studies 10% of the accessible population is enough. The study targeted 17 schools out of the 29 public primary schools in the district, which is about 60% of the population so as to improve the validity of the data. The research used the class 7 pupils this is because they have been in the schools for a longer time and may not be as busy as the class 8 pupil and give more reliable information.

To sample the pupils, the research used the Krejcie and Morgan table (Mulusa, 1988). According to the table, 217 should be selected from a population of 517. To sample the pupils this number was divided by the number of 17 schools yielding a total of 30 this was then divided proportionately according to the number of boys
and girls in the schools. To sample the teachers, the same method was used whereby the number of teachers was divided by the number of schools yielding a total of 11 teachers per school. Schools that had less than 11 teachers were compensated with schools that have more than 11 teachers. Simple random sampling using ballot method was used to select the pupils and the teachers. All the head teachers of the sampled schools were automatically used for the study.

**Research Instruments**

Questionnaires and document analysis were used to gather data for the study. Kiess and Bloomquist (1985) observed that, a questionnaire offers considerable advantages in its administration: It can be used for large numbers of population simultaneously and also provide the investigation with an easy accumulation of data. Gay (1976) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. It is also anonymous. Anonymity helps to produce more candid answers than is possible in an interview. All the questionnaires are expected to elicit information on effects of gender domestic roles on academic performance of pupils. The questionnaires had two sections. Section A was on demographic information and section B was on information concerning effects of gender domestic roles on academic performance.
Reliability of the Instrument

Mugenda and Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To enhance reliability of the instruments, a pilot study was conducted in three schools in the district, but which were not be used in the final study. The reason behind pre-testing was to assess the clarity of the questionnaire items. Those items which were found to be inadequate or vague were be modified to improve the quality of the research instrument thus increasing its reliability.

In order to improve the reliability of the instrument, the researcher employed the test-retest technique for the questionnaire and administered twice to the respondents in the pilot sample. The researcher then critically assessed the consistency of the responses on each pair of the pilot questionnaires to make a judgment on their reliability.

Validity of the Instrument

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. All assessments of validity are subjective opinions based on the judgment of the
researcher (Wiersma, 1995). The pilot study helped to improve face validity and content validity of the instruments. According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. As such, the researcher discussed the results with colleagues and the supervisor in order to help improve content validity of the instrument.

**Data Collection Procedures**

The researcher sought research permit from the Ministry of Education before embarking on the study. The researcher then made appointment with the headteachers of the schools. On arriving to the school, the researcher created rapport with the teachers and explains the purpose of the study to and then administers the questionnaire to them. According to Best and Khan (1987), the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and the meaning of items that may not be clear. The respondents were assured that strict confidentiality would be maintained in dealing with their responses. The researcher will administer the questionnaires to the respondents herself. As the students filled in the questionnaires, the teachers and the head teacher were filling theirs.

**Data Analysis Techniques**

Data gathered was coded for analysis. This was done after editing and checking out whether all questionnaires had been filled in correctly. Coding is assigning a
code number to each answer to a survey question. Editing is checking the questionnaire to identify and eliminate errors made by respondents. This was then be entered in the Statistical Package for Social Sciences (SPSS) software for windows from which descriptions such as percentages (%) and frequencies (f) were be used to answer the research questions. Tables, pie charts and bargraphs will be used to present data. These are deemed to be easy in interpretation and were convenient in giving general overview of the problem under study.
CHAPTER FOUR

DATA PRESENTATIONS, ANALYSIS AND INTERPRETATION

Introduction

This chapter focuses on the demographic information of the respondents, presentations, interpretation and discussions of findings. The presentations were done based on the research questions.

Questionnaire Response Rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. Out of 17 headteachers sampled, 17 (100%) returned the questionnaires. Out of 187 teachers sampled 180 (96.2%) returned the questionnaires, out of 217 pupils 210 (96.7%) returned the questionnaires. These return rates were deemed adequate for the study.

Demographic Information

This section discusses the demographic information of the headteachers, teachers and pupils.
Demographic Information of Headteachers

The demographic information of the headteachers focused on their gender, age marital status, level of education, academic qualifications, how long they had been headteachers in their teaching career and how long they had been headteachers in the present schools. These demographic variables are discussed in this section. To establish the gender of the headteachers, they were asked to indicate their gender. Data revealed that 16 (94.1%) were male while only one (5.9%) was a female. This shows a great gender inequality in the headship of primary schools in Garba Tula district. Lack of female headship in primary schools may be a hindrance to girls education since it portrays that females are considered inferior to head schools. This is so especially in nomadic pastoralist areas where the male gender is considered superior to female gender.

The headteachers were also asked to indicate their age. Their responses are presented in Table 2.

Table 2 Age Distribution of the Headteachers

<table>
<thead>
<tr>
<th>Age</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-35 years</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>36-40 years</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>41-45 years</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>46-50 years</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Data on the age of headteachers revealed that 5 (29.4%) were between 31 and 35 years, 4 (23.5%) were between 36 and 40, 3 (17.6%) were between 41 and 45 while 5 (29.4%) were between 46 and 50 years. The data shows that teachers were well distributed in all age categories. They were also asked to indicate their marital status. Their responses are tabulated in Table 3

Table 3 Headteachers’ Distribution by Marital Status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>14</td>
<td>82.4</td>
</tr>
<tr>
<td>Widowed</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Findings on the marital status of the headteachers indicated that 14 (82.4%) were married, and 3 were widowed. The findings are in line with their age where at the age of 31 which is the lowest age among the headteachers in this study, they are expected to have been married. When asked to indicate the level of education, the headteachers responded as indicated in Table 4
Table 4 Headteachers Distribution by Level of Education

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 certificate</td>
<td>9</td>
<td>52.9</td>
</tr>
<tr>
<td>Diploma in Education</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Diploma in psychological counseling</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data on the level of education among the headteachers revealed that majority 9 (52.9%) had P1 certificate, 3 (17.6%) had a Degree in Education, the same number had a Diploma in Education while 2 (11.8%) had a Diploma in psychological couselling. This shows that all the headteachers had the minimum qualification to teach and head primary schools. They were also asked to indicate the duration that they had been primary school headteachers in their teaching career. Their findings are presented in Table 5

Table 5 Duration as headteacher in the whole teaching career

<table>
<thead>
<tr>
<th>Duration as Headteacher</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>9</td>
<td>52.9</td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Findings indicated that 4 (23.5%) had been headteachers for a duration of less than 1 year, 9 (52.9%) had been headteachers for between 6 and 10 years, while 4 (23.5%) had been headteachers for a duration of between 11 and 15. These findings imply that all the headteachers had been headteachers in primary school for a considerable number of years adequate for them to give information on how gender domestic roles affect pupils education. They were also asked to indicate how long they had been headteachers in the present school. Their responses are presented in Table 6.

**Table 6 Duration as Headteacher in the Present School**

<table>
<thead>
<tr>
<th>Duration as head</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>8</td>
<td>47.1</td>
</tr>
<tr>
<td>1 - 5 years</td>
<td>6</td>
<td>35.3</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Findings showed that 8 (47.1%) had been headteachers in the present school for a duration of less than 1 year, 6 (35.3%) had been headteachers in the present school for a duration of between 1 and 5 years while 3 (17.6%) had been headteachers in the present school for a duration of between 6 and 10 years. Again the findings imply that apart from being headteachers for a number of years as indicated in
table 4.4, the headteachers had been in the present school for a relatively long time hence expected to be aware of how domestic gender roles affected performance.

Demographic Information of the Teachers

The demographic information of the teachers were based on their gender, age, marital status, level of education, duration as teachers in the teaching career and in the present schools and the responsibility they had in school. Gender of the teachers revealed the 127 (70.6%) were male while 53 (29.4%) were females. This shows a great disparity in the teaching staff just as it was with the headship. It shows that there were few female teachers in the schools. They were further asked to indicate their age. Data is presented in Table 7

Table 7 Teachers’ Distribution by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 25 years</td>
<td>19</td>
<td>10.6</td>
</tr>
<tr>
<td>26 - 30 years</td>
<td>49</td>
<td>27.2</td>
</tr>
<tr>
<td>31 - 35 years</td>
<td>20</td>
<td>11.1</td>
</tr>
<tr>
<td>36 - 40 years</td>
<td>58</td>
<td>32.2</td>
</tr>
<tr>
<td>41 - 45 years</td>
<td>34</td>
<td>18.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Data on the age of teachers showed that 19 (10.6%) were between 20 to 25 years, 49 (27.2%) were between 26 to 30 years, 20 (11.1%) were between 31 and 35
years, 58 (32.2%) were between 36 and 40 years while 24 (18.9%) were between 41 and 45 years. The findings show that the teachers were equally distributed in terms of age. They were also asked to indicate their marital status. The findings are presented in Table 8.

Table 8 Teachers Distribution by Marital Status

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>53</td>
<td>29.4</td>
</tr>
<tr>
<td>Married</td>
<td>93</td>
<td>51.7</td>
</tr>
<tr>
<td>Widowed</td>
<td>15</td>
<td>8.3</td>
</tr>
<tr>
<td>Separated</td>
<td>19</td>
<td>10.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data on the marital status of the teachers indicated that 53 (29.4%) were single, 93 (51.7%) were married 15 (8.3%) were widowed while 19 (10.6%) were separated. This means shows that majority of the respondents were married. To establish the level of education of the respondents, they were expected to indicated their level of education. Their responses are presented in Table 9.
Data on the level of education of the teachers indicated that majority 117 (65%) were P1 certificate holders, 20 (11.1%) had a diploma in Education, 19 (10.6%) had a Bachelor of Education degree and 24 (13.3%) had a Certificate in Early Childhood Education. This shows that majority of the respondents had the minimum qualification for teaching in the primary school. They were also asked to indicate how long they had taught in the primary school. Findings are tabulated in Table 10.
Data on how long teacher respondents had been teaching in primary school indicated that 22 (12.2%) had been primary school teachers for a duration of less than one year, 23 (12.8%) had been teachers for a duration of between 1-5 years, the same number had been primary school teachers for a duration of between 6 and 10 years, 26 (14.4%) had been primary teachers for a duration of between 11 and 15 years, while 86 (47.8%) had been teachers for a duration of between 16 and 20 years. This shows that most of the teachers had been teaching for duration of between 16 and 20 years. This a considerable time to enable teachers have experience gender roles affect pupils academic performance.

Teachers were also asked to indicate how long they had been teaching in the present school. The findings are presented in Table 11.

<table>
<thead>
<tr>
<th>Duration as primary teacher</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>22</td>
<td>12.2</td>
</tr>
<tr>
<td>1 - 5 years</td>
<td>23</td>
<td>12.8</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>23</td>
<td>12.8</td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>26</td>
<td>14.4</td>
</tr>
<tr>
<td>16 - 20 years</td>
<td>86</td>
<td>47.8</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 10 Duration of Teaching in Primary school
Table 11 Duration as Teachers in the Present School

<table>
<thead>
<tr>
<th>Duration</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>23</td>
<td>12.8</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>63</td>
<td>35.0</td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>64</td>
<td>35.6</td>
</tr>
<tr>
<td>16 - 20 years</td>
<td>27</td>
<td>15.0</td>
</tr>
<tr>
<td>21 and above</td>
<td>3</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Findings indicated that 23 (12.8%) had been in the present school for a duration for less than 5 years, 63 (35%) were in the present school for a duration of between 6 and 10 years, 64 (35.6%) had been teaching in the present school for between 11 and 15 years, 27 (15%) had been in the school for a duration of between 16 and 20 years while 3 (1.7%) had been in the school for more than 21 years.

When asked to indicate the responsibility that they had in the school, they indicated that they had been in the presented in Table 12.
Table 12 Responsibility Held by teachers in the Schools

<table>
<thead>
<tr>
<th>Teachers’ responsibility</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class teacher</td>
<td>106</td>
<td>58.9</td>
</tr>
<tr>
<td>Games teacher</td>
<td>31</td>
<td>17.2</td>
</tr>
<tr>
<td>Head of department</td>
<td>24</td>
<td>13.3</td>
</tr>
<tr>
<td>Class masters/mistresses</td>
<td>10</td>
<td>5.6</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>9</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>180</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Data revealed that 106 (58.9%) were class teachers, 24 (13.3%) were head of departments, 31 (17.2%) were games teachers, 10 (5.6%) were class masters/mistresses.

**Demographic Information of Pupils**

The demographic information of pupils was based on their gender, age, level of education of their parents, occupation of their parents, number of children in the family and whether the children at school going attended school. To establish the gender of the pupils, they were asked to indicate their gender. Data revealed that 152 (72.4%) were male while 58 (27.6%) were female. This shows a disparity in pupil attended where there were few girls as they transited to upper classes. Data on their ages is presented in Table 13.
Table 13 Distribution of Pupils by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 years</td>
<td>7</td>
<td>3.3</td>
</tr>
<tr>
<td>14 years</td>
<td>52</td>
<td>24.8</td>
</tr>
<tr>
<td>15 years</td>
<td>99</td>
<td>47.1</td>
</tr>
<tr>
<td>16 years</td>
<td>52</td>
<td>24.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>210</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Data on the age of the pupils revealed that most of the pupils 99 (47.1%) were 15 years, 52 (24.8%) were 14 years, the same number of respondents were 14 years while 7 (3.3%) were 12 years. This shows that most of the pupils 15 years, however there were pupils who were above 16 years and age which is a little bit high for pupils to be in class 7. This could be attributed to the fact that most of the children may have joined the school late or may have repeated classes due to poor performance.

They were further asked to indicate the level of education of their parents. Their responses are presented in Table 14.
Table 14 Level of Education of Parents

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Father</th>
<th></th>
<th>Mother</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Never been to school</td>
<td>102</td>
<td>48.6</td>
<td>142</td>
<td>67.6</td>
</tr>
<tr>
<td>Non formal education</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>4.3</td>
</tr>
<tr>
<td>Primary</td>
<td>30</td>
<td>14.3</td>
<td>22</td>
<td>10.5</td>
</tr>
<tr>
<td>Secondary</td>
<td>53</td>
<td>25.2</td>
<td>37</td>
<td>17.6</td>
</tr>
<tr>
<td>University</td>
<td>25</td>
<td>11.9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>210</strong></td>
<td><strong>100.0</strong></td>
<td><strong>210</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Data revealed that majority of parents had not been to school as indicated by 102 (38.6%) fathers and 142 (67.6%) fathers. While 25 (11.9%) had reached university level of education, none of the mothers had reached university level of education. While 53 (25.2%) fathers had reached secondary education, 37 (17.6%) had reached secondary education. Less women than men had received education.

When asked to indicate how many children they had in their families data showed that most pupils came from families of between 6 and 10 children as indicated by 147 (70%) of the pupils. Other pupils came from families having children between 1 and 5 children as indicated by 47 (22.4%). Data also indicated that most pupils’ families had more girls than boys as indicated by 109 (51.9%). Other pupils’ families had more boys than girls as indicated by 81 (38.6%) while 20 (9.5%) had equal boys and girls.
Asked whether school going children were able to go to school, data showed that majority did as indicated by 136 (64.8%) while 66 (31.4%) said that children that ought to have been going to school were not going to school. The pupils were further asked to indicate the occupation of their parents. Findings showed that most of the families were pastoralist as indicated by 108 (51.4%), others were farmers 22 (10.5%), business 20 (9.5%) and formally employed as indicated by 45 (21.4%). Others had a combination of businesses.

**Effect of Domestic Gender roles on Pupil’s Performance in School**

The study sought to establish the effect of domestic gender roles on performance on pupils’ in primary schools. The effects were measured against pupil involvement in domestic gender roles, domestic gender roles performed, relationship between domestic gender roles and academic performance and effect of the domestic gender roles on academic performance. These issues are discussed in this section.

**Pupils Involvement in Domestic Gender Roles**

To establish the pupils involvement in domestic gender roles, the headteachers were asked to rate the attendance of pupils in their schools. Data indicated that the attendance of pupils in schools was average as reported by 6 (35.3%), 4 (23.5%) said it was good, 3 (17.6%) said it was very good while 4 (23.55) said poor. This means that school attendance was not very good. Among the teacher respondents,
majority 156 (86.7%) said it was average while 24 (13.3%) said it was good. They were also asked to indicate whether they experienced absenteeism in their schools. In this item all of them said that they experienced. Teachers also concurred with the headteachers that there were case of absenteeism in their schools.

The headteachers were also asked whether pupils in their schools performed gender roles. In this item, all of them said they had gender domestic roles. Among the teachers responses, 160 (88.9%) said that children did perform gender domestic roles. The headteachers were also asked to indicate the attitude of the parents towards education. Five Headteachers (29.4%) said it was neutral while 12 (70.6%) said it was negative. Majority of the teachers, 102 (6.7%) said that the attitude of the parents towards education was neutral and 78 (43.3) reported that it was negative. Asked whether the attitude of the parents towards education made parents not give priority to school work, all the teachers respondents reported to the affirmative.

Parental attitude towards education may affect children education. Parents who have negative attitude may prefer to have their children remain at home and perform house chores rather than going to school. This was confirmed by all the headteachers who all said that the attitude of parents contributes to not giving priority to school work.

In an item that stated that parents prefer children doing domestic roles than school work, 10 (58.8%) agreed to the item, 4 (23.5%) were undecided and 3 (17.6%)
disagreed. The findings means that headteachers felt that parents would prefer their children perform domestic roles rather than going to school. Majority of the headteachers further strongly agreed 2 (11.8%) and 8 (47.1%) pupils were put away from schools because of gender roles.

**Domestic Gender Roles Performed by Pupils**

The study also sought to establish the domestic gender roles performed by pupils at home. The headteachers responded as indicated in table 4.15. Findings indicated that pupils performed roles such as washing, cooking, cleaning, baby sitting firewood collection, assisting their mothers for girls while boys performed roles such as helping at the farm, providing community security, and herding.

Teachers responded that pupils performed role such as cooking, cleaning, washing fetching water looking after animals and fetching water. These findings are in line with Davison and Kanyuka (1990) who argue that children involvement in gender domestic roles affect is in most cases for family income. Boys become cow and goat herders in rural areas where farmers keep cattle, girls spent their time child minding their siblings, both boys and girls spend their time working on estate farms, or in family fields. Along the lakeshore absenteeism from class and eventually dropout is caused by demands for income generation through fishing. Children are also used for agricultural labour where people are farmers.
Headteacher respondents indicated that gender roles performed by the pupils were for preparing them for adult life. Pupils indicated that boys performed domestic roles such as working with their fathers assisting in family business and defending the community. Asked when they performed the domestic chores, the pupil respondents indicated that they performed the roles after school, in the morning, and after meals. It can be observed that most of the domestic roles were performed when pupils were going to school in the morning or after school when they were supposed to do their assignments. These are times when pupils could be doing homework. These findings are presented in Table 15

Table 15 Pupils Responses on When they Performed the Roles

<table>
<thead>
<tr>
<th>Time when roles are performed</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>After school</td>
<td>123</td>
<td>58.6</td>
</tr>
<tr>
<td>Before going to schools</td>
<td>82</td>
<td>39.0</td>
</tr>
<tr>
<td>Saturdays, after meals, when mothers were away</td>
<td>5</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>210</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The pupils were further asked to indicate whether there were times when they were not able to go to school because of domestic chores. In this item, 37 (17.6%) agreed, 125 (59.5%) disagreed while 48 (22.9%) said it happened sometimes. This shows that domestic chores performed by pupils at times made them not go to school.
The pupils were further asked to indicate whether their parents made them do house chores instead of studying. In this item, 29 (13.4%) agreed, 87 (41.4%) disagreed while 94 (44.8%) said it happened sometime. The findings show that house chores interfered with children’s education. Although majority of the pupils 129 (61.4%) denied that teachers at school asked them to do some work which was not curriculum related, a significant number of them, 52 (24.8%) of them said teachers asked them to wash plates for them, fetch water for them and even cook for them. Twenty nine (13.8%) said it happened sometimes. The findings concur with Mohammed (1989), who in his comparative study on the performance of pupils from Addis Ababa and other parts of the country, found that gender roles performed by pupils included fetching for firewood, fetching water had an effect on their academic performance.

**Relationship Between Domestic Gender Roles Performed by Pupils and Academic Performance**

To determine the relationship between pupils’ performance of domestic gender roles and academic performance, the head teachers were asked to indicate whether pupils were able to complete assignments given by the teachers. Findings indicated that only 4 (23.5%) were able to finish assignments against 13 (76.5%) said they were not able to complete assignments given. Asked to give reasons for not finishing assignments, they gave reasons as indicated in Table 16.
Table 16 Headteachers responses on why pupils could not finish assignments

<table>
<thead>
<tr>
<th>Reasons</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic chores, parental attitude, poverty, tribal clashes</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Not applicable</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Lack concentration at home</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Health status, child labour, indiscipline and gender roles</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Madrassa, house chores, town life DSTV</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data revealed that pupils did not finish assignments given due to reasons such as lack of concentration at home, attending Madrassa, house chores, influence of negative town life, involvement in domestic roles, attitude towards education, poverty and health status. These findings indicate that there is a relationship between the domestic gender roles performed by the pupils and academic performance.

**Effect of the Domestic Gender Roles on the Pupils Academic Performance**

To find out the effects of domestic gender roles on pupils’ academic performance, pupils were asked whether they knew pupils who did not to school because they were performing domestic roles. Findings indicated that 106 (50.5%) knew of such pupils. They were further asked how domestic roles affected pupils performance. Their responses are presented in Table 17.
Table 17 Influence of Gender Roles on Pupils’ Academic Performance.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children thinking what do at home, less interest boys favoured</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>No time to study, tiredness, lack of concentration</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Absenteeism, truancy, physical health problems</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Drop out of school, frequency of absenteeism</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Girls are more affected</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Data revealed that gender roles led to absenteeism which ultimately led to drop out school as indicated by 3 (17.6%), 2 (11.8%) indicated that girls were affected more since they were more involved in household domestic roles. It was also indicated that children were always thinking of what they were to do after school hence lacked concentration at school which could affect their performance. They further stated that children could get to school tired and were not able to study well hence poor performance. The also said that gender domestic roles led to absenteeism truancy and led to poor physical health of the pupils. The findings agree with Victoria and Mario (2006) who found that pupils’ involvement in gender domestic roles affects their academic achievement.

Headteachers further stated that gender domestic roles that pupils were involved in made them not complete assignments which affected learning and ultimately affecting their performance at school. The headteachers were also asked to state
how they agreed or disagreed with statements that sought to establish how gender domestic roles affected pupils performance. The responses of the headteachers are presented in Table 18.

Table 18 Headteachers’ Responses on Effects of Domestic Roles on pupil performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Gender role by pupils affect their academic performance</td>
<td>13</td>
<td>76.5</td>
<td>4</td>
<td>23.5</td>
<td>-</td>
</tr>
<tr>
<td>Pupils come to school late because of house chores at home</td>
<td>3</td>
<td>17.6</td>
<td>8</td>
<td>47.1</td>
<td>3</td>
</tr>
<tr>
<td>Gender roles greatly affect pupils academic performance</td>
<td>3</td>
<td>17.6</td>
<td>4</td>
<td>23.5</td>
<td>3</td>
</tr>
</tbody>
</table>

Data indicated that 13 (76.5%) strongly agreed that gender roles by pupils affected their academic performance while 4 (23.5%) agreed. In the statement that pupils come to school late because of house chores at home, 3 (17.6%) strongly agreed, 8 (47.1%) agreed, 3 (17.6%) were undecided while the same number of headteachers disagreed with the statement. Pupils’ responses showed that sometimes they were late for school because of the domestic roles that they performed at home. This
was stated by 103 (49%) while 32 (15.2%) stated to the affirmative and 64 (30.5%) denied.

The pupils were also asked to indicate whether they were at times late for school because of domestic chores that they performed. In this item 103 (49%) said they were sometimes late for school due to domestic roles that they performed. The findings also indicated that majority were not able to arrive to school in time. Only 24 (11.4%) were able to arrive to school in time. Asked for the reasons of not getting to school in time, they responded as indicated in Table 19

**Table 19 Pupils Responses for Coming to School Late**

<table>
<thead>
<tr>
<th>Reasons for being late for school</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look after my siblings feed them before going to school</td>
<td>106</td>
<td>50.5</td>
</tr>
<tr>
<td>Preparing Breakfast</td>
<td>27</td>
<td>12.9</td>
</tr>
<tr>
<td>I go to fetch water, cook breakfast and wash clothes</td>
<td>21</td>
<td>10.0</td>
</tr>
<tr>
<td>Fetching water and herding</td>
<td>18</td>
<td>8.6</td>
</tr>
<tr>
<td>I go to collect firewood</td>
<td>16</td>
<td>7.6</td>
</tr>
<tr>
<td>Sometimes I oversleep due to tiredness</td>
<td>14</td>
<td>6.7</td>
</tr>
<tr>
<td>Cooking for my father when mother is away</td>
<td>8</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>210</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Findings indicated that some pupils were late for school since they were involved in preparing breakfast, as indicated by 27 (12.9%) cooking for the father when
mother was away, some overslept due to previous night tiredness, some were late collecting firewood, fetching water, looking after siblings.

Majority of the teachers 92 (51.1%) indicated that they gave assignments to pupils every day while 88 (48.9%) indicated that they gave assignments every week. Asked whether pupils were able to complete the assignments given, majority of them 165 (91.7%) indicated that they did not finish assignments given. Asked to give reasons why pupils did not finish the assignments, they responded as indicated in Table 20.

Table 20 Pupils Reasons for Not Completing Assignments

<table>
<thead>
<tr>
<th>Reasons</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due to work given by parents at home</td>
<td>73</td>
<td>40.6</td>
</tr>
<tr>
<td>Poverty cant afford lighting, parents are not interested</td>
<td>53</td>
<td>29.4</td>
</tr>
<tr>
<td>Negative attitude towards education home chores</td>
<td>34</td>
<td>18.9</td>
</tr>
<tr>
<td>Assisting parents in various roles</td>
<td>20</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Teachers’ responses indicated that pupils did not complete assignments due to work given by their parents as reported by 73 (40.6%), poverty such that many families could not afford lighting as reported by 53 (29.4%), negative attitude towards education as indicated by 34 (18.9%) and lastly they could not finish
assignments due to children assisting their parents in various roles hence not getting time to complete assignments.

The teachers were asked to indicate whether gender roles performed by the pupils affect their education. In this item 160 (88.9%) said yes. Asked to explain how gender roles affected the performance, they explained as indicated in Table 21.

**Table 21 Teachers Responses on Effect of Gender Roles on Performance**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop out of school and early marriages</td>
<td>53</td>
<td>29.4</td>
</tr>
<tr>
<td>Absenteeism and poor performance</td>
<td>49</td>
<td>27.2</td>
</tr>
<tr>
<td>Arriving to school tired hence no concentration</td>
<td>34</td>
<td>18.9</td>
</tr>
<tr>
<td>Lack of motivation from parents</td>
<td>24</td>
<td>13.3</td>
</tr>
<tr>
<td>No applicable</td>
<td>20</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data revealed that teachers felt that gender domestic roles led to absenteeism hence poor academic performance as indicated by 49 (27.2%), arriving to school tired hence lacked concentration in class work as indicated by 34 (18.9%) and lastly due to lack of motivation from parents. Teachers also agreed that gender roles made pupils not complete their assignments. This was indicated by all the teachers. The teachers in another item agreed that gender domestic roles affected pupils performance.
Majority of the teachers 136 (75.6%) indicated that parents in the area preferred children doing gender roles than doing their homework. Only 44 (24.4%) reported otherwise. In an item that stated that pupils come to school late because of gender domestic roles majority 127 (70.6%) agreed while 53 (29.4%) were undecided. They further indicated that pupils at times remain at home doing domestic roles than attend school. Majority of the teachers further indicated that parents pull away their children from school to perform domestic roles as indicated by 127 (70.6%) who agreed to the statement. The headteachers were also asked to indicate the extent to which they agreed with various items that sought to establish how pupil involvement in domestic roles affected their performance. The findings are presented in Tables 22.
Table 22 Teachers’ Responses on Effects of Domestic Roles on Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender roles performed by children prepare them for adult life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moranism is very highly valued in this area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moranism is important in preparing boys to be community defenders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys often leave school for moranism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls roles prepare them for later womanhood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls leave school to get married</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The gender domestic roles greatly affect pupils academic performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>53</td>
<td>127</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>127</td>
<td>70.6</td>
<td>-</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>78</td>
<td>43.3</td>
<td>-</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>78</td>
<td>43.3</td>
<td>34</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>93</td>
<td>51.7</td>
<td>34</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>59</td>
<td>32.8</td>
<td>34</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>102</td>
<td>78</td>
<td>43.3</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Data of views of teachers concerning effect of gender roles of performance indicated that teacher respondents felt that gender domestic roles affected performance. For example, majority of teachers 127 (70.6%) said that gender roles performed by children prepare them for adult life. The same number agreed that moranism is very highly valued in this area. Majority of the teachers 34 (18.9%) strongly agreed and 59 (32.8%) agreed that girls roles prepare them for later womanhood. Majority of them 102 (56.7%) further agreed that the gender domestic roles greatly affected pupils education and hence academic performance. The headteachers were also asked to indicate the extent to which they agreed on statements on effect of gender roles on pupil performance.
Table 23 Headteachers Responses on Effects of Domestic Roles on Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th></th>
<th>A</th>
<th></th>
<th>U</th>
<th></th>
<th>D</th>
<th></th>
<th>SD</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Moranism is very highly valued in this area</td>
<td></td>
<td></td>
<td>10</td>
<td>58.8</td>
<td></td>
<td>3</td>
<td>17.6</td>
<td></td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Moranism is important in preparing boys to be community defenders</td>
<td>3</td>
<td>17.6</td>
<td>2</td>
<td>11.8</td>
<td>5</td>
<td>29.4</td>
<td></td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>Boys often leave school for moranism</td>
<td>3</td>
<td>17.6</td>
<td>4</td>
<td>23.5</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>17.6</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>Girls often leave school to get married</td>
<td>3</td>
<td>17.6</td>
<td>2</td>
<td>11.8</td>
<td>5</td>
<td>29.4</td>
<td></td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
</tbody>
</table>

Findings indicate that majority of teachers 10 (58.8%) agreed that moranism is very highly valued in this area, 3 (17.6%) strongly agreed and 2 (11.8%) agreed that moranism is important in preparing boys to be community defenders, 3 (17.6%) strongly agreed and 4 (23.5%) agreed that Boys often leave school for moranism. 2 (11.8%) strongly agreed and 3 (17.6%) agreed that Girls often leave school to get married. The findings indicate that gender domestic roles competed with value of education. For example moranism which was valued in the community was preferred by the members of the community than education.

These findings show that roles performed by boys and girls affected academic performance. The findings are in line with Mohammed (1989), in his comparative study on the performance of pupils from Addis Ababa and other parts of the country, found that gender roles performed by pupils after school such as herding.
by boys, fetching for fire wood, fetching water had an effect on their academic performance.

Majority of the teachers indicated that girls were more affected by gender roles than boys. This was indicated by 146 (81.1%) who agreed that girls were more affected while only 34 (18.9%) said girls were more affected. Pupil respondents also agreed that at times they were late for school because of gender roles. This was stated by 40 (19%) who agreed while 78 (37.1%) who indicated that this happened only some times. Most of the pupils 36 (17.1%) also agreed that at times they were not able to come to school because of the roles they had to perform. 61 (29%) agreed to the statement.

Pupils also agreed that they were given homework which they were not able to finish as indicated by 172 (81.9%). Asked whether gender domestic roles were some of the factors that prevented them from completing the homework, 45 (21.4%) agreed, 84 (40%) denied while 70 (33.3%) said it only happened sometimes.

**Difference Between Girls and Boys Involvement in Domestic Gender role**

The headteachers were asked to indicate who were the most affected group either boys or girls. Their responses indicated that girls were the most affected. They further added that because of the culture of the people that places boys as superior to girls, a family would prefer education for the boys than for the girls hence girls
are neglected. In addition, just as their mothers who have to do all the work as men sit, girls will be involved in housework even at night for example when the girls will be involved in the cooking while there is not work for the boys. In addition when the family has finished a meal the girls are to wash the utensils when the boys were free to their homework. After all the work the girls would be to tired to do homework. Come following morning, the girls will be expected to prepare breakfast wash utensils before going to school. By the time they go to schools the girls are already tired and would not have done the homework hence they will be affected in terms of academic performance.

Suggestions for Improvement of pupil Performance

The respondents were asked to give suggestions on how to improve pupils performance. Their suggestions are presented in Table 24

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding, awareness, equal opportunity, school equipped female teachers</td>
<td>8</td>
<td>47.1</td>
</tr>
<tr>
<td>Community mobilization on importance of education</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Sensitize parents to allow pupils to study</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Parental sensitization, parents monitor children, provincial</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Headteacher suggested that parents should be sensitized on how to allow pupils go to school, parents should be involved in the education of their children, monitor them to avoid truancy. The headteachers further suggested that there should be creation of boarding schools, give equal opportunity to both boys and girls in
education and lastly that there should be community mobilization on importance of education.

**Table 25 Teachers’ Suggestions for Improving Performance**

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of more physical facilities in the schools</td>
<td>34</td>
<td>18.9</td>
</tr>
<tr>
<td>Local administration should enforce law of children attending</td>
<td>34</td>
<td>18.9</td>
</tr>
<tr>
<td>Provide boarding, lessen house chores, mobile schools</td>
<td>24</td>
<td>13.3</td>
</tr>
<tr>
<td>Avail time at school for homework</td>
<td>19</td>
<td>10.6</td>
</tr>
<tr>
<td>Punishment by authority for those who fail to send to schools</td>
<td>19</td>
<td>10.6</td>
</tr>
<tr>
<td>Sensitize girls on the need of education</td>
<td>15</td>
<td>8.3</td>
</tr>
<tr>
<td>Seminars for parents on girl education</td>
<td>10</td>
<td>5.6</td>
</tr>
<tr>
<td>Sensitize parents to have positive attitude towards education</td>
<td>10</td>
<td>5.6</td>
</tr>
<tr>
<td>Provision of adequate teaching learning materials</td>
<td>10</td>
<td>5.6</td>
</tr>
<tr>
<td>Make school more gender friendly for girls</td>
<td>5</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Teachers were of the opinion that parents should be sensitized to have positive attitude to education hence allow their children go to school and given them time to complete homework given to pupils. It was also suggested that there should be provision of necessary physical facilities which are gender sensitive so that children especially girls may be encouraged to learn. Further suggestions were based on having the provincial administration to enforce law regarding children attending school. Provision of boarding school was also suggested which enable pupils to learn without distractions would cause by domestic roles at home.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

Summary of the Study

The purpose of this study was to establish the domestic gender roles and their effect on pupils’ academic performance in public primary schools in Garba Tula district. Five research questions were formulated to guide the study. Research question one sought to determine the extent to which pupils in public primary schools in Garba Tula are involved in domestic gender roles in Garba Tula district. Research question two aimed at determining the domestic gender roles performed by pupils in public primary schools in Garba Tula district in Garba Tula district. Research question three sought to establish if there is any significant relationship between domestic gender roles performed by pupils and their academic performance in Garba Tula district. Research question four sought to establish the effect of the domestic gender roles on the pupils academic performance in Garba Tula district while research question five aimed at determining if there is any
significant difference between girls and boys involvement in domestic gender role and academic performance in Garba Tula district.

The study employed a descriptive survey. The sample comprised of 17 headteachers, 187 teachers and 217 pupils. Questionnaires and document analysis were used to gather data for the study. Findings indicated that pupils were involved in gender roles. For example majority of the headteachers, teachers admitted that they were involved in gender roles at home. Pupils themselves said that they were involved in the gender roles. The roles performed by the boys were those that were fore men such as herding the livestock and protecting the community while those performed by the girls were those of the mothers which included cooking, fetching water and firewood, cleaning and washing and looking after the young ones. Parental attitude towards education also contributed to pupils being involved in gender roles where parents would prefer to have their children do the roles at home and not get involved in school work.

Findings indicated that both boys and girls were involved in different roles. Girls were involved in roles that were feminine in nature such as washing, cooking, cleaning, baby sitting fire wood collection, assisting their mothers for girls while boys performed roles such as helping at the farm, providing community security and herding. The roles that they performed were supposed to prepare them for adult life. For example boys would work with the fathers while girls worked with the mothers. Most of the domestic roles were performed before pupils went to
school in the morning or after school when they were supposed to do their assignments.

There was a relationship between pupils involvement in the domestic roles and academic performance. The more the pupils were involved in the domestic roles, the more they were late for schools, the more they were not able to complete assignments and therefore the more their education was affected.

Data revealed that gender roles had an impact on the school performance of pupils. Involvement of the pupils in such roles made them come to school late and tired, not to complete assignments given and hence not concentrate in class. This made them always think of working awaiting them at home, hence leading to poor performance in the class.

As reported by majority of the respondents, parents would make their children remain at home and do the roles instead of doing school work. They would at times pull their children out of school to help in housework which also affected their education. There were differences in involvement of boys and girls in the gender domestic roles. Respondents indicated that girls were the most affected. This was attributed to the culture of the people that placed boys as superior to girls, a family would prefer education the boys to the girls hence girls are neglected. Just as their mothers who have to do all the work as men sit, girls will be involved in housework even at night for example when the girls will be involved in the cooking while there is not work for the boys. Further, when the
family had finished a meal the girls are to wash the utensils when the boys were free to their homework. After all the work the girls would be too tired to do their homework.

**Conclusions**

Based on the findings, it was concluded that pupils were involved gender domestic roles which were either to prepare them to be good fathers and good mothers. These roles included herding the livestock and protecting the community for boys while girls were involved in cooking, fetching water and firewood, cleaning and washing and looking after the young ones. It was also concluded that there was a relationship between pupils involvement in the domestic roles and academic performance. The more the pupils were involved in the domestic roles, the more they were late for schools, the more they were not able to complete assignments and therefore the more their education was affected.

The study also concluded that there were differences in involvement of boys and girls in the gender domestic role where girls were the most affected. This was attributed to the culture of the people that placed boys as superior to girls. As a result, a family would prefer to educate the boys to girls hence girls are neglected. Girls were involved in more gender roles that the boys. For example as there were not much to be done by the boys at night, girls would be involved in the cooking, serving, feeding the young ones and thereafter clean the utensils while boys sat and did their homework.
Recommendations

Based in the findings it was recommended that parents should be sensitized on the importance of formal education of their children hence should allow pupils go to school, get involved in the education of their children also monitor them. It was also recommended that there should be creation of boarding schools where pupils would learn without interruptions of domestic roles. It was also recommended that that there should be provision of necessary physical facilities which are gender sensitive so that children especially girls may be encouraged to learn. Further recommended that the provincial administration should enforce law regarding education of children. Parents who refused to let their children go to school should be punished.

Suggestions for Further Research

The following areas were suggested for further studies:

- A study to establish the relationship between parental involvement in their children’s’ education and academic performance
- A study to identify other factors that influence academic performance of pupils in nomadic areas
Since this study was conducted in one administrative division, similar study should be conducted in other areas to test whether it yields same results.
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APPENDICES

APPENDIX A:

LETTER OF INTRODUCTION

Abakiri Hadija Dida
University Of Nairobi
School of Education
February, 2009

Dear Respondent

I am a post graduate student at the University of Nairobi, pursuing a Master of Education degree. I am carrying out a study on Effects of Domestic Gender Roles on Pupils Academic Performance in Garba Tula District. I here by request you to participate in the study by filling in the questionnaire as honestly as possible and to the best of your knowledge. The information you give is entirely for the purpose of this study and not for any other purpose. All your responses will be treated with highest confidentiality. Your are therefore asked not to indicate your name or any other form of identification.

Thanking you in advance

Yours Faithfully

Abakiri Hadija Dida
M.Ed Student
APPENDIX B:

HEADTEACHERS’ QUESTIONNAIRE

Introduction

This questionnaire is aimed at collecting information about effects domestic gender roles on pupils academic performance and KCPE in Garba Tula District. The information you give will be of benefit to the researcher in accomplishing his academic goal. Please respond to the items honestly. The information you give will be held in total confidence and used only for the purpose of the study. Please do not write your name or the name of your school anywhere in the questionnaire. Respond to each item by putting a tick (√) on the appropriate response. Note that there are no rights or wrong answers.

Section 1: Background Information

1. Indicate your gender
   
   Male [ ] Female [ ]

2. Indicate your age (in years)
   
   20 - 29 [ ] 40 - 49 [ ]
   30 - 39 [ ] 50 plus [ ]

3. Indicate your marital status
   
   Single [ ] Married [ ]

4. Indicate the level of education
   
   P 1 certificate [ ]
5. How long have you been a primary school headteacher?

0 – 5 years [ ]
6 – 10 years [ ]
11-15 years [ ]
Over 16 years [ ]

6. How long have you been teaching in this school?

0 – 5 years [ ]
6 – 10 years [ ]
11-15 years [ ]
Over 16 years [ ]

Section B: Effects of gender domestic roles on pupils performance

1. How do you rate the attendance of pupils in your school

Very good [ ] Good [ ] Average [ ] Poor [ ]

Very poor [ ]

2. Do you often have absenteeism in your school

Yes [ ] No [ ]

3. How often do you give assignments in your pupils?

Every day [ ] Every week [ ] Once in two weeks [ ]
Any other specify _________________________________

4. (a) Are pupils able to complete assignments
   Yes [ ] No [ ]

4 (b) If no, what do you think are the reasons
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________

5. (a) Do pupils in your school perform gender domestic roles?
   Yes [ ] No [ ]

5 (b) If yes, do you think the gender domestic roles performed by pupils affect their education?
   Yes [ ] No [ ]

5 (c). If yes, to what extent do you think the they affect?
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________
6. What gender roles do girls in your school perform at home?
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

7. What gender roles do boys in your school perform at home?
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

8. Do you think the roles make pupils not complete their assignments?
Yes [ ] No [ ]

9. What is the attitude of the parents towards education in your area?
Positive [ ] Neutral [ ] Negative [ ]

10. Do you think the attitude of the parents contributes them not giving priority to school work?
Yes [ ] No [ ]
10 b. If gender domestic roles performed by the pupils at home affect pupils school performance, which gender is most affected

Boys [ ]  Girls [ ]

11. Indicate the extent to which you agree or disagree with the following statement

Key

SA Strongly Agree
A Agree
U Undecided
D Disagree
SD Strongly Disagree

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender roles by pupils affect their academic performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Parents prefer children doing chores than school work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Pupils are away from school because of gender roles at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pupils come to school late due to chores at home</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Parents pull children away from school to perform house chores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Gender roles performed at young age prepare children for later adult life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Moranism is very highly valued in this area</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Girls roles prepare them for later womanhood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Moranism is important in preparing boys to be community defenders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Boys often leave school for moranism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Girls leave school to get married</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The gender domestic roles greatly affect pupils’ academic performance in our school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. What suggestions would you give to improve pupils’ academic performance in your school?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
APPENDIX C:

TEACHERS’ QUESTIONNAIRE

Introduction

This questionnaire is aimed at collecting information about effects domestic gender roles on pupils academic performance and KCPE in Garba Tula District. The information you give will be of benefit to the researcher in accomplishing his academic goal. Please respond to the items honestly. The information you give will be held in total confidence and used only for the purpose of the study. Please do not write your name or the name of your school anywhere in the questionnaire. Respond to each item by putting a tick (✓) on the appropriate response. Note that there are no right or wrong answers.

Section 1: Background Information

1. Indicate your gender
   Male [ ] Female [ ]

2. Indicate your age (in years)
   20 - 29 [ ] 40 - 49 [ ]
   30 - 39 [ ] 50 plus [ ]

3. Indicate your marital status
   Single [ ] Married [ ]

4. Indicate the level of education
   P1 certificate [ ]
   Diploma in education [ ]
   Bachelor Degree in education [ ]
   Others (Specify)…………………………………………………………………………………

5. How long have you been a primary school teacher?
   0 – 5 years [ ]
   6 – 10 years [ ]
6. How long have you been teaching in this school?

<table>
<thead>
<tr>
<th>Years</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5 years</td>
<td>[ ]</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>[ ]</td>
</tr>
<tr>
<td>11-15 years</td>
<td>[ ]</td>
</tr>
<tr>
<td>Over 16 years</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

7. What responsibility do you have in your school?

<table>
<thead>
<tr>
<th>Role</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class teacher</td>
<td>[ ]</td>
</tr>
<tr>
<td>Head of department</td>
<td>[ ]</td>
</tr>
<tr>
<td>Games teachers</td>
<td>[ ]</td>
</tr>
<tr>
<td>Mere teachers</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**Section B: Effects of gender domestic roles on pupils performance**

1. How do you rate the attendance of pupils in your school

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>[ ]</td>
</tr>
<tr>
<td>Good</td>
<td>[ ]</td>
</tr>
<tr>
<td>Average</td>
<td>[ ]</td>
</tr>
<tr>
<td>Poor</td>
<td>[ ]</td>
</tr>
<tr>
<td>Very poor</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

2. Do you often have absenteeism in your school

<table>
<thead>
<tr>
<th>Attendance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>[ ]</td>
</tr>
<tr>
<td>No</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

3. How often do you give assignments in your pupils?

<table>
<thead>
<tr>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day</td>
<td>[ ]</td>
</tr>
<tr>
<td>Every week</td>
<td>[ ]</td>
</tr>
<tr>
<td>Once in two weeks</td>
<td>[ ]</td>
</tr>
<tr>
<td>Any other specify</td>
<td>________________________________</td>
</tr>
</tbody>
</table>

4. Are pupils able to complete assignments

<table>
<thead>
<tr>
<th>Ability</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>[ ]</td>
</tr>
<tr>
<td>No</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
4 b If no, what do you think are the reasons

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

5. (a). Do pupils in your school perform gender domestic roles?
Yes [ ] No [ ]

5 (b) If yes, do you think the gender domestic roles performed by pupils affect their education?
Yes [ ] No [ ]

5 (c). If yes, to what extent do you think the they affect?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

6 What gender roles do girls in your school perform at home?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

7. What gender roles do boys in your school perform at home?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
8. Do you think the roles make pupils not complete their assignments?
   Yes [ ]  No [ ]

9. What is the attitude of the parents towards education in your area?
   Positive [ ]
   Neutral [ ]
   Negative [ ]

10. (a) Do you think the attitude of the parents contributes them not giving priority to school work?
    Yes [ ]  No [ ]

10 (b). If gender domestic roles performed by the pupils at home affect pupils school performance, which gender is most affected
    Boys [ ]  Girls [ ]

11. Indicate the extent to which you agree or disagree with the following statement
    Key
    SA Strongly Agree
    A Agree
    U Undecided
    D Disagree
    SD Strongly Disagree

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
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<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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</thead>
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<tr>
<td>1</td>
<td>Gender roles by pupils affect their academic performance</td>
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<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Parents prefer children doing chores than school work</td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td>Pupils are away from school because of gender roles at home</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>Pupils come to school late due to chores at home</td>
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</tr>
<tr>
<td>5</td>
<td>Parents pull children away from school to perform house</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
chores

6 Gender roles performed at young age prepare children for later adult life

7 Moranism is very highly valued in this area

8 Girls roles prepare them for later womanhood

9 Moranism is important in preparing boys to be community defenders

10 Boys often leave school for Moranism

11 Girls leave school to get married

12 The gender domestic roles greatly affect pupils’ academic performance in our school

13. What suggestions would you give to improve pupils academic performance in your school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
APPENDIX D:
PUPILS’ QUESTIONNAIRE

Introduction
This questionnaire is aimed at collecting information about effects domestic
gender roles on pupils academic performance and KCPE in Garba Tula District.
The information you give will be of benefit to the researcher in accomplishing his
academic goal. Please tick the appropriate answer to the questions below. The
information you give will be held in total confidence and used only for the purpose
of the study.

Section A: Demographic data
1. Indicate your gender
   Male [ ] Female [ ]
2. Indicate your age ____________________________
3. Indicate the level of education of your parents
   Father
      Primary [ ] Secondary [ ]
      College [ ] University [ ]
      Non- formal education [ ] Never been to school [ ]
   Mother
      Primary [ ] Secondary [ ]
      College [ ] University [ ]
      Non- formal education [ ] Never been to school [ ]
4. How many children are you in your family
   1 -5 [ ] 6 – 10 [ ]
   11 – 15 [ ] Over 15 [ ]
5. Do you have more boys or girls in your family
   More boys [ ] More girls [ ] Equal number [ ]
6. Do all children attend school?
   Yes [ ] No [ ]
Section B: Effects of domestic roles on academic performance

1. What is the occupation of your parents?
   **Father**
   - Farmer [ ]
   - Pastoralist [ ]
   - Business [ ]
   - Employed [ ]
   - Self employed [ ]
   - Any other _________________________________________

   **Mother**
   - Pastoralist [ ]
   - Business [ ]
   - Employed [ ]
   - Self employed [ ]
   - Any other _________________________________________

2. Do you at times help your parents in the occupation they have?
   - Yes [ ]
   - No [ ]
   - Sometimes [ ]

3. What gender roles do you perform at home?
   - Cooking [ ]
   - Herding [ ]
   - Collecting firewood [ ]
   - Fetching water [ ]
   - Washing [ ]
   - Any other ____________________________________________

4. When do you perform these chores?
   - Yes [ ]
   - No [ ]
   - Sometimes [ ]

5. Are at times late for school because of chores at home?
6. Do you at times not able to come to school because of house chores
   Yes [ ] No [ ] Sometimes [ ]
7. Are you given homework at school
   Yes [ ] No [ ] Sometimes [ ]
8. Are you able to complete the assignment given at school?
   Yes [ ] No [ ] Sometimes [ ]
9. Do the chores you perform at school prevent you from doing your homework?
   Yes [ ] No [ ] Sometimes [ ]
10. What time are you expected to be in school?
    ________________________________
11. Are you always punctual to school
    Yes [ ] No [ ] Sometimes [ ]
    If you are late what are the reasons for your lateness?
    ______________________________________________________
    ______________________________________________________
    ______________________________________________________
    ______________________________________________________
12. Are you at times late because of chores at home?
    Yes [ ] No [ ] Sometimes [ ]
13. Do your know some pupils who fail to come to school because of house chores?
    Yes [ ] No [ ]
14. Are you at times not able to go to school because of chores at home?
    Yes [ ] No [ ] Sometimes [ ]
15. Do your parents at times make you do chores instead of studying?
    Yes [ ] No [ ] Sometimes [ ]
16. Do teachers at school some times ask you to do some work at school?
Yes [ ] No [ ] Sometimes [ ]
If yes what kind of work are you given?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Thank you