

# Effects of Domestic Gender Roles on Pupils' Performance in Kenya Certificate of Primary Education in Public Primary Schools in Garba Tula District, Kenya

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## Abstract

This paper sought 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 sample comprised of 17 headteachers, 187 teachers and 217 pupils. Questionnaires and document analysis were used to gather data for the study. The study revealed 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. Findings also revealed that girls were involved more than boys in domestic chores. Data revealed that gender roles had an impact on the pupils' academic performance. Pupils arrived to school late and tired, were not able to complete assignments; and this affected their studies hence leading to poor performance. Based on the findings, it was concluded that there was a relationship between pupils involvement in the domestic roles and academic performance. The study also concluded that there were differences in involvement of boys and girls in the domestic gender roles where girls were the most affected. The study recommended that parents should be sensitized on the importance of 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 establishment of boarding schools 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.

## 1. Introduction

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. Education gives voice to the disadvantaged and is fundamental to constructing society (World Bank, 2003). Through education people acquire knowledge, skills and attitudes 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 (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*, 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.

According to the Republic of Kenya (RoK, 1998) Totally Integrated Quality Education and Training (TIQUET), Koech report, the commission noted that child labour is a rampant practice that continues to keep children out of poverty at the household level (RoK, 1998). 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 girls traditionally. Social and cultural factors are the major reasons leading to gender differences in academic performance (Miglani, 1990). These factors include students' familiarity with the subject, changes of career aspiration, gendered perceptions of specific subject, 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 & Dhaliwal, 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 househelps and herding and other male roles has been seen to affect their academic performance (Kuriala, 1971).

The International Labour Organisation (ILO) Convention of 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 labor market. Domestic household chores affects 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.

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, for 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 shortens 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. 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.

The study was guided by the by questions outlined hereunder:

- 1) To what extent are pupils in public primary schools in Garba Tula involved in domestic gender roles?
- 2) What domestic gender roles are performed by pupils in public primary schools in Garba Tula district?
- 3) To what extent do domestic gender roles affect pupils’ academic performance in Garba Tula district?
- 4) Is there is any difference between girls and boys involvement in domestic gender roles and academic performance in Garba Tula district?

### **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 the disinterest in school of children and their parents, 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 takes on different forms. Boys become cow and goat herders in rural areas where farmers keep cattle, girls spent their time child minding their siblings and 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. Bryant (1990) notes that many children begin work at very early stages and were 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 & 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 one hand, some studies have found that child labour and schooling may be complementary activities (Patrinos & 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 United States (U.S) tenth graders, in part because time spent on homework by 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.

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 exams 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 laterborn siblings to school. They found that in Brazil, first-born males were more likely to work than their younger siblings. Last-born males 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 appears 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 to 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 and 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 are 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.

### **Study methodology**

The study employed descriptive survey design. The target population was 29 headteachers, 186 teachers and about 9,192 pupils and 197 teachers. The sample was 17 headteachers, 187 teachers and 217 pupils. Sampling was done using Krejcie and Morgan table (Mulusa, 1988) Questionnaires and document analysis were used to gather data for the study. Data were analysed by use of Statistical Package for Social Sciences (SPSS) software for windows from which descriptions such as percentages (%) and frequencies (f) were used to answer the research questions.

### **Findings of the study**

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%) headteachers, 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. Majority 160 (88.9%) of the teachers reported that children did perform gender domestic roles. Findings from the headteachers indicated that headteachers felt that parents would prefer their children perform domestic roles rather than going to school.

Findings from the pupils responses indicated that pupils performed roles 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. Teachers responded that pupils performed roles such as cooking, cleaning, washing fetching water looking after animals and fetching water.

Headteacher respondents indicated that gender roles performed by the pupils were preparing them for adult life. Pupils indicated that boys performed domestic roles such as working with their fathers in the 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.

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 sometimes. 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 such as fetching firewood and water had an effect on their 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%) who said they were not able to complete assignments given.

Data revealed that pupils did not finish assignments given due to reasons such as lack of concentration at home, These findings indicate that there is a relationship between the domestic gender roles performed by the pupils and 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 attend school because they were performing domestic roles. Findings indicated that 106 (50.5%) knew of such pupils.

Data from the headteachers responses revealed that gender roles led to absenteeism which ultimately led to school dropout as indicated by 3 (17.6%). Two (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. They also said that gender domestic roles led to absenteeism, truancy and poor physical health of the pupils. The findings agree with Victoria and Mario (2006), 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.

Findings 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 sought whether pupils come to school late because of house chores, 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. This was stated by 103 (49%) pupils, 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. When asked whether they were able to arrive in school in time beside attending domestic chores, only 24 (11.4%) were able to arrive to school in time.

Findings further showed 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.

Teachers' responses indicated that pupils did not complete assignments due to work given by their parents as reported by 73 (40.6%). The reasons given included 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%) reported in the affirmative. 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.

Data on views of teachers concerning effect of gender roles of performance indicated that teacher felt that gender domestic roles affected performance. For example, majority of teaches 127 (70.6%) reported that gender roles performed by children affected their academic performance. Majority of them 102 (56.7%) further agreed that the gender domestic roles greatly affected pupils education and hence academic performance

These findings shows 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.

To establish the difference between girls and boys involvement in domestic gender role, the headteachers were asked to indicate who were the most affected; 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 educating boys to girls hence girls were neglected. In addition, just as their mothers who have to do all the work as men sit, girls would be involved in housework even at night, for example, girls would be involved in the cooking while boys would idle about. In addition, when the family finish a meal the girls are to wash the utensils when the boys were free to attend to their homework. After all the work the girls would be too tired to do homework. Come following morning, the girls would be expected to prepare breakfast and 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.

### Conclusions and recommendations

Based on the findings, it was concluded that pupils were involved in gender domestic roles which the community believed were either to prepare them to be good fathers or 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 a girls hence girls are neglected. Girls were more involved in gender roles than the boys. The study recommended that parents should be sensitized on the importance of educating their children hence should allow pupils go to school, get involved in the education of their children and monitor their progress. It was also recommended that there should be establishment of boarding schools where pupils would learn without interruptions. 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. It was 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.

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