

**INFLUENCE OF GENDER PERCEPTION ON ACADEMIC PERFORMANCE  
OF FEMALE STUDENTS IN KENYA SECONDARY SCHOOLS;  
CASE OF BUNGOMA SOUTH SUB-COUNTY**

**BY**

**BWIRE PETER MUSANA**

**RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE AWARD OF MASTER OF ARTS DEGREE IN PROJECT  
PLANNING AND MANAGEMENT OF UNIVERSITY OF NAIROBI.**

**2015**

## DECLARATION

This research project is my own original work and has not been submitted to any other university or institution of higher learning for examination purpose.

SIGN \_\_\_\_\_

DATE \_\_\_\_\_

BWIRE .PETER. MUSANA.

L50/66168/2013

This Research project has been submitted for examination with my approval as supervisor.

SIGN: \_\_\_\_\_

DATE \_\_\_\_\_

JULIUS KORINGURA

Department of extra mural studies

University of Nairobi

## **DEDICATION**

To the late Dorcas Elizabeth Bwire, my wife who always wished I pursue further studies.

## ACKNOWLEDGEMENT

I wish to acknowledge Julius Koringura, my supervisor for guidance and direction and the input by Mr .Vincent Marani, lecturer in the Department of Extra Mural Studies, School of Continuing and Distance Education in the University of Nairobi , Bungoma Sub-Centre.

I would also acknowledge Ministry of Education and Teachers Service Commission for encouraging teachers to enrich and develop their career. Second, the University of Nairobi for giving me, a chance to pursue further studies. I am grateful to my course mates especially Issa Shamiri for moral support and one, Marcus Issa at Bungoma Sub-Centre for the encouragement.

I am heavily indebted to my children: Pius Oduyo, Mike Musana and Inviolata Nonga for their patience. My mother and my brother Mark Musana for wishing me well in my studies. Special thanks to my friend Florence Wasiche for the academic inspiration and moral support .

Finally I thank my colleague teachers at Bungoma Muslim Secondary led by the principal Mr. Oliver Kituyi for their cooperation during my study and Mrs Dorine Laisa for typing this work and William Kweyu for editing my work. To all individuals and organizations whom I have not mentioned ,thank them for the assistance. May the Almighty bless you all.

## LIST OF TABLES

|   |    |
|---|----|
| Table 2.1 University intake (1998/1999).....                            | 11 |
| Table 2.2 Staff in rural and urban area Ohio State.....                 | 12 |
| Table 2.3 KCSE Candidature and performance 2012 .....                   | 13 |
| Table 3.1 Operational definition of variables.....                      | 20 |
| Table 4.1 Target population.....  | 21 |
| Table 4.2.1 Location and gender of Class teacher.....                   | 22 |
| Table 4.2.2 Head of Department.....                                     | 22 |
| Table 4.2.3 Deputy Principal.....                                       | 23 |
| Table 4.2.4 Principal.....  | 23 |
| Table 4.2.5 Student .....   | 24 |
| Table 4.3.1 Composition of committee.....                               | 25 |
| Table 4.3.2 Composition of committee.....                               | 25 |
| Table 4.4.1 Age of student.....   | 26 |
| Table 4.4.2 Age of Teacher.....   | 26 |
| Table 4.4.3 Age of Principal ,Deputy and HOD.....                       | 27 |
| Table 4.5.1 Working experience of Teacher.....                          | 28 |
| Table 4.5.2 Working experience of Principal, Deputy and HOD.....        | 28 |
| Table 4.6.1 Subject performance according to Respondent.....            | 29 |
| Table 4.6.2 KCSE performance according to Respondents.....              | 29 |
| Table 4.7.0 Type of School.....   | 30 |
| Table 4.8.0 Attendance of Training on Gender issues by Respondents..... | 31 |

|   |    |
|---|----|
| Table 4.9.1 Affirmative action in schools.....                                    | 32 |
| Table 4.9.2 1/3 rule implementation in schools.....                               | 32 |
| Table4.9.3 The school should give equal opportunities irrespective of gender..... | 33 |
| Table 4.9.4 The school should create forum to champion gender issues.....         | 34 |
| Table 4.10.1 School of preference for learning (students).....                    | 35 |
| Table 4.10.2 School of preference to teach (teachers).....                        | 35 |
| Table 4.10.3 School of preference to work as administrators .....                 | 36 |
| Table 4.11.1 Appearance of names on class registers.....                          | 36 |
| Table 4.11.2 Class sitting arrangement.....                                       | 37 |

## LIST OF FIGURES

|                                      |    |
|--------------------------------------|----|
| Figure 2.1 Conceptual framework..... | 16 |
|--------------------------------------|----|

## **ABBREVIATIONS AND ACRONYMS.**

EFA : Education For All

IFAD : International Fund for Agriculture and Development

IIEP : International Institute for Education Planning

KESSP: Kenya Education Sector Support Programme

MDG :Millenium Development Goals

NGO :Non Governmental Organization

OECD :Organization for Economic Cooperation and Development

TSC : Teachers Service Commission

UN : United Nations

UNICEF: United Nations Children Education Fund

UNESCO: United Nations Education Social and Cultural Organization

UPE : Universal Primary Education

USAID :United States Agency for International Development

WHO :World Health Organization

.

.



## TABLE OF CONTENT

|                        |      |
|------------------------|------|
| Declaration .....      | ii   |
| Dedication.....        | iii  |
| Acknowledgement .....  | iv   |
| List of tables.....    | v    |
| List of figures.....   | vii  |
| Abbreviations .....    | viii |
| Table of contents..... | ix   |
| Abstract.....          | xi   |

### CHAPTER ONE: INTRODUCTION

|  |   |
|--|---|
| 1.1 Background of the study .....          | 1 |
| 1.2 Statement of the problem.....          | 2 |
| 1.3 Purpose of the study.....              | 3 |
| 1.4 Research Objectives .....              | 3 |
| 1.5 Research questions.....                | 3 |
| 1.6 Significance of the study.....         | 4 |
| 1.7 Assumptions of the study.....          | 4 |
| 1.8 Delimitations of the study.....        | 4 |
| 1.9 Limitations of the study.....          | 4 |
| 1.10 Definitions of operational terms..... | 5 |
| 1.11 Organization of the study.....        | 5 |

### CHAPTER TWO: LITERATURE REVIEW

|                        |   |
|------------------------|---|
| 2.1 Introduction.....  | 7 |
| 2.2 Gender parity..... |   |

|     |   |    |
|-----|---|----|
| 2.3 | Gender equality and academic performance.....     | 9  |
| 2.4 | Gender perception in rural and urban schools..... | 11 |
| 2.5 | Academic performance of boys and girls.....       | 12 |
| 2.6 | Government policies on gender.....                | 13 |
| 2.7 | Theoretical framework.....                        | 14 |
| 2.8 | Conceptual framework.....                         | 16 |

**CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

|       |  |    |
|-------|--|----|
| 3.1   | Introduction.....                        | 17 |
| 3.2   | Research design.....                     | 17 |
| 3.3   | Target population.....                   | 17 |
| 3.4   | Sample size.....                         | 17 |
| 3.4.1 | Sampling techniques .....                | 17 |
| 3.5   | Research instruments.....                | 18 |
| 3.5.1 | Observation method.....                  | 18 |
| 3.5.2 | Questionnaire.....                       | 18 |
| 3.5.3 | Interview schedule.....                  | 18 |
| 3.6   | Piloting of instruments.....             | 18 |
| 3.6.1 | Validity.....                            | 19 |
| 3.6.2 | Reliability.....                         | 19 |
| 3.7   | Administration of the instruments .....  | 19 |
| 3.8   | Data analysis.....                       | 19 |
| 3.9   | Ethical considerations .....             | 19 |
| 3.10  | Operational definition of variables..... | 20 |

|   |           |
|---|-----------|
| <b>CHAPTER FOUR; DATA ANALYSIS, PRESENTATIONS, INTERPRETATIONS AND DISCUSSIONS.....</b> | <b>21</b> |
| 4.1 Introduction.....   | 21        |
| 4.2 Questionnaire return rate.....  | 21        |
| 4.3 Gender and location of the Respondents.....   | 22        |
| 4.3.1 Composition of committees in schools.....   | 24        |
| 4.4 Age of Respondents.....   | 26        |
| 4.5 Teaching/ working experience of Respondents.....                                    | 28        |
| 4.6 Subject/ KCSE performance.....  | 29        |
| 4.8 Training of Respondents on gender issues.....                                       | 31        |
| 4.9 Responsiveness of Respondents on policies on gender.....                            | 32        |
| 4.10 School of preference to learn/ teach.....  | 35        |
| <b>CHAPTER FIVE; SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATION.....</b>       | <b>38</b> |
| 5.1 Introduction.....   | 38        |
| 5.2 Summary of the findings.....  | 38        |
| 5.3 Conclusions.....  | 38        |
| 5.4 Recommendations.....  | 39        |
| 5.5 Suggested areas for further study.....  | 39        |
| REFERENCES .....  | 41        |
| APPENDICES.....   | 44        |
| A. Map of Bungoma County.....   | 44        |
| B. Letter of transmittal.....   | 45        |
| C. Deputy Principal questionnaire (DPQ).....  | 46        |
| D. Observation Schedule.....  | 50        |
| E. Students questionnaires (SQ).....  | 51        |
| F. Class teacher questionnaire (CTQ).....   | 52        |
| G. Principal Interview Schedule (PIS).....  | 56        |
| H. HOD; Guiding & Counseling Interview Schedule.....                                    | 59        |
| I. Determining sample size for research activities.....                                 | 62        |

|                           |    |
|---------------------------|----|
| J. Research schedule..... | 63 |
| K. Budget.....            | 64 |

## **ABSTRACT**

Gender is a vital component of development and progress in the modern society .Gender equity and equality have been identified as indicators of development agenda in any country or society .Kenya being a fast growing economy has put into place measures to enhance gender equity and equality .However ,there are setbacks to this noble course. Bungoma South Sub-County, gender perception has tended to drag back this important recipe for development. The region and the communities in particular are still tied up in male culture that does not value female progression .This came out in the study, as disparity and inequity tended to dominate enrollment, performance and sharing of the Sub-County resources. The target population for the study was 7892 students and 289 teachers in 32 mixed schools. A sample size of 367 was used in the study. Data was collected using ,questionnaires, interviews and observation schedules. The research instruments were administered among school principals, deputy principals, head of departments( HODs), class teachers and students. A pilot study was carried out in Butere-Mumias Sub-County as way of moderating and standardize the research instruments. This helped the researcher to overcome problems that could arise in the actual study .Descriptive research method was used , as the researcher was out to collect data from a specific population, so as to determine the current status using one or two variables in the study. The reliability of the instruments was determined using test-retest method. Data collected was analyzed using frequencies and percentages and presented in tables. It was found out that, disparity still dominated, as seen in student enrollment, girls still lagged behind in enrollment and performance .Recommendation, there was need to sensitize the society on gender and, various state organs and agencies to follow up implementation of policies on gender in schools .Further research should find out ,the progress being made on gender issues and policies implementation.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

Gender is an integral component of economic, social and private life of individuals in society. Oxford Advanced Dictionary (2000) in its reference to categories of masculinity femininity and neuter ,describes gender in relation to sex-based categories as, in phrases such as gender gap and politics of gender. The ministry of social Affairs and Health(2011) in the Swedish context sufficing gender in gender equality ascertains it as an ideal situation ,where persons, males or females have same opportunities in life ,regardless of their gender. The scenario is backed and heavily cushioned by the ambit of the law or the legal organs that protect individuals from any of gender biasness or discrimination. The Swedish approach looks at gender equality as the ultimate aim, whose achievement is through gender equity, which is the means to achieving gender equality.

Allan, Assad and Sherali (2010) looks at gender as different roles ascribed to men and women by the society. Gender, although it originated in objective biological divergence, it goes far beyond the psychological and biological specific of the two in terms of the social roles they play.

Canadian Health(2000)by situating the gender issues in line with sociological model of work and contexting it in concept of “schooling”(meaning education or learning)asserts the lingering nature of gender in all spheres of life ,be it at home, working environment ,political arena or social scene, where males and females are to be found.

Millennium Development Goals(2000) singles gender equality as one of its goals to be achieved in 2005, sadly the deadline for achieving the third MDG goal is over and only 67 countries have achieved equality in school enrollment ,what about the other countries?

International Fund For Agriculture Development(IFAD 1995) advocates for gender equity as a fair treatment of both men in relation to their respective needs .IFAD also looks at gender in terms of cultural expectations of roles and behavior of males and females .It assesses gender

in terms of opportunities, social roles and interactions that allocates equal proportion to both

males and females as they endeavor to influence the processes of social and economic development. IFAD advocates for empowerment or build up process for a group that is seen to have limited access to the resources.

United Nation Declaration On Human Rights (1948) affirms one's right as paramount in all spheres of life, gender being an integral part of human activities, it is well covered in the UN's operations and mechanisms, that promote and uphold the human right.

Globally some 39 million girls of the lower secondary age are currently not enrolled in either primary or secondary education while two thirds of the world's 796 million illiterate adults are women as observed by International Institute for Education Planning (IIEP, 2011) only a third of the countries have achieved the gender parity at secondary level, this evidence shows that something need to change.

## **1.2 Statement of the problem**

Gender issues in education cycles are likely to be overlooked despite so many policies by government and Non Governmental Organizations (NGOs). Issues such as gender biasness, inequity and inequality in schools, is an insidious problem, that very few point it out. As noted by Agu Stella(2003) gender equality and women empowerment in Nigeria situates the realities of gender perception in education sector. What is happening in Nigeria could be happening any where else. Gender issues are discussed or debated in most fora, but many at time, remain a discussion topic, with very little effort being put in to resolve the issues.

According to United Nation( 2011)Kenya has always lagged behind the counterparts in East Africa in terms of gender equity and equality. This is despite, all effort to promote and empower women or girls. Performance at KCSE, depicts an aspect of inequality KNEC(2014),there were only 17 female students in the top 100 students. Ministry of Education( 2006) in its strategic plan 2006-2011 exhibits disparity at public universities, female to male stood at 1:2, despite the fact that, the government had instituted the affirmative action at university admission

As observed by Achoka, Nafula and Oyoo(2013) Research has shown that, the African culture has not been supportive of girls and women rights, especially in education. In KCSE, girls' performance is dismal, very few feature in the list of top KCSE performers in Bungoma County.



This is why the research was carried out to ascertain what was happening to gender issues and academic performance of female students in secondary schools?.

### **1.3 Purpose of the study.**

The purpose of the study is to find out the influences of gender perception on academic performance of female students in secondary schools.

### **1.4 Research Objectives**

- i) To find out the level of gender parity in secondary schools.
- ii) Establish the effects of Gender equality on academic performance
- iii) To compare gender equality in schools in rural and urban areas.
- iv) To compare academic performance of boys and girls in secondary schools.
- v) To assess how the government policies on gender are being implemented in schools.

### **1.5 Research questions**

- i) What is the level of gender parity in schools?
- ii) What is the effect of gender equality on academic performance?
- iii) How do schools in rural areas perceive gender issues?
- iv) How do academic performance of boys compare to that of girls?
- v) How are government policies on gender being implemented in schools?

### **1.6 Significance of the study**

Gender issues, when properly addressed impacts a lot on the outcome of education systems. The findings will:

- i) Assist the government to intensify evaluation and monitoring of gender issues in schools
- ii) To help the government to plan for training of teachers on gender issues.

iii) Help the government to sensitize stake holders in schools to be fully involved in gender issues.

iv) Provide basis for future research on progress being made on gender issues in schools.

### **1.7 Assumptions of the study**

i) All schools are cognizant of gender issues.

ii) Respondent will be genuine in handling gender issues.

iii) All students are treated equally in schools.

### **1.8 Delimitation of the study**

This study focused on the influence of gender perception on academic performance of female students in Kenya, with a focus on Bungoma South, Sub-County. The study targeted 32 mixed schools. Respondents were drawn from; Principals, Deputy principals, heads of department, teachers and students.

### **1.9 Limitation of the study**

The research was limited by the researcher's occupation, he had to balance between , carrying out the research and his duties as a teacher. Administrators in some schools were too busy to be interviewed. Some teachers were in class not available for the research. Students on the other hand were only available during break time. Gender being an issue that could elicit emotions and sentimental feelings, some respondents were not willing to participate in the research..

### **1.10 Definition of operational terms**

The following operational terms have been defined for the purpose of this research.

**Affirmative action:** This is a government policy in Kenya, that ensures the females have at least 30% representation in state agencies or at all decision making bodies..

**Biasness:** Prejudice or preference towards the female gender..

**Discrimination:** Practice that tends to deny rights or privileges the female gender. .

**Equality:** Human right ,advocated by UNESCO, to ensure that boys and girls have equal opportunities to exploit their potentials.

**Equity:** Framework ,within the education sector or reforms that uphold the needs of both girls and boys.

**Gender;** Social expectation of male or female person in terms of roles ,responsibility or behaviour .

**Parity:** Social expectation, that boys and girls have equal opportunities in enrolment or transition in education.

### **1.11 Organization of the study**

The study was organized , chapter one(Introduction) has background of the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, limitation of the study ,scope of the study and definition of operational terms.

Chapter Two(Literature review) gave researcher a better understanding of the existing body of knowledge .It included gender issues, parity, equity, equality theoretical and conceptual framework.

Chapter three(Research methodology) covers research design, target population, sample size, sampling procedure, instrument for data collection ,validity of instrument, reliability of data collection instruments and operational definitions of variables

Chapter four covers data analysis, presentation and interpretation :data collected was analyzed using frequency tables and percentages.

Chapter five covers findings, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Feminist believe that, the education system is patriarchal and dominated by men, just like the workforce. It is ironical that despite the social changes in recent decades, the traditional definition of masculinity and femininity still linger conspicuous and are still widespread.

World Health Organization (WHO,2014) cognizant of the distinct roles and behavior ,tend to attribute this to have led to the gender inequality ,as that differences between men and women has systematically favored one group. Furthermore , these inequalities have led to inequities between men and women as reflected in their health status and access to health care .As noted by Merrican Website(2014), gender is more about your personal sense of who ,you are the ;man, woman, transgender ,primarily reference to the mental setup either as a man or woman, which if allowed to come out prompts gender issues.

Kriti Bami(2011) traces the Australian social structure ,that has contributed to significant differences in opportunities and outcome between men and women ,that has seen prejudice and discrimination directed towards women more than men .As noted by studies by Monarch University Kriti B(2011) ,Australia might have had its first female prime minister ,but on political arena , women are still grossly underrepresented. They are yet to accepted them as valuable members of the society .If Australia has to move forward to a true gender equality ,the inequalities should be addressed urgently

Spade(2008) in a paper ;Documenting Gender, gives narrative account of USA, 40 years of realizing gender equality ;1963,most Americans believed that gender equality was not achievable, conventional wisdom held it that ,a career woman could not double as successful wife. For instance in research by University of Michigan in 1962 two thirds of women agreed that most important decisions were at the stake of the ‘man of the house’ Between 1994 and 2001 the percentage of Americans preferring male bread winner /female homemaker family model increased from 34% to 40% .1997and 20007,the number of full time working mothers rose from 48% to 60% .Despite the remarkable change in the ‘gender’ , there is lamentation, that 50 years down the line, women in USA are still frustrated as noted by journalist Ann Grittedn (17-2-2013),commenting on ”Feminine Mystique” ,a activism slogan, that ignited women movement in the 60s.In 1990 , USA was ranked sixth in female labour participation among 22 countries ,a finding by Economic Cooperation and Development(OECD) in 2007. By 2010 USA had fallen to seventeenth position in OECD ranking.

Paul J Bailey(2007) notes in his assessment of the impact of political, cultural and social changes on the development of gender issues. Bailey demonstrates how women representation and the assumptions surrounding their roles in society, and politics in gender discourse through the centenary of China’s ’History of gender issues. According to Bailey(2007) Education changes in China were an integral part of the early twentieth century, to initiate modern reforms that would reinvigorate the China ‘economy and society as way to ward off the threat of foreign imperialism. China’s gender struggles dates back 5000years ago, in the ancient China women could not attend schools or attain literary skills. This is captured in allegory of philosopher Conficius who asserted that men and women were not equal. A breakthrough was initiated by a famous Empress Wu ,who made fundamental step to reverse the situation .In subsequent years , education towards gender roles has tended to be more and more equal .Everyone can enjoy and access higher education nowadays without any gender prejudice.

According to Agu Stella(2007) the federal government of Nigeria determination to accord women full opportunities of formal education was a step in right direction ,though long overdue since it is evident that serious alignment need to be done to fast track progress

towards achieving MDG goals and uphold EFA. It is important to uphold EFA up to at least junior secondary 3 and enhancement of tuition free incentive especially for women.

## **2.2 Gender parity**

Research has shown that, Education is one of the most effective developing investment countries and donor partners can make. As observed by USAID(2005), an educated citizenry are likely to be democratic and politically stable . Educating girls yields a higher rate of returns than any other investments. In 2005 only 59 ( $\frac{1}{3}$ ) of 181 countries with data had achieved gender parity for both primary and secondary education ,as noted by UNESCO (2007).

According to Anita, A. Nargis, A. & Yasmin,S. (2010). Educationists, academicians and faculty greatly influence gender socialization and mould gender roles of students thus impact on quality of life and power distribution.

Paul Groski (2012) notes that performance discrepancy is notable in Ontario, Canada results of the test in Mathematics and reading showed persistent and glaring discrepancy in achievement and attitude between boys and girls.

Research has shown girls are inclined to being neat, quiet and calm while boys are encouraged to think independently, be active and speak up,as noted by USAID(2008) and that teachers give boys greater opportunities to explain ideas.

Gender bias in education is an insidious problem, that causes very few people to stand up and take notice. The victim of this bias have been trained through years of schooling to be silent and passive. Being female exacerbates an already difficult situation. In developing countries girls are less likely than boys to enroll in school, stay in school, or have their educational needs met through non formal means. The best development investment available is not being fully utilized.

It is perhaps one of the most compelling example of the country's effort to slur gender lines and theoretically cement opportunities for both women and men.

### **2.3 Gender equality and academic performance**

As noted by Anita ,Nargis & Yasmin (2010), worldwide commitment to Education for All(EFA) is stronger than ever before. Countries like Sweden ,legislators even passed bill requiring all schools including daycare centers to assign equal opportunities for boys and girls.

USAID(2005),observes that, supported education activities in Sudan are responding to high levels of female illiteracy and low school completion rates for girls. Program activities are designed to increase access and create a conducive environment for girls' education. Intervention involving both girls and boys appear to be successful in addressing constraints that limit girls' participation in education.

Through a USAID funded project in Ethiopia, boys become more sensitive to the multiple burdens that girls face that interfere with their schooling. As a result, boys begun to help their female classmate with their home work and no longer judged them as intellectually inadequate.

In Tanzania, USAID supported science camps to motivate girls to stay in school. The camps gave many of the girls the first opportunity to conduct experiment using laboratory equipment. Equity strategies such as these are needed to eventually attain gender equality over the long term and must be reflected in policies and practices directed toward learners, teachers and the community.

Education is a key to liberating women, face numerous constraint to access education and training at all levels due to unfriendly pedagogy.

Ministry of Education(2006). Observes that as much as they have tried to consolidate education reforms, gender disparities is wide as university enrolment stands at 1:2,female to male. This is so, despite the government instituting Affirmative Action in university administration.

Zhang(2007) observes that the hidden curriculum is major source of gender socialization within education, various subjects are aimed at certain gender group. China has a culture that last more

5000 years. The gender issue on education in china has changed from time to time. In ancient China female was forbidden from any form of education. A known philosopher Confucius noted that women were not equal to men and were not worthy to literacy and education.

A breakthrough, famous empress Wu, mentor of her father Wushi made fundamental steps to reverse the situation, challenging Confucius. Her ascend to Empress was major leap in the gender equality. Education change was integral aspect of early 20.centuary ,state building and modern reform implemented by the Qing dynasty as means of strengthening the foundation of dynasty rule and reinvigorating China’s economy and society to ward off the threats of foreign imperialism.

Education is a key to liberate women who face numerous constraints to access education and training at all levels due to unfriendly pedagogy. According to UNESCO(2006)the teaching staff at primary ,secondary and university are all male dominated .This has reinforced prevailing attitude and always showed that male child is endowed with powers to excel in education .Whenever there are considerable high proportion of female teachers/lecturers, but this is often associated with particular subjects. This has perpetuated the assumption that women can only excel in certain areas, while others are preserved for men. This is shown in table below:

**TABLE 2.1: University intake 1999**

| <b>COURSE</b>   | <b>MALE</b> | <b>FEMALE</b> | <b>% FEMALE</b> |
|-----------------|-------------|---------------|-----------------|
| Education       | 8749        | 5289          | 37.7            |
| Engineering     | 2435        | 244           | 9.1             |
| Medicine        | 729         | 237           | 24.1            |
| General science | 3677        | 1000          | 21.0            |

**Source : Ministry of Education.**



UNESCO(2004)notes that developing nation, Kenya included are `caught up` in trap of gender inequalities in almost all sections and the degree of inequality is greater as the existing legal structure do not adequately address and support gender equality.

## 2.4 Gender perception in rural and urban

According to UN(2011) report on human development ,70% of the world ,now resides in the rural area and gender inequality is more in rural than urban areas .It has been observed that global crisis impact more on women in rural areas :poverty, illiteracy, starvation are some of the pangs of life a rural woman has to contended with over the years.

According to Zhang( 2007) ;lack of quality education for rural persons was crucial reason that contributed to the imbalance in social and economic development in China .Although China assures all students have equal opportunity in term of access to education, in 2004, rural area had 17.8% undergraduate enrolment whereas urban had 70% .This is clear indication of disparities in education attainment. Wikipedia(:2014) noted in 2006, enrollment was high at primary but reduced progressively at secondary: literacy rate in urban 58.3% while rural at 28.3% in study carried out in Pakistan.

Judith Button(2014) observes that in Ohio, USA, urban school are larger and had more teachers ,administrators and support staff and had extra cost.

**TABLE 2.2: Staff in rural and urban; Ohio State**

|               | SCHOOL LOCATION |       |
|---------------|-----------------|-------|
|               | RURAL           | URBAN |
| <b>MALE</b>   | 51.0            | 50.8  |
| <b>FEMALE</b> | 49.0            | 49.2  |

From above information ,Urban areas still had more female personell than rural areas

According to UNICEF (1998) study carried out in 8 provinces, reveal that more boys received secondary education compared to girls. Drop out rate for Kwale was 10.6% for boys and girls

13

12.3%. Most girls drop out due to early marriage and pregnancy, clear reflection of rural setting. UNESCO and other UN agencies have identified access as a way of reducing gender inequality in society. Kenya faced with both gender and regional disparities. North Eastern, gross enrolment in secondary schools for girls was 29%, compared to Western stood at 11.2%.

### **2.5 Comparison of academic performance of boys and girls in secondary schools**

According to UNESCO(2010) A total of 759 million illiterate adults 2/3 were women. In 1995, illiteracy stood at 63% and it has not improved, between 1995 to 2005 it is still at 64. And out there, there is still 58 million girls worldwide who are not in school, majority live in Sub Sahara Africa and South and West Asia.

A USA Bureau report(2000) showed that women had almost achieved parity in Education, In 1999 same percentage of males and female graduated from high school, percentage of women who completed bachelors degree was 23.7% compared to males 27.5%, unlike in 70s 8.2% female and 14.2 male.

In Kenya, as shown in table 2.3, male students had upper edge in enrolment and performance. For instance History there were 166354 boys and girls 129318. Performance, boys did better than girls, with a mean score of 43.86, while girls had 37.19

**Table 2.3: KCSE Candidature and Performance 2012**

| <b>Subject</b> | <b>Male</b> | <b>m/score</b> | <b>Female</b> | <b>m/score</b> |
|----------------|-------------|----------------|---------------|----------------|
| English        | 241873      | 37.68          | 195585        | 38.13          |
| Mathematics    | 241233      | 31.38          | 195093        | 31,38          |
| History        | 166354      | 43.86          | 129318        | 37.19          |

Source ;KNEC 2012

## **2.6 Government policies on Gender for schools**

Education is universally acknowledged to benefit individual and promotes national development. According to Basic Education Coalition (2010), education is one of the most effective development investment, countries and donor partners can make; educating boys and girls leads to increase in their subsequent earnings and expand future opportunities and choice of both males and females.

International consensus on education priorities accords an important place to achieving gender justice in the education sphere. The government of Kenya is signatory to various international and regional countries, that advocates for equity in education. Women as heads of society regardless of their status, mothers are influential people in children's lives, such that a country that give a girl-child education first priority has made an important investment in its future.

The MDG(2000) and the Dakar-EFA emphasizes two goals: Gender parity, that is achieving equal participation of girls and boys in all forms of education and their proportion in the relevant age group in the population , and gender Equality , goals set out to ensure education equality among boys and girls. The ultimate, is to eliminate gender disparities, accord girl-child education full and equal access, especially achievement of quality basic education.

Wango, Musoni & Akinyi (2012) noted that to mainstream gender, focus should be on and in reference to Bill of right-chapter 4 of constitution of Kenya 2010, in focus, the chapter on Devolution and Resource management should be addressed as the Education system being re-aligned to the constitution provision for instance the right to quality education is a basic right irrespective of gender.

Ministry of Education(2000) under the Kenya Education sector support programme ( KESSP) 2003-2007 is set to implement Education for All( EFA) and Universal Primary Education( UPE) by 2015.The transition rate from primary to secondary to increase to 70% by 2007. KESSP intended to reduce disparities in participation and increase quality and relevancy of education to

National development needs and aspiration. The challenge however remain in the sustainability, parity, access and equity as well as full implementation of initiative.

Kenya, since independence has recognized and given education priority as key sector in county's socio-cultural and economic development. Quality education was given prominence in commission and policy framework for education ;as shown in the following commission;

- Ominde commission 1964;it abolished examinations based on racial lines
- Mackay Report 1981;introduced 8-4-4 system of education and establishment of second university.
- Koech commission 1999;advocated for technical education and vocational training
- FAWE-Kenya 2002;championed gender responsive environment that promotes girl-child education.
- FPE Policy 2003;was in essence implementing EFA and UPE

Policies on gender may be in schools, but are they being implemented? Thus research was set to find out what schools are doing with the policies.

Progress has been limited by a number of factors; a lack of international political leadership, a global funding gap of an estimated \$5.6billion a year for education, a lack of plan and capacity within national education system for improving the access to and quality of schooling for girls and locally, many poor families who simply cannot afford to send their children to school.

## **2.7 Theoretical Framework**

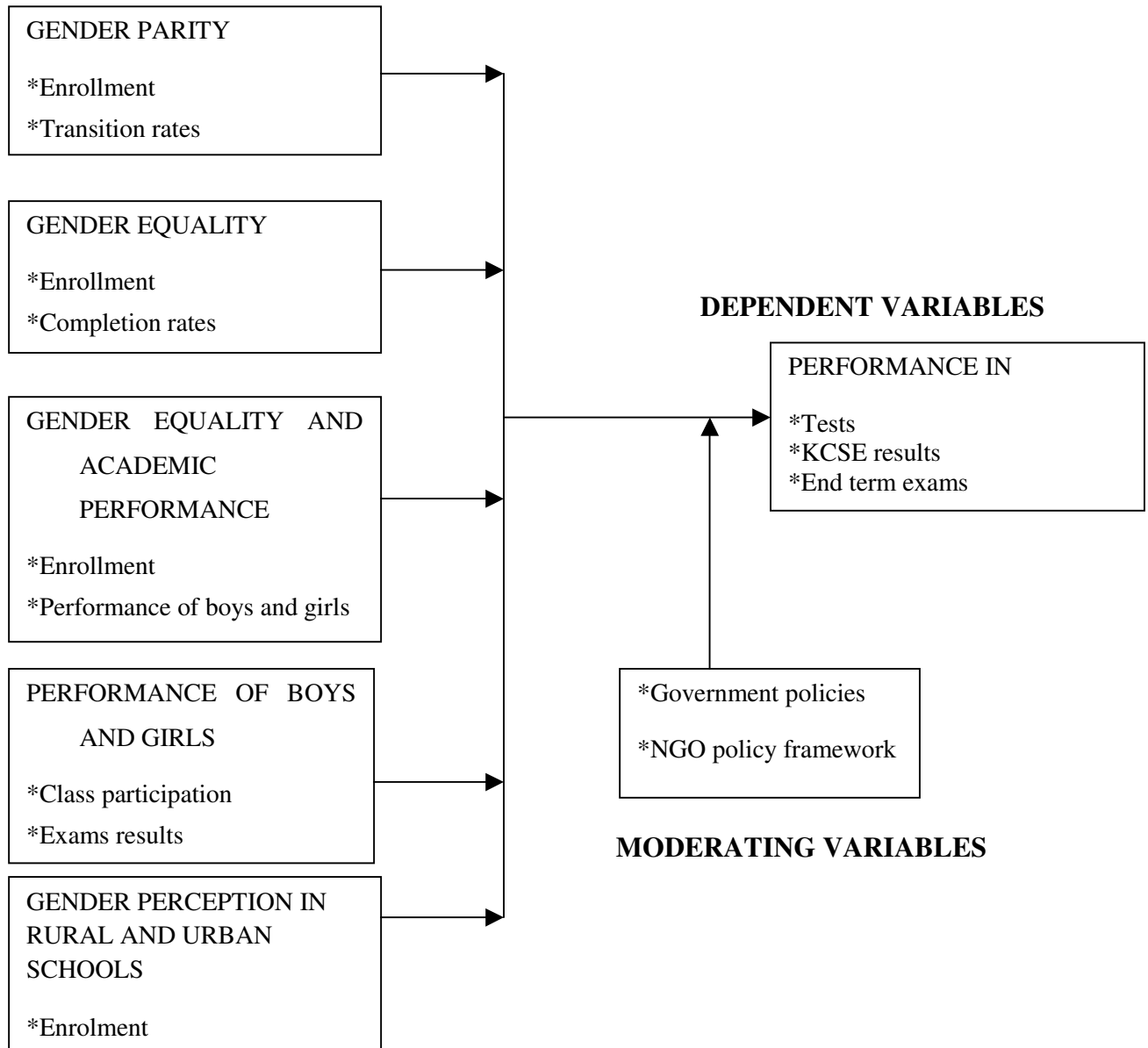
The study was based on Karl Marx's (1815-1883) conflict theory. It is based on the assumption that society is a stage on which struggle for power and dominance are actual out. The struggles are largely between social classes competing for scarce resources, such as control over the mean of production (land, natural resources).

The interest of the dominant clan is to maintain the position of power for the sub ordinate clan. Fredrick Engel( 1820-1835) applied the assumption to the family and by extension to gender roles, he argues that with dawn of capitalism, the family- hour is antic racy and supremacy of unquestioned. Emancipation of women is only possible if they can take part in production. Beliefs about inequality and power imbalances became institutionalized seen accepted and persist over

longer time fueled by poverty which affect women more than men. Feminist agitation for their rights and male tendency to maintain status quo shows the conflict existing in the society today.

## 2.8 CONCEPTUAL FRAMEWORK

### INDEPENDENT VARIABLES



**Fig. 2.1 Conceptual framework**

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology to be used in the study. It gives research design, the target population, , sample size and sampling techniques, research instrument, piloting, data collection procedure, data analysis and, ethical consideration.

#### **3.2 Research Design**

The study adopted the descriptive research design. According to Mugenda & Mugenda (1999) this approach determines and reports the way things are. It derives knowledge from quantitative and qualitative observation, information which is numerical is analyzed and interpreted and conclusions are drawn .Kothari (2004) observes that, descriptive research helps the researcher to gather a relatively larger number of cases at a particular time.

This approach is advantageous to the researcher, as it allows one to go beyond statistical data, as human behavior and emotion can be studied under qualitative approach.

#### **3.3 Target population**

From the education office, Bungoma South Sub-County, had 32 mixed secondary schools with student population of 7892 and 289 teachers in 2014.

#### **3.4 Sample size**

For this study, the researcher having a population of 8181 used a sample of 367 respondents. The researcher used Krejcie and Morgan (1970) table to determine the sample the population of 8181 is slightly above 8000 from the table the sample size was 367 respondents as shown in appendix I.

##### **3.4.1 Sampling Techniques**

Quantitative research relies heavily on randomness of sample as noted by Mugenda & Mugenda (1999).With target population of 8181 ,sample was picked to provide information to help the researcher draw generalization about the entire population .Purposive sampling was used ,to get

the right information, the class teacher was in a better position to give the really situation in the class. Stratified sampling, was applied, as there were groups; mixed schools, located in rural or urban. Simple random sampling was convenient to the researcher in selection of students for the study.

### **3.5 Research Instruments**

Given that the study is using descriptive research, the instrument; observation, questionnaires and interviews schedules were be used to collect data.

#### **3.5.1 Observation method**

It is visual method- where the researcher needs not to engage the respondent in conversation. For this particular study; observation of gender friendly environment; in class, the teacher's use of gender sensitive terms can be ascertain. The method is simple and quite handy in gauging the respondent feelings.

#### **3.5.2 Questionnaire**

Convenient method of data collection especially where a large population is involved- the questions are ideal. The respondent does not need to identify him//herself. The questions can mailed to the respondent: convenient to him/her, cost effective to the investigator.

#### **3.5.3 Interview schedule**

The method enable the investigator to get information which may not be possible through observation: it can be face to face or through telephone. Interview allows in-depth probing as long as the interviewee (respondent) is willing to divulge the relevant information. It is equally flexible one can restructure the questions to capture the respondent and also to secure spontaneous reaction.

### **3.6 Piloting of Instruments**

It involves the pretext of the research instrument. It assisted the researcher to review the questions asked and detect any biasness in research. The instruments were be piloted in neighboring Butere-Mumias district. The piloting was useful in testing validity and reliability of the instruments.

#### **3.6.1 Validity**

The research focuses on content validity- that is: the appropriateness of the content of an instrument. As noted by Mugenda (1999), research tool will yield content valid data, if domains of indicators being measured are relevant to the concept.

### **3.6.2 Reliability**

It tests the consistency of the instruments to give similar results after several trials, as noted by Mugenda and Mugenda( 2003), research instrument should yield same results with repeated trials, under similar conditions .For this study Test-Retest was used to determine reliability.

### **3.7 Administration of instruments**

The data was collected from 32 secondary schools in Bungoma South District. Interview was administered to principals of schools, questionnaires to the class teachers and students it is important that time be given for them to respond before the researcher collects the instruments.

### **3.8 Data analysis**

The data was coded, collated and analyzed using quantitative methods, which involved the statistical data presented in form of frequency distribution tables .The frequencies and percentages were used to determine gender disparity and inequality in schools.

### **3.9 Ethical considerations**

The researcher sought permission from University of Nairobi and Ministry of Education to be allowed to carry out research. Permission was sought from the respective principals to conduct study in their schools.

The researcher assured respondents of confidentiality of their responses as noted by Mugenda & Mugenda (1999).The respondents were equally informed of the purpose of the study, it was purely academic.



### 3.10 Operational Definition of variable

It gives breakdown of independent variable, indications involved and measuring scale.

| OBJECTIVES   | VARIABLES   | INDICATOR                                    | MEASUREMENT SCALE |
|--|---|--|-------------------|
| To find out the level of gender parity in schools                            | <b>Independent variable</b>                                 | Class register                               | Nominal           |
|  | <b>Dependant</b><br>Gender parity<br>Academic performance   | Returns of school enrolment<br>EMIS records. | Ratio             |
| To establish effects of gender equality on academic performance.             | <b>Independent variable</b>                                 | Progress academic report.                    | Nominal           |
|  | <b>Dependant</b><br>Gender equality<br>Academic performance | Student report cards.<br>KCSE Result.        | Ordinal           |
| To compare gender equality in rural and urban schools                        | <b>Independent variable</b>                                 | Academic progress report                     | Nominal           |
|  | <b>Dependant</b><br>Gender parity<br>Academic performance   | Return of school enrolment                   | Ratio             |
| To compare performance of boys and girls in secondary schools.               | <b>Independent variable</b>                                 | K.C.S.E results                              | Nominal           |
|  | <b>Dependant</b><br>Gender parity<br>Academic performance   | Class mark list                              |                   |
| To asses how government policies on gender are being implemented in schools. | <b>Independent variable</b>                                 | Returns of students population               | Nominal           |
|  | <b>Dependant</b><br>Gender parity<br>Academic performance   | Class mark list                              | Nominal           |

Table 3.1: Operational definition of variables

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents; the findings, presentations and discussions of the results for the study on 'Influence of gender perception on academic performance of female students in Kenya secondary schools: a case of Bungoma South Sub-County'. The chapter is discussed under the following sub-headings; instrument return rate, demographic characteristics of respondents, gender parity and equality, location of schools and respondents, performance of boys and girls and government policies on gender.

#### 4.2 Questionnaire return rate

This study targeted students and teachers from rural and urban setting of Bungoma South Sub-County.

#### Table 4.1 Target population

The table shows the distribution of respondents for this study

| Target category    | Number targeted | Number responded | Return rate |
|--------------------|-----------------|------------------|-------------|
| Principals         | 32              | 21               | 65.63       |
| Deputy principals  | 32              | 21               | 65.63       |
| Head of dept.(G&C) | 32              | 20               | 62.50       |
| Class teachers     | 123             | 71               | 57.72       |

|              |            |            |              |
|--------------|------------|------------|--------------|
| Students     | 148        | 93         | 62.84        |
| <b>TOTAL</b> | <b>367</b> | <b>226</b> | <b>61.58</b> |

Table 4.1 shows that, 226 out of 367 respondents filled and returned questionnaires .This represented 61.58% of return rate. Some respondents were not willing to participate, failed to return the research tools. Schools administrators were too busy to be interviewed.

### 4.3 Gender and location of the respondents

An item in questionnaire which sought information on gender parity in the rural and urban location.

#### 4.2.1 Class teachers

| <b>Location</b> | <b>Male</b> | <b>Percent</b> | <b>Female</b> | <b>Percent</b> |
|-----------------|-------------|----------------|---------------|----------------|
| Rural           | 15          | 48.39          | 19            | 47.50          |
| Urban           | 16          | 51.61          | 21            | 52.50          |
| <b>TOTAL</b>    | <b>31</b>   | <b>100</b>     | <b>40</b>     | <b>100</b>     |

Table 4.2.1 shows that most teachers preferred working in urban areas; male teachers 51.61% and female teachers 52.50% preferred working in urban areas. This was attributed to the advantages associated with urban areas; better housing, accessibility and availability of water, electricity .and other facilities. Teachers, preferred to work in rural areas; male 15 (48.39%) and female 19 (47.50%), due to, they were either posted or transferred to work there.

#### 4.2.2 Head of Department(HOD); Guiding and Counseling

| <b>Location</b> | <b>Male</b> | <b>Percent</b> | <b>Female</b> | <b>Percent</b> |
|-----------------|-------------|----------------|---------------|----------------|
| Rural           | 5           | 50.00          | 4             | 40.00          |
| Urban           | 5           | 50.00          | 6             | 60.00          |

|              |           |            |           |            |
|--------------|-----------|------------|-----------|------------|
| <b>TOTAL</b> | <b>10</b> | <b>100</b> | <b>10</b> | <b>100</b> |
|--------------|-----------|------------|-----------|------------|

Table 4,2.2 shows that, there was equal distribution of male HODs in rural 50% and urban 50%. While female HODs, rural 40 % and urban 60%.This was evident that guiding and counseling services were provided in schools. .

#### 4.2.3 Deputy Principal

| <b>Location</b> | <b>Male</b> | <b>Percent</b> | <b>Female</b> | <b>Percent</b> |
|-----------------|-------------|----------------|---------------|----------------|
| Rural           | 3           | 30.00          | 5             | 45.46          |
| Urban           | 7           | 70.00          | 6             | 54.54          |
| <b>TOTAL</b>    | <b>10</b>   | <b>100</b>     | <b>11</b>     | <b>100</b>     |

Table 4.2.3 shows that ,urban areas had higher number of deputy principals; males 70% and females 54.54%.Facilities associated with urban areas tended to attract most deputy principals to work in urban location. Deputy Principals in rural areas male 3(30%) and female 5(45.46%) on being promoted they were deployed to rural areas.

#### 4.2.4 Principals

| <b>Location</b> | <b>Male</b> | <b>Percent</b> | <b>Female</b> | <b>Percent</b> |
|-----------------|-------------|----------------|---------------|----------------|
| Rural           | 4           | 40             | 4             | 36.36          |
| Urban           | 6           | 60             | 7             | 63.64          |
| <b>TOTAL</b>    | <b>10</b>   | <b>100</b>     | <b>11</b>     | <b>100</b>     |

Table 4.2.4 shows that most male principals 60% were in urban, while rural 40%.Female principals 63.64 were in urban while 36.36% in rural areas .Female principals preferred working in urban areas, this was due to the pull factors; better housing, access online services.

#### 4.2.5 Students

| Gender       | Rural     |            | Urban     |            |
|--------------|-----------|------------|-----------|------------|
|              | freq.     | percent    | freq.     | percent    |
| Female       | 16        | 44.44      | 20        | 35.09      |
| Male         | 20        | 55.56      | 37        | 64.91      |
| <b>TOTAL</b> | <b>36</b> | <b>100</b> | <b>57</b> | <b>100</b> |

Table 4.2.5 shows that the number of male students was high in urban area, 64.91%. It was also high in rural areas, 55.56%. 44.44% of female were in rural areas. 35.09% of female students were in urban areas. There was disparity in both rural and urban areas. The findings indicated the society perception of preferring to take male students to school at the expense of the female students.

#### 4.3.1 Composition of committees in schools

An item in the questionnaire that sort to establish composition of committees under the Principal's and Deputy principal's offices.

..

#### 4.3.1 Gender of Committee under Deputy principal

| Dominant Gender | Tender Committee |            | Discipline committee |            | class teachers |            | Prefect body |            |
|-----------------|------------------|------------|----------------------|------------|----------------|------------|--------------|------------|
|                 | freq             | %          | freq                 | percent    | freq           | percent    | freq         | percent    |
| Male            | 10               | 47.62      | 12                   | 57.14      | 10             | 47.62      | 13           | 61.91      |
| Female          | 11               | 52.38      | 9                    | 42.86      | 11             | 52.38      | 8            | 38.08      |
| <b>TOTAL</b>    | <b>21</b>        | <b>100</b> | <b>21</b>            | <b>100</b> | <b>21</b>      | <b>100</b> | <b>21</b>    | <b>100</b> |

Table 4.3.1 Shows that, the female dominated the tender committee, 52.38%. Female were majority as shown by the findings as class teachers, 52.38%. Male were majority in discipline committee, 57.14%. Male were majority in the prefect body as shown by the findings, 61.91%. Given that, male students were the majority from the study findings. It emerged from the findings, the males were the majority in the prefect body. From the findings, males were majority in discipline. It was belief that male could enforce discipline in school.

#### 4.3.2 Gender of Committee under the Principal

| Dominant Gender | teachers  |            | HOD.s     |            | PTA       |            | BOM       |            | Support staff |            |
|-----------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|---------------|------------|
|                 | freq      | percent    | freq      | percent    | freq      | percent    | freq      | percent    | freq          | %          |
| Male            | 10        | 47.62      | 10        | 47.62      | 12        | 57.14      | 13        | 61.91      | 10            | 47.62      |
| Female          | 11        | 52.38      | 11        | 52.38      | 9         | 42.86      | 8         | 38.09      | 11            | 52.38      |
| <b>TOTAL</b>    | <b>21</b> | <b>100</b> | <b>21</b> | <b>100</b> | <b>21</b> | <b>100</b> | <b>21</b> | <b>100</b> | <b>21</b>     | <b>100</b> |

Table 4.3.2 shows that, there were more females in HODs 52.38%. The support staff, had more females 52.38%. Males were majority in PTA committee, 57.14%. The findings also showed males were majority in BOM, 61.91%. The high number of males in decision making organs, PTA and BOM indicated society perception of gender, that males should dominate all social set-ups.

#### 4.4 Age of Respondents

The study sought to find out the age of respondents and their responsiveness to gender issues.

##### 4.4.1 Students

| Age      | Rural | Percent | Urban | Percent |
|----------|-------|---------|-------|---------|
| 14-17    | 29    | 80.56   | 38    | 66.67   |
| Above 18 | 7     | 19.44   | 19    | 33.33   |

|              |           |            |           |            |
|--------------|-----------|------------|-----------|------------|
| <b>TOTAL</b> | <b>36</b> | <b>100</b> | <b>57</b> | <b>100</b> |
|--------------|-----------|------------|-----------|------------|

Table 4.4.1 shows that, students age 14-17, were majority 80.56% in urban areas. The findings also showed high number of students in age 14-17, 66.67% in rural areas. Those above age 18 were fewer in rural areas, 19.44% as shown by the findings. Those above 18years, the study found that, these were beneficiaries of free secondary education. This government had no age limit.

#### .4.4.2 Teachers

| Age          | Rural     |            | Urban     |            |
|--------------|-----------|------------|-----------|------------|
|              | frequency | percent    | frequency | percent    |
| Below 30     | 10        | 32.26      | 30        | 75.00      |
| 30-39        | 14        | 45.16      | 0         | 0          |
| 40-49        | 7         | 22.58      | 10        | 25.00      |
| Above 50     | 0         | 0          | 0         | 0          |
| <b>TOTAL</b> | <b>31</b> | <b>100</b> | <b>40</b> | <b>100</b> |

Table 4.4.2 shows that, teachers below age 30 were majority in urban areas 75%. Findings showed that rural areas had 32.26%, below age 30. There were no teachers in the age , above 50. Teachers below age 30 preferred urban areas, to gain advantages associated with urban ,good housing and communication facility.

#### 4.4.3 Principals ,Deputy Principals and HODs

| Age      | Principal |         | Deputy principal |         | HOD       |         |
|----------|-----------|---------|------------------|---------|-----------|---------|
|          | frequency | percent | frequency        | percent | frequency | percent |
| 30-39    | 6         | 28.57   | 3                | 14.29   | 5         | 25.00   |
| 40-49    | 11        | 52.38   | 11               | 55.71   | 10        | 50.00   |
| Above 50 | 4         | 19.05   | 7                | 30.00   | 5         | 25.00   |

|              |           |            |           |            |           |            |
|--------------|-----------|------------|-----------|------------|-----------|------------|
| <b>TOTAL</b> | <b>21</b> | <b>100</b> | <b>21</b> | <b>100</b> | <b>20</b> | <b>100</b> |
|--------------|-----------|------------|-----------|------------|-----------|------------|

Table 4.4.3 shows that most principals were in the age 40-49, 52.38%.Majority of deputy principals were in age 40-49 ,55.71%. Most HOD were aged,40-49,50%.A small number of principals were above age 50, 19.05% as shown by the findings. It emerged. From the study that, the age 40-49 was ideal for one to be an administrator .It is assumed that one has had the necessary working experience.

#### 4.5 Teaching /Working experience of Respondents

**This part sought to find out the working experience of the respondents.**

##### 4.5.1 Teachers

| <b>Experience</b> | <b>Rural</b>     |                | <b>Urban</b>     |                |
|-------------------|------------------|----------------|------------------|----------------|
|                   | <b>frequency</b> | <b>percent</b> | <b>frequency</b> | <b>percent</b> |
| Below 5           | 13               | 41.94          | 27               | 67.50          |
| 6-9               | 7                | 22.58          | 5                | 12.50          |
| 10-19             | 4                | 12.90          | 4                | 10.00          |
| Above 20          | 7                | 22.58          | 4                | 10.00          |
| <b>TOTAL</b>      | <b>31</b>        | <b>100</b>     | <b>40</b>        | <b>100</b>     |

Table 4.5.1 shows that, most teachers had worked for less than 5years in rural, 41.94%, urban 67.50%..The findings showed that, fewer teachers had longer working experience, above 20years,in rural was 22.58%,while urban had 10%. It emerged from the study, majority of the teachers were young and with short working experience. The young teachers prefer urban areas, 67.50% to gain advantages associated with urban areas.



#### 4.5.2 Principals, Deputy Principals and HOD

| Experience   | Principal |            | Deputy Principal |            | HOD       |            |
|--------------|-----------|------------|------------------|------------|-----------|------------|
|              | frequency | percent    | frequency        | percent    | freq      | percent    |
| Below 5      | 14        | 66.67      | 11               | 52.38      | 5         | 25         |
| 6-9          | 7         | 33.33      | 5                | 23.81      | 10        | 50         |
| Above 10     | 0         | 0          | 5                | 23.81      | 5         | 25         |
| <b>TOTAL</b> | <b>21</b> | <b>100</b> | <b>21</b>        | <b>100</b> | <b>20</b> | <b>100</b> |

Table 4.5.2 shows that, most administrators had shorter stay in office .Findings revealed that, principal below 5years working experience was 66.67%.Deputy principal below 5years working experience was 52.38%.The HOD, with working experience, 6-9years was 50%.There were no principals with experience above 10years. It emerged from the study, these were newly appointed administrators, enjoying the new government policy to upgrade and promote her workforce

#### 4.6 Subject/ KCSE performance

This part was to establish performance of female and male students at subject level and KCSE.

##### 4.6.1 Subject performance according to Respondents

| GENDER       | SUBJECTS    |            |            |            |           |            |           |            |
|--------------|-------------|------------|------------|------------|-----------|------------|-----------|------------|
|              | Mathematics |            | Humanities |            | Languages |            | Sciences  |            |
|              | freq        | percent    | freq       | percent    | freq      | percent    | freq      | percent    |
| Female       | 9           | 12.68      | 39         | 54.93      | 71        | 100        | 16        | 22.55      |
| Male         | 62          | 87.32      | 32         | 45.07      | 0         | 0          | 55        | 77.45      |
| <b>TOTAL</b> | <b>71</b>   | <b>100</b> | <b>71</b>  | <b>100</b> | <b>71</b> | <b>100</b> | <b>71</b> | <b>100</b> |

Table 4.6.1 shows that, male students performed better than female students in Mathematics.87.32% respondents favored male students.12.68% favored female students.54.93% agreed that male students performed better than female students in Humanities. 45.07% agreed that female students performed better in Humanities. 22.55% of the respondents agreed that female students performed in Sciences. 77.45% agreed that male students performed better than female students Sciences. From the study, it was only in Languages, that all respondents concurred that female students were better than male students. From the study the perception emerged that some subjects were meant for particular gender for instance, Mathematics was a boy’s subject.

#### 4.6.2 KCSE performance according to Respondents

| <b>Gender</b> | <b>Rural</b> |                | <b>Urban</b> |                |
|---------------|--------------|----------------|--------------|----------------|
|               | <b>freq</b>  | <b>percent</b> | <b>freq</b>  | <b>percent</b> |
| Female        | 10           | 33.33          | 10           | 24.39          |
| Male          | 20           | 66.67          | 31           | 75.61          |
| <b>TOTAL</b>  | <b>30</b>    | <b>100</b>     | <b>41</b>    | <b>100</b>     |

Table 4.6.2 shows that ,male students performed better than female students in KCSE .In rural areas, 66.67% agreed that male students performed better than female students .Urban areas 75.61% agreed that male students performed better than female students. 24.39% in Urban areas agreed that female students.33.33%in Rural agreed that female students performed better than male students. It emerged as a common belief among respondents that boys tended to perform better than girls.

#### 4.7 Type of school

| Type                | Rural    |            | Urban     |            |
|---------------------|----------|------------|-----------|------------|
|                     | freq     | percent    | freq      | percent    |
| National            | 0        | 0          | 0         | 0          |
| Extra County        | 0        | 0          | 1         | 6.36       |
| County              | 2        | 33.33      | 4         | 26.67      |
| District/Sub-County | 4        | 66.67      | 10        | 66.97      |
| <b>TOTAL</b>        | <b>6</b> | <b>100</b> | <b>15</b> | <b>100</b> |

Table 4.7 shows that there were no National schools in either urban or rural areas of the study area. 6.36% of schools accounted for Extra County schools in Urban. There was no Extra County school in Rural areas. County schools were 26.67% in Urban areas. District schools accounted for the highest number, 66.97% in urban areas. There were 66.67% Sub-County schools in rural areas. There were 33.33% District schools in rural areas. From the study, urban areas had more schools, to take care of the increased number of students. Rural areas had fewer schools due to under enrolment.

#### 4.8 Training of Respondent on gender issues.

Item in the questionnaire that sought to find out if respondents had attended training in gender issues.

#### 4.8 Attendance of Training by Respondents on Gender related issues

| Responses    | Principal |            | Deputy principal |            | HOD       |            | Class teacher |            |
|--------------|-----------|------------|------------------|------------|-----------|------------|---------------|------------|
|              | Freq      | %          | Freq             | %          | Freq      | %          | Freq          | %          |
| Training     | 4         | 19.05      | 3                | 14.29      | 13        | 65         | 19            | 26.76      |
| No training  | 17        | 80.95      | 18               | 85.71      | 7         | 35         | 52            | 73.24      |
| <b>TOTAL</b> | <b>21</b> | <b>100</b> | <b>21</b>        | <b>100</b> | <b>20</b> | <b>100</b> | <b>71</b>     | <b>100</b> |

Table 4.8 Shows that 80.95% of principals had not attended any training on gender.85.71% of the deputy principals had not attended any training on gender related issues.73.24% of Class teachers had not attended training on gender .The study, found out that, 65% of HODs had attended training on gender related issues. It emerged from the study that principals and their deputies rarely attended training on gender related issues as matter of goodwill, gender policies implementation may not take off, as school administrators were not conversant with gender issues.

#### 4.9 Responsiveness of Respondent on policies on gender

Item sought to find out how respondents perceived and reacted to policy on gender.

##### 4.9.1 Affirmative action in schools

| Responses         | Principal |         | Deputy principal |         | Class teacher |         |
|-------------------|-----------|---------|------------------|---------|---------------|---------|
|                   | Freq      | percent | Freq             | Percent | Freq          | Percent |
| Strongly agree    | 4         | 19.05   | 3                | 14.29   | 20            | 28.17   |
| Agree             | 6         | 28.57   | 6                | 28.57   | 32            | 45.07   |
| Disagree          | 6         | 28.57   | 6                | 28.57   | 10            | 14.09   |
| Strongly disagree | 4         | 19.05   | 5                | 23.81   | 5             | 7.04    |
| Undecided         | 1         | 4.76    | 1                | 4.76    | 4             | 5.63    |

|              |           |            |           |            |           |            |
|--------------|-----------|------------|-----------|------------|-----------|------------|
| <b>TOTAL</b> | <b>21</b> | <b>100</b> | <b>21</b> | <b>100</b> | <b>71</b> | <b>100</b> |
|--------------|-----------|------------|-----------|------------|-----------|------------|

Table 4.9.1 shows that, principals and Deputies, 28.57% agreed.45.07% of the teachers agreed to the affirmative action implementation in schools.28.57% of the principals and the deputies disagreed to the policy.19.05% of the principal strongly disagreed. 23.81% strongly disagreed.7.04% of the teachers strongly disagreed. The study found that, 19.05% of principals and 28.17% of teachers strongly agreed .From the study, it emerged that, teachers were for the policy .The administrators were worried of losing their position, should the policy be fully implemented.

#### 4.9.2 1/3 gender rule should be implemented in schools

| Responses      | Principal |            | Deputy principal |            | Class teacher |            |
|----------------|-----------|------------|------------------|------------|---------------|------------|
|                | Freq      | Percent    | Freq             | Percent    | Freq          | Percent    |
| Strongly agree | 4         | 19.05      | 3                | 14.29      | 18            | 25.35      |
| Agree          | 4         | 19.05      | 5                | 23.81      | 22            | 30.98      |
| Disagree       | 3         | 14.29      | 4                | 19.05      | 13            | 18.31      |
| Strongly agree | 2         | 9.52       | 2                | 9.52       | 10            | 14.09      |
| Undecided      | 8         | 38.09      | 7                | 33.33      | 8             | 11.27      |
| <b>TOTAL</b>   | <b>21</b> | <b>100</b> | <b>21</b>        | <b>100</b> | <b>71</b>     | <b>100</b> |

Table 4.9.2 shows that, 19.05% of principals strongly agreed. 14.29% of deputies strongly agreed. 25.35% of class teachers strongly agreed. From the study, 30.98% of class teachers agreed while 14.09% strongly disagreed. The study also revealed that, 38.09% of principals and 33.33% of deputies were undecided on the policy of 1/3 gender rule in schools. Among class teachers, 11.27% were undecided on the 1/3 gender rule policy. It emerged from the study, principals and deputies were unwilling to enforce the 1/3 gender rule in their respective schools. The class teachers were in full support of the policy. The high number that agreed, were seeing chances of them, ascending to certain position, if the policy is enforced. .

#### 4.9.3 The schools should give equal opportunities irrespective of gender

| Responses         | Principal |            | Deputy principal |            | Class teacher |            |
|-------------------|-----------|------------|------------------|------------|---------------|------------|
|                   | Freq      | Percent    | Freq             | Percent    | Freq          | Percent    |
| Strongly agree    | 5         | 23.81      | 4                | 19.05      | 25            | 35.21      |
| Agree             | 6         | 28.57      | 6                | 28.57      | 35            | 49.30      |
| Disagree          | 2         | 9.52       | 3                | 14.29      | 5             | 7.04       |
| Strongly disagree | 3         | 14.29      | 2                | 9.52       | 4             | 5.63       |
| Undecided         | 5         | 23.81      | 6                | 28.57      | 2             | 2.82       |
| <b>TOTAL</b>      | <b>21</b> | <b>100</b> | <b>21</b>        | <b>100</b> | <b>71</b>     | <b>100</b> |

Table 4.9.3 shows that 23.81% of principals and 35.21% of class teachers strongly agreed. 49.30% of class teachers and 28.57% of deputies agreed on the policy. 7.04% of class teachers strongly disagreed. 14.29% of principals strongly disagreed. 28.57% of deputies and 2.82% of class teachers were undecided. From the study, the number of principals and deputies who were undecided, revealed that, discrimination on gender still prevailed in schools.

#### 4.9.4 The school should create forum to champion gender issues.

| Responses         | Principal |         | Deputy principal |         | Class teacher |         |
|-------------------|-----------|---------|------------------|---------|---------------|---------|
|                   | Freq      | Percent | Freq             | Percent | Freq          | Percent |
| Strongly agree    | 5         | 23.81   | 5                | 23.81   | 30            | 42.25   |
| Agree             | 6         | 28.57   | 5                | 23.81   | 25            | 35.21   |
| Disagree          | 2         | 9.52    | 4                | 19.05   | 4             | 5.63    |
| Strongly disagree | 5         | 23.81   | 3                | 14.29   | 4             | 5.63    |
| Undecided         | 3         | 14.29   | 4                | 19.05   | 8             | 11.28   |

|              |           |            |           |            |           |            |
|--------------|-----------|------------|-----------|------------|-----------|------------|
| <b>TOTAL</b> | <b>21</b> | <b>100</b> | <b>21</b> | <b>100</b> | <b>71</b> | <b>100</b> |
|--------------|-----------|------------|-----------|------------|-----------|------------|

Table 4.9.4 shows that, 23.81% of principals strongly agreed. 42.25% of class teachers strongly agreed. From the study, 23.81% of deputies and 35.21% of class teachers agreed on the policy. 23.81 of principals strongly disagreed, while class teachers, 5.63% strongly disagreed. 14.29% of principals, 19.05% of deputies and 11.28% of class teacher were undecided. It emerged from the study, class teachers fully supported the policy. The forum provided grounds in handling issues that posed hurdles to gender balance.

#### 4.10 Respondent on school of preference.

This part sought to find out type of schools respondents wished to learn in and teach.

##### 4.10.1 School of preference for learning-students

| <b>School</b> | <b>Female</b> |                | <b>Male</b> |                |
|---------------|---------------|----------------|-------------|----------------|
|               | <b>Freq</b>   | <b>Percent</b> | <b>Freq</b> | <b>Percent</b> |
| Boys          | 0             | 0              | 36          | 63.16          |
| Girls         | 25            | 69.44          | 0           | 0              |
| Mixed         | 11            | 30.56          | 21          | 36.84          |
| <b>TOTAL</b>  | <b>36</b>     | <b>100</b>     | <b>57</b>   | <b>100</b>     |

Table 4.10.1 shows that, female-students, 69.44% prefer single gender schools. 63.16% of the male students prefer single gender schools. 30.56% of female students prefer mixed schools, while 36.84% of the male students prefer mixed schools. It seemed most student wished to be in an environment, free of distractions such boy-girl relation or just a gender unfriendly locality.

#### 4.10.2 School of preference to teach-teachers

|              | Female    |            | Male      |            |
|--------------|-----------|------------|-----------|------------|
|              | Freq      | Percent    | Freq      | Percent    |
| Boys         | 19        | 47.50      | 15        | 48.39      |
| Girls        | 18        | 45.00      | 7         | 22.58      |
| Mixed        | 3         | 7.5        | 9         | 29.03      |
| <b>TOTAL</b> | <b>40</b> | <b>100</b> | <b>31</b> | <b>100</b> |

Table 4.10.2 shows that, 47.50% of female teachers prefer teaching in boys school. 48.39% of male teachers prefer to teach in boys schools.45% of the female teachers prefer teaching in girls schools.22.58% of male teachers prefer to teach in girls schools.7.5% of female teachers prefer mixed schools, while 29.03% of male teachers prefer mixed schools. From the findings teachers ,were preferring single-gender schools to avoid handling gender challenges associated with mixed schools.

#### 4.10.3 School of preference to work as Administrators

| Type of school | Principal |            | Deputy principal |            | HOD       |            |
|----------------|-----------|------------|------------------|------------|-----------|------------|
|                | Freq      | Percent    | Freq             | Percent    | Freq      | Percent    |
| Boys           | 7         | 33.33      | 6                | 28.57      | 5         | 25.00      |
| Girls          | 5         | 23.81      | 7                | 33.33      | 8         | 40.00      |
| Mixed          | 9         | 42.86      | 8                | 30.10      | 7         | 35.00      |
| <b>TOTAL</b>   | <b>21</b> | <b>100</b> | <b>21</b>        | <b>100</b> | <b>20</b> | <b>100</b> |

.Table 4.10.3 shows that, 33.33% of the principals prefer working in boys schools. 28.57% of deputies prefer boys schools. 25% of HODs prefer boys schools.23.81 of principals prefer girls schools, while 33.33% of deputies were for girls schools.40% of HODs prefer to work in girls



schools. 42.86% of principals and 30.10% of deputies prefer working in mixed schools. 35.% of HODs were for mixed schools. With current arrangement of gender balance among administrators, principals and deputies were comfortable working and even solving gender related problems.

#### 4.11.1 Appearance of names on class registers

| Names on register           | Location  |            |           |            |
|-----------------------------|-----------|------------|-----------|------------|
|                             | Rural     |            | Urban     |            |
|                             | Freq      | Percent    | Freq      | Percent    |
| Separate list of boys/girls | 19        | 61.29      | 15        | 37.5       |
| Mixed names                 | 12        | 38.71      | 25        | 62.5       |
| <b>TOTAL</b>                | <b>31</b> | <b>100</b> | <b>40</b> | <b>100</b> |

Table 4.11.1 shows that,61.29%of respondents in rural areas, had separate list of boys and girls on their registers In urban areas, 37.5% of respondents had separate list of students.62.5% of respondents in urban areas had mixed list of students. 38.71% of respondents in rural areas had mixed list of students. Teachers, who had separate lists saw it as easy to read the register and identify the gender. The findings were clear indication of gender perception, the students, were either boys or girls. the table above, schools in rural areas, still see students as male and female- why have a separate list of student?61.29%, while schools in urban areas a student is student irrespective of gender 62.5%.

#### 4.11.2 Class sitting arrangement

| Rows in class                | Location  |            |           |            |
|------------------------------|-----------|------------|-----------|------------|
|                              | Rural     |            | Urban     |            |
|                              | Freq      | Percent    | Freq      | Percent    |
| Different rows of boys/girls | 22        | 71         | 11        | 27.5       |
| Mixed rows of boys & girls   | 9         | 29         | 29        | 72.5       |
| <b>TOTAL</b>                 | <b>31</b> | <b>100</b> | <b>40</b> | <b>100</b> |

Table 4.11.1 shows that, 71% of respondents had separate rows for male and female students in rural areas. 27.5% of respondents in urban areas had separate rows for boys and girls. 29% of respondents in rural areas had boys and girls sit in the same rows. Findings from the study, In urban 72.5% of respondents, had boys and girls sit in the same rows. The study revealed that, in urban areas students were viewed as students irrespective of gender, unlike rural, where the separate rows, was an indication of gender perception. Students were seen as boys or girls.

## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This part covers summary of findings, conclusions of the study and recommendations based on the findings and suggestions for further research.

#### 5.2 Summary of the findings

The study was out to find out, the influences of gender perception on academic performance of female students in Kenya secondary schools, a case of Bungoma South Sub-County.

From the study, male students are more than female counterpart; the male was 55.56% while female 44.44%. Urban female 35.09% while male 64.91%. This was the same trend in management structures of schools, for instance, PTA, males was 57.14%. This clearly indicates the society's that still values education of boy-child.

Performance at subject level, boys dominate in critical subjects, for instance, mathematics, 87.32% of respondents agreed that boys did better than girls, only 12.68% indicated that girls perform better than boys. It was only in English that all the respondent 100% agreed that girls were the best. This is same scenario at KCSE performance, girls still lag behind, 2013 results, only one girl was ranked in the top ten students. The study has found out that disparity at KCSE is same story prevailing at school level.

Policy documents, responses from school administrators was not encouraging; on the issue of 1/3 rule, only 19.05% agreed to it. The worrying lot was the undecided, principals accounted for 38.09%, while deputy principals 33.33%. The lingering question, will this lot ever enforce such policies in their schools?

### **5.3 CONCLUSIONS**

From the study, gender disparity still exist in secondary schools, despite the fact that the government has tried to put into place measures to alleviate it. The society in which the schools exist has not embraced the female-gender uplifting as an important ingredient in social development .Gender perception still dominates, enrollment, equity and equality, gender gaps are still wide spread at both primary and tertiary levels. This persists despite the government effort to implement and enforce affirmative action both enrollment in schools and university intake.

### **5.4 RECOMMENDATIONS**

1. MOE, should provide funds to facilitate and boost training on Gender issues for teacher and PTA and BOM especially at school level; The Ministry of Education and Youth and Gender department should be fully involved in addressing gender challenges facing female students: They should encourage schools to set up kitty for provision of sanitary towels , and bursary for girls and advocate for subsidized boarding fee for girls.
2. Demystifying gender perception, it should be initiated at lower level. ECD training and centers should have uniform uniforms for all pupils; all pupils should put on trousers as way of ensuring gender mainstreaming is grounded as early as at ECD level.
3. Follow up and monitory by state organs on policies and directives on gender should be enhanced at all levels and more so outside the school. This should minimize cases of gender harassment and biasness.
4. County administration unit and structure should provide forum to showcase role modeling that is influential and fruitful. Female personalities who have made it in life should come out strongly to positively influence the girl- child by morale boosting and practical support that enhance parity, equity and eventually equality especially in bid to share county resources.
5. Training of teachers, a bit of indoctrination should be enforced to ‘polish’ and ground the mindset of trainee, so as to come up with graduates, ready to uplift and uphold a society free of gender disparity , inequity and inequality .

6. Societal level: cultural activities and practices, for instance circumcision in Luyia community should embrace gender sensitization as part of counseling session to initiates. Social dynamic and progress should centre on gender and progress.

7. The government should do away with mixed schools, establish single-sex schools that will provide ideal environment for female students to learn free of gender threat.

### **5.5 Suggested areas for further study**

1. Influence of gender perception on academic performance of girls at primary school
2. Factors limiting involvement of BOM/ PTA in gender issue in school
3. Factors influencing the provision of guiding and counseling in schools
4. Factors influencing implementation of gender policies in schools

## REFERENCES.

- Agu, Stella.( 2007). *Gender Equality, Education and Women Empowerment*. The Nigeria's Challenge, 4-6, Retrieved from Multidisciplinary Volume 8.No. 2
- Allan Assad & Sherali (2010): *Gender in Academic settings: Role of Teacher*; Retrieved from ISSN; 2010-0240
- Betty Friedan (1963) *The Feminine Mystique* ,Norton ,New york.
- Bailey, P(2007). *Gender Discourse and Women Schooling in the Early Twentieth Century- Education and Gender* ,Routledge 2 Park Square, Milton Park
- Canadian Health(2000)Gender
- Daily Nation ,newspaper.(3-3-2014).KCSE Results,2013.
- Gibbs,Ferguson& Horroud (2003)Gender and Education Attainment.
- Health(2011) ,Gender Equality in Sweden, retrieved from <http://sweden.se/society/gender-equality>  
-in -sweden
- IFAD(1995) ,Gender Equality and Women Empowerment- Gender policy, Varigratica, Rome .  
Retrieved ;<http://www.ifad.org>.
- IIEP(2010);Policy Forum on Gender Equality in Education ,UNESCO, Paris  
Retrieved; <http://genderpolicyforum.wordpress.com/IIEP> policyforum ingender.
- Judith B(2011)Ohio schools
- Kothari C R(2004) *Research Methodology, Methods and techniques* 2<sup>nd</sup> ed., New Delhi: New Age International Publishers. .

Krejcie,R.V.& Morgan,D.W(1970) Determining sample size for research activities.

Kriti,Bam(2011). Gender Equality in Australia. Retrieved [http,www.sage,Australia.org](http://www.sage,Australia.org)

Linton Weeks(2011) ;The End of Gender retrieved from [www.merian.webster.com/dictionary/](http://www.merian.webster.com/dictionary/)

gender

MDG,(2000) Millenium Development Goals.

Merrican Website(2014) Gender ,;retrieved from ,[merricanwebsite.com/dictionary/gender](http://merricanwebsite.com/dictionary/gender)

MOE (2006): Ministry & Education strategic plan 2006-2011.

Mugenda, M. and Mugenda,(2003) ,Research Methods ;Qualitative Approaches. Nairobi ;Africa

Centre for Technologies Studies..

Mugenda, O. & Mugenda A. (1999) Research method Quantitative and qualitative approaches

,Nairobi; Act Press..

Oxford Advanced Dictionary(2000) Gender :[httpllwww.gender.org](http://www.gender.org)

Paul Gorski ( 2012) Gender bias in education, an exchange project, retrieved from [http://www.](http://www.Edchande.org.multiculturalpapers/genderbias.html)

[Edchande.org.multiculturalpapers/genderbias.html](http://www.Edchande.org.multiculturalpapers/genderbias.html).

Sang,J. Masila,P.Sang,J.(2000).Gender Inequality in Administration of SecondarySchools in

Kenya,Pub retrieved from [www.kaem.or.ke/article/vol12/papers2pdf](http://www.kaem.or.ke/article/vol12/papers2pdf).

Society for International Development(2010) Kenya's Vision 2030; An Audit for Income and

Gender Inequalities Perspectives ,SID Nairobi.

Spade (2008). Documenting Gender.

UNESCO (1995-2012); Gender equity in Education

UNICEF,(1998).Gender Inequalities in Kenya.

United Nations(2011).Human Development Report.

USA,Bureau Report(2000).Gender

USAID ,(2005).Education from a Gender Equality Perspective.

USAID 2008: Education from A gender Equality perspective, 2-3, retrieved for GEW-1-00-000021-00.

USAID,(2008). Education from a Gender Equality Perspective.

Wambua L(2013) ;Gender Issues Affecting the Girl Child in Kenya

Wambua, L.(2013):Gender Issues Affecting The Girl Child in Kenya. International journal of Humanities & Social sciences-vol 3.No[special issues feb.2013]

Wango,G. Musoni,M. Akinyi,C(2012).Gender Mainstreaming as Practical tool for Gender Equity

WHO(2014);Gender, retrieved from [www.who.int/topic/gender/en](http://www.who.int/topic/gender/en)

Wikipedia,(2014).Gender. retrieved from [wikileaks.org/wiki](http://wikileaks.org/wiki)

WISE 2012; Resource for gender issues in education. Retrieved from

<http://www.ithaca.edu/wise/gender>

World Economic Empowerment(2012).Gender Gap Report.

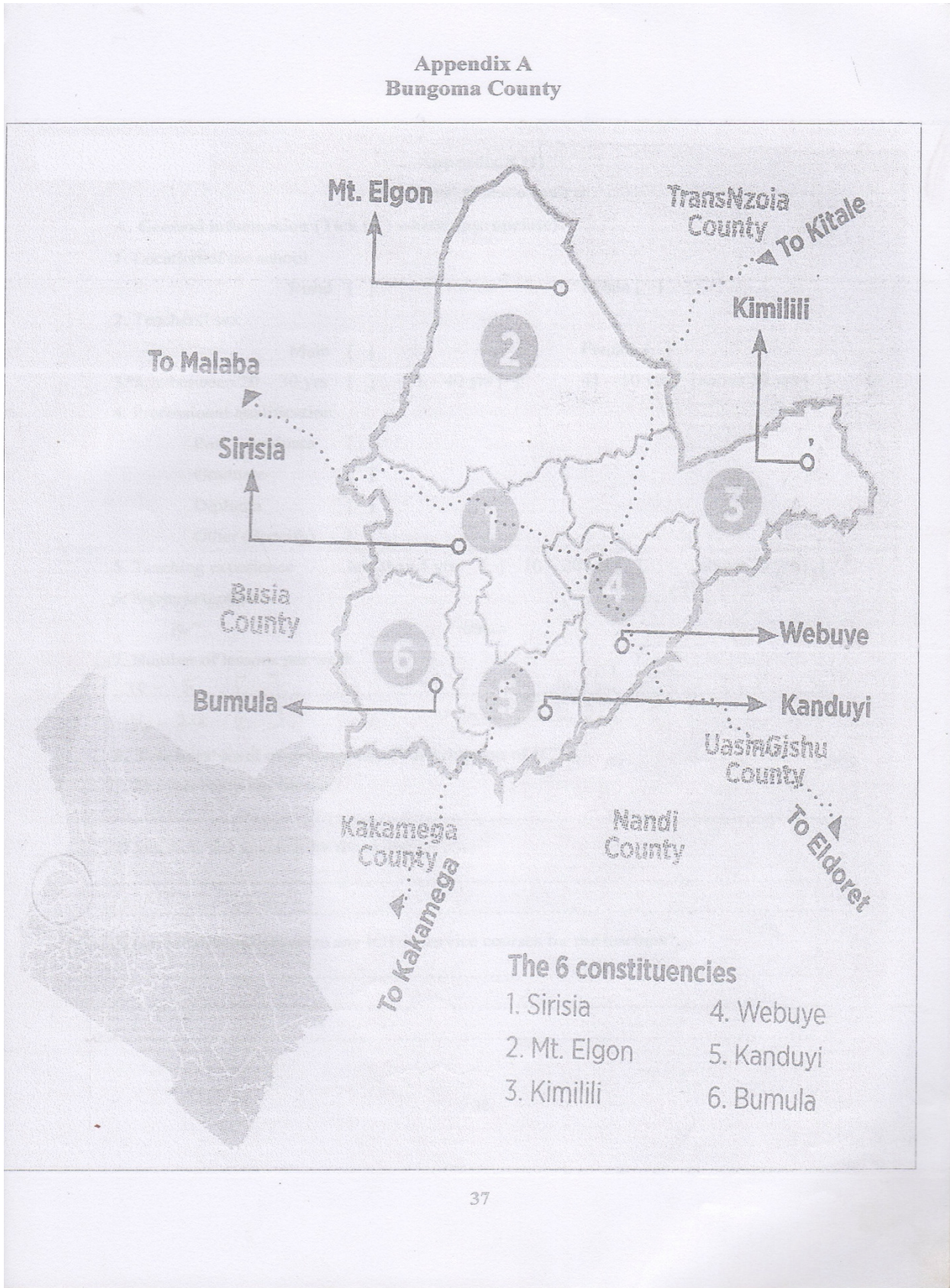
Zhang,Z (2007)Gender Roles in Education

Zuzu ,T.L(2008) Equity and Effectiveness in E,Africa Primary Schools, Cape Tow



# APPENDIX A

## MAP OF BUNGOMA COUNTY



## **APPENDIX B**

### **LETTER OF TRANSMITTAL**

Peter Bwire Musana,  
P.O.Box 1111,  
Bungoma.

Dear respondent,

**RE: FILLING OF THE QUESTIONNAIRE**

I am a postgraduate student at the University of Nairobi, School of Continuing and Distance Education, currently undertaking masters Degree in Project Planning and Management. You have been identified as a respondent to this questionnaire. Please find the attached questionnaire, which is designed to gather information on influences of gender perception on academic performance female students in Bungoma South Sub-County. All answers are confidential and will only be used for academic purposes.

This research will be carried out in partial fulfilment of the requirements for the award of the degree of Master of Arts in Project Planning and Management of the University of Nairobi.

I will be glad if you fill and return the completed questionnaire at your earliest convenience.

Thank you.

Yours faithfully,

Peter Bwire,

## APPENDIX C

### QUESTIONNAIRE FOR DEPUTY PRINCIPAL

I am a student of Master of Arts in Project Planning and Management at the University of Nairobi, currently carrying out research on the influences of gender perception on academic performance female students in Bungoma South Sub-County. You have been identified as respondent in this research .The information collected from you will treated with a lot of confidentiality and will play an vital role in addressing pertinent issues of gender. Your participation and cooperation will be highly appreciated.

THANK YOU.

#### A. GENERAL INFORMATION

1. Teachers sex      Male            [   ]            Female        [   ]

2. Age bracket                    30 – 39 years [   ]

    40 – 49 years [   ]            50 and above [   ]

3. Teaching experience; \_\_\_\_\_ years

4. For how long have you been in this position \_\_\_\_\_ years

5. Administrative Information

No of students

| Form         | Boys | Girls | Total |
|--------------|------|-------|-------|
| 1            |      |       |       |
| 2            |      |       |       |
| 3            |      |       |       |
| 4            |      |       |       |
| <b>Total</b> |      |       |       |

Prefect body: Boys \_\_\_\_\_ Girls \_\_\_\_\_ Total \_\_\_\_\_

Composition of school committees

a) Tender committee Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_

b) Disciplinary Committee Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_

c) Class teachers

d) Class prefects

| Form         | Male | Female |
|--------------|------|--------|
| 1            |      |        |
| 2            |      |        |
| 3            |      |        |
| 4            |      |        |
| <b>Total</b> |      |        |

| Form         | Male | Female |
|--------------|------|--------|
| 1            |      |        |
| 2            |      |        |
| 3            |      |        |
| 4            |      |        |
| <b>Total</b> |      |        |

6. Are there gender related discipline cases in school? Yes [ ] No [ ]

If yes enlist some.....

7. Are you aware of any government policy on gender for schools? Yes [ ] No [ ]

If yes enlist some of the policies

---

---

8 Kindly comment on gender challenges emerging in the discipline of students.

---

---

---

9 K.C.S.E results 2009 – 2012

| <b>Year</b> | <b>Genders</b> | <b>Mean score</b> | <b>Mean Grade</b> |
|-------------|----------------|-------------------|-------------------|
| <b>2009</b> | Male           |                   |                   |
|             | Female         |                   |                   |
| <b>2010</b> | Male           |                   |                   |
|             | Female         |                   |                   |
| <b>2011</b> | Male           |                   |                   |
|             | Female         |                   |                   |
| <b>2012</b> | Male           |                   |                   |
|             | Female         |                   |                   |

10 In your opinion, comment by ticking (√) on the gender related issues below:

| <b>No.</b> | <b>Statement</b>  | <b>Strongly agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|------------|---|-----------------------|--------------|-----------------|--------------------------|
|            | Affirmative action should be in schools                           |                       |              |                 |                          |
| 2          | Enforcement of 1/3 gender rule should be implemented in schools   |                       |              |                 |                          |
| 3          | The school should give equal opportunities irrespective of gender |                       |              |                 |                          |
| 4          | The school should create forum to champion gender issues          |                       |              |                 |                          |

**APPENDIX D**  
**OBSERVATION SCHEDULE**

**A. GENERAL INFORMATION**

|                      |            |     |              |     |
|----------------------|------------|-----|--------------|-----|
| Location of school   | Rural      | [ ] | Urban        | [ ] |
| School type/category | Nationally | [ ] | Extra County | [ ] |
| County               |            | [ ] | District     | [ ] |
| Dominant sex         | Boys       | [ ] | Girls        | [ ] |
| Teachers             | Male       | [ ] | Female       | [ ] |

**B. SCHOOL ENVIRONMENT**

Are the following features gender friendly?

Classroom    Yes    [ ]                      No    [ ]

Staffroom    Yes    [ ]                      No    [ ]

Wall charts    yes    [ ]                      No    [ ]

Gate/signpost    Yes    [ ]                      No    [ ]

Nature of toilets girls feminine [ ]

General [ ]

Boys masculine[ ]

General [ ]

Dining hall ;organization boys/girls served separately [ ] They are served generally [ ]

Staffroom sitting arrangement

female [ ]

males [ ]

mixed [ ]

Classroom sitting; rows boys/girls [ ]

Mixed rows [ ]

General comments

---

---

---

## APPENDIX E

### QUESTIONNAIRE FOR STUDENTS

I am a student of Master of Arts in Project Planning and Management at the University of Nairobi, currently carrying out research on the influences of gender perception on academic performance female students in Bungoma South Sub-County. You have been identified as respondent in this research .The information collected from you will be treated with a lot of confidentiality and will play a vital role in addressing pertinent issues of gender. Your participation and cooperation will be highly appreciated.

THANK YOU.

1. Sex                                      Boy [    ]                      Girl [    ]

2. Age                                      \_\_\_\_\_

3. Form/Class                              \_\_\_\_\_

4. Which gender dominate in your class?

Boys [    ]                                      Girls [    ]

5. Class participation favors :

Boys [    ]                                      Girls [    ]                                      None [    ]

6. Which group performs better in class:

Boys [    ]                                      Girls [    ]                                      None [    ]

7. Which gender related issues are normally raised during class meetings

---

---



8 Are there meetings organized to discuss gender issues

Yes [ ]      No [ ]

9a) Are there case of gender biasness or harassment?

Yes [ ]      No [ ]

b) Is there department/persons who handle issues in 9 (a)?

Yes [ ]      No [ ]

10 Which type of school would you prefer for learning?

Mixed [ ]      Boys [ ]      Girls [ ]

Give reasons \_\_\_\_\_

11 Generally comment on gender issues and how they affect performance in your school.

---

---

## APPENDIX F

### QUESTIONNAIRE SCHEDULE FOR CLASS TEACHER

I am a student of Master of Arts in Project Planning and Management at the University of Nairobi, currently carrying out research on the influences of gender perception on academic performance female students in Bungoma South Sub-County. You have been identified as respondent in this research. The information collected from you will be treated with a lot of confidentiality and will play a vital role in addressing pertinent issues of gender. Your participation and cooperation will be highly appreciated.

THANK YOU.

1. Teacher's sex                      Male                            Female
2. Teacher's age      Below 30 years                    30 – 39 years        
    40 – 49 years                    50 and above
3. Class teacher form \_\_\_\_\_  
     No of students    Boys      \_\_\_\_\_              Girls      \_\_\_\_\_              Total      \_\_\_\_\_
4. Teaching experience      \_\_\_\_\_ years
5. Class sitting arrangement
  - a) Rows of boys / girls only
  - b) Rows of boys and girls
6. How are names appearing on class register
  - a) Mixed boys and girls
  - b) Separated as boys / girls
  - c) Which gender does better in the subjects?

| <b>Subjects</b> | <b>Boys</b> | <b>Girls</b> |
|-----------------|-------------|--------------|
| Mathematics /   |             |              |
| Humanities      |             |              |
| Languages       |             |              |
| Sciences        |             |              |

d) Your last class performance in term of gender

|              | <b>Mean Score</b> | <b>Mean Grade</b> |
|--------------|-------------------|-------------------|
| <b>Girls</b> |                   |                   |
| <b>Boys</b>  |                   |                   |

7. Do you handle gender issues in class meetings?      Yes [  ]      No [  ]  
 Are there cases of gender harassment in your class      Yes [  ]      No [  ]
8. Have you ever attended any training / induction course on gender issues      Yes [  ]      No [  ]

If yes outline some of the issues you covered.

---



---



---

9. Your opinion comment by ticking (√) on the gender related issues / policies below.

| No. | Statement   | Strongly agree | Agree | Disagree | Strongly disagree |
|-----|---|----------------|-------|----------|-------------------|
| 1   | Affirmative action should be in schools                           |                |       |          |                   |
| 2   | Enforcement of 1/3 gender rule should be implemented in schools   |                |       |          |                   |
| 3   | The school should give equal opportunities irrespective of gender |                |       |          |                   |
| 4   | The school should create forum to champion gender issues          |                |       |          |                   |

## APPENDIX G

### INTERVIEW SCHEDULE: FOR PRINCIPAL

I am a student of Master of Arts in Project Planning and Management at the University of Nairobi, currently carrying out research on the influences of gender perception on academic performance female students in Bungoma South Sub-County. You have been identified as respondent in this research. The information collected from you will be treated with a lot of confidentiality and will play a vital role in addressing pertinent issues of gender. Your participation and cooperation will be highly appreciated.

THANK YOU.

#### A. GENERAL INFORMATION

1. Location of the school      Rural      [   ]      Urban [   ]
2. Type of school              mixed boarding [   ]      mixed day [   ]
- a) Category                      National      [   ]      Extra County [   ]  
   County      [   ]      District      [   ]
- b) Ownership                  Public      [   ]      Private      [   ]
- c) Student population    Boys \_\_\_\_\_    Girls \_\_\_\_\_    Total \_\_\_\_\_
3. Teacher's sex              Male [   ]              Female [   ]
4. Teaching experience    \_\_\_\_\_ years
5. For how long have you been in the position \_\_\_\_\_ years

#### *Composition of committees /department*

6. No. of teachers            Male \_\_\_\_\_            Female \_\_\_\_\_    Total \_\_\_\_\_
7. HOD                              Male \_\_\_\_\_            Female \_\_\_\_\_    Total \_\_\_\_\_
8. Academic committee    Male \_\_\_\_\_            Female \_\_\_\_\_    Total \_\_\_\_\_
9. Tender committee           Male \_\_\_\_\_            Female \_\_\_\_\_    Total \_\_\_\_\_
10. P.T.A                            Male \_\_\_\_\_            Female \_\_\_\_\_    Total \_\_\_\_\_

11. B.O.G Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_
12. Support/Subordinate staff Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_
13. prefect body/student council male..... Female..... total.....

**B. GENDER ISSUES**

13. a) Are you aware of some issues? Yes [ ] No [ ]
- Gender parity [ ] Gender role [ ] Gender biasness [ ] Gender sensitive [ ]

b) If **Yes** have you established a department to handle them.

---

14. Are you in possession of gender related policies by the government /NGO. Yes [ ] No [ ]

If **yes**, enlist some of them:

---

15. Name any emerging gender challenges in your school.

---



---



---

16. Which type of school would you prefer to head? Mixed [ ] Boys [ ] Girls [ ]  
 ] *Please give reason for your choice above*

---

17. In your opinion, comment by ticking (✓) on the gender related issues below:

| No. | Statement   | Strongly agree | Agree | Disagree | Strongly disagree |
|-----|---|----------------|-------|----------|-------------------|
| 1   | Affirmative action should be in schools                           |                |       |          |                   |
| 2   | Enforcement of 1/3 gender rule should be implemented in schools   |                |       |          |                   |
| 3   | The school should give equal opportunities irrespective of gender |                |       |          |                   |
| 4   | The school should create forum to champion gender issues          |                |       |          |                   |

18. Have you ever attended training on gender related issues? Yes [ ] No [ ]

If **yes**, Outline some of the issues tackled during the training/workshop.

---

19. Kindly comment on gender issues in relation to management and administration of schools:

---

**INTERVIEW SCHEDULE FOR HOD: GUIDING & COUNSELING**

I am a student of Master of Arts in Project Planning and Management at the University of Nairobi, currently carrying out research on the influences of gender perception on academic performance of female students in Bungoma South Sub-County. You have been identified as respondent in this research .The information collected from you will be treated with a lot of confidentiality and will play a vital role in addressing pertinent issues of gender. Your participation and cooperation will be highly appreciated.

THANK YOU.

1 Teaching experience: .....years

1 For how long have you been HOD:

0-5 YEARS [ ]

6-9 YEARS[ ]

10-14 Years [ ]

Above 15 Years[ ]

3 .Are you trained in G& C? Yes[ ] No[ ]

If yes, :The level of training/ qualification:

Certificate [ ]

Diploma [ ]

Degree [ ]

4. Outline some of gender related issues ( sexual harassment, gender biasness) you handle in your department.....  
.....



5. Have you attended course/ training in gender related issues (gender equity, gender roles)

Yes[ ]

No[ ]

If yes outline some of the issues you dealt

with.....  
.....

6.Is your department in possession of gender related policies

Yes [ ]

No [ ]

If yes list some of the policies or

documents.....  
.....

7. Please comment on gender challenges emerging in course of guiding students.....

.....

In your opinion comment by ticking (/) on gender related issues/policies below

| <b>No Statement</b>                          | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|--|-----------------------|--------------|-----------------|--------------------------|
| 1.Affirmative action should be in            |                       |              |                 |                          |
| Schools                                      |                       |              |                 |                          |
| 2.Enforcement of 1/3 gender rule should be   |                       |              |                 |                          |
| Implemented in schools                       |                       |              |                 |                          |
| 3.The school should give equal opportunities |                       |              |                 |                          |
| Irrespective of gender                       |                       |              |                 |                          |
| 4.The school should create forum to champion |                       |              |                 |                          |
| Gender issues.                               |                       |              |                 |                          |

**APPENDIX I**  
**DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES**

**APPENDIX J**  
**RESEARCH SCHEDULE**

| <b>Time</b>                    | <b>Activity</b>                           | <b>Remarks</b> |
|--------------------------------|---|----------------|
| <b>January - March 2014</b>    | Proposal development                      |                |
| <b>April 2014</b>              | Proposal defense                          |                |
| <b>April - June 2014</b>       | Revision of proposal                      |                |
| <b>June 2014</b>               | Pilot testing                             |                |
| <b>June 2014</b>               | Data collection                           |                |
| <b>July 2014</b>               | Data analysis                             |                |
| <b>July - August 2014</b>      | Writing of first draft                    |                |
| <b>August - September 2014</b> | Second draft                              |                |
| <b>October 2014</b>            | Third writing                             |                |
| <b>November 2014</b>           | Submission of the final Research proposal |                |

## APPENDIX K

### BUDGET

| ITEM  | ESTIMATED COST (KSH)             |
|---|----------------------------------|
| <b>PROPOSAL WRITING</b> <ul style="list-style-type: none"><li>• Stationery</li><li>• Printing</li><li>• Binding</li></ul>   | 2,500<br>7,500<br>700            |
| <b>PILOTING</b> <ul style="list-style-type: none"><li>• Preparation of research instruments</li><li>• Travelling and subsistence</li></ul>  | 8,200<br>1,800                   |
| <b>DATA COLLECTION</b> <ul style="list-style-type: none"><li>• Preparation of the research instruments</li><li>• Travelling and subsistence</li></ul>                                 | 32,800<br>21,200                 |
| <b>DATA ANALYSIS AND PRODUCTION OF THE RESEARCH PROJECT</b> <ul style="list-style-type: none"><li>• Data analysis</li><li>• Typing</li><li>• Photocopying</li><li>• Binding</li></ul> | 3,000<br>5,000<br>3,000<br>2,400 |
| <b>OTHER EXPENCES</b>   |                                  |

|                 |                |
|-----------------|----------------|
| • Communication | 7,200          |
| • Incidentals   | 8,800          |
|                 | <b>104,100</b> |