

**THE ROLE OF EARLY CHILDHOOD EDUCATION ON GENDERED SELF
CONCEPT OF CHILDREN IN NAIVASHA SUB COUNTY, NAKURU
COUNTY, KENYA**

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DECLARATION

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

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This research thesis has been submitted for examination with our approval as the University Supervisors.

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Date.....

Dr. Dalmas Ochieng Omia

DEDICATION

I dedicate this work to the women who came before me, for their sacrifice, for their wisdom, for their hard work, for their resilience. It is because of all this that I am privileged to write this paper.

To my sister, who continues to amaze me with her strength, determination, drive and resolve. Thank you for your support, I would not have completed this study without you.

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ACRONYMS AND ABBREVIATIONS

ECE	–	Early Childhood Education
FPE	–	Free Primary Education
MDGs	–	Millennium Development Goals
ECEC	–	Early Childhood Education and Care
SDG	–	Sustainable Development Goals
NACOSTI	–	National Commission for Science, Technology and Innovation
ECDE	–	Early Childhood development and Education
UNESCO	–	United Nations, Educational, Scientific and Cultural Organization

ABSTRACT

Gendered self-concept can be described as an individual's perception or evaluation of himself or herself, including the perceptions about the gender roles the person plays in society. The study sought to examine the role that early childhood education plays on the said gendered self-concept of children aged 6 to 10 years in Naivasha Sub-County. This was done by asking 3 major questions, what are the perspectives of children on gender roles for men and women, which gender dimensions, are illustrated in text material used to deliver the Early Learning Curriculum to children and what role these gender dimensions have played on the gendered self-concept of children. Social learning theory, liberal feminist theory and ABC of gender analysis were used to guide the researcher in data interpretation. The study employed a qualitative design and used child participatory methods, key informant interviews and critical textbook analysis as data collection tools. The sample size was 70 children, (34 boys and 36) girls. It was established that boys and girls hold different gender perspectives on gender roles allocated for men and women, for instance, boys associated women with traditionally female stereotyped careers as demonstrated by only 6% of the boys choosing doctor for women and 48% choosing doctor for men. Girls on the other hand were less stereotypical in their career choices for women with almost equal selection for doctor, with men at 42% and women at 35%. The study established that the text material used in the delivery of Early Childhood Education as perpetuates existing gender stereotypes with gender biased illustrations for productive and reproductive roles, power relations, leadership roles and careers. It therefore concludes that early childhood education influences the gendered self-concept of children by perpetuating existing gender stereotypes in society. The study recommends that in order to achieve gender equality using education, involved stakeholders need to create a school environment and a curriculum that legitimizes gender equality to both boys and girls. Education should structurally entrench the equality of the sexes using all its facets by using gender sensitive teaching materials and ensuring continuous gender training and workshops for teachers and other stakeholders.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter discusses background of the study, statement of the problem, objectives of the study, research questions, justification of the study, scope and limitations of the study and definition of terms.

1.1 Background of the Study

Self-concept is broadly described as an individual's perception or evaluation of himself or herself. These perceptions and evaluations are as a result of one's experiences and interactions with their environment (Shavelson & Bolus, 1982). Perceptions are representations of the knowledge we have about ourselves, including our beliefs about our personality traits, physical characteristics, abilities, values, goals, and roles, as well as the knowledge that we exist as individuals. According to Borg, 1991 as cited in (Mishra, 2016) self-concept is also called self-construction or self-perspective.

It is a multi-dimensional construct. It refers to a person's perception of self in relation to a number of characteristics such as academics, gender roles and sexuality, racial identity and many others. It influences an individual's internal definition of who they are, what they can do and what they can become (Syafi'uddin, 2016). Self-concept is therefore an accumulation of the sense of what sets a person apart from others that is their self-identity, the judgment of personal performance that is self-esteem and the set of behavior and participation expected of a person in relation to their environment being social roles.

These variables of self-concept interact within themselves creating a person's sense of self. To further explain these interactions, it is important to understand the three components of self-concept, what they mean and what they entail. Personal identity is the sense of what sets a person apart from others and may include the person's name, gender, ethnicity, family status, occupation, and the roles they play or are expected to play. Personal identity develops during childhood from self-reflection and feedback from others (Daniels, 2014). It is an umbrella term used to describe a person's conception and expression of individuality. It refers to the capacity for self-reflection and awareness of the self (Sharma, 2014).

Self-esteem is then the judgment of personal performance compared with the self-ideal that stems from self-identity, which as described earlier stems from self-reflection and feedback from others. It can also be described as the way a person feels about their abilities, is based on personal standards and self-expectations which are also affected by the extent to which an individual feels they are able to control their lives (Daniels, 2014).

Social roles on the other hand are a set of expected behaviors that are determined by familial, cultural, and social norms, defining what a person is expected to do in society and the value placed on those roles. In this study, self-concept will be measured by examining the social roles children think men and women are expected to play in society and how they feel about these roles and their perceived abilities.

These social roles also and largely include gender roles, referring to the socially constructed roles and responsibilities of men and women. Gender roles also encompass societal expectations held about the characteristics, aptitudes and likely behaviors associated with either masculinity or femininity (World Health Organisation, 2019).

Gender is not only based on biological differences but is learned through various aspects such as language, color, clothes, hairstyles, play material and societal expectations. For instance, when children communicate with each other and the people around them they learn something about being a girl or a boy by picking on the gender codes insinuated. Owing to these interactions, self-concept is therefore influenced by the gender beliefs of the society an individual grows up in and can therefore be referred to as a gendered self-concept.

As described and explained, a gendered self-concept is not innate but is learned throughout an individual's growth from childhood into adulthood and is a result of continuous interactions with one's environment (Syafi'uddin, 2016). Piaget 1969 as cited in Pauriyal, et al. (2010) describes the awareness of self as a gradual process stemming from adapting to one's environment and becoming aware of oneself as a separate entity. It is believed that at birth infants have no concept of body separateness and gradually have to learn the extent to which their body ends and that of their caretaker begins. In toddlerhood and preschool years, having a name, a family and a few possessions such as toys increases the sense of separate self. It is also at this age that they begin to explore other dimensions of self. These dimensions include their abilities, what they can do, where they can go and what happens if. They also start to engage in comparisons ranging from their age, their activities and their possessions. At this age the games they play also have a great impact on the development of sense of self in relation to their competence in physical and social skills. It would therefore be safe to assert that children are easily influenced by their environment especially when it comes to the development of sense of self. As such, primary care givers, parents and the home environment heavily influence a child's sense of self, becoming the first influencers of the child's socialization. According to (Leaper, 2014).

Gender particularly, is one of the first social categories children become aware of. By the tender age of three years they have already started to form their own gender identity and began to learn about existing cultural and social gender stereotypes. With the acquisition of a gendered self-concept, children form a self-identity of themselves as members of a particular gender group (Leaper & Friedman, 2007). This subsequently guides the type of activities they practice, what they find interesting and the achievements they attain as they grow up and eventually become adults. As a result gender stereotypes held by a child's primary care givers are reflected and perpetuated in the larger society (Leaper & Friedman, 2007).

Up to the age of five years, gender differences are mostly learned through interactions with parents and siblings in the home. These interactions are usually different for boys and girls such as the toys their parents buy, the colors they dress them in, the behaviors they discourage and encourage, the amount of physical affection expressed and the distribution of household chores (Chartschlaa, 2004). An example of the stereotypes perpetuated would be belief that women are nurturers and men are leaders and the subsequent allocation of the respective roles and careers (Blackstone, 2003). Boys and girls therefore start to identify with these socially constructed roles that communicate what is expected of them and the value placed on the roles assigned to each gender.

Once a child is of school going age, they interact with their second largest socializing environment. Education can be a major avenue by which a society's culture is transformed and transmitted from one generation to another. It is a process in which one acquires attitudes and cognitive abilities viewed as acceptable by society. Teachers for example, can play an important role in either affirming or changing a child's gendered self-concept especially in sex typed behavior learned in the home setting

(Phillips, 1983). Similarly, through classroom interactions, classroom activities, subject content and participation in physical education chores and activities, schools become one of society's most powerful socializing forces (Kangethe ,et al., 2014).

It is from this deduction that education has been universally recognized as playing a key role in ensuring sustainable social and economic development including gender equality. The benefits of education have also been found to improve the quality of life, promote health, expand employment opportunities, increase productivity and facilitate participation in social and political arenas for both men and women. As a result, many countries around the world, Kenya included, have embraced and implemented policies for the achievement of gender equality in education. This initiative is currently driven by policies such as the Millennium Development and Education for All Goals. Millennium Development Goals for example, include the achievement of universal primary education and the promotion of gender equality as parameters to measure global development. Similarly, Education for All Goals sites the provision of free and compulsory primary education for all and the achievement of gender parity by 2005 and gender equality by 2015 (UNESCO, 2003).

As a result of this heavy investment in women and girls education globally, women have made substantial, and most likely irreversible, gains in education. Progress toward numerical parity in access to schooling has been made at all levels of education and in most countries. Moreover, there has been a clear gender convergence in academic enrollment, performance, achievement and transition. The paradox remains that, while the education gender gap shows a steady diminution, there are still substantial differences in the political and economic powers of men and women. Clear examples of these differences would be, the gender segregation of important occupations and

fields of study, salary differentials between men and women in both developing and industrialized countries and the obvious imbalance of political representation (Stromquist,2007).

Moreover, according to the Ministry of Education (2007) despite the introduction of Free Primary Education (FPE) in Kenya and other interventions, gender disparities are still prevalent in performance, access, retention, transition and achievement at all levels of education. In Kenya out of every 100 girls, 76 complete their primary education as compared to 87 boys out of every 100. These poor transitions translate to gender imbalances at higher educational institutions making women ill prepared to compete equally with their male counterparts socially and economically (Syomwene &Kindiki, 2015). It would therefore be of interest to investigate the reasons for these irregularities in performance and career transitions given that parity has almost been achieved with enrollment.

Evidently, education has long been high on the policy agenda; its goal of gender equality however has not been achieved on a structural level. One would theorize therefore, that there is a missing link between education and its great social transformation potential. Early Childhood Education and Care for example is the educational foundation for school going children. It therefore is puzzling that for the many years the world has championed the provision of a good education, ECEC has only just started to receive attention. This rise in interest has been fueled by a fast growing body of scientific research in different disciplines pointing to the economic, social, educational and developmental benefits of participating in high quality ECEC.

The benefits cited, are not only limited to the individual but to society as a whole. For the individual there is proposed greater earnings, greater educational attainment, better social integration and better health. The society at large also benefits by reduced spending on welfare, lower crime rates, higher tax revenues and improved social cohesion. For these reasons, one of the European Union 2020 benchmarks stipulates that at least 95% of children between 4 years and primary joining age should participate in ECEC by 2020. This interest however, should not just be on the provision and accessibility of ECEC, but also about its content and structure (Vandenbroeck, et al.,2018).

An educational foundation that perpetuates gender stereotypes limits children's freedom to make their own educational choices according to their interests and strengths. This limiting beliefs can be seen in countries such as the nordic countries that have realised very high participation of women in working life, but still demonstrates a very gender segregated labour market with career choices evidently structured according to gender . Aune (2013) ,reports that in Norway for example there is little awareness of perceptions of gender stereotyping in ECEC. To achieve gender equality therefore, efforts to transform gender stereotypical attitudes should start as early as with ECEC which is the foundation for any good education system(Meland & Kaltvedt, 2017).

1.2 Statement of the problem

“If women are expected to do the same work as men, we must teach them the same things.” *Aristotle*

The achievement of gender equality through education has been a universal conversation with nations worldwide, acknowledging education as a powerful societal

transformation tool. Consequently policies such as The Jomtiem World Declaration of Education for All 1990 and Millennium Development Goals among others have emphasized the need for gender equality in education. The main indicators for gender equality in these policies have been equal numbers in access of both primary and tertiary education, equal numbers in national examination performance and equal numbers in the selection of all subjects and courses. Gender equality however is a structural construct stemming from gender socialization of individuals from as early as birth. Emphasis on numbers therefore completely ignores these structural aspects.

To consider gender and equality holistically, it would be prudent to not only look at the number of boys and girls and how they perform but also to examine their gender perspectives as they progress through the various stages of education. It is only by impacting and eradicating existing gender stereotypes that the idea of gender equality would gain legitimacy especially in African societies. Early childhood education is the foundational stage for a good education system. It therefore would be important to make sure that this foundation supports social transformation by normalizing gender equality and eradicating existing gender stereotypes.

1.3 Objectives of the study

1.3.1 General Objective

The overall goal of this study was to examine the role of Early Childhood Education on the gendered self-concept of children.

1.3.2 Specific objectives

The specific objectives of this study were:

- i. To examine the perspectives of children aged 6 to 10 years on the gender roles played by men and women in society.

- ii. To examine the gender dimensions portrayed in the text material used in the delivery of ECE.
- iii. To analyze the role of the gender dimensions portrayed in the text material on the gendered self-concept of children.

1.3.3 Research Questions

The study sought to answer the following questions:

- i. What are the perspectives held by children aged 6 to 10 years about the gender roles played by men and women in society
- ii. What are the gender dimensions portrayed in the text material used in the delivery of ECE to children aged 6 to 10 years
- iii. What role do the gender dimensions portrayed in the text material play on the gendered self-concept of children aged 6 to 10 years

1.4 Justification and Significance of the Study

Gender equality has long only been evaluated from the one sided view of numbers, that is parity and equality. This study sought to further evaluate the use of education to achieve gender equality by focusing on the structural causes of gender inequality affecting the gendered self-concept of boys and girls.

The study focused on early childhood because it is the foundational level for any good education system. Children at this age are also very easily influenced especially when it comes to their construction of a gendered self-concept. It would therefore be important to evaluate the inputs of education into this process of self-creation.

The study was conducted in Naivasha Sub-County because of its metropolitan status and therefore allowing a more representative sample in terms of economic status and cultural beliefs.

The study adds knowledge to the already existing database on the use of education as a tool to achieve gender equality.

It also informs future researchers and expounds their interests in other areas and aspects of the use of education as a tool to achieve gender equality

In policy the study can be used broaden the focus for gender equality mitigation efforts.

1.5 Scope of the study

The study was carried out in Naivasha Sub-County, which is located in Nakuru County. The study specifically focused on early childhood education, specifically the text material used in delivery of the new competency based curriculum and the teachers involved in its delivery. The target participants were children enrolled in early learning education in Naivasha Sub County aged between ages 6 to 10 years.

1.6 Limitations and Delimitations of the Study

During the data collection process, the researcher experienced quite a few challenges including the following:

Working with children presents a sensitive environment where the researcher has to be patient with every child allowing them to finish each task at their own pace before moving on to the next task. This resulted into the data collection process taking longer than was previously anticipated.

Data collection was done as examinations were in progress which slowed down the process, the researcher in this case had to work with the head teachers of the schools to allocate time in classes that had no examination paper in progress at specific times.

The letter provided by the ministry of education specifically stated that the researcher was not to interrupt normal school schedules. To meet this requirement, the researcher created a task sheet for data collection that the teachers could administer themselves during class sessions.

There was also mistrust by the school heads when asking for permission to carry out the study in their schools. To gain trust, aside from presenting the necessary documentation the researcher also took time to explain the motivation for the study which created an interest in the teachers to participate.

1.7 Definition of Terms

Early Childhood Education: consists of activities and experiences that are designed to prepare children for primary school education. These activities and experiences are intended to contribute to a child's developmental process. In this study these will be the text material used to teach the children and the teachers used to deliver these activities.

Early Childhood: this is the age during which children are enrolled in early learning years, that is between age 4 to age 10, in this study the age targeted will be 6 to 10 years.

Gendered Self -concept: Self-concept in this study represents how children see themselves in relation to their environment, especially the roles they are expected to play as either boys or girls.

Social roles: Social roles in this study are synonymous to gender roles, which will be

represented by the careers and social activities the society expects men and women to engage in.

Gender dimensions: are the different aspects used to illustrate gender differences or similarities in the text material analyzed.

The next chapter discusses related literature, theory and conceptual framework for the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter includes a review of the literature, the theoretical framework and the conceptual framework

2.1 Construction of a Gendered Self Concept

This section discusses the formation of a gendered self-concept, specifically the development of gender, the development of self-concept and social roles as indicators of a gendered self-concept.

2.1.1 The Development of Gender

The word gender came into use in the early 1970s by researchers as an alternative for the word sex. Gender countered the belief that masculinity and femininity was biologically determined. It distinguished the set of learned behaviors and attitudes about being male or female from biologically determined traits (Rolleri, 2013). Since then, three schools of thought have influenced the understanding of gender namely the evolutionary theory, social role theory and the social constructivist theory.

The evolutionary theory proposes the idea that the processes of evolution might explain human behavior. It also states that biological and gender differences have been around for almost as long as the Darwinian theory of evolution has been. It is anchored in the striking differences in both form and behavior of male and female non-human species. The explanations for these differences have been used to explain biological phenomenon as a part of natural selection. Given that human societies also display these differences it seems only natural to extend this explanatory strategy to the human species. The main critic to this theory has been that although human societies do

universally display such differences the actual articulation of these differences is highly varied among societies. Different cultures ascribe to different gender specific behavior showing that there is a lot more to the manifestation of gender differences than just biological selection (Dupre, 2001).

Social Role Theory on the other hand, sites that sex differences and similarities in behavior and morphology influence gender role beliefs in cultures and societies. These differences and similarities therefore represent people's perceptions of the different social roles played by men and women in their societies. Gender roles are culturally and environmentally responsive aiming to socialize individuals and equip them for sex-typical roles (Eagly & Wood, 2012). As a result, gender stereotypes develop from the gender division of labor in a society. An example cited is in western societies where men are typically selected for paid positions of higher power while women are assigned to more nurturing roles hence associating men with agency and women with communion. From these gendered roles, men and women acquire different skills and different behavior. The theory uses a structural approach to sex differences, it poses that the inherently gendered structural expectations of societies on men and women have caused them to behave in different ways. Many criticisms have since been tabled including on the idea that women are inherently more altruistic than men. This might have been true in the 80s; it however is not applicable to this current generation (Dullin, 2007).

The third theory used to explain gender is the social constructivist theory. From a constructivist standpoint, it is established that the real nature of being male or female cannot be determined. In place of terms like sex and biological differences the term gender is then used to accommodate socially mediated differences. Constructivism

focuses on the representations of gender rather than gender itself (Hare-Mustin & Marecek, 1988). According to Lorber (2004), for individuals gender construction begins with being assigned to a sex category on the basis of biological differences. The sex category then becomes a gender status through naming, dressing and other gender indicators. Once a child's gender has been established, other people in that society start to treat those in each gender category differently. As soon as the child begins to talk they start referring to themselves as of a particular gender, sex at this point, usually does not come into play again until in the onset of teenagehood. At this time however their attitudes, desires and sexual feelings have already been shaped by gendered societal and cultural norms and expectations.

As a result, in order to understand gender as a social construct it is important to look not only at the way individuals experience gender but also at gender as a social institution. Gender as a social institution is one of the main ways in which societies create order and predictability and assign social roles to individuals. Every society will normally classify individuals as boys or girls, men or women. It will then construct similarities and differences among them and then assign different social roles thus creating different life experiences for either gender (Lorber, 2004).

2.1.2 The Development of Self- concept

Self-concept is a product of reflective activity, it is the reflection an individual has of themselves as a physical social and spiritual or moral being. It can also be described as the totality of an individual's feelings in reference to themselves as experiencing, functioning beings in interaction with their environment (Gecas, 1982). This is also known as self-structure which is the relationship between "I" as the subject and "Me" as the object

The level of children's cognitive development from their interaction with their environment, influences their development of self-concept. Preschool children for example will often use multiple categories to describe themselves. These categories are relative to specific activities and therefore are not stable or consistent. For instance, the physical activities they engage in will have them often describing themselves and others as a good or bad boy or girl in relation to the specific physical activity. At primary school, children are able to develop more mature thinking skills often extending them to make comparisons on abilities between themselves and their peers. By third grade they also acquire new perspective taking skills that allow them to imagine especially what others are thinking about them. They therefore are easily influenced by their perceptions of what significant adults think about them (Marshall, 1989).

Self-concept is said to begin when an individual becomes aware of being a separate entity, which happens a few months after birth. Physical developments, skill developments, skill evaluations and multiple role expectations are the main sources for the development of self-concept. The development of self-concept is associated with an individual's self-reflection of their temperament, motivation, intelligence and talents and how they relate with their social and physical environment (Pauriyal et al, 2010). Among others, Mishra (2016), lists the indicators of self-concept as Self-image, Self Esteem, Ideal Self and Social roles. It is the individual's evaluation and reflection of these indicators in relation to their physical and social environments that informs the concept of self.

2.1.3 Social Roles as indicators of a Gendered Self -concept

The relationship between self and behavior is complex and probably reciprocal. The central argument is that individuals are motivated to formulate plans and achieve levels of performance or activity that reinforce, support, and confirm their identities. The reflexivity of an identity, implied in the notion of significant symbols, allows the occurrence of a link between identity and performance. An identity provides an individual with a standpoint or frame of reference in which to interpret both the social situation and his or her own actions or potential actions. The link between identity and performance is through common meanings. The meanings of the self (as object) are established and assessed in terms of the meanings of the performances generated by that self (as subject) within the culture of the interactional situation or social environment (Burke & Reitzes, 1981). Social role identities are key components of self-concept; they are the perceptions that inform the location of individuals in the larger matrix of social relationships. These identities reflect the system of social positions held by an individual (Moen et al, 2000).

Gender roles are therefore social roles constructed and learnt in interactions with one's environment often determining the place and social importance of femininity and masculinity in the society. With traditional societies being patriarchal in nature masculinity is usually given more importance and dominance consequently subordinating femininity (Ullah & Naz, 2017). Early social influences on children tend to model these gender stereotypes with men being depicted as leaders, aggressive, competitive and independent. Women on the hand are seen to be caring, altruistic, affective in personal relationships, sensitive, submissive and passive (Hussain et al, 2015). As children incorporate these gender stereotypes into their self-concept, perceptions of their abilities and place in society are shaped accordingly (Wolter &

Hannover, 2016). Evidently, gender inequality stems from a gendered self-concept, which determines how we see ourselves and how we see others in relation to our environment. In retrospect, the equality of gender therefore can only be achieved by challenging the structural components that influence the formation of self-concept in a gendered society.

2.2 The Achievement of Gender Equality Using Education as a tool

Gender inequality has therefore plagued society for as long as gender differences have been present. Being as it is women who have been dealt the shorter end of the stick for millennia, the fight for gender equality has been synonymous with fighting for the rights of women. Gender equality however, is not just a women's issue, it is also a development issue. With women's empowerment comes growth and reduction of the vicious cycle of poverty. Research conducted in various countries and regions shows that the education of girls and women is the most cost effective way of encouraging development. Female education creates powerful poverty reducing waves and yields enormous gains for the society as a whole (Tembon & Lucia, 2008)

Education is also considered the most powerful and effective instrument of social change as it helps change the attitudes and beliefs of people in a society. It creates a desire for change by identifying weaknesses in social structures such as existing prejudices, superstitions and traditional beliefs while promoting capacity to accept social change (Ehaque, 2017). Global policies including The Jomtiem World Declaration of Education for All 1990 have acknowledged these roles and made numerous goals for universal education, among them gender parity and equality (Mugambi, 2017).

Apart from policies, a lot has also been done to increase gender equality in education, nationally and internationally. Promises made in various international forums to increase investments in female education have been kept. Overall female enrollment at primary level in developing countries has grown considerably reducing the gender gap. There has been the prioritization of girl's education and the implementation of various interventions such as scholarships, stipends, conditional cash transfers, female teacher recruitment and gender-targeted provision of materials (Tembon & Lucia, 2008). As a result women have made substantial gains in education moving towards parity in access, academic achievement and performance. Progress towards numerical equality (parity) in access to schooling has been made at all levels of education and in most countries. There has also been a clear gender convergence in academic achievement (Stromquist, 2007).

Since the "UN Declaration of the Decade of Women" in 1975, attention and action on women's concerns has been directed towards education, be it in form of consciousness rising or acquisition of skills. Government agencies and international donors were motivated by the underlying assumption that if women understood their conditions, knew their rights and learned skills traditionally denied to them, empowerment would follow. Many years have passed and there are different views as to whether such assumptions about increasing access to education and training have resulted in the tilting of the power balance in favor of women (Anonuevo, 1993). Progress on the ground for women empowerment has however remained slow and uneven, despite more than two decades of evidence of what works in improving gender equality in education (World Bank, 2008). While the education gender gap has shown a steady diminution, there are still substantial differences in the political and economic power of men and women (Stromquist, 2007). Women are still conspicuously missing from important

occupations and fields of study, still earn less salary than male colleagues and still from questions of educational access for the girl child to the content and experience provided by the education systems (Stromquist, 2007).

2.3 The Importance of Early Childhood Education

Early Childhood Education and Care (ECEC) has only recently become a growing priority in many countries. This rise in interest has been fueled by a fast growing body of scientific research in different disciplines pointing to the economic, social, educational and developmental benefits of participating in high quality ECEC. The benefits are not only limited to the individual but to society as a whole. For the individual there is proposed greater earnings, greater educational attainment, better social integration and better health. The society at large also benefits by reduced spending on welfare, lower crime rates, higher tax revenues and improved social cohesion. For these reasons, one of the European Union 2020 benchmarks stipulates that at least 95% of children between 4 years and primary joining age should participate in ECEC by 2020. However it is not only a question of accessibility, how ECEC is implemented is also as important (Vandenbroeck, et al., 2018).

In Kenya the role of pre school education is to prepare children for primary school education. For a long time pre primary education had not been a requirement by government and funding had been minimal. There is also very little literature on the state and importance of ECEC in Kenya. This resulted in many parents especially low income earning parents not taking their children to pre school. Most parents also favored boys giving the priority when it came to education access. With the onset of free primary education, many parents would wait until the child was ready to join class one to enroll their children for free primary school education. As a result many pre

school centers attached to primary schools were shut down. This has been theorized to be among the reasons for a lack of interest in engaging in ECEC and a reduction in the number of trained teachers nationally (Nganga, 2009).

Owing to the expanding research on importance of Early Childhood Education the Kenyan Government through the Ministry of Education developed a new pre primary education policy in 2017. The policy states that the state is obligated by the constitution to ensure that all young children access age and developmentally appropriate education. It also states that Kenya is committed to ensuring that by 2030 all girls and boys have access to quality ECEC and pre primary education so that they are adequately prepared for primary education and life in general. Pre primary education is also critical in the realization of and alignment to Education for all goals, SDGs, The Basic Education Act 2013, Kenya Vision 2030 demands and the current educational trends. According to the Ministry of Education, effective implementation of the Education policy will guarantee access to inclusive, quality and equitable services through enhanced financing and efficient management of pre primary education services.

Following the increasing interest, there has been reported remarkable improvement in enrollment rates with enrollment for girls increasing to 53.24% and an increase for boys to 51.8%. An increase in the number of trainers has also been reported. However several challenges still plague the delivery of pre primary education among others: poor learning environments, inappropriate curriculum development methods, inadequate teaching and learning materials, inadequate supervision and monitoring of curriculum delivery, low teacher motivation and stereotyping of children on the basis of gender and special needs due to existing cultural foundations (Ministry of Education, 2017).

2.4 Theoretical Framework

All studies should be grounded in a theory, be conducted scientifically and be empirically testable (Singleton, 1993). Theoretical frameworks are essential to the understanding of factors that may influence or are associated with an identified problem. This section, will focus on the theories adopted for the study, they include: Social Learning Theory and Liberal Feminist Theory. The theories were selected because they each inform an important aspect of the study and no single theory could encompass the entire study.

2.4.1 Social Learning Theory

This theory is based on the idea that individuals learn by interacting with others in a social context. By observing the behaviors of others people develop similar behaviors by imitation and assimilation. Similarly gender identity and roles are a set of behaviors that are learnt from the environment in which children are raised. Children have multiple social influences such as peers, family, media and school environments that provide behaviors to model and imitate. It can be argued that children therefore would imitate behavior regardless of their gender, Bandura however argues that children are more likely to imitate based on gender similarity, reinforcement or reproach and consequences observed for other people(Bandura, 1971). In this study, the theory will be used to provide an understanding of how children learn gender. It will also guide the researcher as they analyze the data to identify relevant themes.

2.4.2 Liberal Feminist Theory

Liberal feminism is based on the ground that gender inequality and differences are not biological but rather are created by lowering access for women and girls to civil rights and allocation of social resources such as education and employment. It focuses on

individual rights and on the concepts of equality, justice and equal opportunities where legal and social policy changes are maintained as tools that would help to achieve equality of men and women. Liberal feminist theory maintains that female subordination is rooted in a set of customary and legal constraints that blocks women's entrance into the public sphere. It propagates that education and law are the only ways in which women can gain equal rights as men in any society (Enyew & Mihrete, 2018). In this study, it will provide the foundation for analyzing the structural constructs of equal access to education.

2.4.3 ABC of Gender Analysis Framework

This framework is intended to aid the systematic analysis of text material used for the purpose of education. According to Kabira & Masinjila (1997) textbooks tell stories about people and societies and the environments in which they live. Textbooks are therefore socialization tools for children in terms of their knowledge about people and their relationships over and above passing knowledge on specific subjects. Given that the textbooks create a world in which women and men, girls and boys interact; they can be said to also be tools in the socialization of gender. In order to analyse and understand the gender relations represented in the books, Kabira & Masinjila (1997) propose that researchers analyze several aspects of text material. These aspects include the actions of the people, the location of these activities, visibility of different genders, power representations and language use. This framework in this study will assist the researcher to analyze text material used in curriculum delivery and the various gender dimensions represented.

2.3 Conceptual Framework

EARLY CHILDHOOD EDUCATION

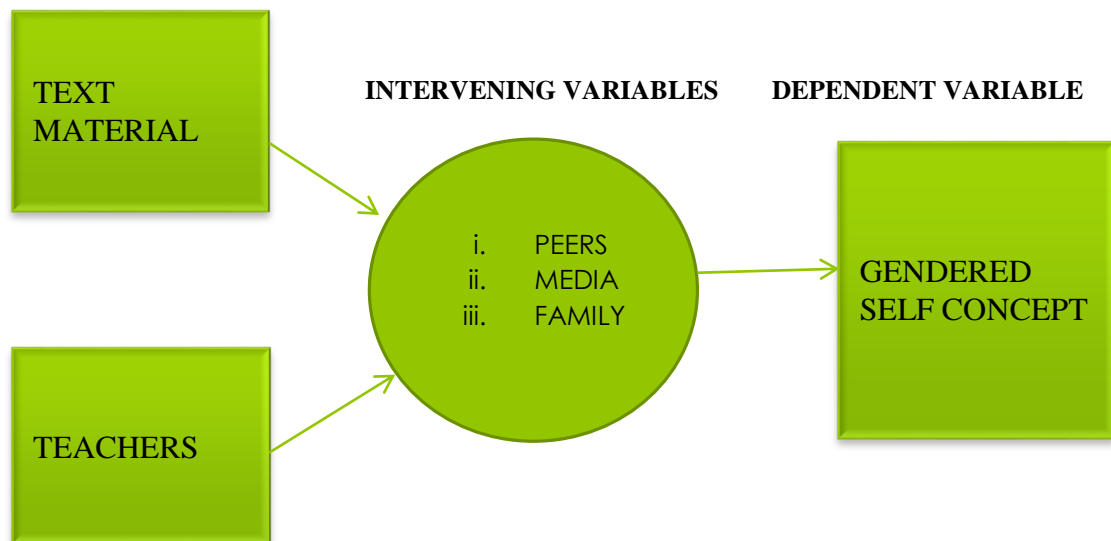


Figure 2.1: Conceptual Framework

Source: Author

2.3.1 Variables and interrelation

In the diagram above, Early Childhood Education is the independent variable and is broken down into text material and the teachers teaching in Early Learning facilities. The external socializing factors are the intervening variables that act together with the independent variable to shape gendered self-concept, which is the dependent variable in this study. The following chapter discusses the methodology that was used in collecting data for the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the study site, research design, sample size determination, sampling strategy, data collection methods, data analysis and ethical considerations.

3.1 Study Design

The study used qualitative data to understand the role ECE plays on the gendered self-concept of children in Naivasha sub-county. Qualitative data is concerned with the features, attributes and characteristics of phenomenon that can be interpreted thematically. The qualitative data therefore provided descriptive and explanatory depth to patterns, trends and themes observed in the data collected from the children selected.

Data collection methods included picture book analysis, a child participatory approach that involved children between the ages of 6 and 10 years enrolled in ECE in Naivasha Sub County and Key Informant Interviews. The participatory methods ensured that the children were the center of the data collection minimizing researcher bias and enabling the children to provide the data in a natural and child friendly environment. The picture book analysis involved KICD approved textbooks and provided a contextual background for the content used in the delivery of ECE. It was also used in triangulation of the data collected from the children. Key informant interviews were also used for their teachers to provide further in-depth understanding of the children's social environment including teacher training and teacher-child interaction. The data collected was then thematically analyzed to provide insight into the role that ECE plays on the gendered role self-concept of children.

3.2 Study Site

The study was carried out in Naivasha Sub-county, which is located along the Nairobi-Nakuru Highway in Nakuru County. See the administrative boundaries of Naivasha Sub-County in appendix X. Naivasha is a cosmopolitan sub county with people of all tribes and race converging mainly for economic activities. Its main economic activity is flower farming, it is the largest producer of flowers in the country. It also harbours Lake Naivasha and Lake Oloiden which are fresh water lakes along the Great Rift Valley. Naivasha is home to many tourist sites such as the hells gate national park, Mount Longonot, Crater Lake among others. As a result, it has become a major leisure and business tourism destination in Kenya for both domestic and local tourists with a large array of hotels. Other economic activities include fishing and farming. Naivasha is also home to one of the largest geothermal power generating plants in Kenya run by KENGEN. The climate is warm and temperate with more rainfall in the winter than in the summer with an average temperature of 17.1 degrees Celsius (Climate-Data.Org, 2019). These attributes and climate have made it a popular settlement area for peoples of all tribes, religion and race. As a result churches of all denominations, markets, schools, hospitals, hotels, banks and malls have been established to serve its peoples. There were 152 public and 338 private ECE centers with a total of 18,938 girls and 29,240 boys enrolled at the time of this study (Sub county ECD Offices, Sub County Ministry of Education Offices, 2019).

3.3 Study population and unit of analysis

The unit of analysis was children enrolled in ECE in Naivasha Sub County between the age of 6 and 10 years. The population for this study was therefore 48,178 which is the total number of children enrolled in ECE in Naivasha Sub-County. This was further broken down into 18,938 girls and 29,240 boys.

3.4 Sample Size and sampling procedure

According to Collis & Hussey (2003), any sample above 30 where triangulation is expected is a demographically representative sample. In this study the sample size was 70 children (36 girls, 34 boys). The researcher purposively selected 8 public ECE centers, one from each ward in Naivasha Sub County with the highest number of children between 6 to 10 years. Data collection and analysis was done simultaneously and by the fourth school the researcher noticed there was new information being given, this was the saturation point for the study. The researcher purposively selected children aged between age 6 to 10 enrolled in Grade 1 to grade 3 in Naivasha Sub County. Key informants were purposively selected, they had to be teachers in the schools sampled and must have taught ECE at one point in their career. This is illustrated in table 3.1 below:

Table 3.1: Sample of Respondents

CATEGORY	INFORMANTS	SAMPLING POINTS
Drawing and coloring	70 children 36 Girls 34 Boys	Classroom
Key Informant Interviews	4 Teachers	Allocated interview rooms

The text material selected for the picture book analysis totaled 18 books; 3 grades, 6 subjects each. This is illustrated in table 3.2 below.

3.5 Data Collection Methods

3.5.1 Child Participatory Methods

Drawing and coloring was used to collect data from children. The researcher printed out outline drawings of a man and a woman and presented it to the children. The children were then provided with crayon colors in random shades and asked to color the outline drawings. A list of careers was then written down for the children and they were asked to write which one they thought represented the man and the woman in the drawing. See appendix 5.

The children were also asked to draw and color a picture of themselves and write down what they would like to be when they grew up. From this task, the researcher was able to analyze their perceptions on the different gender roles they associated with being male or female. The researcher was also able to analyze their choice of colors for either gender.

3.5.3 Key Informant Interviews

Teachers interact with children for almost 8 hours a day 5 days a week; they therefore are the largest socializing agents for school going children. Teachers were therefore selected as key informants for this study because they directly influence the implementation of Early Childhood Education. Four school teachers were interviewed using a semi structured interview guide. The aim for these interviews was to analyze gender understanding among teachers, gender beliefs and standpoints held by the teachers. This data was then used to triangulate the data collected from the children.

3.5.4 Picture book analysis

The study critically analyzed gender illustrations using pictures in 18 textbooks, the textbooks selected were approved by KICD for the new competency based curriculum.

This analysis was guided by the ABC of Gender Analysis Framework. The new curriculum comprises 6 subjects and therefore 6 workbooks for every level of learning. The research targeted 3 educational levels, preprimary 2, grade 1 and grade 2; consequently 18 workbooks were selected for the review. The researcher critically analyzed pictures used to depict gender and gender roles in the teaching material provided by the curriculum.

Table 3.2: Text book sample selection

SUBJECT	GRADES SELECTED	NUMBER OF BOOKS
ENVIRONMENTAL ACTIVITIES	GRADE 1,2,3	3
HYGIENE AND NUTRITION	GRADE 1,2,3	3
RELIGIOUS ACTIVITIES	GRADE 1,2,3	3
MATHEMATICAL ACTIVITIES	GRADE 1,2,3	3
LUGHA	GRADE 1,2,3	3
ENGLISH ACTIVITIES	GRADE 1,2,3	3
TOTAL		18

3.6 Data Processing and analysis

According to Ngechu (2004), data analysis procedures include the process of packaging the collected information, putting it in order and structuring its main components in a way that the findings can be easily and effectively communicated. The study was guided by Social learning theory to understand how children learn gender, Liberal

feminist theory to provide a feminist approach on the equal access of gender sensitive education and the ABC of Gender Analysis for the critical examination of textbooks. Qualitative data collected through child participatory methods was analyzed through content analysis. It was then categorized into related themes in line with the study objectives. In addition, data from drawing and coloring and picture book analysis was analyzed by evaluating the themes identified alongside the study objectives. Finally, data from key informant interviews was analyzed thematically and used to triangulate the other findings. The data was then presented in tables and photos.

3.7 Ethical Considerations

Ethics are the norms or standards for conduct that distinguish between right and wrong i.e. acceptable and not acceptable behavior. Ethical standards prevent falsification and fabrication of data hence imparting authentic knowledge and truth that is the primary objective of research (Makau, 2016).

- i. Consent forms from school teachers were also obtained to allow the researcher to collect data from the students because they were minors. A research permit no. NACOSTI/P/19/944 was also secured from National Commission for Science, Technology and Innovation (NACOSTI). Permits were also acquired from the County Government ECD office and the Sub County Ministry of Education Office for Early Learning.
- ii. Heads of schools gave permission to interact with the children and access the school facilities.. Further, assent for child participants was treated as an ongoing process that was renegotiated verbally at each stage of the research; so as to enable the children to be gently excused or exempted from the research at any time they appeared uncomfortable.
- iii. Child friendly interviewing techniques were employed.

- iv. No information about a child or caregiver that is likely to endanger or prejudice their safety and security is contained in the report. Names of children, their caregivers and places of usual residence have been changed to safeguard their physical and emotional safety and security. The chapter that follows presents the data analysis and presentation of the finds of the study

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter focuses on data analysis, discussion and presentation of the findings. The study sought to address two specific objectives; to examine the gender dimensions held by children aged 6 to 10 years and to examine the gender dimensions of the text materials used in the delivery of ECE and the role they play on the gendered self-concept of children. The findings are presented in the form of tables, percentages and discussions in line with the following themes; gender and color, gender and career and gender and social roles.

4.1 Gender Perspectives held by Children

This section discusses the different gender perspectives held by children aged 6- 10 years on the roles played by men and women in society. It discusses career choices made by boys and girls; careers the children associate with each gender and perceived gender roles in society. The section also discusses colors used by the children to draw and color themselves. This data was collected by asking children to draw and color a picture of themselves and write down what they would like to be when they grew up. They were also given two outlines, one male and one female and asked to colour and choose from a list of selected careers what they thought each of the coloured forms did. The children sampled were aged between 6-10 years, 70 children were sampled in this question; 36 girls and 34 boys.

4.1.1 Career Choices for Boys and Girls

This section illustrates the answers given by the boys to the above when asked what they would like to be when they grew up.

The study findings confirm that 77% of the boys associate themselves with careers that have traditionally been associated with and for men. This is evidenced by 24% of the boys wanting to be teachers, 26% wanting to be Pilots, 12% wanting to be doctors and 15% wanting to be policemen. None of the boys chose either a cook or a nurse. Historically careers such as doctors, pilots and policemen have only been set-aside for men. As time has progressed however, predominantly male and female associated careers have been seen to become socially acceptable for both genders. These findings however indicate that boys would still prefer to be associated with predominantly male associated careers. It would also be interesting to note that the boys who chose farmer as a profession sited the fact that their fathers were farmers as a motivation for wanting to become farmers themselves.

The study also found that the larger percentage of girls (75%) also associated itself with careers that have been historically associated with men. There was however a slight variation when it comes to the choices made by girls as compared to that of boys. The larger percentage of the 75% wanted to become teachers (39%) with only 14% and 19% wanting to become pilots and doctors respectively. The study also found that quite a significant percentage wanted to become cooks and nurses which were made not by any of the boys. The girls also chose a wider variety of careers as compared to the boys.

From the key informant interviews, all respondents cited differences in the interests of boys and girls. These interests are usually modeled in the home by parents and relatives and more often than not create a difference in preferred activities. Respondent one noted

that these differences however do not necessarily affect participation in activities such as class or school leader elections and campaigns. The career choices were as illustrated in table 4.1 below.

Table 4.1: Careers the children wanted to be when they grew up

CAREER CHOSEN	BOYS	PERCENTAGE	GIRLS	PERCENTAGE
FARMER	2	6	1	3
WATCHMAN	1	3	0	0
TEACHER	8	24	14	39
PILOT	9	26	5	14
DOCTOR	4	12	7	19
BAKER	1	3	0	0
SOLDIER	1	3	1	3
DRIVER	3	9	0	0
POLICE	5	15	1	3
CAR RACER	1	3	0	0
COOK	0	0	3	8
NURSE	0	0	2	6
JOURNALIST	0	0	1	3
OPHTHAMOLOGIST	0	0	1	3
SINGER	0	0	1	3

4.1.2 Careers Children Associated with Adult Men and Women

This section presents the findings of the careers that the boys and girls associated with adult men and women. It was included in the study to help analyze the perceptions that the children had about the roles carried out by adults in society. It also provides a comparison for the perspectives held by children on the roles played by children in society.

The study findings indicate that boys associate adult males with careers that have historically been associated with men, or otherwise blue collar. This is indicated by the following choices; 48% of the boys selected doctor, 23% selected teacher and 10% selected lawyer. Farmers on the other hand are associated with land ownership, which is also a historically male fort. The two boys who selected secretary were seated together and asked for the meaning of secretary when handing in their tasks to the researcher. No boy chose nurse as a career for the adult male.

The study confirmed that majority of the boys still largely associate women with white collar jobs and nurturing. As illustrated on table 4.2, 39% of the boys selected teacher as the career they believed to be held by the adult female while 32% selected nurse. Only 6% chose doctor for the adult female as compared to 48% who chose doctor for the adult male. No boy chose farmer for the female adult, a choice 10% of the boys chose for the male. This is illustrated in the table below:

Table 4.2: Choice of Careers for Men and Women Made by the Boys

ADULT CAREER CHOICE	FEMALE	PERCENTAGE	MALE	PERCENTAGE
DOCTOR	2	6	15	48
TEACHER	12	39	7	23
FARMER	0	0	3	10
NURSE	10	32	0	0
SECRETARY	2	6	2	6
LAWYER	5	16	3	10

From these findings, there is a significant difference in how girls and boys view men and women in their society in regards to careers. Almost half the girls at 42% chose doctor for the adult male as opposed to only 35% for the female. Similarly, 29% chose teacher for the adult male as opposed to a staggering 48% that chose teacher for the adult female. In the same pattern, 10 % of the girls also chose farmer for the adult male as compared to none for the adult female.

In the same breath, the study found girls to have an evidently smaller gap when it came to their perceptions of men and women. This is illustrated by the differences in percentages for doctor as choices made by boys and girls for adult men and women. There was only a 7% difference between the number of times girls chose doctor for the man, and the number of times they chose doctor for the woman as compared to a 42% difference of the same for boys. From the Key informant interviews, teachers and parents in their interactions with the children socialize the differences in these choices. The larger choice of teachers for women by both boys and girls according to respondent 2 is as a result of fewer male teachers in ECE. This is illustrated in the table 4.3 below,

Table 4.3: Choice of Careers for Men and Women Made by Girls

ADULT CAREER CHOICE	FEMALE	PERCENTAGE	MALE	PERCENTAGE
DOCTOR	11	35	13	42
TEACHER	15	48	9	29
FARMER	0	0	3	10
NURSE	8	26	3	10
SECRETARY	1	3	3	10
LAWYER	1	3	3	10

Gender beliefs, in this case perceptions on gender roles held by individuals are argued to influence their perceptions of their abilities at various career-relevant tasks. The individuals, then act based on these perceptions when making career decisions and therefore channeling men and women into different career directions. Gender stereotypes and imageries have shaped how women feel and think about themselves for centuries. Aristotle asserted that if females were anticipated to perform equal roles as males, then they should be trained in the same things (Baron, Schmader, Cvencek, & Meltzoff, 2014).

In the recent years, there has been a surge of female presence in careers that were historically only for men. Universities have reported almost equal admission for both girls and boys into law and medicine, which was never the case in past years. This has been seen and theorized to be proof of achievement of gender equality in education. It is very impressive that a larger percentage of the girls in the study wanted to become doctors than that of boys. They were also almost equally represented in other career choices that have been historically reserved for men. This is evidence of social

transformation that has impacted girl's choices and confidence in their abilities to venture into a career that has been for a long time preserved for men. This can be attributed to the efforts that have been put in place for over a decade to ensure gender equality by changing how girls see themselves.

Gender inequality is not only detrimental to a woman's quality of life but is also one of the underlying reasons for poverty. It slows down the efforts to reduce poverty and ensure there is sustainable development, affects access to services, care and caregiving, accountability and global partnerships, and culpability. Numerous global initiatives are working towards ensuring that gender equality is achieved in all aspects including the international effort to ensure that all children's books are inclusive and lack gender stereotyping. The textbooks should be inclusive and have equivalent representation of males and females.

Other global initiatives include the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Beijing Platform for Action. It was implemented to endorse transformation by the creation of an authoritative international agency that would encourage gender equality by providing incentives. The agency works towards creation of institutions for gender budgets, special aid programs that respond to gender needs, and promotion of social protection of gender-sensitive matters such as vulnerability and poverty (Jones, Holmes, & Espey, 2010).

Other efforts that are mutual in most countries are the provision of equal opportunities to women by enacting laws that protect women for discrimination. For example, the US has an Equal Employment Opportunity Act that prohibits discrimination of any individual in employment due to race or gender. Women are also protected from pregnancy discrimination by ensuring that pregnancy is not a cause for termination and

that they have adequate maternity leave. This act is mirrored in many other states, though not in the same intensity. There are many other international institutions including the World Health Organization (WHO), which advocates for the abandonment of discriminatory traditions like female genital mutilation (FGM).

In Kenya, efforts have been made to ensure that women are given the same opportunities as men starting from the basic education level, where the entry-level for girls in high schools is lower than that of boys, to counter any disadvantages that are unique to girls. The two-thirds gender rule was passed regarding government institutions, which require that no more than two-thirds of the members be of the same gender. Though the bill was passed regarding institutions, implementation and compliance are still wanting.

As a result of these efforts, even though globally male employment to population ratio is still higher than that of women, the female ratio has been steadily increasing. This can additionally be attributed to democracy. Democracy gives women just as much say as men especially in voting and choosing representatives who will serve both genders best. Democracy has also allowed the passing of affirmative action bills that enable the inclusion of women in democratic events and processes. This has enabled women to access political and corporate power helping to advance critical issues about gender equality and give a voice to women who have been oppressed for so long (Anyanwu & Augustine, 2013).

Giving women a voice has led to the creation of awareness of the issue's women face, such as domestic violence, sexual assault, FGM, and early marriages. These issues are most common in African countries, including Kenya. Some of the issues have been solved by creation of policies and legislative measures. For example, the Kenya

Prohibition of Female Genital Mutilation Act was enacted in 2013. This law laid out strict measures to be taken against anyone found guilty of practicing or facilitating this act. The law led to the reduction of FGM cases in Kenya, and subsequently, a reduction in the mortality and morbidity rates associated with the practice. The social, legal, and political measures taken against FGM have led to a significant reduction in the number of cases, supported by the fact that younger girls are less likely to have been circumcised in comparison to older women (World Health Organization. 2011). As a result more girls are able to access education almost as equally as boys and to have a level ground for healthy competition.

The increase in calls for gender equality has led to the inclusion of more women in STEM courses and fields. Though women are still fewer than men in such disciplines, there are programs that support girls and encourage them to join such courses by providing incentives such as scholarships. Numerous mentorship programs have also been introduced. Though the progress has been slow, there is tangible proof that indeed, women have risen up the career ladder with the help of such incentives and mentorship program. Other legislative measures taken by the Kenyan government have ensured that more girls are enrolled in school and complete their education. Such measures include the prohibition of early marriages, which were the main reason for so many girls dropping out due to early pregnancies. The results from the study are evidence of a shift in the gender perspectives of girls. From these findings, it can be inferred that because of the efforts discussed above, girls see both men and women as capable of performing equal roles in society. These efforts also serve as strong socializing tools in society, creating legitimacy for gender equality. Social learning theory states that children learn gender from their interactions with their environments, this study agrees with this statement.

4.1.3 Gender and Color

The data in this section was collected by analyzing the colors the children used to draw and color pictures of themselves. Color has long been associated with gender, the study therefore sought to analyze differences and similarities in color use by boys and girls. The pupils sampled were aged between 6-10 years. 70 children were sampled in this question; 36 girls and 34 boys.

4.1.4 Color Choices by Children

The researcher deliberately eliminated pink from the crayons given. The findings showed that boys randomly used colours in almost equal measure. The girls on the other hand favored the brighter colours such as red, yellow, orange and purple. There was however very little difference in the use of bright colors between boys and girls. This is evident on table 4.4 below.

Table 4.4; Colors used by boys and girls to color their drawings

COLOUR USED	GIRLS	BOYS
BROWN	3	10
RED	20	13
YELLOW	19	19
GREEN	6	15
ORANGE	17	14
PURPLE	11	11
BLUE	9	11
BLACK	2	6

The study found that children conform to the gendered use of color to a certain degree, girls prefer purples and reds but boys demonstrate no affinity to any particular color. The study purposefully eliminated pink from the crayons given to the children to see what other colors the children chose and the differences between boys and girls. Gender stereotypes emerge as early as birth and are usually facilitated by a child's parents. For instance, it is common practice to dress young girls in pink and young boys in blue. This trend is done despite there being no evidence that suggests these children have these colour preferences. Some studies show children prefer blue, regardless of gender, especially at a young age. This, however, changes, as a child grows older. A study was performed on children between 7 months and five years where eight pairs of objects were offered to the children. Most of the two-year-old girls picked pink more often in comparison to boys. As the children became older, there was an evident preference for pink in girls. On the other hand, the boys avoided pink (LoBue & DeLoache, 2011). The study showed that colour preference increases with age, which may be a result of exposure to stereotypes or conditioning.

The study however also found that, these colour choices are not a representation of gendered self-concept in its entirety. Gender typed colors have long been associated with femininity and masculinity and therefore been seen to represent the gender stereotypes that come with being male or female. In this study however, even though girls did tend to gravitate towards the brighter more "feminine" colors, they did not choose careers that are historically labeled as female careers. There was a bright red flower dressed girl who wanted to be a doctor and a brightly colored boy who wanted to be a farmer like his father.

There are numerous philosophies about how children grow into the gender stereotypes brought forth by societies. For instance, when children are born, depending on their gender, they are constantly exposed to gender-stereotyped colours. Normally, girls are exposed to pink and yellow, while boys are exposed to blue. An infant girl will have a pink crib, pink dolls, and most likely a pink pacifier, while a boy's room will have blue curtains and be dressed in blue. While most people argue that women generally prefer yellow and pink over other colours, studies show that there is a relationship between the colour children are exposed to and their preference as they grow older.

Gender stereotypes are acquired early and influence colour preference in children. Stereotypes that associate girls with pink among other brighter colours and boys with blue affect their choices in clothing, toys, and other objects. According to a study performed in 2014, gender-associated colour preferences exist. 614 children aged between five and ten years old were requested to pick colouring books and colour the pictures. Boys used fewer female-stereotyped colours in comparison to girls. Both boys and girls coloured each image with the colours associated with gender. The study demonstrated that both girls and boys have similar stereotypes and conform to these stereotypes in the use of colour (Navarro, Martínez, Yubero, & Larrañaga, 2014).

Colour also affects the tendency of children to learn information from others. In a study performed on 144 children aged between four and six years, children were asked to choose a contradicting statement uttered by a male or female and also to choose which speaker they would ask a question. They were to ask questions on the functions of coloured objects. Some of the objects were yellow, which is a gender-ambiguous colour, while others were in pink and blue, which are gender-typical colours. The study

showed that children had a preference for gender in learning and that they made decisions that were affected by gender stereotypes on colour (Ma & Woolley, 2013).

Children also exhibit emotional association with colours. A study performed on children between five and six and a half years required them to state their favourite colour and state how a colour makes them feel. Of the sixty children, 69% had positive responses to the colours. They associated colours with excitement and joy. There were also distinct colour-emotion associations where bright colours triggered positive reactions and vice versa. Their emotional connection with colour increased with age. Girls preferred bright colours to darker colours. Boys exhibited positive emotional associations with dark colours (Boyatzis & Varghese, 2010).

The exposure to gender-stereotyped colour leads to familiarity with the colours, and eventually preference of these colours over others. It is also widely believed that when a child identified with a certain gender, he/she tends to seek out information on that gender. They also choose toys and other objects based on what is expected according to gender stereotypes. According to the gender schema theory, kids develop gender schemas or depictions of gender acquiring and assimilating information from the setting. The theory portrays children as “gender detectives” who actively seek gender-related information (Babolhavaeji, Vakilian, & Slambolchi, 2015).

Colour preference in children is also used as a marketing tool. This is especially used in selling toys, which is use the most gender-stereotypes to attract children to play with the toys. A study was done on the colour and labeling of toys affected interest in children between three and four years. Two sets of studies were prepared. In the first study, the kids were offered toys typically female and male toys decorated in girly and manly colours. Girls showed a very high interest in feminine toys, as did boys.

However, girls showed pointedly less interest in manly toys decorated with manly colours. In the second study, the two genders were presented with toys that were marked for specific genders. The labels and the colours impacted the children's interest as observed in the initial study. Children were also asked to predict their peers' interests, and this also mirrored the initial observations. According to the study's conclusion, the colour pink gave girls consent to play with the toys and other objects (Weisgram, Fulcher, & Dinella, 2014).

Gender-typed preferences exist in all cultures around the world. A study done on 126 Chinese children showed that they were affected by similar gender-typed colour preferences as kids in the west. Children between 5 and 12 years shared their colour preferences. Their gender-typed colour preferences were assessed by means of forced-choice tasks. The children were presented with colour cards, and images of gender-neutral toys coloured with gender-typed colours. They also tested whether gender labels affected interest or preference. They rated whether the children liked gender-neutral colours labeled for one gender. The third test required children to solve puzzles painted in an appropriate or inappropriate colour. Their performance in solving the puzzle was measured. The different painted puzzles were inconsequential to the kids' performance, but labeling gender-neutral colours as belonging to boys or girls affected preference (Yeung & Wong, 2018).

A study was also performed to assess whether aptitude in science, technology, engineering, and math are affected by colour. 105 children participated in the study, which required them to solve engineering problems using pastel or primary-coloured materials. The study also assessed the tendency of acceptance or rejection of engineering courses because of color. The study showed that girls' performance did not

change with use of pastel coloured materials, while boys assigned pastel-coloured materials showed lower engineering aptitude in comparison to the rest of the group. According to the study, children preferred conformity to gender stereotypes in engineering materials (Mulvey, Miller, & Rizzardi, 2017). The preference for gender typed material colors however does not reflect as lower aptitude for engineering courses.

Social Learning Theory explains that gender-typed preferences are acquired through socialization with external agents such as teachers and parents. Socially accepted behavior is reinforced through socialization with such entities. Therefore, if a child is exposed to women who are constantly wearing pink, yellow, and other bright colours, then the child will ultimately mimic these trends. A study performed including children between 4 and 7 years old showed that girls preferred pink because they had lots of pretty pink dresses. They also thought that pink was a happy colour. This theory also explains that the perception children have towards colour is a learnt behavior due to their experience at home (Navarro, 2014). The theory and the study findings on the preference of bright colors by girls converge. The choices by boys however do not show influence by a preference for darker colors for boys.

From these findings, the study infers that dressing children in gender typed colours is not a source of gender inequality. It is the labeling of the colors as feminine or masculine. Colour does not impact in any way the abilities of boys and girls; it is the association with of it with being female or male. It is evident therefore that avoiding dressing young girls in pink, while also not dressing baby boys in pink does not translate to encouraging gender equality.

4.1.5 The Understanding of Gender among Teachers

The study found that there is very little understanding of gender among the teachers in early learning years. Out of the 5 respondents, 4 believed gender differences to be as a result of biological make up. The teachers' guides may guide them to select equal numbers for boys and girls but it does not provide them with any other guidance for understanding gender. The teachers also still hold onto existing gender stereotypes, which translates different treatment for boys and girls. Respondent 3 aged 30 years for example states that, men and women are inherently different "it's just how we were born" which makes girls more organized and boys rowdy. The study also found that teachers largely socialize children when in the school environment, respondent one aged 42 for example states that "young children are like a fire you ignite, you get to teach them a new language as much as you teach them about life."

4.2 The critical analysis of text material used in curriculum delivery

In this section, the study focused on the following; the activities illustrated, the location of these activities, the visibility of men and women, the power illustrations and the use of technology.

4.2.1 Domestic chores illustrated In Text Material

The study found that reproductive activities are predominantly represented by women. Help with these activities is also predominantly illustrated as being done by girls when the mother is present, but equally shared when the children are alone.

The productive roles are predominantly illustrated by men with girls and boys helping, except in herding where no girl is illustrated participating.

In the analysis of location, the study confirmed that women are predominantly illustrated in the home while men are illustrated as working away from the home. This

is also evident in the above table as reproductive chores are done in the home, while productive chores are done away from the home. This is illustrated in the table below.

Table 4.5: Domestic chores illustrated in text material from gender perspective

DOMESTIC CHORES	TOTAL	WOMEN	%	GIRLS	%	MEN	%	BOYS	%
REPRODUCTIVE									
COOKING	15	11	73	2	13	0	0	2	13
WINOWING	7	5	71	2	29	0	0	0	0
WASHING CLOTHES	12	7	58	3	25	0	0	2	17
FETCHING FIREWOOD	1	1	100	0	0	0	0	0	0
CLEANING UTENSILS	14	6	43	4	29	0	0	4	29
FETCHING WATER	5	3	60	0	0	0	0	2	40
PRODUCTIVE									
FARMING	29	2	7	9	31	12	41	6	21
HERDING	4	0	0	0	0	2	50	2	50
FEEDING ANIMALS	18	1	6	8	44	5	28	4	22
MILKING COWS	6	2	33	0	0	4	67	0	0
BUILDING	14	2	14	1	7	10	71	1	7

4.2.2 Careers illustrated in Text material

The study confirmed that women are used to predominantly illustrate careers that have been traditionally set apart for women, usually stemming from their gender role as care givers and nurturers. Leadership positions are only illustrated by men as seen in the figures 4.1 and 4.2 below.



Figure 4.1. Religious Leaders (Kariuki et al., 2018, p.87)

Any illustration of leadership is done with men taking the center stage and women supporting the men as seen in figure 4.2 below

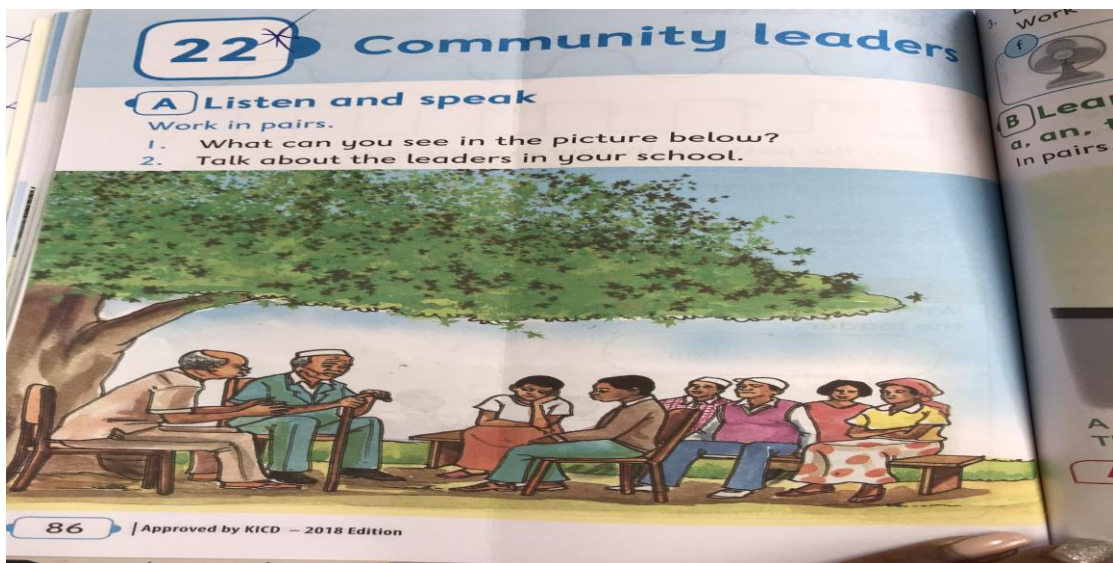


Figure 4.2 Community leaders holding a meeting (Kariuki et al., 2018, p.86)

The study also found that adult men are more visible than adult women; the number of women illustrated in the books is lower than that of men. Visibility however is also

influenced by the location of the illustration, for example women are more visible boarding a matatu, while men are more visible at the airport or standing next to a luxurious car as seen in figure 4.3 and 4.4. Below;



Figure 4.3. Men Boarding Different Means of Transport (Miricho et al., 2018, p.51)



Figure 4.4: Women boarding a Matatu (Miricho et al., 2018, p.50)

¹Matatu slang for public transportation vehicles in Kenya

In the use of technology, the study found that males are illustrated as using technology 68% of the total illustrations made. When two people are illustrated using the same gadget, the male is operating it, while the female is watching or helping as illustrated in figure 4.5 and 4.6 below

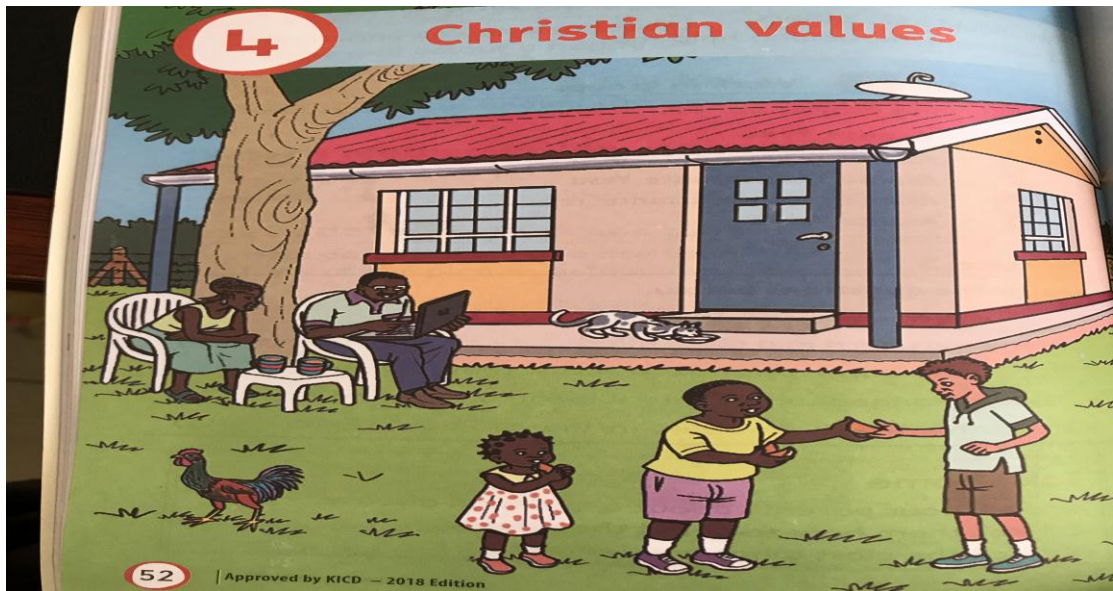


Figure 4.5. Man and Woman Using a Laptop (Onyango et al., 2018, p.52)

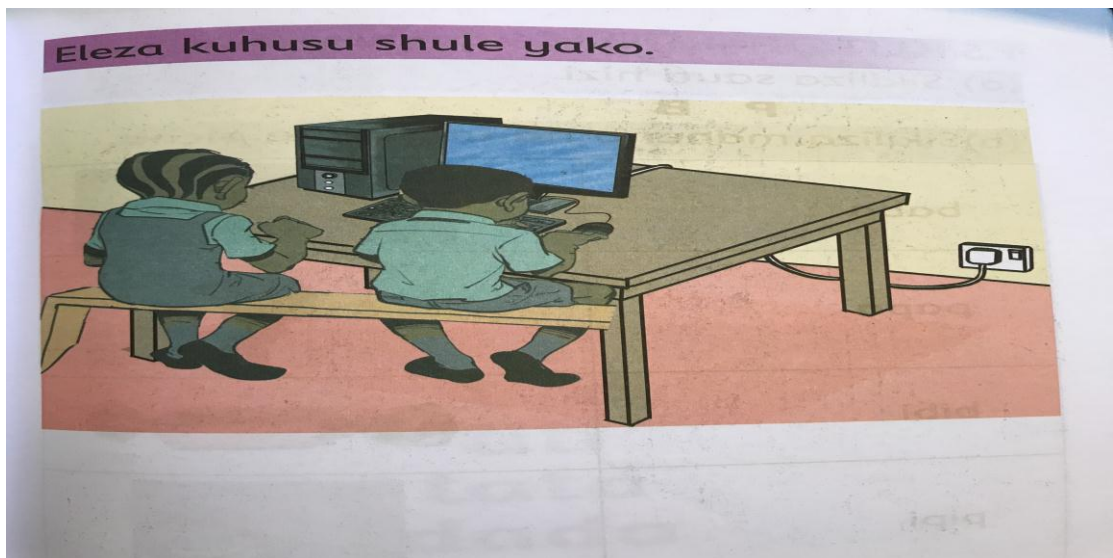


Figure 4.6. Children Using a Desktop (Wandera et al. 2018, p.21)

Table 4.6: Careers illustrated in the text materials from gender perspective

CAREERS ILLUSTRATED	TOTAL	WOMEN	%	MEN	%
TEACHER	64	46	72	18	28
DOCTOR	11	2	18	9	82
COOK	5	2	40	3	60
DRIVER	7	0	0	7	100
SECURITY GUARD	18	1	6	5	28
SOLDIER	6	1	17	5	83
FARMER	2	0	0	2	100
SECRETARY/ RECEPTIONIST	4	4	100	0	0
NURSE	5	0	0	5	100
POLICE	10	3	30	7	70
SHOPKEEPER	13	4	31	13	100
LEADERSHIP POSITIONS	TOTAL	FEMALE	%	MALE	%
HEADMASTER	2	0	0	2	100
CHIEF	2	0	0	2	100
PRIEST/PREACHER	25	1	4	24	96
	TOTAL	FEMALE	%	MALE	%
USE OF TECHNOLOGY	28	9	32	19	68

The study confirmed that after parents and family, the school-learning environment specifically teachers and learning material are the second greatest gender socialization tools for children. In the study, the career choices largely selected by the children were almost identical to the careers illustrated in the books. Kabira & Masinjila(1997), in

their ABC of gender analysis framework state that text books and all learning material tell a story about people and societies, the roles they play, the importance of this roles and the legitimacy of the roles played for each gender. Textbooks tell these stories by creating characters and a world in which they interact with each other. An example given is that of a mathematics textbook, aside from helping in passing information and knowledge about mathematics, it also passes knowledge about how people in the society are expected to cooperate. These characters are usually men and women, boys and girls and there bring forth a gender dimension on how relationships are supposed be between men and women in society.

Children are very open to influence and formation of biases at a young age. They are very impressionable and quickly assimilate all information from external and especially trusted sources. The first form of exposure children experience is in schools was their teachers are authoritative and significantly influence their beliefs. Other than teachers, the textbooks provided to the children also affect their view on the world, including gender roles. The study confirms that textbooks still convey gender stereotypes in basic roles such as careers and domestic roles.

Most textbooks reinforce gender stereotypes acquired from self-socialization and social learning. Children's textbooks are used to create a world where children learn how people behave and how they treat each other. A lot of attention has been brought to the fact that textbooks are used to enhance gender stereotypes especially in gender roles at home. Such textbooks describe women as the caretakers of the home and men as providers. As such, you will see stories dictate that something was happening as the mother and/or the sister were cooking in the kitchen while the man was building or away for work. While this is very evident and obvious, there are other roles, which

include careers. As mentioned above, children are very impressionable and will get career ideas from what they are constantly exposed to. For instance, most textbooks depict policepersons as men either using pictures or words. Children, therefore, expect policepersons to be men and are influenced using such depictions in making decisions as to what they want to become. Therefore, very few girls will say they would like to become policepersons.

What we read affects our view of the world and our attitudes. Children grow up thinking of themselves as others see them. If the textbooks they read constantly portray them as one thing instead of the other, then the children are limited, and these textbooks also limit their potential. It is also possible to change the behavior of children using textbooks. As mentioned, earlier, children can be considered to be gender detectives, which is one of the gender typing tools. They actively search information about their genders. Once this is done, they discard all inconsistent information. Therefore, if most textbooks illustrate football players as boys and men, any textbooks that depict a football player as a woman will be discarded and forgotten. Children will then get rid of any behavior or attitude that does not conform to the norm in the textbooks they are exposed to. They will control their behavior and avoid acting inappropriately, as depicted by the textbooks.

Though a lot of attention was brought out about textbooks in the late 90s, the study confirms that there are still substantial cases in current books. The stereotypes have evolved from the bold messages in earlier textbooks where men were depicted as optimistic and capable, while women were depicted as incompetent, negative and less active than their male counterparts. This kind of gender stereotyping not only affects attitude but also on performance. They exert a strong burden on these children to adapt

to gender roles and behavior, which is harmful to mental health. There is generally a weakness associated with this, which ultimately puts the children under a lot of stress.

There are various aspects apart from the profession that is affected by the stereotypes enhanced by books. They include appearance, hobbies, personality, and house roles. Gender stereotypes about appearance in textbooks are mostly subtle and conveyed using adjectives and pictures or illustrations. Females are generally portrayed as weaker people and men are portrayed as strong and capable. Personality traits are associated with emotional intelligence and freedom of expression. Men are required to be strong and do not cry in public, while women are shown as emotionally weaker. The textbooks should, therefore, be analyzed based on the vocabulary, character illustrations used and dialogue described (Toçi & Aliu, 2013).

A study carried out on Turkish books found that students' views about gender was similar to the gender dimensions depicted in the textbooks (Atay & Danju, 2012). Similarly, it was found that linguistic sexism is a source of gender inequality according to studies done on Qatari primary books. The greatest disadvantage of the advancement of linguistic sexism and gender stereotyping at a young age is that they end up becoming part of the social code. Children receive education about social norms and culture from school. Therefore, all education materials should be free from any bias. Most textbooks contain a gender ideology furthered by the writer, which is influenced by their culture. According to the study performed on Qatari primary textbooks, men are more visible than women in imported textbooks. However, in the local Qatari textbooks, women were more dominant and visible than men (Yasin, Hamid, Keong, Othman, & Jaludin, 2012). This study shows that the gender stereotypes advanced by textbooks are unique

to a certain society and culture. Therefore, textbooks being used by children can be controlled to preserve their culture.

Gender stereotypes in mathematics textbooks also seem to affect female performance in mathematics. The stereotypes can be held responsible for better performance of male children in mathematics. There is a consensus that males perform better in mathematics, but the reason behind this is subject to differing views. On one side, researchers believe that the difference in performance is due to differences in physical and mental attributes while others believe that it is due to external factors such as societal and cultural factors. Studies have proven that women have no physical or mental barriers that would prevent them from participating in mathematics learning and performing as good as men. This means that girls' performance is affected by social factors, especially school education which plays a big role in gender typing through gender socialization (Tang, Chen, & Zhang, 2010). To analyze the gender stereotypes, present in mathematics textbooks, researchers analyzed the frequency characters appear in the book and the roles they play. The role of adults depicted in the books should also be assessed. Characters depicted in the book were categorized into three main groups, which included pure male, or female and mixed type group. The mixed type group was further classified as female or male-dominant or no gender difference. The analysis of the textbooks showed that there were more males than females. Of the 931 people illustrated in the textbook, 55.3% of them were males. Males appeared in the textbooks more frequently than women.

This attribute of textbooks where males are more than females becomes increasingly evident with each higher grade. Further analysis of the books concerning characters action showed that males were more dominant than females. The study revealed that

there 190 illustrations of male-dominant activities in comparison to the 97 illustrations of female-dominant activities. The textbooks also had the stereotypical gender roles. The masculine roles were depicted in travelling, dividing inheritance, and shopping. On the other hand, feminine roles appeared as feeding chickens, accompanying their children at home, and cooking. The assigned female roles in the textbooks are consistent with traditional practices and beliefs.

The social roles depicted in the mathematics textbooks were also stereotypical. The masculine roles included mathematicians, country and political leaders, drivers, scientists and astronauts. Feminine roles included teachers, television presenters, hotel servants and librarians. The masculine roles were more intellectual and technical while those assigned to women more of service to others. The textbooks also conform to social value orientation where doctors and engineers appear in a masculine image. The study showed that gender roles that exist in the writers' subconscious are conveyed in textbooks and passed on to the next generation. Apart from the characters and illustrations in the textbooks, other factors might discourage young girls from forming an interest in mathematics. For instance, in most textbooks, only male mathematicians are introduced, which is likely to make girls believe that they are inferior. To counter this belief, it is important to educate children on the women who have played a pivotal role in mathematics and some of the social reasons why there are fewer less recognized women in mathematics disciplines (Tang, Chen, & Zhang, 2010).

Textbook illustrations are normally treated as decorations to make learning more interesting. However, these illustrations also influence how young children formulate their roles in society. They present a model, which children use to organize gender behavior. Three children's textbooks were analyzed. There was still more male

presence in the textbooks in comparison to females. Males and females only performed socially approved roles (Sovič & Hus, 2015). English textbooks also portray a lot of gender asymmetry. Women are seen as more dependent on men and their appearances in textbooks are mainly in roles where they admire the actions of men (Damayanti, 2014).

Similar issues of gender representation are evident in textbooks in Japan. The gender stereotypes are analyzed in terms of male to female ratios, use of neutral vocabulary and gender marked vocabulary, titles used in addressing women, types of activities associated with both genders, and order of mention. Lee (2014) performed a study on gender stereotypes in Japanese children textbooks using frequency counts, concordance analysis, and collocating. She found that the textbooks had prevalent use of gender-neutral vocabulary and neutral titles. However, females were more invisible compared to males. There was also an inclination of male firstness. Males were mostly mentioned first in any list. There was also widespread use of stereotypical images. Children are very likely to assimilate such ideologies where girls will see themselves as second to boys in their class. It creates lower self-esteem in girls since they are less visible, and may consider themselves less important or consequential to the society. This is bound to affect their performance and willingness to participate in activities that are deemed difficult.

There is also a lot of sexism depicted in Philippine preschool textbooks. Though the textbooks feature both genders, there is still male firstness and less female visibility. Women are assigned less flexible occupational roles, which mostly include indoor roles. Women are also known for their good looks and passive nature (Tarrayo, 2014). Textbooks play a more complicated role in postcolonial states such as Kenya. Local

education ministries are always facing pressure from international communities that demand cultural diversity and nation-building attributes. A study performed by interviewing students in Kenya showed that the textbooks perception was a direct representation of their realities. This was mostly in images that depict indoor and outdoor labour. The transformative gendered roles associated with women are visibly lacking from textbooks, making the textbooks inconsistent with reality (Foulds, 2013).

In Kenya, female invisibility is still very prevalent in children's textbooks. Women are under-represented in authorship, editing, typesetting, and illustrations. More male characters are also used in textbooks in comparison to female characters. They are also outnumbered in illustrations, photographs, and gender titles. Women are mostly portrayed performing traditionally female roles such as cooking in English books such as *Let's Learn English*. Boys appear performing masculine roles and having positive personality traits such as courage, curiosity, intelligence, and innovative. Male pronouns also outnumber female pronouns. Females are also portrayed to be lagging in technology use. For instance, you will barely find sentences that describe a girl using technology, even the bare minimum such as emails. The marginalization and underrepresentation of females in children's textbooks could be attributed to the presence of more male authors. Women are depicted in reproductive roles and more negative personality traits. They are seen as subservient, weak, and dependent. More leadership roles are assigned to men while women are seen as followers. They also own less property of little value in comparison to men who own more land and cars (Kobia, 2009).

The following chapter presents the summary of the key findings of study, conclusion and recommendations for further study and stakeholders.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary of the finding, conclusions and recommendations for further investigation on the problem. The goal of this study was to examine the role of Early Childhood Education on the Gendered Self Concept of Children in Naivasha Sub County.

5.1 Summary of Findings

The study noted a convergence of the careers boys and girls selected for what they wanted to be when they grew up. The number of girls who chose to be doctors were almost equal to that of boys, the girls also chose pilot, lawyer and police choices that were also made by the boys. In the selection of careers for adults the girls also chose careers for men and women in almost equal numbers. The choice for doctor for the adult male was almost as equal as the choice for doctor for the female. This was contrary to the choices made by the boys for the adult male and female, very few boys chose doctor as a career for the adult female. This was translated as girls seeing themselves and women in society to be able to perform the same tasks and social roles as men. There was almost equal frequency in the selection of doctor, pilot, teacher between boys and girls. Very few girls chose careers that have been historically set-aside for women. These perceptions that girls demonstrate on gender roles, in this case historically gendered careers can be interpreted as assuming equality between men and women. This outlook on the equal abilities of men and women can be attributed to the wide range of efforts that have been put in place to achieve gender equality in the access of education and transition into higher institutions of learning. This finding can be

explained by the social learning theory whose central aspect is the hypothesis that children learn gender by interacting with their environments. In this case, gender equality efforts serve as the socializing factor for girls in the society empowering them to view themselves as equal to men in aptitude and ability.

The study also found that the use of gender typed colors did not necessarily mean the choice of traditionally male or female dominated careers. Girls did gravitate towards brighter colours such as yellow, orange, red and purple while boys chose colors with no particular pattern, they however also gravitated towards brighter colors. The children's choice of color did not seem to influence their choice of careers for both themselves and adults. Both boys and girls used bright colors in almost equal frequencies, in contrast boys maintained a gendered view on careers while girls seemed to be influenced very little by the gender labeling of careers. The study therefore concluded that a preference for color does not correlate directly or indirectly to aptitude or a perception of one's ability in relation to gendered roles. According to the social learning theory, gender typed colors are often ways used to create a highly gendered environment for the children (Endendjik et al., 2018). The study found however with the elimination of gender labeling of colors, the children choose color with almost no bias towards certain colors.

Textbooks and teachers were found to be among the largest socializing tools for the children in the school environment. The study found that the new Competence Based Curriculum was heavily dependent on the interaction between the teacher and the students during the various activities listed in the teacher's guide. The teacher guidebooks give direction-instructing teachers to be conscious of the ration of girls and boys during the activities. However, the teachers are not trained on gender issues and

would therefore only consider gender sensitivity as selecting an equal number of boys and girls for these activities.

The study found that although the textbooks use a gender-neutral approach in the use of language, the pictures illustrated tell a different story. The textbooks are also keen on showing both boys and girls performing productive and reproductive roles equally when in school or in the home when the parents are not there. The illustration of adult men and women however falls back to the demonstration and perpetuation of existing gender stereotypes. The textbooks therefore create a double socialization, which can be confusing to children; the socialization that as a child one is expected to participate in both productive and reproductive roles but as one grows up they conform to gendered performance of roles. The ABC of gender analysis framework is built on the hypothesis that textbooks tell a story and create a world where both men and women relate and organize themselves in a society. Textbook characters are humanized and therefore may serve as socializing agents; the study found this to be true by observing that the careers chosen by children were almost identical to the careers illustrated in the textbooks.

5.2 Conclusion

Early childhood education influences the gendered self-concept of children by affirming and perpetuating existing gender stereotypes. Textbooks are socializing agents for children, creating a world where women and men interact and organize themselves into societies. By showing a world that is patriarchal in nature, where the gendered division of labor is rampant and women are portrayed to be subordinate to men the textbooks imprint these dynamics onto the gendered self-concept of children. The teachers also untrained on issues of gender were found to do very little to reverse

these textbook effects. On the contrary the study found them to perpetuate and affirm the gendered world illustrated in the textbooks they used to teach the children.

It is evident therefore that early childhood education is counterproductive to the use of education as a tool for the achievement of gender equality in Naivasha Sub County. Liberal feminist theory states that in order to achieve gender equality then both men and women should be allowed to make independent choices in life, about their sexuality, careers and gender roles. Choice however cannot be equal in a gendered environment especially one that teaches boys and girls different things. In order to achieve gender equality using education, the education material and environment has to be tailored towards transforming the gendered self-concept of children. This transformation would then lead to a social transformation that would give legitimacy to gender equality among both men and women especially in African Societies.

5.3 Recommendations

The study found pertinent issues on the education material and learning environment and would therefore make the following recommendations in the following areas:

5.3.1 Recommendations for further study

- i. A similar study should be done in other counties to assess the influence of Early Childhood Education in those counties; this will provide comparative data between counties and allow lateral coordination.
- ii. A study should be carried out on private schools to establish similarities and differences in private and public schools, especially on the gendered environment created by the stakeholders.
- iii. A more elaborate research should be done in in Naivasha Sub County to provide comparative results with the current study; it would also reveal other thematic areas not covered by this study.

- iv. A similar study should be carried out across all levels of education to assess the compound influence education has on the gendered self-concept of children.
- v. There is need to create gender sensitive content for learning material: textbooks, teachers' guides, and storybooks. This needs to involve gender trained authors or editors, because gender neutral and gender stereotypical books do little for the structural achievement of gender equality.

5.3.2 Recommendation for stakeholders

- i. One body cannot own education; it is a collaborative effort between parents, teachers, school owners, governments, and textbook and policy makers. This study would therefore make the following recommendations
- ii. There is need to continuously train and retrain educators and education officers on issues of gender and its indicators including how it can be incorporated into the learning environment.
- iii. Improvement of the learners' school environment. The learning conditions of most schools visited were very poor with no dining facilities, broken down desks, inadequate learning material and crammed classrooms.

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APPENDICES

Appendix I: Letter of Introduction



UNIVERSITY OF NAIROBI
AFRICAN WOMEN STUDIES CENTRE
P.O Box 30197-00100
Tel: Tel: 0204918217
Nairobi, Kenya

Date: May 14, 2019 **Ref:** UON/CHSS/AWSC/8/6


From: Director,
African Women Studies Centre
University of Nairobi

TO WHOM IT MAY CONCERN






**SUBJECT: INTRODUCTION LETTER FOR MS. SYLVIA NYAMBURA
WAIRIMU**

This is to confirm that **Ms. Sylvia Nyambura Wairimu (M10/5608/2017)** is a registered Master of Arts student at the African Women Studies Centre, University of Nairobi. She is currently working on her research proposal entitled, ***“The Role of Early Childhood Education on Gender Self Concept of the Girl Child in Naivasha Sub County”***.

Any assistance accorded to her during her research period is highly appreciated.


Prof. Wanjiku Mukabi Kabira
Director, African Women Studies Centre
University of Nairobi

Appendix II: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 544628	Date of Issue: 19/August/2019
RESEARCH LICENSE	
	
This is to Certify that Ms.. Silvia Wairimu of University of Nairobi, has been licensed to conduct research in Nakuru on the topic: ROLE OF EARLY CHILDHOOD EDUCATION ON GENDER SELF CONCEPT OF THE GIRL CHILD IN NAIVASHA COUNTY for the period ending : 19/August/2020.	
License No: NACOSTI/P/19/944	
544628	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

Appendix III: County Government Permit

COUNTY GOVERNMENT OF NAKURU DEPARTMENT OF EDUCATION, ICT AND e-GOVERNMENT

Telephone: Nakuru
E-Mail: info@nakuru.go.ke

When replying please quote:



Department of Education,
ICT, & e-Government,
Nakuru County,
P.O. Box 2870-20100,
NAKURU.

Our Ref: CO/ECE&VT/EDUCATION/19/VOL. I/72

4th September, 2019

SILVIA NYAMBURA WAIRIMU

C/O

UNIVERSITY OF NAIROBI
AFRICAN WOMAN STUDIES CENTRE
P.O BOX 30197-00100
NAIROBI



**RE: REQUEST FOR PERMISSION TO CARRY OUT AN ACADEMIC RESEARCH IN
NAKURU COUNTY**

Reference is to your letter dated 5 September 2019, in the referenced subject and in which you seek to carry out a research on Early Childhood Education and its role on the Gendered Self Concept of the Girl Child in Naivasha Sub County.

This is to inform you that your request is approved and as authorized by NACOSTI Certificate No 544628 for research. You are asked to liaise with the Naivasha Sub County ECDE Program Officer for guidance.

A handwritten signature in blue ink, appearing to read 'Jamleck Maina'.

**JAMLECK MAINA
CHIEF OFFICER/EARLY CHILDHOOD EDUCATION &
VOCATIONAL TRAINING
NAKURU COUNTY**

C.C

Director – Education
Sub County ECDE Program Officer – Naivasha
NAKURU COUNTY

Appendix IV: Ministry of Education Permit

MINISTRY OF EDUCATION
State Department Of Early Learning Basic Education

Telephone: 0502030125

Email: naivashadeo@gmail.com



SUB-COUNTY EDUCATION OFFICE,
P. O. BOX 2053 – 20117.
NAIVASHA.
Date: 11TH SEPTEMBER, 2019

Ref: MOE/NVS/GEN/ 112/255

SILVIA NYAMBURA WAIRIMU
C/O
UNIVERSITY OF NAIROBI
AFRICAN WOMAN STUDIES CENTRE
P.O BOX 30197
NAIROBI

RE: RESEARCH AUTHORIZATION.

Following your request to carry out research in Naivasha Sub-County on “The role of Early Childhood Education on the Gendered Self –Concept of the Girl Child “ in Naivasha Sub County.

You have been granted to visit schools. You are permitted to visit Private and public school in Naivasha Sub-County for purpose of your research.

You will however be required to give a copy of the same to this office on completion of your programme both in hard/ soft copy.

The programme should not interfere with normal school programmes and ensure that it is conducted professionally.

A handwritten signature in blue ink, appearing to read 'SAMUEL MACHARIA'.

SAMUEL MACHARIA
FOR SUB COUNTY DIRECTOR OF EDUCATION
NAIVASHA

FOR
SUB-COUNTY DIRECTOR
OF EDUCATION
NAIVASHA

MOE-ISO 9001:2008 Certified

Appendix V: Interview Guide

Introduction

My name is Silvia Nyambura Wairimu a Masters student at the University of Nairobi African Women Study Center. I am carrying out an interview as part fulfillment of the program requirement. The interview aims to examine the role Early Childhood Education plays on the gendered self-concept of the girls. It will focus on thematic areas that are critical to the gender socialization of girls in the school environment. The study is for academic purposes only. I kindly request you to be a respondent for the study. Your identity will be treated with a lot of confidentiality. Should wish at any point to withdraw from the interview, you could freely do so without any penalty.

Thank you for supporting my study

Silvia Nyambura

African Women's Studies Center, University of Nairobi

School code	Date (dd/mm/yy)	Interview number, gender and age

To be completed by the

interviewer

1. Introduction

This interview aims to examine the role Early Childhood Education plays in the gendered self-concept of children. It will focus on thematic areas that are critical to gender socialization of children in the school environment. That is: teacher gender training, curriculum design and curriculum delivery.

READ THE INFORMED CONSENT FORM TO THE RESPONDENT AND ASK THEM TO SIGN IT.

- 1.1 What is your current position?
- 1.2 What is your current place of work or institution?
- 1.3 What is your level of education
- 1.4 Age and gender
- 1.5 How long have you been teaching ECD
- 1.6 How long have you been in this position
- 1.7 What is your understanding of the term gender?
 - 2.1.2 What do you understand by the term gender equality
 - 2.1.3 What is your opinion on the fight for gender equality. Is it achievable?
- 1.8 What in your opinion are the gender differences in our society today
- 1.9 What do you think is the root cause of these differences
 - 2.3.1 Biological, social or any other cause, explain your answer
- 2.4 Have you noticed any of this gender differences in your students? Yes or no.
 - 2.41 In what way? Explain
 - 2.4.1 in your opinion do these differences affect how girls and boys think about themselves? In what way? Explain.
- 2.5 Do you think that teachers at times contribute to the different ways in which girls and boys see themselves? Yes or no

2.4.1 Why? Explain your answer

2.4.2 If yes, do you think that they do this intentionally?

Explain your answer

2.6 What are the curriculum delivery methods do you use with your students?

2.4.1 Do any of these methods bring out the differences in behavior between boys and girls? Which ones and how?

2.4.2 Do you think that any of these methods contribute to how boys and girls think about themselves?

2.7 In your opinion, does the new curriculum aim to change the differences in boys and girls that we have talked about or does it continue to enforce them?

2.7.1 Why? Explain your answer

2.8 In your opinion can education be a tool used to eliminate these gender differences

2.8.1 Why? Explain your answer

2.9 In your opinion, do you think that it is important to take into account the different effects Early Childhood Education has on girls and boys?

2.9.1 Why? Explain your answer above

2.10 What are the challenges you think would affect the achievement of gender equality using education? What are the solutions you would recommend?

Thank you!

Appendix VI: Informed Consent Form

THE ROLE OF EARLY CHILDHOOD EDUCATION ON GENDERED SELF CONCEPTS IN NAIVASHA SUB COUNTY

My name is Silvia Nyambura Wairimu a Masters student at the University of Nairobi African Women Study Center. I am carrying out a research as part fulfillment of the program requirement. The study aims to examine the role Early Childhood Education plays on the gendered self-concept of children. It will focus on thematic areas that are critical to the gender socialization of girls in the school environment. The study is for academic purposes only. I kindly request you to be a respondent for the study. Your identity will be treated with a lot of confidentiality. Should wish at any point to withdraw from the interview, you may freely do so without any penalty.

Thank you for supporting my study

Silvia Nyambura

African Women's Studies Center, University of Nairobi

I agree to the participation of my student in the research project titled The Role of Early Childhood Education on Gendered Self Concept in Naivasha Sub County, conducted by Silvia Nyambura Wairimu who has (discussed the research project with me.

I have received, read and kept a copy of the information letter/plain language statement. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks and methods of this research

I consent to participate in the research project and the following has been explained to me:

- The research may not be of direct benefit to me
- My participation is completely voluntary
- My right to withdraw from the study at any time without any implications to me

- The risks including any possible inconvenience, discomfort or harm as a consequence of my participation in the research project
- The steps that have been taken to minimize any possible risks
- What I am expected and required to do
- Whom I should contact for any complaints with the research or the conduct of the research
- I am able to request a copy of the research findings and reports
- Security and confidentiality of my personal information.

In addition, I consent to:

- Audio-visual recording of any part of or all research activities (if applicable)
- Publication of results from this study on the condition that my identify will not be revealed.

Participant:

Signature:

Date: _____

Witness:

Signature:

Date: _____

Researcher name: _____

Signature:

Date: _____

Appendix VII: Data Collection Sheet

PLEASE COMPLETE THE FOLLOWING TASKS

NB: At the top of each page write the date, your gender and your age

TASK 1: DRAWING

1. Draw and color a picture of yourself
2. Write about what you want to be when you grow up and why
3. Write down your favorite colors

TASK 2: COLOUR THE PICTURES PROVIDED

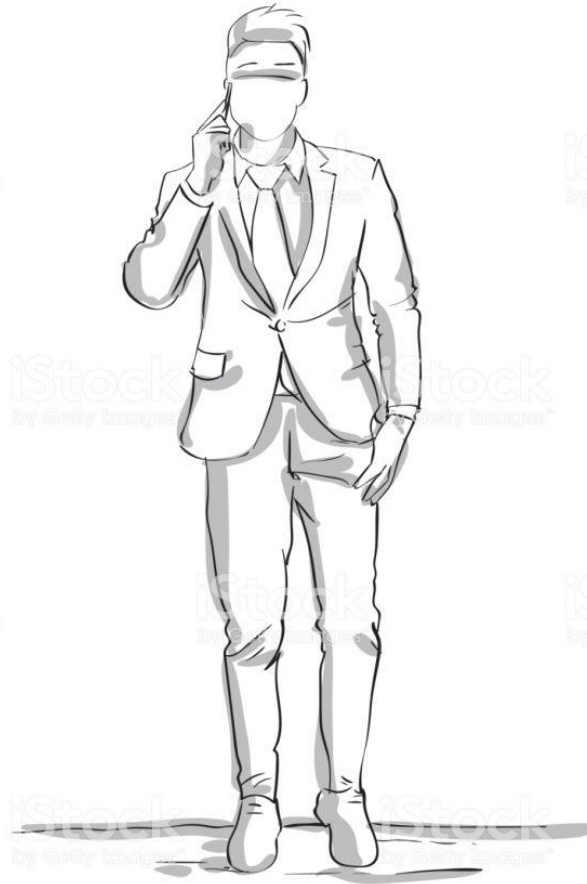
1. Color both pictures of the man and the woman
2. On each of the pictures identify the man as one of the 5 mentioned professions

- ✓ Doctor
- ✓ Teacher
- ✓ Farmer
- ✓ Nurse
- ✓ Secretary
- ✓ Lawyer

Appendix VIII: Female Outline



Appendix IX: Male Outline



Appendix X: Sketched Map of Nakuru County

