

**THE SOCIALIZATION OF GIRLS AND ITS EFFECTS ON
THEIR ACADEMIC ACHIEVEMENT IN LURAMBI
DIVISION, KAKAMEGA DISTRICT**

By
Rebecca E. Eshiwani

**A Thesis submitted in partial fulfilment
of the requirements for the degree of
Master of Arts in Anthropology of
the University of Nairobi**

UNIVERSITY OF NAIROBI LIBRARY



0101772 2

Nairobi

1994

100
✓

Ed 18.637

Agri

HQ

784

.S56E 79

C. 2


100
✓

DECLARATION

This thesis is my own original work and, to the best of my knowledge, has not been presented for an academic award in any other University.


Rebecca Knali Eshiwani

This thesis has been submitted with my approval as a University Supervisor.


Professor Gideon S. Were
Supervisor

ACKNOWLEDGEMENTS

The successful completion of this work would not have been possible without the contribution of several people and institutions that I now take turns to thank.

Firstly, I wish to thank the Institute of African Studies, University of Nairobi, for offering me an opportunity to study for a Master's Degree. I would also like to thank the administration of Jomo Kenyatta University College of Agriculture and Technology (JKUCAT) for granting me a full scholarship for two years to enable me to comfortably undertake the programme.

The guidance and advice of my supervisor, Professor Gideon S. Were, was most valuable, particularly in the early stage of this study. I am greatly indebted to Dr. W. Omoka who guided me in the final stages of this study in the areas of data analysis and presentation of results, and without whose advice this study would not have appeared in form in which it now does.

I would also like to thank Mr. C. Okello for his assistance in analysing the data. To Josephine Ottaro who typed this work, I am also truly grateful.

I would like to thank my research assistants, pupils, teachers, parents and leaders who answered the questionnaires, and the many people with whom I held informal discussions, interviews and those who welcomed me to their homes. For their patience, co-operation and hospitality, I am most grateful.

Finally. I would like to dedicate this work to my children:
Tom Waswa, Barry Eclipse Weche, Blanche Sarah Wekoba, Samuel Aloyo
and Lorna Nyakowa. with the exhortation that "knowledge is from the
womb to the tomb".

TABLE OF CONTENTS	PAGE
List of tables	v
Acknowledgement.....	i
Abstract	vii
CHAPTER 1: STATEMENT OF THE PROBLEM	1
1.1 Introduction.....	1
1.2 Socialization.....	2
1.2.1 Agents of Socialization.....	5
1.2.2 The family.....	6
1.2.3 The School.....	7
1.2.4 Peer Groups.....	8
1.2.5 The Mass Media.....	8
1.2.6 Religion.....	9
1.3 The problem.....	10
1.4 Objectives of the Study.....	12
1.5 Rationale of the Study.....	12
CHAPTER 2: REVIEW OF FORMAL EDUCATION IN KENYA, LITERATURE REVIEW AND THEORETICAL FRAMEWORK..	15
2.1 Introduction.....	15
2.1.1 Review of Formal Education in Kenya.....	15
2.1.2 The Post-Colonial Period.....	21
2.1.3 The 8-4-4 System of Education.....	22
2.2 Literature Review.....	27
2.3 Theoretical Framework.....	39
2.3.1 The Socialization Theory.....	39
2.3.2 Darwinism.....	43
2.3.3 Femininist Theories.....	46
2.3.4 Functionalist School.....	52
2.4 Research Hypotheses.....	53
2.5 Operational Definitions.....	53
CHAPTER 3. DESCRIPTION OF SITE AND RESEARCH METHODOLOGY	59
3.1 Description of Research Site.....	59
3.2 Research Methodology.....	65
3.2.1 Documentary Sources.....	65
3.2.2 Pre-testing.....	66
3.2.3 Sampling Procedure and Sample Size.....	67
3.3 Sampling.....	68
3.3.1 Stratified Sampling.....	69
3.3.2 Simple Random Sampling.....	69
3.3.3 Quota Sampling.....	72
3.4 Participant Observation.....	72
3.5 Personal Interviewing.....	73
3.6 Field Observation.....	74
3.7 Informants.....	74
3.8 Judgement Sampling	75
3.9 Field Problems.....	75

CHAPTER 4. DATA ANALYSIS METHODS AND HYPOTHESIS TESTING 78

4.1 Data analysis Methods and Hypothesis Testing....78
4.2 Hypothesis Testing.....79

**CHAPTER 5. COMPARISON OF MEANS AND DESCRIPTION OF LEADERS
PARENTS, PERCEPTIONS OF GIRLS 125**

5.1 Comparison of means.....126
5.2 Community Leaders Perception of Girls.....134
5.3 Parents' Perception of Girls.....144
5.4 Teachers Perception of Girls.....151

CHAPTER 6. CONCLUSION AND RECOMMENDATIONS160

6.1. Conclusion.....160
6.2. Recommendations:.....165
APPENDIX.....181
BIBLIOGRAPHY168

MAPS

Map 1. Location of Lurambi Division in Kakamega District.58
Map 2. Lurambi Division:Locations and Sub-locations 64

LIST OF TABLES

TABLE 2.1	GIRLS' ENROLMENT AND SCHOOL CERT. CANDIDATES PER YEAR IN COMPARISON TO BOYS.....	17
TABLE 2.2	AFRICAN ENROLMENT AS PERCENTAGE OF POPULATION COHORTS BY LEVEL OF SCHOOL, 1961.....	18
TABLE 2.3	FEMALE ENROLMENTS AS PERCENTAGE OF TOTAL ENROLMENT IN PRIMARY AND SECONDARY SCHOOLS	17
TABLE 4.1	FREQUENCY AND DISTRIBUTION % OF PARENTS/ GUARDIANS PAYING FEES PROMPTLY BY SEX	83
TABLE 4.2	FREQUENCY AND DISTRIBUTION % OF PARENTS/ GUARDIANS HELPING TO DO HOMEWORK BY SEX	84
TABLE 4.3	FREQUENCY AND % DISTRIBUTION OF PARENTS/ GUARDIANS EXPRESSING CONCERN OF POOR MARKS.....	85
TABLE 4.4	FREQUENCY AND % DISTRIBUTION OF RESPONDENT'S LIKING OF PRESENT SCHOOL	94
TABLE 4.5	FREQUENCY AND % DISTRIBUTION OF SCHOOL FACILITIES	95
TABLE 4.6	FREQUENCY AND % DISTRIBUTION OF PRESENCE OF COUNSELLING TEACHER	99
TABLE 4.7	TYPE OF SCHOOL BEING ATTENDED BY LEVEL OF EDUCATION.....	100
TABLE 4.8	PLACE OF STAY DURING SCHOOL TERM IN RELATION TO SEX.....	102
TABLE 4.9	REASONS FOR BEING SENT AWAY FROM SCHOOL.....	105
TABLE 4.10	FREQUENCY AND DISTRIBUTION % OF REASONS FOR BEING SENT AWAY FROM SCHOOL.....	109
TABLE 4.11	FREQUENCY AND DISTRIBUTION % OF PARENTS/ GUARDIANS BUYING BOOKS FOR USE AT HOME.....	110
TABLE 4.12	LEVEL OF EDUCATION BY SUGAR CANE GROWING.....	115
TABLE 4.13	HECTARAGE OF LAND BY HOURS SPENT ON HOMEWORK....	117
TABLE 4.14	FREQUENCY AND % DISTRIBUTION OF HOW COMMUNITY PERCEIVES GIRLS.....	121

TABLE 4.15	FREQUENCY AND % DISTRIBUTION OF HOW COMMUNITY PERCEIVES. BOYS	123
TABLE 5.1	HIGHEST LEVEL OF EDUCATION FOR GIRLS.....	126
TABLE 5.2	HIGHEST LEVEL OF EDUCATION FOR BOYS.....	128
TABLE 5.3	WHETHER PARENTS CONSULT TEACHERS.....	129
TABLE 5.4	PARENTS SUPPORT OF THEIR CHILDREN'S EDUCATION.....	131
TABLE 5.5	SCHOOL FEES AS A HINDRANCE TO ACADEMIC ACHIEVEMENT.....	132
TABLE 5.6	PERCEPTION OF GIRLS BY COMMUNITY.....	123

ABSTRACT

This anthropological study explores the gender differentiation in girls' socialisation and how it is likely to impact on their academic achievement in Lurambi Division, Kakamega District. Its main objectives are to investigate the socialisation roles played by the family, the school and the community; to find out if there are any other factors unique to Lurambi Division which affect the academic achievement of girls and to suggest solutions to the problem(s) and make recommendations to formulators and implementors of policy.

Samples for the study were selected from school pupils, both female and male, parents, teachers and community leaders. Questionnaires were administered to a total of one hundred and fifty (150) respondents, the main respondents being pupils(100).

The research design for this study includes use of methods which made it possible to extract data from field and library research. For example, documentary sources comprised the first phase of the study. Books, journals and seminar papers relevant to the socialisation process and academic achievement were consulted; stratified sampling, simple random sampling and quota sampling were employed in order to administer the questionnaires, with both open-ended and closed questions. Besides the standardised questionnaires, discussions and personal interviews were held to highlight the findings.

Participant observation was another method used to study behaviour that would otherwise not be admitted to in surveys investigating the problem.

The problem that is addressed in the study is that even though girls are now fully integrated into the education system, and have a chance to acquire skills transmitted by the process of formal learning in order to take up their places in the professions if they apply themselves to the task of learning, there are still forces at work that militate against their achievement.

The theories reviewed in this study generally agree that there are a number of factors limiting girls and women's full participation in education. These factors are both historical and contemporary: beliefs, attitudes and traditions, and economic necessities of the African subsistence economy.

Cultural traditions dictate that girls should stay at home to help their mothers rather than go to school; that girls tend to attend school irregularly; that girls drop out of school early because of domestic reasons, early marriages or pregnancies. In the economic field it has been observed that limited economic resources influence parents and government to give preference to boys and men when education, vocational training and employment opportunities are in short supply.

These factors combine to create a conservative mentality among both girls and women who, as a result, often passively accept their present limited roll and are hesitant to try new fields.

This study noted that girls in Lurambi Division are ready to take the challenge of education, and as noted in the responses by some of the teachers, they work even harder and perform better than boys up to a certain point, but their performance deteriorates as they move further up. It is not clear in this study that boys are still favoured in the provision of education. What is clear, however, is that there are still age-old beliefs as to what subjects girls should study and what careers they should take up.

CHAPTER 1: STATEMENT OF THE PROBLEM

1.1 Introduction

Achievement in education is what all those enrolled in any education system strive for, and one motive for educating people is economic as it opens the way to acquiring qualifications that enable one to make some financial contribution to the family. Another motive for education is social; where formal education has been accepted most readily, there has been the greatest social change, and the degree of the social impact appears to be profound where women have also been educated.

In the past, there were more educational opportunities for boys than for girls because it was felt that educating a girl was wasting the limited funds of the parents. The attitude was that a girl would grow up and get married and be taken care of by her husband. Now, boys and girls have the same kind of education and they are eligible to enter professions of their choice. Parents have now realised that girls too like boys, can be useful to their communities if they are well educated, that they have a future of their own.

However, there are still forces at work that limit girls' academic achievement. These forces are to be found in the family, in the communities in which girls live, in the schools they attend, and

even in the girls themselves. In other words, there are socialization forces at work which act differently on the girl.

1.2 Socialization

Members of any social group, whether it be a nation, an ethnic group, a club, a society or a clan, have expectations of how those who join it learn the behaviour expected of them when they fill new positions that they may occupy as nationals or as club members. In the case of a nation, in the first place, parents teach their children how to be good citizens, whilst in the case of a formal organisation such as a club, there are specific rules for members' conduct.

The culture of a society provides the framework within which its members operate and the standards to which they must conform. Though cultures are dynamic and always changing, most behaviour patterns show considerable continuity, and successive generations often exhibit similar beliefs and attitudes (Epstein, 1971).

Values, ideology and images form much of the context in which socialization processes shape occupational and family life. From their culture, children derive a set of expectations about themselves that become a crucial part of their self-image. From the value system, they learn what to like and dislike, what to cherish and despise, and what acceptable occupational and family social patterns are. They are taught that certain tasks are more important than others and have to be performed by certain groups of people. Their gender identity is structured at a very early stage in life, and this early conditioning is always crucial to later occupational decisions. As Kluckhohn et al have said, values add an element of predictability to social life. They motivate the functioning of the social system towards the achievement of group goals. As ideal goals, values may also have motivational qualities (Kluckhohn, et al, 1956).

It is through socialization that individuals learn to regard the rules and traditions of their society as rightful. In a society, a general consensus of the most significant or central values must exist if that society is to operate satisfactorily. Values and norms prescribe the society's proper and fitting behaviour (Knutson, 1965).

Myths abound in many societies about the necessary qualities of a girl. There are also myths about manhood. Thus, a girl inherits certain platitudes from her community/society.

For an African girl growing up in a rural area such as Lurambi, tradition reflects the subordinate status of women. Marriage and motherhood are seen as important goals for all women. Marriage socialization is still prevalent (Njoku, 1980). Marriage was a primary message that girls seemed to get (Onyango and Male, 1984). A girl in a rural setting such as Lurambi is taught from early childhood to care for younger siblings, to fetch water, to collect firewood, to cook, and to wash. Overall, girls are socialized to take care of others.

Suda found that in Kakamega District women face a "definite structural barrier in terms of educational achievement: they have remained confined to the domestic sphere where they take up low-wage, low status jobs in informal labour markets. Women have retained their traditional roles" (Suda, 1990:39). (Emphasis is mine).

Were (1990), also writing about the same district observes that "by their nature and make-up, girls are attracted to all sorts of things which distract them from their studies. As a result, many of them drop out of school in search of leisure or apparent comfort". (Emphasis is mine).

Low level of educational attainment is a hindrance to women's acquisition of positions in the socio-economic hierarchy and control of the main institutions of modern society such as law, the media. There is continued subordination, subservience and economic dependence of women (Suda, 1990).

In addition different schools socialize their members differently, and in turn contribute to differences in achievement. Meyer (1971, 2-3) advances this when he states:

The effectiveness of a socializing organization is dependent on its charter - the agreed upon social definition of its products. For example, a school whose graduates are generally understood, become members of an elite with broadly defined power, will have much greater impact on the values of its students than will a school whose graduates are defined as eligible for limited roles. These social charter effects are further reinforced by superior pedagogical and material endowments existing at these elitist schools.

These elitist, national or highly achieving schools are not found in Lurambi Division.

1.2.1 Agents of Socialization

The main agents of socialization seem to be the family, the school, the peer group, the church and the mass media.

Through these agents a version of social reality is created in the minds of the next generation, which may match that of the adults, or may, along some dimensions, be deviant by their criteria (Musgrave, 1965:34).

1.2.2 The Family

The family provides the setting where many types of roles are learnt (Goode, 1982). In the family, children learn what is expected of them and of others. It is at the family level that the foundation is laid. Girls model after their mothers while males shift to an identification with their fathers or other salient adult males. Marriage and family are presented to girls throughout childhood. Parents would be troubled if they discovered that their daughter was developing into a tomboyish, bossy, aggressive young woman (Epstein, 1971:52; Goode, 1982). For girls, compliance and willingness are valued traits. At the family level a girl is shielded and her activities are directed away from physical activities. Girls come under more severe scrutiny and are more susceptible to observation and sanctions, whilst boys are allowed much more leeway and latitude to play, run free, explore and be aggressive. Because of this tighter rein in which girls are held, they become attuned to the opinions of parents, grandparents, older siblings and other relatives.

Maccoby and Jackline (1975) have argued on the "Universal Feminine Subjugation" which stems from the directives from their parents and teachers, and this is projected later in life when the girls have to cope with the aggressiveness of boys. Girls are socialized to be cooperative, to run errands and to tend children (Draper, 1975:611).

1.2.3 The School

As a socializing agent, the school is supposed to work alongside the family. There is therefore a possibility of a clash or a partnership between them. The conflict can arise from a clash of values from the differentials in the families.

The Kenyan education system has been accused of practicing inequality of sexes. The school system "devalues, peripheralizes and marginalizes" female children in respect of their roles and status. This is particularly true at secondary level where female children have been disadvantaged with respect to the provision of facilities. The provision of facilities at this level has been strongly weighed in favour of boys (Smock, 1977). This is ironical considering that schools, for Kenyans of both sexes, should embody modernism and enlightenment.

1.2.4. Peer Groups

Peer groups play an important part in the socialization process in most societies. They provide experiences to those who are growing up of a type that is not available in their own families. Peer groups do not have great differences in rank and in them individuals may achieve status on their own merit rather than be ascribed the status of an inferior member. They are spontaneous groups which are powerful agents for socializing the young both by their own rights and even by some socially acceptable criteria (Musgrave, 1965: 35).

1.2.5. The Mass Media

Studies on the presentation of women in the media conclude that the more television children watch, the more likely they are to hold traditional sex role attitudes that women are presented as passive, decorative and peripheral (Ferguson, 1983:2).

1.2.6. Religion

Religion teaches women to be submissive to their husbands. In the Bible, women are respected as mothers and as mothers of sons. Woman was meant to be a helpmate for man: "bone of my bone, and flesh of my flesh". Each, it seems, has abilities and gifts to complement the other. From the very beginning of the church, man and woman have been accepted as equal in status. It is not suggested anywhere in the New Testament that the duty of a woman is only to bear and rear children.

Other religious beliefs also express the subordinate status of women: for instance Islam, Hinduism and Buddhism. African myths of origin relate tribal descent from a creator who is usually male.

Society distinguishes between the roles of man and woman. There is still the belief that sex roles arise from basic biological differences between man and woman. In many societies myths abound about manhood. The quotation below may summarize how society perceives women:

To be obedient daughters, faithful wives, and prudent mothers; to be useful in the affairs of a house, to be sensible companions and affectionate friends, are without doubt, the principal objects of female duty. The accomplishments, therefore, which will contribute to render you serviceable in domestic and agreeable in social life". (An excerpt from a speech delivered to school girls by a male guest quoted by Feldman, 1974:22).

It is against this background that the problem statement of this study can now be made.

1.3. The Problem

It is clear from the foregoing statements that cultural values and norms defining women's place in society are embodied in the society itself and the educational system. Girls in any society or culture are educated by the culture itself as to what the female role is. Through the socialization agents, a version of social reality is created in the minds of those being socialized.

It is also important to consider that access to educational opportunities in Kenya today is assured to women as well as men, with only a few limitations. These opportunities are,

however, underutilized by women. Men as well as women are affected by strictures, but these seem to particularly affect women. Girls do not make it very far, simply because they are girls.

The low percentage of women in professional positions requiring advanced training reflects the shrinking of the pool of available skilled manpower at this level.

Although there are now more girls than boys in some primary school classes, more boys than girls graduate from college, a pattern which has remained unchanged since the beginning of formal education. This means that there are socialization processes at work which direct women into peripheral work of some sort. Thus, although boys and girls are exposed to the same curriculum, there are still certain factors which tend to get girls to settle at the bottom, while boys achieve highly and prosper academically.

The purpose of this study is to investigate the factors that affect girls' academic achievement in Lurambi Division so as to answer such questions as: what societal characteristics, what school characteristics, what family characteristics and what personal characteristics influence the academic achievement of girls?

1.4. Objectives of the Study

Based on the background information and statement of the problem, the following objectives were defined:

1. Identify the role that the family, the school and the society as the conventional socialization agents play in the academic achievement of girls in Lurambi Division.
2. Identify the factors, perhaps unique to Lurambi Division, that affect the academic achievement of girls.
3. Based on study findings, suggest solutions to the problems to girls' education by making recommendations for policy formulation and possible implementation.

1.5. Rationale of the Study

This study about the academic achievement of girls in Lurambi in relation to their socialization was chosen because of the following:

1. Studies done in Kakamega District and analyses of examination results have shown that performance in national examinations has been persistently poor. These studies have not, however, examined gender differences by division. Some girls' schools have on average performed better than boys' schools at national level. However, none of these schools are in Lurambi Division. It is because of omissions in the earlier studies that this study will focus on only Lurambi and on gender differentials.

2. Academic performance is associated with occupational or professional achievement, and selection for further studies or training is linked with performance at each level of the educational strata. Therefore, academic performance determines one's future and the position one occupies in the mainstream of development. If girls persistently achieve low, or drop out of the education system altogether, as is seemingly the case in Lurambi Division, then they are being left out, and will continue to be left out of the power bases of society. This is an issue of concern for sustainable development.

3. Since, as shown earlier in this chapter, the performance of Kakamega District in national examinations has been generalized as being below average, it is important that each division is studied separately in order to bring to the fore the unique problems that each faces, particularly with regard to the performance of girls.

CHAPTER 2: REVIEW OF FORMAL EDUCATION IN KENYA, LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter is in three parts: the first part focuses on educational policies in Kenya and their implications for the achievement of girls and women. The second part discusses relevant literary works that touch on the education of girls, their socially expected roles and how they react to these expected roles. The third part lays the theoretical foundation upon which the study is based.

It was considered appropriate to include the brief historical review in order to provide an orientation of the major goals of the education system for all its beneficiaries in general and for girls and women in particular.

2.1.1 Review of Formal Education in Kenya

Formal education in Kenya was first developed by missionaries whose primary work was evangelism; missionaries did not come to Kenya to set up a vast system of formal schools. That was not part of their intention. Only slowly did they realize that formal education was a necessary handmaid to evangelization (Smith, 1973).

The missionaries, while far more enlightened than the colonial administration, were influenced by sex stereotypes. They got interested in the education of girls on the realization that as wives and mothers, girls would help in the advancement of the christian family (Smock, 1977; Anderson, 1970; Sifuna, 1973).

The picture of girls' education in those early years is very dismal. The average number of years of schooling for girls was almost nil. For example, the 1969 population census revealed that the average number of years of schooling completed by girls was 1.5 while that completed by boys was 3 years. Tables below show how much girls' education had been neglected prior to independence.

Table 2.1: GIRLS' ENROLMENT AND SCHOOL CERTIFICATE CANDIDATES PER YEAR IN COMPARISON TO BOYS.

	School Government	Aided	School cert.Candid ate-boys	School cert. Candidate -girls
1940	0	2	11	0
1945	0	4	17	0
1950	5	6	61	0
1955	8	9	245	7
1960		33	900	85
1963		82	1292	199

Source: Anderson, 1970

Year

**Table 2.2: African Enrolment as Percentage of Population
Cohorts by Level of School, 1961**

	Boys	Girls
Primary School Age Cohorts		
Enrolled Std. 1-4	73	47
Enrolled Std. 5-8	29	9
Secondary School Age Cohorts		
Enrolled Form I-IV	2	-a

a - less than 0.5%

Source: Olson, 1974: 65-66

It was not therefore until the years prior to independence that there was "near panic" (Anderson, 1970) to start schools. Smith (1973) agrees with this statement when he observes that with self-government in the air and with increasing pressure from the nationalist movement, it had become clear that there would have to be a rapid expansion of secondary education, to produce the qualified manpower that would be required at independence.

To this end, changes were made in the administration of the education department. In 1959, Alliance High School, Kangaru, Strathmore, Kakamega and Shimo-la-Tewa began to make preparations for beginning sixth form work in 1961. None of these five schools was a girls' school.

Also, the Kenyan education system was developed as an instrument of separate development on racial lines. This racial segregation has had significant implications for the availability of educational facilities for all Kenyans of African descent, and most particularly women (Smock, 1970). It deprived women of receiving even rudimentary education (Sifuna, 1973).

**Table 2.3: Female Enrolments as Percentage of Total Enrolment
in Primary and Secondary Schools.**

Year	Primary Std. 1-7	Secondary Form 1-4	Higher Education Form V-VI
1963	34	32	23
1964	35	30	23
1965	36	28	20
1966	39	28	20
1967	40	25	21
1968	41	26	21
1969	41	28	22
1970	43	30	22
1971	43	31	23
1972	44	32	24
1973	45	33	24

Source: Ministry of Education 1974

2.1.2: The Post-Colonial Period

After independence, expansion was very high, and about 1/3 of the national budget was constantly allocated to education until very recently when cost-sharing was introduced, reducing the budget to about 29 percent. In 1974 free education was introduced for the first four years of primary school and enrollments increased. This expansion did not, however, correct the disparities that had existed between boys' and girls' enrolment rates. This historical lag can be supported by reference to the Cultural Lag Theory.

The main argument of this theory is that change occurs at unequal times; it argues that norms of old behaviour persist. In some cases, some parts of a given culture which are interrelated may adapt to each other at different rates. When this happens, we have a cultural lag which, as Ogburn (1964) states occurs "when one of two parts of culture which are correlated changes before or in a greater degree than the other part does, thereby causing less adjustment between the two parts than existed previously".

Gutto (1976:59) observes that the Kenyan education system precluded equal educational opportunities for women as did many other former British colonies, which inherited a legacy of co-educational primary but sex-segregated secondary schooling. The first limitation, Gutto says, related to the number of secondary schools provided for females and the distribution of science streams within these schools; the proportion of maintained schools and of science facilities which had favoured boys; these imposed an absolute ceiling on women's access to education. Women were also legally excluded from government technical vocational secondary schools and discouraged from applying for most types of post-secondary careers training (Ministry of Education and Institute for International Education, 1973, 1976).

2.1.3 The 8-4-4 System of Education

The 8-4-4 system of education is now fully under way but already experts as well as lay men/women are calling for its overhaul. One of the indictments directed at the system is that it has failed in its objectives.

The system, which came into being in January 1985, lays emphasis on technical and vocational training. It was or is viewed as being capable of solving Kenya's unemployment and other social problems by inculcating technical and vocational skills in its recipients.

According to the Ministry of Education (1984), the system had as some of its objectives the following:

- i) Need for a more relevant curriculum - the education system hitherto followed did not care for the greater number of pupils enrolled. There is need for a practical oriented curriculum that will offer a wide range of employment opportunities.
- ii) Equitable distribution of education resources - the system will ensure that there are equal opportunities for all students regardless of their place of origin, creed or race.
- iii) Technical and vocational training - the system, with its emphasis on technical and vocational education will ensure that the students graduating at every level have some scientific and practical knowledge that can be utilized for either self-employment, salaried employment or for further training.

In practice the system has problems. According to Sifuna (1990), the system has four major problems: cost, unemployability of its graduates, lack of enough education in cognitive skills, hindrance to universal free education. He expounds on each of the problems.

The problem of cost he says, is very real as schools through self-help were expected to construct more classrooms, workshops, laboratories and home science rooms. This has not been realised, and in many schools, these facilities are lacking.

The unemployability of the school leavers, he observes, can be predicted going by what happened to the graduates of the former technical secondary schools. A study done by SIDA (Swedish International Development Agency) showed that four years of technical training at secondary school do not improve one's chance of being employed.

The lack of cognitive skills, he says, is manifested in the primary schools where pupils might spend so much time on practical subjects at the expense of literacy and numeracy of the many who do not go on to secondary school. This is manifesting itself in falling standards in subjects such as English. This results from the curriculum being loaded with so many subjects.

The hindrance to free universal education is as a result of cuts in the education budget which has gone from 39 percent to 29 percent. Cost-sharing has begun and many pupils who are invited to government secondary schools miss their chances because of financial constraints.

Others join local government assisted secondary schools where they can pay less in fees, and where they are not required to take other items to school. According to the Daily Nation (July 16, 1988) this affects girls particularly.

The majority of students are in schools that lack facilities. When the K.C.S.E. (Kenya Certificate of Secondary Education) results came out for the first time, it was those schools with a history of good performance which had the best results. These schools, except for one or two, were boarding schools. They had the best facilities and they also select candidates with top marks. The Daily Nation (July 2, 1988) again, reported that nearly half of the secondary schools in Kenya had no laboratories, yet science was a compulsory subject. Of the 2,800 secondary schools in Kenya, 45 percent or nearly half had no laboratories, and that these schools would be disadvantaged when selection for university was done, as university admission now favours those who do well in the sciences. A candidate must take at least two science subjects -biological and physical sciences.

In the Daily Nation (June 2, 1991) the 8-4-4 system again came under criticism from none other than the very people who designed and are implementing the system. The KCPE (Kenya Certificate of Primary Education Examination) was particularly criticised on several fronts.

One, that it was too demanding on teachers and pupils because of its broad curriculum—that cases have been known of pupils who are under mental stress as they try to cope with this broad curriculum. Another problem of the KCPE is that it does not examine practical skills, so most pupils leave primary school with little practical knowledge. This is contrary to the objectives of the system. The 8-4-4 system is criticised by parents because of the financial strains they suffer so as to build classrooms, workshops, laboratories and so on.

The 8-4-4 system, which raised hopes and expectations that after school most pupils who do not proceed to secondary school would be able to be employed or be self-employed has turned out to be a disillusionment. It was a misconception because both primary and secondary schools have no facilities or the manpower to teach artisans and craftsmen. There are no workshops and neither are there trained teachers.

It has been reported by the Ministry of Education (1990) that of the 13,000 workshops needed in primary schools, only 3,000 had been built. Of the 13,000 home science rooms needed, only 2,000 had been built. Secondary schools needed 5,544 laboratories to teach sciences, but only 2,079 had been built. Of 3,000 workshops needed in secondary schools, only 1,300 had been built.

Besides the fore-mentioned factors militating against women's education in Kenya, the historical disparities in women's and men's access to education have not been reversed. There has been a time lag between the increase in educational opportunities for females and consequent changes in their economic indicators. There has been a growing gap in the type of education or in the magnitude of the availability of education provided for females and males. The expansion of education has increased the number of women with access to education at all stages, but it has failed to redress women's historical inequalities.

2.2. Literature Review

There is abundant literature, mainly from the Western world, referring to the socialization of girls and its effect on achievement in school, in college and in careers. Virtually all the literature points to the fact that values and norms of a society play an important part in defining the role which women are to play. Those roles in turn affect or determine the type of education that girls and women are to receive, the value the society and individual families assign to education for women and girls, the type of education to be made available for females and the women's ability to use that education. The factors cited are almost invariably cultural, social, economic, school-related, mass-media related, family-related and personal (peculiar to girls themselves).

Starting from the ancient world of Plato, there were no women taking part in the "Socratic Dialogue" which was the higher education of the time. In the fifth book of the Republic, Plato had decided that his female guardians would need formal education identical to that of the male guardians. This was only in theory. The education the women received was to benefit the children the women bore, not the women themselves.

Rousseau, in summing up the purpose of a woman's education and upbringing said that a woman's education must be planned in relation to a man "to be pleasing in his sight, to win his respect and love, to train him in manhood, to counsel and console, to make his life pleasant and happy; these are the duties of women for all time, and this is what she should be taught while still young" (Bird, 1979:24).

Self-effacement, repression, patience, resignation, appearance and a trivial round of domestic duties are what is harped on as being womanly. Mill (1869:15) saw this repression and underutilization of woman's talents when he said: "Women are beholden for their very lives to their masters - to men". Mill was different from his compatriots and contemporaries. What his compatriots regarded as the natural state of women was in Mill's words "an eminently artificial thing, the result of forced repression in some directions and unnatural stimulation in others" (Mill, 1869:15).

Although Mill sounds quite modern, contemporary feminists would take issue with some of his central ideas - his notion that it is not a desirable custom that the wife should contribute by her labour to the income of the family; rather, the wife should run the house and be responsible for the domestic expending (Mill, 1869:47).

Souhami (1986) points out that by men's actions, the modern female "Einsteins" have been repressed from the army, the church, police, and in the stock-exchange. Women had credible status only in so far as they were the wives, the mothers and the daughters of men. Marriage and motherhood were considered to be every woman's true pre-occupation as education would be wasted on women. Souhami found that in Britain, women make up 60 per cent of all packers, bottlers, canners and fillers; they make up 55 percent of repetitive assembly workers; 85 per cent of electrical assembly workers. They work in jobs that command no respect, receive low salaries, they wield no power and no decision-making; they get low skilled, low-status jobs, and most work in the service jobs.

Sivard (1985) states that the quality of education for women suffers not only from lack of access to schooling, but also from restrictive stereotypes outside the school and in the education process itself. Stereotypes of what is natural and acceptable for each sex create subtle barriers to the full development of intellectual abilities even when academic access is unlimited.

Epstein (1971:3), in talking of the education of American women, argues that the education of American women is not supposed to provide them with more than enough general literacy to make them good mothers and companions; that the best American women "underachieve, underperform and underproduce"

There is a general feeling that women are different from men in more than just appearance. These beliefs in differences between men and women were used to justify differential education. Matthews (1987:207) quotes a woman as saying that the only career she was educating her daughters for was marriage, as "it was the only lasting happiness a woman could have, for as soon as a woman made a real home for a man, the sooner he would become successful and give her a better house, servants, lovely clothes and so on"

What most girls become therefore is attuned to the opinions of parents and family. Girls are sensitized to the opinions and preference of others (other-related). It is this propensity, perhaps, which makes girls people-oriented, and gives them the empathetic responsiveness that leads many of them into social welfare work.

Ferguson (1983:2) found that women's magazines were pervasive in the extent to which they act as socialization agents. Other than imparting to women the technology of knitting, cooking or contraception, they also tell women what to think and do about themselves, their lovers, their husbands, their parents, their

children, colleagues, neighbours and bosses. They have a formula for steering female attitudes, behaviour and buying along the path of femininity. The readership and secondary readership of these magazines is very wide and this contributes to their wider social influence. Since they are a social institution unto themselves, they promulgate a cult unto themselves.

As a cult, femininity contains certain elements whereby a woman can acquire a society's social concepts. Cults have members, rituals, myths or parables which they can explain, objects of veneration, high priestesses, statuses of esteem so do the followers of women's magazines.

Friedan (1963) found out that in fiction and popular women's magazines, the working woman is usually pictured as frustrated and unhappy until she finds the right man and retires into home-making. She particularly took issue with one well-read women's magazine when she said:

The image of women that emerges from this pretty magazine is young and frivolous, almost child-like fluffy and feminine: passive, gaily content in a world of bedroom and kitchen, sex, babies and home.....; the only goal a woman is permitted is the pursuit of a man.

It is crammed full of food, clothing and cosmetics, furniture and the physical bodies of young women, but where is the world of thought and ideas, the life of the mind and spirit?

There is lack of motivational models for girls either in real life or in fiction and this is becoming a matter of concern to educators, some of whom have begun to translate the need into proposals for action. Ross (1963:80) has said:

If the predictions are accurate that women are and will be needed to fill society's need for highly qualified talent, it may be that the university will have to give more thought to providing models for the undergraduate women by employing more women faculty members in prestigious positions to demonstrate that fields are open to qualified women.

The importance of role models and the effect of their absence on the motivation of young women's greater participation in professional careers has been stressed, not just by educators, but also by lay observers.

The systems of education in Kenya in the colonial era and after independence had many structural features which precluded equal educational opportunities for women. The first of these features

relates to the number of secondary schools provided for females and the distribution of science streams within these schools; the provision of maintained schools and science facilities have favoured boys; has placed a ceiling on women's access to education. Women were also legally excluded from government technical and vocational secondary schools and discouraged to apply for most of post-secondary careers training (Scott, 1977, referring to Ministry of Education Syllabus)

On the side of curriculum, the Kenyan females were in certain respects not exposed to the same curriculum, standards and options. The most obvious relates to the relative lack of opportunity to study science and technical subjects at the post-primary level. Home Science was "to give girls the basic knowledge to help them to be better home makers in their own society and community" (Ministry of Education Syllabus for primary school: Home Science), while boys were taught crafts.

This implied that women's place is and should be in the home. It also meant that from the fourth year of primary school the education system channelled girls into future home makers while boys were prepared to be leaders and economic producers. The Ministry of Education went even further to equate more and better home science courses for girls with improved education opportunities (Ministry of Education 1971, 1972, 1973, 1975).

It was this same reasoning which obtained when technical and industrial training was reserved for boys, and the Ministry of Agriculture completely ignored women and recruited only men into farm management and other courses at farmers' training centres, while women were streamed into home economics. It was perhaps for the same reasons that when the National Youth Service first began, it recruited men only despite females being as many as men in the population. When the minister concerned was asked about this discrepancy he replied that there was no intention of keeping them out, but that they could not be admitted until the service "is ready to cater for them" (Wipper, 1970:5). It seems that the government built some institutions to cater for men, and women were only an adjunct rather than an integral part of the modernizing process.

According to Smock (1977) Kenyan textbooks directed women towards dependence and subordination. They socialized children to accept inequality of sexes. This is ironical, as the education system should be in the forefront in embodying modernity and enlightenment.

Historical disparities in the provision of educational facilities for men and women is reflected in the distribution of women in the labour force. Figures show that nearly half of the women in the wage labour force were hired as unskilled labourers, and about a quarter as teachers and semi-skilled workers (Gethi, 1971:5).

Even today, according to ILO, in a number of respects programmes of training or employment-creation are frequently directed much more towards solving the problems of male youth than towards female youth (ILO, 1986:111)

Even when enrolment in the primary schools was at its highest after fees were abolished in 1974, it did not serve women well because the relationship between educational and economic roles had devalued the economic worth of a primary education and to some extent the secondary education as women gained greater access to them. This sparked off a process described as "Certificate Obsolescence" (King, 1976:3) whereby a given level of education soon becomes insufficient to command the type of jobs accorded to school leavers in previous years. Accompanying this are the semi-educated products of the rapid expansion of school enrollments which created a number of low quality schools while the economies did not expand to provide wage employment. Thus, in most African Schools, the rate of return in girls' education was lower than of boys (Robertson, 1985).

Eshiwani (1985:91) observes that in Africa, for every female student at university, there are seven males; in science the average number of men for every woman in engineering is 70; for medicine it is seven males for every female.

Bird (1979:28) says that today many of the skills that boys and girls are taught at the school are the same, there is a mixture of myth, tradition and reality about what a girl's role should be, so that her experience is different from her male counterpart. The growing girl receives conflicting messages.

From her school curriculum she can see from her observation of adult women around her, notions of girlhood and womanhood which may seem to her completely to contradict each other, so that many girls who appear to be the equal of boys in terms of formal school achievement at eleven years fall behind during secondary schooling. This is attributed to the allocation of resources which tends to favour boys. For example, a girl's school will have fewer laboratories and technical rooms than those for boys. Also career guidance tends to steer girls into traditional areas of employment for women (Krystall, 1973).

Gately (1971) in his study of the formal education of African women in Uganda, found that parents opposed their daughters' education because sometimes educated girls assumed a superior attitude and did not respect parents; such girls would be lazy; such girls forgot traditional customs while in boarding school. It was assumed that if they could not cook traditional food, they would not make good wives. Also, if a girl's marriage was delayed for too long by being at school, she would become a burden.

Maleche (1961) writes that some of the sociological and psychological factors hindering girls' education in Uganda are: Shortage of trained women teachers, attitude of men teachers towards girls in mixed schools, and adverse home and school conditions. With regard to the attitude of male teachers, he observes that many parents are reluctant to send their daughters to mixed schools with male teachers because of the "very real moral danger to adolescent girls in mixed classes". He adds that ignorant parents neither understand nor appreciate the meaning of or the need for education. The poverty in many families also causes parents to withdraw their children from school.

According to Robertson (1985), gender was used as a criterion by colonialists, missionaries and local peoples for deciding who should receive education. She adds that education for most women in Africa is dysfunctional as it encourages their removal from the labour force, both as children and adults, and promotes their dependence on men. Education for most women in Africa, therefore, functions as an instrument of oppression to reinforce subordinate roles: most females lack access to higher level of education; there is a sharp dwindling in the percentage of girls engaged at each higher level of formal education.

In Kenya, women are left out in the technological field as manifested in their virtual exclusion from technical education. Girls are hit hardest when new technologies are introduced because

they tend to drop science subjects very early in secondary school. They not only drop science early; they also underachieve and are unrepresented even when they take them (Eshiwani, 1983). This is because the provision of facilities such as laboratories is poor and they also "lack confidence in handling science equipment".

In addition, Somerset (1974:170) found that female pupils scored consistently lower than males in the Maths paper in the Certificate of Primary Education (CPE).

Maleche (1961) says that a girl is conditioned from an early age to the belief that she is inferior to boys, that her place is in the home and garden, and she is there for the pleasure of a man and to bear him children. This over-emphasis on motherhood and marriage, and an inferior status results in undue pre-occupation with marriage and inhibits the development of imagination, initiative and independent thought. This kind of socialization seems to undercut a girl's career prospects. The messages that are received by girls about their future roles do not motivate them sufficiently to attain skills they would need later to become members of the professions.

So, whether it be America, Britain or Africa, it is clear that "the material conditions, cultural values, customs and social practices such as the differential socialization of male and female children within the family, the school, form of speech and language, media-

propagated stereotypes and "numerous other innocuous social processes" are primary sources of women's oppression, and women are subject to many forms of social control which vary from primary socialization and secondary socialization, the education system, the media, and so forth (Smart, 1978).

2.3 Theoretical Framework

Although virtually the whole world has been swept by the ideology of equality for all, and men and women have been granted the right to equality in general terms as a vague human right, for women, the translation of that ideal into practice has been imperfect and unenthusiastic. In spite of radical legal changes in the direction of equality for women which are now world-wide, female role behaviour is not keyed to their participation in the productive and prestigious work of the economy.

The underlying assumption of this study is that society deals with women unfairly, that they are a disadvantaged group in terms of educational achievement. To strengthen this assumption, it is necessary that some relevant, pertinent theories are reviewed.

2.3.1 The Socialization Theory

This theory argues that it is the early socialization which establishes the identity of the individual; that the messages girls

receive about what they might become occupationally are so much more confining than those received by boys; that because of their socialization, girls tend to accept the lower end of the prestige hierarchy; that even smart ones those who could become qualified are never motivated sufficiently to attain the skills they would need later on to become members of the professions.

Epstein (1971) who is one of the proponents of this theory states that women generally have minimal aspirations, choose short-run social and economic advantages, and fail to question the social definitions and expectations of their motivation and their capacities. These self-limitations are initiated as early as infancy when dependency of the girl child is reinforced while at the same time demonstrating approval of the aggressiveness of the boy. The author continues to argue that at the outset of the impress of society's mould on the child, the girl is the recipient of a larger share of punishment for insubordination, aggression, ambition and other qualities that would lead her development beyond the world of the family. On the other hand, the boy's development is directed farther afield. Into his world are introduced symbols of strength, mobility and power.

This socialization which begins in infancy to mould girls to cultural images continues through childhood and adolescence into adult life.

Bird (1979) supports Epstein when she says that by slow degrees, the play activities of a girl become the activities which it will be her duty to perform. At a very tender age, the girl child becomes aware of her responsibilities through practical experience and by imitation of her mother. When the girl goes to school, she finds that the school mirrors the family—it is a substitute for the family.

Some of the time schools teach boys and girls different things and since they mirror the family, women have always played an important part within them. The teaching profession, particularly at the lower level, has always been predominated by women, and so the socialization continues.

The cultural image of the female sex role forms a major impediment in socialization to a new, alternative image. The traditional image is so dominant that it obscures the reality which is that one may combine the feminine role with the occupational and professional role.

Girls of rural areas are at a disadvantage because of their sex and environment. They suffer from deficiencies inherent in rural areas: scattered communities, low level of living. They must perform a large share of the agricultural work and domestic work, and the absence of boarding schools for girls, lack of information on educational opportunities and sometimes lack of motivation

limits their chances of benefitting from education. In some rural areas, there are still firmly-held traditional beliefs which oppose the attendance of girls in the same institutions as boys, and the fact that the only existing schools are co-educational ones or that the teachers are men results in the exclusion of girls from any organised institution.

Parents and governments are uncommitted to girls' education. For example institutions offering technical education have more places for men than for women. A case in point is the Bukura Farmers' Training Institute (which is situated in Lurambi Division) which, when it was opened in 1974, had places for 270 men and only 30 women. At the University of Nairobi in 1973 only 15 per cent of the total student population were women and most of them were enrolled in the Faculties of Education, Arts and Advanced Nursing. (Krystall, 1973)

This discrepancy is unfortunate because in both rural and urban areas now, women are engaging in a number and variety of economic development projects. Women play a major role in the quality of family life, hence national life. It is therefore important to examine the participation of girls in education because as Nyerere (1967, 1974) has observed education makes a person self-reliant and also liberates her/him.

Lack of support and motivation proponents have it that girls receive little or no support or approval in their efforts. A girl cannot count on society to give her encouragement. This again can be supported by studies done. In Kenya, for example, there was a much higher proportion of boys who repeated the CPE examination than girls (Krystall, 1973).

This gives boys an advantage over girls. It also suggests greater parental concern for their sons to advance to higher levels of education. This may mean a lowered sense of aspiration among girls.

In Russia, however, many women hold jobs outside the home and hold jobs that are normally considered man's work in other countries. There are more women doctors in Russia than men.

The Soviet woman is encouraged to work for the good of the country, polity, the society and her own fulfillment. Her decision not to work often brings admonition for economic parasitism, treason to the cause of equality of women (Epstein, 1971: 48).

2.3.2 Darwinism

Darwinism tended to be reductionist with respect to women, making reproductive capacity the chief criterion of female excellence. Darwin explicitly stated that women were inferior to men.

This had a negative effect on the status of women and the home where women were confined. In dealing with differences between the sexes Darwin wrote:

The chief distinction in the intellectual powers of the sexes is shown by man's attaining to a higher eminence, in whatever he takes up, than can women—whether requiring deep thought, reason or imagination, or merely the use of the senses and hands...., Man is more courageous, pugnacious and energetic than woman and has a more inventive genius (Fleming, 1977:586).

Herbet Spencer, who was a compatriot of Darwin, stated that women have fallen short of two faculties: "intellectual and emotional" and trying to change this given of nature by overeducating a woman may serve to hamper her ability to reproduce because, since energy is finite, "that which goes to the brain in the process of education will have been ineluctably drained from her demanding reproductive system" (Matthews, 1987:122).

Spencer and Darwin argued that evaluation continues to upgrade men alone. They thought that sons inherited from fathers whilst daughters inherited from mothers. It is however, now clear that both sexes inherit from both parents.

These theories stress the biological differences between men and women as determinants of sexual subordination the world over. These theories may be divided into two:

1. The female child-bearing and rearing role.
2. Man's aggressiveness and greater physical size - that the aggressive male behaviour and bigger size give him the ability to coerce females.

Marriage and child-bearing and rearing theories state that girls are seen in the light of these roles, and when a decision as to whether or not to work has to be made, these tasks are the ones evoked. According to some popular beliefs which hinge on this theory, women belong in the home where they will best serve their country's interest by being good mothers and wives. As Epstein (1971:4) says: "their babies take the places of their dolls; their homes are substitutes for the doll houses of yesterday".

Socializing girls to regard marriage as their most important goal in life has its effect. Epstein (1971) found that intellectually superior 12th grade girls in the United States were more marriage-oriented. This marriage socialization does not take into consideration the fact that in the home, women cannot achieve recognition in the way of pay for their work.

Furthermore in the home, women lose their individuality; they have no independence as they do not engage in any enterprise.

The marriage socialization seems universal. All societies seem to stress marriage as the primary objective of the overwhelming majority of its young women. This emphasis on being a wife and a mother (but a wife first and foremost) can have many serious implications for girls' development and at all points in their preparation to take their place in society or for a career, when the decision has to be made.

The biological theory has been discounted by Mead (1950) in her study of the Arapesh of New Guinea and also by Geertz (1958) in his study of the Bali. Other people among whom there is very little distinction between gender roles are the Alur of Uganda, the Mbuti of the Congo Forest and the Bemba of Zambia.

2.3.3 Feminist Theories

The feminist movement of the 1960's has cast women in the key intellectual role of defining women's place in a revised theory of the evolution of human kind. It has produced an entirely new literature on the status of women cross-culturally. This issue revolves around the conditions which perpetuate the low status of women today, both in western and non-western societies.

One of the theories is the one called "Femine Mystique" by Betty Friedan (1963) who examines the many myths that control women's behaviour and self-operation. She defines the feminine mystique as that situation in which women believe that their purpose in life is to become as feminine as possible, in which women believe that their natural state is one of femininity; and in which science claims that it can never hope to understand women because their intuitive qualities are beyond the rational pursuit of knowledge". (Friedan, 1963:25).

Although she finds the origin of the feminine mystique in the teaching and expectations of the patriarchy, she also blames women for participating in this mystique. She claims that "the chains that bind her (woman) in her trap are chains in her own mind and spirit" (1963:31).

Friedan identified multiple sources of difficulty for women, including psychological, functionalist social science that enshrined the status quo and the norm, educators who failed to respect female intellectual abilities and the manipulations of advertisers eager to sell products to housewives. She argues that women needed some higher purpose than housework and thing-buying. She added that women have "outgrown the house-wife role". (Friedan, 1963:63).

Friedan named the problem of women, but she did not give suggestions as to what alternatives women had for example, if there would be enough interesting careers to go round when women abandon housework. She did not even consider whether a housewife who got a manual job outside the house would be better off than the one who remained a housewife. She herself seems to have internalized the societal contempt for housewifery.

Another feminist theorist who wrote in the same vein as Friedan was Charlotte Perkins Gilman. Gilman (1966) assumed that the domestic environment endowed women with a hereditary trait. She equated the home with antiquity. She stated that the home is our oldest institution and therefore the most out-of-date. She saw the home as a retrograde and irrelevant institution. She propounded the theory that women of the nineteenth century were "modified to sex to an excessive degree because they were born and bred to consider males their economic environment" (Gilman, 1966:39).

Gilman works out of three of the major intellectual schools of the late nineteenth century, namely, Darwinism, socialism and progressivism, to blame society for restricting the development of women. She sums up the experience of woman thus: "wealth, power, social distinction, fame - not only these, but home and happiness, reputation, ease and pleasure, her bread and butter - all, has accumulated behind her through heredity and continued about her through environment". (Gilman, 1966:71).

As a solution to such a debilitating situation and truncated existence, Gilman proposed radical restructuring of society, which includes such measures as institutionalized child care and public dining facilities, both intended to free women from the strictures of domestic living. She seems to have loathed the home so much so that the loathing blinded her to the fact that domesticity and justice for women could be compatible.

Simone de Beauvoir is another nineteenth century feminist theorist who was influenced by the philosophy of existentialism. Although she is writing about French women in particular, she ranges throughout history and several different cultures in order to demonstrate her premise that women have been relegated to the subordinate role of the 'other' by men who regard themselves as subject. As a consequence of their subordination, women have been locked into a state of being that is antithetical to the existential concept of becoming. That is to say, men have the opportunity to grow, to become something new, but women are expected to remain the same throughout their lives (de Beauvoir, 1968:20).

Although some parts of her argument are very controversial and some of it out-dated because it referred to French women of the nineteenth century, in its entirety it remains valuable for its ability to inspire, and for its compendium of historical and biological facts pertinent for female experience.

Shulamith Firestone (1970) is another feminist who challenges the two assumptions of love and family. Working out of Marxism and Existentialism which are implicit in Beauvoir's writings, she takes the concept of dialectical materialism and applies it to the sexual class division in western society. Although her method is in the Marxist tradition, she is not content with Marx's analysis because of his anti-femalism. She requires an androgynous society in which the family is disbanded and women stop bearing children.

Firestone's suggestion is that women are enslaved by the family, by child-bearing, and rearing and that the only way is to do away with it altogether. To make her point, she investigates some of the myths about women that abound in western culture. She equates the experiences of women with those of children and Blacks in the United States. Women and children share the common experience of being powerless, dependent and physically different from men. She claims that women are forced to play the role of daughters in the American family. Confined to the paradigms of the patriarchal society, women are literally unable to see themselves as they really are or to objectify this reality in any meaningful way.

Another text is by Adrienne Rich. Rich (1976:42) claims that the daughters of western culture are like motherless children, bereft of the mother love that all human beings require.

Part of this lack she attributed to the fact that daughters are raised in patriarchal society that assigns more value to its sons than its daughters. Another contributing factor is that daughters are raised to see themselves through the eyes of men, to judge themselves by male standards.

According to Rich (1976:103), in order to overcome some of these problems, society must change the way it thinks. In making this decision, Rich is aligning herself with other radical feminists who find a relationship between the messages girls receive and perception. What Rich wants is a transformation of language, perception, behaviour and thinking. To achieve this transformation, she argues, women must repossess their bodies, must experience the world through their bodies in an intensely personal not a public way. Women, she claims, through the situation of motherhood, have become alienated from their bodies because they have been "incarcerated" in them (Rich, 1976:132). She concluded by throwing a challenge to women "to think through the body" to convert women's physicality into both knowledge and power (Rich, 1976:29).

Elizabeth Janeway is another feminist who touched on the problem of women. She shows how social mythology functions not only to describe our world but, more importantly, to prescribe how we experience it. Mythology affects individuals by assigning them roles to play.

The problem Janeway (1971:23) finds with the roles assigned to women is that they have no unity; a woman plays several roles that in effect, never coalesce in a meaningful pattern. Unlike a man, a woman is expected to be flexible and adaptable—qualities that have come to be associated with feminine nature. These very qualities are the ones that keep women outside the mainstream of life.

Janeway recognizes that once women accept the terms of patriarchal mythology, they find themselves in a vicious circle from which there is no escape; that is, once they accept helplessness and passivity as their natural state of being, they no longer have the capacity to act. In short, they become their own prison.

Some of the anthropological theories can be said to be pertinent to this study. One of these is Functionalism.

2.3.4 Functionalist School

This school of thought explains the differences of roles by looking at society as a system. The theory maintains that each structure fulfills a functional need and the various structures are supposed to be complementary. In a family, for instance, there are three structures: father, mother and children. Each of these structures has certain laid-down functions and roles to play. Any disruption in the system brings about family instability. This school reinforces the status quo as the norm.

2.4 Research Hypotheses

1. Girls and boys in Lurambi Division are differentially reinforced in their learning.
2. The learning environment at school adversely affects the academic achievement of girls.
3. General lack of community support of girls affects their academic achievement.
4. The subsistence economy in Lurambi Division differentially affects the academic achievement of girls.
5. Traditional beliefs about gender roles adversely affect the academic achievement of girls.

2.5. Operational Definitions

Operational definitions are "the indicators of the key concepts" (de Vaus, 1986:19). As terms can have different meanings and connotations depending on the context in which they are used, it is important, for purposes of this study, that the variables used are explicitly defined so as to preclude any confusion that might otherwise arise. As many concepts have a number of different aspects or dimensions, it is helpful to distinguish between these dimensions (de Vaus, 1986:19). It is helpful that while doing this (distinguishing), the terms are defined.

2.5.1 Socialization

Epstein (1971:51) states that socialization is the process whereby "the identity of an individual is established". Because of their socialization, she adds, girls tend to accept the definition of what they might do, and do not aspire high. The messages that girls receive of what they might become are so much more confining than those given to boys, assigning girls jobs towards the lower end of the prestige hierarchy.

Musgrave (1965:1) defines socialization as a case where "a situation is being defined or clarified to the new comers to any group or where social arrangements exist to ensure that the mutual behavioral expectations, or roles are learnt". He adds that the main agents of socialization are four: the family, the school, the peer groups, and the mass media, and that primary socialization takes place in the family.

Webster's Third New International Dictionary (1961:2161) defines socialization as the process by which a human being, beginning at infancy, acquires the habits, beliefs and accumulated knowledge of his society through his education and training for adult status"

2.5.2 Achievement

Epstein (1971:4) defines achievement as "establishing one's place in a society by one's accomplishments".

Maehr (1974:4) defines achievement as a measurable change in behaviour attributed to some person as a causal agent that is or can be evaluated in terms of a standard of excellence and that typically involves some uncertainty as to the outcome or quality of the accomplishment".

Maundu (1980:42) says that the term achievement is associated with some type of performance which is measurable. It is used with reference to some standard of excellence. Achievement is associated with school, athletics and business enterprise. In school, standards of excellence may be expressed in various ways, for example, pass/fail, successful/unsuccessful, good/bad, strong/weak.

2.5.3 Academic Achievement

In the context of this study, academic achievement denotes:

1. The presence of girls at all levels of educational ladder.
2. The aspirations that girls have as to types of jobs they would like to do in future, and their potential ability to fit into the more prestigious and better paid jobs that are open for men.
3. The number of years of formal schooling that may be attained by an individual girl.

2.5.4 Reinforcement

It is the act of augmenting the strength or force of something; to make stronger or furnish with additional support.

In this context, reinforcement denotes the support that girls are given in order to strengthen or add force to their learning.

2.5.5 Learning Environment

In the context of this study this can be delineated as the type of school, together with its facilities, the type of teachers. All these add to the total atmosphere that prevails in school.

2.5.6 Community Support

This appertains to the action or act of preventing a person from giving way or giving up.

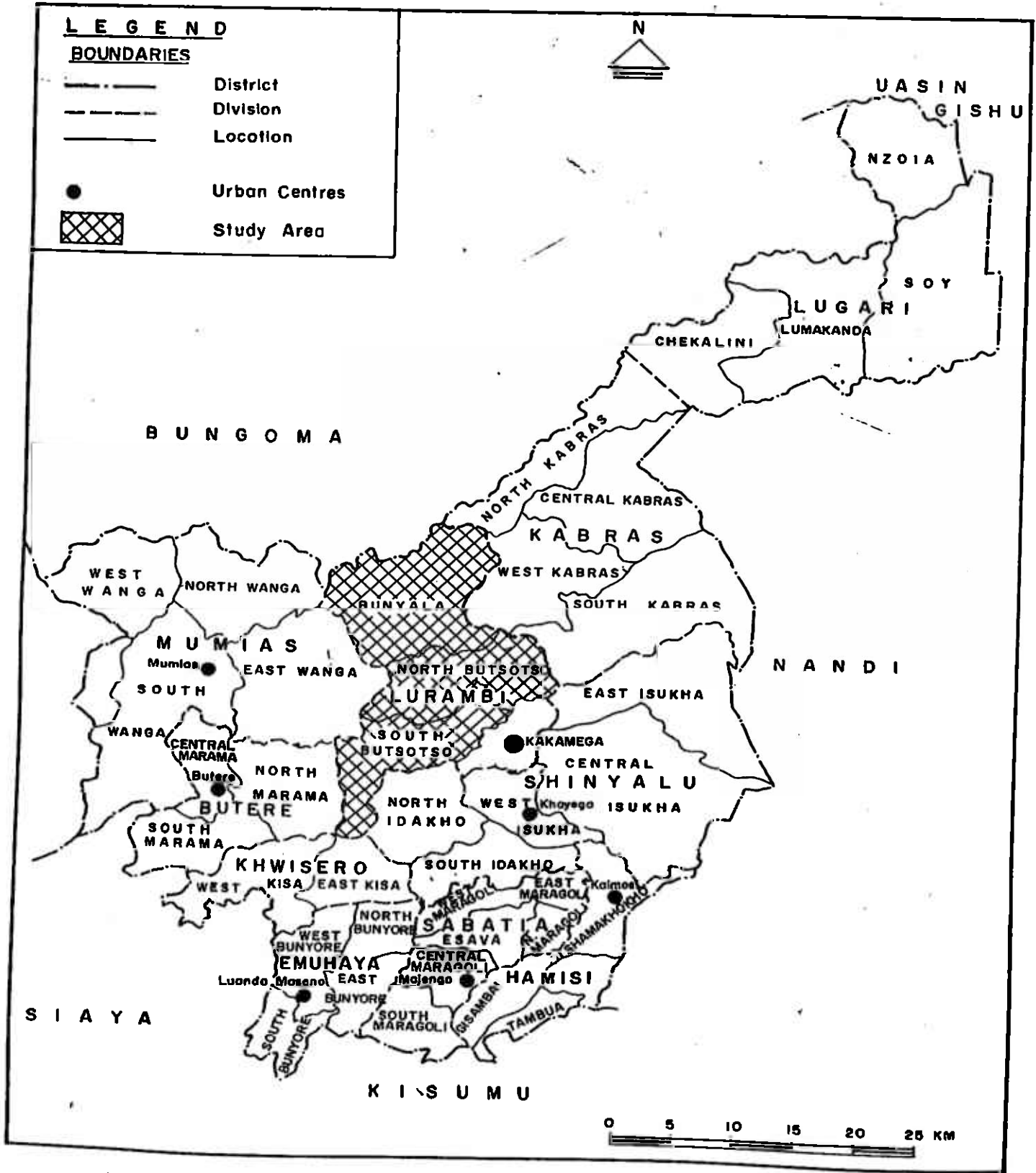
In this context it denotes the backing, assistance of any kind (psychological, material) that the community gives to girls in order to contribute to their learning.

2.5.7 Subsistence Economy

For purposes of this study, subsistence economy refers to that means of production which is characterised by having only that which ensures day-to-day sustenance or the growing of only food crops.

2.5.8 Traditional Beliefs

In this study, traditional beliefs are those long-established and generally accepted customs or methods of procedure which have been practised for generations and which are still generally followed.



MAP 1 : LOCATION OF LURAMBI DIVISION IN KAKAMEGA DISTRICT

CHAPTER 3: DESCRIPTION OF SITE AND RESEARCH METHODOLOGY

3.1 Description of Site

Lurambi Division is one of the 13 administrative divisions into which Kakamega District is divided. The other divisions are Butere, Emuhaya, Kakamega Municipality, Kabras, Khwisero, Lugari, Sabatia, Shinyalu, Hamisi and Vihiga. (See map 1, facing page)

According to the Ministry of Planning and Economic Development Plan (1989-1992), the district covers an area of 3,520 square kilometers. The land may be apportioned thus: forest-327 square kilometers, government reserve - 5 square kilometers, townships - 50 square kilometers, alienated land- 35 square kilometers, freehold (small holder) land - 431 square kilometers, small holder land - 263 square kilometers.

Climatic conditions are favourable, with abundant, well distributed, and reliable rainfall, ranging from 1250 mm to 2000 mm.

3.1.1 Demographic Pattern

Kakamega District is inhabited mainly by the Abaluyia.

According to the 1979 census, 1,030,880 or 94.6 per cent of its population consisted of the Abaluyia people.

The population growth rate of Kakamega poses a threat to future economic development. There is great pressure on land and this will be even worse in the future if remedies are not taken to reduce the population growth. In 1979, the overall population density was 297 persons per square kilometers, and it was even higher in divisions like Vihiga, Emuhaya, Hamisi and Sabatia. According to the 1989/93 Development Plan for the district, this density may exceed 1000 persons per square kilometer in some places by 1993.

As shown by the Kenya Fertility Survey (1978), fertility rates in this district are even higher than the national average. Because of the high population density, migration out of the district is high, and for many young people, migration to urban or rural areas is considered a major option for income generation. It is no wonder, therefore, that the Vihiga - Sabatia area has been called a "dislocated Nairobi Suburb" (Gould, 1988).

The pressure on land is very well exemplified in Emuhaya, Sabatia, Hamisi and Vihiga Divisions where the average size of the land holdings is less than 0.5 hectares per person. This is far below the FAO/UNO accepted hectarage for subsistence purposes of 1.4 hectares per family. An average family size in Kakamega District is estimated to be six members.

Some of the communities are dominated by women, children and old people. The sex ratio is completely unbalanced, particularly in the age category 15-49. Over 60 per cent of the district's population consists of dependants (people who are too young or too old to contribute to the economic status of the household). This dependant population is being cared for by 40 per cent of the total district's population. As more men than women migrate from the district, it means that productive labour is provided by females, children and old people (Kenya Government, 1979 Census).

Lurambi is one of the divisions in Kakamega District whose population is not so dense and so allows some cash cropping. Sugarcane is a major cash crop. There is also some coffee. Maize is another cash crop, but which also serves as staple.

3.1.2 Economy of Kakamega District

In the areas with high population densities, cash-cropping is inhibited (Gould, 1988). There is some cash-cropping, however, in some areas with less population densities: sugar-cane is a major cash crop in Mumias, Butere, Lurambi and Khwisero Divisions. Coffee is grown in Shinyalu, Vihiga, Sabatia, Hamisi, Kabras, Lugari, Ikolomani and Lurambi Divisions. Tea is also grown in the coffee-growing areas. Sunflower is grown in Butere and Kabras on a small scale, but on a large scale in Lugari Division.

French beans have been introduced as a cash-crop in Sabatia, Hamisi and Vihiga. Maize is also an important cash-crop, especially in Lugari where land holdings are still larger (Olenja, 1990:57).

Industrialization is low in the district. The only industry is the Mumias Sugar Company. Lack of industrialization has resulted in lack of employment opportunities. Employment is mainly in the agricultural sector, the other being the public sector.

3.1.3 Education

Education in Lurambi Division has expanded concomittantly to the rest of Kenya since independence in 1963. For example, in 1964, there were only 800 primary schools in Kakamega District; in 1980 these had increased to 1,412. By 1980, there were 300 secondary schools as compared to 22 only in 1964.

Lurambi Division alone has 13 secondary schools; there are 79 primary schools with an enrolment of 2,031 and 27, 400 respectively. (Information obtained at the Lurambi Divisional Education office). However, the quality of education in Western Province as a whole has been a focus of concern for leaders and education officials.

For very long now, the performance in national examinations has been below average and far below the national average. For example, the mean standard score of Western Province in the Certificate of Primary Examination (CPE) from 1976 to 1981 was consistently below the national average (Kenya National Examinations Council 1971). At the "O" level (form four level) also, achievement was one of the poorest in the country for the years 1976 to 1981. The province has had the greatest number of failures; in fact, failure rates for the province have been higher than the national rates.

Lurambi comprises the locations of Bunyala, North Butso and South Butso. Bunyala is further subdivided into the sub-locations of Sibilie, Sidikho, Nambacha, Sirigoi, Budonga and Namirama. North Butso is divided into the sub-locations of Esumeyia, Ingotse, Indangalasia and Ematiha. Butso South has four sub-locations: Bukura, Eshibeye, Eshikoti and Eshiyunzu. Map 2 shows this area; the area is shaded on the map.

The division has a total of 79 primary schools with an enrolment of approximately 28,051. There are 13 secondary schools with a total enrolment of about 2,034 pupils (source: Lurambi Divisional Education Office).



MAP 2: LURAMBI DIVISION : LOCATIONS AND SUB-LOCATIONS

3.2 Research Methodology

In this section the research design and methodology as well as sampling techniques are discussed.

Both quantitative and qualitative methods of data collection were employed in this study. This was done with the recognition that a mixture of methodologies has a balancing effect on the techniques.

Denzin, (1970) recognised that there is no superior method and that each has its strengths and weaknesses. He calls on sociologists to move on to a position that permits them to approach their problems with all relevant and appropriate methods.

3.2.1. Documentary Sources

This was the first phase of this study; it lasted for about three months, beginning August 1990 to December 1990. It involved consulting books, journals, and seminar papers for literature relevant to socialization and particularly to the socialization of girls and its effects on academic achievement. Official reports and statistics provided a wealth of valuable information and it is from this that the theoretical framework and hypotheses of this study have been derived.

3.2.2 Pre-testing

Before the main study was carried out, a pilot study was carried out because as Moser and Kalton (1971:47) state, "it is difficult to plan a survey without good deal of knowledge of the population it is to cover, the way the people will react to questions and the answers they are likely to give". They further state that one cannot be sure that the questions will be meaningful to the average respondent, and one is not able to say "which questions are worth asking" unless one carries out a pilot survey. For this study, the major reasons for pretesting were: to test the adequacy of the questionnaire with the view to testing the adequacy of the questions themselves: whether the wording was simple, clear and unambiguous.

After administering the questionnaire, it became necessary to put additional questions on the questionnaire. For example, it was necessary to include a question on the type of school the respondent was attending - whether it was government maintained, whether it was government assisted, private and so forth.

This lasted for just one week and it involved two schools: Matioli Primary School and Matioli Secondary School. The focus was on pupils and teachers.

Sampling was done randomly, with the samples being constituted as follows:-

Pupils	-	10	Secondary
		<u>10</u>	Primary
Total		<u>20</u>	
Teachers	-	3	Secondary
		<u>3</u>	Primary
Total.		<u>6</u>	

3.2.2 Sampling Procedure and Sample Size

As Denzin (1970) observes: "Theory cannot be judged independent of research methods, and substantive specialty is of little value if it is not firmly embedded within a theoretical framework and based upon sound research strategies".

On this premise, it is proper to add that the theoretical framework has to have a bearing on the sampling technique, methods of collecting data and the method of analysing those data.

This study is based on data from 150 respondents in Lurambi Division. The sample size was constituted as follows:

Pupils 100

Teachers..... 20

Parents..... 20

Leaders 10

150

The parents and leaders were not sampled randomly. As far as leaders are concerned, specific known community leaders were approached and interviewed using a prepared interview schedule.

3.3. Sampling

The researcher would have liked to study the entire populations of school children, the teachers, the parents and the leaders in Lurambi Division to give more accuracy to the findings. Instead, because of time and financial constraints, sub-sets of these populations were settled for in the hope that they would adequately represent the populations so that information gathered from them (sub-sets) would be just as accurate as the data that could be gathered from entire populations. The obvious advantages of sampling are two - saving time and money.

The units of analysis were the schools with their respective pupils, the teachers, the parents and the leaders in Lurambi Division. These formed the population or universe. The sampling elements were the individual parents, pupils, teachers and leaders.

In addition, the division has 13 secondary schools.

From the fifteen sub-locations, at least one school was selected randomly so that the representativeness of the sample could be ensured. Thus, fifteen schools were selected for the sample.

3.3.1 Stratified Sampling

This is obtained by separating the population elements into non-overlapping groups called strata and then selecting a simple random sample from within each stratum (Bailey, 1978:95).

The schools were stratified on a sub-locational level. At the school level, the pupils were stratified on the basis of sex. Thus, 30 primary and 70 secondary school pupils were selected, bringing the total to 100 pupils.

3.3.2 Simple Random Sampling

According to Harper (1977:18) a random sample, "is selected in such a way that every item in the population has an equal chance of being included". Although a random sample is not a perfect sample, it is the only method of sampling which we can be confident that is free from bias.

Moser and Kalton (1971:80) state that a random sample is "one in which each of the members of the population is given a calculable (and non-zero) probability of being selected".

To give each pupil and each teacher (these were the groups randomly sampled) an equal chance of being selected, each of the 15 sub-locations in Lurambi were given an equal chance of having at least a school included in the sample. This is why it was necessary to stratify the schools according to sub-locations.

After this was done, the school that had been selected then had its pupils stratified on the basis of gender. Separate lists of male and female pupils were made. The names of the pupils were written on strips of paper which were crumpled and put in a box. The strips were mixed well and then tossed onto the floor. The required number of strips were picked, opened and read, and the pupils whose names were thus selected were asked to go into a room where they were given the questionnaire to complete. In total this was the composition of the pupils:

	No. of Pupils	No. of Boys	No. of Girls
Primary Schools	30	15	15
Secondary Schools	70	25	45
	<hr/>	<hr/>	<hr/>
Total No of Pupils	100	40	60
	<hr/>	<hr/>	<hr/>

The teachers were also randomly sampled from the same schools as the pupils. This was done with the assistance of a head teacher by way of introducing the researcher to the teachers. The researcher then used the same method as the one used in selecting pupils to select the teachers; 20 teachers were selected. Before the respondents could start answering the questions, they were given verbal instructions.

The disparity in gender numbers was decided upon because emphasis was on female pupils. Also more secondary than primary school pupils were selected because they would have been socialized by schools for a longer period and therefore their perception would be more revealing (so it was thought by the researcher); they would produce more satisfactory answers because of their level of understanding. In addition, only pupils from class seven upwards were elected because one of the questions required a pupil to have been at least in standard seven or beyond it.

The sub-locations and schools were selected as the stratifying variables because those were the characteristics on which it was thought representation would be ensured. So, the schools, the class registers or lists of pupils were used as sampling frames. After ordering the frames into groups, the appropriate proportion of pupils and teachers within each stratum was selected.

3.3.3 Quota Sampling

According to Bailey (1977:97), quota sampling is "the non-probability sampling equivalent of stratified sampling, with the added requirement that each stratum is generally represented in the sample in the same proportion as in the entire population". As Harper (1977:20) states, the interviewers interview all the people they meet, up to a given number, which is called a quota". For this study, quota sampling was used to select parents; the quota selected was 20 parents.

3.4 Participant Observation

This is a method of research whereby the researcher or observer joins in the daily life of the group being studied (Moser and Kalton, 1971). The observer watches what happens to the members of the community and how they behave, and also engages in the conversations to find out their reaction to and interpretation of events. The researcher studies the life of the community as a whole, the relationship between its members and its activities and institutions.

Bailey (1978:248) states that one frequent use of observation is for studying private behaviour that individuals might not admit to in surveys. It is useful any time one desires a comprehensive in-depth picture of behaviour in a particular setting over a long period of time.

The Investigator lived amongst the sample population for a period of about two months. As a result, it was possible to observe salient features of behaviour. The relationship between the researcher and the respondents was informal and a rapport was established between them. With behaviour taking place within its natural environment, it was possible to study behaviour occurring in a particular setting or institution.

The investigator made visits to homes, visited market places, went to shops, and even fetched water from the stream. On one occasion a posho mill was also visited. The study was conducted during planting and weeding time. Visits were made to the fields for observation when work was in progress especially during morning hours.

3.5 Personal Interviewing

This is a formal interview in which set questions are asked and answers recorded. The interview has the advantage that even those who cannot read can still answer questions.

Questions can also be translated into a language which the interviewee can understand best. There are, however, problems of cost and time.

For this study, leaders were presented with interview schedules. Also the parents, after being quota-sampled, were presented with interview schedules.

3.6. Field Observation

This was done so as to observe if there were some set patterns in what particular members of a household did. Indeed some patterns emerged. Also informal discussions were carried out to gain insights into how parents treated their children and the insights so gained are useful in highlighting and reinforcing the results.

3.7. Informants

As de Vaus (1986:45) States, "Informants can provide useful clues about meaningful questions". It was necessary to talk to key types of people who, because they held important and respectable positions in their communities, could (it was felt by the investigator) produce useful comments on certain questions. This was done on a sub-locational level and elders were selected to provide information about how society perceived girls, the beliefs obtaining with regard to the education of girls, and if there were any obstacles retarding the education of girls in their respective areas.

3.8. Judgement Sampling

Judgement sampling was used to select leaders in that their selection was predetermined. For example, specific community leaders were selected as key informants based on their standing in the community or the service they have rendered or do render.

3.9 Field Problems

Lurambi Division lies astride the Kakamega-Mumias road, with the greater part lying northwards. Other than this all weather road, the rest are earth roads which are difficult to traverse in the rainy season. This study was conducted mostly in the month of March (which falls in a rainy season period). Travelling was therefore not easy as some of the schools lie out of the earth roads and many kilometers were covered on foot, thus taking much time.

The list of schools which was used as the sampling frame was easily obtainable from the divisional office. However, on reaching the schools it was not easy to get the teachers to come forward to answer the questionnaires. Besides, getting both the teachers and the pupils to discuss how they perceive their schools was difficult because respondents were reluctant to divulge information that would portray their headteachers negatively for fear that it might be an indication of failure on the part of the administration. Respondents may also perceive such information as casting the school in negative light and even themselves.

On the other hand school heads did not want to discredit their schools or jeopardise their own promotion aspects by admitting the existence of a problem. In any case, negative information would cast doubt on the efficiency of a school or even the whole system of education.

While still at the school, some of the teachers asked of what benefit such a study would be to them or their schools.

They reluctantly responded to the questions after some assurance that the investigator grew up in the area, and that a copy of the thesis would be presented to their school library.

Being a planting and weeding season it was not easy to find parents in the homesteads. This meant that several visits had to be made and only when one was with luck, were the parents found at home. Still, the parents could not be interviewed just then depending on how busy they were. An appropriate time and day had to be decided on. Besides, the questions had to be translated into a language the parents could understand. In the Bunyala Location where the Luyia dialect is different from the investigator's there had to be further translation. All this wasted much time and the employment of extra finances.

Related to this, there was a problem as to which of the two parents was to be interviewed. Sometimes it was a mother or a father who would agree on when the interview would take place. On returning both would be present and they would want to be interviewed.

The leaders were the most difficult to locate. The chiefs and assistant chiefs, for example, could be found only on the day of the chief's baraza. Even then, one had to wait until the deliberations in the barazas were over and then contact them. This required waiting until late afternoon to interview these leaders. This problem was overcome by frequenting chief's barazas, places of worship and market places on market days or being alert about any public gatherings being addressed by the District Officer.

The above are seen as problems because they militated against the easy collection of data. These problems notwithstanding, the research was done and data collected to ensure validity and reliability.

CHAPTER 4: DATA ANALYSIS METHODS AND HYPOTHESIS TESTING

This research set out to test variables relating to the socialization of girls and its effects on their academic achievements in Lurambi Division, Kakamega District. In this chapter, data relating to the hypotheses stated below are discussed.

1. Girls and boys in Lurambi Division are differentially reinforced in their learning.
2. The learning environment at school adversely affects the academic achievement of girls.
3. General lack of community support of girls affects their academic achievement.
4. The subsistence economy in Lurambi Division differentially affects the academic achievement of girls.
5. Traditional beliefs about gender roles adversely affect the academic achievement of girls.

4.1. Data Analysis Methods.

Quantitative data were gathered by the use of questionnaires and interviews. These were analysed using the Statistical Package for Social Sciences (SPSS) Computer Programme. The use of the programme has yielded descriptive as well as inferential statistics which are used in analysis and presentation of the research findings.

Frequencies, and percentages are used to test the significance of the hypotheses and to draw conclusions.

4.2 Hypothesis Testing

Hypothesis 1: Differential Learning Reinforcement of Girls and Boys

Smock (1977) states that the Kenyan educational system offers better conditions and incentives for the development of boys' learning potential and also provides male pupils with significantly more chances for advancement to successive stages. The author also observes that the distribution of places in secondary schools provides boys with more than three times the chances for gaining entrance to a maintained school and only such a school can offer the courses and facilities that enable students to perform well in examinations and gain places in higher vocational schools and most post-secondary career training programmes. Also Kibanza (1980) found that sex was one of the factors that influences achievement in a subject like Mathematics, and therefore teachers should recognise this and encourage girls so that they stop thinking of Mathematics as a male subject and start liking it.

On the basis of such documented studies, the investigator sought to find out the differential reinforcement of girls' learning in Lurambi Division. To this end, pupils were asked questions related to the type of school they attend; whether they are boarders or go to school daily; the highest level of education of their female

relative; whether they have ever been sent away from school; the reasons why they have ever been sent away from school; the level of education they would like to attain; the jobs they prefer on completion of their education; whether their parents/guardians promptly pay school fees; whether they bought books (other than textbooks) for use at home; whether parents/guardians help them to do homework/assignments or hire people to give them extra tuition; whether the parents/guardians express concern when they get poor marks, among others. The answers to these questions and the resultant findings are presented in the following sections.

In order to determine whether or not girls are differentially reinforced in their learning, the pupils were asked a number of questions related to various variables, for example whether parents/guardians buy them books to use at home whether fees are paid promptly, whether they have ever been sent away from school to get items required by the school, the comments of the parents/guardians about their performance, the teachers' comments about their performance, the degree of their teachers' interest in their performance, whether parents help them to do homework. The answers to these questions were tabulated by sex and the results discussed on the basis of frequencies and percentages.

Starting with whether parents/guardians buy books for use at home, over 50 percent of female pupils said that parents do not buy them books; only 9.2 per cent said parents buy them books to use at home. Of the males, over 74 per cent said that no books are bought for them.

Since the 8-4-4 system of education came into being, a variety of books written by diverse authors on a wide range of school subjects have come on the market. Parents who can afford them do buy their children books besides those prescribed as school texts to reinforce learning. It is clear from the results that this is hardly the case with parents in this area.

Besides school texts, it is necessary to have some additional reading material to supplement and reinforce learning.

For example in a subject like English it is imperative that extra reading material be provided, in the form of what are commonly referred to as "readers" to help a learner in the usage of the language and expansion of vocabulary. These books cover a wide range of subjects—science, bibliography, travel, fiction. It is believed that a learner who reads as many of these as possible will master the language well enough to be able to understand the other subjects with ease since English is the medium of instruction in these other subjects.

One parent whom the researcher interviewed informally about his response to school texts and extra books for his children said, "Do not tell me about books. How can I buy extra books and other reading material when I can hardly afford to buy the needed texts? Where is the money? May be you can donate some to me when you come back here, but I know I will not see you again", he hastened to add.

You would expect that teachers' houses would have some reading material in the form of books and newspapers, but this is hardly the case. In the teachers' houses the investigator visited, books were conspicuously absent. The only time a newspaper is bought is when they travel to the town where they receive their salaries, and that is usually just once in a month.

Extra coaching in various subjects has become a much desired trend by parents in urban centres. Many parents in these areas pay for their children's extra coaching on weekends and during school vacations. There is little of this going on in this area. The only extra learning going on are the Saturday morning classes which nearly all schools, particularly primary, now do anyway.

In all the households the investigator visited, there was no reading material displayed such as one finds on shelves in some of the well-to-do houses in urban areas.

The only reading material were the old tattered school exercise books and text books that belong to the school going children. In fact to another related question as to whether they had read a newspaper in the past week, virtually all of them said they had not. This all points to the lack of extra reading material, and not just for girls, but for all pupils generally.

Therefore from the data on this variable, it is clear that both, boys and girls are not being reinforced by parents/guardians in so far as buying extra reading material is concerned.

On the basis of this variable, then, there is no differential reinforcement of boys and girls.

**TABLE 4.1: FREQUENCY AND DISTRIBUTION % OF PARENTS/
GUARDIANS PAYING FEES PROMPTLY BY SEX**

Sex	Agree	Disagree	Raw Total
Male	10.6(9)	25.9 (22)	36.5 (31)
Female	17.6(15)	45.9 (39)	63.5 (54)
Total	28.2(24)	71.8 (61)	100.0(85)

The promptness with which fees are paid can act as an incentive to learning. A pupil who stays away from school for long spells for one reason or another may lose interest in school.

The revelation in table 4.1 is nearly like the results in the preceding variable about whether parents/guardians buy books (other than text books) for use at home. 2 percent disagreed that fees are paid promptly, while only 28 percent agreed. Over 50 percent of the girls disagreed as did over 50 percent of the boys. The inference to be made from this is that there is no difference in the reinforcement of boys and girls in so far as paying promptly is concerned. The economic status of the family may be the factor affecting the promptness of fees payment; it is not the gender that is the determining factor.

TABLE 4.2 FREQUENCY AND DISTRIBUTION % OF PARENTS/GUARDIANS HELPING TO DO HOMEWORK BY SEX.

Sex	Agree	Disagree	Don't know	Row Total
Male	8.0 (7)	28.7 (25)	0.0 (0)	36.8 (32)
Female	9.2 (8)	51.7 (45)	1.1 (1)	63.2 (55)
Column Total	17.2 (15)	80.5 (70)	1.1 (1)	100.0 (87)

Parents/guardians can help their children to do their homework only if they themselves are educated enough to comprehend the work that is being manipulated, or if they are available at the time the homework is being tackled. Some of the men in Kakamega District over-indulge in drinking and there is the accompanying laziness and negligence (Suda, 1990:48). This would therefore leave the mothers to assist, but it is shown elsewhere in this study that many mothers of the respondents (at any rate) are not well educated and therefore not well equipped to assist their children. In addition, the mothers have heavy workloads. Suda (1990:41) found that over 70 percent of women surveyed in Kakamega District have only primary school level of education and a large number of them have limited or no formal education. Be that as it may, the tabled values resulting from the cross classification of the variables in question do not lend support to the hypothesis that girls and boys are differentially reinforced in their learning.

TABLE 4.3: FREQUENCY AND % DISTRIBUTION OF PARENTS/GUARDIANS EXPRESSING CONCERN OF POOR MARKS

Sex	Agree	Disagree	Dont know	Row Total
Male	33.3 (29)	3.4 (3)	0.0 (0)	36.8 (32)
Female	56.3 (49)	4.6 (4)	1.1 (1)	63.2 (55)
Total	89.7 (78)	8.0 (7)	1.1 (1)	100.0 (87)

To the question as to whether parents/guardians express concern when respondents get poor marks, nearly all the males said they do, and also nearly all the females said the same. There is therefore no real discernible difference between males and females with regard to reinforcement by parents.

There may be other factors militating against the advancement of girls in education or, as Smock (1977) says the educational system may offer better incentives for the development of boys' learning potential. As far as expressing concern when poor marks are obtained, there is no bias towards either sex. This may be so because nowadays many parents do not have to ponder whether there is any worth in sending a girl to school and what returns there will be to the investment. The investigator found out that working daughters (both single and married) contribute a token sum of money every so often to the economic well-being of their parents. "If it had not been for my daughter so and so, this house I am living in or this dress I am wearing would not have ..." is a remark one commonly hears.

One conservative man who, many years before had refused to discard his beliefs about educating girls was living to regret his mistake.

Had I known that daughters could be educated up to even university, I would have educated mine. I now look at ...'s daughter and wish that I too had educated mine. Who would have thought that girls could be educated to the point where

they could take care of themselves, their parents and other people? From what I see now, girls are the ones to educate. They always remember those they left behind. They can feed you and clothe you. Boys tend to mind their wives and children only.

The respondents were also asked to state whether by their comments the teachers are "very interested", "interested", "not so interested", "not interested" in their progress and performance. Slightly over 50% said that the teachers "were interested"; 13 percent said that

the teachers were "very interested"; 34 percent said that the teachers were "not so interested" and 1 percent gave a categorical answer of "not interested". This shows that all things having been considered, teachers are interested in the progress and performance of their pupils without regard to gender.

Training both girls and boys in the skills they will need for their adult roles is only a part of the whole educational process, and nowadays, in particular, many of those skills are common to both sexes. It is also important to realise that a society that needs to develop to the full the talents and skills of all its people should find the discrepancy in the reinforcement of the sexes disturbing because, whatever differences that may exist ought to be based on genuine choice openly offered to all who reveal the

necessary interest, ability and determination, and not on choice based on traditional assumptions about the proper spheres of interest and influence of men and women.

For the case of Lurambi, it can be seen from the cross-tabulations that although the educational system has been known to carry out a systematic differentiation of pupils on the basis of sex at the level of institutions in the case of single sex schools, this is not apparent on the basis of teachers' comments, parents'/guardians' support, and so on.

The hypothesis that there is differential reinforcement of boys and girls in their learning is therefore rejected. The relative failure of girls during the post-primary phase of education may be attributed to causes other than differential reinforcement. It is clear from every variable tested, that there is no differential reinforcement in learning based on gender.

~The Justification or Argument for Hours Spent on Homework/Assignment and Studying when not in school as a Measure of Academic Achievement~

It is justifiable to discuss the extent to which hours spent on homework/assignment and studying when not in school as a measure of academic achievement, because girls, by their very nature, spend

more time doing household chores than boys, and hours spent on homework constitute an indicator of the instrumental aspect of a school.

As a pupil and a member of a family, the pupil operates in two social settings, namely, the home and the school; these settings affect the pupil's perceptions, attitudes, values, educational pursuits and occupational aspirations. In this research, the author specifically chose academic achievement as the research object - phenomenon to be explained. Academic success/achievement has many correlates. These correlates can be categorised into two - those which are operative in the home setting, and those which are operative in the school setting. To be sure, the categories are not mutually exclusive. But they are distinct from each other enough to warrant being considered to have independent effects on the pupils' education.

One obvious determinant of academic achievement in the home setting - that is a correlate of the home factor - is the amount of time spent on homework/assignment and study when not in school. The performance (quality) of schools is usually measured by rank position in national examinations at national, provincial, district and individual levels/scales. It is obviously the case that rank position is a very composite measure whose components vary widely among themselves.

Indeed, it is most likely that some of the components comprising the home factor and some of those comprising the school factor have interaction effects on rank position.

Rank position in national examinations, is decomposable into the multiplicity of factors that make for it. And each of these factors should be researched so as to better understand what rank position means. Hours spent on homework/assignment and reading when not in school was chosen as one of the major determinants of academic achievement. Why, one might ask, did the investigator choose hours spent on homework rather than any other determinant? The answer is that the units of analysis in this study are girls, and girls, unlike boys, spend a considerable proportion of their homework time on family domestic activities.

It stands to reason that family domestic activities as just specified above affect the academic achievement of girls but not boys because boys do not perform such activities. Boys' academic achievement is independent of such activities.

The generally low academic achievement as well as occupational activities characteristic of women in comparison to men is not due to sex differences between women and men but to gender differences between them. That girls perform more domestic work than boys is largely a function of social and cultural forces rather than biological forces.

Hours spent on homework was chosen because it is a factor of academic achievement which discriminates between boys and girls.

Hypothesis 2

The Adverse Effects of the Learning Environment to the Academic Achievement of Girls.

This study set out to find out among other things, the sort of school environment the girls in Lurambi Division are socialised in. However, before the data are analysed, it is apt to briefly recapitulate the requirements of the 8-4-4 system of education.

With the advent of this new system, all schools were required to have such facilities as workshops, science laboratories, home science rooms and school gardens, which would facilitate the teaching of practical subjects because the new system lays emphasis on the practical aspects of learning, unlike the old system which laid emphasis on the academic aspect.

It has been observed that schools which have not completed or undertaken such projects would be disadvantaged in national examinations. Respondents were asked questions pertaining to the type of school they attend and other related questions. In this vein, Bridges (1957) defines successful schooling as that which ensures that a pupil surmounts the various hurdles separating the different stages in schooling. Consequently, in Kenya good schools,

are perceived as those whose pupils perform well in national examinations and hence proceed to the next rung of the educational ladder.

The findings concerning the relationship between the school as a learning environment and girls' academic achievement are discussed in terms of relevant variables in the succeeding pages.

It is now well known that academic performance is associated with the type of school a pupil attends. It is also well known that those schools which are run fully by the government are the ones likely to have the best facilities both in terms of buildings as well as other requirements, and consequently perform better in national examinations. Pursuant to this respondents were asked to state the type of school they are being socialised in whether it was government assisted, or harambee.

From a total of 73 respondents to the question, 41, or 56 per cent said they were in government schools, 32 or 44 per cent said they were in schools that were not government. It is not clear whether the respondents understood the distinction among the different types of schools. Be that as it may, it is evident from this variable that a fairly large number of pupils are in these local schools, where they cannot hope to perform very well in examinations. The inference to draw from this variable is therefore that the academic achievement of girls in this division

is at a disadvantage by reason of the low quality education characteristic of such schools.

At this point it is appropriate to note that some of these pupils especially those in secondary schools are not there because they wished to , but rather because of financial constraints - the parents or guardians failed to raise the required fees for government school or could not afford to buy certain items they were required to take with them. This is pathetic seeing that so many bright pupils fail to take advantage of what other schools can offer, and instead spend time in schools where they have no hope of succeeding in going for further education.

In some of the homes, the investigator visited there were boys and girls who had passed to go to a provincial government secondary schools, but who had not gone because the parents failed to raise the fees or provide other items needed by the school. Sometimes one saw a group of peers hanging together and on asking why they were not in school one was told that fees could not be raised.

One informant turned on the investigator and openly displayed a show of anger when he said, "Are you not the people in this system? Dont you work in the offices that have decided to burden us parents so much? You should know everything.

Or perhaps you do not have children to tell you how much we parents have to do? We pay school fees, build the schools, buy books, next time we shall be told to pay teachers' salaries."

Following the question on the type of school attended, respondents were asked to indicate whether they liked their present school. The results of this variable are shown in Table 4.4 below.

4.4 FREQUENCY AND % DISTRIBUTION OF RESPONDENT'S LIKING OF PRESENT SCHOOL

Yes	No	Row Total
21.9 (16)	24.7 (18)	46.6 (34)
27.4 (20)	26.0 (19)	53.4 (39)
49.3 (36)	50.7 (37)	100.0(73)

From table 4.4 the difference between those who like their present school (49 per cent) and those who do not (51 per cent) is almost negligible. Consequent upon this question, however, respondents who did not like their present school were asked to give reasons.

The reasons given were good and included:

'the school is harambee', 'the school lacks facilities', 'the school performs poorly in examinations', 'the school does not provide lunch', 'the school is a long distance from home'.

Learning facilities constitute a critical factor that differentiates good schools from poor schools by criterion of performance in national examinations. In this vein, the respondents were asked to show whether they had the following facilities in their schools: Science laboratories, workshops, libraries, home science rooms and school gardens. The responses are displayed in table 4.5 below.

TABLE 4.5 FREQUENCY AND % DISTRIBUTION OF SCHOOL FACILITIES

FACILITIES IN SCHOOLS

SCIENCE LAB	WORKSHOP	LIBRARY	HOME SCIENCE ROOM	SCHOOL GARDEN	1,2,3,4,5,	ROW TOTAL
1	2	3	4	5		
5.5(4)	4.1(3)	2.7(2)	0.0.(0)	30.1(22)	4.1(3)	46.6(34)
12.3(9)	2.7(2)	8.2(6)	2.7(2)	21.9(16)	5.5(4)	53.3(39)
17.8(13)	6.8(5)	11.0(8)	2.7(2)	52.0(38)	9.6(7)	100.0(73)

From the responses, it is evident that whereas most respondents have school gardens many of them do not have the other facilities

Only 17.8 per cent have science laboratories; 6.8 per cent have workshops; 11 per cent have libraries; and only 2.7 per cent have home science rooms. Leaving out the school garden, which most schools have always had, only 9.6 per cent of respondents have all the facilities.

This underlines what has been said earlier about the inadequacy of facilities in schools in Kakamega District.

Science laboratories, workshops, and home science room constitute a prerequisite for the good teaching of the 8-4-4 system and hence good performance in national examinations. They comprise the building projects which were to be undertaken on a self-help basis when the 8-4-4 system of education was introduced.

The implications of the lack of these physical facilities are far-reaching for the academic achievement of girls particularly, for they cannot compete at par with others elsewhere. They cannot be selected for further studies if they are so disadvantaged and their academic achievement will be undercut so that they will be left out of the power bases of society. The only alternative left to them will be to take up low-level, low paying jobs as Suda (1990) and Souhani (1986) have observed. Indeed, the results yielded by cross-classification of the variables in question lend empirical credence to this state of affairs.

In this respect, therefore, quantitative values of the table under reference substantiate the hypothesis that the learning environment at school adversely affects the academic achievement of girls.

A school, being a human system, is characterized by two closely interrelated component aspects in the course of its operations. The first aspect is instrumental and has to do, on the one hand, with teachers' preparation of lessons, teaching, testing and grading students and, on the other hand, pupils' attending class lessons, doing homework, and taking tests and examinations. The second aspect is socio-emotional and has to do with activities on the part of teachers and pupils, among others, geared to counteracting potential as to manifest adverse effects of the dynamics of the instrumental aspect on the affective state of individual pupils.

The importance of the socio-emotional aspect is formally objectified by the position and role of counselling teachers. There is an interplay between counselling and educational aspiration of pupils. Data are given in table 4.6. However, before considering the table, some other data also pertaining to counselling, but untabulated, are in order here. Of the 71 respondents who answered the question on whether they had a counselling teacher, 28 or 39 per cent said they did have; 8 or 11 per cent said they did not; and 35 or 49 per cent said they did not know.

Counselling is one of the indicators of the socio emotional aspect of a school. The presence of a counselling teacher in a school is important particularly since such a teacher gives advice on career opportunities and does general counselling. Eshiwani (1983) found that career guidance and advice in relation to science and Maths is almost non-existent in most girls' schools and most career teachers are ignorant of career opportunities in scientific and technical fields, and rarely did schools invite speakers with a background of science fields. Krystall (1973) seems to agree with this when she writes that the guidance offered to girls and the counsellors tend to discourage them from trying to enter higher level professions and careers outside those traditionally accepted for women.

There is also a high percentage (47%) of those who say they do not know whether such a teacher is to be found in their schools. A counselling teacher may be there, but his/her activities are unknown to the respondents. The results of this variable would provide a basis for making sense of the interplay of educational aspiration and counselling since it is of the magnitude that cannot be attributed to chance. However, the most reasonable statement about the table is that pupils' educational aspirations and career choices seemingly do not benefit from role activities of counselling teachers.

4.6 FREQUENCY AND % DISTRIBUTION OF PRESENCE
OF COUNSELLING TEACHER

Yes	No	Do not know	Row Total
(14.1)10	(4.2)3	(26.8)19	(45.1)32
(25.4)18	(7.0)5	(22.5)16	(54.9)39
(39.4)28	(11.3)8	(49.3)35	(100.0)71

The sample elements of this analysis were drawn from three school categories, namely, government maintained, government assisted and harambee. The pupils in each category are aware that formal learning does not end with primary or secondary education.

This prompted the occurrence to the researcher of the following question which was put to the respondents: 'Does educational aspiration beyond primary and secondary schooling vary with school category?' Data on educational aspiration (level of education) and category of school (type of school being attended) were cross-categorised and the results are displayed in Table 4.7

TABLE 4.7 TYPE OF SCHOOL BEING ATTENDED BY SEX

Level of Education	Govt. Maintained	Govt. Assisted	Harambee	Total
Primary	0.0 (0)	0.0 (0)	1.2 (1)	1.2 (1)
Secondary	4.9 (4)	2.4 (2)	6.1 (5)	13.4(11)
College	3.7 (3)	7.3 (6)	6.1 (5)	17.1 (14)
University	28.0(23)	11.0(9)	29.3(24)	68.3(56)
Total	36.6(30)	20.7(17)	42.7(35)	100.0(82)

From this table, it is evident that, regardless of the school one may be attending, a majority of respondents want to attain university education. 36.6 per cent of those in government maintained schools, 20.7 per cent of those in assisted and 42.7 per cent of those in harambee schools want to attain university level education. The high ambition of those in harambee schools should not be surprising because, in answer to a question as to whether the present secondary school was the one they applied to, some said it was not. On further probing as to why they were in their present school, many said it was because they could not afford the fees of a government school to which they had been admitted.

There is no doubt from this table that most respondents have high academic achievement as their goal. The respondents also seem to know that whatever school one is attending does not cause one to be discriminated against when it comes to university admission.

Contingent with the above answer were answers about whether or not they like their present school. 51.9 per cent said they liked the school while 48.1 per cent said they did not.

The like or dislike of a school is dependent on a combination of factors which are related. Those who said they did not like their present school gave the following reasons:

1. the school was harambee
2. the school lacked physical facilities,
3. they had to walk long distances to school,
4. they rated the school as 'poor',
5. the school performs poorly in examinations,
6. the school does not provide lunch.

TABLE 4.8 PLACE OF STAY DURING SCHOOL TERM IN RELATION TO SEX

Sex	Boarder	Goes to School daily	Row Total
Males	10(11.9)	21(25)	31(36.9)
Female	17(20.2)	36(42.9)	53(63.1)
Column Total	27 (32.1)	57(67.9)	84(100.1)

It has been shown that in Kenya, boarding Schools are the ones that are more likely to perform much better in national examinations than day schools . It is also these Schools that have some of the best facilities for teaching and other activities. In the light of this, pupils were asked to state whether they were boarders or went to school daily.

Out of a total of 60 girls, 53 answered the question. Of these 53, 36 or 60 per cent said that they go to school daily, and the rest were boarders. Out of 40 boys only 31 or 70 per cent said that they go to school daily while the rest were boarders. On the whole, there are many more day pupils than boarders in the division. There are therefore nearly as many female non-boarders as males.

However since the main concern of this study is the kind of schools girls are being socialised in, it is therefore proper to say that the schools are local and of low quality which do not lend themselves to high academic achievement.

From observation it is evident that boarding schools in this division are few. In the sample, there was only one boarding primary school for girls and this had a secondary school, and it was managed by the Catholic Church. It is therefore evident that Lurambi Division lacks boarding schools and its pupils, particularly girls are learning in school environments that are not conducive to high academic standards.

The conclusion to draw from this hypothesis is therefore that generally the school environment in which girls are being socialised has a number of inadequacies which need to be addressed.

Facilities in many of the schools are inadequate or lacking altogether. There is also a large number of untrained teachers under whose academic care children have been put. These teachers are not using methods that would motivate learners. The girls in the division cannot be expected to compete on par with those in other places where the learning environment is much improved.

Therefore the hypothesis is supported.

In a subsequent question respondents were asked to state whether they had the following facilities in their schools: a science laboratory, a workshop, a library, a home science room and a school garden for the teaching of practical subjects. The only facility that most schools have in Lurambi Division is a school garden (52.4 per cent). This result confirms what has been stated elsewhere in this study that in many schools in Kakamega District, building projects which were supposed to have been started with the inception of the 8-4-4 system of education have not been started, or if they have been started, they have stalled owing to various reasons. In many schools, from the investigator's observation, there are half-completed building projects, in stages of 'uncompletion'. Some of them had gathered a little moss, which shows that they have been stalled for quite some time.

**HYPOTHESIS 3: General Lack of Community Support of Girls
and Its Effects On Their Academic Achievement**

Studies cited elsewhere in this work have shown that there is still some hindrance to the education of girls, one of which is that parents still discriminate against their female children in favour of their male children in the area of education. This discrimination is not decomposable into a multiplicity of dimensions of attitudes with a different empirically specifiable category of families; rather, the discriminatory behaviour is a manifestation of a general and biased attitudinal disposition on the part of the community of which the family/household and

school are components - by virtue of which boys are given preferential treatment relative to girls in matters pertaining to education. The community is a supra system of the family or household and school. At community level, it is rational for parents to give priority to a male child over a female child regarding education especially much more so under circumstances of limited financial resources. In this vein, therefore, the community has an independent effect on the education of female children. It was in the light of communal rationality that community support for girls' education was considered a factor, in its own right, of the academic achievement of girls.

TABLE 4.9 REASONS FOR BEING SENT AWAY FROM SCHOOL

Sex	Fail to Pay Sc.	Lack of Uniform	Fail to Bring Its	None	Total
Male	27.4(23)	0.0(0)	2.4(4)	4.8(4)	34.5(29)
Female	42.9(36)	1.2(1)	8.3(7)	13.1(11)	65.5(55)
Total	70.2(59)	1.2(1)	10.7(9)	17.9(15)	100.0

Table 4.9 shows that a great number of pupils are spending a great deal of school time outside the school, and thus, are losing precious learning time, and since there exist no chances whereby

this time can be made up for, the pupils in Lurambi are losing their chances of achieving highly academically. This loss of time comes about in three ways.

The first is that pupils stay away from school until they find fees. The second way is that they tend to go with less fees and are sent back home to bring the remainder. The third way is that the pupils just never go to school at all when invited because the fees cannot be found. They lose their places forever. Some of them, as this study found, join local schools where they can pay less. This can be reinforced by what one parent, whom the investigator talked to said.

This poor parent has had his two daughters called to a fairly good government boarding girls' school in two consecutive years. The parent failed to get fees, so his daughters lost their places. One joined a local school; the other remained at home and has since had a baby out of wedlock. The parent said:

Let alone the fees; first of all the list of items that they were required to take with them to school, before even the fees could be considered, was, to me, unaffordable. I looked at that list, made an estimate of the cost and resigned myself to the invertible - that my daughters would have to miss their places.

From the investigator's findings, it is not only girls who miss their places in government schools; boys too miss their places. There is no community pool of financial resources from which a parent may draw money or get philanthropic assistance. The spirit of yesteryear whereby a person could be assisted by an able brother to educate his children is long gone. Money, for most families, is in short supply, and people are concerned only for their own children. Even the Presidential Bursary Fund which was launched for all the districts in Kenya, and from which funds were disbursed to the districts has not been heard of in this area. Parents whom the investigator asked if they had tried it said they had, but had encountered much frustration from the very people who should have assisted them. They had in the end despaired.

In one's pursuance of this bursary fund cash, one ends up losing more than one would get in the end. You are tossed from assistant chief to chief back and forth, and all the time you are nowhere near to getting the cash. You give up in the end because, to get to the chief's centre, you have to use bus fare. I tried a number of times and my every effort was thwarted. Why are these people in those offices - to help us or frustrate us? one informant ^{asked} ~~said~~.

Another informant decried the apathy on the part of his relatives who were in a position to help. The predicament of this man was that a few years before he retired, he had married a second wife and even though children by his first wife were grown, he had school-going children by his second wife.

Asked why his children by the first wife could not help to educate their step-brothers and sister he said:

When I ask them for assistance with fees they remind me of matters that I would rather not remember. They say they have their own families to care for, and that times are very hard. Can I extract money out of them by force? I am stranded with these children. I want them to learn a little reading and writing and then leave school.

Concern for one's own immediate members of the family is becoming the norm; unlike in days gone by when relatives could be counted upon to assist with school fees.

In another question as to whether they had been sent away from school for failing to pay school fees, lack of school uniform, failure to bring items required by the school, 70 per cent of the respondents said they had been sent away for failing to pay school fees. The variable (being sent away) comprising these reasons was cross-tabulated by hours spent on homework.

The cross-categorization of these variables shows that there is a clear association between hours spent on homework and being sent away from school on account of school fees.

And this, in turn, substantiates the hypothesis that there is general lack of community support of girls, which in turn affects their academic achievement.

4.10 FREQUENCY AND DISTRIBUTION % OF REASONS FOR BEING SENT AWAY FROM SCHOOL.

Failure to pay fees	Lack-School Uniform	Failure to bring items	Not sent away	Total
35.2(25)	1.4(1)	4.2(3)	5.6(4)	46.5(33)
35.2(25)	0.0(0)	4.2(3)	14.1(10)	53.5(38)
70.4(50)	1.4(1)	8.5(6)	19.7(14)	100.0(71)

The question that arises from all this is why so many pupils are being sent away from school. Are the parents poor or just reluctant to pay school fees? This needs to be investigated further. Even before that is done, it can be surmised from experience and from contact with parents and school leavers in the area that there are now no economic returns from education. Indeed, one parent whom the investigator encountered going to pay school fees after his child had been sent away from a primary school said that he was paying them (fees) because it was a norm; "everybody has to go to school upto a certain level, but education in the present age has lost its glitter; school leavers had nothing bright to look forward to.

It is all toil and trouble for nothing. Even university education has become worthless in some cases.

There is this son of a relative of mine who has a degree, but so far he has not been employed. If university graduates cannot be employed, then what hope is there for these ones who are still behind?"

This is the image that parents have of primary and secondary education. Poor parents and well-to-do parents do not differ with respect to the image. Be that as it may, it is necessary to point out that the notion that there are now no economic returns to education is more likely than not to be invoked with respect to the education of girls.

**4.11 FREQUENCY AND DISTRIBUTION % OF PARENTS/
GUARDIANS BUYING BOOKS FOR USE AT HOME**

Level of Education	Agree	Disagree	Row Total
Primary	0.0 (0)	1.2 (1)	1.2 (1)
Secondary	1.2 (1)	12.2 (10)	13.4 (11)
College	0.0 (0)	17.1 (14)	17.1 (14)
University	14.6 (12)	53.7 (44)	68.3 (56)
Column Total	15.9 (13)	84.1 (69)	100.0 (82)

The object of research and, hence, the phenomenon to be explained in this empirical study is academic achievement of girls.

The community, the school, and the family (or household) are factors of the achievement. One correlate of each of the three factors is parents' or guardians buying books for use at home by pupils (their children). It is an obligation of parents/guardians to buy the books for their children; the school expects parents to buy books for their children; there exists a community-wide convention to the effect that pupils should have books bought for them. In this connection, parents' (or guardians') buying books for use at home was considered a community-level variable and, as a result, cross-classified by level of education. Table 4.11 shows the results of the cross-tabulation. It can be seen that the majority (84.1%) of the parents/guardians do not buy books for use at home by the pupils. In line with what has been discussed already, it is most likely that the percentage would be smaller than the one above (84.1%) if the variables in question pertained to male instead of female pupils. The results mean that the level of education as an attribute of pupils and buying books as an attribute of parents/guardians are associated. The data of this table tend to support the hypothesis that general lack of community support of girls affects their academic achievement.

The question as to whether or not parents buy books for their children to use at home is related to parents' education which, in turn, influences occupations.

By virtue of certain commonly shared attributes of sex and gender, mothers have greater influence than fathers on the academic achievements and occupational aspirations of their daughters. Therefore, this writer came to consider that mothers' occupation bears on hours spent on homework/assignment and reading when not in school. Occupation was, in this particular instance, treated as a community attribute by reason of the fact that gender is a social construction whose structure and dynamics derive from community forces. Thus, it made sense to cross-classify mother's occupation by hours spent on homework/assignment and reading when not in school. The end, in view of this cross-tabulation was to bring out the implication of mother's occupation for academic achievement. Most of the respondents' mothers (51 per cent were farmers.

Role models are important agents in socialisation, and their presence or absence can have implications for the growing girl. Mothers can evoke visions of a better life for their daughters and sons if they have a vision of a better life for themselves. Friedan (1963) recognised the importance of female role models in American Society when she said that when she was growing up she never knew women in her neighbourhood who went out to work and also had families.

This study shows that there is lack of educated, trained and professionally active women in Lurambi Division. This concurs with what Suda observed about women in Kakamega District-that they have "remained confined to the household as unpaid family workers" (Suda, 1990:53) and also that the gender roles assigned to women are defined and legitimised by a system of cultural values, beliefs, norms and attitudes (Suda, 1990:51). This also corroborates Souhami's observation of women in Britain whom she says take up lo-level jobs (Souhami, 1986) because of low level education.

The women in Lurambi Division are still confined to the traditional occupations which have been described as extensions of the domestic sphere. It stands to reason that the attitudinal as well as value concomitants of the traditional occupations impact upon the socialization of girls with mothers as role models- which in effect tend to make the limited academic achievement and low occupational activities on the part of girls. This adds more substance to the hypothesis in question.

HYPOTHESIS 4: THE ADVERSE EFFECTS OF THE SUBSISTENCE ECONOMY ON ACADEMIC ACHIEVEMENT.

Cash crops provide higher incomes and wealth which, in turn, provide parents with access to substitutes for child services. Higher incomes may also lead, in various ways, to other material goals.

Sugar-cane cash-cropping in Lurambi Division should have both direct and indirect effects on education in the division. Thus, respondents were asked whether they grew sugar-cane. Forty per cent of them said they do. This would serve the families well because they would have a sure income. However, sugar-cane matures in about 18 months, and it is not always harvested on time, and as was revealed from interviews, it may take some time before payments are made for cane delivered to the factory. This delay touches on other aspects of the economic life of the growers. For example, while waiting to be paid for cane, a farmer may be having children who need to go to school. If the payment is not effected in good time, school fees will not be paid. It is in the interim waiting period that the children of farmers who are solely dependent on cash from sugar cane for school fees miss their places in school.

It was also gathered that income from sugar cane (the only cash crop for most households) are low because the Mumias outgrowers company has devised various overheads which are charged to the farmers; in many instances the output turns out to be much less than the input. It is not therefore surprising that Gould(1988) described Kakamega District as impoverished with subsistence agriculture being practised on small plots.

Sugar-cane growing is a correlate of different factors that affect many families and, by implication, individual family members' life chances. Both education and career training cost money.

Individuals' educational aspirations are influenced by sugar cane is perceived as a means to meet the cost of education and career training. Families which grow sugar-cane are comparatively in a better position to meet the cost of education and career training than families which do not grow sugar-cane. In this vein, the level of education aspired to was cross-classified with sugar cane cash-cropping. The results of the cross-tabulation are displayed in Table 4.12.

Table 4.12 LEVEL OF EDUCATION BY SUGAR CANE GROWING

Level of Education	Agree	Disagree	Row Total
Primary	0.0 (0)	1.2 (1)	1.2 (1)
Secondary	4.9 (4)	8.5 (7)	13.4 (11)
College	4.9 (4)	11.0 (9)	15.9 (13)
Univeristy	36.6 (30)	32.9 (27)	69.5 (57)
Total	46.3 (38)	46.7 (44)	100.0 (82)

In terms of the hypothesis under discussion, meeting the cost of education and career training constitute but one of the various family needs among which cash earned from sugar-cane is shared, with the result that there is usually not enough money for education and career training. In the circumstances, the chances of girls getting disadvantaged with respect to education and career

training tend to be greater than the chances of boys. It makes sense, therefore to observe that the data in table 4.12 lend validity to the hypothesis that the subsistence economy in Lurambi Division differentially affects the academic achievement of girls.

One of the defining characteristics of a subsistence economy like the one obtaining in Lurambi is the manual mode of labour. Both on farm lands and in the homes, labour is not mechanised. Mechanised labour is time-saving and would thus be of marked advantage to girls. The extent to which the manual mode of labour has consequences for the education of girls measurably depends on the size of family land. Given that boys and girls perform activities pertaining to land, it stands to reason that such activities take relatively less time periods than activities on large pieces of farm land. However, girls, unlike boys, perform domestic activities. In effect, therefore, the size of a family piece of farm land contributes, more or less, to domestic activities in terms of robbing girls of their home study times but not boys, precisely because boys do not perform domestic chores. It is against the background of this line of reasoning that the hectareage of land and hours spent on homework were cross-classified as shown in table 4.13

TABLE 4.13 HECTARAGE OF LAND BY HOURS SPENT ON HOMEWORK

HECTAREAGE

HOURS	0-2	3-5	6-9	10-13	OVER 13	ROW TOTAL
0 - 2	9.7(7)	13.9(10)	15.3(11)	5.6(4)	1.4(1)	45.9(33)
3 - 4	18.3(4)	22.2(16)	7.0(5)	7.0(5)	0.0(0)	54.1(39)
COLUMN TOTAL	28.0(11)	361.0(26)	12.3(9)	12.6(9)	1.4(1)	100.0(72)

The majority of respondents (41 per cent) who said they knew their land hectareage said they had from 1.6 to 2.4 hectares; 16.7 per cent said they did not know, but in all probability they have some land, as Lurambi is one of the divisions in Kakamega District where population density is relatively low and pieces of land are still comparatively larger. But it is known for a fact that land in the district is becoming more and more fragmented.

Be that as it may, the data here show that hectareage of land and hours spent on homework are associated. What does this association imply in terms of the hypothesised relationship between subsistence economy and girls' academic achievement?

To begin with, because of large family size in Lurambi Division (Kenya Government, 1979 census) and subdivision of farm lands, which is partly a consequence of large family sizes, virtually all

the land in question is actually under cultivation. Were it not under cultivation it will have no consequence for hours spent on homework. And, indeed, it would make no intrinsic sense to say that hectareage of land is associated with hours spent on homework if the land were not under cultivation.

Hectareage of land entails cultivation, which, in turn, requires farm related activities on the farm and in the home which, as pointed out earlier, contribute to domestic activities in terms of robbing girls of their homework/study time. Thus, the observed association between hectareage of land and hours spent on homework is, by implication, an association between farm related activities in the sense specified above by girls and hours spent on homework. This, then, is the real meaning of the obtained contingency coefficient of .41688 between hectareage of land and hours spent on work.

This coefficient is indicative of the degree to which farm related activities in so far as they pertain to subsistence are associated with hours spent on homework. And since these activities rob girls of their homework time, it is reasonable to infer that the quantitative values of Table 4.13 lend substance to the hypothesis that the subsistence economy in Lurambi Division differentially affects the academic achievement of girls.

Studies have shown the regional auspices of a school and level of regional development - to be important in determining performance in school repetition and dropout rates.

McIntire (1918) conducted studies in rural United States and his studies provide insights into what factors govern school attendance and hence academic achievement. McIntire reported a strong influence of seasonal demands on pupil attendance . He noted that farm and housework were responsible for nearly half the absences. Retardation in school work was found to coincide with non-attendance and this was seen to lead to school drop-out.

Girls particularly are more likely to have demands made on them because of the social set up. In a question as to whether they have ever stayed out of school to take part in the following chores: take care of younger siblings, run errands like being sent to the market, flour mill; the percentage of girls is much higher than that of boys. The activity which most boys participate in was herding cattle, but whereas cattle can be tethered in a field the whole day and left there, young children need someone to mind them all the time and this is a chore which many girls said they had missed school in order to do. Also boys rather than girls are more likely to say no to a demand, and mothers are known to defer to their male children as well as to their husbands.

Thus from very early in their lives boys are socialised to be assertive whereas girls are socialised to be subordinate:

Boys are reared more permissively than girls. Girls are taught to be compliant, willing to please. This is what Epstein (1971:53) calls "dependence training". Girls are exposed to ambiguous expectations and their training for any one role is seriously undermined by their training to serve others. This ambiguity is shown when a girl is asked to be studious and learn, but she becomes increasingly aware that she may not be asked to demonstrate her knowledge. She is also asked to defer to men, yet she must go to school and compete with young men at all levels of educational training.

HYPOTHESIS 5: TRADITIONAL BELIEFS ABOUT GENDER ROLES ADVERSELY AFFECT THE ACADEMIC ACHIEVEMENT OF GIRLS

The respondents were asked to say how their community perceives girls and also how it perceives boys. The results are shown in Tables 4:14 and 4.15.

FREQUENCY AND % DISTRIBUTION OF HOW COMMUNITY PERCEIVES
GIRLS

PERCEPTION

Future Mothers	Sexual Objects with Marriage	Total
47.8 (32)	1.5 (1)	49.3 (33)
47.8 (32)	3.0 (2)	50.7 (34)
95.5 (64)	4.5 (3)	100.0 (67)

In describing how their community perceives girls, 96 per cent said something to the effect that girls are future mothers, which can be expanded to include future homemakers, housewives or people who do not go out to work. This statistic shows that the perception of girls, and for that matter women, is very stereotypical, where women are inexorably seen in relation to their child-bearing functions and child-rearing tasks.

The attitudes connected with the child-bearing function are those most commonly evoked in the discussion of women. They are often used as rationalisation and justification of the status quo. It also shows that even though girls are going to school and competing with boys, there is still what Epstein (1971:61) calls "structural ambiguity or sociological ambivalence".

Traditional views about gender roles still obtain in Lurambi, as in many areas of the world, where women are seen as mothers.

The above result can be juxtaposed with how the community perceives boys. The pattern that emerges is stereotypical. 39 per cent said boys are seen as future leaders while 58 percent said they are seen as providers of the family. This is what the respondents hear and observe. For instance, in the local administration, from the lowest level to the highest, the posts are held by men, and virtually all primary schools in this area are headed by men, so that the traditional belief that men are providers in their families and leaders obscures the reality.

The reality is that in many families where the respondents come from, from observation, the women have heavy responsibilities, but the social structure is such that the men have to be seen as the leaders. The responses may also be coloured by what the respondents see in their text books, which according to Obura (1991) have images which are "heavily male oriented, use stereotype images and sexist language.... reinforcing negative images of females".

FREQUENCY AND % DISTRIBUTION OF HOW COMMUNITY
PERCEIVES BOYS.

Hours Spent on Homework	Future Leaders	Providers for family	Need Employment	Get Priority	Row Total
0 - 2	17.9(12)	28.4(19)	1.5 (1)	1.5 (1)	49.3(33)
3 - 5	20.9(14)	29.9(20)	-	-	50.1(34)
Column Totals	38.8(26)	58.2(39)	1.5 (1)	1.5 (1)	100.0(67)

One of the ways by which children learn is imitation. Girls learn a lot about appropriate adult female behaviour from observing and imitating their mothers, and the effect of this imitation can be far-reaching.

In many societies, it has been normal to regard the boy as the leader, the breadwinner and the girl as the future mother, deputising for the mother when the situation so demands. These arrangements are still based on the assumption that there will be a clear division of responsibilities in adulthood between men and women, but traditions are breaking down and children have to be educated and socialised with this in view. The image of the man being the breadwinner while the women stay at home, is in reality changing.

Observing that on market days, women proliferate, the researcher decided to informally interview some of them . Woman after woman narrated a pathetic story of how hard they have to labour in order to keep body and soul together. They have to wake up early, see their young children to school, go to the shamba for some hours to do some cultivation, go to the market to sell maize, beans, bananas which they buy from wholesalers. They make measly profits. With this money they have to feed, clothe and provide school fees for their children. Their husbands?

Some husbands have migrated to urban areas but they remit nothing to them. Some are at home but are dependent on them. Roles have changed so much that it is burying one's head in sand to go on stating that men are breadwinners and heads of households.

CHAPTER 5: COMPARISON OF MEANS, AND DESCRIPTION OF LEADERS', PARENTS' AND TEACHERS' PERCEPTION OF GIRLS

As this study employed more than one questionnaire, it was necessary to use different statistical techniques so as to accommodate sub-sample size difference and also similarities and differences in/among questionnaire items. This chapter, therefore, focuses on the analysis and interpretation of data derived from responses of parents, teachers and community leaders in respect of the relationship between the socialisation of girls and the effects on their academic achievement through the comparison of means (t-test). The findings presented are derived from selected indices for frequencies of selected variables with respect to these respondents.

Thus, to derive some meaning from the t-test, the parents and community leaders had their responses tabulated by selecting variables that were as close in meaning as possible.

The t-test itself requires that certain conditions be satisfied, some of which are that samples be drawn on a random basis from a population, and that comparisons be made between the means of the independent samples.

Samples of twenty teachers and 10 leaders were selected; the results yielded by the performance of t-test are presented and discussed in the following tables.

5.1 Comparison of Means

Hypothesis 1 states that girls and boys in Lurambi Division are differently reinforced in their learning.

A t-test was performed to the question "what is the highest level of education that girls should attain?" The results are shown in Table 5.1.

TABLE 5.1: HIGHEST LEVEL OF EDUCATION FOR GIRLS.

Groups	-X	Differenc e of means	t-value	DF	Prob
Parents	3.2500	1.2500	-	15	.01
Leaders	2.0000	-	5.37	-	-

The calculated t value is 5.37. The tabulated value is 2.947 with 15 degrees of freedom at the .01 level of significance. Since the calculated value is greater than the tabulated one, the hypothesis that girls are differentially reinforced in their learning is rejected.

This means that parents and leaders differ in their view of what the highest level of education that girls should attain should be. This is not surprising considering that leaders tend to be concerned with general issues, unlike parents who are concerned with a particular issue or issues pertaining to their respective children. Leaders see this in general terms, whilst parents see it as a specific issue affecting their own kin.

Another question related to the preceding one required respondents to state the highest level of education boys should attain. The results are shown in Table 5.2

TABLE 5.2: HIGHEST LEVEL OF EDUCATION FOR BOYS

Groups	Mean (X)	Mean Different	T-Value	Significance
Parents	2.5625	-	2.33	.01
Leaders	2.0000	-	2.33	-
		.5625		

A t. value of 2.33 was obtained. At 15 degrees of freedom, this value is less than 2.494 (the tabulated value), which means that we have to accept the null hypothesis of no difference at the .01 level of significance. That is to say, parents and leaders do not differ with respect to the level of education that boys should attain.

The rejection of the null hypothesis in one, and acceptance of the same in the other is not contradictory because if we go further and look at the probability value of .034, which is not significant at the .01 level of significance, we can still say that there is no difference between the leaders and the parents.

From the results, it can be deduced that girls and boys are not differentially reinforced in their learning, at any rate, not as far as this statistic is concerned.

Also related to the variables just discussed was the question as to whether there is provision for parents to consult with their children's teachers about the progress of their children in school.

5.3: WHETHER PARENTS CONSULT TEACHERS

Groups	Mean (X)	Mean Different	T-Value	DF	Significance
Parents	3.1429	1.8571		6	.01
Leaders	1.2857	-			-
			4.60		

As shown in Table 5.3 a t-value of 4.60 was yielded with 6 degrees of freedom.

At the .01 level of significance, a tabulated value of 3.707 means that the null hypothesis should be rejected. Also a two-tailed probability value of .004 is not significant.

Parents and community leaders agree on the necessity of the parents to consult with their children's teachers about the progress of their children in school. This is not affected by sex.

Co-operation between school and parents is important for the academic progress of a child. It helps the teachers and parents to, as it were, keep tabs on a pupil, particularly in a rural school where truancy and absenteeism can be so prevalent on the flimsiest of excuses.

This result also reflects the realistic situation as observed. There are rarely school 'open' days when a parent may go and meet a teacher to discuss a child's progress. Moreover, even if there was such a day, parents are preoccupied with other matters which do not allow them time to visit schools.

HYPOTHESIS 3: LACK OF COMMUNITY SUPPORT FOR GIRLS

To test the hypothesis that a general lack of community support for girls affects their academic achievement, respondents were asked whether parents/guardians, by their actions, are in fact supporting their children's education. Table 5.4 may help in making an inference about this variable.

TABLE 5.4: PARENTS' SUPPORT OF THEIR CHILDREN EDUCATION

Groups	Mean (X)	Mean Different	T-Value	DF	Significance
Parents	3.1429	2.0000		6	.01
Leaders	1.1429	-			-
			4.58		

The statistic yielded a 2-tail probability value of .004 which is not significant at .01 level of significance. Moreover, a t-value of 4.58 at 6 degrees of freedom means that the null hypothesis should be rejected. This again is a true picture of the real situation where communities are unable to complete construction projects due to lack of, not only funds, but also a co-operative spirit whereby the school and the community would work together for the common good.

HYPOTHESIS 4

This hypothesis states that the subsistence economy in the Lurambi Division adversely affects the academic achievement of girls.

Lack of school fees has been seen to act as a hindrance to academic progress. An impoverished subsistence economy can impede the progress of a child's education. Also, lack of facilities may be linked to the economy of a particular community. Added to this factor may be the rurality of this particular area because, according to UNESCO (1964), rurality constitutes one more difficulty which girls may encounter in trying to obtain an education.

Table 5.5 reveals that a 2-tail probability value of .011 is significant at the .01 level of significance, showing that there is a difference between how leaders and parents perceive fees as a hindrance to girls' education.

TABLE 5.5 SCHOOL FEES AS A HINDRANCE TO ACADEMIC ACHIEVEMENT

Groups	Mean (X)	Mean Different	T-Value	DF	Significance
Parents	3.1429	1.8571		6	.01
Leaders	1.2857	-			-
			3.65		

School fees, a function or directive of the subsistence economy, is seen as having an effect on education in this division.

Leaders see it as a division-wide problem, whereas parents see it as it affects them individually. Leaders see it in abstract terms, whereas parents see it as a problem they have to deal with directly. In fact, some of the leaders may not experience it as a problem because they have ways of circumventing it.

HYPOTHESIS 5

This hypothesis states that traditional beliefs about gender roles adversely affect the academic achievement of girls.

Many of the personal qualities and skills that enable children to attain standards of excellence are acquired in parent-child, community-child relations, providing guidance and example. The perception of the community about gender are shown in Table 5.6

TABLE 5.6 PERCEPTION OF GIRLS BY COMMUNITY

Mean	Mean Different	T-Value	DF	Probability
2.7143	1.4286		6	.01
1.2857				
		4.80		

Respondents were asked about parental support for their education. The results show a 2-tail probability value of .003 which means that there is no difference between leaders and parents regarding this variable. The hypothesis that traditional beliefs about gender roles adversely affect the academic achievement of girls is therefore rejected at the .01 of significance.

5.2: Leaders', Parents' and Teachers' Perception of Girls

This section examines how girls are perceived by community leaders, their parents and their teachers. The dynamics of society operate in such away that they favour boys while disadvantaging girls. The results of the responses given by these three groups are examined in order to determine whether they attest to this statement. Twenty teachers, twenty parents and ten leaders were selected and each group given its own interview schedule. Sub-samples were overlapping as all leaders were parents and some leaders and parents were teachers.

5.2.1 Leaders' Perception of Girls

The leaders in the community included chiefs, sub-chiefs, civic councillors, the District Officer of the division, the District Education Officer of Kakamega District, church leaders and some elders of the community.

The selected leaders were asked questions relating to the assistance they have given to schools in their respective areas, whether they are satisfied with their own children being in the local schools, whether the schools in the area are adequate for the school-going population, how often they visit schools within their jurisdiction to see what is going on, whether they have ever organised fund drives for schools in their areas, what they perceive as major hindrances to girls' education, whether boys and girls should learn in the same or different schools, whether there are any uncompleted projects in the schools and the reasons for this. These responses were examined in the light of their relevance to the five hypotheses of the study. The variables in this section lend themselves to hypotheses 1,2,3 and 4.

HYPOTHESIS 1: DIFFERENTIAL REINFORCEMENT OF GIRLS

Both boys and girls clearly do not explore their full potential, but the context of training acts differentially on boys and girls. For girls, their sex itself becomes a different context within which these variables operate. Access to educational opportunity now is assured to girls as well as boys, but there are strictures which seem to be especially relevant for girls.

Thus, what leaders have done to enhance girls' education was measured on an ordinal scale; the scale indicated, through a frequency run, that most leaders have not done much.

Through variable transformation in terms of dummies, what leaders have done was correlated with the view that girls should learn in their own schools. More than 50 per cent of the leaders were of the view that girls and boys should learn in separate schools.

Regarding the expressed view that girls should learn in their own schools, this concurs well with the general view, particularly at secondary level where many parents would prefer to 'tuck' away their daughters in a boarding girls' school. There, they feel, the girls are safe from the dangers of adolescent 'adventure' when their minds tend to be obsessed with an unhealthy attitude towards the changes occurring in their bodies. This is also consistent with the bias that exists towards boys. The leaders happen to have been all male, brought up in a male dominated society the kind of society that emphasises sex differences for boys and girls.

Hypothesis 2. The School Environment

Data show that high achievers come from those schools which have an established tradition of good performance. These schools will usually also have adequate facilities. These same schools, surprisingly have tended to attract donations and sponsorships of various kinds, mainly because their alumni hold key positions in society. Consequently some of these schools have their facilities facelifted/renovated with even new and extra ones being put up.

Schools in Lurambi Division are not the envy of anyone in this respect.

Since a school environment encompasses a number of factors-facilities, teachers and even the locale, among other things, leaders were asked questions about the facilities in the schools in their respective areas, whether they had ever organised harambee or been guests of honour at a funds drive.

A frequency run was made on this variable and 50 per cent of leaders said they had done so; 30 per cent said that they had never and 20 per cent gave no response. It is encouraging to note that many leaders in this area have done something to uplift the standard at the schools in the area. This may be so, but what they have done is, from observation, very insignificant.

Community leaders are looked upon with awe. If they make their appearance at a school for example, teachers and pupils will be running over themselves to do the right things and make a good impression.

A District Education Officer or a Divisional Education officer is such a feared person that if he were to make regular visits to schools, timetables would be adhered to, there would be no teacher absenteeism and generally the whole school system would be run as laid down in regulations.

From informal interviews, it is evident, however, that these officers rarely, if ever, visit schools. When a frequency run was made on how often they visit schools in their areas, 10 per cent said they do it occasionally, which contradicts what an informant said. 10 percent said they do it often and 20 per cent seem not to ever do it. There are Provincial Inspectors of Schools, District Inspectors of Schools and Divisional Inspectors of School. If these officers were to do their work well, then schools would be better environments for the learners. As some of these services seem non-existent, or are provided in fits and starts, those at the schools, and particularly the teachers, are likely to do their teaching in fits and starts too, thus almost crippling the whole school system. It is small wonder therefore that in many schools from observation, pupils were found sitting under trees, playing in the school fields and others walking away from their schools when they should have been in school.

A school environment where supervision is lax, is not conducive to high academic achievement, and therefore it is inferred that the girls in Lurambi Division are being socialised in a school environment that cannot assure them of achieving high academic standards.

HYPOTHESIS 3: GENERAL LACK OF COMMUNITY SUPPORT

Leaders, who should be in the forefront in organising, say fund drives for schools for the purposes of putting up laboratories and

other buildings, are not doing so, and yet they more than anyone else can attract people to their area to conduct funds drives.

As stated earlier on in this study, the proper implementation of the whole 8-4-4 system of education is very much dependent upon the teaching of practical subjects which require laboratories, workshops, home science rooms, gardens and equipment. Community leaders such as Members of Parliament, district officers and Councillor are seen as individuals who can whip up support for such projects by attracting financially viable people to raise funds for such projects.

School administrators have to curry favour with these leaders for the benefit of their schools. Falling out of favour with, say, a district officer can spell a lot of trouble for not just the individual, but the whole institution that the individual is running.

In this connection, during informal interviews with some of the school heads, it became clear that there are rivalries, suspicions and misunderstandings among leaders, and these spill on to the institutions in the locale. Many heads of schools are transferred before they complete projects they have initiated because of some vengeful community leader. This in itself is a set-back for many projects in this area. There is therefore not much co-operation between schools and leaders, and hence not much support for schools.

There is a lot of undermining of one leader by another, which in turn derails projects. As the researcher learnt from informants, this is because most institutions in the country have been greatly politicised.

HYPOTHESIS 4: Subsistence Economy And its Effects on Academic Achievement.

Lurambi is a rural locale, and rural communities are made up of peasants who are, of course, not homogeneous. Parents are concerned with satisfying the needs of the household rather than with obtaining profits; they produce mainly for their own subsistence or consumption. Their production is not market-oriented (Wolfe, 1966). Lele(1975:82) says that "rural folk thrive on meagre annual incomes based largely on low productivity agriculture, and whose production is mainly subsistence. Incomes are very low and saving potential is very small".

The population of Lurambi bears some of these, if not all of the characteristics just described and because of this, they cannot be expected to generously contribute to the construction of classrooms and other building projects as well as pay school fees and meet all the other needs.

With this knowledge, parents were asked several questions about household possessions, how much land they own, whether they are employed and the kind of employment, the monthly income from their employment, whether they grow certain cash crops and the number of children they have. The answers to these questions were used to determine the type of economy that generally parents in the division.

From a sample of 20 the mean number of children per family is 6.5 which tallies well with earlier studies done on the population of the area. The mean number of hectares is 1.96. This is reasonable land considering that land in Lurambi is not yet as fragmented as in other divisions like Vihiga, Emuhaya and Hamisi.

It has been shown earlier on in this study that the utilization of earnings from sugar-cane (the main cash crop in this area) varies from one household to another and also from season to season since the crop takes over a year to mature, This in itself results in economic inequalities. In addition there are inequalities in the ownership of land and uneven adoption of agricultural innovation.

All these factors can impact on a parent's ability to pay school fees, provide books for use at home and buy all the many other items required by school. And when all these things have to be done for several children in a family which is relatively poor, than girls become doubly disadvantaged both as children of poor or rural families.

HYPOTHESES 5: TRADITIONAL BELIEFS ABOUT GENDER ROLES

What leaders have done to enhance girls' education in their areas was correlated with whether leaders thought girls and boys should learn in the same schools. In fact, in the frequencies, most of the respondents had stated that girls should have their own schools, which is what people want, particularly at secondary school level. In this division, only about two are government maintained girls' schools; the rest of the secondary schools where girls may be admitted are harambee which are invariably co-educational. This expressed view is for many parents, just a wish which may remain just so unless performance improves and girls are selected to provincial schools in other districts or national schools in other parts of the country.

Some of the schools in the division are non-starters. Others operate in fits and starts - they start the year with a handful of pupils and some teachers.

As the year progresses, both the teachers and pupils just fizzle out. As the investigator learnt, this is mainly because of financial difficulties; the pupils cannot pay fees and so are sent away. On the other hand, the community, which is usually the sponsor of such schools, cannot pay the teachers' salaries, so the teachers quit their jobs.

In some school the investigator visited, the secondary section starts each year with a few boys and girls. They even have a secondary school classroom block with two classrooms and a staff room. There were about four young men who said they were university students on long vacation, and had been employed to teach in the school however, they had not received their salaries for two months.

They were hopeful that they would be paid. They had no other place to go for a holiday job so they remained there instead of idling at home.

It is this non-payment of salaries that causes the teachers to leave. Once all the teachers have gone, then the students leave, and this is repeated each year.

5.3 Parents' Perception of Girls

The socialisation process that begins in infancy continues through childhood and adolescence into adulthood to mould boys and girls to cultural images. Boys and girls learn their future roles by imitating their parents and other adult members of the community. They not only learn how to become farmers, doctors, teachers, nurses or whatever, but they also learn to find these occupations attractive or unattractive. Sometimes parents themselves become agents of change by educating their children for the life they believe will be typical in the society. Sometimes young people themselves may take the initiative to reject their parents' world view as inappropriate for their time and attempt to build a different world of life for themselves.

To this end, parents, as primary socialization agents, were asked questions about themselves and their perceptions of their sons vis-avis their daughters. Whereas the variables on the parents' questionnaire could not be used to test all the five hypotheses, they can be used to test the hypotheses that general lack of community support of girls affects the academic achievement of girls.

The answers to the questions " is primary school the highest level of education you attained" and " is primary school teaching the career you would wish for your daughters" were cross-tabulated.

The same question was put to the parents with regard to sons. Medicine was most favoured (50 per cent), followed by university teaching and accountancy tying in the same position. Going by the results of the frequencies, many parents still hold to the old belief that girls should be in what have been described as 'soft', 'empathetic' jobs, while boys take up the traditionally male jobs like medicine.

This supports the two hypotheses that a general lack of community support adversely affects the academic achievement of girls and that the traditional beliefs about gender roles adversely affect the academic achievement of girls. Parents may still wish their daughters to take up the traditionally female careers, but nevertheless, they do want their daughters to attain high academics.

Hypothesis 3

There are certain aspects in which parents are still socialising their daughters differently from their sons. One aspect is in the area of the duties they assign to their children.

Parents stated clearly that the girls are the ones who fetch water, cook, wash and run errands like going to the flour mill or market. Then what do boys do if girls are burdened with most household chores?

One can only surmise that boys are still left to run freely, to go to wherever they want, whenever they want while girls are held tightly to serve by performing most chores.

As for the level of education the parents want their daughters to attain, university is the highest, with 90 per cent saying so. Also for boys, 90 per cent of parents want them to attain university level of education.

There is some variance with regard to careers. Whereas 5 per cent of parents want their daughters to choose medicine as a career, 45 per cent want it for their sons.

Parents are members of the wider society and the latter, since it does not believe in achieving women, makes it difficult for girls. For girls, there is a stack of barriers placed in the way of their achievement.

One family that the investigator observed often may be used to highlight this scenario. In this family there were both boys and girls of primary school age.

On returning from home, the children would eat whatever food there was and after this, the gender differentiation began. The boys would remain at home while the girl went to fetch water from a stream that was about a kilometre away. The mother in the family was a small trader and often went to the nearest market to sell her wares. Meanwhile the boys would get hold of some ball and go to play with other boys in the neighbourhood. On returning from fetching water, the girl would start preparing the evening meal if the mother had not returned.

One day during a casual visit and finding the mother present, this investigator asked her if it was not unfair to let the girl work while the boys played. Her answer was simple and tacit, "well, she has to do those chores. How else would she learn?" The investigator told the mother that boys needed water too; they needed to eat too, so why should they also not learn to perform the chores like the girl? The answer to this was she hoped I had not said anything of the sort to her daughter because that would be undermining her authority and order of running her affairs.

If girls are persistently being singled out and regulated while their male siblings sit around and are able to make their own choices as to what to do with their time, then clearly the girls are not getting the support that they need.

This support would motivate them to work hard at their studies, and hard work would result in good school grades. The tendency to divide the sexes, the systematic differentiation of children on the basis of sex at the family level still exists.

Choices should be openly offered to all who have the interest, and ability; it should not be based on traditional assumptions about the proper spheres of interest and influence of men and women.

In most cases in this division, traditional beliefs about gender roles still hold strong, and therefore the hypothesis is supported. This may be so because parents with low levels of education may not themselves have high aspirations for their daughters. It may also be because of the luck-lustre position that education has assumed in the last few years. Because of this, education may be seen as good only for literacy and numeracy.

Hypothesis 4.

From a sample of 20 the mean number of children is 6.5 which tallies well with earlier studies. The mean number of hectares is 1.96. This is reasonable land considering that land in Lurambi is not as fragmented as in divisions like Vihiga, Emuhaya and Hamisi in the same district. Nevertheless when the amount of land is put against the number of children, it is not much. Families are still fairly large and generally land is little.

This means that much of the crop harvested annually goes to feeding the family, leaving no surplus for sale. In fact from observations and discussions, many families are plagued by food shortages.

At the time this study was being done, there was much activity on the markets in the sale of maize particularly, and other foodstuffs. As this study also employed participant observation, the investigator used to visit market places especially on designated market days. People, (Mostly women) were always waiting for lorries that came each market day to off-load maize from far off places like Trans-Nzoia District.

They would gather at the lorry to purchase bags of maize either individually or in a pool. This maize would then be measured in two kilogram tins and the rate at which it was bought was proof that there was a staple scarcity.

The combination of large families and small pieces of land which do not allow for surpluses are bound to have adverse effects on education, particularly that of girls, whom parents may be relieved to keep at home a little longer while they look for fees.

Also asked of parents was the question as to whether they grew sugar cane, the most important cash crop in the area. 40 per cent of parents said they grew it.

They were also asked whether they grew coffee (a cash crop said to be grown in parts of the division). No parents in the sample said they grew it. Also used to gauge economic status was the kind of employment the respondents were in. 11 out of 20 said they were farmers; four were teachers; five were small traders and one was a preacher.

Most of these occupations bring in small incomes, which are aggravated by the large families, which combine to strain available resources. The potential for savings and investment are as a result, drastically reduced, meaning that very little is released to go towards social services like schools.

A rising school age population can put a strain on available resources which would otherwise go towards building schools and equipping them. It is therefore no wonder that in a number of schools (some of which the investigator visited) there are uncompleted building projects with the existing buildings in a general state of disrepair; therefore subsistence economy in this division has an adverse effect on the academic achievement of girls particularly.

5.4 Teachers' Perception of Girls

Teaching staff, school facilities and the general atmosphere prevailing in a school are all correlates of what may be described as a learning environment. Learning is chiefly the responsibility of schools, and learning is a precious element in life, because it has been seen to enhance one's chances of earning a good living, to deepen and enrich one's personal awareness and understanding. Thus, full education offers one an opportunity to make of oneself everything that one can be, to function in society at the highest level; and attain a higher social status through crossing as many hurdles as one finds within one's ability.

With the above observations in mind, teachers were asked questions relating to their qualifications, their professional training, their length of service in teaching, their perceptions of boys and girls, the methodologies they employ in teaching, which careers they felt were suitable for boys and for girls and other related question. These questions were put to the teachers so that the answers they would provide could be used to test the following hypotheses: Boys and girls are differentially reinforced in their learning; The learning environment at school adversely affects the academic achievement of girls. Traditional beliefs about gender roles adversely affect the academic achievement of girls. The answers to these questions and the results are discussed in the following pages.

Mayer (1970: 2-3) says that:

The effectiveness of a socialising organisation is dependent on its character - the agreed upon social definition of its products. Thus, a community as an organisation to which girls who are being socialist belong has its own views of what boys and girls should be.

The traditional division of labour between men and women is evidently breaking down, and it was with this view in mind that questions were put to teachers to help to determine whether this is also the case in Lurambi. To measure this, teachers, who are also community members, were asked questions about how they perceive girls.

In this respect, community support of girls' education was measured by what the teachers thought are suitable subjects and suitable careers for girls vis-a-vis those for boys.

A qualified teacher is more likely to know what equipment is needed in a laboratory or a workshop and how to operate that equipment than a non-qualified teacher.

In this connection, teachers were asked whether they were trained to teach the subjects they were employed to teach, for how long they had been teaching, the teaching methodologies they employ from nine choices, the number of hours they spent preparing lessons, marking pupils' work, whether parents consult them about their children's progress, what they felt were the courses of poor performance in examinations by their schools, the reasons why pupils leave or drop out of school prematurely, reasons why girls stay away from school, the performance of girls visa-visa that of boys, the subjects and careers which they felt were suitable for girls, and how they motivate their pupils.

Frequency runs were carried out on these variables, whose results are now discussed in the context of the hypotheses.

The socializing function of the school is to transmit certain knowledge and skills to the young. The school also functions to transmit the values of the society in which the school is located. Teachers represent certain values and ideals. Teachers are in positions of authority; they also represent knowledge and educational achievement in their subjects of specialisation. They become models to their pupils, despite the depreciation of their social standing. They stress achievement which is based on the performance in certain subjects.

HYPOTHESIS 1: Differential Reinforcement of Boys and Girls

In an open question, the teachers were asked to state which careers they thought were suitable for girls. When a frequency run was done on this variable, 14 out of 20 or 70 per cent chose teaching. Also 14 or 70 per cent chose secretarial work, four or 20 per cent chose medicine. If these are the opinions of the teachers who teach these pupils and at the end of the school term advise and help them to select their careers or subjects that would place them in the careers, then the inference to make is that girls are being socialised by the school to remain in the traditionally "femine" careers.

When the same were asked to state what careers were suitable for boys, only 2 or 10 per cent chose teaching; 16 or 80 per cent chose medicine and engineering (careers whose basis is scientific). Careers like teaching, secretarial nursing are viewed as "female" since they are judged to be expressive and person-oriented helping, nurturing and empathising. Occupations which require coolness, detachment, analytic minds such as medicine, engineering are seen as male occupations.

It is not therefore surprising that teachers should choose "female" careers for the girls and 'male' ones for boys, since they themselves are part of a wider community which still perceives girls as different from boys with regard to careers.

The subjects suitable for boys and for girls were also determined by the teachers. The subjects one pursues in school, particularly at secondary school, determine what occupation or career one is eventually likely to land in. Again, these teachers tended to lump the girls in the social science subjects whilst boys were given the science based subjects. This trend on the part of teachers does not serve the interests of girls and does not augur well for those girls with abilities that would enable them to study science subjects. It is an unfortunate trend because these are the very teachers who will discourage girls from choosing science-based careers while encouraging boys to do so.

From these two variables, it can be inferred categorically that there is differential reinforcement at the school level by the teachers, the very people who should be in a position to assess the abilities of their pupils and advise them accordingly without regard to gender. A school should be an equalising agent, a place where the full potential of a pupil should be allowed to mature. Since a good number of teachers said girls perform well during the early years of schooling, but slide back as they advance. Some of the girls, according to these same teachers, perform better than boys in the early stages. So what happens later on to make the girls' performance decline?

A question to throw light on what teachers feel causes girls' performance to decline was not put to the teachers. Nevertheless, studies show that on reaching puberty, many girls whose performance was as good as that of boys or even better, begins to slip. Thus, girls are given less encouragement than boys, and as a result their self-images suffer, their academic performance suffers and they appear less dedicated to their education although they will, as has already been said, have entered their disciplines with fairly equal, if not better academic inputs.

Hypothesis 2: The learning Environment at School.

The school is an institution which represents the authority of the society. Teachers may encourage achievement, and upward mobility. On the basis of these beliefs, teachers were asked whether they were trained in the subjects that they teach, what methods they employed in their instruction (from a list of eight) whether their school had facilities and whether the performance of the school was rated poor, satisfactory or good in national examination results.

To the question about training in their subjects, 60 per cent said they were trained; 40 per cent said they were untrained. Ideally, all teachers should be trained in the subjects that they teach. With such training, a teacher would be able to employ varied teaching methodologies that are within his/her ability.

With 40 per cent of the teachers admitting to being untrained, it is highly probable that they employ methods that they saw their teachers use. Even the trained teachers do not seem to use varied and effective methods. For example field trips are rarely organised, but this can be explained by the low economic status of the area. A field trip requires finances, which many poor schools cannot spare. School broadcasts for which only a radio receiver is required is used by only 5 per cent of the teachers in the sample.

On the basis of these findings this study corroborates earlier ones which have found that schools in Kakamega District have many untrained teachers and are poorly equipped, and on this basis, the hypothesis that the learning environment at school adversely affects the academic achievement of girls is retained.

It is not just the qualification of teachers that is of relevance to a conducive learning environment; the attitudes too. To gauge the attitude of the teachers towards their job and the pupils, school staff rooms were perhaps the best places to do this, and on any number of days teachers would be absent or they would come late. One teacher whose class had been allowed to be interviewed by the investigator would have wished for the interview to go on the whole week. When the class was handed back to her she said "Oh, madam you finished so soon. You see when people like you come and take a class from us for a while, it is so restful.

It is such boredom teaching in this school. The work is heavy and the pay so low. The children just do not seem to care much. So do the parents. Where can I find another job? I am stuck in this job and in this school because I have to earn a living."

Teachers were asked to state the subjects they thought were suitable for girls vis-a-vis those for boys. For girls, not surprisingly, the teachers chose those very subjects that have been called "feminine", predominantly arts subjects; while for boys they selected science subjects. As for careers suitable for boys again the teachers chose for them science-based ones such as medicine; girls were lumped mostly in teaching. Why in any name this attitude should persist even at school level is explainable only by the social set-up in the community. People are still as conservative as ever and since communities are made up of people, it follows that the community in Lurambi still perceives girls in age-old terms.

Teachers as both members of the community and as part of the school environment are not encouraging girls to break out of the traditional beliefs about what girls can and cannot study, what they can and cannot become and this is bound to have a debilitating effect on the learning of girls. It is a suitable kind of Prejudice.

This finding is, therefore, in agreement with Kibanza's (1980). Although his study focused on Mathematics achievement, it can be used to generalise for other subjects. Kibanza found that there were differences in achievement in Mathematics - girls consistently achieved lower than boys. He advised that girls should be encouraged so that they too can do well in the subject.

Teachers, brought up in the kind of society that emphasises gender differences, expect different things of boys and girls. The schools where they work are part of a wider social set-up in which sexual divisions are institutionalised as to what is properly male or female.

Even today, as can be seen from the teachers' responses, schools, by virtue of what teachers say, still want to teach boys and girls different things and by extension, to encourage them to choose different occupations because the two are still believed to have different positions and tasks in adulthood.

This study set out to find out how girls are socialised in Lurambi Division and the implications for this socialisation for their academic achievement. It was observed that the family, the school, the community and any other factors unique to Lurambi Division play a significant role in the socialisation and hence, the academic achievement of girls. The study finally makes certain conclusions and recommendations as solutions to the problem investigated.

6.1 CONCLUSION

It was observed that there is no systematic differentiation on the basis of sex, although some teachers and leaders felt that boys and girls should learn in different schools, be taught different subjects, and that boys should enter careers that have been seen traditionally as 'male', like medicine and engineering while girls go into teaching, nursing and secretarial work. It is difficult to see how the school which is manned by teachers who are part of the wider social formation in which sexual divisions are institutionalised could fail to differentiate pupils by sex. And the leaders too. Teachers and parents as socialisation agencies are brought up in the kind of society that emphasises sex differences and expect different things for boys and girls.

It has also been observed that there are factors which deflect girls from choosing careers which command prestige and power like medicine and law and that these factors all spring from the social set up; that socialisation works on girls in such a way that they often choose 'softer' careers.

This study shows that girls want to reach the highest level of education. The tendency for self-defeating consequences of preparing for narrow existing realities was not evident. Their career aspirations are not being channelled into careers which are extensions of female sex roles. They do not want to be concentrated in fields which are extensions of the traditional feminine roles like nursing or fields which have been viewed as proper extensions of femininity.

There is a lack of motivational models for girls in Lurambi. Few women have combined the seeming obligation of their feminine roles with their occupational and professional roles. This failure is a direct consequence of the cultural image of the female sex-role which forms a major impediment in socialization to a new, alternate image; it should be a matter of concern to educators.

Teacher qualification is an important index of the quality of education provided. Lurambi Division has a large share of unqualified/untrained teachers, which factor has a negative effect on academic achievements.

Psychologists have established that the manner in which a subject is taught has a lot to do with how much can be retained, and how much can be retained has a relationship with the methodology used to teach. It has been seen in this study that the teachers interviewed do not employ methodologies that are effective, and this must have adverse effects on retention and hence academic achievement. Teachers, despite their depreciating image, can become important models for some of their students and particularly if they are qualified and teach well. Professional training is a prerequisite to this end.

The guidance and counselling programmes in the schools seem to be non-existent, as many respondents said that they had no counselling teachers or did not know of the existence of such a teacher. It has been seen that the availability of effective counselling programmes generally correlate with school type and quality, with national catchment schools being the most likely to provide effective programmes (Somerset, 1974;196)

Schools represent the values of academic achievement. The inadequacy of the facilities in the schools in Lurambi Division has far-reaching consequences for the academic achievement of girls particularly.

There is therefore a combination of factors which give rise to an adverse learning environment which is not conducive to high academic achievement. There are low quality local schools which lack qualified teachers, adequate facilities and counselling programmes. The lack of facilities such as laboratories for science education had also been pointed out by Eshiwani (1983).

Also observed, was a general lack of community support as measured by such variables as what the community does to support educational projects, what community leaders do to support the schools in their areas and the support parents give to their children. Support or lack of it is like reward and punishment which help to develop a child's personality base, which is subject to subsequent influences. It is a response to a child's needs.

There is equality of educational access, but there are still restrictive stereotypes in the community and outside the school. Such stereotypes of what is natural and acceptable for each sex create subtle barriers to the full development of intellectual abilities even when academic access is unlimited.

A conclusion that traditional views about gender roles still obtain was reached, that even though girls are going to school and competing with boys, there are still structural ambiguities about what the girls' roles should be.

It was observed that the subsistence economy definitely has an adverse effect on academic achievement. This is so because the returns from sugar-cane are not substantial for the various cited reasons, although families which grow sugar-cane should be comparatively better off and better able to meet the cost of education than families which do not grow it. School fees, as a function of the subsistence economy has adverse effect on academic achievement.

In view of the findings, the study concludes that: the school as a socialising agency in Lurambi Division has inadequacies which do not favour high academic achievement; that girls and boys are not differentially reinforced in their learning, at any rate, not as far as teachers are concerned; that there are still aspects of community behaviour which point to the fact that the community is not supportive of education in respect of participation in projects which would enhance academic achievement. Also, the subsistence economy is such that it cannot support education. This is aggravated by the fairly large households, traditional beliefs, which see girls as mothers, wives and housewives.

6.2 RECOMMENDATIONS

It was expected that the study would bring to the fore a problem that may hitherto have existed, but which people are not aware of and that it would suggest solutions to the problem and make recommendations.

In view of this, the following recommendations are made to all those who may be responsible for the socialization of girls and are affected or concerned by or with their academic achievement.

1. The society itself needs to change the way it perceives women. It was seen that girls are thought of as mothers and housewives, while boys are regarded as future leaders, future providers of their families, a view which obscures the reality. The origin of this is in the teaching of the patriarchy and it needs to be changed. The social mythology that has assigned women roles and describes the world and how the genders should experience it, should be discarded.
2. As this study has shown, rural girls and their parents are showing an increasing interest in education. More effort should thus be undertaken to give the rural

female population an opportunity to participate more completely in education, because to offer to girls as well as to men a chance to obtain an education which will enable them to develop and utilise their faculties to the maximum is in effect to work in the clearly understood interest of society. A change in women's position must affect all society in some way.

3. Where formal education has been accepted most readily, there has been the greatest social change which in turn has opened up the way for more formal education. The degree to which change has taken place appears to have an even more profound effect on the education of girls than boys. Parents who were talked to attested to the benefits they are reaping from having educated daughters. Education is considered an investment and where the potential pay-off is considered too small to make the investment worthwhile, or where there is no sense that one is gambling on a good thing, those paying are cautious. This study has shown that it is worthwhile to invest in the education of girls.
4. The distinction between the occupational roles of women and men is what narrows women's visions of what to become.

The early socialisation in the family and the school, should not show girls that they are limited in what they can become. Both boys and girls should be motivated sufficiently to acquire the skills they would need later on to become members of the professions.

5. From the pupils, to the teachers, the leaders and the parents, the picture that emerges of the school is a negative one. A large number of unqualified teachers, combined with lack of facilities just aggravates the whole picture of education in Lurambi, and every effort must be made to alleviate these two problems. It should not be just the well-known, old and big schools that should be assisted in the provision of facilities and qualified teachers. Any child, in any school, in any part of the republic of Kenya needs to be given the chance to develop his/her potential to the full. Therefore the community should be assisted so that their children benefit directly from the educational system, which at the moment they are not doing.

BIBLIOGRAPHY

- Anderson J. The Struggle for the School. London: Longman
1970
- Atkinson, J and Feather, N.
A Theory of Achievement Motivation. New York. John
Wiley and Sons Inc.
- Bailey K.D. Methods of Social Research. New York. Free Press
1977
- Bird, E. & Bird B. Sociological Methods. Chicago. Aldine
1971
- Colony and Protectorate of Kenya
1950 Conference of Women Educationists to Consider
the Beecher Report in Relation to the Education
of African Girls.
- Darwin C. Origin of Species. Cambridge: Harvard University
1964 Press
- Denzin, N.K. Sociological Methods. A Sourcebook. Chicago, Aldine
1970

De Beauvoir, Simone

1968

The Second Sex Translated and edited by H.M. Parschley, 1968. New York. Alfred A. Knopf

De Vaus D.A.

1986

Surveys in Social Research
London. Allen and Unwin,

Epstein, C.F.

1975

Woman's Place: Options and Limits in Professional Careers. Berkeley:University of California Press

Eshiwani, G.S

1975

Sex Differences in the learning of Mathematics Among Kenya High School Students in Kenya Education Review 2 Dec. 1975 pp. 111-119.

1983

Report of the National Seminar on Women's Access to Higher Education in Kenya. Naivasha, Kenya.

1985

Women's Access to Higher Education in Kenya: A Study of Opportunities and Attainment in Science and Mathematics Education. In

Women and Development in Africa. G.S. Were
(Edit.) pp. 91-110.
Nairobi. G. S. Were Press.

Feldman, S. D.

1974

Escape from the Doll's House. New York: McGraw-Hill
Book Company

Ferguson, M.

1983

Feminine Forever - Women's Magazines and the Cult
of Femininity London: Heinemann.

Firestone, S.

1970

The Dialectic of Sex: The Case for Feminist
Revolution New York. W. Morrow and Company,

Fleming, D

1977

Charles Darwin - The Anaesthetic Man. P,
Appleton New York. W. W. Norton,

Folks, G.

1920

Farm Labour versus School Attendance.
American Child 73-89. Vol. 2

Friedan, Betty

1963

The Feminine Mystique. New York. W. W. Norton and
Company

Gateley, I. M.

1971

The Formal Education of African Women and Girls
in Uganda. PhD Thesis, Leeds University.

- Geertz, L.
1958 The Interpretation of Culture: Selected Essays
New York. Basic Books.
- Gethi, A.
1971 Working Paper on Gender. Prepared for United Nations Seminar on the Participation of Women in Economic Life. Libreville, Gabon.
- Gilman, C.
1966 Women and Economics: A Study of the Economic Relation Between Men and Women as a Factor of Social Revolution. New York. Harper and Row,
- Goode, W. J. The Family, New Delhi Prentice-Hall of India
- Gould, W. T. S.
1988 Urban-Rural Return Migration in Western Province, Kenya. African Population Conference Vol 2. pp. 4.1.4 - 4.1.55, Dakar, Senegal.
- Government of Kenya 1979
1979 Population Census, Nairobi, Government Printer.
1978 Kenya Fertility Survey.

Gutto, S. B. O

1976

The Status of Women in Kenya: A Study of Paternalism, Inequality and Underprivilege
Discussion Paper No. 235, Institute of Development Studies, University of Nairobi.

Harper, W. M.

1977

Statistics Bungay, Macdonald and Evans

I.L.O

1971

Labour-Force Projections 1966-1985 Part II:
Africa Geneva, International Labour Office

1972

Employment, Income and Equality: A Strategy for
Increasing Productive Employment in Kenya, Geneva
ILO office.

1986

Youth Employment and Youth Employment Programmes
in Africa - A Comparative Sub-regional Study
The Case of Kenya. Geneva, ILO.

Janeway, E.

1971

Man's World, Woman's Place: A Study in Social
Mythology. New York. W. Morrow and Company

Kariuki, P.

1976

Parental Influences Upon Student's Educational
and Occupational Aspirations MA. Thesis,
University of Nairobi.

Kenya National

1971

Examinations Council The CPE Newsletter
Nairobi Government Printer.

Kibanza, N. M.

1980

A Study of Some Factors Associated with
Performance in Mathematics M.A. Thesis,
University of Nairobi.

King, K.

1976

Jobless in Kenya: A Case of Educated Unemployed
in Nairobi. Bureau of Education Research
Monograph Series No. 1, University of Nairobi.

Kinyanjui, K

Regional and Class Inequalities in Provision of
Primary Education in Kenya, 1968-73. A paper
submitted to the Harvard Graduate School of
Education.

Krystall, A.

1973

The Education of Women Since Independence.
Bureau of Education Research, University of
Nairobi.

- Lele, Uma
1975 The Design of Rural Development Washington,
D.C, World Bank.
- MacCoby, E.E & C. N. Jacklin
1975 The Psychology of Sex Differences Stanford:
University Press
- Maehr, M. L.
1974 Socio-Cultural Origins of Achievement Belmont,
California. Wadsworth Publishing Coy
- Maleche, A. J.
1961 Sociological and Psychological Factors Favouring
or Hindering the Education of African Girls in
Uganda. In East African Institute of Social
Research. Makerere College, Kampala. Pp 1-11.
- Margolis, N. L Mothers and Such: Views of American
Women and Why They Changed. Berkeley University
of California Press.
- Maundu, J. N.
1988 A Study of the Relationship between Kenya
Secondary School Pupils' Need to Achieve and their
Performance in School Subjects. M.Ed Thesis,
University of Nairobi.

- Mathews, G.
1987 Just a House Wife: The Rise and Fall of Domesticity in America New York, Oxford University Press.
- Mbilinyi, J. M.
1969 The Education of Girls in Tanzania: A Study of Attitudes of Tanzanian Girls and their Fathers Towards Education Institute of Education, University College, Dar-es-Salaam
- 1971 Struggles Concerning Sexuality Among Female Youth, Institute of Education, University of Dar-es-Salaam.
- McIntire, R.
1918 Effects Agricultural Employment Upon School Attendance. Elementary School Journal, 533-543.
- Mead, M.
1950 Sex and Temperament in Three Primitive Societies New York. Morrow & Coy,
- Mill, J. S.
1869 The Subjection of Women. In Sue Mansfield AHM Publishing Company Arlington Heights Classics, New York. An Essay.

Ministry of Education Annual Reports Nairobi Government Printer.

1971

1972

1973

1974

1975

Moser, C. A and Kalton, G.

1971 Survey Methods in Social Investigation London,

Heinemann.

Musgrave, P. W.

1965

The Sociology of Education, London: Methuen.

Mwaniki, M. K.

1973

The Relationship Between Self Concept and Achievement in Kenyan Pupils PhD Thesis, Stanford University.

Njoku, E. E.

1980

The Dawn of African Women New York and London: Scarecrow Press.

Nkinyangi, J. A.

1980

Socio-Economic Determinants of Repetition and Early School Withdrawal at the Primary School Level and Their Implications for Educational Planning in Kenya.

- Nyerere, J. K.
1967 Education for Self-Reliance. Government Printer,
Dar-es-Salaam
- 1974 Education Must Liberate Man. Government Printer,
Dar-es-Salaam.
- Obura, A Changing Images Nairobi, Acts Press
- Ogburn, W. F. Sociology Boston: Houghton Mifflin
1950
- Olenja, J.
1990 The Role of Women in Health Care in Kakamega
District. In Women and Development in Kenya: A
Case Study of Kakamega District. G.S Were (Edit)
Nairobi, G. S. Were Press.
- Olson, J. B. Educational Change in Kenya: 1961-1968
PhD Thesis, University of Chicago.
- Onyango P. & Male, D.
1984 The Sociology of the African Family. London
Longman.
- Plato "The Republic" for Today: Selected and
Translated with an Educational Commentary by W.
Boyd. London, Heinemann.

- Reavis, G. H. "Factors Controlling Attendance in Rural Schools"
 1920 Columbia University Teachers' College
 Contributions to Education, No. 106
- Rich, A
 1976 Of Woman Born: Motherhood as Experience and
 Institution. New York W. W. Norton and Company,
- Robertson, C.
 1985 A Growing Dilemma: Women and Change in African
 Primary Education 1950-1980. In Women and
 Development in Africa Nairobi, G.S. Were Press,
- Rousseau, J. J
 1971 Education - Psychology Reprint New York. AMS
 Press,
- Scott, A. F Making the Invisible Woman Visible. Urbana and
 Chicago, University of Illinois Press
- Sharma, R. C and C. L. Sapra
 1971 Wastage and Stagnation in Primary and Middle
 School in India. New Delhi, National Council of
 Education Research and Training
- Sifuna, D. N.
 1973 European Settlers as a Factor Influencing
 Government Policy and Practice in African
 Education in Kenya 1900-1962. Faculty of
 Education, University of Nairobi.

- Sivard, R. L.
1985 Women: A World Survey. World Priorities.
Washington, D.C
- Smart, C. & Smart, B.
1978 Women Sexuality and Social Control London.
Routledge and Kegan Paul,
- Smith, J. S.
1973 The History of Alliance High School London,
Longman.
- Smock, A. S.
1973 Women's Education and Roles in Kenya Working
Paper No. 316, IDS, university of Nairobi.
- 1977 Education and Family Decision Making. Working
Paper IDS, University of Nairobi.
- 1974 Educational Aspirations of Fourth Form
Pupils in Kenya. Conference Paper,
Dar-es-Salaam.
- Spencer H.
1875 The Study of Sociology New York, D. Appleton
- Souhani, D.
1986 A woman's Place: The Changing Picture of Women
in Britain. London, Penguin.

- Suda, C.A
 1990 Division of Labour by Gender and Age in Women and Development in Kenya pp. 39-55
 Institute of African Studies,
 University of Nairobi.
- UNESCO
 1985 Access of Girls and Women to Education in Rural Areas: A comparative Study.
- Webster's Third New International Dictionary
 1961
- Were, G.S
 1985 Women and Development in Africa Nairobi, G.S Were
 Press,
- 1990 Women and Development in Kenya: Kakamega District Institute of African Studies,
 University of Nairobi.
- Wipper, Audrey
 1970 The Women's Equal Rights Movement in Kenya
 University of Nairobi.
- Wolfe E.
 1966 Peasants, Englewood Cliffs, N.J.: Prentice Hall

APPENDIX 1

QUESTIONNAIRE FOR PUPILS

1. My location.....
2. Sex 1. Male.....
2. Female.....
3. I am a boarder.....
I come to school daily.....
(Tick whichever applies to you).
4. How old were you on your last birthday?
I wasyears old.
5. How many children are there in your family?
We are children (including yourself)
6. How many sisters?
I have.....sisters.
7. How many brothers?
I have brothers.
8. Is your father living or dead?
1. Living..... 2. Dead.....

If your father is dead who pays your school fees?

- 1. Mother.....
- 2. Guardian.....
- 3. Brother/Sister.....

9. If your fees are paid by guardian, what is your relation to this person?

- 1. Older brother or sister.....
- 2. Uncle or Aunt.....
- 3. Cousin or niece
- 4. Other (specify).....

10 What is your father's occupation?

Write down all the things your father does.

If your father is dead, describe the work of the person who pays your school fees.

11 What is your mother's occupation?

Occupation..... Place of work.....

12 How many acres (hectares) of land does your family own?

.....

13 Do you grow any of this crops?

- | | | |
|---------------|-------------|------------|
| a) Coffee | 1. Yes..... | 2. No..... |
| b) Tea | 1. Yes..... | 2. No..... |
| c) Cotton | 1. Yes..... | 2. No..... |
| d) Sugar Cane | 1. Yes..... | 2. No..... |

14. Does your family own any of these items?
- a) Bicycle 1. Yes..... 2. No.....
 - b) Record
 Player 1. Yes..... 2. No.....
 - c) Motor-car 1. Yes..... 2. No.....
 - d) Motor-bike 1. Yes..... 2. No.....
 - e) Television 1. Yes..... 2. No.....
 - f) Radio 1. Yes..... 2. No.....
 - g) Tape
 Recorder 1. Yes..... 2. No.....

15. What is the highest level of education attained by your closest relative? (male or female)
- Male relative.....
- Female relative.....

16. State whether you have ever been sent away from school for any of the reasons given below:
- a) Failure to pay school fees.....
 - b) Lack of school uniform.....
 - c) Failure to bring certain items required by the school
.....

17. Show by (Yes) or (No) if you have ever missed school because your parents needed your assistance at home.
- a) help in the house 1. Yes..... 2. No.....
 - b) help in the business
 1. Yes..... 2. No.....

Farmer

Lawyer

Secretary

Clergyman

Doctor

University Professor

High School Teacher

Writer

Primary School Teacher

Policeman/Woman

University Lecturer

23. Which one of the above jobs would you like to do for living?
.....

24. Which subject (s) do you think will help you train for this
job?
.....
.....
.....

25. Which level of education, do you think, is sufficient for
this job of your choice?.....

26. Tick the following comments as they appropriately reflect your
parents'/guardians' interest and support for your education:

a) They promptly pay school fees, buy uniforms and provide
other items and materials required by the school.

i) Agree.....

ii) Disagree.....

- b) They buy me books (other than textbooks) for use at home.
 - i) Agree.....
 - ii) Disagree.....
- c) They help me do homework or they provide private coaching.
 - i) Agree.....
 - ii) Disagree.....
- d) They express concern when I get poor marks in school.
 - i) Agree.....
 - ii) Disagree.....

27. Show your agreement or disagreement with the following statements:

- a) Through their comment and assistance, my teachers are very interested/not interested in my education and progress.
 - i) Very interested.....
 - ii) Interested.....
 - iii) Not Interested.....

28. Can you name a woman/man whom you would like to be like.

29. Can you say why you would like to be like this woman/man

30. How did you come to know about this woman/man?
- i) Through the radio.....
 - ii) Through the television.....
 - iii) By reading a newspaper/magazine.....
 - iv) Through other people.....

31. Name a newspaper/magazine which you have read in the past week.....

Do you have any additional comments.....

32. Show by a tick () what type of school you attend.
- a) Government maintained and assisted.....
 - b) Government assisted (only teachers are provided by the government)
 - c) Harambee.....
 - d) Private.....

33. Is this the school you applied to when you sat for KCPE?
 Yes..... No.....

If not, why did you come to this school?.....

34. Do you like your present school?
 Yes..... No.....

If not, state why you do not like your school.

35. State by writing 'Yes' or 'No' whether your school has any of the following facilities:

- a) Science Laboratory.....
- b) Workshop
- c) Library
- d) Home Science Room
- e) School Garden

36. a) Does your school have piped water?

b) If your school does not have piped water, where do you get water from?

i) Nearby river or stream?.....

ii) Borehole?

37. a) Were you ever made to repeat standard seven or eight by:

i) Your parents.....

ii) The teachers.....

b) Why were you made to repeat?

.....

.....

.....

38. Show by a tick who encourages you, motivates you the most in your learning.

a) My teachers

b) My parents

c) My peers (other boys and girls)

39. Which of these two is of greater importance to you.
- a) Getting as much education as I can.....
 - b) Getting married while still young, having children and taking care of my family.....

40. Of these two types of women which one does your society/ community respect and admire more?
- a) Those who spend much of their time getting educated
 - b) Those who leave school early, get married and start families.....

41. a) In a paragraph or two, write down how your community perceives girls.
-
-
-

- b) In a paragraph or two, write down how your community perceives boys.
-
-
-

42. Do the activities you have at school (both curricular and extra curricular) make school life exciting and interesting to you?
- Yes.....No.....

43. a) Of the skills you learn at school (e.g. woodwork, beadwork, basketry, puppetry, needlework etc) which one(s) do you think will enable you to be employed or self-employed as soon as you leave school?

b) How often do you have practicals in the following subjects?

Biology	Chemistry	Physics
Often.....
Rarely.....
Sometimes.....
Never.....

44. Do you have a guidance and counselling teacher in your school?

Yes..... No.....
 Don't know.....

If your answer is yes, what are her/his specific duties?

APPENDIX 2
QUESTIONNAIRE FOR TEACHERS

1. Name of school.....
2. Location of School.....
3. Sex 1. Female..... 2. Male.....
4. Age.....

5. Please indicate how much formal training you have had.

Tick () only your highest qualifications

- | Untrained (UT) | Trained |
|----------------------|---------------------------|
| 1. CPE..... | 6. P4..... |
| 2. KJSE..... | 7. P3..... |
| 3. EACE (KCE)..... | 8. P4..... |
| 4. EAACE (KACE)..... | 9. P1..... |
| 5. Degree..... | 10. SI..... |
| | 11. Trained Graduate..... |

6. For how many years, including the present year, have you been teachingYears.

7. For how many years, including the present one, have you been teaching in this school?.....

8. Which subjects do you teach?.....

9. Were you trained to teach these specific subjects?
Yes.....No.....

10. How many hours per week do you spend preparing lessons?
.....hours per week.

11. How many hours per week do you spend marking exercise books or tests?
..... hours per week.

12 Indicate how often you use the following in your instruction.
 Tick only one box for each type.

	Regularly	Sometimes	Rarely	Never
Textbooks
Supplementary Printed Material
Small Group Work
Audio-visuals (Films, Slides)
School broadcasts
Field trips or special Projects
Discussion
Questioning

13. How often do pupils' parents consult with you regarding their children's education?

1. Often..... 2. Sometimes.....
 3. Rarely..... 4. Never.....

14. Do you feel that the pupils' parents are generally supporting their children's education?

1. No, most parents consider schooling a waste of time

 2. There is neither resistance nor support.....
 3. There is support but it is never expressed in action

- 15 How often do you assign extra reading to the pupils?
1. Often..... 2. Sometimes.....
 3. Rarely..... 4. Never.....
- 16 Do you give extra attention to the slow learners to catch up with other pupils?
1. Often..... 2. Sometimes.....
 2. Rarely..... 4. Never.....
- 17 Do you think these reasons are important in explaining why pupils prematurely leave school?
1. Yes..... 2. No.....
- B. Lack of School fees
1. Yes..... 2. No.....
- C. Lack of opportunity for secondary school place upon completion of KCPE
1. Yes..... 2. No.....
- D. Disillusionment with future employment possibilities.
1. Yes..... 2. No.....
- E. Distance from home to school.
1. Yes..... 2. No.....
- F. Lack of encouragement in the home.
1. Yes..... 2. No.....
- G. Poor adjustment to school.
1. Yes..... 2. No.....

18. What is your perception of the pupils in this school?

They are:

a) Lazy.....

b) Hard working.....

c) Any other.....

19. When pupils stay away from school, what do they say are the reasons for missing school?

Boys.....

.....

Girls.....

.....

20. What are the causes of school drop-out in your school?

Boys.....

.....

Girls.....

.....

21. How do you motivate pupils to work hard?

.....

.....

.....

22. Which careers do you think are suitable for girls?

.....

.....

.....

23. Which careers do you think are suitable for boys?

.....
.....
.....

24. What subjects in the school curriculum do you think are suitable for girls?

.....
.....

25. Generally, what is the performance of girls in relation to boys in this school?

.....
.....
.....

26. Do you have any other comments?

.....
.....
.....

27. Show by a tick what the performance of your school in national examinations is:

- a) Very good.....
- b) Good.....
- c) Average.....
- d) Poor.....
- e) Very poor.....

28. If your school's performance is poor, are these some of the reasons?

- a) Lack of facilities (e.g. laboratories, workshops etc)
.....
- b) Lack of discipline on the part of Pupils.....
- c) Lack of supervision by Ministry of Education, TSC
.....
- d) Laxity on the part of the head teacher.....
- e) Laxity on the part of the teachers.....

29. Do the pupils in your school face any of the following problems?

- a) Smoking.....
- b) Drinking.....
- c) Drug abuse.....
- d) Truancy.....
- e) Absenteeism.....
- f) Teen-age pregnancies.....

(List as many as you can)

30. What steps does the school take to deal with these problems?
.....
.....
.....

APPENDIX 3

INTERVIEW SCHEDULE FOR PARENTS

1. My location is.....
2. I am 1. Female.....
2. Male.....
3. What do you do for a living?
I am a.....
(List all the things you do to earn your living)
4. What is the highest level of education you attained?
.....
.....
5. How many acres (Hectares) of land do you own?
I have acres (Hectares)
of land.
6. Do you grow any of these crops?
 - a) Coffee 1. Yes..... 2. No.....
 - b) Tea 1. Yes 2. No.....
 - c) Cotton 1. Yes 2. No.....
 - d) Sugar Cane 1. Yes..... 2. No.....
7. Do you own any of these items?
 - a) Bicycle 1. Yes..... 2. No.....
 - b) Record Player 1. Yes..... 2. No.....
 - c) Motor-car 1. Yes..... 2. No.....
 - d) Motor-bike 1. Yes..... 2. No.....
 - e) Television 1. Yes..... 2. No.....

f) Radio Cassette 1 Yes..... 2. No.....

g) Tape Recorder 1 Yes..... 2. No.....

8. How many children do you have?

I have children.

9. What is the highest level of education you would like your daughter(s) to attain?

.....
.....
.....

10 What is the highest level of education you would like your son(s) to attain?

.....
.....
.....

11 From among these careers, select the one you would like for:

- a) Your daughter.....
- b) Your son.....

Nursing

Primary school teaching

University teaching

Medicine

Secondary school teaching

Farming

Clerical work

Accountancy

(You may write down any other that you know but which is not in the list)

12. As a parent, what do you think is more important for your daughter(s).

- a) Getting a good education.....
- b) Preparing for marriage.....

13. Do you think your daughter's education should:

- a) Benefit herself.....
- b) Benefit other people.....

14. What duties do you assign to your:

- a) Son(s) during holidays?

.....
.....

15. What duties do you assign to your:

- Daughter(s) during holidays

.....
.....

15. Besides paying school fees and providing other items required by schools, in which other way do you motivate your daughter to do well in school?

.....
.....
.....

APPENDIX 4

INTERVIEW SCHEDULE FOR LEADERS (CHIEFS, ASSISTANT CHIEFS,
COUNCILLORS, MP, DC, ETC)

1. Do you think the number of girls' schools in this division is adequate?

.....
.....
.....

2. Of the girls' schools that exist, do you think they have adequate facilities like laboratories, classrooms, workshop etc?

.....
.....
.....

3. As a leader in this division, what have you done to enhance girls' education?

.....
.....
.....

4. How often do you visit the schools in your division to see what is going on?

Never

Often.....

Occasionally.....

5. Have you ever organised of a funds drive or been a guest of honour at any of these schools in your division?

1. Yes..... 2. No.....

6. What are the major hindrances to girls' education in this area?

.....
.....

7. What are the reasons for poor performance of the schools in this division in national exams?

.....
.....

8. What should be done to improve the performance?

.....
.....

9. In your opinion should girls and boys be taught the same subjects or different ones?

Different Subjects 1. Yes.....2. No.....

Same Subjects 1. Yes.....2. No.....

10. Should girls and boys learn in the same schools or different schools?

Different schools 1. Yes.....2. No.....

Same schools 1. Yes.....2. No.....

11. Would you like your daughter/son to go to one of the schools in this division?

1. Yes..... 2. No.....

12 What projects have been completed in this division since the inception of 8-4-4 system of education?

.....
.....

13 Are there any projects which have been uncompleted?

.....

14 Of the uncompleted projects, what are the causes?

.....
.....
.....

Thank you for your co-operation