DIFFERENCES IN FATHERS’ AND MOTHERS’ VALUE AND EXPECTATIONS OF BOYS AND GIRLS IN MATHIOYA DIVISION, MURANG’A DISTRICT

BY

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A thesis submitted in partial fulfilment for the Degree of Master of Education (Educational Psychology), Kenyatta University.
DECLARATION

This thesis is my original work and has not been presented for a degree in any other University or any other award.

Signed Agnes Muthoni Gitere
Date 21st August 2021

We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

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This thesis is dedicated to my husband, Josphat Ngonyo with very sincere appreciation.
I am greatly indebted to many individuals whose contribution, help, encouragement and support were instrumental to the completion of my thesis.

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ABSTRACT

Researchers of gender identification and gender-role formation have consistently observed that during early age period, children begin to develop a set of attitudes and behaviors organized around concepts of male and female. Research shows that parents treat children based on gender in early childhood and they usually interpret children’s behaviour in a gender stereotyped manner. They have different values and expectations of gender role behavior of boys and girls, and this has been found to have a strong impact on the child’s development of a sense of self and self esteem. It also influences how children perceive themselves as males and females and this limits their opportunities. Research also shows that parents have different value and expectations of boys and girls and for their own sons and daughters.

The aim of this study was to explore differences in parents’ traditional value and expectations of boys and girls. Specifically, this study was carried out to establish whether there are differences in fathers’ and mothers’ traditional value and expectations of gender stereotyped behavior of boys and girls.

An ex post facto design was used in this descriptive study. The subject variable was the gender of the parents, while the independent
variables was gender of the pre-school children. The dependent variables were; value and expectations

The study was carried out in Mathioya Division of Muranga District. The subjects of the study were 30 fathers and 30 mothers who were parents of 60 pre-school children. A multiple tier sampling procedure was used to derive the sample. Three pre-schools were randomly selected and then 10 boys and 10 girls were also randomly selected from each pre-school, their fathers’ or mothers’ participated in the study.

Fathers’ and Mothers’ Value Questionnaire and Expectations Questionnaires were used to gather information from fathers’ and mothers’ on the traditional value and expectations of gender stereotyped behaviour they have of boys and girls, respectively. The t-test was used to determine whether two means were significantly different at alpha=0.05 level of significance for all the null hypotheses stated.

The findings of the study were:

- There was no significant difference between fathers’ and mothers’ traditional value of boys.
- Fathers’ traditional value of girls was significantly higher than the mothers’ traditional value of girls. The main area of difference was
in the instrumental value. The data revealed that, mothers’ instrumental value of girls was lower than fathers’ instrumental value of girls.

- Fathers’ traditional value of boys was significantly higher than that of girls.
- Mothers’ traditional value of boys was significantly higher than that of girls.
- There was a significant difference in fathers’ expectations of boys and girls in gender stereotyped behaviors. Fathers’ had high expectations of boys behaving better in boys’ stereotyped behavior, and girls behaving better in girls’ stereotyped behavior.
- There was a significant difference in mothers’ expectations of boys and girls in gender stereotyped behaviors. Mothers’ had high expectations of boys behaving better in boys’ stereotyped behavior, and girls behaving better in girls’ stereotyped behavior.
- Fathers’ expectations of boys in gender stereotyped behavior was not significantly different from that of mothers’.
- Fathers’ expectations of girls in gender stereotyped behavior was not significantly different from that of mothers’.
- The major reasons parents indicated for preferring boys more than girls were:
  1. Boys usually assure their parents of the continuity of the family name more than girls.
2. When boys grow up, they contribute to the development of the community more than girls.

3. Boys will inherit their father's land and property unlike girls.

4. Sons provide security at home, more than girls.

From the findings of the study it was established that fathers' and mothers' value boys more than girls, and they expect boys and girls to behave in a gender stereotyped manner. The study revealed that fathers value girls more than mothers do. Mothers regard the psychosocial and instrumental contributions that girls give to parents as less, compared to the cost of bringing them up.

This study is important in relation to the value of children and gender role development. Recommendations were made for parents, teachers, policy makers, and researchers. Specifically:

- The study revealed that parents in this community had a low value of girls. This could explain why women's roles have been found to be typically of lower status than that of men. It is therefore important for parents to be made aware that the way they value and treat boys and girls influences how they perceive themselves and their future behavior. Parents can be made aware of this through training in educational programs, seminars and workshops.
• Trainers of teachers and trainers of trainers should stress to their students that both genders are equal though different.

• Teachers should realize that they greatly influence children's behavior thus they should not reinforce gender-stereotyped behavior but instead reinforce cross-gender behavior. This would ensure that the children will adopt cross gender behavior and this could reduce differences in intellectual performance.

• Educational policy makers should promote gender equality. They should ensure that women have equal chances as men in the areas of training and promotions.

• Curriculum developers should consider ensuring that males and females are not presented in gender stereotyped manner. Ensuring that textbooks do not portray females as doing certain tasks only or males doing different roles from females is important. This will ensure that boys and girls are not socialized in a traditional gender stereotyped way that limits their opportunities and progress.

• Further research should be conducted in another environment, particularly in urban settings. This should use fathers' and mothers' from same family unit, and should focus on factors such as age, educational level, occupation, and socio-economic status. This study only focussed on selected variables while others need consideration.
TABLE OF CONTENTS

Page

Declaration................................................................. (i)
Dedication................................................................. (ii)
Acknowledgement......................................................... (iii)
Abstract ............................................................................. (v)
Table of Contents.......................................................... (x)
List of Tables...................................................................... (xiii)
List of Figures...................................................................... (xiv)

CHAPTER ONE: INTRODUCTION

1.1.0 Background of the study ........................................... 1
1.2.0 Statement of the problem......................................... 7
1.3.0 Purpose of the study................................................ 9
1.4.0 Objectives of the study............................................ 10
1.5.0 Assumptions of the study....................................... 11
1.6.0 Significance of the study....................................... 11
1.7.0 Scope and limitations of the study.......................... 14
1.8.0 Definitions of terms.............................................. 15

CHAPTER TWO: LITERATURE REVIEW

2.0.0 Introduction............................................................. 19
2.1.0 Theoretical Framework............................................ 20
2.1.1 Psychoanalytic Approach....................................... 20
2.1.2 Cognitive Developmental Theories.......................... 22
2.1.3 Gender Schema Theory......................................... 23
2.1.4 Social Learning Theories....................................... 24
2.2.0 Empirical Evidence of the Influence of Parents in the Socialisation of Gender Roles.................... 27
2.2.1 Parents' Expectations of Boys and Girls.................. 28
2.2.2 Expectations Effects............................................. 31
2.2.3 Value of Children................................................ 34
2.2.4 The Value of Kenyan Children to their family Members.................................................. 36
2.3.0 Some Factors that Influence parent's Value and Expectations of Children............................. 40
2.4.0 Conceptual Framework......................................... 42
2.5.0 Research Hypotheses............................................. 46
CHAPTER THREE: METHODOLOGY

3.0.0 Introduction ................................................. 47
3.1.0 Research design .................................................. 47
3.2.0 Variables and Statistical Hypothesis ......................... 48
3.3.0 Population and Sample ......................................... 50
3.3.1 Sampling Procedure ........................................... 51
3.3.2 Pilot Study ..................................................... 52
3.4.0 Instrumentation .................................................. 53
3.4.1 Value Questionnaire ........................................... 54
3.4.2 Expectations Questionnaire .................................... 56
3.5.0 Data collection .................................................. 57
3.5.1 General Data Collection Methods ............................. 57
3.5.2 Specific Data Collection Method ............................. 57
3.6.0 Data Analysis ................................................... 58

CHAPTER FOUR: RESULTS

4.0.0 Introduction ..................................................... 63
4.1.0 Descriptive Statistics .......................................... 63
4.1.1 Fathers' and Mothers' Value Patterns of Boy and Girls .... 63
4.1.2 Net Value in all Areas-General Value ......................... 65
4.1.3 Net Value in Specific Areas .................................... 66
4.1.4 Parents' Explanation of their Different Values of Boys and Girls .................................................. 70
4.2.0 Fathers' and Mothers' Expectations of Boys and Girls in Gender Stereotyped Behaviour ..................... 76
4.3.0 Statistical Analysis .............................................. 78
4.3.1 Fathers' and Mothers' Traditional Value of Boys .......... 78
4.3.2 Fathers' and Mothers' Traditional Value of Girls ........... 79
4.3.3 Fathers' Traditional Value of Boys and Girls ............... 80
4.3.4 Mothers' Traditional Value of Boys and Girls ............... 81
4.3.5 Fathers' and Mothers' Expectations of Boys in Boys' Stereotyped Behaviours ........................................... 82
4.3.6 Fathers' and Mothers' Expectations of Girls in Girls' Stereotyped Behaviours ........................................... 83
4.3.7 Fathers' and Mothers' Expectations of Boys in Boys' Stereotyped Behaviours ........................................... 84
4.3.8 Fathers' and Mothers' Expectations of Girls in Girls' Stereotyped Behaviours ........................................... 85
4.3.9 Fathers' Expectations of Boys and Girls in Gender Stereotyped Behaviours ........................................... 86
4.4.0 Mothers' Expectations of Boys and Girls in Gender Stereotyped Behaviours ........................................... 88
CHAPTER FIVE: DISCUSSION

5.0.0 Introduction ................................................................. 90
5.1.0 Discussion of the Results .............................................. 90

5.1.1 Fathers' and Mothers' Traditional Value of Boys and Girls ......................................................... 92
5.1.2 Fathers' and Mothers' Expectations of Boys and Girls in Gender Stereotyped Behaviours ..................... 94

5.2.0 Implications of these Findings ....................................... 96
5.2.1 Implications for Parents ................................................... 96
5.2.2 Implications for Teachers ................................................ 97
5.2.3 Implication for Teacher Trainers ...................................... 98
5.2.4 Implication for Curriculum Developers .......................... 98
5.2.5 Implications for Educational Policy Makers .................... 98
5.3.0 Recommendations ........................................................... 99
5.3.1 Recommendations for Parents ......................................... 99
5.3.2 Recommendations for Teachers ....................................... 100
5.3.3 Recommendations for Teacher Trainers .......................... 100
5.3.4 Recommendations for Curriculum Developers ............... 101
5.3.5 Recommendations for Educational Policy Makers .......... 101
5.3.6 Recommendations for Further Research ......................... 102

References ........................................................................ 103

Appendix A: Questionnaire ................................................. 109
Appendix B: Questionnaire ................................................... 112
Appendix C: Questionnaire ................................................... 114
Appendix D: Questionnaire ................................................... 117
Appendix E ........................................................................ 119
Appendix F ........................................................................ 120
# LIST OF TABLES

| Table 1 | Parents' perceived value of children | 37 |
| Table 2 | Sampling Design | 52 |
| Table 3 | Frequency and percentage of parents with negative, mixed, and positive traditional value scores of boys and girls | 64 |
| Table 4 | Net Value of boys and girls in all areas | 66 |
| Table 5 | Fathers' and Mothers' psychosocial and instrumental costs and benefits of boys and girls | 68 |
| Table 6 | Mean scores of Fathers' and Mothers' expectations of boys and girls in boys' stereotyped behavior and girls' stereotyped behavior | 77 |
| Table 7 | Mean score and t-value of fathers' and mothers' value of boys | 78 |
| Table 8 | Mean score and t-value of fathers' and mothers' value of girls | 79 |
| Table 9 | Mean scores and t-value of fathers' value of boys and girls | 80 |
| Table 10 | Mean scores and t-value of mothers' value of boys and girls | 81 |
| Table 11 | Mean test scores and t-value of fathers' and mothers' expectations of boys in boys' stereotyped behavior | 82 |
| Table 12 | Mean test scores and t-value of fathers' and mothers' expectations of girls in boys' stereotyped behavior | 83 |
| Table 13 | Mean test scores and t-value of fathers and mothers expectations of boys in girls' stereotyped behavior | 84 |
| Table 14 | Mean test scores and t-value of fathers' and mothers' expectations of girls in girls' stereotyped behavior | 85 |
| Table 15 | Mean score and t-value of fathers' expectations of boys and girls in boys' stereotyped behavior | 86 |
| Table 16 | Mean score and t-value of fathers' expectations of boys and girls in girls' stereotyped behavior | 87 |
| Table 17 | Mean score and t-value of mothers' expectations of boys and girls in boys' stereotyped behavior | 88 |
| Table 18 | Mean score and t-value of mothers' expectations of boys and girls in girls' stereotyped behavior | 89 |
LIST OF FIGURES

Figure 1  A model conceptualising differences between mothers' and fathers' value and expectations of children by gender.................................44
CHAPTER ONE

INTRODUCTION

1.1.0 Background of the study

Researchers in gender identification and sex-role formation have consistently observed that at a very early age, children begin to develop a constellation of attitudes and behaviours organised around concepts of male and female. How early these attitudes develop, the methods of transmission and the nature of the development of these behaviours have been of major interest to child development researchers in recent decades.

In most societies in the world, the home and the family are the most powerful social entities for transmitting values and shaping behaviours of children. Children’s learning begins at birth and continues during infancy and early childhood serving as a strong preparation for schooling. The role of parents and other caregivers is especially important in fostering the social, intellectual, emotional, and physical characteristics that enhance children’s later learning, both in school and in life. In addition, parents individually and collectively provide the opportunities given to the children (Bellany, 1999).
Research done in USA by Sroufe and Cooper (1988) has further shown that what parents feel about the “nature” of men and women will influence the subsequent behaviour of their child. Families help to shape the personalities that children develop through the value they have for them and behavioural expectations.

In America, Jay (1999) found that children are valued because of the gratification they give to parents. Parents feel excited because of the academic achievement of their children and the bond they give them. In the African traditional society, children are especially valued for their economic contribution to the family and the society at large. Boys and girls are valued for different reasons. Boys are preferred because they carry on the family name, inherit the family property, are heirs, and are insurance for old age. Girls are preferred because they help with household chores and contribute to the family wealth through the payment of bride price at marriage (Kilbride & Kilbride, 1982).

However, research by Chege (1993), Basow (1992), and Hoffman (1977) revealed that sons are more preferred than daughters are. This preference for boys to girls at family level has been found to influence the society to produce more educated males than females especially at post primary level. In addition, inequality among the children in the family
created by the traditions and value systems in a society makes it very difficult for women to play their role effectively (Omari & Mbilinyi, 1996).

Research (Leinbach & Fagot, 1992) has also shown that fathers and mothers treat children differently on the basis of their sex. They expect boys and girls to think and behave differently although the extent varies between different societies. Beal (1994) indicated that different parental expectations for children lead to limiting opportunities for boys and girls, ignoring talent and perpetuating unfairness in the society. Sherman and Wood (1982) indicated that as long as beliefs such as, women and men are very different are widely held, girls and boys will grow up to be different from each other in just the ways expected.

The different parents' expectations of boys and girls have been found to have long-term consequences in the development of cognitive and social processes (Vasta, 1982). For example, parental and societal expectations have been found to have a significant influence on the girl's decision as to whether or not to study science (Eshiwani, 1986). In keeping with the different parental and societal expectations girls also tend to place high value in socially oriented goals, such as concern for others and being relied upon. Boys have been found to be competent,
self assertive and able to manipulate the environment, due to the expectations parents and the society have for them (Sroufe & Cooper, 1988).

Research study by Rubin, Provenzano, & Luria, (1974) shows that parents encourage gender role stereotyping by having different expectations of their sons and daughters. Parents' expectations are communicated through their verbal and non-verbal behaviours. They give boys and girls different types of toys to play with, and they treat their children in ways that promote stereotypical functioning. A study by Block (1983) found out that sons were encouraged more than daughters to be competitive, achievement-oriented, independent, and to control their emotions by inculcating values like "boys do not cry". In contrast, daughters were encouraged to be warm, nurturing, and emotionally expressive. In other words, the male role is stereotypically oriented toward controlling and manipulating the environment, while the females are expected to be more passive, loving, sensitive, and supportive in social relationships especially in their family roles as mothers and wives.

Formation of a child's self-concept starts in the early childhood stages where the family socialises and shapes the child's development. Self-concept refers to perception of the self as relatively masculine or feminine
in characteristics, abilities and behaviour. Vasta (1982) has shown that expectations in terms of gender role development are tied very closely to the discovery of the self-concept. Research by Sroufe and Cooper (1988) found out that boys have very powerful self-concept compared to females. Children with powerful self concept are those that think of themselves as capable and effective and are likely to overcome problems and are also able to master the challenges they face. Therefore, the way parents socialise their children has an impact on how the children perceive themselves and these self-concept influences their academic achievement in the future. Research in Kenya has documented that self concept is related to academic achievement (Mwaniki, 1973).

In the African traditional societies, boys and girls are expected to perform different roles. For example, boys are expected to look after livestock and run errands for their parents. Girls are expected to wash, cook, fetch water and firewood, look after the younger siblings, and do household chores (Obura, 1991). Obura also observed that during the holiday, most mothers keep their daughters at home, they teach them assistance and submission in form of washing up tasks, sweeping, looking after siblings and doing other household chores. In contrast, boys are usually left free to do out-door duties like working in the shamba and herding cattle.
In most African traditional societies recognition of gender differences between the male and female child begins at the birth of a baby, and gender differences are manifested in various rituals and ceremonies that are practised throughout the lifetime of individuals. The number of ululations heralding the birth of a baby boy differs from that of welcoming the baby girl; for example, among the Agikuyu, baby girls are welcomed by four types of ululations and the baby boys by five. Among the Akamba of Kitui District, when a boy is born, his maternal uncle presents him with a cow but not for girls (Kabira, 1992). The Mbeere community emphasises gender differences by taking a newborn girl outside the house, and giving the mother a small bundle of twigs. The twigs symbolise firewood (Wamahiu, 1992).

Kenya is moving away from its traditional values and cultures. There is therefore, a need to identify whether parents play equal roles in gender role development of boys and girls. Research by Gakuru and Koech (1995) affirmed this as Akamba parents from ten sub-locations in Machakos District were found to have different value and expectations of boys and girls. However, they did not look at the differences between the fathers and mothers. It is in the light of this context that this study was carried out to clear up the present differences in fathers' and mothers' value and expectations of boys and girls.
1.2.0 **Statement of the Problem**

Collectively, the research reviewed shows that in general boys are more valued than girls and parents have different expectations of their sons and daughters as well as boys and girls.

Traditionally, boys and girls did not go to school but each was prepared for adulthood roles. In reference to women's roles, all teachings were geared towards the preparations of the girls to be good and effective wives and mothers. Men's teaching centred on preparing them to be effective fathers and heads of households. Traditionally, girls contributed to the family wealth through the payment of bride price at marriage. Male children were considered as custodians of the family wealth and property. In the present society, boys and girls go to school and are trained equally, the family structure is also changing with increasing single women heading households and providing for the family. Opportunities in education and career choices are wider although there are still disparities between males and females. However, existing cultural norms and traditions contribute significantly to high rates of school drop out, for example the belief that girls will transfer their wealth and skills to another family discourage parents from educating their daughters. Consequently, we do not know if parents still value their children in the traditional way.
Past studies on value of children have focussed on economic versus psychosocial value. Since the present society is in transition, there is need to establish whether the value of children is changing from traditional to non-traditional value in terms of economic and psychosocial contributions that children give to parents. In the present unlike in the past, girls are contributing financially to their families even after marriage. Daughters also act as social security in old age. It is therefore, important to assess the applicability of the traditional way of measuring value in the present contemporary society.

In the traditional society, boys and girls were expected to perform different roles. Division of labour was based on the sex of the child. Girls usually worked in and around the household, and looked after younger siblings. Boys were expected to work outside the home, especially look after livestock. In the contemporary society boys do not look after livestock, they go to school. The household chores have not changed. This means that if traditional roles still exist boys have more free time than girls do. As a result boys have more time to study and complete their school homework than girls. Girls have little time at home to concentrate on their studies and hence they do not excel in education as well as boys. It is not known in Kenya whether boys and girls are presently expected to perform different roles based on gender or not.
Research from other parts of the world has documented that fathers more than mothers encourage gender stereotyped behaviours in their children and they also hold traditional value of boys and girls. There is need to investigate these differences in Kenya. Although research has been done in some communities in Kenya on parents' values and expectations of their boys and girls (Gakuru & Koech, 1994), it did not focus on the differences between fathers' and mothers' value and expectations of boys and girls. There is, therefore, a need to assess the differences in fathers' value and expectations as well as mothers' value and expectations of boys and girls.

1.3.0 Purpose of the Study

The aims of this study were to explore differences in parents' value and expectations of boys and girls and some reported reasons for these differences in valuing boys and girls. Specifically, the main purposes of this study were:

(a) To compare the differences in fathers' and mothers' value and expectations of boys and girls and

(b) To identify parents' beliefs that influence gender stereotyped behaviour.
The study was guided by the following research questions:

1. Are boys or girls valued more in reference to economic and psychosocial value?
2. What are some of the reasons parents report for their value?
3. Does the gender of the parents' influence the value they have of children?
4. Are parents' expectations of boys or girls different?
5. Does the gender of parents influence the expectations they have of children?

1.4.0 Objectives of the Study

The following were the objectives of the study:

1. To identify parents' patterns of valuing boys and girls including economic value and psychosocial value.
2. To identify differences in fathers' and mothers' value of boys and girls.
3. To identify major parents' beliefs that are the basis of these value patterns.
4. To identify differences in fathers' and mothers' behavioural expectations of boys and girls.
1.5.0 **Assumptions of the Study**

The study had the following assumptions:

1. The subjects would have the willingness to report the value and expectations they have for boys and girls.
2. The selected sample would be representative of the total population in Murang'a District.
3. The stated hypotheses would be a representative of the variables which would be tested for differences in fathers' and mothers' value and expectations of boys and girls.

1.6.0 **Significance of the Study**

The findings of this study will be of great importance to parents, teachers, curriculum developers, educational policy makers, and future researchers in relation to the value of children and gender stereotyped development.

It is necessary to establish whether traditional roles assigned to men and women in a culture could still be used to measure value. Traditionally, the worth of children was seen in terms of economic and psychosocial contribution. The researcher therefore, hoped to establish whether the economic value of boys and girls has been lost in the present modern
society or not. If negative cultural attitude towards men and women has remained in our societies this might explain why women still have low status in the present society.

Some studies (Beal, 1994; Eshiwani, 1986) have shown that different expectations of boys and girls lead to limiting opportunities for both boys and girls ignoring talents and perpetuating unfairness in the society. The researcher hopes that this study will offer a tentative explanation for gender differences in intellectual performance. If this study is documented teachers and student counsellors may benefit from it.

This study might be important for curriculum developers, as it will make them aware of how children are socialised at home. This would help them in ensuring that boys and girls are not presented in a traditional gender stereotyped way that encourage boys and girls to be treated differently.

By identifying various reasons that parents give for valuing boys differently from girls, educational planners, and teachers would be enlightened on the children's background. This would help them in drawing the right strategies to use in advocating for equality for boys and girls.
The study is expected to add more knowledge about the family background of children that would be of great importance to child psychologists, teachers and teacher trainers’. For example, the study will provide information on the relative differences in families’ beliefs that influence their children's development.

Non-governmental organisations may find the findings of this study important, especially in the formulation of parenting educational programs. They might consider providing encouragement and information that will enhance their own ability to foster equal gender stereotyped development in boys and girls.

The findings of this study may also be useful to educational policy makers in formulating policies that advocate for equality. It may be significant in ensuring that men and women have equal chances in job promotions, education and in all other aspects of development.

Finally the findings and recommendations of this study will be useful to future researchers especially in measuring value. If this study confirms that the traditional value of children is changing they might consider developing non-traditional methods of measuring value.
1.7.0 **Scope and Limitations of the Study**

Due to limitations of funds the study was carried out only in one rural division of Murang’a District. The researcher was not in a financial position to conduct the study in other Districts. It is therefore, important to note that the results may not be generalised to all parts of the country.

The sample size was relatively small due to the qualitative nature of the study. The researcher was also visiting subjects in their homes and was involved in an in-depth study. This may therefore, limit the possibility of the results being generalised outside the District.

This study focused on the value and expectations of the children in general and not on the subjects’ own children. Since these parents were representatives of others in the population, the possibility of the findings being generalised were enhanced. It also enabled the subjects to respond to both boys expected questions and girls expected questions even when one could only be having children of one gender.

This study did not differentiate parental factors (for example, their age, educational level, and occupation) that may have an influence on parents’ value and expectations of boys and girls. However, the researcher
believes that the subjects of this study did not differ significantly in their individual characteristics since most of them were farmers.

1.8.0 Definitions of Terms

Boy - Refers to a male child of age 3-6 years

Boys’ stereotyped behaviours - Behaviours that are considered appropriate to males in a culture.

Expectations – Beliefs and predictions on how one will or should behave in the present and in the future. In this particular study, this is the anticipated behaviour of boys and girls by fathers and mothers, in the present and in the future.

Expectations of boys – Predictions and beliefs of how boys will or should behave in the present and in the future. For example, boys are expected to be among others, ambitious, hard working, achievement oriented, rough at play, play with a ball, look after the livestock, cut grass, and take mathematics and science in school.

Expectations of girls – Predictions and beliefs of how girls will or should behave in the present and in the future. For example, girls are expected to be loving, kind, unselfish, take care of the younger siblings, fetch water and firewood, help with washing clothes and cooking, and to have good verbal abilities among others.
Gender stereotyped development – Process by which children acquire the characteristics and behaviours needed for roles as males and females in their culture.

Gender roles - Behaviours that are typically exhibited by males and females in a culture.

Gender stereotypes - Beliefs that are held by members of a culture about the behaviours and attitudes appropriate to the two genders in a culture.

Girl - Refers to a female child of age's 3-6 years old.

Girls' stereotyped behaviours- Behaviours that are considered appropriate to females in a culture.

Gross value- benefit – The value represented by the total value score of all subjects in psychosocial benefit questions and instrumental benefit questions

Gross value-costs – The value represented by the total value score of all subjects in psychosocial cost questions and instrumental cost questions

Instrumental benefit - Financial and material resources (for example money, labour, food, and bride price) children bring to the family.

Instrumental costs - Financial and labour costs (for example education, security, school fees, and medical costs) incurred by parents in the process of care giving.
Locus of control - What an individual attributes as the cause of performance and could be internal or external.

Mixed value - Refers to value that is neither positive nor negative

Negative value - Costs are more than benefits

Net value – Is value score that remains when the gross value cost scores of all fathers and mothers are subtracted from the gross value benefit score of the same

Non-traditional value – Beliefs concerning the worth of children as social beings and not in terms of their psychosocial and economic contributions they give to their family.

Positive value - Refers to value when the costs are less than the benefits

Psychosocial benefit - Emotional and social support (i.e., companionship, love, care and/or concern) that children give to their family members.

Psychosocial costs - Social and emotional demands (for example time, energy, and emotional stress) children place on their parents.

Traditional value – Beliefs relating to gender stereotyped views of children in terms of their psychosocial and instrumental contributions to the family in relation to the actual and perceived costs incurred in rearing them.

Value patterns – The specific distribution of value scores that fathers' and mothers' have.
**Value scores** – Is the obtained score for boys and girls and is calculated by subtracting the value cost from the value benefits for each parent.
CHAPTER TWO

LITERATURE REVIEW

2.0.0 Introduction

This chapter discusses and presents a review of some of the literature related to the study. The discussion is divided into four parts. The first section will discuss the theoretical framework on the gender role development. The second part will discuss evidence from empirical research on the influence of parents on the socialisation of gender roles as well as the value and expectations they have for boys and girls. In this part, researches done in Kenya and other parts of the world will also be discussed. The third part of the discussion will focus on the influence of parents' level of education, age, and occupation on the gender role development. At the end of the chapter the conclusion of the literature review will be presented and the research hypotheses of the study will also be stated.
2.1.0 Theoretical Framework

Four major theoretical approaches have influenced recent work in the study of gender differences namely: psychoanalytic, cognitive developmental, gender schema theory, and social learning theories. These theories provide information on why a boy child and a girl child reared by the same parents behave differently.

2.1.1 Psychoanalytic Approach

Sigmund Freud proposed this theory in 1917. Psychoanalytic approach assumes a predetermined relationship between biological-genital differences and psychological characteristics of males and females. According to this theory individuals pass through five psychosexual stages: oral, anal, phallic, latency, and genital. At each stage, the libidinal energies (strongly pleasurable feelings) are focused on specific bodily zones.

During the oral and anal stages, children become attached to their mothers. During the phallic stage (three to six years) gender role development of boys and girls diverges as a function of identification with the same sex parent. At the early part of this stage of development, the
son's filial love for his mother known as the Oedipal Complex places him at risk of castration by his father (rival). In self-defence, he renounces his mother as a lover and takes an aggressive stance toward the world, identifying with his aggressor (father).

According to Freud, the sequence of events in the phallic stage for the girl begins when she realises that she has no penis. According to Freud, she develops penis envy. Since her desire for having a penis can never be satisfied directly, the young girl develops a wish to become impregnated by her father. Holding her mother responsible for her lack of a penis, she renounces her love for her mother and becomes intensely attached to the father and thus forms her own version of a complex that is referred to as Electra Complex. Once realising the yearning for their fathers are futile, girls identify with their mothers and are allowed to identify with them and continue their dependent love for them (Bronfenbrenner, 1960).

In summary, when applied to the area of gender stereotyping, psychoanalytic theory suggests that parents encourage gender stereotyping when they allow children of the same gender with them to identify with them. This is done by reinforcing and rewarding them for behaving in gender expected ways.
2.1.2 Cognitive Developmental Theories

Kohlberg (1966) has proposed that gender role development is dependent on children’s intellectual level, particularly their understanding of gender categories. Children go through three stages in understanding gender. First, at around three years they learn to identify people by gender. This stage of gender identity includes the development of knowledge that self and others are females or males.

Second, around their fourth birthday, children develop gender stability, the knowledge that gender will not change over time. Children who have acquired gender stability recognise that they were born one gender and will grow up to be a member of that same gender.

Third, at about four to six years the children acquire gender constancy, which is the knowledge that genders remains constant even though appearance may change. Thus, a boy may wear a dress and a girl may play with toy soldiers without altering their respective biological sexes. Once they understand gender constancy, children become strongly motivated to learn about their own gender and to behave like others of the same gender.
In summary, cognitive theory explains that children develop behaviours that are appropriate for their genders. However, social expectations communicated in the form of attributions by parents and the society may serve as a powerful reinforcement (Kohlberg, 1966). Therefore, parents play a key role in promoting gender stereotyped behaviour when they reinforce boys and girls positively by portraying their same gender behaviour and negatively when they portray opposite gender behaviour.

2.1.3 Gender Schema Theory

Gender schema theory is a sub-branch of cognitive development theory. Gender schema processing theory is concerned with how children's beliefs about males and females influence their behaviour and thinking (Martin & Halverson, 1981). Gender schemas are networks of mental associations representing knowledge about the genders. Schemas tell the child the kind of information to look for in the environment and how to interpret such information. The schemas develop because children have inborn tendencies to categorise and even simplify information and because most societies strongly emphasise gender, it becomes a salient classification dimension.
When children discriminate the genders and recognise their own gender group, they quickly learn gender schemas and become motivated to carry out gender appropriate roles. According to Martin and Halverson (1981) children gender schemas serve as a potent means of organising information with the schema. For example, when children see a female doctor, they may distort the information to make it consistent with their gender schema by turning the doctor in their mind into a nurse. Martin and Halverson (1987) have shown that children change their memories for information that does not match their gender schema into information that does; for example, a boy cooking is changed to a girl cooking.

In summary, gender schema theory suggests that parents are role models and play a key role in encouraging gender stereotyping when they stress gender expected behaviour and not correcting children when they distort information to make it conversant with their gender schemas.

2.1.4 Social Learning Theories

The social learning theories of gender development emphasise that children's gender development occurs through observation and imitation of gender behaviour, and through the rewards and punishments children experience for gender appropriate and inappropriate behaviour. They
emphasise the importance of early experiences in determining later
behavioural patterns (Crosbie-Burnet & Lewis, 1990).

According to this theory, boys and girls are reinforced and punished
differently for specific behaviours, which lead them to behave in gender-
typed ways. For example, girls may be rewarded for playing with dolls
and punished for climbing trees, whereas boys may receive just the
opposite treatment. Hence, since children are motivated to seek positive
reinforcements and avoid punishment, they will behave in a sex-typed
fashion (Bukatko & Daehler, 1998).

By observing the experiences of other people, children develop
expectations for reinforcement and punishment for their own behaviour.
These expectations then influence their own behaviours (Bandura, 1969).
For example, parents can be potent models for gender-typed behaviours.
Each time a child sees that dad fixes things around the house and mom
does most of the cooking and cleaning he or she is learning sex typed
behaviours. Albert Bandura and others have proposed that children's
attention to models is influenced by both the sex of the model and the
gender typicality of the model's behaviour which is how characteristic it is
of the model's own gender (Bandura, 1977; Perry & Bussey, 1979). This
could be because the observations of the same gender models provide
children with greater information about how parents will reinforce their own behaviour. Bandura suggests that children’s same-gender parents, peers and characters in media can have powerful influences on the child. He also suggests that children recognise that certain behaviours are sex-typed, especially as they observe the frequencies with the males and females, as groups perform certain behaviours. As children grow older they rely less on others to regulate their behaviour and more on self-regulation which is based on personal standards of gender appropriate behaviour (Bandura, 1986).

Several studies have supported the idea that children are more likely to imitate same-gender parent models (Bussey & Bandura, 1984; Bussey & Perry, 1982). Thus same-gender parents, peers and characters in media can be powerful influences on the child.

In summary, social learning theories suggests that the role parents take in the household, as well as their attitudes, beliefs, and expectations can have an impact on the gender role development of their children. Children learn gender stereotypes by observing their parents, imitating them, and through positive and negative reinforcement they receive from their parents.
2.2.0 **Empirical Evidence of the Influence of Parents in the Socialisation of Gender Roles**

The earliest message about the social world comes from the children's parents from the moment of birth, when parents ask, "Is it a boy or a girl?" The sex of the child is a prominent characteristic that shows specific behaviours and reactions from fathers and mothers.

Research shows that fathers and mothers appear to treat their children differently depending on the child's gender. Men tend to perceive infants in more gender stereotypic terms than do women (Huston, 1983). These differences extend to parent's perceptions of their own children (Rubin et al. 1974). Fathers and mothers play with sons and daughters differently. Fathers are rougher and engage in more physical stimulation and gross motor play with their infant or toddler sons than daughters. Fathers are also more likely to offer sex stereotypical toys to their infant daughters as well as sons (Maccoby & Jacklin, 1974).

Mothers are more verbally responsive to girls; they talk to them and imitate their vocalisations more than those of sons. However, mothers' differential treatment of sons and daughters is less extreme and less consistently found (Siegel, 1987).
Therefore, the ways in which children are socialised encourage them to behave in a gender-typed manner. Indeed, parents’ influence gender role development by the different value, attitudes, and expectations they hold for their children.

2.2.1 Parents' Expectations of Boys and Girls

During early and middle childhood, parents hold different expectations of their sons and daughters. They interpret children’s behaviour in gender stereotyped manner and they expect their behaviour to correspond to that women and men are assigned by their culture.

The male role is stereotypically oriented toward controlling and manipulating the environment. Hetherington and Parke (1993) stated that males are expected to be independent, assertive, dominant, and competitive in social and sexual relations. Females are expected to be more passive, loving, sensitive in social relationships, especially in their role as wife and mother.

These parental expectations influence their children's gender role development through their own expectations. In one study, done in the United States of America, mothers and fathers were asked to rate their
new-borns during the first 24 hours after birth, when actual contact with
their child was minimal. The children were all full terms and equivalent in
height, weight, and other scores. The parents, especially fathers, tended
to use very stereotypic ratings. They described daughters, as soft, fine-
featured, little, awkward and weak, while sons were usually described as
firm, large featured, big, well co-ordinated and strong. These differential
ratings by parents might be related to expectations of what boys and girls
are like (Rubin et al. 1974).

In another study done in United States of America by Eccles (1993) 1,500
mothers and their daughters and sons were studied to determine the role
of maternal expectations, advice and provision of opportunities in their
sons and daughters' occupational aspirations. It was found out that
mothers were more likely to encourage their sons to consider the military,
to expect their sons to go into military right after high school and to
discuss with their sons the education needed for and likely income of
various jobs. Mothers expected their daughters to get married right after
high school and they discussed with them the problems of combining work
and family. Also, mothers were more worried that their daughters would
not have a happy marriage, and they were more likely to want their sons
to have a well paying job that would support family. The mothers also
more often provided sons with computer software and programs, bought
them mathematics or science books and believed that their sons were better suited for careers in mathematics. They believed that their daughters had more talent in English and were more suited for English related careers. This research documented that parental socialisation practices, in the form of provision of opportunities, expectations and beliefs are important sources of daughters' and sons' occupational aspirations.

On the other hand, fathers are likely to stress academic and non-academic achievement for their sons more than for their daughters (Eccles & Hoffman 1984). However, academic expectations do vary from one stage to another. Maccoby and Jacklin (1974) noted that when their children are in elementary school, parents have higher academic achievement expectations for their daughters than their sons. Beginning in adolescence, parents expect their sons to perform better in academics than their daughters especially in areas such as mathematics.

Among African peoples, for example the Gusii of south-western Kenya and the Hausa of northern Nigeria, parents frequently expect the child to contribute his/her labour to the domestic productive unit, to give respect to his elders and when mature to support his ageing parents. (Levine, 1974).
In Zambia, 53% of the parents expect children ages 4-6 to be helping with the chores. However, there are different chores depending on the sex of the child. Boys are involved in gardening, fetching firewood, ploughing, and fetching water. For girls, the most frequent tasks are fetching water, cooking, collecting firewood, pounding grain, washing up and cleaning (Dembele & Poulton, 1993).

In Kenya, both in rural areas and urban centres girls are usually involved in housework while boys man other outdoor chores like looking after cattle, being sent to the shop and so on (Rukenya, 2000).

In conclusion, we note that parental expectations appear to have some influence on the sex-typical behaviours that eventually develop in children that in turn elicit further differential treatment from parents.

### 2.2.2 Expectation Effects

The expectations parents have toward their children have been found to have a strong impact on the child's developing sense of self and self-esteem, with parental warmth and support being key factors for the child. Parents affect the socialisation of their children through the
communication of behavioural expectations. Through these social cultural expectations sex stereotyping is determined, and what a parent feels about the "nature of men and women" influences the subsequent behaviour of their children (Bukatko & Daehler, 1998).

In keeping with the different parental and societal expectations, girls tend to place high value on socially oriented goals, such as concern for other people and being relied on in return. Sroufe and Cooper (1988) discovered that when a girl's own achievements jeopardise her social acceptance, she is more likely than a boy to experience anxiety and drop in her level of performance. Boys have been found to be high achievers, leaders, and to have more initiative than girls (Block, 1983).

Entwisle and Hayduck (1981) show that low expectations are infectious. Persons who hold low self-expectations for themselves encourage others to hold low expectations for themselves also. Parental expectations affect children's expectations in behaviour and performance. Children adopt the same attributions their parents make for their behaviour. It is observed that boys and girls elicit behaviour, which they know parents and society expect them to portray (Dix & Grusec, 1985).
Low expectations for females by parents and the society at large may also lead to negative stereotypes. Riria (1986) indicates that negative stereotypes are those that form the images of women as weak, defenceless, intellectually backward, and led by men. She has noted that children from tender age of nursery school begin developing these negative stereotypes, and consequently these have future adverse negative effects both in choosing careers and arranging their lives in general.

In summary, sex-role differentiation in terms of expectations is viewed as undesirable outcomes because this limits the options available to individual men and women. Ruble (1990) found out that in United States of America social penalties have been imposed on males who want to stay at home and care for their children as well as on females who do not. The discrimination process operates on women who seek positions of power and prestige and also on men who seek to pursue traditionally female occupations such as nursing. In Kenya, most men fear victimisation from peers and relatives for helping with household chores. Girls are usually discouraged from taking male defined careers and those who do so are looked at as strange (Rukenya, 2000). It is therefore, important for us to understand the effects of low and high expectations on
children since they are relevant in promoting gender equality and in reducing the limiting aspects of sex roles.

2.2.3 Value of Children

Research has shown that society benefits through increased productivity and cost savings associated with enhanced early childhood development. Children who have developed well physically, mentally, socially, and emotionally are normally in a better position to contribute economically and socially to their family, community, and country than those who are not. In the United States of America one of the major values associated with raising children is the gratification experienced by parents. Also, children's achievements and the joy they give parents are major benefits of parenting (Jay, 1999).

Jay (1999) also noted that other payoffs of parenthood are the perpetuation of the family, the family name, and family holdings. He also indicated that very few modern parents see children as important workers or contributors to the family economic well-being. However, as he notes this sharply contrasts with the expectations in underdeveloped countries for which this is a major motivation for parenthood.
Within the traditional African context, young children were especially valued by their families and community (Kilbride & Kilbride, 1990). Children were found to be perpetuators of the family and the society. McNicoll (1999) indicated that children contributed to family income and to the care of younger siblings from a relatively early age. They were an asset and insurance for the family; bringing in dowry or bride-wealth, establishing kinship links through marriage and providing support and protection to parents in old age.

Akinware and Ojomo (1993) found out that in Nigeria people marry for the reason of having children. They noted that the essence of marriage in the Nigerian context is to have children. In Zambia, the importance of children is seen in the fact that parents are known as a father and a mother to a given child. They do not use their own names (Chibuye, Mwenda & Osbone, 1986).

Due to the high value placed on children, parents desired many children. For example, in Mali there was a desire for large families. The more children there were, the more varied the tasks the family could carry out and the more prosperous it could be as production was still done by hand (Dembele & Poulton, 1993).
Research has further shown that sons are more preferred than daughters. Basow (1992) indicated that most parents prefer male children to female children throughout the world. Hoffman (1977) observed that the preference for male children is emphasised by the finding that parents are most likely to continue having children if they only have girls than if they only have boys.

According to Hoffman (1977) reasons given by women for their preference for sons are to please their husbands, to carry on the family name and to be companion to the husband. While the reasons for mothers' wanting daughters include having a companion for themselves and to have fun dressing and doing her hair.

In summary it can be observed that boys and girls are valued by parents but for different reasons. However, as it has been indicated boys are more preferred than girls are.

2.2.4 The Value of Kenyan Children to their Family Members

A study by Gakuru, Koech, and Nduati (1995) found that the value parents attach to children in general and to their own children specifically are part of the reasons that may influence how families bring up children. These
values are the contribution children make to the family and cost incurred in rearing them. These contributions are in the form of emotional and social support (psychosocial benefits) that children give family members, and material resources they bring to the family (instrumental benefits). These values also include the social and emotional demands children place on their parents (psychosocial costs) as well as the financial and labour costs incurred in the process of care-giving (instrumental costs). Table 1 gives some examples of perceived value parents' have for children.

<table>
<thead>
<tr>
<th>Table 1</th>
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<tbody>
<tr>
<td>Parents’ Perceived Value of Children</td>
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</table>

<table>
<thead>
<tr>
<th>Type of Value</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benefits</strong></td>
<td></td>
</tr>
<tr>
<td>Psychosocial benefits</td>
<td>Social interaction, love, companionship</td>
</tr>
<tr>
<td>Instrumental benefits</td>
<td>Labour, income, bride price</td>
</tr>
<tr>
<td><strong>Costs</strong></td>
<td></td>
</tr>
<tr>
<td>Psychosocial costs</td>
<td>Time, energy, emotional stress</td>
</tr>
<tr>
<td>Instrumental costs</td>
<td>School fees, medical fee, clothing, food</td>
</tr>
</tbody>
</table>
Gakuru and Koech (1994) found that the value attached to the children vary with many parents placing a high value on children depending on the material and non-material benefits they bring or are expected to bring to their families. In their in depth study of three-year olds in five locations of Machakos District, they documented that many parents place a high value on the material and non-material benefits the children bring or are expected to bring to their families. They found out that in the majority of the communities, the children are positively valued when the benefits were discussed and negatively valued when the costs of caring for, educating, and providing health treatment were considered.

Gakuru and Koech (1994) observed that there are gender biases in the value parents have for their children. The expected contributions of female children are different from those of male children and are valued lower than those of male children. In addition, the relative costs of sending a girl to school were considered greater than for sending a boy.

Kilbride and Kilbride (1990) discovered that among the Abaluyia, girls are desired as firstborns because they are useful as sources of labour and bride-wealth. The boys are valued for they will inherit their fathers' land and property and through their offspring increase the size of their family and clan. Both genders are expected to help during one's old age.
They also found out that the Baganda women seem to prefer female infants, at least as their first child, because of the help they give the mother when they are older in housework and caring for younger siblings. From their research they also found out that the East Africans value their children, among other reasons, for economic potential and that of interdependence in the future. However, Broverman Vogel, Boverman, Clarkson, and Rosenkrantz (1972) remarked that usually it is clear that the qualities attributed to the male are more highly valued than are the female traits.

A research study by Chege (1993) among the Igembe society revealed that parents value children because of the material advantages they bring to them and also for psychological, emotional, and companionship reasons. She also observed that in the Igembe community most of the under-privileged parents spent their resources in educating their children in the hope that the one who is successful would help share the economic burden of educating the younger ones.

She also discovered that on property inheritance, the Igembe practice exclusive male property ownership and inheritance. On gender preference for their own children, she found out that there is a clear preference for sons. When she asked parents to comment on what
choice they would make, if they were asked to choose between having boys only or girls only, 87.1% of the respondents chose to have boys only. Only 1.1% chose to have girls only, and 11% indicated that they felt that both genders were equally important. She also found out that women had a higher preference for boys than men did. A high percentage of the women (90.6%) chose to have boys as compared to men (83.4%). A higher percentage of men (1.6%) also preferred to have girls only as compared to the women (0.5%). She noted that preference for sons is related to inheritance practices in which females are excluded.

In summary, we note that parents' value boys and girls differently for various reasons, these include the economic contribution and that hopefully interdependence with them will one day be realised.

2.3.0 Some Factors that Influence Parents' Value and Expectations of Children.

In many families, parents' occupations expose children to gender roles and associated inequalities because mothers are likely to be employed in less prestigious jobs than fathers. Hetherington and Parke (1993) noted that in the United States of America children with mothers who are employed in skilled occupations and professions regard female
educational and professional aspirations higher than unskilled mothers. They also observed that these children of skilled or professional mothers are more likely to consider housekeeping and child-care tasks by males as more appropriate than do children whose mothers are not employed.

Huston (1983) also found that children with employed mothers are more likely to believe that both males and females can exhibit a wide variety of behaviours and personality characteristics than children whose mothers are not employed outside the home. Similarly, daughters of mothers who work outside the home show higher level of achievement motivation and are more likely to have personality styles that blend male–typed and female–typed traits than are daughters of non–working mothers.

Hoffman (1977) has suggested that boys whose mothers work outside the home are more likely to have flexible views of women's roles than are the sons of non–working mothers. However, sons in both groups have equally masculine personalities and display equally masculine types of behaviour.

Gakuru and Koech (1994) reported that a small group of educated professional single parent mothers in two locations of Machakos District heavily influenced by urban modern life styles demonstrated a non-traditional value of children. They attached a very low value to the
emotional and social contributions to their own children. Then, on the side of fathers, single earner fathers were reported to be more traditional in their gender-typed attitudes than fathers from dual-earner families (McHale, Barto, & Crouter 1990).

In the case of education, research has shown that parents' education shapes gender differences in education for their children. More educated parents value formal education for their daughters as much as for their sons. Dickersheid, Schwarz, and El Taliawy (1988) found out that given the level of family income, parental education had the greatest influence on educational aspirations for children in both rural and urban areas in Egypt.

2.4.0 Conceptual Framework

The conceptual framework on page 44 specifies the process through which fathers and mothers impact on the children through their different value and expectations. The framework shows that the society through socialisation, values, and norms influences parental behaviour, which in turn influences the value and expectations they have of boys and girls. Parent's characteristics like age, occupation, social economic status and
educational level have been found to influence parents' value and expectations of boys and girls.

Parents' attitudes including their value and expectations of children develop differing behaviours during interaction with the children and others. Parents' through their discriminatory behaviour influence children's behaviour. Most children grow up to act as the family and the society as a whole expects them to. Parents' value and expectations of children influence how a they perceive themselves and this also has an impact on the child's academic performance, career prospects, and development of gender stereotypes.

This study's general objective was to examine the differences in fathers' and mothers' value and expectations of boys and girls. Thus, this study focussed not on the whole process of gender role development but on clarifying specific aspects of the value and expectations constructs.
Figure 1

A Model Conceptualising Differences Between Mothers' And Fathers' Value And Expectations Of Children By Gender.

Impact on child
- Negative/positive self concept
- Poor /good academic performance
- Career prospects
- Gender stereotypes

Child's negative value and low expectations

Child's positive value and high expectations

Child's perception

Girl

Discriminatory parental behaviour

Boy

Fathers' and Mothers' Value and Expectations

Fathers' and mothers' value
- Benefits
  - Psychosocial
  - Instrumental
- Costs
  - Psychosocial
  - Instrumental

Fathers' and mothers' expectations
- Gender stereotyped
- Cross gender
- Gender neutral

Fathers' characteristics
- Age
- Education
- Occupation
- Social status

Mothers' characteristics
- Age
- Education
- Occupation
- Social status

Society
- Socialisation
- Values
- Norms
Conclusion

In conclusion, there is supportive literature drawn from gender role development theories and from relevant researchers on child development, parenting and socialisation of gender roles to suggest that parents influence their children's attitudes and behaviours through their own beliefs and expectations about gender expected behaviour.

Research shows that the earliest messages about the social world come from the child's parents who take an active role in teaching and encouraging gender typical behaviour in their children. It is, therefore, difficult for a child to grow to adulthood without experiencing some form of gender bias or stereotyping, whether it is the expectation that boys are better than girls in mathematics or the idea that only females can nurture children. However, these are more prevalent in some groups of parents and caregivers than in others.

Research also shows that the value and expectations that parents have for the boys and girls influence the child's achievement, career prospects, and mastery motivation. The educational level, age, and occupation of both parents have been found to be related to the value and expectations they have of boys and girls.
2.5.0 Research Hypotheses

The following research hypotheses have been derived from this literature review:

1. The gender of children influences parents' value of them.
2. The gender of parents' influences the value they have of children.
3. The gender of children influences parents' expectations of them.
4. The gender of parents' influences the expectations they have of children.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0.0 Introduction

In this chapter the research design, variables and statistical hypotheses, population and sample, instruments, procedure of data collection, and data analysis are discussed.

3.1.0 Research Design

This was a descriptive study using an ex-post facto design. According to Kothari (1990), descriptive studies are those studies, which are concerned with describing the characteristics of a particular individual or of a group. They attempt to identify variables that exist in a given situation and at times to describe the relationship that exist between these variables. Kerlinger (1973) describes ex-post facto research as "systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestation have already occurred or because they are inherently not manipulated. Inferences about relations among variables are made without direct intervention, from concomitant variation of independent and dependent variables" (p. 379). This was an ex-post...
facto study because the conditions described here were already existing and could not be manipulated. Specifically the variables of expectations and value were not manipulated, and the variable of gender cannot be manipulated.

3.2.0 Variables and Statistical Hypotheses

The subject variable in this study was the gender of the parents and the dependent variables were:

1. Value.
2. Expectations.

The following statistical hypotheses were derived from the research hypotheses and were tested in this study,

Ha1 At alpha=0.05 level of significance, there is a significant difference between fathers' and mothers' value of boys.

Ha2 At alpha=0.05 level of significance, there is a significant difference between fathers' and mothers' value of girls.
Ha3 At alpha=0.05 level of significance, there is a significant difference between fathers' value of boys and girls.

Ha4 At alpha=0.05 level of significance, there is a significant difference between mothers' value of boys and girls.

Ha5 At alpha=0.05 level of significance, there is a significant difference between fathers' and mothers' expectations of boys in gender stereotyped behaviour.

Ha6 At alpha=0.05 level of significance, there is a significant difference between fathers' and mothers' expectations of girls in gender stereotyped behaviour.

Ha7 At alpha=0.05 level of significance, there is a significant difference between fathers' expectations of boys and of girls in gender stereotyped behaviour.

Ha8 At alpha=0.05 level of significance, there is a significant difference between mothers' expectations of boys and girls in gender stereotyped behaviour.
3.3.0 **Population and Sample**

The population of this study comprised parents of pre-school children in Murang'a District. Murang'a District was selected as the area of study because the researcher knows the area very well and hence was easy for her to get access to the homes and to communicate with the parents.

Murang'a District has three Divisions, Kangema, Kiharu, and Mathioya Divisions. The researcher selected through purposeful sampling one of the Divisions, Mathioya, of Murang'a District, which is believed to be representative of other Divisions.

Specifically the sample comprised of 60 parents, 30 fathers and 30 mothers who were parents of 60 pre-school children. Parents were used in this study because research shows that in early childhood parents' encourage a diverse array of "gender appropriate" play activities and behaviours (Berk, 1985). Both fathers and mothers were used because in most aspects fathers and mothers have been found to treat boys and girls differently (Huston, 1983)
3.3.1 **Sampling Procedure**

A multiple tier sampling procedure was used to derive the sample. The first step in the sampling procedure was to select three harambee pre-schools in Mathioya Division through random sampling. Mathioya Division has 10 Harambee pre-schools. Each pre-school's name was written on a separate slip of paper, and then all the slips were placed in a container. The container was shaken, and the researcher then selected three slips. Random sampling ensured that all the pre-schools in the Division had an equal and independent chance of being selected for the sample. Harambee pre-schools were selected because the majority of parents in the area enrol their children in these pre-schools. In addition, National Centre for Early Childhood Education in collaboration with pre-school teachers usually organise community mobilisation activities usually focussing on the child in these harambee schools.

The second step was the selection of children. Information of children who live at home with one or both of the parents was sought from the class teachers. Selection of the children whose parent was to participate in the study was based on gender. Boys and girls were grouped into two strata. This ensured that boys and girls were equally presented. Within each stratum random sampling was then carried out to select the specific...
fathers and mothers who were involved in the study. Therefore, from the three different pre-schools, 20 parents (10 fathers, and 10 mothers) were selected from each pre-school making the totals of all the parents who participated in the study to be 60.

Table 2

<table>
<thead>
<tr>
<th>Schools</th>
<th>Gender</th>
<th>Number of Fathers</th>
<th>Number of Mothers</th>
<th>Total number of Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Boys</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Boys</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Boys</td>
<td>5</td>
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<td></td>
<td>Girls</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>30</td>
<td>60</td>
</tr>
</tbody>
</table>

3.3.2. Pilot Study

Fellow graduate students and two members of staff in the Department of Educational Psychology did validation of the questionnaires. They carefully examined all items on the questionnaires and made a judgement concerning how well they represent the traditional value and expectations of gender stereotyped behaviour fathers' and mothers' have for boys and girls.
The reliability of the questionnaires was found by pre-testing them. The traditional value and expectations questionnaires were administered to 10 fathers and 10 mothers of Njumbi pre-school children of Mathioya Division randomly selected. This provided information concerning instrument deficiencies and helped in improvement of the items and procedures. The pre-test subjects were encouraged by the researcher to make comments and suggestions concerning directions, recording procedures, and specific items. The pilot study therefore, enabled the researcher to identify items which were ambiguous or which were not clear. These were modified.

3.4.0 Instrumentation

The research instruments for this study consisted of two questionnaires. These were:

1. The Value Questionnaire and
2. The Expectations Questionnaire

For every family selected, one of the selected parents responded to the Value Questionnaire and Expectations Questionnaire. This means that two questionnaires were administered to each subject and in a language they would understand. In this respect a Kikuyu version of the questionnaire was developed, for Kikuyu speaking parents. The English
version questionnaires were translated to Kikuyu and then were back translated to English by a research assistant to validate the questionnaire's language. The information gathered from the parents in Kikuyu was later translated into English.

3.4.1 Value Questionnaire

The Value Questionnaire elicited information on the fathers' and mothers' traditional value of boys and girls in general and not in relation to their own children. Specifically, this questionnaire was used to score the perceived psychosocial and instrumental contribution boys and girls make to the family and costs incurred in rearing them.

This questionnaire consisted of sixteen items. These included four questions on psychosocial costs (3, 8, 12, and 16), four questions on instrumental costs (6, 2, 10, and 14), four questions on psychosocial benefits (4, 7, 11, and 15), and four questions on instrumental benefits (1, 5, 9, and 13). Of these sixteen items the even number questions that represented half of them were expected to be boys' items. The odd number questions that represented the other half were expected to be girls' items. The perceived benefits and costs eventually determined the traditional value fathers' and mothers' have for children. This
questionnaire was modified from the Gakuru and Koech (1994) study on the value of children in Machakos District to suit the present study. Their questionnaire did not differentiate between fathers' and mothers' value of children.

In filling the Value Questionnaires, the subjects were required to score their views or opinions about each item in the questionnaire on a Likert Scale with five elements: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). Some of the items were stated positively while others were stated negatively. For the positively stated items such as, "Girls are useful because they help in domestic chores", if a respondent scored Strongly Agree, he or she would score, 5; Agree, 4; Uncertain, 3; Disagree, 2; and Strongly Disagree, 1. Thus, the more positive the views of the fathers' and mothers' traditional value of boys and girls, the higher the score. For the negatively stated items, the scoring was reversed. The negatively stated item such as, "The cost of sending a girl to secondary school are more than the benefits the parents are likely to receive", if a respondent scored Strongly Agree he or she would score, 1; Agree, 2; Uncertain, 3; Disagree, 4; and Strongly Disagree, 5. The total score was determined by adding all the scores of the questions and this was used in the statistical analysis.
3.4.2 Expectations Questionnaire

The questionnaire on the expectations of boys and girls elicited information on the fathers' and mothers' perceptions and anticipation of gender stereotyped behaviour of boys and girls in the present and in the future. The researcher designed and piloted this questionnaire. Some of the items were modified from those of relevant instruments found in textbooks (Hetherington & Parke, 1993; Bukatko & Daehler, 1998; Sroufe & Couper, 1986; Eccles 1993). Other items were from other researchers (Fredheim 1976; Walker, 1976), but were modified to suit the present study. This questionnaire comprised of sixteen items, of which eight of the questions were expected to be boys' items (1, 3, 5, 8, 10, 12, 14, and 15) and eight to be girls' items (2, 4, 6, 7, 9, 11, 13, and 16).

In filling the Expectations Questionnaire the subject were required to score on a rating scale: Always (A), Usually (U), Sometimes (S), Rarely (R), and Never (N). Each point on the scale carried a specified score: Always, 5; Usually, 4; Sometimes, 3; Rarely, 2; and Never, 1. The total score was determined by adding all the scores of all the questions and was used in the statistical analysis.
3.5.0 **Data Collection**

3.5.1 **General Data Collection Methods**

The first step was to obtain a research permit from the Office of the President. Secondly, the researcher visited teachers in the pre-schools selected and briefed them on the purpose of the visit and the research.

The researcher then asked the teachers in each pre-school to identify boys and girls staying with their fathers' and mothers' at home. From the list the researcher randomly selected the equal number of boys and girls whose fathers or mothers participated in the study.

3.5.2 **Specific Data Collection Method**

The researcher was helped to identify the homes by the pre-school teachers. The presence of the pre-school teachers made it easier for the researcher to gain entry into the homes. During the research visits, interviews were conducted in the respondent's home by the researcher. The respondents were instructed that the study was intended to collect information about fathers' and mothers' traditional value and expectations
of boys and girls. The parents were told to report these in reference to all boys and girls in general but not in reference to their own children.

Respondents were assured that there were no right or wrong answers. A combination of open-ended questions and structured items with fixed response choices were used. The researcher read the questions loudly to the subjects and asked them to respond. The responses given were then recorded in the questionnaire of each individual subject. The interview took approximately one and half-hours. Only the researcher interviewed the subjects; this ensured that there was internal consistency in the filling of the questionnaires.

After collecting the data the researcher thanked all the participants involved in the study for their co-operation. She also notified them that, she would send them the findings of the study through the Divisional Officer.

3.6.0 Data Analysis

This research study utilised both quantitative and qualitative data gathering approaches.
It took a quantitative approach because the researcher collected some data in quantitative form, which was subjected to rigorous descriptive and statistical analysis in formal and rigid fashion. Qualitative approach to research is concerned with subjective assessment of attitudes, opinions, and behaviour (Kerlinger, 1973). In this study the researcher was also concerned with finding out the reasons why parents have different value of boys and girls.

Upon completion of data collection, questionnaires were scored and tabulated. The data was computer analysed using the statistical package for social sciences (SPSS). Open-ended questions relating to the reasons for value held by fathers' and mothers' in the questionnaires were analysed using content analysis.

To determine the traditional value in general and specific areas such as the psychosocial and instrumental costs and benefits that fathers' and mothers' have for boys and girls, a cost-benefit analysis was carried out to derive value scores and net value scores in general and specific areas of value. Value score for each parent was calculated by summing up the scores for each of the cost questions for boys and girls and also the scores for each of the benefit questions for boys and girls. Then, the total cost scores were subtracted from the total benefit scores to get the value
scores. The net value scores were obtained by subtracting costs from the benefits in respective areas and it ranged from negative to positive. The net value was negative if the costs were more than the benefits, and positive if the benefits were more than the costs.

The significance of the eight null hypotheses was tested using a t-test. T-test is used to determine whether two means are significantly different at a selected level of significance. The eight null hypotheses were tested as follows:

\(Ho_1\): At \(\alpha=0.05\) level of significance, there is no significant difference between the fathers' and mothers' value of boys. A t-test was performed on the mean score of fathers' and mothers' value of boys to determine the differences between the two and the direction of the differences.

\(Ho_2\): At \(\alpha=0.05\) level of significance there is no significant difference between the fathers' and mothers' value of girls. A t-test was performed on the mean score of fathers' and mothers' value of girls to determine the differences between the two and the direction of the differences.

\(Ho_3\): At \(\alpha=0.05\) level of significance there is no significant difference between fathers' value of boys and of girls. A t-test was performed on the
mean score of fathers’ value of boys and girls respectively to determine the differences between the two and the direction of the differences.

Ho4: At alpha=0.05 level of significance there is no significant difference between mothers' value of boys and of girls. A t-test was performed on the mean score of mothers' value of boys and girls respectively to determine the differences between the two and the direction of the differences.

Ho5: At alpha=0.05 level of significance there is no significant difference between fathers’ and mothers’ expectations of girls in gender stereotyped behaviour. A t-test was performed on the mean of scores of fathers' expectations and of the mothers' expectations of girls to determine the differences between the two and the direction of the differences.

Ho6: At alpha=0.05 level of significance there is no significant difference between fathers’ and mothers’ expectations of boys in gender stereotyped behaviour. A t-test was performed on the mean of scores of fathers' expectations and of the mothers' expectations of boys to determine the differences between the two and the direction of the differences.
Ho7: At alpha=0.05 level of significance there is no significant difference between fathers' expectations of boys and of girls. A t-test was performed on the mean scores of the fathers' expectations of boys and girls to determine the differences between the two and the direction of the differences.

Ho8: At alpha=0.05 level of significance there is no significant difference between mothers' expectations of boys and of girls. A t-test was performed on the mean scores of the mothers' expectations of boys and girls to determine the differences between the two and the direction of the differences.
CHAPTER FOUR

RESULTS

4.0.0 Introduction

This chapter presents the obtained results and the statistical analyses of data collected from 30 mothers and 30 fathers who were parents' of pre-school children in Murang'a District. The first part of the chapter presents descriptive statistics of various variables under study. The second part presents the statistical analysis of the hypotheses tested using inferential statistics.

2.1.0 Descriptive Statistics

2.1.1 Fathers’ and Mothers’ Value Patterns of Boys and Girls

A cost-benefit analysis was carried out to determine parents' value patterns of boys and girls respectively. The analysis (Appendix E) of the results obtained showed that the value scores for fathers and mothers' of boys and girls ranged from negative to positive scores. The minimum value score was negative nine (-9) while the maximum value score was
positive seven (+7). There were therefore, three kinds of scores: negative, zero, and positive scores. The scores that were negative were put in one group. Parents in this group were referred to as having a negative traditional value of children. Parents who scored zero were put in another group and were referred to as parents with a mixed value of children as they reflect negative as well as positive scores. Parents with positive value were also grouped separately and were referred to as parents with a positive traditional value of children. These results are presented in Table 3.

**Table 3**

Frequency and Percentage of Parents with Negative, Mixed, and Positive Traditional Value Scores of Boys and Girls

<table>
<thead>
<tr>
<th>Type of Value Score</th>
<th>Number of Fathers (%)</th>
<th>Number of Mothers (%)</th>
<th>Number of Parents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of Boys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>13 43.3%</td>
<td>14 46.7%</td>
<td>27 45.0%</td>
</tr>
<tr>
<td>Mixed</td>
<td>3 10.0%</td>
<td>4 13.3%</td>
<td>7 11.7%</td>
</tr>
<tr>
<td>Positive</td>
<td>14 46.7%</td>
<td>12 40.0%</td>
<td>26 43.3%</td>
</tr>
<tr>
<td>Total</td>
<td>30 100.0%</td>
<td>30 100.0%</td>
<td>60 100.0%</td>
</tr>
<tr>
<td>Of Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>17 56.7%</td>
<td>24 80.0%</td>
<td>41 68.3%</td>
</tr>
<tr>
<td>Mixed</td>
<td>8 26.7%</td>
<td>2 6.7%</td>
<td>10 16.7%</td>
</tr>
<tr>
<td>Positive</td>
<td>5 16.6%</td>
<td>4 13.3%</td>
<td>9 15.0%</td>
</tr>
<tr>
<td>Total</td>
<td>30 100.0%</td>
<td>30 100.0%</td>
<td>60 100.0%</td>
</tr>
</tbody>
</table>

From Table 3 it can be observed that a higher percentage of parents, fathers and mothers together had a positive traditional value of boys than
of girls. Specifically, 43.3% of the parents' had a positive traditional value of boys while only 15% of the parents had a positive traditional value of girls. It can also be observed that a high percentage (68.3%) of the parents had a negative traditional value of girls. Specifically 46.7% of the fathers and 80% of the mothers had a low and negative traditional value of girls. This suggests that parents' traditional value of boys was higher than the traditional value of girls.

Table 3 also demonstrates that the majority of the mothers' (80%) had a negative traditional value of girls, while 56.7% fathers had a negative traditional value of girls. On the other hand only 13.3% of the mothers and 16.6% of the fathers had a positive traditional value of girls. This suggests that most parents and especially mothers had a negative traditional value of girls than of boys. Hence, it can be observed that parents differed in their value pattern of boys and of girls and that their traditional value boys was higher than the traditional value of girls.

2.1.2 Net Value In All Areas-General Value

From the data collected the fathers' and mothers' net value of boys and girls were calculated in all areas respectively. This is described as the general value of children. The results are shown in Table 4.
Table 4

Net value of Boys and Girls in all areas.

<table>
<thead>
<tr>
<th>AREA:</th>
<th>GROSS COST</th>
<th>BENEFIT</th>
<th>NET VALUE</th>
<th>AREA:</th>
<th>GROSS COST</th>
<th>BENEFIT</th>
<th>NET VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>OF BOYS</td>
<td></td>
<td></td>
<td></td>
<td>OF GIRLS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BY FATHERS</td>
<td></td>
<td></td>
<td></td>
<td>BY MOTHERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COSTS</td>
<td>454</td>
<td></td>
<td>23</td>
<td>COSTS</td>
<td>406</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>BENEFITS</td>
<td>477</td>
<td></td>
<td></td>
<td>BENEFITS</td>
<td>428</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NET VALUE</td>
<td></td>
<td></td>
<td></td>
<td>NET VALUE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows that the net value scores of boys by fathers and mothers were positive. This suggests that these parents valued boys. On the other hand, the net value scores of girls by fathers and mothers were negative. This suggests that these parents reportedly had a low traditional value of girls.

2.1.3 Net Value in Specific Areas

Specific traditional value scores of boys and girls by parents were obtained by using a specific cost-benefit analysis in special areas of value: psychosocial costs, psychosocial benefits, instrumental costs, and
instrumental benefits. The relevant questions for each area of the questionnaire were scored and grouped separately in reference to gender.

Summing up all the fathers' responses in the questions in each area separately and then all the mothers' responses for those questions in each area the total value score for each area were derived. For example, to obtain the total score for fathers' psychosocial costs of girls, psychosocial cost questions for all fathers were scored and were then summed up to get the total value score. The same was done for the other areas. The highest possible score for each area (fathers and mothers separately) was 300 while the lowest score was 60 and the highest possible mean value score was 10 and the lowest was 2. To arrive at a mean score for fathers' and mothers' in each area, the total value score was divided by the number of fathers and mothers, respectively.

The specific value of children in both areas of psychosocial and instrumental value was derived from the net value score. The net value score for each area of value was calculated by subtracting the costs from the benefits. The net score was negative if the benefits were less than the costs, and positive if the benefits were more than the costs. The results are shown in Table 5.
### Table 5

Fathers’ and Mothers’ Psychosocial and Instrumental Costs and Benefits of Boys and Girls

<table>
<thead>
<tr>
<th></th>
<th>BY FATHERS</th>
<th></th>
<th>BY MOTHERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYCHOSOCIAL VALUE</td>
<td>GROSS VALUE</td>
<td>MEAN VALUE</td>
<td>GROSS VALUE</td>
</tr>
<tr>
<td>BOYS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COSTS</td>
<td>233</td>
<td>7.77</td>
<td>203</td>
<td>6.67</td>
</tr>
<tr>
<td>BENEFITS</td>
<td>254</td>
<td>8.47</td>
<td>232</td>
<td>7.73</td>
</tr>
<tr>
<td>NET VALUE</td>
<td>21</td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>GIRLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COSTS</td>
<td>264</td>
<td>8.80</td>
<td>253</td>
<td>8.43</td>
</tr>
<tr>
<td>BENEFITS</td>
<td>223</td>
<td>7.43</td>
<td>211</td>
<td>7.03</td>
</tr>
<tr>
<td>NET VALUE</td>
<td>-41</td>
<td></td>
<td>-42</td>
<td></td>
</tr>
<tr>
<td></td>
<td>INSTRUMENTAL VALUE</td>
<td>GROSS VALUE</td>
<td>MEAN VALUE</td>
<td>GROSS VALUE</td>
</tr>
<tr>
<td>BOYS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COSTS</td>
<td>221</td>
<td>7.37</td>
<td>203</td>
<td>6.67</td>
</tr>
<tr>
<td>BENEFITS</td>
<td>223</td>
<td>7.43</td>
<td>196</td>
<td>6.53</td>
</tr>
<tr>
<td>NET VALUE</td>
<td>2</td>
<td></td>
<td>-7</td>
<td></td>
</tr>
<tr>
<td>GIRLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COSTS</td>
<td>229</td>
<td>7.63</td>
<td>251</td>
<td>8.4</td>
</tr>
<tr>
<td>BENEFITS</td>
<td>230</td>
<td>7.67</td>
<td>191</td>
<td>6.37</td>
</tr>
<tr>
<td>NET VALUE</td>
<td>1</td>
<td></td>
<td>-60</td>
<td></td>
</tr>
</tbody>
</table>

From Table 5 it can be observed that fathers' mean value score of psychosocial benefits of boys are higher than mothers'. This shows that fathers' perceived boys to be of higher psychosocial benefit than mothers'. However, fathers' psychosocial costs of boys were higher than of mothers'. This suggested that mothers found boys to be less demanding socially and emotionally than fathers.
It can also be observed that fathers' mean value score of instrumental costs and benefits of boys were almost equal. This suggests that fathers perceived the material costs they spend in bringing up boys to be equal to the material benefits they receive from boys when they grow up. However, fathers' mean value score of instrumental costs and benefits of boys were higher than those of mothers'. This shows that fathers perceived the material cost incurred in rearing boys as well as their contributions to be higher than the mothers. In contrast, mothers perceived the instrumental benefits that boys bring to parents as lower than fathers perceived them to be.

Fathers perceived girls as having a higher psychosocial cost than mothers did. This suggests that fathers perceive girls as socially and emotionally more demanding than boys. Mothers perceived the social emotional cost of girls to be higher than the social emotional benefits girls give to their parents.

It can also be observed that fathers perceived the instrumental costs and benefits of girls to be almost the same. In contrast, mothers perceived instrumental costs of girls to be higher than the instrumental benefits. This suggests that mothers perceived the costs of rearing girls to be
higher than the fathers. Mothers also perceived the instrumental benefits that girls bring to the family as less than what the fathers perceived.

2.1.4 Parents' Explanation of their Different Values of Boys and of Girls

Parents' explanation for their answers relating to the psychosocial and instrumental costs and benefits that they incur in rearing their children and the contributions that children give to their parents were analysed. The analysis revealed that parents largely value children for their psychosocial and material benefits, and the contribution they make to the family and the community at large.

The specific reasons given by parents for their different value of children in relation to gender differences are given in Appendix F but a discussion of these follows.

When questioned about whether boys or girls cause parents to make more sacrifices for their needs, 43.3% of the parents indicated that both require equal sacrifices. However, 30% of the remaining parents indicated that boys call for more sacrifices because they are heirs and traditionally they are more valued than girls.
Questioned on the issue of feeding, majority of the parents (65%) indicated that the cost of feeding both boys and girls were same. However 20% of the remaining parents indicated that it was more expensive to feed girls because they take snacks a lot and also most girls cannot stand hunger like boys.

Sixty five percent (65%) of the parents indicated that one of the psychosocial costs of having boys is the anxiety they cause to parents because of being involved in ill behaviours such as fighting and stealing. On the other hand, 91.7% of the parents indicated that girls cause parents to worry about their social behaviour because bad companies corrupts good character and ruins most of the girls’ lives. For example, many parents expressed fear of their girls getting unwanted pregnancies that lead to school drop out.

Asked to respond on clothing, parents reported that girls are more expensive to clothe than boys. Ninety percent (90%) of the parents were in agreement. They noted that clothing girls is expensive because girls require many and different types of clothing in order to look smart and fashionable. They also noted that girls’ dresses are generally more expensive as compared to boys’ clothes.
When asked to compare the cost of educating girls and the benefits they receive from this education, 41.7% of the parents indicated that the cost of educating girls were higher than the benefits they were likely to receive. They noted that some girls get married immediately after training and hence end up helping their husband's families. It was also indicated that even while working girls are not able to help as much, because their personal needs are many and expensive. Twenty percent (20%) of the parents observed that they do not educate their children for any benefit and therefore, the issue of valuing girls for their benefits should not arise.

Asked to comment on whether girls require more effort and time to care for than boys do, 71.7% of the parents were in agreement. They noted that girls are delicate to handle and need special attention and tidiness more than boys are. Besides they need to be counselled a lot and taught concerning life and relationships.

On whether girls take away loneliness from parents, 66.7% of the parents affirmed that they did. They noted that girls are social and usually more concerned about other people than boys are. Girls also give parents company because most of the time they are at home unlike boys. However, 20% of the parents were in disagreement; they indicated that even boys do take away loneliness from parents.
Regarding whether girls cause parents to feel happier and more worthwhile than boys did, 43.4% of the parents responded in the affirmative. They noted that girls understand parents more than boys, and they are not as argumentative. Only 13.3% of the parents indicated that boys make parents feel happier and more worthwhile than girls did because they are seen as heirs and future leaders.

When questioned on the contributions children make to the development of the community, 58.3% of the parents indicated that boys contribute more because they are strong, bold, and are more development conscious than girls. They also noted that boys remain in the community unlike girls who get married and leave to live in their husband's community. However, 30% of the parents indicated that both boys and girls make equal contribution. Only 6.7% of the parents indicated that girls contribute more than boys do.

On the question of who assists more in family expenses, 33.3% of the parents indicated that girls assist as much as boys. Twenty six percent (26%) of the parents indicated that girls assist more while 23.3% indicated that boys assist more because they think of family needs more than girls.
The parents also indicated that they value boys more because they assure them of the continuity of the family name. Sixty five percent (65%) of the parents indicated that sons assure the continuity of the family name because traditionally in the Kikuyu community a woman is required to name her children after the parents of her husband first.

Asked to respond on whether they prefer boys as first-born, 63.3% of the parents were in agreement. They indicated that boys give an assurance of the continuity of the family name and give especially fathers, pride and prestige. Boys also provide security at home, are termed as future leaders, and are generally more helpful than girls. Only 8.3% indicated that they preferred girls as first-born because they help more on household chores than boys do.

Regarding bride price as a source of wealth, 65% of the parents observed that daughters are no longer valued for bride price. This is because a few people are reported to pay dowry, and it wasn't obvious that one's daughters would get married. They also observed that not all parents ask for dowry and the practise is somehow fading out. Only 25% of the parents indicated that bride price could be a source of wealth to a family.
The analysis also revealed that this community (Kikuyu) practices male property ownership and inheritance. About 55% of the parents indicated that sons had a right to inheritance as this was an expectation by the society. Another 21.7% indicated that sons felt that it was their traditional right to own their parents' wealth. Only 6.7% noted that even girls had a right to inheritance.

In summary, it was found out that fathers' and mothers' still do value children for both instrumental and psychosocial benefits they receive from them however, this value is not a high traditional value. The findings revealed that fathers' and mothers' had an overall low traditional value and very low for girls. Parents value boys more than girls because of the perceived benefits they bring to them and the cost of rearing them being less than that of girls. Mothers especially had very low traditional value of girls; they perceived their costs as very high unlike the fathers.
4.2.0 Fathers' and Mothers' Expectations of Boys and Girls in Gender stereotyped Behaviour

The purpose of this investigation was to find out if fathers and mothers expect boys and girls to behave in gender stereotyped manner that correspond to those men and women are assigned by the culture. From the questionnaire boys and girls stereotyped behaviours were identified and grouped separately. Out of sixteen (16) questions, eight (8) were boys stereotyped behaviours and the other eight (8) were girls stereotyped behaviours. For each item in the questionnaire the lowest possible score was 1 while the highest possible score was 5. From the data collected fathers' and mothers' expectations of boys and girls in gender stereotyped behaviours were obtained. The mean and standard deviations were calculated and the results are shown in Table 6.

The data presented in Table 6 shows that both fathers and mothers expected boys to perform boys' stereotyped behaviours and girls to perform female stereotyped behaviours. However, mothers' expectations of girls doing female stereotyped behaviours were higher than that of boys doing boys' stereotyped behaviours. In this study, fathers had higher expectations of girls doing boys stereotyped behaviours and of boys doing
girls' stereotyped behaviours than mothers did. This suggests that these fathers may accept cross gender behaviour more than these mothers.

Table 6

Mean Scores of Fathers' and Mothers' Expectations of Boys and Girls in Boys' and Girls' Stereotyped Behaviours

<table>
<thead>
<tr>
<th>Parents' Expectations</th>
<th>Possible range of scores</th>
<th>Questions Relating to Boys' Stereotyped Behaviours</th>
<th>Questions Relating to Girls' Stereotyped Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Expectations of Boys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fathers'</td>
<td>8-40</td>
<td>31.700</td>
<td>3.120</td>
</tr>
<tr>
<td>Mothers'</td>
<td>8-40</td>
<td>31.467</td>
<td>4.066</td>
</tr>
<tr>
<td>Expectations of Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fathers'</td>
<td>8-40</td>
<td>22.333</td>
<td>4.436</td>
</tr>
<tr>
<td>Mothers'</td>
<td>8-40</td>
<td>21.500</td>
<td>3.739</td>
</tr>
</tbody>
</table>

The data in Table 6 also shows that the standard deviation of fathers' expectations of boys in girls' stereotyped behaviours was higher than that of mothers. This shows that fathers varied in their individual expectations of boys in girls' stereotyped behaviours while mothers were more consistent. On the other hand, mothers varied more in their expectations of boys in boys' stereotyped behaviours than fathers.
4.3.0 Statistical Analysis

A statistical analysis was done to test the significant differences of the various variables stated in the hypotheses. To analyse the mean difference for the various measure of value and expectations of gender role behaviour of boys and girls among fathers and mothers, a t-test statistic was used. For each of the analyses the probability level (alpha) was set at 0.05.

4.3.1 Fathers’ and Mothers’ Traditional Value of Boys

It was hypothesised in the study that fathers’ value of boys would differ significantly from mothers’ value of boys. A t-test was performed on the mean scores of fathers’ and mothers’ value of boys. The results are presented in Table 7.

Table 7

Mean Score and t-Value of Fathers’ and Mothers’ Value of Boys

<table>
<thead>
<tr>
<th>Parents</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
<th>df</th>
<th>2-Tail Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fathers</td>
<td>30</td>
<td>24.5667</td>
<td>3.329</td>
<td>-0.29</td>
<td>58</td>
<td>0.774</td>
</tr>
<tr>
<td>Mothers</td>
<td>30</td>
<td>24.8000</td>
<td>2.919</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results from Table 7 indicate that there was no significant difference between fathers' and mothers' value of boys. The null hypothesis "There is no significant difference between fathers' and mothers' value of boys" was therefore, accepted.

4.3.2 Fathers’ and Mothers’ Traditional Value of Girls

It was hypothesised in the study that fathers' value of girls would differ significantly from mothers' value of girls. A t-test was performed on the mean scores of fathers' and mothers' value of girls. The results are presented in Table 8.

**Table 8**

<table>
<thead>
<tr>
<th>Parents</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
<th>df</th>
<th>2-Tail Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fathers</td>
<td>30</td>
<td>22.5667</td>
<td>3.308</td>
<td>2.32</td>
<td>58</td>
<td>0.024*</td>
</tr>
<tr>
<td>Mothers</td>
<td>30</td>
<td>20.6667</td>
<td>3.032</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05

A critical t-value for 58 degrees of freedom at 0.05 level of significance for a 2-tailed test is 1.960. The results presented in Table 8 show that there was a significant difference between the mean score of fathers’ and mean
score of mothers' value of girls. Fathers had a significantly higher value of girls than mothers.

### 4.3.3 Fathers' Traditional Value of Boys and Girls

It was hypothesised in the study that fathers' value of boys was significantly different from that of girls. A t-test was performed on the mean test scores of the two groups. The results are presented in Table 9.

#### Table 9

Mean Scores and t-Value of Fathers' Value of Boys and Girls

<table>
<thead>
<tr>
<th>Children</th>
<th>Number of Pairs</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
<th>df</th>
<th>2-Tail Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>30</td>
<td>24.5667</td>
<td>3.329</td>
<td>2.29</td>
<td>29</td>
<td>0.030*</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td>22.5667</td>
<td>3.308</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05

A critical t-value for 29 degrees of freedom at 0.05 level of significance for a 2-tailed test is 2.045. The results presented in Table 9 show that there was a significant difference between the mean test score of fathers' value of boys and that of girls. Fathers had a significantly higher value of boys than of girls.
4.3.4 Mothers’ Traditional Value of Boys and Girls

It was hypothesised in the study that mothers’ value of boys was significantly different from the value of girls. A t-test was performed on the mean test scores to determine if they differed significantly. The results obtained are shown in Table 10.

**Table 10**

Mean Scores and t-Value of Mothers’ Value of Boys and Girls

<table>
<thead>
<tr>
<th>Children</th>
<th>Number of Pairs</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
<th>df</th>
<th>2-Tail Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>30</td>
<td>24.8000</td>
<td>2.9170</td>
<td>5.06</td>
<td>29</td>
<td>0.000*</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td>20.6667</td>
<td>3.3032</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05

A critical t-value for 29 degrees of freedom at 0.05 level of significance for a 2-tailed test is 2.045. The results show that there was a significant difference between the mean test scores of mothers’ value of boys and mothers’ value of girls. Mothers had a significantly higher value of boys than of girls.
4.3.5 Fathers' and Mothers' Expectations of Boys in Boys' Stereotyped Behaviours

It was hypothesised in the study that fathers' and mothers' differed significantly in their expectations of boys and in boys' stereotyped behaviours. A t-test was performed on the mean test scores of the two groups to determine if they differed significantly. The results are presented in Table 11.

<table>
<thead>
<tr>
<th>Parents</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>2-Tail Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fathers</td>
<td>30</td>
<td>31.700</td>
<td>3.120</td>
<td>0.25</td>
<td>58</td>
<td>0.804</td>
</tr>
<tr>
<td>Mothers</td>
<td>30</td>
<td>31.466</td>
<td>4.066</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results presented in Table 11 show that there was no significant difference between the mean score of fathers' and mothers' expectations of boys in boys' stereotyped behaviours. Thus the null hypothesis, “There is no significant difference between fathers' and mothers' expectations of boys in boys' stereotyped behaviours”, was therefore, accepted.
4.3.6 Fathers’ and Mothers’ Expectations of Girls in Boys’ Stereotyped Behaviours

It was hypothesised in the study that fathers’ and mothers’ differed significantly in their expectations of girls in boys’ stereotyped behaviours. A t-test was performed on the mean test scores of the two groups to determine if they differed significantly. The results are presented in Table 12.

Table 12
Mean Test Score and t-Value of Fathers’ and Mothers’ Expectations of Girls in Boys’ Stereotyped Behaviours

<table>
<thead>
<tr>
<th>Parents</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
<th>df</th>
<th>2-Tail Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fathers</td>
<td>30</td>
<td>22.3333</td>
<td>4.436</td>
<td>0.79</td>
<td>58</td>
<td>0.435</td>
</tr>
<tr>
<td>Mothers</td>
<td>30</td>
<td>21.5000</td>
<td>3.739</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results presented in Table 12 show that there was no significant difference between the mean score of fathers’ and mothers’ expectations of girls in boys’ stereotyped behaviours. Thus the null hypothesis, “There is no significant difference between fathers’ and mothers’ expectations of girls in boys’ stereotyped behaviours”, was accepted.
4.3.7 **Fathers' and Mothers' Expectations of Boys in Girls' Stereotyped Behaviours**

It was hypothesised in the study that fathers' and mothers' differed significantly in their expectations of boys in girls' stereotyped behaviours. A t-test was performed on the mean test scores of the two groups to determine if they differed significantly and the direction of the difference. The results are shown in Table 13.

<table>
<thead>
<tr>
<th>Parents</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
<th>df</th>
<th>2-Tail Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fathers</td>
<td>30</td>
<td>23.333</td>
<td>5.898</td>
<td>0.33</td>
<td>58</td>
<td>0.745</td>
</tr>
<tr>
<td>Mothers</td>
<td>30</td>
<td>22.900</td>
<td>4.245</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results indicate that there was no significant difference between the mean score of fathers' and mothers' expectations of boys in girls' stereotyped behaviours. Thus, the null hypothesis stated was accepted.
4.3.8 Fathers' and Mothers' Expectations of Girls in Girls' Stereotyped Behaviours

It was hypothesised in the study that fathers' and mothers' differed significantly in their expectations of girls in girls' stereotyped behaviours. A t-test was performed on the mean test scores of the two groups to determine if they differed significantly and the direction of the difference. The results are shown in Table 14.

Table 14
Mean Test Scores and t-Value of Fathers' and Mothers' Expectations of Girls in Girls' Stereotyped Behaviours

<table>
<thead>
<tr>
<th>Parents</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
<th>df</th>
<th>2-Tail Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fathers</td>
<td>30</td>
<td>31.8000</td>
<td>3.624</td>
<td>-0.62</td>
<td>58</td>
<td>0.539</td>
</tr>
<tr>
<td>Mothers</td>
<td>30</td>
<td>32.3667</td>
<td>3.469</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results indicate that there was no significant difference between the mean score of fathers' and mothers' expectations of girls in girls' stereotyped behaviours. Thus, the null hypothesis stated was accepted.
4.3.9 Fathers' Expectations of Boys and Girls in Gender stereotyped Behaviours

It was hypothesised in the study that fathers differed significantly in their expectations of boys and girls in gender appropriate behaviour. A t-test was performed on both the mean scores of fathers’ expectations of boys and girls in boys’ stereotyped behaviours and of fathers’ expectations of boys and girls in girls’ stereotyped behaviours. The results are shown in Table 15 and Table 16 respectively.

**Table 15**

Mean Score and t-Value of Fathers’ Expectations of Boys and Girls in Boys’ Stereotyped Behaviours

<table>
<thead>
<tr>
<th>Children</th>
<th>Number of Pairs</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
<th>df</th>
<th>2-Tail Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>30</td>
<td>31.7000</td>
<td>3.120</td>
<td>9.67</td>
<td>29</td>
<td>0.000*</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td>22.3333</td>
<td>4.436</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05

The results show that there was a significant difference between fathers’ expectations of boys and girls in boys’ stereotyped behaviours. Thus, the null hypothesis “There is no significant difference between fathers’
expectations of boys and girls in boys’ stereotyped behaviours”, was therefore, rejected.

Table 16

Mean Score and t-Value of Fathers’ Expectations of Boys and Girls in Girls’ Stereotyped Behaviours

<table>
<thead>
<tr>
<th>Children</th>
<th>Number of Pairs</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>2-Tail Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>30</td>
<td>23.3333</td>
<td>3.120</td>
<td>-7.86</td>
<td>29</td>
<td>0.000*</td>
</tr>
<tr>
<td>Girls</td>
<td>31.8000</td>
<td>4.436</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05

The results presented in Table 16 show that there was a significant difference between fathers’ expectations of boys and girls in girls’ stereotyped behaviours. The null hypothesis, “There is no significant difference between fathers’ expectations of boys and girls in girls’ stereotyped behaviours”, was therefore, rejected.
4.4.0 Mothers' Expectation of Boys and Girls in Gender Stereotyped Behaviours

It was hypothesised in the study that mothers' expectations of boys and girls in gender stereotyped behaviours would differ significantly. A t-test was performed on the mean score of mothers' expectations of boys and of girls in boys stereotyped behaviours and on the mean score of mothers' expectations of boys and girls in girls' stereotyped behaviours. The results are presented in Table 17 and Table 18, respectively.

**Table 17**

Mean Score and t-Value of Mothers’ Expectations of Boys and Girls in Boys’ Stereotyped Behaviours

<table>
<thead>
<tr>
<th>Children</th>
<th>Number of Pairs</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
<th>df</th>
<th>2-Tail Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>30</td>
<td>31.4667</td>
<td>4.066</td>
<td>10.80</td>
<td>29</td>
<td>0.000*</td>
</tr>
<tr>
<td>Girls</td>
<td>21</td>
<td>21.5000</td>
<td>3.739</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05

The results show that there was a significant difference between mothers' expectations of boys and girls in boys' stereotyped behaviours. The stated null hypothesis was therefore, rejected.
Table 18

Mean Score and t-Value of Mothers’ Expectations of Boys and Girls in Girls’ Stereotyped Behaviours

<table>
<thead>
<tr>
<th>Children</th>
<th>Number inPairs</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>2-Tail Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>30</td>
<td>22.9000</td>
<td>4.245</td>
<td>-9.22</td>
<td>29</td>
<td>0.000*</td>
</tr>
<tr>
<td>Girls</td>
<td>32.3667</td>
<td>3.469</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05

The results in Table 18 indicate that there was a significant difference between mothers’ expectations of boys and girls in girls’ stereotyped behaviours. Thus, the null hypothesis that "there is no significant difference between mothers’ expectations of boys and girls in girls’ stereotyped behaviours", was therefore, rejected.
CHAPTER FIVE

DISCUSSION

5.0.0 Introduction

In this chapter the results obtained in the data analysis are evaluated and interpreted. The first section discusses whether or not the findings of the study confirmed the hypotheses stated. In the second section the implications of these findings are presented and in the third section the recommendations are made, based on the findings of this study.

5.1.0 Discussion of the Results

The main aim of this study was to find out if fathers' and mothers' had a different traditional value and expectations of gender role behaviour of boys and girls. The findings were:

1. There was no significant difference between fathers' and mothers' traditional value of boys.
2. Fathers' traditional value of girls was significantly higher than the mothers' traditional value of girls. The main area of difference was in the instrumental value. The data revealed that, mothers' instrumental value of girls was lower than fathers' instrumental value of girls.

3. Fathers' traditional value of boys was significantly higher than their traditional value of girls.

4. Mothers' traditional value of boys was significantly higher than their traditional value of girls.

5. Fathers' expectations of boys in gender stereotyped behaviour was not significantly different from the mothers' expectations of boys in gender stereotyped behaviour.

6. Fathers' expectations of girls in gender stereotyped behaviour was not significantly different from the mothers' expectations of girls in gender stereotyped behaviour.

7. There was a significant difference in fathers' expectations of boys and girls in gender stereotyped behaviour. Father's had higher
expectations of boys doing boys' stereotyped behaviour, and girls
doing girls' stereotyped behaviour.

8. There was a significant difference in mothers' expectations of boys
and girls in gender stereotyped behaviour. Mothers' also had higher
expectations of boys doing boys' stereotyped behaviour, and girls
doing girls' stereotyped behaviour.

5.1.1. Fathers' and Mothers' Traditional Value of Boys and Girls

This study revealed that fathers and mothers had almost equal value of
boys and that they both valued boys more than girls. These findings are
consistent with other research findings by Chege (1993), Bee (1995),
Gakuru and Koech (1994), Hoffman (1977) and Stanbacher and Amp
(1994). These studies showed that boys are more preferred than girls
and that the qualities attributed to males and their contributions are highly
valued than those of females.

One of the explanations why boys are more preferred than girls could be
the kind of roles that men undertake. Men are usually identified with
leadership, which is vested with power and authority while women are
identified with domestic work which is culturally devalued (Chege, 1993).
Another explanation could be that most parents perceive men as contributing more especially materially to the family than girls. Girls' needs are perceived as high and costly.

The fact that most girls when grown up get married might also explain why they are less valued than boys. Most parents feel that in future girls will transfer their wealth and skill to their husbands' family.

It could be possible that parents' traditional value of girls is changing to non-traditional value. For example, in this study 20% of the parents observed that they do not educate their girls because of the material benefits they will get from them in the future. They educate them because they have a right to education. On the issue of bride price as a source of wealth, 65% of the parents indicated that daughters are no longer valued for bride price; some parents indicated that some parents do not even ask for it any more. This finding are consistent with those of Jay (1999) who found out that in USA only very few modern parents see children as important workers or contributors to family economic well-being.

In this research fathers' traditional value of girls was higher than that of mothers. These findings are similar to those of Chege (1993) who found
out that a higher percentage of men than women did prefer to have girls only.

The descriptive statistics in this study revealed that mothers had a negative value of girls. These findings are consistent with those of Chege (1993) who found out that a higher percentage of mothers preferred having boys to girls. This could be because most women have been less valued by the society and hence hold the same low value of girls. Sons are also seen as source of security for their mothers since they stay in their marital homes.

5.1.2 Fathers' and Mothers' Expectations of Boys and Girls in Gender stereotyped Behaviours

The results concerning parents' expectations of boys and girls behaviour in gender stereotyped behaviour were as anticipated. This study revealed that parents expected boys to perform better in boys' stereotyped behaviours and girls to perform better in girls' stereotyped behaviours. Parents also indicated that boys should perform girls stereotyped roles though not as often as girls. Girls should also perform boys' stereotyped role but not as often as boys. This could mean that parents in this study were encouraging cross-gender role behaviour.
These findings are consistent with those of Maccoby (1983), Stern & Karraker (1989), and Arliss (1991). They found out that parents treat sons and daughters differently and they expect them to behave in gender stereotyped behaviours. This implies that parents all over the world give messages to their children based on gender and this influence the children to behave in gender stereotyped ways.

However, the results concerning fathers' and mothers' expectations of boys and girls in gender stereotyped behaviors were not as anticipated. It was expected that fathers' mean expectation scores of boys and girls in gender stereotyped behaviors would be much higher than that of mothers. However, even though the results of these findings were not significant, it was observed that fathers' encouraged cross gender behavior more than mothers did. This is in contrast to past findings. Past findings by Huston (1983), Maccoby & Jacklin (1974), and Lytton & Romney (1991) have shown that in early childhood fathers more than mothers encourage gender appropriate behavior, and they place more pressure on sons than daughters.

These studies used observation method to collect information unlike the present study that used questionnaires. It can also be assumed that both fathers and mothers in this study encouraged gender appropriate
behaviour because of their traditional culture, which encourages both parents to socialize children into gender specific roles. Besides, the cultural value of girls is changing from that of traditional value to that of non-traditional value. However, boys are still expected to behave as the society expects of them as males.

5.2.0 Implications of these Findings

5.2.1 Implications for Parents

1. Since the findings of this study showed that parents' traditional value of boys was higher compared to that of girls. This could mean that parents still have a higher economic and psychosocial value of boys. This implies that boys grow up knowing that they are valued more than girls are and this could explain why they excel in life more than girls do.

2. The majority (68.3%) of the parents had a negative value of girls, and fathers' traditional value of girls was significantly higher than that of the mothers'. The findings suggest that in this community parents' value of girls is changing from traditional to non-traditional value. Change of traditional value of girls may mean that the status
of girls in the society is changing, for example many parents are preferring to take their girls to school instead of marrying them in order to benefit materially from bride price.

3. Since the majority of the parents in this study were found to encourage boys and girls to do gender stereotyped behaviours that are assigned to males and females respectively, in the society, then these boys and girls are being encouraged to adopt gender stereotyped behaviour that may influence their future opportunities.

5.2.2 Implications for Teachers

1. Since the findings indicate that children are already gender stereotyped from their home environment this could imply that the pre-school teachers who are also parents from this community could also be encouraging gender stereotyped behaviour.

2. This study showed that boys are more valued than girls because of the economic and emotional contribution they make to their families and the society it is possible that pre-school teachers in this community value boys differently from girls and this could be making boys feel more superior than girls.
5.2.3 **Implication for Teacher Trainers**

1. Teacher trainers might not be emphasising to the teacher trainees the importance of encouraging gender androgynous behaviour among boys and girls in their schools and also encouraging parents to treat boys and girls equally.

5.2.4 **Implication for Curriculum Developers**

1. Since the findings of this study suggest that there is gender discrimination this could mean that the textbooks used in schools could be contributing to it by portraying boys only doing certain kind of tasks assigned to males and girls doing only certain kind of tasks assigned to females in the society. The books could also be showing different reasons as to why boys are valued differently from girls.

5.2.5 **Implications for Educational Policy Makers**

1. Since this study revealed that parents treat boys and girls differently then, it is likely that there is gender inequality in the society. Males and females might not be having equal
opportunities in terms of career promotion and training and hence parents comply with the rules in the society, which create gender diversities.

5.3.0 **Recommendations**

5.3.1 **Recommendations for Parents**

1. Parents should realise that the attitude they have towards their children and in all children in general has an influence on what they become in future. They should not see the worth of children in terms of material contributions only nor as economic burdens but should hold them highly as social well beings.

2. Parents should understand that boys and girls are equal and hence should avoid preferring boys only.

3. Parents should avoid treating boys and girls differently for this encourages gender-typed behaviour since this has an influence on child’s general development and also limits future opportunities for both boys and girls.
4. Children learn gender appropriate behaviour through reinforcement for gender-desired behaviour and parental approval or disapproval. Parents should therefore encourage cross-gender (androgynous) behaviour and should reinforce boys and girls equally.

5.3.2 Recommendations for Teachers

1. Teachers should avoid treating boys and girls differently. They should not reinforce only gender appropriate behaviour but should encourage cross-gender behaviours.

2. Pre-school teachers should create more awareness to the parents on their role as parents in encouraging gender inequality through treating and valuing boys and girls differently.

5.3.3 Recommendations for Teacher Trainers

1. Trainers of teachers and trainer of trainers should stress to their students that both genders are equal though different.

2. They should assess trainees who encourage gender stereotyped behaviour during the assessments in the field experience and
assist them accordingly by encouraging them to emphasis cross gender behaviour.

5.3.4 **Recommendations for Curriculum Developers**

1. Curriculum developers should consider ensuring that males and females are not presented in gender stereotyped manner. Ensuring that textbooks do not portray females as only doing certain tasks only or males doing different roles from females could do this. This will ensure that boys and girls are not socialized in a traditional gender stereotyped way that limits their opportunities and progress.

5.3.5 **Recommendations for Educational Policy Makers**

1. Educational policy makers should consider developing strategies to promote gender equality. There is need to emphasis parental education programmes that could be implemented to help achieve this equity.
5.3.6 **Recommendations for Further Research**

1. This study was conducted in only one rural setting. There is therefore, a need to conduct a similar study in an urban setting and other rural settings to establish whether these parents still have a traditional value of children and whether they also encourage gender appropriate behaviour or not.

2. Other studies should be carried out focusing on the factors like age, educational level, occupation, and socio-economic status. These factors have been found to influence the parents' traditional value and expectations of gender appropriate behaviour of children in other studies but were not focussed on in this study.

3. Future researchers could conduct a similar study but use fathers’ and mother’ from one family unit.

4. The use of questionnaires could have influenced the response of parents. Future researchers could conduct observational studies to find out which behavior fathers and mothers approve of and disapprove of as well as reinforce for boys and girls that encourage or discourage cross gender behavior.
REFERENCES


Appendix A

FATHERS' AND MOTHERS' VALUE QUESTIONNAIRE

Particulars of the respondent;
Gender...........................................................................
Address...........................................................................
Date of Interview.........................................................

In this visit I am interested in learning from you the value you have of
children. That is, how important boys and girls are to their parents, family,
and to the community. No doubt you have your own views which I would
like you to share with me. Please note that the information you give will
be strictly for Educational purpose and will be kept in confidence.

I have some written statements, which I am going to read to you. Please
think about each of them and give me one of the five possible answers;
I STRONGLY AGREE (SA)
I AGREE, but not strongly (A)
I STRONGLY DISAGREE (SD)
I DISAGREE, but not strongly (D)
I am UNCERTAIN (U)

In general:
1. Girls are more useful than boys are because they help with kitchen work for example, cooking and washing utensils. 

2. Boys normally cause parents to make more sacrifices in order to meet their needs than girls. 

Why? 

3. Girls are more expensive to clothe than boys are. 

Why? 

4. When boys grow up they contribute more to the development of the community than girls. 

Why? 

5. Caring for girls require much more time and effort than boys do. 

Why? 

6. Boys are more expensive to feed than girls are. 

Why? 

7. Daughters can take away loneliness from their parents. 

Why? 

8. Boys are usually more preferred as firstborns than girls. 

Why? 

9. Daughters can make parents feel happy and worthwhile more than sons. 

Why?
10. Sons normally cause parents to be worried about ill behaviours like stealing and fighting. 

Why?

11. Parents are usually worried by their daughters' social behaviour. 

Why?

12. When grown up, boys assist more than girls with family expenses do. 

Why?

13. Daughters are valued by parents because of bride price. 

Why?

14. Boys usually assure their parents of the continuity of family name more than girls. 

Why?

15. The cost of sending a girl to school are more than the benefits the parents are likely to receive. 

Why?

16. When sons are grown up they can demand for wealth from their parents. 

Why?
Appendix B

FATHERS' AND MOTHERS' EXPECTATIONS QUESTIONNAIRE

This time I am interested in learning about the expectations you have for children in general. That is some perceptions and anticipated behaviour of boys and girls. Kindly share with me your own expectations of boys and girls, both in the present and in the future. Please note that the information gathered is strictly for Educational purpose and will be kept in confidence.

I have some written statements, which I will read to you. Please think about each item and give me one of the five possible answers:

ALWAYS (A)
USUALLY (U)
SOMETIMES (S)
RARELY (R)
NEVER (N)

How often do you expect Boys/Girls to:-

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Play with a ball?  
|      |       |
2. Play with a baby doll?  
|      |       |
3. Slash and cut grass? 

4. Help more with domestic work like in washing clothes?

5. Look after livestock?

6. Easily learn a language?

7. Look after the baby?

8. Easily learn science and mathematics in school?

9. Show concern for others, for example visit a sick relative or a poor neighbour?

10. Prune and spray coffee?

11. Pick tea and take to the factory?

12. Be aggressive?

13. Be gentle in character?

14. Be physically strong?

15. Become a bus driver or a conductor after high school?

16. Become nurses in future?
Appendix C

CIURIA CIA BATA WA CIANA KURI ACIARI

MÜTUMIA _______ MÜDÜRÜME_______

İTÜRA________________

İhinda rîri batarîte güthoma kuma kûri we müigana waku harî ciana. Úguo nî kuga atî, nî bata üigana atîa anake na.airîtu marî kûri acîari, andû ao, na itûra. Hatirî nganja wîna mawoni maku ingîenda ünjîre. Nî ngwenda ümenye atî ndûmirîri îrîa ükühe nî ya wîra wa GİTHOMO TU na nî ngûmîiga na njîra ya hitho.

Nînyandîkîte ciuria iria ngûgûthomera. Nî ngûkûria wîcîrie igûrû rîa kiûria kîmwe gwa kîmwe ûcoké ühe anja îmwe ya ici ithano.

NÎNDETİKÎRA NA HİNYA BLÚ (HB)
NÎNDETİKÎRA NO TİNA HİNYA(NTH)
NÎNDAREGA NA HİNYA (NH)
NÎNDAREGA NO TİNA HİNYA (NNH)
NDİRİ NA MA (NM)

1. Airîtu mebata kûri anake nîtondû nîmateithagîrîria na mawîra ma riko ta kûругa na güthambia indo. _______
2. Anake nimatūmaga aciari menyerekie mūno nīündū wa mabataro mao gūkīra airītu. ________

Nīkī? __________________________________________

3. Airītu megoro kūmahumba ngūo gūkīra anake._______

Nīkī? __________________________________________

4. Anake magimara nīmateithagia úthii wa na mbere wa itūra gūkīra airītu._______

Nīkī? __________________________________________

5. Kūmenyerera tūirītu nīkwendaga kīoo kīngi na mathaa maingī gūkīra tūmwana.______

Nīkī? __________________________________________

6. Imwana irī goro kūhe irio/kūmahūnia kūřī tūirītu. ________

Nīkī? __________________________________________

7. Ciana cīa airītu nī ininaga aciari ihoru. ____________

Nīkī? __________________________________________

8. Andū aingī nimeriragīria tūmwana tūrī irigīthathi gūkīra tūirītu. ___

Nīkī? __________________________________________

9. Ciana cīa airītu nicītūmaga aciari maigue makenete na magīrīire gūkīra cīana cīa anake. ______

Nīkī? __________________________________________

10. Kaingī imwana nicīo itūmaga aciari mamake nīündū wa mītugo mūru ya ūicī na kūrīa. ______
11. Aciai ri m'makagio ni ri thiire ya cia cia cia iritu. 

12. Anake me mawira ri iateihiagia ka kuru ri iritu hara mabatari ma muci. 

13. Irutu mebata kuri aciai ni tondu wa ruracio. 


15. Mahuthiro ma gutwara na guthomithia iritu cukuru ni manene gukira macokio maria aciai merigiriira kwamukira. 

16. Tumwana twaneneha notitie igai kuuma kuri aciai ao.
Appendix D

CIURIA CIA MERIGIRIRO MA ACIARI KURI CIANA

Mahinda maya batarite kumenya na guthoma uhoro wa uria aciari merigagirira igurũ rĩa ciana ciothe cia airũtu na anake mĩtugoini yao rũu na matukūnĩ ma thutha. Niingikuria ugwanani rere nanie na ṋunjire merigiiriro maku. Ni ingĩenda ŋumenye ati ndũmũri riri yothe ndũrongania ni ya wĩra wa GUTHOMA TU na ni ìkũigwo na njira ya thiri.

Ni nyandikite ciũria iria ngũgũthomera. Ni ingĩkuria wičirie igurũ rĩa kĩũria kĩmwe gwa kĩmwe ūcoke ūhe anja ūmwe ya ici ithano

HINDI CIOTHE (HC)
KAINGI (K)
RIMWE NA RIMWE (RR)
TI KAINGI (TK)
GUTIRI HINDI (GK)

Ni mahinda maigana wiwigagirĩra anake an airũtu kana Ńumwana na tuirĩtu gwĩka maũndũ maya:
1. Gunthaka na múbira

2. Gunthaka na mwana wa kúmbwo

3. Gütügüta na gütinia nyeki

4. Gutethia wíra wa nyũmba ta kühüra

Nguo

5. Kūrithia ng'ombe na mbüri

6. Kwiruta rüthiomi rwerú na ihenya

7. Kūrera mwana na güikara nake

8. Kūnyita narua cayanici na mathabu

Cukurū

9. Kurumbüiya andú ta arwaru na athīnī

10. Guceha na kühuhĩra kahũa

11. Gütua machani na gütwara güthīi

12. Kwaga kūnogio nĩ maündū

13. Gükorwo na mĩtugo mĩhoreru

na mĩagīríru

14. Gükorwo na hinya wa mwĩrĩ

15. Gütwiǐka ndereba wa mbathi kana tani

thutha wa kurĩkia cukuru

16. Gütuĩka múrigitī wa thibitarĩ
Appendix E

Frequency Distribution of Fathers’ and Mothers’ Value Scores of Boys and of Girls.

<table>
<thead>
<tr>
<th>Value Score</th>
<th>TRADITIONAL VALUE OF BOYS</th>
<th>TRADITIONAL VALUE OF GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By Fathers</td>
<td>By Mothers</td>
</tr>
<tr>
<td></td>
<td>Frequency (%)</td>
<td>Frequency (%)</td>
</tr>
<tr>
<td>-9</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>-8</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>-7</td>
<td>0 (0.0%)</td>
<td>1 (3.3%)</td>
</tr>
<tr>
<td>-6</td>
<td>1 (3.3%)</td>
<td>2 (6.7%)</td>
</tr>
<tr>
<td>-5</td>
<td>0 (0.0%)</td>
<td>2 (6.7%)</td>
</tr>
<tr>
<td>-4</td>
<td>2 (6.7%)</td>
<td>4 (13.3%)</td>
</tr>
<tr>
<td>-3</td>
<td>2 (6.7%)</td>
<td>6 (20.0%)</td>
</tr>
<tr>
<td>-2</td>
<td>3 (10.0%)</td>
<td>6 (20.0%)</td>
</tr>
<tr>
<td>-1</td>
<td>5 (16.7%)</td>
<td>10.0%</td>
</tr>
<tr>
<td>0</td>
<td>3 (10.0%)</td>
<td>10.0%</td>
</tr>
<tr>
<td>1</td>
<td>3 (10.0%)</td>
<td>10.0%</td>
</tr>
<tr>
<td>2</td>
<td>2 (6.7%)</td>
<td>13.3%</td>
</tr>
<tr>
<td>3</td>
<td>1 (3.3%)</td>
<td>3.3%</td>
</tr>
<tr>
<td>4</td>
<td>1 (3.3%)</td>
<td>6.7%</td>
</tr>
<tr>
<td>5</td>
<td>3 (10.0%)</td>
<td>6.7%</td>
</tr>
<tr>
<td>6</td>
<td>2 (6.7%)</td>
<td>6.7%</td>
</tr>
<tr>
<td>7</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>30 100.0%</td>
<td>30 100.0%</td>
</tr>
</tbody>
</table>
## Appendix F

### Percent Of Parents’ Responses On, Boys Cause Parents To Make More Sacrifices In Order To Meet Their Needs Than Girls Do

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency of Responses</th>
<th>Percent of parents’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Traditionally, parents value boys</td>
<td>2</td>
<td>3.33</td>
</tr>
<tr>
<td>2. Boys are heirs</td>
<td>16</td>
<td>26.67</td>
</tr>
<tr>
<td><strong>Disagreeing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Equal sacrifice and help is given to both boys and girls</td>
<td>26</td>
<td>43.33</td>
</tr>
<tr>
<td>4. More sacrifice is made for girls because their needs are many</td>
<td>14</td>
<td>23.33</td>
</tr>
<tr>
<td>5. No response</td>
<td>2</td>
<td>3.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Parents’ Responses, Girls Are More Expensive To Clothe Than Boys

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency of the Response</th>
<th>Percent of Parents’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Girls require many and different type of clothes than boys in order to look smart, fashionable, and beautiful.</td>
<td>41</td>
<td>68.33</td>
</tr>
<tr>
<td>2. Girls clothes are generally expensive</td>
<td>13</td>
<td>21.67</td>
</tr>
<tr>
<td><strong>In Disagreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. With the mitumba business boys and girls clothes are cheap.</td>
<td>3</td>
<td>5.00</td>
</tr>
<tr>
<td>5. Boys’ clothes are equally expensive.</td>
<td>3</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Parent Responses, Boys Contribute More To The Development Of The Community Than Girls

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency of Responses</th>
<th>Percent of Parents’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Boy are, strong, bold, quick in making decisions and are development conscious</td>
<td>26</td>
<td>43.33</td>
</tr>
<tr>
<td>2. Boys remain in the community, unlike girls.</td>
<td>9</td>
<td>15.00</td>
</tr>
<tr>
<td><strong>In Disagreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Boys and girls make equal contribution</td>
<td>18</td>
<td>30.00</td>
</tr>
<tr>
<td>4. Girls contribute more than boys</td>
<td>4</td>
<td>6.67</td>
</tr>
<tr>
<td>5. No response</td>
<td>3</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### Parents’ Responses, Caring For Girls Require Much Time And Effort Than Boys

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency of Responses</th>
<th>Percent of Parents’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. They are more delicate to handle than boys are and need special attention and tidiness.</td>
<td>23</td>
<td>38.33</td>
</tr>
<tr>
<td>2. They need to be counselled and taught concerning life and relationships</td>
<td>17</td>
<td>28.33</td>
</tr>
<tr>
<td>3. They are responsible in making a stable community in the future by passing on the right values and norms to the young generations</td>
<td>3</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>In Disagreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Both boys and girls require equal care</td>
<td>13</td>
<td>21.67</td>
</tr>
<tr>
<td>5. No response</td>
<td>4</td>
<td>6.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.00</td>
</tr>
</tbody>
</table>
### Reasons Why Boys Are More Expensive To Feed Than Girls

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency of Responses</th>
<th>Percent of Parents’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Boys eat a big share of food than girls</td>
<td>6</td>
<td>18.33</td>
</tr>
<tr>
<td>2. They do more physical work than girls, hence they need to eat more</td>
<td>2</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>In Disagreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Boys can stand hunger unlike girls</td>
<td>3</td>
<td>5.00</td>
</tr>
<tr>
<td>4. Both take almost equal shares, both need the same food to grow healthy</td>
<td>39</td>
<td>65.00</td>
</tr>
<tr>
<td>5. Girls keep on snacking hence end up eating more</td>
<td>9</td>
<td>15.00</td>
</tr>
<tr>
<td>6. No response</td>
<td>1</td>
<td>1.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### Reasons Why Daughters Can Take Away Loneliness From Their Parents

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency of Responses</th>
<th>Percent of Parents’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Girls are closer to their parents, they give them company</td>
<td>16</td>
<td>26.67</td>
</tr>
<tr>
<td>2. Most of the time girls are at home with their parents unlike boys</td>
<td>13</td>
<td>21.67</td>
</tr>
<tr>
<td>3. Girls are more social and kind than boys</td>
<td>11</td>
<td>18.33</td>
</tr>
<tr>
<td><strong>In Disagreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Both boys and girls take loneliness away from their parents</td>
<td>12</td>
<td>20.00</td>
</tr>
<tr>
<td>5. Girls when married, keep of from parents</td>
<td>6</td>
<td>10.00</td>
</tr>
<tr>
<td>9. No Response</td>
<td>2</td>
<td>3.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Responses, Boys Are More Preferred As First-Born Than Girls

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency of Responses</th>
<th>Percent of Parents' Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. They give an assurance of the continuity of the family name and are</td>
<td>19</td>
<td>31.67</td>
</tr>
<tr>
<td>helpful to parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. It is a traditional belief</td>
<td>6</td>
<td>10.00</td>
</tr>
<tr>
<td>3. For pride and prestige especially for men/fathers</td>
<td>5</td>
<td>8.33</td>
</tr>
<tr>
<td>4. Boys are termed as future leaders who will also head homes</td>
<td>4</td>
<td>6.67</td>
</tr>
<tr>
<td>5. Boys provide security at home and are more helpful than girls</td>
<td>4</td>
<td>6.67</td>
</tr>
<tr>
<td><strong>In Disagreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. It does not matter who comes first, whether boy or girl</td>
<td>17</td>
<td>28.33</td>
</tr>
<tr>
<td>7. Girls are preferred because they do more of the household chores</td>
<td>5</td>
<td>8.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Responses, Sons Normally Cause Parents To Be Worried About Ill Behaviours Like Fighting And Stealing

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency of Responses</th>
<th>Percent of Parents' Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Boys are usually involved in such ill behaviours unlike girls.</td>
<td>39</td>
<td>65.00</td>
</tr>
<tr>
<td><strong>In Disagreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. It depends on ones background and individual behaviour</td>
<td>12</td>
<td>20.00</td>
</tr>
<tr>
<td>3. Even girls cause worry, some steal</td>
<td>6</td>
<td>10.00</td>
</tr>
<tr>
<td>4. Its a social problem in the society</td>
<td>3</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Responses, Daughters Can Make Parents Feel Happy And Worthwhile More Than Sons

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency of Responses</th>
<th>Percent of Parents' Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Girls understand parents more than boys and take great care of them and the home</td>
<td>20</td>
<td>33.67</td>
</tr>
<tr>
<td>2. They do not argue much, they are agreeable and behave well</td>
<td>6</td>
<td>10.00</td>
</tr>
<tr>
<td>In Disagreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Both boys and girls do make parents feel happy, they are equal</td>
<td>24</td>
<td>40.00</td>
</tr>
<tr>
<td>4. Boys do, because parents see them as heirs and future leaders</td>
<td>8</td>
<td>13.33</td>
</tr>
<tr>
<td>5. No responses</td>
<td>2</td>
<td>3.33</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Responses, Parents Are Usually Worried By Their Daughters Social Behaviour

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency of Responses</th>
<th>Percent of Parents' Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Because bad social behaviour leads to ruin and destruction of their life, for example getting unwanted pregnancies.</td>
<td>42</td>
<td>70.00</td>
</tr>
<tr>
<td>2. They are expected to contribute and train good behaviour in the future</td>
<td>13</td>
<td>21.67</td>
</tr>
<tr>
<td>In Disagreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Even sons cause parents to be worried about their social behaviour</td>
<td>1</td>
<td>1.67</td>
</tr>
<tr>
<td>4. No response</td>
<td>1</td>
<td>1.67</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Percent Of Parents’ Responses, Sons Assist More Than Daughters With Family Expenses

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency of Responses</th>
<th>Percent of Parents’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. They think of family needs more than girls</td>
<td>14</td>
<td>23.33</td>
</tr>
<tr>
<td><strong>In Disagreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Girls assist as much as boys</td>
<td>20</td>
<td>33.33</td>
</tr>
<tr>
<td>3. Girls contribute more</td>
<td>16</td>
<td>26.67</td>
</tr>
<tr>
<td>4. After they marry they are not very assisting</td>
<td>9</td>
<td>15.00</td>
</tr>
<tr>
<td>5. No response</td>
<td>1</td>
<td>1.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Parents’ Responses, Daughters Are Valued Because Of Bride Price

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency of Responses</th>
<th>Percent of Parents’ Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Bride price could bring wealth to a family</td>
<td>15</td>
<td>25.00</td>
</tr>
<tr>
<td><strong>In Disagreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Its not obvious that dowry will be paid, and few people are paying dowry nowadays</td>
<td>22</td>
<td>36.67</td>
</tr>
<tr>
<td>3. Its not obvious all ones daughters will get married</td>
<td>11</td>
<td>18.33</td>
</tr>
<tr>
<td>4. Bride price does not matter any more, its slowly fading away from our culture</td>
<td>6</td>
<td>10.00</td>
</tr>
<tr>
<td>5. Not all parents ask for pride price</td>
<td>5</td>
<td>8.33</td>
</tr>
<tr>
<td>6. Bride price is paid only when its only a church wedding being arranged</td>
<td>1</td>
<td>1.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Parents’ Responses On Why Boys Assure Their Parents Of The Continuity Of The Family Name

<table>
<thead>
<tr>
<th>Responses</th>
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<th>Percent of Parents' Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Traditionally firstborns are named after the man’s parents, hence assure the continuity of his family name</td>
<td>39</td>
<td>65.00</td>
</tr>
<tr>
<td>2. Because of the high standard of living and with the help of family planning services most couples are getting few (2) children who are named after the man’s relatives.</td>
<td>5</td>
<td>8.33</td>
</tr>
<tr>
<td><strong>In Disagreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Even girls assure their parents of the continuity of the family name, for example if they get children out of wedlock they name them after their own parents or relatives</td>
<td>16</td>
<td>26.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.00</td>
</tr>
</tbody>
</table>
The Cost Of Sending A Girl To School Is More Than The Benefits Parents Are Likely To Receive

<table>
<thead>
<tr>
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<th>Frequency of Responses</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Some girls get married immediately after college and hence most assist their husband’s family</td>
<td>11</td>
<td>18.33</td>
</tr>
<tr>
<td>2. To educate girls is very expensive, they require more items than boys</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>3. Some girls drop out of school despite the high cost of schooling</td>
<td>3</td>
<td>5.00</td>
</tr>
<tr>
<td>4. Girls cannot afford to help their parents because their own personal needs are very many</td>
<td>13</td>
<td>21.67</td>
</tr>
<tr>
<td><strong>In Disagreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Parents do not educate their children for benefits</td>
<td>12</td>
<td>20.00</td>
</tr>
<tr>
<td>6. Some girls when well educated help their parents more than boys</td>
<td>10</td>
<td>16.67</td>
</tr>
<tr>
<td>7. The cost of educating a boy and a girl are the same</td>
<td>2</td>
<td>3.33</td>
</tr>
<tr>
<td>8. No responses</td>
<td>1</td>
<td>1.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>
When Grown Up Sons Demand For Wealth From Their Parents

<table>
<thead>
<tr>
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<th>Frequency of Responses</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>In Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. They believe they are the heir and have a right to own their parents wealth</td>
<td>13</td>
<td>21.67</td>
</tr>
<tr>
<td><strong>In Disagreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. They have a right to inheritance, hence they deserve</td>
<td>31</td>
<td>51.67</td>
</tr>
<tr>
<td>3. Some buy their own property</td>
<td>6</td>
<td>10.00</td>
</tr>
<tr>
<td>4. Even girls have a right to inheritance</td>
<td>4</td>
<td>6.67</td>
</tr>
<tr>
<td>5. The society expects sons to demand for wealth from their parents</td>
<td>2</td>
<td>3.33</td>
</tr>
<tr>
<td>6. No responses</td>
<td>4</td>
<td>6.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.00</td>
</tr>
</tbody>
</table>