FACTORS AFFECTING GENDER DISPARITY AMONG TSC TEACHERS IN KENYA

A CASE OF SECONDARY SCHOOL TEACHERS IN SOTIK DIVISION OF BURETI DISTRICT

RESEARCH PROJECT

BY

ALICE C. MILGO
D53/OL/0118/04

RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF BUSINESS ADMINISTRATION IN HUMAN RESOURCES MANAGEMENT

SCHOOL OF BUSINESS
KENYATTA UNIVERSITY

FEBRUARY 2007
DECLARATION

This is to certify that this research project is my original work and has not been presented for examination in any other institution.

ALICE C. MILGO  
D53 / OL / 0118 / 04  

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

MR. SHADRACK BETT  

Department of Business Administration

This project has been submitted with my approval as Chairperson of the Department

MR. D. NGABA  

CHAIRPERSON

DEPARTMENT OF BUSINESS ADMINISTRATION
ACKNOWLEDGEMENTS

I am grateful to my friends Willitter, Martha and Caroline for reading through this work and giving me suggestions to improve.

My special thanks go to my husband Samuel for financial support, encouragement and tolerance, which have been a source of inspiration for me to do this work.

I will not forget to thank my children Japhet, Mercy, Jared, Jaspher and Matilda for their encouragement and prayers.

I greatly appreciate the input of my Supervisor Mr. Shadrack Bett lecturer in the department of business studies for guidance and coaching which enabled me to produce this work.

Finally I thank Charles Koech and Josephine Chepkirui for their sacrifice in typing and editing this report.
DEDICATION

This Research project is dedicated to my loving mother Mary Tapsabei Rono who stretched her helping hand to me when I was a little innocent girl and pulled me up.

Revelation 3:7-8
ABSTRACT

This study was about factors that influenced gender disparity among TSC teachers in Sotik Division of Bureti District.

The aim of the study was to establish whether working conditions, culture, education background and training, and Government support and policy affect gender disparity among TSC secondary school teachers.

Recent results showed that when the NARC Government introduced Free Primary Education in January 2003, opportunities for both boys and girls to enroll in schools increased, however despite the dramatic increase, Gender disparities were still observed particularly in rural areas and urban slums. Disparities were evident in secondary and higher levels of Education. Statistics from the ministry of Education 2003 indicated that few Girls Enrolled in standard 8 compared to boys and transition from primary to secondary in the same year stood at 40.5% for girls against 59.5% for boys.

Realization of girls and women's empowerment through Education was still impeded by cultural and religious attitudes and practices infrastructural limitations, inadequate policy guidelines, poverty, HIV/AIDS, lack of community awareness as well as adequate female role models in rural areas and lack of male role models in urban areas.

The GOK in its sessional paper no. 1 of 2005 on policy framework for Education training and Research has come up with current initiative through KESSP (2005 – 2010). Several targeted interventions included community mobilization and sensitization, Empowerment, balancing gender during intake of teacher trainees and deployment in
schools, gender parity based recruitment, constructing one centre of excellence for girls and one for boys in each District. However despite these initiatives disparities were still observed. Reasons given was that Government Policy on gender parity is yet to be communicated to community levels. Curriculum including teaching materials have not been fully engendered. There was still lack of role models and harmful cultural practices like FGM, early marriages for girls which are still rampant leading to low transition rate to higher levels which were sources of teachers.

The methodology used was descriptive research design. This involved a field visit to talk to teachers in the Division about gender disparity. Response to the questions related to the problem of gender disparity was taken and frequency of responses to each question was analyzed to come up with results and conclusion.

Target population was TSC secondary school teachers in Sotik division. The concern was 50% of schools in the division. This was obtained by stratifying schools into three categories.

Schools with two streams and above
Schools with one full stream
Schools with one stream but less than 40 students.

50% of schools in each category were taken. Within the schools the teachers were also stratified into male and female stratum using stratified random sampling technique. Systematic sampling was used to obtain the sample size from each stratum. This gave a fair representation and it was easy to obtain the target population from each stratum.

Purposive sampling was also employed especially to capture the principals. This enabled
the researcher to obtain data to describe and explain key themes that were observed. The
data obtained was analyzed using statistical packages for social science (SPSS) such as
Excel software programme. Descriptive statistics such as frequency tables, bar graphs,
pie charts and percentages were used to draw conclusions.

The study revealed that gender disparity had been enhanced by Family Commitment and
lack of role models especially for girls in rural areas and for boys in urban centres.
Evidence from the studies also indicated that inequality in Education opportunities and
appointments to administrative posts had a role to play in gender disparity. Further
negative attitudes towards certain subjects especially Mathematics and Sciences by
female teachers was another factor mentioned. There was also the issue of hardship areas
and poor working conditions which affected female teachers mostly due to their domestic
roles of caring for families.

It was recommended that equal opportunities in enrolment in learning and training
institutions be provided. Inhibitive cultural practices that have negative effect particularly
on girls and women be discarded. There was need to sensitize communities on harmful
practices, improvement of working conditions in schools also came up as well as need for
Government Policy on gender to be streamlined and communicated to all areas.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>i</td>
</tr>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>iii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iv</td>
</tr>
<tr>
<td>Abstract</td>
<td>v</td>
</tr>
<tr>
<td>Table of contents</td>
<td>viii</td>
</tr>
<tr>
<td>List of Figures and Tables</td>
<td>x</td>
</tr>
<tr>
<td>Definition of terms</td>
<td>xi</td>
</tr>
<tr>
<td>Abbreviations and acronyms</td>
<td>xiii</td>
</tr>
<tr>
<td><strong>CHAPTER ONE</strong></td>
<td></td>
</tr>
<tr>
<td>1.0 Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background to the study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the problem</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Objectives of the study</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Research questions</td>
<td>5</td>
</tr>
<tr>
<td>1.5 Significance of the study</td>
<td>6</td>
</tr>
<tr>
<td>1.6 Scope of the study</td>
<td>7</td>
</tr>
<tr>
<td>1.7 Assumptions of the Study</td>
<td>7</td>
</tr>
<tr>
<td><strong>CHAPTER TWO</strong></td>
<td></td>
</tr>
<tr>
<td>2.0 Literature review</td>
<td>8</td>
</tr>
<tr>
<td>2.1 Introduction to literature review</td>
<td>8</td>
</tr>
<tr>
<td>2.2 Past Studies done in the area</td>
<td>9</td>
</tr>
<tr>
<td>2.2.1 Gender Issues</td>
<td>9</td>
</tr>
<tr>
<td>2.2.2 Working Conditions</td>
<td>11</td>
</tr>
<tr>
<td>2.2.3 Culture</td>
<td>13</td>
</tr>
<tr>
<td>2.2.4 Education Background and Training</td>
<td>17</td>
</tr>
<tr>
<td>2.2.5 Government Support and Policy</td>
<td>20</td>
</tr>
<tr>
<td>2.3 Critical Review of Major Issues</td>
<td>22</td>
</tr>
<tr>
<td>2.4 Summary and Gaps to be filled by the Study</td>
<td>23</td>
</tr>
<tr>
<td>2.5 Conceptual Framework</td>
<td>23</td>
</tr>
<tr>
<td><strong>CHAPTER THREE</strong></td>
<td></td>
</tr>
<tr>
<td>3.0 Research Methodology</td>
<td>24</td>
</tr>
<tr>
<td>3.1 Introduction</td>
<td>24</td>
</tr>
<tr>
<td>3.2 Study Design</td>
<td>24</td>
</tr>
<tr>
<td>3.3 Target Population</td>
<td>25</td>
</tr>
<tr>
<td>3.4 Sample Design</td>
<td>25</td>
</tr>
<tr>
<td>3.5 Data collection instruments</td>
<td>27</td>
</tr>
</tbody>
</table>
LIST OF FIGURES AND TABLES

Table 2:2:1 Student enrolment in Public Universities by selected courses and gender .....16
Table 2:2:2 Proportions of girls enrolled in various education levels ......................18
Table 2:2:3 Transition rate from primary to secondary ........................................18
Table 2:2:4 Teachers by Gender and qualification ................................................19
Figure 2:5:1 Conceptual framework ..................................................................23
Table 3:3:1 Target population ............................................................................25
Table 3:4:1 Sample design ..................................................................................27
Table 4.1 Response Rate ....................................................................................30
Table 4.2 Response by Experience ...................................................................30
Chart 4.1 Response by Experience ....................................................................31
Table 4.3 Frequency of response on gender disparity ........................................32
Table 4.4 Rating of family reasons and commitments .........................................33
Chart 4.2 Equal Employment Opportunities .....................................................34
Chart 4.3 Effect of working condition .................................................................36
Table 4.5 Rating on contribution of working conditions ......................................36
Table 4.6 Effects of culture on gender .................................................................37
Chart 4.4 Effects of attitude towards male and female teachers ..........................38
Chart 4.5 Effect of education background and training ......................................39
Table 4.7 Rating of Education background and Training ...................................40
Chart 4.6 Government Support and Policy on Gender ........................................41
Table 4.8 Rating of Government Support and Policy on gender ..........................42
DEFINITION OF TERMS

CULTURE - Set characteristics of a community in terms of customs, beliefs, values shared by society, art, music and way of life and social organization, which binds people together including all other products of human thought made by particular group of people. Also includes family commitments and norms for maintaining law and order, religious practices, initiation rights, attitudes, control and distribution of property to the different gender.

DISPARITY - Expression of difference or inequality especially one connected with unfair treatment among males and females. Inequality in job opportunities, sharing of resources and property.

EDUCATION BACKGROUND AND TRAINING - Extend to which one's character and mind is developed through teaching especially formal instruction at a school or college, which prepares one for job opportunities in the job market.

GENDER - According to Crystal (1999) is a social expression of basic physiological differences between men and women social behaviour deemed appropriate to masculine or feminine role learned through primary and secondary socialization. Refers to women and men roles, responsibilities, expectations and behaviours defined socially and culturally by society on basis of biological sex as either male or female.
GOVERNMENT SUPPORT AND POLICY - Extend to which government offers support in terms of finances, opportunities and plans concerning gender issues. It involves programmes organized through government arms or agents such as MOEST, TSC, KIE, Colleges that address gender issues.

IMPEDE - To hinder or delay progress of something. Factors that delay gender parity like culture, Education background, working conditions etc.

WORKING CONDITIONS - Environment where an individual performs assigned job e.g. school environment. Deals with presence of housing, water, electricity and other social amenities, transport infrastructure. It also touches on leaves, benefits, development, nearness of spouse place of work, like most female teachers are found in urban centres where the husbands work.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDs</td>
<td>Acquired Immune Deficiency Syndrome</td>
<td></td>
</tr>
<tr>
<td>ASAL</td>
<td>Arid and Semi – arid Lands</td>
<td></td>
</tr>
<tr>
<td>BOG</td>
<td>Board of Governors</td>
<td></td>
</tr>
<tr>
<td>CEDAW</td>
<td>Conventions on Elimination of Discrimination Against Women.</td>
<td></td>
</tr>
<tr>
<td>EEO</td>
<td>Equal Employment Opportunities</td>
<td></td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
<td></td>
</tr>
<tr>
<td>FAWE</td>
<td>Forum for African Women Education</td>
<td></td>
</tr>
<tr>
<td>FGM</td>
<td>Female Genital Mutilation</td>
<td></td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
<td></td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immuno Deficiency Virus</td>
<td></td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
<td></td>
</tr>
<tr>
<td>K.I.E.</td>
<td>Kenya Institute of Education</td>
<td></td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of teachers</td>
<td></td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
<td></td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
<td></td>
</tr>
<tr>
<td>SSA</td>
<td>Sub – Saharan Africa</td>
<td></td>
</tr>
<tr>
<td>SWAP</td>
<td>Sector Wide Approach</td>
<td></td>
</tr>
<tr>
<td>TIQET</td>
<td>Totally Integrated Quality Education and Training</td>
<td></td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service commission</td>
<td></td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
<td></td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER ONE

1.0 INTRODUCTION

This is the chapter that dealt with Background of the study, statement of the problem, objectives of the study, Research questions, Significance of the study, Scope of the study and Assumptions of the study.

1.1. BACKGROUND TO THE STUDY

According to Gray (1988) gender disparities exist in the world over. She noted that “Substantial disparities in salary, rank and tenure between male and female faculty persist despite the increasing proportion of women in academic profession. She noted that though women were gaining access to academic appointments, they were disproportionately relegated to non-tenure track positions”.

In Kenya, Koech (2000) noted that disparities has resulted from inequitable distribution of resources, facilities, school workshops, laboratories, poor infrastructure which hinders transport and communication, as well as inhibitive cultural practices.

Koech further noted that gender disparities were prevalent at secondary and tertiary levels. There were fewer places for girls than boys. There were fewer female teachers and poor representation of women in education management hence fewer role models for girls than boys.

According to MOEST (2001) Equal access of girls and boys to primary and secondary Education had been identified as a key measure of progress towards gender equality. This has been done through development of natural gender education policy to provide gender responsive education, strengthening legal instruments to check
gender and affirmative action on admission of girls to universities and appointment of qualified females in available opportunities of work among others. Further the policy aimed at providing Education opportunities for all school age children and youth and conducive gender responsive learning and working environment.

Though Education policy aimed at bridging the gender gap, however translating these policy into practice had been problematic at all levels. This was a result of various social, economic and political factors which include poverty, cultural and traditional attitudes and practices and lack of gender responsive legal and policy framework plus gender insensitive education and lack of capacity for gender mainstreaming MOEST (2001).

The Kenya Government being a signatory to major international conventions and agreements on human rights and gender equality was expected to pursue policies that lead to the realization of this goal. The conventions include CEDAW, the Beijing Platform of action and MDGs. The Government has further established gender desk at the Ministry of Education and all other Ministries. Programmes have been initiated to enhance access and equality by balancing gender during intake of women in teaching and administration.

Though the government had committed itself to pursuing gender equality in all spheres of development, as well as putting in place measures to redress the existing inequalities, many indicators showed there are still gender disparities in secondary schools, tertiary institutions and among TSC teachers in Secondary schools MOEST (2005).
According to GOK (2005) in Sessional paper No. 1 of 2005, the Government hoped to enhance access and retention, as well as include gender in school enrolment, admissions to training institutions plus engendering curriculum and learning materials. However bridging the gender gaps and disparities still remained a major challenge in Kenyan Education and the labour Market. Gender disparities continued to be observed especially among TSC Secondary School Teachers in Kenya. Sotik division in Bureti District has suffered the same setback. This may be a result of the fact that gender equality programs had been impeded by factors such as working conditions, culture, Education background and training as well as government support and policy programmes, which may have had an influence at the community levels that were the source of teachers.

1.2 STATEMENT OF THE PROBLEM

It is important for educational institutions especially secondary schools to promote fairness in issues of gender.

According to the UN (2000), its conferences had taken interest and actions concerning the underlying social and cultural causes of gender discrimination. The concern have been necessitated due to unequal access to and inadequate Educational opportunities, inequality in sharing of power and decision making, insufficient mobilization to promote women’s contribution to society and lack of adequate recognition and support. Equality for women and men had been a focus of the work of the United Nations since its founding in 1945. It had been a staunch ally in the struggle to attain rights universally and efforts had been made to ensure that women have equal access to
public life and opportunities in all aspects. United Nation had been an ally of Beijing Platform, MDG, CEDAW conventions which had been fighting for equal access to opportunities.

According to Muluka (2006) the Nairobi forward looking strategies of 1985 toward, year 2000 and beyond called for promotion of women at every level and in all spheres of development to achieve parity. But 21 years down the line there is little to show this. Gender disparities are still high and girls still lack role models.

Though Education was supposed to breach the gender gap, According to MOEST (2000), there were more critical gender disparities in the education system. There were limited number of women in senior education management positions and school management boards, the prevalence of gender based violence in schools, gender insensitive curriculum, gender concerns in special education, gender issues in technological education and the gender differentiated impact on the labour market, teaching included.

The realization of girls and women empowerment through Education has been impeded by factors such as cultural and religious attitudes and practices, infrastructural limitations, inadequate policy guidelines lack of community awareness as well as lack of adequate female role models in rural areas and poor male role models in urban areas MOEST (2005).

This had been a matter of national concern which in essence included Sotik Division of Bureti District which had not been spared by the perceived disparities. There were several factors that could have affected gender disparity that included cultural beliefs
and values, Education background and training, working conditions and Government support and policy among many factors.

It was against this background that the study was undertaken to find out factors affecting gender disparity in Sotik Division of Bureti District.

1.3. OBJECTIVES OF THE STUDY

1.3.1 GENERAL OBJECTIVE

The general objective of the study was to investigate the factors affecting gender disparities among TSC Secondary school teachers in Sotik Division of Bureti District.

1.3.2 SPECIFIC OBJECTIVES:

The study was specifically focused on the following objectives.

1. To find out the relationship between working conditions and gender disparity among TSC Secondary school teachers in Sotik Division of Bureti District.

2. To establish whether culture have an influence on gender disparity in the Division.

3. To examine how education background and training affect gender disparity among TSC Secondary school teachers in the Division.

4. To find out the extend to which Government support and policy affect gender disparity among TSC Secondary school teachers in the Division.

1.4. RESEARCH QUESTIONS

The study sought to address the following questions to carryout its investigation.

1. How does working conditions affect gender disparity among TSC Secondary School teachers in Sotik Division of Bureti District?

2. Does culture have an influence on gender disparity among TSC Secondary
school teachers in the Division?

3. Is education background and training a factor that influenced gender disparity among TSC Secondary school teachers in the Division?

4. To what extent does government support and Policy affect gender disparity among TSC Secondary school teachers in the Division?

1.5 SIGNIFICANCE OF THE STUDY

The Government aims at putting in place policies and programmes to breach gender gap. This study would benefit the following groups among others.

Top management in secondary schools (BOGs) who will use it to ensure fair play in recruitment of teachers given that they have been mandated to recruit. Thus this information will help them enhance EEO in their schools.

The government, especially MOEST for policy making concerning gender issues. This would be relevant especially in highlighting key gender concerns in education, by providing a gender responsive education that ensures retention and transition. This would go a long way in providing for the demands in teaching market in fairly equal proportions. It would also help them in planning for the right and equitable manpower in secondary schools.

The stakeholders MOEST, Boards of Governors, parents, students, and community who would use it to ensure balance in vacancies available to both men and women. This will enable them to implement affirmative action in admissions as well as appointments of education managers in schools and other related administrative levels.
Organizations with interest in gender such as FIDA, FAWE, etc who will use it to obtain information on the possible causes of gender disparity. This will enable them fight for equal rights, especially in strengthening legal instruments to check on gender inequalities.

Other educational researchers in the area who will use it as a point of reference for further research in the gaps provided.

1.6 SCOPE OF THE STUDY

The main focus of the study was schools in Sotik division of Bureti District. There were a total of 18 secondary schools with 208 TSC teachers. Out of this population a sample of 50% of the schools was targeted using stratified random sampling technique. The teachers in the sampled schools were also stratified into male and female stratum.

1.7 ASSUMPTION OF THE STUDY

The researcher took the following assumptions during the research period.

1. There existed EEO in the Teachers Service Commission.

2. Cultural values, customary beliefs, attitudes and family commitments had no effect in the TSC recruitment exercises and employment.

3. Both males and females, within the division had equal access to education and progression

4. Gender disparity in this case was the tendency to have unequal opportunities for both male and female teachers.
CHAPTER TWO

2:0. LITERATURE REVIEW.

2:1. INTRODUCTION

Gender data both quantitative and qualitative available on gender disparities in Education management and school participation is limited especially at Provincial, District and local levels. However available national data indicate both boys and girls have almost equal access to Primary Education but this parity does not translate to secondary and higher Education and participation in labour market. Indicators showed that girls lag behind boys in access, enrolment, completion, performance and placement in tertiary levels of learning and training and therefore labour market. Bridging the gender gaps and disparities remained a major challenge in Kenyan Education and the labour market MOEST (2001).

Oriang (2006) acknowledged struggles of Myriad African Women who, still had to content with violence and lack of political will to change the course of their lives that “Women’s is handicap event in which we are often fighting an established hierarchy, that has little interest in change.” Male chauvinism and stereotyping is still high especially in rural areas.

Sirleaf, (2006) Liberian President commenting said, “Women know not only that they can compete, but also that they can excel -------- they know that we don’t have to be stuck in the backyard.”

Equal access of girls and boys to primary and Secondary Education had been identified by international community as key measure of progress towards gender equality. Recent development as stipulated in sessional paper no. 1 of 2005 by GOK
aimed at sensitizing Parents on need to enroll and retain girls in schools, and make school environment gender sensitive. Other issues to be considered was to pay special attention to factors that enhanced gender parity for example gender balance in school management levels. Work towards establishment of two centres of excellence one for girls and one for boys at District Levels to serve as role models, sensitize stakeholders and communities to discard socio – cultural practices that prohibit effective participation of girls and boys in Education. Ensure re-entry of girls who drop out of school due to pregnancy and early forced marriage.

However despite these initiatives there were still challenges on low participation rates, low transition from primary to secondary and to tertiary institutions and gender disparities in Education and work force especially among TSC secondary school teachers continue to be observed.

This literature review focused mainly on major factors that affected gender disparities in secondary schools in Kenya, case of secondary schools in Sotik Division of Bureti District. The factors included:

- Working conditions
- Culture
- Education background and training
- Government support and policy

2:2. PAST STUDIES DONE IN THE AREA

2:2.1. GENDER ISSUES

Gender refers to women and men roles, responsibilities, expectations and behaviours which are defined socially and culturally by society on the basis of their biological sex as either male or female. The way in which women and men operate in society
was always taught and learnt, because they were things expected of a man or woman by culture. Gender roles and responsibilities are influenced by Socio – economic, Political and cultural contents. Importantly gender roles determined whether we would have access to resources, opportunities and to rights, Muganda (2000).

In most cases women have been most negatively affected by gender roles and responsibilities that deny them equality and recognition. The “at least one third” principle came up in the recent past as a floor consistent with the idea of parity. This was to forbid a time when women will take over from men or a time where men shall be dominant than women, but in essence the goal was a 50 percent representation of each FIDA (2003).

Gender Stereotypes were frequently reflected in attitudes, behaviours and teaching practices, which had a direct bearing especially on girls’ persistence and academic achievement.

Gender stereotyping in textbooks and other Education materials were responsible for limiting girls’ expectations and reinforcing negative self-perception. “The most urgent priority is to ensure access to, and improve the quality of Education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in Education should be eliminated” GOK (1990).

Koech (2000) noted that gender disparities were prevalent in ASAL (Arid and Semi – Arid lands) areas at secondary and tertiary levels. There were fewer places for girls than boys. There were fewer female teachers and poor representation of women in Education management hence girls had fewer role models than boys.
MOEST (2005) initiated programmes that enhanced access and equity by among others, balancing gender during intake of teacher trainees, increasing proportion of women in teaching and administration in all levels by 2010 and work towards establishing two centres of excellence one for boys and one for girls to serve as role models. Despite these however many indicators showed that there were still gender disparities in secondary schools, tertiary institutions and among teachers in secondary schools. The issue of gender therefore still remained a challenge.

2:2:2 WORKING CONDITIONS

Teaching a noble occupation in the past lost its glory, and has been difficult to reclaim due to openness, lack of uniqueness, the way schools are open to public criticism, hence no longer prestigious. Teaching especially in the 21st century was more challenging due to advancement of technology leading to well informed parents and learners and the community at large. The curriculum especially since the inception of 8.4.4. System has been subjected to constant and abrupt changes, thereby threatening skills of teachers who are expected to be efficient and effective irrespective of when they trained. This is too demanding on a job and leads to high turnover Koech (2000).

Female teachers were most likely to be affected due to family and child care commitments and may not afford to keep themselves abreast with latest issues. Prestigious courses like medicine, business attracted candidate of high grades leaving low grade candidates to teaching and therefore not being an area of interest teachers would leave when opportunity arises. Artwood (1998) noted that behaviour of leavers in all organizations is similar. Some come soon after joining organization due to
“Induction crisis”. Induction was a vocabulary in most secondary schools in the country this was one of the causes of teacher turnover. Artwood argued that turnover may also be caused by:

- Death or ill health
- More interesting work
- Money or more pay
- Domestic reasons to join spouse and
- Poor relationship with supervisor
- These factors did not provide favourable working conditions.

Schools in rural areas were located in areas with lack of transport, poor infrastructure, poor teaching materials, no housing, no access to clean water, health facilities, lack of security and administrative centres for getting salary and food supplies. Such conditions lowered morale and did not augur well especially with female teachers who had families and children to care for and it lead to turnover. There were also cases of females moving from rural areas to join spouses working in urban areas leading to few female teachers in rural areas. Nepotism and corruption in promotion without proven merit, female stereotyping and lumping teachers of various cadres in one grade, poor scheme and the relatively low remuneration of teachers was also a source of turnover Koech (2000).

According to MOEST (2005) Realization of girls and women empowerment had been impeded by factors such as: cultural and religious attitudes and practices, infrastructural limitations, inadequate policy guidelines, lack of community
awareness and as well as lack of adequate female role models in rural areas and poor male role models in urban areas.

TSC (2005) noted that possibly the most corrosive effect of AIDS epidemic on work of schools was increased mortality and morbidity. There could also be forms of discrimination in the field if a school head manifested resentment at repeated absence of a colleague. The most affected were female teachers who would be absent at times, even to care for ailing husband or child, hence normally opt to resign or look for other jobs.

2.2.3 CULTURE

Culture is set of beliefs, norms and practices useful in maintaining biological continuity and socialization of the young people. It constitutes norms for maintaining Law and order as well as defining meaning of life, producing and distribution of goods and services (food, properties, roles of both males and females).

Cultural practices provided for capacity of societies to cope with calamities such as drought and diseases as well as initiation rights which provided passage from young to adult. Such impacted heavily on girls when a mother spent most of time out of home to provide labour in farms, girls are left to stand in for them hence foregoing schooling. This lead to widening gap between men and women, with levels of men closer to development targets compared to women. Such gender based disparities were reflected in all areas including employment Muganda (2000).

According to Koech (2000) Cultural Practice restricted female achievement mobility and opportunity. Most girls spent time on domestic tasks, which affected performance. Due to high demand for girls labour for example, a girl was sent to work by her parents so they could educate her brother.
Socio-cultural practices which favour boys and disadvantage girls still existed in the communities. Inhibitive cultural practices still had a heavy toll on girls and by extension women who complete and join the workforce. There was gender disparities even in nutrition and health which affected performance FAWE (1996).

According to Magau (2000) if women wanted to succeed in the new world environment they needed to continue to learn to build bridges across boundaries especially culture. He said “information and knowledge based age was redefining the landscape of our world.” Our home place was changing where women had to balance family care and career dictates. Our community life was changing as new information empowered communities to participate at a much wider front than in the past. The question was “are women part of these changes or they are left behind”? To be part of the changes and be empowered by it the first steps women need to take is focus on Education to address complex opportunities.

In the past all women in the work place were automatically assigned temporary or part time jobs because it was understood their priority was caring for families. Unmarried women were likely to quit as soon as they got pregnant while women with children would care more for children than about work Ernst (1988).

Ernst argued that women are often less mobile and have few alternatives. They are often constrained by child rearing responsibilities than men and bear the burden imposed by lack of adequate and affordable childcare. He felt that as long as society impose these relative disadvantages on women, institutions can successfully offer women terms of employment that would not be acceptable in similar numbers of similarly qualified men.
According to Muluka (2006) the Nairobi forward looking strategies of 1985 towards year 2000 and beyond called for promotion of women to positions of power at every level in political, legislative and administrative bodies to achieve parity with men, and equality between women and men was underscored.

But 21 years down the line there was little to show, no role models for girls and men still dominate political arena and control most political administrative positions. Even in cases where women stand up for political seats, cultural beliefs, “weaker sex” bars them from election. This applied to all others jobs including teaching.

Davis (1999) argued that there was always a wide spread belief that women were not as capable as men either physically, mentally or emotionally and are thus inferior to men. Davis notes, managers point out that increased diversity, for example having more women in work place meant more problems with sexual harassment (even if it is the men’s fault), need for more flexibility therefore making management complicated e.g. scheduling, leave, compensation plans and interpersonal communication.

MOEST (2001) alluded that secondary school teachers were trained at university and diploma colleges, where graduates with laid down requirements are admitted without any bias. Attitude of both men and women were manifested here leading to disparities in subjects and courses taken. Women tend to dominate arts and social sciences and are under represented at postgraduate levels of education. This therefore impacted on teachers available for recruitment leading to male domination.
Table 2.2.1  Student enrolment in public Universities by selected courses and gender.

<table>
<thead>
<tr>
<th>Course</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
<th>% Women to Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>8,749</td>
<td>5,289</td>
<td>14,038</td>
<td>37.7</td>
</tr>
<tr>
<td>Arts</td>
<td>1,910</td>
<td>3,568</td>
<td>5,478</td>
<td>65.1</td>
</tr>
<tr>
<td>Commerce</td>
<td>1,162</td>
<td>506</td>
<td>1,668</td>
<td>30.3</td>
</tr>
<tr>
<td>Agriculture</td>
<td>2,530</td>
<td>833</td>
<td>3,363</td>
<td>24.8</td>
</tr>
<tr>
<td>Engineering</td>
<td>2,435</td>
<td>244</td>
<td>2,679</td>
<td>9.1</td>
</tr>
<tr>
<td>Medicine</td>
<td>729</td>
<td>237</td>
<td>966</td>
<td>24.5</td>
</tr>
<tr>
<td>Science</td>
<td>3,677</td>
<td>1,000</td>
<td>4,677</td>
<td>21.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22,850</strong></td>
<td><strong>10,019</strong></td>
<td><strong>32,869</strong></td>
<td><strong>30.5</strong></td>
</tr>
</tbody>
</table>

Source: Ministry of Education Statistics Section (2001)

Besides the above attitudes there were major challenges with parental, community and Education managers and implementers’ attitudes towards gender equity. Parents underestimated the value of girls Education and favour boys whenever they had to make choices on who to enroll in school. Studies and experiences in other Sub-Saharan African (SSA) countries showed how such attitudes impacted negatively in addressing gender equity in Education. Girls generally faced the “PULL PUSH” forces from their homes and in school environment and become disadvantaged in pursuing their Education to maximum MOEST (2001).

Traditionally in the socialization of girls and boys, the girls have been disadvantaged, especially when competing for learning facilities and equipment. There was always the feeling that boys are superior and stronger than girls and there was need to respect the respective positions. Using a gender perspective does helps us understand how
women’s and men’s rights are adversely affected by how we construct female and male roles in society. For example, most people visualized a man when they hear the word “president” FIDA (2003).

2.2.4 EDUCATION BACKGROUND AND TRAINING.

Informal Education according to MOEST (2001) was a form of learning that took place without following strict rules and took place within the natural set up. It’s through this that cultural practices, beliefs, norms were learned on expectations of various gender roles. It occurred in the early growing period. This resulted in building attitudes and even accepting roles without questioning; such informal education led to stereotyping and in most cases gender disparities.

Formal education was a systematic way of learning within set framework, such as in schools following set curriculum. This form of education may have caused gender disparity particularly for girls under conditions such as remote geographical areas, shortage of funds to provide facilities, limited community participation, and poverty and retention rate among others. These were cardinal weak points and led to a series of policy documents that address these MOEST (2001).

Education policy in Kenya aims at providing Education opportunities for all school-age children and youth and conducive gender responsive learning and working environment. According to MOEST (2001) translating this policy into practice had been problematic at all levels. This was as a result of various social, economic and political factors, which included poverty, cultural and traditional attitudes and practices, lack of gender responsive legal and policy framework and gender
insensitive education. There was also lack of capacity for gender mainstreaming in education and gender insensitive curriculum among others. The Education of the girl—child and women had been lagging behind at all levels as shown in table 2.2.2.

Table 2.2.2 Proportion of Girls enrolled in various education levels.

<table>
<thead>
<tr>
<th>Education level</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>49.1</td>
<td>49.4</td>
<td>49.0</td>
</tr>
<tr>
<td>Secondary</td>
<td>47.1</td>
<td>46.7</td>
<td>47.4</td>
</tr>
<tr>
<td>Technical education</td>
<td>34.0</td>
<td>34.1</td>
<td>35.1</td>
</tr>
<tr>
<td>University</td>
<td>29.2</td>
<td>30.5</td>
<td>30.9</td>
</tr>
<tr>
<td>Average Total</td>
<td>39.9</td>
<td>40.2</td>
<td>40.6</td>
</tr>
</tbody>
</table>

Source: Ministry of Education statistics Section (1999)

Though there seems to be gender parity in Primary enrolment, this does not translate into higher Education as indicated in tables 2.2.3. and 2.2.4.

Table 2.2.3. Transition rate from Primary to Secondary.

<table>
<thead>
<tr>
<th>Year in Std 8</th>
<th>Enrolment Std 8 in ('000)</th>
<th>Enrolment in Form 1 in ('000)</th>
<th>% Completing std 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>2000</td>
<td>228.6</td>
<td>216.6</td>
<td>93.6</td>
</tr>
<tr>
<td>2001</td>
<td>243.6</td>
<td>232.6</td>
<td>116.2</td>
</tr>
<tr>
<td>2002</td>
<td>262.4</td>
<td>248.3</td>
<td>131.0</td>
</tr>
<tr>
<td>2003</td>
<td>314.7</td>
<td>259.1</td>
<td>140.1</td>
</tr>
</tbody>
</table>

Table: 2.2.4 Teachers by Gender and Qualification (2001 – 2003).

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Trained</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>18105</td>
<td>10523</td>
<td>28628</td>
</tr>
<tr>
<td>Approved</td>
<td>8283</td>
<td>4125</td>
<td>12408</td>
</tr>
<tr>
<td>S/Diploma</td>
<td>1067</td>
<td>629</td>
<td>1696</td>
</tr>
<tr>
<td>Technical</td>
<td>185</td>
<td>85</td>
<td>270</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27640</td>
<td>15362</td>
<td>43002</td>
</tr>
<tr>
<td>Untrained</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>1052</td>
<td>192</td>
<td>1244</td>
</tr>
<tr>
<td>Dip/Tech</td>
<td>452</td>
<td>157</td>
<td>609</td>
</tr>
<tr>
<td>Total</td>
<td>1504</td>
<td>349</td>
<td>1853</td>
</tr>
</tbody>
</table>


Besides, gender disparities were manifested in subjects and courses that majority of the girls who entered university and furthered education pursuit. The introduction of free primary Education by the NARC government in January 2003 created greater opportunities for boys and Girls to enroll in school. But while there had been a dramatic increase in enrolment of children not previously in school, gender disparities were still observed particularly in rural areas and urban slums. Disparities were still evident in secondary and higher levels in Education. The realization of girls and women empowerment through Education had been impeded by factors such as cultural and religious attitudes and practices, infrastructural limitations, inadequate policy guidelines, lack of community awareness as well as lack of adequate female role models in rural areas, poverty and HIV/AIDS, MOEST (2005).
There were more critical gender disparities in Education system. These included among others the limited number of women in senior Education management positions and school boards, the prevalence of gender violence in schools, gender insensitive curriculum and pedagogy, gender issues in technological Education gender differentiated the impact of education on the labour market and teaching included MOEST (2001).

The ministry set the following specific objectives in full congnisance of the national and international goals, among them to eliminate gender and regional disparities in primary and secondary education by 2005. To increase proportion of women in teaching, administration and research at all levels of higher institution by 2010. Achieve transition rate of 70% from primary to secondary level paying special attention to girls’ education by 2008 without adversely affecting the boy child MOEST (2005).

There was still the need to sensitize stakeholders and communities to discard socio-cultural practices that prohibited effective participation of girls and boys in secondary school and tertiary education and enforce legislation against the violation of the children’s rights GOK (2005).

2.2.5 GOVERNMENT SUPPORT AND POLICY

The government and other major players in Education had recognized the problem of gender disparity and participation of the girl–child. According to MOEST (2001), Enhancing gender parity and equity had been an area of pre-occupation of Government through Ministry of Education after the Jomtien Conference 1990 and 2000. The promotion of gender parity through increased enrolment, implementation of gender programmes and strengthening gender unit in the Ministry of Education. The gender desk had been established in the Ministry of Education as well as task
force on gender Education. Further a number of training workshops and dialogues with NGO's had been initiated.

FAWE (1995, 1996) had carried out studies on gender in education with relevant organs of the Ministry of Education with other donor agencies like UNICEF. The Government being a signatory of major international conventions and agreement on human rights had pursued policies towards gender equality in all sphere and put in place measures to redress existing inequalities. Some of these measures included affirmative action for girls or women to access further training in post school Education, Community empowerment, mobilization and sensitisation on inhibitive cultural practices to girls' education, and establishment of centres of excellence for both boys and girls in the districts to act as role models. In addition engendering of curriculum and establishment of gender desk in the Ministry of Education and all other Government Ministries had been initiated MOEST (2005).

Despite these initiatives however, it had not been easy to translate theoretical knowledge about gender in Education into practice and all major indicators in Education showed there still existed gender disparities at all levels girls and women still lag behind. This was a result of cultural and religious attitudes and practices. In addition gender issues had not been properly communicated to all due to infrastructural limitations and inadequate policy guidelines MOEST (2001). The National Constitution and Education act were two basic instruments for achieving equity but had not been fully developed and curriculum had not been fully engendered, further there was still lack of community awareness as well as adequate female role models especially in rural areas due to limited information MOEST (2005).
2.3 CRITICAL REVIEW OF MAJOR ISSUES

As already noted in the literature review, equal access of both boys and girls to Education remained a major tool in bridging the gender gap.

A number of studies had been done on factors that affected gender of which this research would benefit from their findings and conclusions. The GOK (1992, 1999, 2000) had outlined several factors that affected gender parity among these factors were limited numbers of women in senior management positions, gender based prevalence in schools, attitude of Educators and Implementers, Socio – Cultural attitudes and practices and gender insensitive curriculum.

The GOK (2005) adopted SWAP (Sector Wide Approach Programme) to involve all stakeholders in order to attain its objectives through development of KESSP, which fits the national framework of sessional paper No. 1 of 2005. Through this programme the government hopes to enhance access and include gender in enrolment and admission to training institutions, plus engendering curriculum and learning materials among others.

There was still the need to sensitize stakeholders and communities to discard socio – cultural practices that prohibited effective participation of girls and boys from learning and may have enhanced gender disparity in learning institutions and work place such as in secondary school teaching force.

Though the government had put in place various measures to reduce the gender gap Owinga (2006) noted that most women were still unemployed and lived in absolute poverty, illiteracy was still high among women. The women were still largely left out
of national budget and more needed to be done here, for budget to emphasize girls education in order to move towards socio economic equality.

Though there was a ministry dealing with gender, there was need to separate it from sports, culture and social services to be able to address gender issues appropriately. However, this study tried to establish how far issues of gender had been addressed upto the local levels where gender disparity was still high.

2.4 SUMMARY AND GAPS TO BE FILLED BY THE STUDY.

From the above information no study has been fully carried out on factors that cause gender disparity especially among TSC secondary school teachers in Kenya. The GOK (2000, 2001, 2005) had carried out studies on gender disparity in other areas. But no such study had been carried out on factors that affected gender disparity in Bureti district especially Sotik division. Gender disparity among TSC secondary school teachers was an area of great concern and this study tried to analyze. The study bridged the gap by assessing factors that affected gender disparity among TSC secondary school teachers in Sotik division.

2:5. CONCEPTUAL FRAMEWORK

Figure 2:5:1. Conceptual Framework

<table>
<thead>
<tr>
<th>Working conditions</th>
<th>Gender disparity among TSC Secondary School Teachers in Sotik Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>Affects</td>
</tr>
<tr>
<td>Education background and Training</td>
<td></td>
</tr>
<tr>
<td>Government support and policy</td>
<td></td>
</tr>
</tbody>
</table>

(Independent Variables) (Dependent Variables)

Source: Field data (2006)
CHAPTER THREE

3.0. RESEARCH METHODOLOGY

3.1. INTRODUCTION

The study adopted descriptive research design. The method was appropriate because
the problem was not general. The study was undertaken in order to establish the
relationship between variables in a particular situation.

This chapter dealt with the following; research Methodology to be employed which
comprised of the sections on introduction, study design, target population, sample
design, data collection instrument, data analysis, and expected output.

3.2. STUDY DESIGN

The study adopted a descriptive research design. It involved a field visit to talk to
teachers in Sotik Division about what affects gender disparity.

According to Mugenda and Mugenda (1999) a descriptive research design should be
used when subjects were to be observed in their natural set ups without manipulation
of the environment. Schools were stratified into three categories, schools with two
streams and above, schools with one full stream, schools with one stream but less
than 40 pupils. Teachers were also stratified into male and female stratum and from
each stratum a sample was taken based on systematic sampling technique.

Headteachers helped to clarify key observable themes; therefore purposive sampling
was also employed. The respondents were expected to respond to questions related to
the problem of study of gender disparity. Frequency of responses to each question
was analyzed to come up with results and conclusions.
3.3 TARGET POPULATION

The target population was all the TSC secondary school teachers in Sotik Division of Bureti District. However the Researcher concentrated on only 50% of the schools in the Division. In the division there are 18 Secondary Schools and thus 9 were considered.

Table 3.3.1 Target Population.

<table>
<thead>
<tr>
<th>School</th>
<th>Population Frequency (Teachers)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaplong Boys</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Kaplong Girls</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Moi Minariet</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>Chebilat</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Kamungei</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Kimolwet</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Ngariet</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Chesilyot Girls</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Tembwo Girls</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Data (2006)

3.4 SAMPLE DESIGN

A sample was a tool to infer something about a population by selecting a sample from that population Mason (1999).

The researcher used stratified random sampling technique to pick a sample from each school. Each school of focus was considered as substratum. In Sotik Division there
were 18 secondary schools. The researcher stratified these schools in the following categories:

- Schools with 2 Streams and above. These are schools that were established more than ten years ago. There are 10 such schools.
- Schools with one full stream in all classes, there are 5 schools in this category.
- Schools with one stream but student population less than 40. These are schools establish very recently. There were 3 such schools in the division.

The researcher picked 50% of the schools from each category. This resulted in $5 + 2.5 + 1.5$ approximated to $5 + 2 + 2$ giving a population of 9 Schools. These schools had a population of 120 TSC teachers. Using a ratio of 0.5, the researcher picked a sample of 60 of the population of 120.

According to Mugenda (1999) a representative sample of 10% of the population was normally adequate to generate good result. However, since the researcher was concerned with gender issues the teachers were stratified using stratified random sampling.

According to Saunders et al (2003) stratified random sampling enables the researcher to divide the population into two or more relevant attributes, in this case female stratum and male stratum based on gender. This provides two discrete data. From this a random systematic sample is then drawn from each strata. This ensures a fair representation.

Using systematic sampling the researcher used a sampling fraction to obtain the population needed, this fraction was the actual sample size over total population which gives $\frac{1}{2}$, the first random number from 0 to 4 was selected. This meant every
second teacher would be selected in the strata. From this information the stratification of schools is shown in table 3.4.1.

Table 3.4.1 Sample Design - Stratification of Schools

<table>
<thead>
<tr>
<th>Category of School</th>
<th>School</th>
<th>Population Frequency</th>
<th>Ratio</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Streams and above</td>
<td>Kaplong Boy</td>
<td>18</td>
<td>0.5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Kaplong Girls</td>
<td>18</td>
<td>0.5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Moi Minariet</td>
<td>22</td>
<td>0.5</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Chebilat</td>
<td>18</td>
<td>0.5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Kamungei</td>
<td>12</td>
<td>0.5</td>
<td>8</td>
</tr>
<tr>
<td>1 Stream Full</td>
<td>Kimolwet</td>
<td>12</td>
<td>0.5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Ngariet</td>
<td>7</td>
<td>0.5</td>
<td>3.5</td>
</tr>
<tr>
<td>1 Stream &lt; 40 Pupils</td>
<td>Chesilyot Girls</td>
<td>6</td>
<td>0.5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Tembwo Girls</td>
<td>7</td>
<td>0.5</td>
<td>3.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>0.5</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

Source: Field Data (2006)

From each stratum the researcher selected respondents using systematic sampling where every 2<sup>nd</sup> female and male was picked depending on the number of teachers in the respective stratum. This ensured fair distribution of questionnaires and in total, the desired sample size of 60 was easily achieved.

3.5 DATA COLLECTION INSTRUMENTS

The Primary data was collected using questionnaires. Call (1996) points out that questionnaires are appropriate for studies where information is not directly observable. There were questionnaires for both administrative staff and teachers. The
questionnaires had both open ended and closed ended questions. The questionnaires were administered to teachers based on systematic sampling, this gave fair chance to both female and male teachers. A bit of interview was also considered especially as regards to the headteachers of secondary schools. Secondary data was used to clarify variables and obtain specific information on issues of the problem.

3.6 DATA ANALYSIS.

The data was analyzed using descriptive statistics. This enabled the researcher to describe and compare variables which include frequency distribution tables, bar charts, Pie charts and related diagrams. Frequency distribution tables summarized the number of cases for each variable. Bar charts and pie charts helped to group data and showed the proportion of occurrence of categories for each variable. These statistics were useful for grouping continuous data. The researcher made use of computer packages especially SPSS (Statistical Packages for Social Scientist) and MS Excel to help communicate the findings.

3.7 LIMITATIONS OF THE STUDY

In the process of carrying out the study, some limitations were encountered. One major limitation was that some members of the teaching staff were not willing to complete the research instrument. Others were unwilling to disclose information about their schools, however when they were assured by the researcher that the information was purely for research and disclosing their names was optional helped to solve this problem.

Another limitation was time factor especially when respondents required explanation on what was in questionnaire, however this assisted to reduce ambiguous responses.
It was also difficult to access certain schools in the rural areas because of impassable roads.

And last but not least the amount of funds available for research was not adequate to cater for the research exhaustively.
CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

The study evaluated factors affecting gender disparity among TSC Secondary School teachers in Sotik Division of Bureti District. The chapter presents analysis of data collected from the field. These have been presented in this chapter under introduction, response rate, quantitative and qualitative data analysis.

The aim of the study was to establish whether working conditions, culture, Education background and training and Government support and policy affected gender disparity among TSC secondary school teachers. Target population was TSC secondary school teachers is Sotik Division. The concern was 50% of the schools in the division.

4.2 RESPONSE RATE

<table>
<thead>
<tr>
<th>Response</th>
<th>Instruments distributed</th>
<th>Responses</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Staff and Teachers</td>
<td>60</td>
<td>55</td>
<td>91.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>55</td>
<td>91.7</td>
</tr>
</tbody>
</table>

Source: Field data (2006)

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 5 years</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>11 to 15 Years</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>Over 16 years</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data (2006)
Chart 4.1 Response by Experience

Source: Field data (2006)

From the analysis shown on Table 4.2 and chart 4.1 Majority of the respondents 78% had experience of up to 15 years while 22% had above 16 years. Out of these 80% were University graduates only 20% were diploma. This meant the schools had attracted both university graduates as well as Diploma. When asked whether there were equal employment opportunities and other development programmes, a significant number 65% agreed while 35% felt there were some discrimination in the division.

4.3 QUANTITATIVE DATA ANALYSIS

According to Kathari (2001) the term quantitative data refers to analysis of research information by use of descriptive statistics, such data can be presented in form of tables, graphs, frequencies, bar graphs, pie charts and percentages.

Mugenda and Mugenda (2002) further states that quantitative data are all those research information obtained from closed ended questions and can also come from open ended questions provided the researcher has presented such information in a
manner that it allows quantitative analysis. The study has combined both quantitative and qualitative for the purpose of analysis.

The approach follows the study as depicted in the theoretical framework of chapter two figure 2:5.1.

The same issues raised in the objectives is what has been followed systematically in analysis and presentation.

4.3.1 GENDER DISPARITY IN THE DIVISION BY RATING.

This analysis of gender disparity in the division was based on responses of administrative staff and teachers in the sampled schools. Statistical evidence showed that over 89% of the respondents agreed that there was gender disparity among TSC secondary school teachers in the division. Table 4.3 shows the response frequencies.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>More males than females</td>
<td>49</td>
<td>89.1</td>
</tr>
<tr>
<td>Equal number of males and females</td>
<td>5</td>
<td>9.1</td>
</tr>
<tr>
<td>More females than males</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data (2006)

From table 4.3, 89.1% of the respondents indicated that there were more male teachers than female teachers in the institutions. When asked to state the causes of gender disparity, 32.7% of the respondents mentioned education background and training. Evidence from statistics showed that 18.2% felt that poor working
conditions and family commitment was a factor, 14.5% gave cultural factors as a hindrance to gender parity and 9.1% indicated that government support and policy was the cause, while 9.1% felt that working conditions, Education background and training, cultural, factors and Government support and policy had a role to play in causing gender disparity. Family reasons and commitments was rated by respondents as shown in table 4.4.

Table 4.4 Rating of Effect of Family reasons and Commitment on Gender

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low Extend</td>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td>Low Extend</td>
<td>3</td>
<td>5.5</td>
</tr>
<tr>
<td>Moderate</td>
<td>8</td>
<td>14.5</td>
</tr>
<tr>
<td>High Extend</td>
<td>22</td>
<td>40</td>
</tr>
<tr>
<td>Very High Extend</td>
<td>20</td>
<td>36.4</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Data (2006)

Family reasons and commitment was rated highly by respondents. Table 4.4 shows that over 76% respondents felt this affected gender a great deal. Investigations revealed that even during recruitment by school boards, there was bias. A number of reasons were advanced as follows priority of female teachers was caring for families and children and do not care about work, they were less mobile and had few alternatives.

They were constrained by child rearing responsibilities than men, and lack of adequate and affordable child care even made some to quit their jobs.
There was also a feeling that female teachers waste time going for maternity leaves and this was deemed to cause instability among teaching staff. It was pointed out that well performing schools preferred male teachers to females.

Furthermore advancing and furthering education for female teachers was limited, and especially for married women the husband is decision maker who even decides place of work causing turnover.

There was a challenge to women to open up, network and form linkages to increase sensitization among communities.

Further interview of the respondents pointed out that the main cause of gender disparity in the division was lack of access, retention and transition in education especially for girls which translated into low enrolment of females in the university and training colleges that later qualify to teach in secondary schools.

On the question of equal employment opportunities the responses views is shown in chart 4.2.

**Chart 4.2 Equal Employment Opportunities and Development.**

![Pie chart showing 35% YES and 65% NO](source: Field Data (2006))
The chart 4.2 shows 65% of respondents were of the view that there were equal employment opportunities (EEO) in TSC, but respondents noted that parity among TSC Secondary school teachers was hampered by inequality in Education opportunities.

Investigations revealed that during recruitment there were limited number of female teachers, because despite the provision of opportunities to enroll in schools, girls and by extension women were affected by the gender violence that was still prevalent in schools, gender insensitive curriculum and classrooms and lack of role models for girls particularly in the division.

Besides the study revealed that disparities were manifested in subjects and courses taken by majority of girls who enter university and further education. Respondents pointed out that attitude towards subjects like mathematics and Sciences by both men and women was manifested here leading to disparities in subjects and courses taken. Women dominated arts and social sciences and were under represented at post graduate levels of education and teacher graduates.

Respondents also mentioned cultural practices and poor working conditions prevailing in the division promoted gender disparities among TSC secondary school teachers.
4:3.2 Information on Effect of Working Conditions On Gender Disparity.

Chart 4.3 Effect of working Conditions on gender Disparity.

Source Field data (2006)

Chart 4.3 indicates that 75% of the respondents were of the opinion that working conditions had a major role to play in gender disparity. Further investigation revealed that female teachers had domestic roles of bringing up children and preferred schools with good housing, water, electricity and close health facilities.

The implication was that poor working conditions tended to cause female teacher turnover through transfers and to other jobs in order to relocate to better areas. This was true in the area because most schools were located in rural and hardship areas.

Table 4.5 Rating on Contribution of Working Conditions on Gender Disparity Among TSC Secondary School Teachers.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Very low extend</td>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td>2. low extend</td>
<td>6</td>
<td>10.9</td>
</tr>
<tr>
<td>3. Moderate extend</td>
<td>18</td>
<td>32.7</td>
</tr>
<tr>
<td>4. High extend</td>
<td>26</td>
<td>36.4</td>
</tr>
<tr>
<td>5. Very high extend</td>
<td>9</td>
<td>16.4</td>
</tr>
</tbody>
</table>

Source Field data (2006)
Table 4.5 indicate that majority of the respondents were dissatisfied with the working conditions prevailing in the institutions. Only 14.5% were satisfied. This implied that working conditions had a big role to play in causing gender disparity among TSC Secondary School teachers.

There were calls to provide adequate housing, lighting, water, security and access roads in all secondary schools to promote equality in gender in the teaching profession. Increase in pay packages also come up as a motivator to encourage teachers to work anywhere.

4.3.3 Information on Effect of Culture on Gender Disparity

Table 4.6 Teachers’ Response on Effects of Culture on Gender

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>74</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Source Field Data (2006)

Evidence from statistics show that culture had a great influence on gender disparity. Table 4.6 depicts that 74% of the respondents agreed that culture promoted gender disparity among TSC secondary school teachers.

The teachers interviewed mentioned that males and females had not been given equal chances to contribute equally in administrative roles where decision making took place.

Inequality in education opportunities for boys and girls came up, where boys education to girls was preferred in the face of shortage of funds.
It was also pointed out that though TSC employment advocates Equal Employment Opportunities there were few female teachers to be employed during recruitment. Furthermore attitude towards male and female teachers also had effect on gender parity as depicted by chart 4.4

**Chart 4.4 Effects of attitude towards male and Female Teachers.**

![Bar Chart]

Source: Field Data (2006)

**KEY**

M- Moderate  V.G. – very Great  V.L. – Very Low  
G- Great  L - Low

From chart 4.4 Attitude towards male and female teachers affected gender disparity. Evidence from statistics showed that over 80% of respondents agreed that attitude is a problem that hinders gender parity. Teachers interviewed mentioned that this had been known to deny female teachers responsibilities and appointments to administrative posts based on feeling that female teachers are “weaker sex.” Some well performing schools had been known to prefer male teachers claiming females
waste teaching time going for maternity leaves, seeking for leave offs to attend to family matters because of family commitments and even preferring to join spouses in their place of work causing instability in the teaching staff.

It also came up that society particularly in the area under study that was occupied by one community that males were regarded as superior in all dealings and respective positions had to be respected.

This had great implication on role models for girls in rural areas and males in urban centres.

4.3.4 Information on Educational Background and Training.

Chart 4.5 Effect of Education Background and Training on gender Disparity

Source Field Data (2006)

Chart 4.5 indicates that 55% of the respondents were of the view that Education background and training affected gender disparity among TSC secondary School Teachers.

Equal access of boys and girls to primary and secondary Education had been identified as key measure of progress towards gender equality. However statistical
evidence showed that 73% of respondents pointed out that male teachers had better chances to further their Education while females were tied up with family commitments.

Teachers interviewed mentioned factors like cultural and religious attitudes and practices, infrastructural limitations, poverty and lack of community awareness which militated against realization of girls and women's empowerment through education.

There was a further indication by 51% of the respondents that while there was a deliberate policy in the ministry of education to promote issues of gender there was a problem of inadequate policy guideline and communication of gender policies up to the local levels. The issue of inadequate female role models in rural areas and male role models in urban areas also came up as factors that contributed to gender disparities in the respective places.

Table 4.7 Rating of Effect of Education background and training on gender disparity by Teachers.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. very low</td>
<td>5</td>
<td>9.1</td>
</tr>
<tr>
<td>2. low extend</td>
<td>5</td>
<td>9.1</td>
</tr>
<tr>
<td>3. Moderate extend</td>
<td>18</td>
<td>32.7</td>
</tr>
<tr>
<td>4. High extend</td>
<td>20</td>
<td>36.4</td>
</tr>
<tr>
<td>5. Very high extend</td>
<td>7</td>
<td>12.7</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data (2006)

Table 4.7 indicates that over 80% of respondents strongly felt that Education background and training had effect on gender disparity among TSC secondary school teachers. Only 18.2% felt this had little effect. This had the implication that provision
of equal Education and training opportunities for both males and females is the key towards achieving parity.

A number of strategies to correct this anomaly were mentioned by the teachers, these included taking affirmative action on training and employment with positive discrimination where either is less, encouraging and promoting school based learning to encourage more teachers to further education especially women, sensitization on rights awareness, incentives be given to females or males who further education to motivate more and provision of funding through ministry of education, TSC and other well wishers to access education easily.

4.3.5 Information on Government Support and Policy

Chart 4.6 Rating of Government Support and Policy on Gender by Teachers.

Source: Field data (2006)

KEY

V.L – Very Low
L – Low
M – Moderate
H - High
V.H – Very High
From analysis of chart 4.6, 65% of the respondents rated the Government Support and Policy above moderate, but a significant number of 35% felt this support is too low. This meant there was still a need to strengthen these policies in order to achieve their intended objectives and goals.

On the question of whether the Government its agents and school management boards had done enough to promote fairness in issues of gender 27% of the respondents felt they had done enough but a very significant number of 73% felt they had not done enough as shown in table 4.8.

**Table: 4.8 Government Support and Policy on Gender**

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>NO</td>
<td>40</td>
<td>73</td>
</tr>
<tr>
<td>TOTAL</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source: Field Data (2006)**

Further investigation revealed that there were a number of obstacles that hindered effectiveness of government policy and support. The respondents mentioned a lack of systems to monitor effectiveness of policies formulated up to the local levels, while government is advocating for gender balance in university and teacher training colleges together with promotion, this had not been pegged to 1:1 ratio and one third policy can never achieve 50% parity.

It was also pointed out that effective channels of communication of government policies on gender had not reached all areas with the concern it deserved, this had the implication that the society at large had not been fully sensitized on issues of gender.
There were calls on the government to put in place systems of monitoring and evaluation of its policies on gender in all areas.

4.4 QUALITATIVE ANALYSIS

It is clear from this study that working conditions, culture, education background and training and government support and policy affect gender disparity in Sotik Division of Bureti District.

4.4.1 Gender Disparity

According to most respondents, there were gender disparity among teachers in the schools. Evidence from statistics revealed that over 89% of the teachers were of the opinion that gender disparity was prevalent in the schools because of inequality in Education opportunities and appointment to administrative positions. The study revealed that most female teachers had family commitments which reduced the number of female teachers employed and this had the implication that girls lacked role models, leading to few girls accessing Education up to university or diploma colleges which were sources of secondary school teachers.

In the past women were automatically assigned temporary jobs because it was understood their priority was caring for families. Unmarried women were likely to quit as soon as they got pregnant while women with children cared more about children than work, were less mobile and had few alternatives Ernest (1988).

4.4.2 Working Conditions

The study revealed that housing and other working conditions, had a great impact on gender disparity. It was evident from the research that few female teachers accepted to work in schools located in hardship areas but preferred schools with good housing
and water. This concurs with Koech (2000) that some teachers especially those working in remote rural areas had no housing or clean water and health facilities, they were also far away from educational administrative offices. This lowers teacher morale and causes high turnover especially female teachers who move to better environments.

Though many policies had been put in place to redress this anomaly statistical evidence showed, gender disparity was high and females had been affected mostly in the division.

It became evident from the teachers interviewed that, most female teachers preferred working in urban centres where good conditions prevailed and to be near their spouses and families. This had the implication that unless good working conditions were provided in all schools as an incentive for equitable distribution, the problem of gender disparity among TSC Secondary School teachers especially in rural areas will remain unresolved.

4.4.3 Culture

Though culture constitutes norms for maintaining law and order as well as defining meaning of life. Evidence from statistics showed that it was the major promotor of gender disparity among TSC secondary school teachers.

Statistical data showed that 74% of respondents felt that culture affects parity. Further investigation revealed that a significant number of over 88% of respondents gave ratings above great that attitude towards gender particularly affected girls and women, for example it was noted that in most communities once married, the husband is the decision maker, which limits advancement of female Education. It was also pointed out that females were regarded as “weaker sex.” Cultures do not stress
girls education like for boys. This concurs with Koech (2000) which reiterates that cultural practices restricts female achievements, mobility and opportunity and most girls spend time on domestics tasks, which affected performance due to high demand for girls labour, for example a girl was send to work by her parents so they could educate her brother.

There were calls for sensitization of the surrounding community that culture is dynamic and practices that affect gender disparity should be discarded. Some respondents felt that the government should come up with policies that govern cultural practices and this be communicated up to local levels in the communities.

4.4.4 Education Background and Training effect on gender.

Education policy in Kenya aims at providing Education opportunity for all school-age children and youth and conducive gender responsive learning and working environment.

However statistical evidence showed that there were still challenges and social, economic and political factors together with poverty, cultural and traditional attitudes and practices still militated against achieving parity in provision of Education. Evidence from the data showed that 73% of the respondents were of the view that equal opportunities had not been provided, though 27% felt equal chances had been provided, this was an insignificant number.

Suggestions from most respondents was that affirmative action be applied on training and employment. There were further suggestions that positive discrimination be applied in admission to university and training colleges.
It was noted that though there were sound policies on gender issues concerning education and training, there was a lack of gender responsive legal and policy framework and lack of capacity for gender mainstreaming in education. This therefore meant that disparities would continue to prevail in secondary and higher levels of education and training and an obvious disparity among TSC secondary school teachers.

4.4.5 Government Support and Policy

The government and major players in education had recognized the problem of gender disparity. However there were calls from the respondents for the government to monitor policies aimed at addressing gender imbalance. There were strong feelings that there were still discrimination particularly on women and the idea of one third may not bring parity.

There were calls for balancing of ratio of gender in teacher training colleges and in the university. It was evident from the statistics that government and its agents had not done enough as indicated by 73% of respondents.

This was because while government policy was clear on gender issues, there were still lack of awareness upto the community levels due to infrastructural limitations and inadequate policy guidelines. Further more the National constitution and education acts were two basic instruments for achieving equity but had not been fully developed to suit the said functions.

There was also lack of capacity and capital to monitor and evaluate the achievement of gender policies up to the local levels.
CHAPTER FIVE

5.0. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The study sort to evaluate factors that affected gender disparity, among TSC secondary school teachers in Kenya – A case of Sotik Division of Bureti District. The study sort to achieve four objectives, establish if working conditions, culture, education background and training and government support and policy had effect on gender disparity.

Evidence from the study showed that the factors mentioned had effect on gender disparity. In this chapter the major findings, conclusions and recommendation of the study are discussed. It summarises the study in relation to objectives put forward in chapter one and in line with data analysis in chapter four. It also highlights recommendations of the study and suggest areas for further research.

5.2 ANSWER TO RESEARCH QUESTIONS

The study was aimed at establishing whether working conditions, culture, Education background and training and government support and policy had effect on gender disparity among TSC secondary school teachers in Sotik Division of Bureti District.

5.2.1 THE EFFECTS OF WORKING CONDITIONS

Statistical evidence from the study showed that 80% of the respondents agreed that working condition had effect on gender disparity among TSC secondary school teachers. Working conditions in some institutions were in very bad state, some lacked
water, electricity and had poor toilets and accessibility was hard since some parts fell under hardship areas and teachers were putting up in houses at the back of shops that were in pathetic conditions and far away from the schools. There were major calls for provision of adequate housing and water facilities.

This concurs with Koech (2000) which recommends that effective measures be put into place to improve working environment of teachers, especially those working in remote areas to improve teacher morale and reduce teacher turnover especially female teachers who were constantly seeking transfers to better environments.

This implied that MOEST and TSC in collaboration with school boards should improve working conditions to promote gender parity in this division especially since some parts of it fell under hardships areas.

5.2.2 EFFECT OF CULTURE ON GENDER DISPARITY.

Majority of the respondents 74% were of the view that culture promoted gender disparity among TSC secondary school teachers in the Division. Though 26% felt it had no effect, this was a small minority.

There were suggestions that cultural believes and practices affect the development of women teachers.

KNUT (2005) Asserts that cultural and traditional practices such as early marriages and FGM affects girls advancement from primary to secondary schools and disparities intensified from secondary level with adverse effects on the number of females joining various levels of training such as diploma and university which are the sources of secondary school teachers. This leads to gender disparity with higher male teachers than females especially in rural areas where these practices were rampant.
This concurs with GOK (2005) that to overcome the challenge of gender and regional disparities was to sensitize stakeholders and communities to discard socio-cultural practices that prohibit effective participation of girls and boys in secondary school education to ensure better transition from primary to secondary and from secondary to tertiary institutions that are sources of secondary schools teachers.

5.2.3 EFFECTS OF EDUCATION BACKGROUND AND TRAINING

The study findings indicated that it was a major factor that contributed to gender disparity. There were few places for girls than boys. Statistics from the ministry of Education 2003 indicated that few Girls Enrolled in standard 8 compared to boys and transition from primary to secondary in the same year stood at 40.5% for girls against 59.5% for boys.

Respondents mentioned that a number of obstacles still hindered girls and families tend to give preference to boys in the face of limited resources and this denied females upward mobility leading to few female teachers to be trained and recruited to teach.

This observation concurs with GOK (2000) on bridging the gender gap that engendering the curriculum, the teaching methods and school and classroom environment in order to make them friendly remains a critical challenge. Hence targets to ensure gender parity cannot be efficiently and effectively achieved.

Furthermore most respondents 73% against 27% felt that male teachers had better chances of furthering their Education because they had fewer commitments thus indicating there was still disparity emanating from education background.
The respondents called for further sensitization of teachers about their rights and increased affirmative action on training, employment and development with a positive discrimination to balance gender.

5.2.4 GOVERNMENT SUPPORT AND POLICY ON GENDER IN SOTIK DIVISION

While the government had over the years demonstrated commitment to development of education and training policies through allocation of resources, the study revealed that equity and gender disparity was still a challenge. 51% of the respondents agreed that there were deliberate policies in the ministry by the government to promote gender issues. However 65% against 35% felt that the government, its agents and school management boards had not done enough to promote fairness in issues of gender.

The administrative staff and teachers were of the opinion that there was a need for the government to enhance gender programmes by balancing gender during intake of teacher trainees and deployment in schools. Further they suggested that affirmative policy on admission to post secondary institutions be considered together with systems to monitor gender issues up to the community levels.

Of particular concern was the fact that girls and women still required empowerment and there were calls to address the issue of equal opportunities for all.

This concurs with KNUT (2005) which reiterates that the government should develop policy instruments and legal framework to remove the obstacles that militate against equal opportunities of access to girls in Education and training and the objective should be to achieve total parity with regard to gender.
5.3 CONCLUSION

It is clear from the study that working conditions, culture, education background and training and government support and policy have a major effect on gender disparity among TSC secondary school teachers.

Working conditions was highly mentioned as a problem in most schools under review. The findings on working conditions clearly indicated that their standards were low. The fact that some of the areas where the schools are situated are in hardship areas is a clear demonstration. The schools lacked essential facilities like water, electricity, good housing and accessibility is near impossible. Working conditions should be improved to boost morale and attract all teachers.

However most schools in remote areas were staffed by male teachers who could tolerate such unsuitable working environment compared to female, but definitely their morale was low.

Evidence from the study showed there was low sensitization of the community on issues regarding culture. This was worsened especially since the area was remote and with only one community inhabiting it. Cultural practices such as FGM and early marriages affected girls and women leading to lack of adequate female role models for girls in rural areas such as this case.

Over 70% of the respondents felt that cultural practices had a major role in causing gender disparity among TSC secondary school teachers.

Equal access of girls and boys and women and men to education and training had been identified as key measure of progress towards gender equality.

However translating equal opportunity policy into practice was a challenge.

Respondents felt that there was a lack of gender responsive legal and policy framework as well as lack of capacity for gender mainstreaming in education and
training. There was a strong view that male teachers had better chance to further their education and training because they had fewer commitments indicating there was still a disparity.

Effectiveness of Government support and policy on gender issues had been hampered by a lack of gender responsive system and mechanisms of monitoring and evaluating the efficacy and impact of gender mainstreaming programmes and projects. Hence it was hard to know and measure the progress. However such a process would be costly and requires careful and efficient management and monitoring.

65% of the respondents felt that the government, its agents and school management had not done enough to promote gender parity because it had not promoted these policies in these areas.

5.4 RECOMMENDATIONS

Based on the research findings, the following recommendation can be drawn.

5.4.1. Issues regarding gender disparity be quickly addressed because it has an effect on performance of teachers in the division. The TSC should concentrate on gender balancing in recruitment in order to promote gender parity and make them competitive to other areas.

5.4.2. Working conditions of teachers be improved. MOEST and TSC in collaboration with the schools should come together and identify areas where there are housing shortages, lack of water, lack of access and other unfavourable working conditions in order to boost teacher morale and promote equity in teacher distribution. This will result in improvement of performance in these schools.
5.4.3. Awareness programmes be put in place and done regularly to empower, mobilize ad sensitize community on inhibitive cultural practices that affect girls education majorly like child labour, FGM and early marriages, which reduce upward mobility for girls and women leading to disparity. This can be done through the Ministry of Education and also Non-governmental Organizations.

5.4.4 Equal opportunities for both males and females be provided by balancing gender, during intake of teacher trainees and deployment in schools and affirmative policy on admission to universities and teacher training colleges be considered with positive discrimination where either is less.

5.4.5. Affirmative action for girls and women to access further training in post school and training opportunities in various education institutions like Kenyatta University which offer school based programmes should encourage female teachers to enroll by offering discounted rates on tuition and lowering requirement points to join.

5.4.6. Government support and policy programmes and projects on gender mainstreaming requires a viable gender responsive system and mechanism of monitoring and evaluating the efficacy and impact at National, Provincial, District and even community levels including the building of institutional and human resource capacity with MOEST at National, Provincial, District and school levels to identify, plan, implement and manage gender mainstreaming programmes within the education sector.
5.5 SUGGESTIONS FOR FURTHER RESEARCH.

The research concentrated on gender disparity among TSC secondary school teachers in sotik Division of Bureti District. Convenient sampling was used to evaluate the factors that affect gender disparity among TSC secondary school teachers and it was hoped by the researcher that it was a representative of secondary schools in Kenya.

Other suggested areas for further research may be:

(i) How to minimize gender disparity among TSC secondary school teachers.

(ii) Gender policies or programmes that have been put in place.

(iii) Factors blamed for hindering gender policies.

(iv) Evaluation of factors affecting gender disparity in primary institutions in comparison with secondary institutions.
REFERENCES


GOK (1990), *World Declaration on Education for All (EFA) Jomtien*.

GOK (2005), Sessional paper No. 1 of 2005 a policy framework for Education Training and research.


Mugenda & Mugenda (2002) Quantitative and Qualitative Research Methods, Nairobi, Kenya.


Sirleaf, J. (2006), Liberian President commenting on women, Daily Nation 21st April 2006

TSC (2005), Teacher Image Volume 10 quarterly Magazine by Teachers Service Commission.
TO

RE: A QUESTIONNAIRE ON FACTORS AFFECTING GENDER DISPARITY AMONG TSC SECONDARY SCHOOL TEACHERS IN KENYA CASE OF SOTIK DIVISION

I am a postgraduate student in the Department of Business Administration of Kenyatta University. I am carrying out a research study on factors causing gender disparity among TSC Secondary school teachers in Kenya a case study of Sotik Division Bureti District.

The purpose of research is to gather information on the topic.

I kindly, request you to answer the questions in the attached questionnaires as candid as possible and in the best of your knowledge.

All information will be treated with the confidentiality it deserves. The indication of your name is voluntary.

Thank you.

Alice Milgo.
APPENDIX II

QUESTIONNAIRE – ADMINISTRATIVE STAFF AND TEACHERS.
KINDLY ANSWER THE FOLLOWING QUESTIONS AS CORRECTLY AS POSSIBLE

SECTION A

PERSONAL DATA

NAME (Optional) ________________________________________________________________

GENDER Male ( ) Female ( ) tick as appropriate

SCHOOL _________________________________________________________________

DESIGNATION ______________________________________________________________

How many years have you been on service?

a) 1 - 5
b) 5 – 10
c) 10 – 15
d) 15 – 20
e) Others (Specify) _______________________________________________________

EDUCATION LEVEL

a) Secondary
b) Diploma
c) Graduate (Specify) ____________________________________________________
d) Others (Specify) ______________________________________________________
SECTION B

GENDER DISPARITY.

1. Are there equal opportunities in Employment and other development programmes for both male and female teachers in your school?
   A Yes       B No

2. Would you say there is gender disparity among TSC teachers in the school?
   A Yes       B No

3. If yes explain

4. Indicate the number of male and female teachers in the school,
   Male __________
   Female __________

5. What do you think is a cause of gender disparity among TSC teachers in the School?

SECTION C

WORKING CONDITIONS

6. Are working conditions in the school satisfactory?
   A Yes       B No

7. Do you think working conditions do influence gender disparity among TSC teachers?
   A Yes       B No

8. Explain how housing and other working conditions do influence gender disparity among TSC teachers.

9. How does hardship areas influence gender disparity among TSC teachers in the
10. Suggest what should be done on working conditions to promote equality in gender in the teaching profession.

SECTION D

CULTURE

11. Culture is a combination of beliefs, values and attitudes that govern peoples’ behaviours. In your view does culture promote gender disparity among TSC teachers?
   A Yes          B No

12. Are men and women given an equal chance to contribute positively in the teaching career?
   A Yes          B No

13. Please explain your response

14. To what extent do you think the attitude towards male and female teachers affect gender disparity?
   A Very great extend  5
   B Great extend       4
   C Moderate extend    3
   D Low extend         2
   E Very low extend    1

15. Are there certain cultural beliefs that affect development of women teachers in the school?
   A Yes          B No

16. If Yes, please explain.
17. Do you think family commitments including maternity leave can promote gender disparity among the TSC teachers?
   A Yes     B No
18. If Yes, explain

19. How does cultural practices affect your role as a teacher?

20. Suggest what should be done on cultural issues to promote gender equality.

SECTION E

EDUCATION BACKGROUND AND TRAINING

21. Is there any differences in terms of Education background, aptitude and training among TSC teachers?
   A Yes     B No
22. Do you think Education and Training tend to influence gender disparity?
   A Yes     B No
23. If yes, explain

24. Do male teachers have a better chance to further their Education than females?
   A Yes     B No
25. If yes, in what ways?

26. Do you think additional Education and training influence gender disparity?
27. Suggest what should be done in Education and additional training to promote gender equality in the teaching profession.

SECTION F

GOVERNMENT SUPPORT AND POLICY

28. Is there a deliberate policy in the Ministry of Education that you are aware of, that promote gender issues?
A Yes  B No

29. Do you think policy and government support influence gender disparity?
A Yes  B No

30. Are there equal opportunities for both male and female teachers to management position in the Education sector?
A Yes  B No

31. In your opinion, do you think the government, its agents, school management has done enough to promote fairness in issues of gender?
A Yes  B No

32. Explain what should be done on government policy to promote gender equality in secondary school teachers.
RATE THE EXTEND TO WHICH EACH OF THE FOLLOWING CONTRIBUTE TO GENDER DISPARITY AMONG TSC TEACHERS IN SECONDARY SCHOOLS IN KENYA.

<table>
<thead>
<tr>
<th></th>
<th>Very low extend</th>
<th>Low extend</th>
<th>Moderate extend</th>
<th>High extend</th>
<th>Very high extend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

(i) Attitude of male towards female teachers
(ii) Working conditions
(iii) Cultural and Social beliefs
(iv) Education background
(v) Additional training
(vi) Government Policy
(vii) Family reasons and commitment
(viii) Nature of job and level of position