

Abstract

Module II programs in Kenyan Public Universities have grown over the last ten years giving expanded access to many Kenyans hitherto unable to access higher education. Since the programs are being offered in an educational setting with already well documented gender disparities, this paper argues that research focus in higher education needs to be directed to the gender trends in Module II programs, to ensure that the gender is not relegated to the periphery of the discourse surrounding Module II programs. Neglecting the gender angle may lead to an undesirable situation where Module II programs will perpetuate the gender disparities that currently characterize the educational sector, or worse still, create new ones that will diminish or undermine any gains that could have been made towards gender parity in tertiary and other levels of education. The paper thus reports groundbreaking research that seeks to call attention to the implications of gender in Module II programs. The paper explores how the traditional gender roles influence students enrolled in the programs. Two public Universities were sampled through stratified random sampling and data collected from students undertaking courses under the Module II program. Descriptive statistics were used in analyzing data. The paper demonstrates that gender roles influence both men and women in different ways, making it necessary for Universities to consider gender barriers while advertising and mounting Module II programs.