

**EFFECT OF GENDER MAINSTREAMING IN EDUCATION ON SECONDARY
SCHOOL GIRLS' PSYCHOLOGICAL ADJUSTMENT AND CAREER
ASPIRATIONS IN SELECTED COUNTIES IN KENYA**

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Requirements of the Award of the Degree of Doctor of Philosophy in
Educational Psychology of Egerton University**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration

This Thesis is my original work and has not been presented for a degree in this or any other university.

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DEDICATION

I dedicate this thesis to my parents: Mr. Wilson Kiptoo Bartono and Eunice Toiyoi Kiptoo who met my academic needs financially and morally. To my mother who taught me sincerity and purity.

To my husband, Philip Tarus who supported me financially, emotionally and spiritually.

To our children Kipkosgei, Jebet and Kiplimo who persistently urged me to complete the work.

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ABSTRACT

The ministry of education has a critical role to play in addressing issues of gender equality and equity in Kenya through the implementation of gender mainstreaming in schools. It provides a framework for the planning and implementation of gender responsive education. The high girl-child drop-out rates, early and forced marriage of girls, adolescent pregnancy and gender discrimination in Kenyan secondary school have caused prevalent gender inequality. The purpose of this study was to determine the effect of gender mainstreaming in education on secondary school girls' psychological adjustment and career aspiration in selected counties in Kenya. The study employed *ex post facto* research design. The target population was one hundred and fifty nine thousand and thirty nine (163,748) girls while the accessible population consisted of twenty five thousand six hundred and fifty four (25,654). The sample size comprised of 378 secondary school girls, 50 counsellors and 50 head teachers. Stratified and simple random sampling was utilized to select school girls while purposive sampling was adopted to select the head teachers and school counsellors. The data was collected through the administration of questionnaires to students, while questionnaires and interview schedules were administered to school counsellors and head teachers. Validity of the instrument was ascertained with the assistance of the experts from the department of Counselling, Psychology and Education Foundations. The reliability was determined by conducting a pilot study. A Cronbach's alpha was computed to determine the reliability of the instrument. A reliability coefficient of 0.7 was established. This was considered to be acceptable and reliable. The data collected was analyzed using chi-square (χ^2), ANOVA and Linear Regression Analysis with the aid of statistical package for Social Sciences (SPSS) version 20 for windows. Analyzed data was presented using cumulative frequency tables, ANOVA tables, percentages, bar graphs and pie charts. Hypotheses were tested at the significance level (alpha) of 0.05. The findings of the study indicated that head teachers possessed high level of awareness gender mainstreaming in education while the level of awareness of school counsellors and girls was moderate and low respectively. Further the findings revealed that gender mainstreaming in education has a significant relationship with both psychological adjustment and career aspirations of the secondary school girls. Hypotheses tested showed that there is statistical significant effect of gender mainstreaming in education on girls psychological adjustment and career aspiration (P-value=0.009). The study recommends gender mainstreaming sensitization among secondary school girls and counsellors, change of public advocacy, carrying out follow-up surveillance, facilitation of a more gender focus career counselling and mentorship programmes and evaluation of existing policies and practices to identify their shortcomings and areas of improvement. The study suggests further research on barriers to a gender enabling environment and an assessment of an effective mechanism of implementing, reviewing and monitoring of gender mainstreaming in education policy in schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	- Arid and Semi-Arid Land
CEDAW	- Conventions on the Elimination of all forms of Discrimination Against
CENWOR	- Centre for Women's Research, Sri Lanka
CDEG	- Committee for equality between women and men
DFES	- Department of Education and Skills
ECOSOC	- Economic and Social Council
EFA	- Education for All
EG-S-GS	- Specialists on promoting Gender Mainstreaming in Schools
EOC	- Equal Opportunities Commission
EYC	- Elimu Yetu Coalition
FAWE	- Forum for African Women Education
FGM	- Female Genital Mutilation
FPE	- Free Primary Education
GAD	- Gender Approach Development
GBV	- Gender Based Violence
GOK	- Government of Kenya
HIV/AIDS	- Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome
KCPE	- Kenya Certificate of Primary Education
KCSE	- Kenya Certificate of Secondary Education
MDGs	- Millennium Development Goals
MOE	- Ministry of Education
MOEST	- Ministry of Education, Science and Technology
NACOSTI	- National Commission for Science, Technology and Innovation

- PFA - Platform For Action
- TSC - Teachers Service Commission
- UN - United Nations
- UNESCO - United Nations Educational Scientific Cultural Organization
- UNGEI - United Nations Girls' Education Initiative
- UNICEF - United Nations International Children's Educational Fund
- UNRISD - United Nations Research Institute and Social Development

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Gender mainstreaming is the public policy concept of assessing the different implications for women and men of any planned action, including legislation and programmes in all areas and levels (United Nations' Report of the Economic and Social Council ,1997). The concept of gender mainstreaming was first proposed at the 1985 Third World Conference on Women in Nairobi, Kenya. The idea has been pushed in the United Nations Development Community and it was formally featured in 1995 at the Fourth World Conference on women in Beijing, China and was cited in the document that resulted from the conference, the Beijing platform for Action

Gender mainstreaming was established as a global strategy for the promotion of gender equality in the platform for action adopted in the fourth World Conference on women in Beijing (Valdeavilla & Manapat, 2001). It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres. This ensured that women and men benefit equally, while preventing reproduction of inequality (Moore, 2003). Ahmed and Rafi (2003) Stated that Gender mainstreaming is the reorganization, viewed improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and stages by actors normally involved in policy making. Gender mainstreaming was aimed at creating a competitive edge for men and women, boys and girls in all areas of life which would facilitate psychological adjustment and career aspiration

The ultimate goal of gender mainstreaming is the achievement of gender equity and equality. Leo – Rhynnie (1999) in her Gender mainstreaming in Education Manual enumerated the following key issues; obtaining a clear quantitative picture of gender roles and ratios in various levels and areas of the educational system using gender disaggregated data; Identifying possible factors related to gender gaps and inequalities identified and planning for the elimination of these factors, assessing the special educational needs, immediate and

practical as well as long term strategies of girls and boys, women and men, and planning specifically to meet these needs; and ensuring that women and men share equitably in designing, planning, decision making, management, administration and delivery of education and also benefit equitably in terms of access, participation and allocation of resources (Leo-Rhynnie, 1999)

It is now incumbent upon nation-states and international organizations to carry out gender mainstreaming. However, implementation of gender mainstreaming in education has experienced varied results in various levels all over the world. Charlesworth (2005) remarked that although it has not been difficult to encourage the adoption of the vocabulary of mainstreaming in the United Nations, there is little evidence of monitoring or follow-up. A consistent problem for all the organizations that adopted gender mainstreaming is the translation of the commitment into action. She continues; “A review of gender mainstreaming policies implemented under the United Nations Development Programme, World Bank and ILO found inadequate budgeting for the gender component of projects, insufficient development of analytical skills, poor supervision of the implementation of gender components and a general lack of political commitment both within the organisation and at country level”(Charlesworth,2005).

Indonesia, as one of the UN members has given encouraging responses and undertaken affirmative action by giving official support to implement gender mainstreaming (Azisah,2012). Gender responsiveness in education in Indonesia can be seen in three main activities: Scholarship grants to increase the proportion of female students from poor families participating in schooling at every level of education, the development of competency-based curriculum that is not gender biased but is gender responsive and accelerating the effort to reduce women’s illiteracy rate (Ministry of Women’s Empowerment Republic of Indonesia, 2004)

In 1994, the Nicaraguan Institute for Women (NIM), Nicaragua formed a plan that defined patriarchy, sexism and gender stereotypes to reduce inequality in education, employment and violence (Isbester, 2001). In Taiwan, Foundations of Women Rights Promotion and Development (FWRPD) has conducted research on gender mainstreaming and gender

equality development, produced gender resources kits for training and education (Taiwan's Women Organizations, 2015).

In Africa, the situation is similar. Rwanda has instituted a series of key policies and programmes that focus on promotion of girls' and women's education. However, (Randells and Huggins, 2007) postulated that the gender imbalance in higher education has its roots in the imbalances within the primary and especially the secondary school levels. Further, the particular placement of women faculty members and students in specific disciplines reflect traditional gendered constructions surrounding fields of study.

Education is a basic human right and in 1990, the Education For All (EFA) commitment was launched to ensure that by 2015 all children, particularly girls, those in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of high quality (Kenya Education Fund, 2005). United Nations Educational Scientific Cultural Organization (UNESCO) & United Nations International Children's Education Fund (UNICEF) Report, (2000) stated that as many as 90 million children were without education globally in 2005 and 2006 respectively. About 75 million children were not in school in the Sub-Saharan Africa (Kenya Education Fund, 2005).

Gender disparity in education has been witnessed since independence in Kenya. In 2002, the enrolment in pre-primary stood at 1, 175,223. Girls accounted for 49.1% of the total enrolment (Republic of Kenya, 2006). In 2009, 787,900 (53.5%) boys and 684,700 (46.5%) girls were enrolled in Secondary school in Kenya respectively (MOEST, 2014). The enrolment rate of students in secondary school in Kenya has continually risen over the years to reach 1,202,000 (52%) boys and 1,107,300 (48%) girls respectively. However gender disparity is still witnessed and girls remain victims.

Table 1: Enrolment by Education Levels in Secondary Schools in Kenya (in thousands)

	Boys						Girls					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Form 1	232.9	266.7	277.0	282.6	327.8	339.1	212.5	232.2	244.6	249.6	289.8	328.0
Form 2	202.0	232.1	240.6	274.2	288.2	324.1	175.1	211.8	219.5	239.7	253.7	304.5
Form 3	170.3	216.8	224.6	239.1	267.2	291.4	142.6	181.8	188.4	218.3	228.9	261.1
Form 4	182.8	169.9	206.6	223.1	244.5	247.5	154.5	142.0	166.5	188.2	204.2	214.1
Total	788	885.5	948.8	1,019	1,127.7	1,202.1	684.7	767.8	819	895.8	976.6	1,107.7

Source: MOEST, 2014

Gender gap in education in secondary schools is slight at national level. However, large imbalances in enrolment of girls in secondary schools have been witnessed which have had an effect on female education at the university and other post-secondary educational institutions. Out of 62,875 students that were in public universities in 2001/2002 academic year, females constituted 20,560(32.7%). In 2009, 787,900 (53.5%) boys were enrolled in secondary school while 684,700 (46.5%) girls were enrolled in secondary school at the same period (Ministry of Education Science & Technology, 2014). The enrolment rates of students in secondary schools in Kenya has continually risen over the years to reach 1,202,040 (48%) and 1,107,600 (47%) of boys and girls respectively. This improvement in enrolment may have been boosted by the introduction of free primary Education (FPE) by the newly elected government in 2003 (Elimu Yetu Coalition) (EYC, 2003) and the free secondary education which was introduced in 2013 by the Jubilee government. However Gender disparity is still witnessed and girls remain victims. Regional disparities still exist at the secondary school level (MOEST, 2014). A research carried out by (EYC) (2003) in some marginal communities, hardship areas and disadvantaged families showed that factors influencing girls' educational prospects are of both out-of-school and in-school origin.

Although Kenya's education policy does not discriminate against girls and women, their participation is characterised by manifest disparities. There were serious regional disparities in primary enrolment, particularly in the Arid and Semi-Arid lands, where pastoralism and nomadism dominate (Elimu Yetu Coalition, 2003). These disparities in the primary enrolment translate to low enrolments in the secondary section. Access to and retention in education are key factors in the gender mainstreaming policy. Such factors will, ensure that the girls would view themselves as having benefited from the policy leading to psychological adjustment.

There are several factors that affect the education of girls. These include the fact that the African traditional society sees education of boys more important than that of girls and there is a belief by members of the same society, especially among men that, educated women are less "feminine" and are not easily controlled by men (FAWE News, 1997). Moreover, sometimes, girls drop out of school because of pregnancies or being unable to cope with the

pressure of work and domestic chores. All these factors lower the girls' self-esteem and prevent personal growth.

Hidden curriculum which comprises norms, beliefs and attitudes reflected in the school practice, behaviour of teachers, students and the school community as a whole such factors produce different outcomes for boys and girls. Skelton, Francis and Valkanova, (2007) found out that teachers pay more attention to boys than girls. Moreover, teachers expect different behavioural characteristics from girls and boys and these expectations in turn produce different educational outcomes. Teachers expect girls to be appreciative, calm, conscientious, co-operative, mannerly, dependable and mature while they expect boys to be active, adventures, aggressive, assertive, curious, energetic, inventive, enterprising and independent (Skelton et al, 2007) . Effective learning requires learners to be curious and aggressive in the learning process and these may explain the reason why boys sometimes do better than girls (Skelton et al 2007). The teachers' expectancies may translate to discrimination against girls' psychological adjustment which has negative impact on career aspirations.

Psychological adjustment is indicated by a personal identity, self esteem and self actualization. Self esteem is a person's evaluation of oneself which may influence his or her relationship with others and one's own worth(Gross, 2006) while personal identity deals with the questions that arise about oneself such as "whom am I ? " "When did I begin?" and "where am I going?". Campbell, (2006) explained that self actualization is what a person can be and must be while Cherry (2011) outlined that the characteristics of self-actualized people consist of acceptance and realism, autonomy and solitude and continued freshness of appreciation among others.

Gender mainstreaming as a strategy that is aimed at the reorganization, improvement, development and evaluation of policy processes to create an enabling environment for both gender that should facilitate psychological adjustment. The challenges that confront girls' education in Kenya include both in-school and out of -school factors; they span the economic, cultural, social, regional and policy realms (EYC, 2003). Since 2000, EYC (2003) in its research noted that government and no-government agencies have tried to address these challenges, which are expressed in the interlinked problems of unequal access, poor rates of

retention, and poor quality of education for girls. Their concerted efforts have in fact reduced the differential in girl's and boys' participation in basic education. This study sought to find out the secondary school girls' scenario as far as their psychological adjustment and career aspiration is concerned.

Girls' problems in schools are compounded by the fact that textbooks perpetuate male dominance. Books used in schools on the whole portray a male dominated world. Obura (1991) made an in-depth examination of school books used in Kenya's Primary schools (Mathematics, Sciences, Technical, Language and Social Science books) and recorded the following findings;

“That the images of females were considerably fewer in number than images of males and that the few images of females were negative in relation to the images of males.”

(Obura, 1991, pg. 94).

According to Matlin (2004) in most cultures today, many men have a sense of entitlement and believe that they have a right to certain privileges and rewards from women. Early in life children absorbs the message about entitlement and unequal power in male-female relationships. Girls model from these relationships and accept them as the norm. The female literacy in Britain in 2007 stood at 70% while that of males is 86.3% (Youth Work Now, 2007).

Women and girls are denied their human right to education which in turn means that women are bound to be silent because they do not have a language to express their needs, interest and concerns, women lack occupational skills. They are also unprepared to care for their health and nutritional needs including those of the families and worse still, they are excluded from decision making process (FAWE News, 2007).

There is documented evidence that female education is one of the most important forces of development (King, 1991). While it is important to educate both females and males, Forum for African Women Education (FAWE), (1997) and Skelton et al., (2007) enumerated a number of reasons in favour of educating the girl-child as follows: It is a basic human right, promotes gender equity and it has the highest return investment in the developing countries. It has multiplier effects in that it empowers women to bring about necessary changes like

smaller family size, increased income and health of the family at large. Women also take care of the whole family – men and boys all included.

A report by United Nations research institute and social development (UNRISD) (2009) said that gender disparity in career and vocational practices are indeed a global concern. Giving young people the tools and knowledge to realistically plan for their future career is a primary goal of education globally. Career development is vitally important for today's youth who are more than ever "motivated but are directionless". Career development is the process of individual growth, learning and development that involves developing beliefs, values, interests, skills and aptitude and knowledge of the world of work (Gacohi, Sindabi & Omulema, 2011). It is the aspect of one's personal development that emphasizes learning about, preparation for, entry into adjustment and progress in a career and it is indicated by a person's self-esteem, personal development and self-actualization. Gender mainstreaming is expected to provide an enabling environment for career aspiration, entry and progress in a career.

Career choice is largely influenced by the person's psychological adjustment and it is indicated by a person's self-esteem, personal development and self-actualization. (Gross 2006) defined self esteem as the person's evaluation of oneself whether low or high. Low self esteem is a negative evaluation which occurs when some circumstance encountered touches one's sensitivities and the person experiences physical, emotional and cognitive arousal which is so alarming that he/she responds in self defeating or destructive manner. When such happens, the person's actions tend to be highly irritable and impulsive driven, emotionally blocked, his/her thinking narrows, self-care deteriorates and the person loses the sense of self hence becomes self-absorbed. Personal identity is what makes one the person he/she is (Jinpa, 2002). It is the way one sees oneself or defines oneself or the network of values and convictions that structures one's life.

Gender is a socially constructed role ascribed to males and females. These roles, as learnt, change over time and vary widely within and between cultures. Gender is also a socially constructed definition of the relationship with male domination and female subordination in

most spheres of life (Moore, 2003). Men and the tasks, roles, functions and values attributed to them are valued higher than women and what is associated with them.

“It is increasingly recognized that society is characterized by male bias: the male norm is taken as the norm for the society as a whole, which is reflected in policies and structures, and that such gender inequality is widely prevalent in many societies. It happens that gender inequality is unintentionally reproduced through policies and structures. As a strategy to attain gender equality, therefore, mainstreaming of gender perspectives in policies and structures was proposed”(Menon-Sen, 2001, pg 101).

Gender mainstreaming in education in Kenya was established to address these gender in-equalities to create an environment for psychological adjustment that facilitates career aspiration among secondary schools girls. Whether this goal has been achieved is the main objective of this study.

At various times throughout history, working women were viewed as immoral and unfeminine objects of pity. Having a career posed challenges for women due to their family responsibilities (Valdez & Gutek, 1987). Women perceive barriers and role conflicts as obstacles in their career development process (Brown & Barbosa, 2001). Common barriers faced by women included sex-typing of occupations and sex discrimination, both of which women felt they were unable to control. Most research reveals that women continue to work in low-paying traditionally female-oriented jobs (Watson, Quatman & Elder, 2002).

This is true for most developing nations of the world. Kemboi (2009) pointed out that in many cultures, women are not recognized, let alone treated, as equals of men and that sexual abuse including rape is just one part of a wider problem of Gender Based Violence (GBV). In every country, upwards from 20% of women have been abused by the men they live with. Whereas women fear violence from men including emotional and psychological violence, social and economic deprivation, as well as physical violence, they are not at least likely to be able to negotiate for safe sex or to prevent their husbands or partners from having other sexual relationships (Willis, 2002). Clear findings emerged from the study by EYC (2003)

that both teachers and male pupils harass girls in school. Teachers seek sexual favours from girls and are sometimes in competition with male students. Teachers were said to use girls to run errands, fetch water and cook for them. Girls therefore retreat to their psychological torture situations and suffer self – rejection. With all these challenges that threaten to increase the psychological stress and deter appropriate career aspirations among girls’, this study was fruitful in filling the gap existing on the relationship between the role of gender mainstreaming in education and its influence on psychological adjustment and career aspirations of secondary school girls that was seen to pave way for their personal growth and unleash potential therein.

1.2 Statement of the Problem

Gender mainstreaming policy was aimed at providing equal opportunity and competitive edge for both girls and boys in secondary school education. Such an environment would support psychological adjustment among girls where they would be able to effectively overcome the patriarchal system of society and where they would access and be retained in education. It would also facilitate an open career aspiration among girls. However, girls are still falling through the cracks and those who remain choose careers along gendered lines. UNESCO and UNICEF (2000) noted that as many as 90 million children were without education globally in 2005 and 2006; more than half of whom were girls. In the sub-Saharan Africa, the number of girls out of school rose from million in 1994 to 24 million in 2002. The ministry of education report in Kenya showed that the enrolment of boys in 2012 was 1,019,000(53.2%) and the girls’ enrolment stood at 1,107,700(48.0%). In spite of efforts made to promote the advancement of the female community in Kenya, high girl drop-out rates, pre-marital pregnancies, early and forced marriages are still experienced in most parts of Kenya. Girls still are aspiring for careers along gendered lines. This study therefore sought to determine how gender mainstreaming in education affects secondary school girls’ psychological adjustment and career aspirations in Kenya with the aim of attaining education gender parity.

1.3 Purpose of the Study

This study sought to determine the effect of gender mainstreaming in education on secondary school girls' psychological adjustment and career aspirations in selected counties in Kenya.

1.4 Objectives of the Study

The objectives of the study were:

- 1) To determine the level of awareness of gender mainstreaming in education policy among the secondary school girls, school counsellors and head teachers in selected counties in Kenya.
- 2) To determine the extent of implementation of gender mainstreaming in education policy in girls secondary schools in selected counties in Kenya
- 3) To investigate the effect of gender mainstreaming in education on girls psychological adjustment in secondary schools in selected counties in Kenya.
- 4) To examine whether the effect of gender mainstreaming in education on girls' psychological adjustment varies with category of school in selected counties in Kenya.
- 5) To identify the effect of gender mainstreaming in education on girls' career aspirations in the selected counties in Kenya.
- 6) To examine whether the effect of gender mainstreaming in education on girls' career aspirations varies with category of school in selected counties in Kenya.

1.5 Hypotheses

The study tested the following hypotheses:

- HO₁ There is no statistically significant difference on level of awareness of gender mainstreaming in education between secondary school girls', school counsellors and head teachers in selected counties in Kenya.
- HO₂ There is no statistically significant effect of gender mainstreaming in education on secondary school girls' career aspirations in selected counties in Kenya.

HO₃ There is no statistically significant effect of gender mainstreaming in education on secondary school girls' psychological adjustment in secondary schools in selected counties in Kenya

1.5.1 Research Questions

The study sought to answer the following questions

1. What is the extent of implementation of gender mainstreaming in education policy in girls' Secondary schools in selected countries in Kenya?
2. Does the effect of gender mainstreaming in education on girls' psychological adjustment vary with category of school?
3. Does the effect of gender mainstreaming in education on girls career aspirations vary with category of school?

1.6 Significance of the Study

It is hoped that the data generated from this research findings will assist the government and education policy makers in the formulation of policies for implementation of gender mainstreaming that will facilitate national EFA strategies in the attempt to rid off educational disparity in Kenya. This will facilitate implementation of gender mainstreaming in education in order to pave way for equal participation in national development. This is in line with Kenya government's objective to achieve the Kenya's vision 2030 that aims at making Kenya a middle income country by 2030 and the constitution that view education as a human right.

The findings will bridge the gap that exists between the girls' access to education and retention in education which will ensure fair and equal competition. It will further address the question of girls' psychological adjustment that facilitates balanced career aspiration hence career choice that is not based on conventional occupations.

The findings will bridge the gap that exists between gender mainstreaming in education and girls' psychological adjustment and career aspiration. It will also fill the gap between education gender mainstreaming policy and practice.

1.7 Scope of the Study

The study focused on the effect of education gender mainstreaming on secondary school girls' psychological adjustment and career aspirations in secondary schools in selected counties of Rift Valley Region in Kenya which comprised; Elgeyo Marakwet, Turkana, Narok and West Pokot. Head teachers, teacher counsellors and girls in secondary schools were selected to participate in the study.

1.8 Limitations of the Study

The study anticipated a number of limitations which were handled with due concern to ensure reliable results. Some of these limitations included the following:

- i. The respondents in some of the areas were not willing to respond to questionnaires provided because of fear of victimization. The researcher assured the respondents of confidentiality and that the findings would be used purely for research purpose.
- ii. Gender policy implementation raised concern among head teachers' and teachers' commitment and competence. The researcher assured respondents of confidentiality and that the information obtained would be used exclusively for research and that no respondent would be victimised. Respondents were also assured of anonymity.

1.9 Assumptions of the Study

The study was based on the following assumptions;-

- i. That the respondents would cooperate and be truthful in answering the questions presented in the questionnaire and interview schedules. This ensured that the primary information collected during the research was correct and representative.
- ii. That gender mainstreaming in education policy had been implemented in secondary schools in the selected counties in Kenya.

- iii. That the teachers in secondary schools in the selected counties were aware of the education gender policy in Kenya and that they were implementing it in schools without bias.
- iv. That girls had experienced the impact of the gender mainstreaming in education policy in schools, hence would have had an effect on their psychological status and informed their career aspirations.

1.10 Operational Definition of Terms

The following terms in this study were defined as follows:

Affirmative Action - A programme that is put in place to give preference to women or girls in terms of education and training and career advancement until such a time as women or girls are available in sufficient numbers and at sufficiently high levels to ensure fair competition. This is arrived at gender equality. In this study, it refers to an educational programme aimed at creating vacancies for girls in the educational institutions until such a time when girls and boys have equal access to, and retention in education and achievement at all levels of education.

Career Aspiration - A person's orientation towards a particular career that is based on prior knowledge, ability, attitude and academic orientations. Career aspirations may also reflect past experiences and perceived barriers. In this study it refers to girls open career choice to allow them choose any career as opposed to choice of female traditional jobs that has been the status in the past.

Career Counselling – A helping profession based upon specialized knowledge and techniques applied to the issues of others with the aim of enabling them to cope more effectively with the dilemmas and paradoxes of everyday life. In this study, it refers to the specialized help given to students concerning their school needs including career choice and psychological challenges with the aim of equipping them for personal growth and development.

Empowerment- Empowerment entails people- both women and men – taking control of their lives: setting their own agenda, gaining skills, building self-confidence, solving problems, and developing self-reliance. In this study, it refers to the situation where girls are psychologically adjusted to be able to set independent academic choices that would enable them make informed decisions to enhance personal growth and self-reliance.

Gender discrimination- Refers to unequal or preferential treatment to individuals or groups based on their being male or female that result into reduced access to or control of resources and opportunities. In this study, it refers to the unequal treatment of girls based on their gender that impacts on their psychological perception of themselves that brings about blocked career aspiration.

Gender equality - Refers to equal chances, empowerment and participation of both sexes in all spheres of public and private life. The sameness or uniformity in quantity, amount, value and intensity of provisions made and measures implemented for women and men. Equality can usually be legislated. In this study it refers to uniformity in access and attainment of education by both males and females enhanced by gender mainstreaming.

Gender equity - Equity refers to the way costs and the benefits of an investment are distributed among groups in society to ensure equality of outcomes in the life experiences of males and females. In this study it refers to ensuring equal allocation of government finance in support of boys' and girls' educational objectives and outcomes.

Gender mainstreaming- Refers to the (re) organization, improvement, development and evaluation of policy processes, so that a gender perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making. In this study, it refers to reorganization, improvement, development and evaluation of education policy so that specific conditions, priorities and needs of girls and boys are incorporated into policy in order to promote activities based on gender equality hence attain educational gender parity.

Gender mainstreaming in Education- It refers to educational policies put in place that gives boys and girls equal opportunities in the access to, and retention in education that ensures equal attainment of education, hence the boys and girls are given equal opportunities in the access and attainment of

education. In this study, it refers to the equal opportunities given to both boys and girls in access to and retention in education that would ensure psychological adjustment and independent career aspiration.

Girl-child - Refers female child aged below eighteen years of age. In this study it refers to a female child above the age of 12 years and learning in the girls' secondary school or in mixed secondary school in Kenya.

Hidden curriculum - Refers to the things which students learn through being at school rather than things which are part of the formal learning curriculum. This comprises unwritten information of education and the informal experiences pupils obtain by picking up information omitted by teachers and learning materials.

In this study, it refers to the stereotyped behaviour , cultural views and beliefs that silently trickle to the school system from the students' and teachers' backgrounds and which influence the students' world view and decision-making in as far as girl child psychological adjustment and career aspirations are concerned.

Minority group - Refers to people who are discriminated against on the basis of physical or cultural characteristics regardless of their numbers and this concept applies to women and minority groups. In this study, it refers to girls and women who in spite of their greater numbers than boys and men, they are largely discriminated.

Patriarchy- It is a process whereby societal power is generally invested in the men, and the various structures of society consistently assigning inferior and/or secondary roles to women. In this study it refers to a state where boys' needs are put on the centre stage whereas girls' needs remain behind the scene resulting in inability to adjust to education and its demands.

Psychological adjustment- It refers to the individual change of worldview toward self and others. This is indicated by self-esteem, personal development and self

actualization. In this study, it refers to the extent to which the learners attain positive changes as far as self esteem, personal development and self actualization are concerned due to exposure to gender mainstreaming policies and a stimulating environment that encourages both male and female participation as it adheres to human rights.

Personal Development – It refers to a personal attainment of belief about whether he or she can successfully engage and execute a specific behaviour that is seen to be challenging. In this study, it refers to the girls’ attainment of belief about whether they can successfully engage in and execute the academic competition with their counter parts hence choose careers basing on such potential.

Self –esteem – It is a person’s evaluation of oneself which may be low or high depending on the individual’s socialization. In this study, it refers to the girl’s evaluation of herself which enhances or limits her inner strength to make meaningful decisions as far as career choice is concerned

Sexual harassment – It is the unwelcome sexual attention at work or at school, which may affect a person’s job performance, academic performance or create a hostile work/learning environment. This includes unwarranted comments, touches, looks and pressure to have sex. In this study, it refers to the state where girls experience unwelcome sexual attention at school to a point that their learning environment would become insecure leading to low self esteem that thwarts personal fulfilment. This would also result in rape, premarital pregnancies and sexually transmitted infections, including HIV/AIDS.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review on literature related to the role of gender mainstreaming in education in addressing girl's psychological adjustment and career aspirations. The review covers conceptualization of gender mainstreaming in education. Level of awareness of gender, mainstreaming in education among headteachers and school counsellors, inequalities of gender, the gender education policy in Kenya, girl child education, gender mainstreaming in education and girls' psychological adjustment per school category, gender mainstreaming in education and career aspirations and gender mainstreaming in education, girls' career aspiration per school category as well as the theoretical and conceptual framework of the study.

2.2 Conceptualization of Gender Mainstreaming in Education

Education is universally recognised as playing a key role in sustainable social and economic development. Regardless of the ideology underlying approaches to development, education is always cited as a priority area for attention and the investment of resources (Leo-Rhynnies, 1999). Gender refers to the socially constructed, rather than the biologically defined, sex roles and attributes of females and males. It is the historical and sociological relationships between women and men. (Schalkwyk, 2000)

Gender mainstreaming in education is relatively a new concept that originated from a series of the United Nations women's Conferences. It can be traced back to the first UN women's conference in Mexico (Tessens, 2007). The concept appeared in the document of United Nations Third world conference on women in Nairobi in 1985 (UNESCO, 2003). It became prominent after the fourth women's conference in Beijing 1995 (Rees, 2002) when the conference included it in the declaration and the platform for action that called upon the institutions of the UN to incorporate gender perspective systematically into policy making (Council of Europe, 2004). It is in the fourth women's conference that Gender mainstreaming

was proposed as a key strategy to reduce inequalities between men and women (Valdeavilla & Manapat, 2001)

An authoritative definition of gender mainstreaming is contained in the ECOSOC agreed conclusions (1997)

“Mainstreaming gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes in all areas and at all levels. This requires change in organization structures, procedures and cultures in order to create organizational environment which is conducive to the promotion of gender equality” (Ahmed & Rafi, 2003, P.2003)

It is a key strategy to achieve gender equality (Bazinet, Sequerra & Delahanty, 2006). Gender mainstreaming was proposed to address the historical gender inequalities experienced worldwide overtime. Centre for Women’s Research (CENWOR, 2000) has indicated the need to examine ways to deepen links between gender equality and development. Kenya, as one of the UN members, has given encouraging responses and taken affirmative action to incorporate the gender perspective. Gender Mainstreaming in Education in Kenya was put as one of the specific objectives in the Education for All (EFA) Symposium in 1994 at Machakos, Kenya. The Gender unit was created in the Ministry of Education in 1995 and is the focal point for handling gender matters in education (Kenya Education Fund, 2005).

The underlying principle is that there can be no sustainable development as long as discrimination often of the two sexes exists. According to UNESCO and UNICEF (2000), how men and women are perceived and treated in a society is one of the commonest roles of any political system. UNESCO and UNICEF (2000) further mentioned that the problem facing women in higher education cannot be adequately addressed by individual institutions alone, but by a wide alliance between government, association of universities, donor agencies and other key players. Such a kind of space would create an environment that facilitates girls’ career aspirations.

Gordon Brown stated in a speech at the University of Greenwich calling for a “world class” education;

“the Britain I strive for is a Britain with no cap on ambition, no ceiling on hope, no limit to where one’s potential will lead him/her and how far one can rise; a Britain where talents of each contribute to the well-being and prosperity of all” (Brown, Greenwich University, 2007 pg 100).

This should be the goal of every leader in every country all over the world. Gender mainstreaming would allow such an education which fosters gender parity.

It is also known that while representation of women is an essential element in gender mainstreaming, agenda can only be transformed when the perspectives of both women and men inform the design, implementation and outcomes of policies and programmes (Alsop, FitSimon & Lennon, 2002). This requires analyzing the gender perspectives in each and every area of development. It further requires examining the institutional mechanisms through which development is done. While it is recognized today that gender mainstreaming is a critical strategy for gender equality, at the same time it is acknowledged that gender mainstreaming does not eliminate the need for targeted activities to promote the advancement of women and gender equality.

Women or gender-specific activities are still required to address serious gaps which must be urgently tackled to support women’s empowerment; these are aimed at developing women’s leadership capacities and testing ideas and approaches which may then be applied to mainstream development process (Hannah, 2003). Gender mainstreaming in secondary schools is therefore aimed at encouraging both genders which will open avenues for girls to develop their personal growth.

The concept of mainstreaming developed out of a historical background effort to advance equality for women (Leo-Rhynie, 1999). In the 1980s, the Gender Approach Development (GAD) challenged the previous tendency to view women’s problems in terms of their sex; that is their biological distinctions from men, rather than in terms of their gender- the social relationship between men and women in which women had been subordinated and oppressed. The GAD also emphasized the importance of taking into consideration class and ethnic distortions as they relate to gender. There is, however, the recognition that the concept of patriarchy which is the process whereby societal power is generally invested in the men and

the various structures of society consistently assigns inferior and/or secondary roles to women- and operates within as well as across classes to subordinate women (Hannah, 2003).

Leo-Rhynie (1999) stated that the key issues and challenges involved in engendering the education sector include the following:

- i. Obtaining a clear quantitative picture of gender roles and ratios in various levels and areas of the educational system using gender disaggregated data;
- ii. Identifying possible factors related to any gender gaps and inequalities identified and planning for the elimination of these factors;
- iii. Assessing the special educational needs, immediate and practical as well as long-term and strategic, of girls and boys, women and men and planning specifically to meet these needs; and
- iv. Ensuring that women and men share equitably in the designing, planning, decision making, management, administration and delivery of education, and also benefit equitably in terms of access, participation and the allocation of resources (Rhynie, 1999, p. 36).

The Fourth world Conference of Women in Beijing (Valdeavilla & Manapat, 2001) agreed on universal principles of gender equity and the Commonwealth of the Beijing Declaration included the clause that “women should have access to economic resources, including land, credit, science and technology, vocational training, information, communication, markets and the world of learning, literacy, schooling and formal and informal education. The 1995 Commonwealth plan of action, recommended encouragement of gender inclusive curricula and devoted attention to the participation of women in training gender-related programmes leading to occupations such as science and technology, industry and commerce. (Doloksaribu, 2003). Gender mainstreaming in secondary school education is expected to encourage gender inclusive education that facilitates access to education for all students. Such type of education will control sexual harassment in schools. Girls will benefit a great deal in such a programme.

Doloksaribu (2003) reported that gender inequity is affected by four basic factors including decision making, access, participation and benefit. Several gender problems in educational

development need to be given further attention and action has to be taken to overcome those problems. The problems include gender inequity at the secondary schools and higher education, gender bias in school books, inefficiencies in teaching and learning process due to low participation rate of girls, institutionalization of gender inequity due to scarcity of women in positions of decision making and persistent gender segregation in the selection of study programmes at higher-education causing gender discrimination in the work place. In this study, focus was on gender mainstreaming in educational and how it has enhanced or prevented the girls' psychological adjustment and career aspirations in secondary schools in Kenya.

2.3 Level of Awareness of Gender Mainstreaming in Education among Head Teachers and Teachers

Education is a vital tool in achieving gender autonomy, empowerment of women and men and addressing gender gaps in the distribution of appointment and resource (Muganda 2002; Muthama and Mwangi, 2002). More equitable distribution of opportunities and resources between men and women, boys and girls leads more directly to higher economic growth and productivity (World Bank, 2000).

Admitting the existence of women and men as separated sexes with different capabilities and needs is only the first stage on the long path towards an understanding of gender equality. Gender mainstreaming is the highest level of sensitivity in inter-gender relations (Alutu & Ogbe, 2007). In their research Alutu and Ogbe, explained that the level of awareness of gender equality among female students was somewhat greater than that among male students originating from rural. Furthermore, the same study revealed that female students originating from rural and urban communities demonstrated close levels of awareness with average scores of 61.3% and 60% respectively. Many girls are aware of gaining freedom and dignity through school (Directorate General of Human Rights, 2004).

This study sought to investigate the level of awareness among the respondents who participated in the study in the selected counties in Kenya.

2.4 Implementation of Gender Main Streaming in Education

Education is fundamental to development of human resource capacities for sustainable economic growth and development. Debate on gender equity in education presently revolves around two universally accepted declaration , one of them being the universal primary education (UPE) by 2015, later refocused as education for all (EFA) as articulated in Jomtien, Thailand, in 1990 and of reaffirmed at Dakar World Education forum in April 2000. Secondly, in September 2000, the United Nations General Assembly adopted the Millennium Declaration to achieve universal completion of primary schooling and achieve equity in access to primary and secondary schooling by 2005 and at all levels by 2015. This study was therefore set to establish the extent to which this goal has been achievement in the selected counties. Implementation of gender main streaming in education is key to the achievement of gender equity.

In addressing the problem of poor access and gender imbalance in Kenya, the Government has developed several policies including poverty reduction papers, National Education Master plan (1997 - 2010) (Republic of Kenya , 2003). Furthermore, the policies there have been efforts related to service provision, including bursaries, text books, school feeding program, provision of desks and learning aids, teacher training, campaigns for girls' education among others. Achievement of gender equity and gender main streaming in education will require collaborative participation of learners (boys and girls), parents, communities, development partners, the civil society, private sector and the government (FAWE, 2000).

Head teachers are implementers of all government policies in secondary schools in Kenya and must be equipped with knowledge and skills to perform administrative duties. Franklin, (2002) stated that administrators' activities include planning the daily routine among other duties in a learning institution; a head teacher should develop a good interpersonal relationship with the teachers, support staff, committee and the community as a whole to avoid resistance to any change introduced and which also ensure success in meeting the objectives set. Kreither,(2000) supports this view when he says that a manager experiences a number of interpersonal problems; among other issues, they were perceived as manipulative,

abusive, untrustworthy, demeaning, overly critical, not team players and poor communicators. (Kipkoech, 2012) postulates that an effective and efficient manager must possess the technical, human and conceptual skills in order to be a good manager. (Franklin, 2002) reports that the headteacher's technical knowledge and skills include understanding and being proficient in using specific activity such as a process, technique or a procedure. Gender mainstreaming in education is such a process that requires such high proficiency among head teachers in secondary schools

A key role for the government would be to facilitate a healthy school environment, safe, protective, effective and conducive to gender mainstreaming. The view that schools transmit our "common cultural heritage" has given way to a recognition that out of the enormous range of ideas, values and knowledge available in any culture, only a fraction is selected as suitable for transmission in schools (Lynch & Lodge, 2002)

In order to implement gender mainstreaming in education, the steering committee for equality between women and men (CDEG)(2004), Europe suggested that education techniques and tools such as awareness - raising and training courses, follow – up actions, mobile or flying expertise, manuals and handbooks, booklets and leaflets and finally education material for use in schools should be utilized. A group of specialists on promoting Gender mainstreaming in schools (EG- S- GS) was then set up by the CDEG in 2013, with the task of evaluating policies and practices in this area in order to devise new ways and means of promoting gender mainstreaming in the school system through teacher training curricular and materials, as well as teaching methods and learning contexts (Directorate of Human Rights, 2004). Implementation of Gender mainstreaming is expected to determine psychological adjustment among secondary school girls' and foster career aspirations among them; such a stand point necessitated this study.

2.5 Inequalities of Gender

Henslin (2004) observed that gender and age are master statements that cut across all aspects of life. A person is labelled male or female and assigned some age category no matter what he/she attains in life. These labels and categories carry images and expectations about how

they should act. They not only guide their behaviour, but also they serve as the basis of power and privilege. Gender and sex are not synonymous. Sex is a biological characteristic that distinguishes males and females. Gender, in contrast, is a social and not a biological characteristic. Gender consists of whatever traits a group considers proper for its males from females. Consequently, gender varies from one society to another. Whereas sex refers to male and female, gender refers to masculinity and femininity.

One inherits sex but learns his/her gender, she/he is socialized into and learns behaviours and attitudes his/her culture assigns as appropriate for his/her sex expectations (Beyon, 2002). Gender is not simply a matter of choice, but a negotiation that occurs in matrix of social and historical forces enshrined in the ideological arenas of law, religion, family, schooling, media, work and so forth (Holdsworth, Clisby, Fairbank & Miles, 2007). The sociological significance of gender is that it is a device by which society controls its members. Gender sorts people on the basis of sex and into different life experiences. It opens and closes doors to power, property and even prestige. Like social class, gender is a structural feature of society.

The important question is “why are most males more aggressive than most females? Why do more women enter “nutrition” occupations such as nursing than men? Many people find the answer in biological/cultural issues although the visible differences of sex do not come with meanings, they are built into them. Each human group makes its own interpretation of these physical differences, and on that basis assign males and female to separate groups. Therefore, people learn what is expected of them and are given different access to society’s privileges (Henslin, 2004). The matter of ‘nature’ versus ‘nurture’ is not so easily settled. However, some sociologists acknowledge that biological factors are involved in some human behaviour other than reproduction and childbearing (Undry, 2000). Around the world, gender is the primary division between people. Every society sets up barriers to provide unequal access to power, property, and prestige on the basis of sex (Henslin, 2004). Consequently, sociologists classify females as a minority group.

The major theory of patriarchy (that is men dominating society) points to historical and social consequences of human reproduction (Biggart, 2002). Because only females get pregnant,

carry a child for nine months, give birth and nurse babies, women were limited in their activities for considerable part of their lives. To survive, an infant needed a nursing mother. With a child at her breast or in her uterus, or one carried on her hip or on her back, women were physically encumbered. Consequently, around the world women assumed activities around the home while men took over the hunting of large animals and other tasks that required greatest speed and longer absence from the base camp (Fuller et al, 2005). As a consequence, men became dominant. It was they who left camp to hunt animals, made contacts with other tribes, traded with those groups, and quarrelled and waged war with them. It was also the men who made and controlled the instruments of death, the weapons used for hunting and warfare. It was they who accumulated possession in trade, and gained prestige by triumphantly capturing prisoners of war or hunted large animals to feed the tribe.

Henslin (2004) indicated that, little prestige was given to the ordinary routine, taken –for-granted activities of women who were not seen as risking their lives for the group. Eventually, men took over society. Their weapons, items of trade, and knowledge gained from contacts with other groups, became sources of power. Women became second –class citizens and this suggests that patriarchy may even have had different origins in different places. Whatever its origin, but a circular system of thought evolved. Men came to think of themselves as inherently superior based on the evidence that they dominated society. They surrounded many of their activities with secrecy and constructed elaborate rules and rituals to avoid “contamination” by females, whom they were openly deemed inferior by that time. Even today, patriarchy is accompanied by cultural supports designed to justify male dominance –such as certain activities designated as “not appropriate” for women. Male dominance in contemporary societies, then, is a continuation of millennia –old pattern whose origin is lost in history (Women Equality Unit, 2004). This cultural dominance could still be affecting the girls’ self-esteem, personal development and self-actualization. The study confirmed that these aspects of male dominance trickle to school and are seen in the sex favours that boys and male teachers seek from girls.

Gender inequality is not some accidentally hit-or miss affair. Rather, the institution of each society work together to maintain the group’s particular forms of inequality. Customs often are venerated throughout history, both to justify and maintain these arrangements. Schalkwyk

(2000) mentioned that the United Nations (UN) Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) has been ratified by about three quarters of UN members. The convention includes articles on the elimination of discrimination in public life, civil status, education, employment, health care and other aspects of social and economic life. It also requires states to take action to modify social and cultural attitudes and practices that disadvantage women.

The Beijing Platform For Action was adopted by all governments of all countries at the UN Fourth World Conference on women in 1995. The PFA outlines strategic objectives and actions in relation to 12 critical concerns: poverty, education, health, violence, armed conflict, economy, power and decision – making, government structures to support equality, human rights, media, the environment and the girl child. It also emphasizes the responsibility of governments to promote equality between women and men and relevance of equality commitments to government policy and programmes in all sectors. Although this is often overlooked, gender is an aspect of the social identity of men as well as women. Just as there are cultural norms and expectations about women’s roles as wives, daughters and mothers, there are also cultural norms and expectations of men as leaders, husbands, sons and lovers that shape their behaviour and opportunities (Schalkwyk, 2000). Education is an equalizer for girls to attain their ultimate goal of functioning as human beings; hence they should access education and benefit from it. This study set to find out how gender mainstreaming is facilitating this access through psychological adjustment and career aspirations.

Holdsworth, Clisby, Fairbank and Miler (2007) found out that Education continued to be experienced along gendered lines in spite of long term efforts to equalize boys’ and girls’ education in Yorkshire- Britain. Subjects which are traditionally seen as “boys” subjects continued to be valorised over those traditionally seen as “girls” subjects. Formal and hidden curricula structures “stream” students into particular subject areas, often along gendered lines. Gendered issues are often particularly marked for women undertaking education/training in areas traditionally thought of as “male” areas. Women lack mentors and successful executives who take an interest in them and teach them the ropes. Some men do not mentor women because they stereotype them as being weak (Lancaster, 1995).

The glass ceiling is cracking, however, and more women are reaching the executive suite in Britain (Parker & Pope, 1998). A look at women who have broken through the glass ceiling reveals highly motivated women with a fiercer competitive spirit who are willing to give up sleep and recreation for career advancement. They also learn to play by “men’s rules” developing a style that makes men comfortable. In the background of about three – fourths of women at the top is a supportive husband who shares household duties and adapts his career to the needs of his executive wife (Lublin, 1996). In this study, an attempt was made to establish the educational inequality in education in Kenya and find out how gender mainstreaming is addressing this inequality in order to bring equilibrium for both genders.

2. 6 The Gender Education Policy in Kenya

The Ministry of Education (MOE, 2007) upholds that education has a critical role to play in addressing issues of gender equality and equity in Kenya. These issues affect individuals, families, communities and society as a whole, hence hindering the overall goal of the ministry of education (MOE) which is to provide equal access to education for boys and girls irrespective of their social –economic status. With the introduction of Gender mainstreaming in education in Kenya has it addressed issues of gender inequality? This is pursuant to the government’s commitment to achieving Education For All (EFA) by 2015. MOE (2007) adds that despite the introduction of Free Primary Education (FPE) and other interventions, gender disparities are still observed in performance, access retention, transition and achievement at all levels of education with a serious impact being experienced in Arid and Semi-arid Land, (ASAL) regions, many rural areas, urban informal settlements and other low potential areas. (MOEST, 2014) reports that gender disparity is still experienced in 2015 with boys enrolment standing at 1,202,300 (52%) and girls lag behind with a total of 1,107,600 (47%).

The Ministry of Education, in collaboration with Non Governmental Organizations (NGOs) has developed the gender policy to address critical issues related to gender and education which is arrived at providing a roadmap for the MOE and stakeholders towards the achievement of gender parity (MOE, 2007). It aims at ensuring that both boys and girls, men and women, participate equally in learning and management of education at all levels. The government of Kenya through the Ministry of Gender and Special Groups has put strategies

for implementation of gender equity by creating equal chances, empowerment and participation of sexes in all spheres of public and private life. This is aimed at achieving sameness in quality, uniformity in quantity, amount, value and intensity of provisions made and measures implemented for women and men, as well as boys and girls. But gender disparities persist. This study set to investigate the extent of implementation of gender mainstreaming in education and the benefits accruing from it.

In the education sector, considerable efforts have been made to ensure that regional, special needs and gender disparities are addressed. The government of Kenya is also a signatory to major international conventions and agreements that address human rights and gender equality (FAWE, 1997). These efforts are aimed at the realization of the Millennium Development Goals (MDGs) as well as Education For All (EFA) (MOE, 2007). In spite of the government's efforts to attain these two goals (MOEST, 2014) reports that regional disparities still exist.

The Government of Kenya also subscribes to the aspirations of the Conventions on the Elimination of all Forms of Discrimination Against Women (CEDAW); the Elimination of the worst forms of child labour, the convention on the rights of the child and the Beijing Platform for action, among others. There is a consensus that girls' and women's empowerment in general has been seriously impeded by several factors, such as cultural and religious practices, inadequate policy guidelines, poverty, and lack of community awareness (FAWE, 1997). These have impacted negatively on girls as well as women's access, participation and performance in education. Strategies being pursued to address gender inequalities include, provision of school boarding facilities in ASAL areas, affirmative action in admission into public universities, bursary allocations, provision of resources for science laboratories, especially in girls schools, community sensitization and mobilization, continuous curriculum review, assessment and improvement of pedagogy to address gender responsiveness and the formulation of policy guidelines, such as re-admission of school-age girls who get pregnant while in school (MOE, 2007). The cultural and religious practices and high poverty levels have greatly affected the girl's educational prospects. Could the same factors have affected the girls' psychological adjustment and career aspirations in the selected counties where the research was carried out? The research set out to confirm this state of affairs.

The gender policy provides a framework for the planning and programming of gender response education at all levels. It formalizes the rights and responsibilities of all people involved, directly or indirectly, in the education sector and are further expected to contribute to elimination of disparities. The ministry of Education recognizes that education has a key role in development, relative to the national population which is critical to socio-economic growth and productivity, increased individual earnings and, subsequent reduction of income inequalities of poverty. It also contributes significantly to improved health, enhanced democracy, good governance and effective leadership (MOE, 2007). The girls' psychological adjustment which is indicated by personal development, self-esteem and self-actualization is a foundation for career aspiration. When girls are psychologically stable, then they would make appropriate decision making in important areas of their life like career aspiration and participate fully in future national development.

The national education system has been characterized by gender disparities at the national level, and between the various regions, in favour of males. Between 1999 and 2004, North Eastern and coast province had gender disparities of over 10 percent, while central province had a gender disparity of only 2 per cent. The widest gaps exist at the higher education levels, despite the enrolment of female students increasing by 48 percent between 1990 and 2000, in comparison to 27 percent for males. Gender disparities in performance in national examination are also evident. In the Kenya Certificate of Primary Education (KCPE), boys often outperform girls in all papers except English composition and "Insha" in Kiswahili. In the Kenya Certificate of Secondary Education (KCSE), boys tend to perform better in key subjects such as English, Mathematics, Biology, Physics and Chemistry. These disparities need to be addressed in order to achieve social equality and empower girls and women as there are obvious benefits that accrue from investing in educating girls and women.

A society that has women at the bottom can never go anywhere since the position of women is a barometer of the conditions of society (Kenya Education Fund, 2005) and unless gender equity and equality is seriously addressed, the Vision 2030 will be derailed to a large extent.

“There is adequate evidence that educating women is beneficial at the national, community, family and individual levels. With even basic education,

one woman effectively engages in economic activities and this contribute to greater national productivity (Kenya Education Fund, 2005).

A high self-esteem would give girls a high competitive edge so that they can achieve good results to enable them choose careers that are not chosen along gendered-lines. At the family level, educated women have reduced fertility rates; bring up healthier and better educated children. Moreover, educated women participate more in development activities as well as in political and economic decision - making process. They also participate in the labour market and earn income through engaging in productive economic activities. This enables them attain financial independence and reduce poverty which enhance gender equity and equality. Educated women are also in a position to protect themselves and their families against HIV/AIDS and other infections.

Considering all benefits of educating girls, Skelton, et al (2007) concluded that, “investment in the girls’ education may well be the highest return on investment available in the developing world. Attainment of gender equity and equality in education is, therefore, a development issue and a goal in its own right. Gender mainstreaming in education is aimed at attaining this gender equity and equality in education. This study was carried out to establish the extent of its implementation and how far it has gone in addressing the psychological as well career needs of girls in secondary schools in selected counties towards the accomplishment of this goal.

2.7 Girl – Child Education

Education is a basic human right and has been recognized as such since the 1948 adoption of the Universal Declaration on Human Rights (Kenya Education Fund, 2005). Since then, numerous human rights treaties have reaffirmed this right and supported entitlement to free, compulsory primary education for all children. In 1990, the Education for All (EFA) commitment was launched to ensure that by 2015 all children, particularly girls, those in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality. There is much work to do before the goal of Education For All is achieved. About 75 million children are not in school according

to (UNICEF, 1998) and in 2005 – 2006, as many as 90 million children were without access to education globally. In 2014, disparities in student enrolment still persist (MOEST, 2014).

A combination of poverty, disease and backward cultural practices continue to deny the girl child her rights to education in spite of the efforts governments and civil society are putting to make her realize her dreams (Mwangi, 2004). According to the International Centre for Research on women, the education that a girl receives is the strongest predictor of the age she will marry and is a critical predictor in reducing prevalence of child marriage. The World Bank estimates that an additional year of schooling for 1,000 women helps prevent two maternal deaths (Kenya Education Fund, 2005).

UNESCO (2005) reported that children from poor indigenous and disabled populations are at a systematic disadvantage, as are those living in slums. Additionally, girls are less likely to have access to education due to sexual violence, insecure school environments and inadequate sanitation that adversely affects girls' self-esteem, participation and retention. Textbooks, curricular and teacher attitudes have sometimes enforced negative stereotypes and have kept girls from receiving the education they need and deserve.

UNESCO and UNICEF report, (2004) readdressed the issue of education from rights –based approach. Three interrelated rights were specified and must be addressed in concert in order to provide Education For All: The rights to access to education; education must be available for, accessible to and inclusive of all children. The right to quality education; education needs to be child-centered, relevant and embrace a broad-based curriculum and be appropriately resourced and monitored. The right to respect within the learning environment; education must be provided in a way that is consistent with human rights, equal respect for culture, religion and language and free from all forms of violence (Kenya Education Fund, 2005). The girls might have been violated in the selected counties. The study set out to investigate how the girls' environment fosters psychological adjustment.

Beyond the basic need for education to support oneself and family in later years, many social ills occur in the vacuum of free and accessible education. UNICEF underscored the link between child labour and a lack of education in the 2008 Education For All global monitoring

report. Also a lack of free education encourages sexual exploitation of children. Some orphans turn to prostitution to earn the money for school fees, food and shelter and in the process, contract HIV/AIDS (NASCO (2008) For many parents who are dying of HIV/Aids the greatest worry on their minds is who will pay for their children's school fees once they have passed on? No parent or child should face such terrible choice worries. A combination of poverty, disease and backward cultural practices continue to deny the girl- child her right to education. However, the government and the civil society are at the forefront of making the girl-child realize her dreams. The girls in secondary schools are sometimes exploited by their male counterparts as well as male teachers. Are the girls achieving their career dreams now?. This study sought to answer this question.

World education has a long history of successfully working with the local partners to design, execute, manage and evaluate participatory, community – based initiatives to advance the conditions of girls and women (Macharia, 2007). Even with the introduction of free primary education in Kenya, girl child education still remains elusive. A large number of girls still find themselves out of school owing to a number of reasons; one of which being pre-marital pregnancies. Some of the culprits are teachers while others are reportedly government officials. Some parents marry-off their early teen girls in exchange for money benefits or other favours. The girls are preyed on both at home and also at school. Some parents justify the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy. Yet others believe that women who are at the same level of education as men are a disgrace to the community because more often than not, they will not get married and if they do, it will be to a foreigner (Kemboi, 2009). For such parents, early marriage is the best way to prevent this and at the same time preserve traditions. Many girls, especially in the hardship areas are married off in exchange for dowry. The research set out to establish the girls' psychological adjustment that enhances the girls retention in school.

The participation of the government of Kenya (GOK) in the Jomtien conference 1990, and its subsequent endorsement of EFA Declaration, reinforced the commitment Kenya has on the provision of education to its citizens. The GOK has to analyze and recommend mechanism for co-ordination among government and other organizations and agencies; recommend mechanisms for implementation of National EFA strategies; review the status of girl – child

education; identify areas which need urgent attention; strategies on how to mainstream gender in education and training; gender sensitize education policy makers and managers, and develop a consensus on the rationale for mainstreaming gender equity in education; suggest mechanisms of translating the draft plan of Action into a working government format. (MOE, 2007).

In the year 2006, the Republic of Kenya put up the strategic plan 2006 – 2011 which set to address both the overall goals of national economic recovery strategy and international commitments, which include Millennium Development Goals (MGDs) and Education for All (MOE, 2006). A gender policy in education was also put in place whose primary aim was to provide a framework for the planning and implementation of gender responsive education, as well as research and training, at all levels (MOE, 2007). Gender differentiation and its oppressive tendencies on the girl-child and women start right from birth. From the time babies are born, people treat boys and girls differently.

It is generally perceived by several societies that intellect with all its attributes such as rationality, logic and creativity are male qualities. Females are alleged to be illogical, emotional and not bright (EYC, 2003). In Kenya, girl-child education remains elusive. Mwangi (2004) reported that a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. It was also reported in BBC News (2006) that African Patriarchal societal viewpoint favour boys over girls because boys maintain the family lineage.

This study attempted to identify the extent to which government's gender mainstreaming policy in education is exposed to the secondary school students. It was hoped that it would go a long way in finding out whether there is a positive effect of educational gender mainstreaming on girl-child psychological adjustment and career aspirations to enable girls to aspire for and choose careers that are not traditionally feminine.

2.8 Gender Mainstreaming and Psychological Adjustment

A person's psychological adjustment refers to an individual's view on his/her competitive potential and it is indicated by personal development, self esteem and self actualization. Self-esteem has been defined as one's overall self-confidence and self-worth (Barker, 2011). Further, self-confidence is the conviction that one is generally capable of producing desired results. Self-worth is essentially accepting oneself unconditionally and having the feeling that one is worthy living and attaining happiness. Personal development is a method for people to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential (www.skillsyouneed.com, 2015). It covers activities that improve awareness and identify, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations. The concept involves formal and informal activities for developing other roles such as a teacher, guide, counsellor, manager, life coach or mentor. When personal development takes place in the context of institutions, it refers to methods, programs, tools, techniques and assessment system that support human development (M'mbasy & Mukonyi, 2013)

Self-actualization refers to the desire that everybody has to become everything that they are capable of becoming. It refers to fulfilment and the need to reach full potential as a unique human being (www.skillsyouneed.com, 2015). Maslow (1970) describes self-actualization as a person's need to be and do that for which the person has a vocation. It is a "calling", a full expression of his or her creative potential. It is to be autonomous and fully functioning. The girls need to reach this level in order to be fully functioning human beings. If these needs are not met, the person feels restless and frustrated (Maslow, 1970). The secondary school girls may not be able to develop to develop desire to attain this potential if the learning environment does not foster it. This will therefore limit their personal development, and self esteem which are very important factors that facilitate career aspiration.

The agents of socialization include but not limited to the family. The school and the family promotes individual members sense of belonging and identity (Phillips, 2003). According to Guest (2001), there is a growing concern that the quality of home and community life is

deteriorating. Children born in the same family inherit a number of physical and psychological characteristics such as skin colour, body size, intelligence, character traits and personality as well as certain diseases or conditions such as sickle cell anaemia, schizophrenia, among others (Khallad, 2000). Hence the family where one is born and brought up contributes to who the individual is and partly to what he or she becomes (Skelton et al, 2007). The family refers to a group of people who are related to each other by blood, marriage, or adoption, living together in one household (Rolfe, 1999).

When needs are met adequately, the family members feel cared for and learn to appreciate their parents (Phillips, 2003). However, without adequate food, shelter, clothing, education, love and security, family members may live in deprivation which is likely to retard their physical and psychological development (Holdsworth *et al*, 2007). This will affect the way they feel about themselves in relation to other members of society. This also depends on the family size and socioeconomic status which determine what the family is able to provide. If the girl's or boy's needs are not adequately met, the child will suffer low self-esteem which in turn will have negative implications on his or her decision-making, future relationships, and academic performance and lower their personal potential.

The parents are expected to provide basic needs for the family to enable members to grow as well adjusted members of society. These include food, shelter, clothes, education and healthcare, as well as love, affection, security and a sense of belonging (Clark, 2000). They also socialize the members by teaching and training them on the values and customs of the society. The school functions as a family unit and the teacher is a surrogate parent. This function is also achieved through interaction with already socialized individuals in the family and society (Biggart, 2002). It is generally agreed that gender role socialization begins in the family, and that nursery and primary schools continue the process as well as play a part in constructing gender through their organization and practices. These processes and practices are then continued by the secondary and tertiary education system (Measor and Sikes, 1992) Depending on how the individual judges his or her physique, he or she is likely to develop positive or negative self views, without considering that these are qualities inherited from parents (Holdsworth et al, 2007).

Personal attributes and disposition is a factor affecting women's work/life balance. Indeed the way women cope with the family constraints, cultural factors and the work environment is mostly influenced by their personal attributes and disposition (Alutu & Ogbe. 2007). Gender differentiation and its oppressive tendencies especially on the girl-child and women start right at birth; from the time babies are born, people treat boys and girls differently (Mackenzie, 1993). Throughout the history of human race, females have been disadvantaged in all aspects of human endeavour because their “existence” has been viewed as auxiliary to men. As a result women and girls have been treated as inferior to men and boys and have had less power to make decisions affecting themselves and their communities. The view of women as auxiliary to men affects girls’ self-esteem. Such perception might have affected the girls’ view of self-worth which thwarts psychological adjustment. This effect goes a long way in affecting the girl’s academic performance that limits her career aspiration.

Willis (2002) reported that women are seen as disadvantaged in many areas of life. Menon-Sen (2001) study reported that factors influencing girls’ education prospects can be classified as social and cultural practices, poverty, the low status of girls and women and girls’ and boys’ unequal labour burdens. The study revealed that these factors are both out-of school as well in-school. Sadly, this is also reflected in the clinical statistics surrounding HIV and AIDS, particularly in developing countries. A large number of women infected have one and only one sexual partner. Willis continues to say that though no fault of their own, majority of women worldwide who are infected are frequently monogamous, living out their lives as good wives and mothers in a variety of situations. Female Genital Mutilation (FGM) is another factor behind girls’ premature withdrawal from school. FGM is widely practiced among some communities in Kenya especially the Maasai (EYC, 2003). The study confirmed that despite, the fact that many girls have an access to education, many more are not retained hence do not benefit from the same education. Again circumcised girls are exposed to sexually transmitted infections including HIV/AIDS, early pregnancies and forced marriages. Several girls fall victim of these cultural practices.

Institute of Policy Analysis and Research (IPAR) (2007) commented that there was need to formulate and regulate a gender policy in education which would enhance the participation of girls and boys in education. The gender disparities by levels of education and by regions

make it difficult to achieve the noble goal of Education for All. In this study the effect of gender mainstreaming on the girl's psychological adjustment is paramount since it will determine the way the girl-child views herself which will in turn determine her social stability in her community. The World Bank has indicated the need to deepen the links between gender equality and development. According to UNESCO (2000) how men and women are perceived and treated in a society is one of the cornerstones of any political system. Information views, attitudes and analyses about women and girls can help achieve maximum gains from choice of appropriate gender related interventions (Alutu & Ogbe, 2007).

Gender mainstreaming is one of the interventions that the United Nations embraced to address gender disparity in education. This study set out to investigate effects of gender mainstreaming on psychological adjustment on school girls hence determine its success.

2.9 Gender Mainstreaming in Education and Girls' Psychological Adjustment per School Category

Poor psychological adjustment in school leads to low academic achievement, behavioural problems and discordant educational aspirations and even school dropout (Vasalambi, Salmela-Aro & Nurmi, 2009). Secondary school students' adjustment is a phenomena that is of great concern to educationists. This adjustment may be categorized into physical, academic and psychological adjustment. Well-adjusted students usually value what they are learning, are positively involved in classroom activities and receive high grades (Kiuru, Nurmi, Aurola & Salmela- Aro, 2009) which lead to poor school adjustment.

Wang, Chen, Sorrentino & Szeto (2008) in their study on uncertainty orientation in Chinese children; relations with school and psychological adjustment defined school adjustment as scores on academic achievement, distinguished studentship and self-perceptions and teacher rated learning problems. Abdulla, Elias, Mahyudin & Uli (2009) in their study on adjustment amongst first year students in a Malaysian university investigated the levels of adjustment of 250 students from six faculties in constructs such as academic adjustment, social adjustment personal-emotional adjustment and institutional attachment. They found out that 70% of the respondents overall adjustment were at the moderate level while only 4% obtained a high level of overall adjustment. 26% were found to be in low category for overall adjustment.

In a study carried out by Winga, Agak and Ayere, (2000) on levels of school adjustment showed that students have high dedication levels, followed by absorption and finally vigor. The gap the current study sought to address was the current girls' psychological adjustment with the implementation of gender mainstreaming in education per school category.

A study of 2015 (Porter, 2013) in England showed that 75% of pupils in all-girl secondary schools received five good GCSEs compared with 55% going to mixed schools. Girls achieve in single-sex schools according to analysis of GCSEs results. Furthermore, Single-sex school pupils from power backgrounds outperformed those at mixed schools, with 61% of disadvantaged students at all-girls schools gaining five good GCSE compared with 55% in similar mixed schools and just 38% across all mixed institution. The schooldash founder Timo Hanny said;

“The overall picture that emerges is one in which single-sex secondary schooling for girls does seem to have some benefit; at least when it comes to these particular measures of GCSE performance” (Porter, 2013. Pg 20).

Another scholar Girns, said “Young women could face difficulties if they did not learn to socialize with the opposite sex as children”

Single sex schools are waning in the United Kingdom. In 1996, there were 2,500 and in 2006, there were just 400 (Porter, 2013). According to a study by Kipkoech, Kindiki & Tarus (2011) on differences in attitudes of academically talented students towards teachers among types of schools, negative attitudes were recorded in 34.9% of the students in co-educational schools 33.4% of the students in co-education boarding, 33.0% in girls/ boarding and 33.8% of the students in co-educational boarding. Positive attitudes towards teachers were recorded more in girls' boarding (59.9%) followed by co-educational boarding schools. The study concluded that attitudes towards teachers in girls' students determine more of their performance than attitudes of boys towards their teachers. Attitude is a construct in psychological adjustment of girls.

2.10 Gender Mainstreaming in Education and Career Aspirations

At various times throughout history, working women were viewed as immoral and unfeminine objects of pity while some critics accused working women of negligence in their homes. Frequently, women employees were not taken seriously by their bosses, colleagues, or society (Nieva & Gutek, 1981). Having a career posed challenges for women due to their family responsibilities. There is the persistence of cultural values and attitudes that strongly support women's childcare, family and domestic responsibilities as priority over career aspirations (Luke, 1999). Some women experienced feelings of guilt or selfishness if they put their career interest first (Heins, Henchicks, & Martindale, 1982). Women were expected to perform duties as wives and mothers, in addition to fulfilling their professional responsibilities. Despite their increasing numbers, women have tended to enter the work in lower – status, lower – paying jobs, and remain clustered in a limited number of conventional careers (Tinklin, Croxford, Duchlin, & Frame, 2005). The house chores that girls are engaged in might have affected their access to education and retention which prevents them from attaining a competitive edge for career that are not traditionally reserved for women.

In the Republic of Kenya, the issue of prejudice and discrimination groups still features as a major challenge facing human resource management (Republic of Kenya, 2007). In most cases, discrimination is based on gender stereotypes, also known as sexism, which is often a barrier to developing a harmonious working environment. Discrimination on job can be minimized through legislation as Certo (2004) argued that enforcing equal employment opportunity laws eliminates discrimination. MOE (1999) observed that the most urgent priority is to remove every obstacle that hampers women participation in educational programmes and leadership. The environment in which learning takes can hamper active participants of learners. This study sought to find out how gender mainstreaming in education is fostering a conducive learning environment for girls.

Factors narrowing women into traditional role occupations included social and familial influences, a lack of awareness regarding non-traditional options, an unwelcoming environment in many male – dominated fields, and discrimination within career fields, high turnover rates for women, and less seniority in given occupations. These factors also

contributed to earning gaps between men and women (Stephenson & Burge, 1997). Low – paying traditional female careers, including administrative support, sales service, nursing, teaching, social work, and clerical jobs, reflected society’s persistent attitudes regarding stereotypical occupational roles for males and females (Ramey & Borders, 1997; Sellers, Snatcher, & Comas, 1999; Stephenson & Burge, 1997; Watson, Omatman, & Edler, 2002). Because women’s career choices were restricted, their earnings lagged behind their male counterparts with comparable education and experience (Farmer, 2002). However, women earned roughly two thirds the incomes of their male counterparts.

This discrepancy in income was partially attributed to the disparity between traditionally male and traditionally female occupations. For example, women are less likely to be employed in science or engineering jobs, as these are considered traditionally male occupations. However, females who are employed in these jobs earn roughly 20% less than their male counterparts (Graham & Smith, 2005). These factors also contributed to earning gaps between men and women (Stephenson and Burge, 1997). Career aspirations are influenced by factors such as gender, socioeconomic status, race, parents’ occupation and education level, and parental expectations (Khallad, 2000; Waston et al; 2002) Researchers examine such factors to determine their role in career behaviour and how they affect individuals’ career decisions (Osipow & Fitzgerald, 1996; Rojewski & Yang, 1997). In recent years there has been an increased awareness of the impact of socioeconomic status, race, gender, and on the career decision – making process and career development (Stiff – Gohdes, 1997). On gender influences, Osipow & Fitzgerald (1996) stated that:

“Gender is clearly one of the most powerful of all influences on vocational behaviour” (Osipow & Fitzregald, 1996, P. 63).

What influences the career aspirations of girls in the area of study? In the past, fewer occupational choices were available to women due to factors such as sexism, discrimination, and limited education. Studies on gender and career aspirations in the 1970’s revealed that girls had more restricted career aspirations than boys, and girls often opted for a narrow range of occupational categories (Looft, 1971; Mendez & Crawford, 2002; Wahl & Blackhurst, 2000). It is important to establish the factors that influence career aspirations among girls in the selected counties.

Replications in the 1980's of earlier studies showed that girls had broadened their career preferences, yet their expectations for career attainment remained low, especially for high status, traditionally male jobs (Wahl & Blackhurst, 2000). Recent studies have refuted earlier findings and asserted that females demonstrated an interest in a greater number of careers and displayed more gender – role flexibility in their career aspirations than males (Franklin, 2002; Mendez & Crawford, 2002). Kiptoo (2009) revealed that female secondary students had more positive attitudes toward work than males. However, Watson & Quatman and Edler (2002) noted that adolescent females were more conflicted between their future careers and commitment to marriage and family, occupational status and educational level of parents. The occupational status and educational level of females' parents have had a significant impact on their career aspirations and career choice (Burlin, 1976). Likewise, Wahl and Blackhurst (2000) also indicated that children's career aspirations were more closely related to parental occupations. Among adolescent females in particular, career choice was strongly influenced by mother's occupation. This study examined how gender mainstreaming in education relates with career aspiration among secondary school girls.

Increases in post – secondary enrolment among females have been the result of expectations of women in society and a growing interest among women in professional careers (Tinklin, et al, 2005). A woman's educational level has also been a strong predictor of the number of years she will be in employment. In addition, women themselves have tended to associate a post secondary degree with success and increased salary, thus perceiving a greater payoff to pursuing post secondary education than men (Troumpoucis, 2004). Ali McWhirter & Chronister (2005) indicated that a low socio – economic status resulted in reduced and unrealized expectations. Additionally, socio-economic status had a direct effect on unequal aspirations and expectations. Regardless of socio economic status, still Gohdes (1997) stressed that career aspirations of all individuals are important in the career development process.

Career aspirations are influenced by factors such as gender, socioeconomic status, race, parents' occupation and education level, and parental expectations (Khallad, 2000; Waston et al; 2002) Researchers examine such factors to determine their role in career behaviour and

how they affect individuals' career decisions (Osipow & Fitzgerald, 1996; Rojewski & Yang, 1997). Francis (2002) revealed that female secondary students had more positive attitudes toward work than males. On the same note, Kiptoo (2009) revealed that female students in girls' boarding schools had more positive attitude towards class work than males in boys' boarding schools. Pregnant secondary girls are more likely to possess lower career aspirations, attain less prestigious occupations, experience less satisfaction with career progress than non-pregnant peers, and feel their future for choices are limited (Coles, 2005).

Miller et al (2005) remarked that the deeply ingrained socio-cultural and structural gender practices in education systems still contribute to women facing significant disadvantages across public and private spheres in 21st century in Britain. This is revealed through resulting gender segregation in areas of employment and the differential status and rewards which traditionally "male" and "females" subjects and occupations attract. Fuller et al., (2005) commented that peer pressure and the influence of friendship networks are also important factors that impact on subject choices at school and particular ways of behaving. The Women and Work Commission (2005) noted concern about girls' access to information and support to make informed choices about educational subjects, training, jobs and careers. Many girls feel that they get poor career advice at school and are steered into stereotypical female jobs (Youth Work Now, 2007). This study sought to investigate how students chose their subjects that would lead to their future careers.

There is awareness at all levels that there needs to be more gender focus in career advice (Rolfe, 1999). Expectations and aspirations are linked, not only to gender but are interwoven with class-based norms and expectations (Charles, 2002). There continued to be significant gendered divides in the types of subjects which boys and girls take after 16 (Skelton et al; 2007). A recent EOC report (2007a), "I want to fulfil my dream", reveals how the career ambitions of some ethnic minority girls and women are limited by family, faith and culture in Britain. This can create a gap between their individual aspirations and their social circumstances.

Doloksaribu (2003) in her study of women and girls' education found out that the percentage of girls who graduated from rural secondary school is lower than their boy counterparts in the

same areas. This may be due to the traditional belief that girls are going to become homemakers who take care of children hence they do not need higher education as well as the low budget allocation by the government for education, with lack of community participation to promote Education For All (EFA). Consequently there are not enough teachers with necessary qualification or educational facilities, especially in the rural areas.

Skelton et al (2007) noted that as soon as subject choice is introduced, there continues to be an extreme gendered division, with young men typically pursuing technical and science-oriented subjects and young women typically pursuing caring, or arts and humanities/social sciences subjects. In Britain, the Department for Education and Skills also suggests that A-level gender differences and divisions are more marked. The most popular subject choice for girls is English, whilst for boys it is Mathematics. Such choices continue into higher education where the vast majority of students studying sciences, engineering and computing continue to be male (ONS, 2006).

In Britain, vocational training is even more highly segregated: 97% of early care and education, 90.1% of hairdressing apprentices are female. Males, on the other hand, constitute 99.2% of apprentices in construction, 94.8% in engineering, manufacture and 98.6% of apprentices in the motor industry (Fuller, Beck & Urwin, 2005). Whilst people taking on subjects and careers which interest them should not in itself, be problematic, these decisions tend to set men and women off on different trajectories which potentially impact on them for the rest of their lives. From a gendered perspective, moreover, this also then contributes to women's lower earnings, lower status in employment situations and relative position within families. A stark example of this is that three years after graduating, female graduates earn, on average, 15 percent less than their male counterparts (Women & Work Commission, 2005). Women Equality Unit (2004:1) reported that Women's experience of formal education have shown that this has impacted on their personal lives and careers they built for themselves. Gendered expectations impact on children's experiences of schooling. People act out and perform genders in both conscious and subconscious ways in opposition to what they wish to define themselves as "not" as much as they wish to define themselves "as" (Women Equality Unit, 2004). This study sought to examine whether career aspirations in selected counties were chosen a long gendered lines.

Gendered expectations are also built into structural elements of school organization. It is believed that people are “arty” or “good at science” and few are both. Because of this, many school timetables were to stream students into one area or another. As Miller, Neathy, Pollard and Hill (2004) noted the making of early educational choices that effectively close off certain career options remains one of the prevailing barriers to the entry of women into areas of non traditional work. Hidden curricula effects begin early. There has been a great deal of research and writing exploring early gender socialization, the processes by which gendered behaviours and normative constructions of masculinity and femininity are created and shaped through social situations (Humm, 1992, Andersen, 1993, Alsop et al., 2002, Marchand & Letherby, 2007). Girls who adopt behaviours which are not perceived as appropriately feminine can be sanctioned by teachers (Charles, 2002). Youth Work Now (2007) reported that many girls felt that they get poor career advice at school and are steered into stereotypical school female jobs and denied better job prospects because they lack an all-round careers advice (Fuller, et al., 2005).

Despite girls gaining higher grades than boys at every level of education, they continue to be faced with complex socio-cultural pressures that lead to extremes of segregation in education along traditional gender lines. Vast majority of students studying literature and languages in Britain are female, whilst overwhelming majority of those studying sciences, engineering and computing are male, (Office for National Statistics,(ONS) , 2006).

Still very strong in many African countries are cultural barriers where boys are preferably educated (Luke, 1999). There is awareness at all levels that there needs to be more gender focus in careers advice (Rolfe, 1999). This concern prompted the EOC to commission further work in this area (Rolfe, et al., 2007) in which they provided a detailed assessment of information that comprised. Identification, Advice and Guidance (IAG) in three areas: first, identify key agencies delivering IAG on jobs, learning and careers to young people and adults; second, assess the extent to which these agencies enable individuals to consider and pursue non-traditional choices and ways of working and encouraging women to overcome the barriers they may face in participating. The Equal Opportunities Commission (EOC) report on “The Unfinished Revolution (2007) warns that true gender equality is still generations away and calls for urgent action across all aspects of life to close the “stubborn gaps”. This is

a report from Europe. How is it in the selected counties in Kenya? It was the objective of this research to answer this question.

Leo-Rhynie (1999) commented that young women and men get very different times of preparations for work. At the secondary level, in job training and post secondary education, young women and men choose to take courses that are predominantly filled with one sex or the other. What is reproduced in school is a gendered society. Rhynie further explained that the distinctions between women's knowledge and men's knowledge are deeply ingrained in the curriculum.

As Finch (1996) pointed out, however, as strong as women's aspirations are, there is need for public recognition that a problem exists and needs to be tackled. Gender inequality in education is not reality apparent; a closer look reveals gender tracking; that is degrees tend to follow gender, which reinforces male – female distractions. Here are two extremes: Men earn 83 percent of bachelor's degrees in the “masculine” field of engineering, while women are awarded 88 percent of bachelor's degree in the “feminine” field of library “science”. Because socialization gives men and women different orientations to life, they enter college with gender-linked aspirations. It is their socialization –not some presumed innate characteristics – that channels men and women into different educational paths. If students are followed into graduate school, it is seen that with each passing year the proportion of women drops. Doctorate programs in the sciences are sex-linked. Throughout the United States, women are not likely to be awarded the rank of full professor, the highest – paying and most prestigious rank. Even when women do become full professors they receive less pay than men who are full professors (Wood, 2001). This study set to find out what directed the girls' career aspirations in secondary schools in selected counties in Kenya.

Researchers have identified a “pipeline” that leads to the top – the marketing, sales and production positions that directly affect the corporate bottom line. Men, who dominate the executive suite, stereotyped potential leaders as people who look like themselves (Lopex, 1992). Skelton, Francis and Valkanova (2007) in their study of the impact of gender on subject choice found out that although, in the last decade, there has been great concern about boys under-performing in school compared to girls, the achievements of girls in schools has

not been translated into commensurate rewards in the workplace. Moreover, the issue of boys “under- achievement” has partially served to obfuscate the long-term gendered inequalities faced by girls and women. Creating an enabling academic environment should be one of the goals and objectives of education strategic plan. Has gender mainstreaming in education created such an environment in selected counties? Although inadequate and broken down equipment and infrastructural facilities affect both men and women, the coping abilities of women and girls have to be studied, considering their multiple roles. This study therefore sought to investigate how gender mainstreaming is influencing psychological adjustment and career aspiration among secondary schools girls.

2.11 Gender Mainstreaming in Education and Secondary School Girls’ Career Aspirations per School Category

Career choice is a complex decision for students since it determines the kind of profession that they intend to pursue in life. The first step in career choice is career aspiration. Several studies show that students all over the world are usually faced with a dilemma in making a career choice decision in their lives (Maree, 2009). Most often choosing the subject combination leading to the right profession can make the difference between enjoying and detesting the career in future (Njonge & Nguata, 2014)

Availability of career guidance activities in secondary school exposes students to a range of career exploration experiences (Gacohi, Sindabi, Mwaniki and Kimani, 2014). Career activities facilitate student career aspirations which leads to career planning and decisions making. Career decisions and planning normally does not involve one decision, which typically extend over a period of several years (Patton & Creed, 2001). Such experiences and decisions create a situation for career aspiration. Therefore, students must explore a variety of career activities which serve as a source of career aspirations and hence ultimate career choice. Regular provision of career guidance activities would ensure that students have adequate career experiences to facilitate career development (Gacohi, et. al, 2014) hence a wider career aspiration. Gacohi et al (2014) further explains that school counsellors are also expected to help students understand and develop their career interests, attitudes, values and aptitudes.

Gender stereotype in personality and career choice are common in which case men are perceived as being strong willed and destined for certain career requiring use of muscle and strength (Inkule, 2004). Archer and Cressy (2000) found out that gender involves hierarchy, planning men and women in different positions in terms of power, wealth and other resources. Global comparisons reveal that societies vary widely in defining tasks as either feminine or masculine. However, both genders are physically capable of learning to cook and make clothes or to weld and fly aeroplanes but these functions are generally assigned to women and men respectively (Inkule, 2004). According to Wayne, (2004) males and females are understood by culture to have different attributes and to be suited for different social roles. Tillie (2007) suggests that women's career choices are often determined by powerful social and cultural forces that shape decisions in accordance with false assumptions in regard to women's needs, abilities and aspirations.

Adolescents' views on gender roles are likely to shape their expectations and aspirations for future career and also shape culture within schools (McCracken, Unterhalter, Marquez & Chetsowska, 2015). A key area of attention has been differences between males and females enrolling in subject linked to science technology and engineering. A number of studies suggest that girls and women receive less encouragement, experience and opportunities in these areas because teachers and school managers consider it a 'male' subject, for which women do not have skills, understanding or aptitude (Peterson, 2010).

Education continues to be experienced largely along gendered lines despite long-term efforts to equalize boys' and girls' education. When choice becomes available, girls and boys tend to choose different types of subjects due to complex mix of factors including; peer pressure, ideas about "suitable" subjects and imaging's of appropriate futures (Equal Opportunity Commission, (EOC), (2007).

The benefits of single-sex versus coeducational schooling (mainly secondary level) have been undertaken around the world - most notably Australia, Canada, England, New Zealand, Northern Ireland and USA - the results are equivocal (Ivinson and Murphy, 2007). In other words, there lacks consistency and robust evidence about the advantages of one school type over the other. However, one emerging finding is that we cannot evaluate the effects of

single-sex school on educational achievement in a vacuum, that is, the social and cultural context of the school needs to be taken into account.

There are different ways to approach the question about the benefits of single sex schools. Some feminist academics argue that women need to have academic success before they can take up roles in public domains and so influence laws, policies and the conditions of all women within society. According to the first position single sex schools may give girls the edge in academic success because lessons can be designed to tap into girls' interests and so motivate them specifically in subjects that have masculine connotations such as the sciences. Others argue that schools should be places that model equality and so provide young people with early experiences and knowledge of gender equality, otherwise they will reproduce the unequal gender patterns that they encounter outside school in their later lives (Smith and Robinson, 2006).

Advocates of single-sex schooling frequently point to school league tables as evidence of the academic superiority of single-sex schools. For example, according to tables compiled by BBC News, nine out of ten of the best-performing secondary schools in England in 2006 were single-sex, and seven of these were girls' schools. Whilst press reports of such patterns may reinforce the perceptions of many parents that single-sex schools are better academically than coeducational schools - particularly for girls - research evidence from around the world suggests a more complex picture (Ivinson and Murphy, 2007).

Views about whether single-sex schooling is advantageous in terms of giving girls and boys equal access to the curriculum have shifted over time. For example, in England in the 1950s and 1960s secondary education was often single-sex, with girls and boys being taught in separate schools, or in one building that was divided into two and had separate entrances. In almost all state schools the curriculum was differentiated by gender, with girls being offered some 'feminine' domestic subjects and boys being taught more 'masculine' science-based subjects (Salomone, 2004).

The shift to co-education occurred in England in the late 1960s and 1970s as a largely undiscussed by-product of other changes that were implemented in the education system. Following this change, research in the 1970s and 1980s suggested that co-education was not

the solution that some feminists had hoped it would be. Evidence suggested that in many co-educational schools girls were ‘encouraged’ to opt for traditionally feminine subjects while boys were directed towards traditionally masculine subjects. (Smith and Robinson, 2006).

2.12 Theoretical Framework

This study was informed by two theories: Field Theory by Lewin (1947) cited in Aggarwal (2008) and the theory of patriarchy by Daly (1978). The theories explain that behaviour is a function of the total physical and social situation. The situation which the girl-child finds herself is totally patriarchal. These two theories have been used to provide the frame work to the study.

2.12.1 Field Theory of Learning

The basic tenet of Field theory of learning is that behaviour is a function of the total physical and social situation. Lewin holds that psychological laws need not to be formulated solely on the basis of statistical averages. Rather, the individual space is equally important. Even if all general psychological laws were known, we would still need to understand the specific individual and the “Total situation” in which he exists before we would make any prediction about his behaviour. Thus Lewin favours an Idiographic psychology in which the focus is on the individual, as opposed to homothetic psychology, where the emphasis is on statistical average.

Lewin describes his viewpoint in the following Formula:

$$B = f (PE)$$

B Represents behaviour

f is a function

P is the person

E is the total environmental situation.

Lewin explains the individual behaviour on the basis of life – space. An individual’s life-space depends on his psychological force. It includes the person: his drives, tensions, thoughts and his environment, which consists of perceived objects and events. Lewin represents his theory through a diagram in which an individual is in the centre. The individual

moves through his life-space which consists of the totality of facts that determine his behaviour at a given time. A life – space contains the individual himself, the goals he is seeking (positive valence) or avoiding (negative valence), the barriers that restrict the individual’s movements and the path he must follow to reach his goal. Desire creates tensions in the individual and tensions come to a balancing state when the person acts. After the goal has been achieved, the organization (individual) return to a state of rest until a new desire activates him/her.

In Lewin’s theory threat, goal and barrier are the main factors. An individual who has to achieve some goal has to cross a barrier. The barrier may be psychological or physical. Because of the changes in the barrier in the life - space of an individual, continuous reconstruction takes place. Lewin’s theory is called Field Theory, as to a psychologist, field means the total psychological world in which a person lives at a certain time. It includes matters and events of past, present and future, concrete and abstract, actual and imaginary – all interpreted as simultaneous aspects of a situation. Lewin states that each person exists within a field of forces. The field of forces to which the individual is responding or reacting is called his life – space.

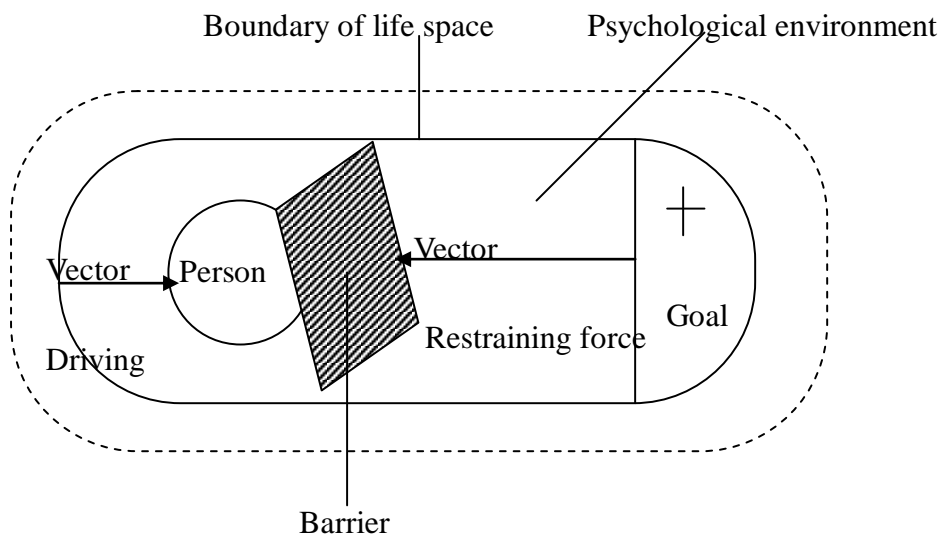


Figure 1: Lewin’s Theory of Learning

Source: Aggarwal, J. C. (2008)

Lewin's theory regards learning as a relativistic process by which a learner develops new insight or changes old ones. According to the theory, learning is not a mechanistic process of connecting stimuli and responses within a biological organism. Field psychology explains development of insight as a change in cognitive structure of life – space. The life-space where the girl finds herself will either encourage or restrict his/her movements and the path she must follow to reach her goal i.e. psychological adjustment and career aspirations. This may suggest the girls set of beliefs, views and perceptions towards self, others and the environment. These would, therefore facilitate or prevent her from reaching her goal of psychological adjustment and positive career aspirations.

2.12.2 Patriarchy Theory

Patriarchy theory proposed by Daly (1978) viewed a girl's behaviour as having been affected by structures that have long been laid down by patriarchal systems. The theory postulates that patriarchy has sapped the life force of women so that female talent has been lost in themselves and their species. Women, Daly argues have been moulded by patriarchy into stereotype that implies “hyper-emotionalism, passivity and self-abnegation”, she argued that patriarchy has created women; it created the externalized structures and internalized images that have cut the women off from realizing psychic wholeness in themselves and consequently have cut down the capacity for genuine participation in history.

In this theory, Daly explains that women once had power in matriarchy that existed prior to patriarchy. Matriarch culture was different from patriarchy since it was equalitarian rather than the hierarchical and authoritarian but was overthrown by the organizational skill and power of the patriarchs. Women suffer equally, though they are not always aware of this suffering (having been brainwashed by the patriarchs) and this suffering has taken different forms. Patriarchy has stolen women's cosmos and has returned it in the form of cosmopolitan magazine and cosmetics. The men have made up their cosmos, “women's selves”. The cultural and religious beliefs could have brainwashed the girl to accept the ills she experience in her school environment.

Beecher (1979) cited in Aggarwal (2008) explained that concept of patriarchy has been used within the women's movement to analyze the principles underlying women's oppression. At most general level patriarchy has been used to refer to male domination and to the power relationships by which men dominate women (Millet, 1977). Michelle (1974) used patriarchy to refer to kinship systems in which men exchange women and to the symbol power which fathers have within these systems and the consequences of this power for the interiorized patriarchy as sexual hierarchy which is manifested in the woman's role as mother, domestic labourer and consumer within the family.

Millet (1977) defined patriarchy as a society which is organized according to two sets of principles: that male dominate female and that older male shall dominate younger male. Millet argued that these principles govern all patriarchal societies. This must be the fundamental unit of patriarchy in Millet's analysis in the family which is considered to be a patriarchal unit within a patriarchal whole .It functions to socialize children into sexually differentiated roles, temperaments and to maintain women in a state of subordination. Delphy (1977) explained that patriarchy referred to the power relationships between men and women where women were conceptualized as being a minority group within the dominant society and differences among women are considered to be insignificant.

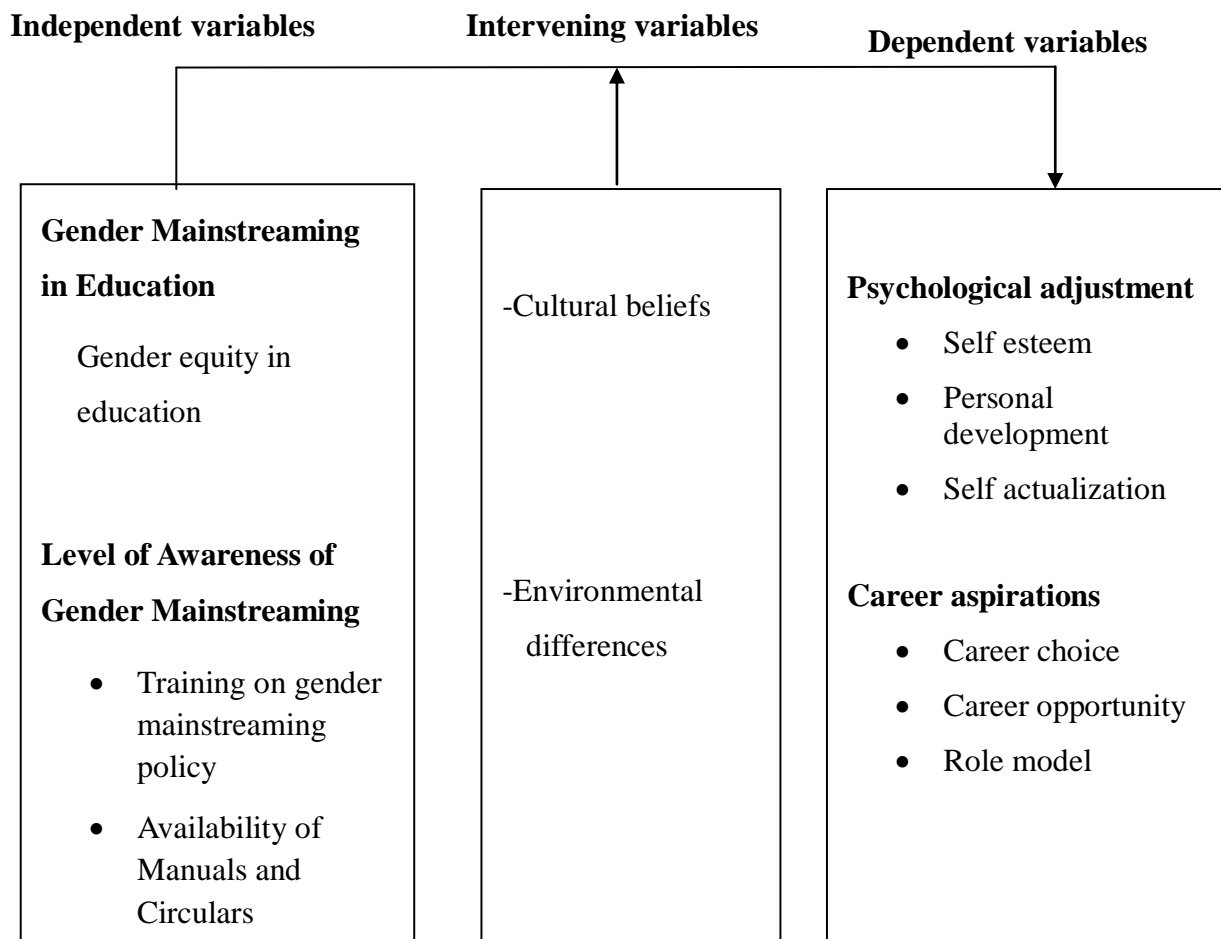
Jeffreys (1976) argued that patriarchy has two systems of social class; the economic class system based on the relations of production and the sex class system which is based on the relations of reproduction. Mckenzie (1975) outlined that since women have throughout history been at the mercy of their biology this has made them dependent upon men for physical survival especially during menstruation child bearing and see so on. This female dependency established unequal system of power relationships within the biological family and sex class system. McKenzie (1975) thus identified three aspects of the subordination of women; women's reproductive capacities women's lack of control over them and men who turned the dependency elicited by women's biology into psychological dependency.

The passivity and powerlessness of the traditional woman is understood in the examination of the Indian Suttee, Chinese foot binding, African Genital Mutilation and the American gynaecology. It is argued that although all these institutions were extremely harmful to women, women actively participated in them as the agents of men and enforced the rules. If

the environment where the girl-child is born and socialized into is all patriarchal then it would sentence the child into subservience. Since the environment has a causal impact on behaviour, then the environment where the girl-child finds herself in will foster her psychological adjustment and career aspiration or limit it. In this study, it was conceptualized that psychological adjustment and career aspiration are functions of gender mainstreaming in education.

2.13 Conceptual Framework

This study was based on the conceptual framework represented by fig 2. The dependent variables are psychological adjustment and career aspirations. The independent variable is gender mainstreaming. Gender mainstreaming in education influences psychological adjustment and career aspirations. Hence they promote or hinder the development of gender decision-making and general understanding of the environment one lives in. Gender mainstreaming was assessed by use of a questionnaire and interview that required the participants to provide information about awareness of and experience of implementation of gender mainstreaming policy in the schools they are learning in.



Source: Researcher

Figure 2: Interaction between Gender Mainstreaming, Girls' Psychological Adjustment and Career Aspirations

The independent variables in this conceptual framework are gender mainstreaming in education, level of awareness of gender mainstreaming among headteachers, school counsellors and school girls. These independent variables are conceptualized to affect the dependent variables of psychological adjustment and career aspiration. Self-esteem, personal development and self-actualization are indicators of psychological adjustment. While career choice, career opportunities and availability of role models are indicators of career aspirations.

The intervening variables include cultural beliefs, and environmental differences. These factors moderate the relationship between the independent and dependent variables thus facilitating or preventing the smooth development of psychological adjustment and career aspiration among secondary school girls. The research findings showed that cultural factors such as female genital mutilation among some communities barred girls from being retained in school instead they were married off before completing school. Majority of the girls who were married after FGM were from the Maasai and Pokot communities.

This study was informed by Lewin's Field theory of learning (1947) and the theory of patriarchy by Daly (1978). According to the Field theory of learning, an individual's behaviour is influenced by his/her life space consisting of the person who is the girl in this study; her drives, tensions, thoughts and her environment, which consist of perceived objects and events. The girl is in the centre and the environment encompasses cultural beliefs, religious beliefs, environmental differences and availability of role models. The theory of Patriarchy by Daby (1978) posits that girls' behaviour has been affected by structures that have long been laid down by patriarchal systems. This creates an environment that is harsh for the girls' psychological adjustment hence hampering positive career aspirations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research design, location of study, research variables, population, sampling and sample size, instrumentation, validity and reliability of the instrument, administration of the instrument and data analysis.

3.2 Research Design

This study employed an *ex post facto* causal comparative research design. An *ex post facto* research design is a type of field study that combines literature searching, experience surveying and single or multiple case studies, which allow researchers to attempt to identify variables of importance as well as their relationships (Davis, 2005). Landman (1999) described the term *ex post facto* as an experiment in which the researcher rather than creating the treatment, examine the effect of a naturally occurring treatment after it has occurred. Mugenda & Mugenda, (1999) stated that it is the most appropriate design for such a study since it enables the study to give meaningful comparison between the independent variable which in this study was effects of educational gender mainstreaming and the dependent variables which were girls' psychological adjustment and career aspirations, as it also established awareness of gender mainstreaming policy in secondary schools. Furthermore, causal comparative design was important because many of cause and effect relationship studied do not permit experimental manipulation of the situation (Davis, 2005). This design is therefore appropriate to this study since it explored the respondents' views and experience of gender mainstreaming as they naturally occurred.

The study adopted both qualitative and quantitative methods of research. The rationale for using the qualitative research methodology is that it explores information in the form of quality, such as explanations, descriptions and narratives (Fraenkel & Wallen, 2000). The qualitative method gave participants an opportunity to express their thoughts, interpretations and understanding by describing and explaining the situation in their schools. The qualitative method was used to capture the experience of headteachers and school counselors about the problem being studied and explored the reasons for their kind of response on the situation.

Quantitative method was adopted to collect the numerical data of the respondents.

3.3 Location of the Study

The study was carried out in 4 selected counties within the Rift Valley region of Kenya, covering an area of 182,539 km². The counties selected were Turkana, Narok, West Pokot and Elgeyo Marakwet. This area was considered appropriate for the study because it covers a diverse area and accommodates homogenous communities that still uphold cultural traditions which negatively affect education as well as its geographical vastness. The researcher was able to collect data from diverse cultural backgrounds. The findings were justified to give generalization to a wider scope of the study. The study involved 378 girls 50 head teachers and 50 school counsellors from within the selected counties of Rift Valley Region, Kenya.

3.4 Target Population

The target population of the study comprised of all public secondary school that enrolled girls within the counties of Rift Valley. These schools included girls boarding, mixed boarding, mixed day and boarding and mixed day without borders. According to MOEST (2014), there were 163,748 girls in secondary school in Rift Valley region of Kenya, 1210 head teachers, and 1210 teacher counsellors. Table 2 gives the distribution of girls' secondary schools in 13 counties of Rift valley region, Kenya. While table 3 gives the distribution of accessible population.

Table 2**Distribution of Girls in Secondary School in Counties of Rift Valley Region of Kenya**

County	Girls
Turkana	1716
Uasin Gishu	15875
Nandi	16847
Kajiado	5064
Transzoia	8741
Narok	9596
West Pokot	4161
Kericho	31304
Samburu	3730
Nakuru	36110
Laikipia	9194
Baringo	11229
Keiyo/Marakwet	10181
Total	163,748

Source: MOEST (2014) Provincial Director of Education.

The accessible population comprised of all the girls in secondary school from the four selected counties (30% of all the counties in the Rift valley region of Kenya).

Table 3

Distribution of Accessible Population

County	Girls
Elgeyo/Marakwet	10181
Narok	9596
Turkana	1716
West Pokot	4161
Total	25654

Source: MOEST (2014) Provincial Director of Education

3.5 Sample Size and Sampling Procedure

The sample was drawn from 4 out of thirteen counties of Rift Valley Region of Kenya (Former Rift Valley Province). This comprised 30% of the total counties in the region. Fraenkel & Wallen (2000) argues that the sample size depends on what one requires to know, the main idea of the inquiry is to take what will be useful and has credibility done, within the time frame and a valuable resources. The study purposively sampled the 50 head teachers and 50 school counsellors of the schools whose girls participated in the study, according to the inclusion criteria specified here in. The counties selected for the study included Elgeyo Marakwet, Narok, Turkana and West Pokot. The four counties were purposively selected

because they possessed the characteristics suitable for the research problem such as homogeneity of the student population and vastness of the area that accommodated the secondary schools. These counties still experience high girls-dropout rates and less retention rates compared to other counties hence making the area more suitable for the study. Three hundred and seventy eight (378) girls were randomly selected from the various categories of the schools in the four counties and included in the sample. The total sample was 478 respondents.

A four stage sampling approach was used in the selection of the participants in the study. Multistage sampling approach was chosen because it enabled the secondary schools in the counties to be used as sampling units at various levels permitting the study to be concentrated and at the same time cover a wide area. It also allowed for flexibility where both simple and stratified sampling approaches were used as they were found to be appropriate, which were noted by Fraenkel and Wallen, (2000) to be advantages of multistage sampling.

In the first stage of multistage sampling, 4 counties were selected from the 13 counties in the region using purposive random sampling (30%). In the second stage, 50 secondary schools were selected based on the selection criteria. Amongst the 140 schools, those that had not been established one decade prior to this study were excluded. This is because it was anticipated that the infrastructure was not well established to support the effective and efficient implementation of gender mainstreaming in education. Accordingly, the strata comprised the type of the schools in terms of the students enrolled; girls boarding, mixed boarding, mixed day, mixed day and boarding. In the third stage, girls that participated in the study were selected proportionate to the number of schools in each category. The secondary school girls who participated in the study were obtained by randomly assigning serial numbers to all the students in any particular category and annexing the school code to the serial number assigned to each of the student. Rotary procedures were conducted to select the proportionate number of schools as per category (See table 4). The girls selected were traced, back to their respective schools for dissemination of questionnaire. Fifty (50) head teachers and fifty (50) school counsellors were purposively selected since they were found to be key informants who had important information for the study. Table 4 shows the distribution of the sample by school type.

Table 4**Distribution of Sample by School Type per County**

County	School Category	Frequency	Percent of total No. of schools in county
ELGEYO	Girls Boarding	24	44.4
MARAKWET	Mixed Boarding	9	16.7
	Mixed Day	19	35.2
	Mixed Day & Boarding	2	3.7
	Total	54	100
TURKANA	Girls Boarding	4	30.8
	Mixed Boarding	9	69.2
	Total	13	100
WEST POKOT	Girls Boarding	7	33.3
	Mixed Boarding	4	19
	Mixed Day	8	38.1
	Mixed Day & Boarding	2	9.5
	Total	21	100
NAROK	Girls Boarding	7	13.5
	Mixed Boarding	26	50
	Mixed Day	8	15.4
	Mixed Day & Boarding	11	21.2
	Total	52	100
GRAND	TOTAL	140	

There was need to use a formula to get the proportion of the students to recruit in the study. This was done twofold: The total population of the categories (mixed day, girls boarding, mixed boarding, mixed day and boarding) of the schools in the four counties was determined. Basing on the population of each category, proportionality was used to get the sample from

each category of the schools. The study adopted Krejcie and Morgan (1970) formula and/or table (Appendix VI) in determining the number of schools to be included in the study. Proportionality sampling (30%) was used to select students from each of the counties under study. Patton (2002) indicates that a sample size of between ten percent (10%) to thirty percent (30%) is enough if it can adequately give the information required.

Based on Krejcie and Morgan (1970) formula, the sample size of students and was determined as follows:

$$S = \frac{X^2 NP(1-P)}{d^2(N-1)+X^2 P(1-P)}, \text{ where}$$

s = required sample size

χ^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (0.05).

For $\chi=3.841$, $N= 25654$, $P=0.5$ and $d=0.05$, we substitute in the formulae to give:

$$S = \frac{3.841^2 * 25654 * 0.5(0.5)}{0.05^2(1496-1)+3.841^2 0.5(0.5)} = 378.42 \approx 378 \text{ (secondary school girls).}$$

The study used 378 school girls drawn from form one to form four from all school categories; (Table 5); 50 head teachers and 50 school counsellors. The total sample was 478 respondents.

Table 5

Proportionate Number of School girls per school Category

School Category	Total in the 4 counties	Proportionate no of girls
Girls Boarding	42	113
Mixed Boarding	48	129
Mixed Day	35	95
Mixed Day & Boarding	15	41
	140	378

3.6 Instrumentation

The study used two methods of data collection, namely: Questionnaire and interview. Questionnaires were administered to all the respondents. Interview schedules were administered to head teachers and school counsellors.

The research instrument used to gather information on implementation and awareness of gender mainstreaming in education was adopted from Analytical Tools and guidelines for conducting a gender impact analysis for commonwealth secretariat (Leo-Rhyanie, 1999). The research instruments used to gather information on the psychological adjustment, which were indicators studied under self esteem and personal development were adopted from Rosenberg self esteem scale, (Rosenberg, 1979), and Robitschek personal development (Growth) Scale, Robitschek (1999). The two scales were cited in Bilich (2010).

This study employed three questionnaires. The first questionnaire was administered to school head teachers, (Appendix I) (HTQ), the second one to the school counsellors (Appendix II) (SCQ), and the third to girls (Appendix V) (GQ). The questionnaires were grouped into Section (A) and Section (B). Section (A) sought general biographical information while section (B) sought information on level of gender mainstreaming awareness, extent of gender mainstreaming implementation, girls' psychological adjustment and career aspirations.

Interview schedules were administered to head teachers (Appendix II) and school counsellors (Appendix IV) to collect qualitative information on the respondents' awareness and view on implementation of gender mainstreaming in secondary schools. The information obtained was used to show correlation between education gender mainstreaming and psychological adjustment and career aspirations of girls from the time of implementation of education gender mainstreaming in secondary schools.

3.7 Validity of Instruments

This study established content and face validity to assess the accuracy, meaningfulness, appeal and appearance of the instruments for the data collection. Validity of an instrument is the success of a scale in measuring what it sets out to measure so that the differences in individual scores can be taken as representing true differences on the characteristics under study (Koul, 1992); while content validity refers to the subjective agreement among professionals that a scale logically appears to reflect accuracy in what it purports to measure (Kothari, 2004). The researcher developed research instruments adopted from the analytical tools and guidelines for a gender impact from the commonwealth secretariat (Leo-Rynn, 1999) to collect data on the implementation of gender mainstreaming in education and level of awareness of gender mainstreaming among various respondents.

The indicators of psychological adjustment which comprised self esteem and personal development were tested using standardized scales namely Simmon, Rosenberg & Rosenberg (1973) personal development (growth) scale and Rosenberg self esteem scale, which were cited in Bilich (2006).

To determine content validity of the questionnaire items, the researcher consulted two supervisors and experts in the department of Counselling, Psychology and Education Foundations of Egerton University who were requested to assist in ensuring that the instruments were in relation to the set objectives and content area under study. Their suggestions and comments were used as a basis to modify the research items and make them adaptable to the study. Basing on the feedback from the experts, the wording of the

instruments were modified, some were excluded while others were added as deemed fit. Their suggestions were used to determine the face and content validity of the instruments.

3. 8 Reliability

Reliability of the data is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. It is the degree to which test scores are free from measurement errors which occur by chance and cannot be predicted (Kathuri & Pals, 1993).

A pilot study was conducted in four schools using the split-half method which were not included in the actual study. Forty girls (40), ten from each school, four Head teachers, and four school counselors were involved in the pilot study. A pilot study was conducted in four schools with similar characteristics with those in the actual study area. The schools where pilot study was conducted were not included in the actual study. Forty (40) girls, ten from each school, four school counselors and four headteachers were involved in the pilot study. This sample was randomly selected from form one, two, three and four students. The instrument was tested for reliability using Cronbach Coefficient alpha to determine the internal consistency of the items. This method gives an estimate of a reliability of test scores by the use of a single administration of a test (Fraenkle & Wallen, 2000). In the present study, self esteem was tested using Rosenberg self esteem scale which yielded a reliability of 0.83 while personal development was tested using Robitschek personal development scale and its reliability was 0.72. The items were considered reliable because they yielded a reliability coefficient of above 0.70. According to Mugenda and Mugenda (1999), a coefficient of 0.7 or more implies that there is a high degree of reliability. Cronbach's alpha is considered by many specialists in education and psychological measurement to be the most satisfactory method of determining the reliability of a tool (Orodho, 2009). In this study, it was considered most appropriate method since the problem of study is a psychological matter.

3. 9 Data Collection Procedure

The researcher requested for an introductory letter from Egerton University. This letter assisted in getting permission from the National Commission for Science, Technology and

Innovation (NACOSTI) to conduct the research. The research authorization and permit were then forwarded to the County Directors and Sub-county Directors of selected counties as per instructions from the National Commission for Science, Technology and Innovation (As indicated on Appendix VIII). To obtain data that was free from errors, the researcher identified and trained four research assistants who assisted in administering the questionnaires to the respondents. The research assistants were involved to facilitate efficiency in data collection.

3.10 Data Analysis

After data collection, responses from all questionnaire items were cross-checked to facilitate coding and processing for analysis using Statistical Package for Social Sciences (SPSS) (Version 20) Computer programme. ANOVA (Analysis of Variance) was utilized to test differences between means for statistical significance. Kothari (2004) commented that ANOVA is a parametric test that brings about the comparison of the variance due to the between groups variability and the within group variability. Chi square (χ^2) was also used to test relationship between variables. Linear regression Analysis was utilised to test psychological adjustment indicators of self esteem, personal development and self actualisation. Analysed data was presented using cumulative frequency tables/percentages, pie charts, bar graphs and ANOVA tables. The qualitative data was categorised into various themes based on the objectives of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the results of analyzed data and discussions of the implications of the research findings. The quantitative data of this research was analyzed using computer based statistical package for social science (SPSS) (version 20) for windows. The ANOVA test was employed to establish whether there was statistical difference between means of variables while chi-square (χ^2) was utilized to establish whether there were any relationships between variables and regression was utilized to determine the extent to which relationships were significant between variables. The qualitative data was analysed under specific themes. Each section of this chapter corresponds to one of the six objectives and hypothesis of the data. In each section the objectives and hypotheses of the study are stated and the results presented and discussed.

The following research objectives were addressed in this study

- 1) To establish the level of awareness of gender mainstreaming in education policy among the secondary school girls, school counsellors and head teachers in selected counties in Kenya.
- 2) To determine the extent of implementation of gender mainstreaming in education policy in girls secondary schools in selected counties in Kenya
- 3) To investigate the effect of gender mainstreaming in education on girls psychological adjustment in secondary schools in selected counties in Kenya.
- 4) To examine whether the effect of gender mainstreaming in education on girls' psychological adjustment varies with category of school in selected counties in Kenya.
- 5) To identify the effect of gender mainstreaming in education on girls' career aspirations in the selected counties in Kenya.
- 6) To examine whether the effect of gender mainstreaming in education on girls' career aspirations varies with category of school in selected counties in Kenya.

The study tested the following hypotheses:

- H0₁ There is no statistically significant difference on level of awareness of education gender mainstreaming between girls, school counsellors and head teachers in selected counties in Kenya.
- H0₂ There is no statistically significant effect of education gender mainstreaming on girls' career aspirations in selected counties in Kenya.
- H0₃ There is no statistically significant effect of education gender mainstreaming on girls' psychological adjustment in secondary schools in selected counties in Kenya

The study sought to answer the following questions

1. What is the extent of implementation of gender mainstreaming in education policy in girls' Secondary schools in selected countries in Kenya?
2. Does the effect of gender mainstreaming in education on girls' psychological adjustment vary with type of school?
3. Does the effect of gender mainstreaming in education on girls career aspirations vary with type of school?

4.2 Demographic Characteristic of Respondents

There were three categories of respondents that participated in the study. The sample size comprised of 378 girls in secondary schools, 50 head teachers and 50 school counsellors. The sections that follow depict the demographic information of each group of respondents who participated in the study.

4.2.1 Distribution of Girls by Class and Age

The girls that participated in the study were drawn from all levels of the secondary school and these included female students from form 1 to form IV. As shown in table 5, majority of the students who participated were form two (32.5 %) followed by form three girls (29.4%), form one girls formed (25.9%) of the respondents and form four girls participation was the least with only (12.2%).

Table 6
Distribution of Respondents by Class in Secondary School in Selected Counties

		Respondents class			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Form I	98	25.9	25.9	25.9
	Form II	123	32.5	32.5	58.5
	Form III	111	29.4	29.4	87.8
	Form IV	46	12.2	12.2	100.0
	Total	378	100.0	100.0	

As indicated in table 6, the ages of the students were approximately normally distributed with approximate mean age of 15-17 years. The age category that comprised the highest proportion was 15-17 years which comprised 60%. Those above 18 years of age comprised 47.5 %.

Table 7

Distribution of Girls by Age in Secondary Schools in Selected Counties

Student age bracket	Frequency	Percent
12-14 yrs	14	4
15-17	317	84
18 and above	47	12
Total	378	100.0

The girls who participated in the study were drawn from four categories of schools and these were mixed day, mixed boarding and day, mixed boarding and girls boarding secondary schools.

4.2.2 Distribution of School Counsellors

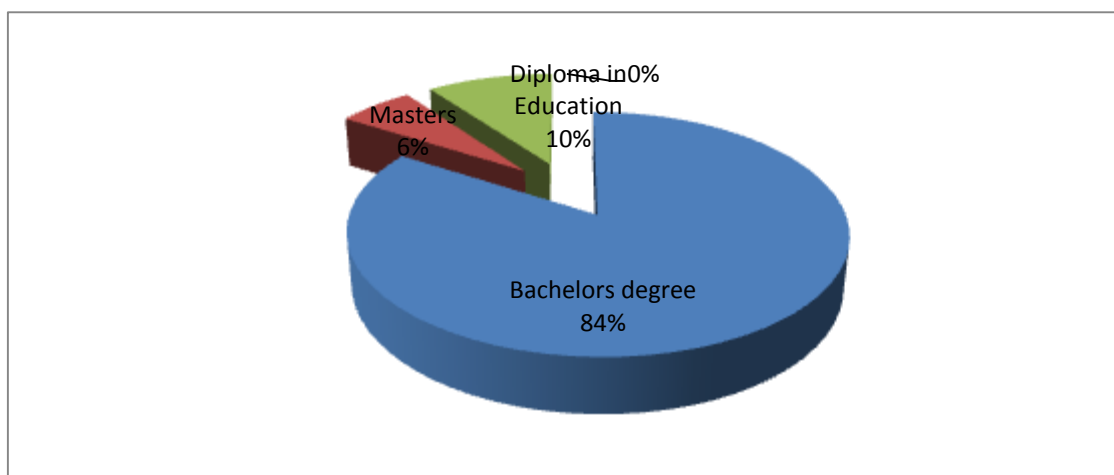


Figure 3. Distribution of School Counsellors by Professional Qualification in Secondary Schools in Selected Counties

As indicated in Figure 3, almost all the school counsellors were only professionally trained teachers but had no training as far as the counselling profession is concerned hence did not

possess the necessary training and skills required for counselling student clients. A minimal number of 3 (6 %) were trained professional counsellors. Professional training as school counsellors is obtained at master’s level in Kenya. The data above suggests that there are very few professionally trained counsellors serving in secondary schools in Kenya.

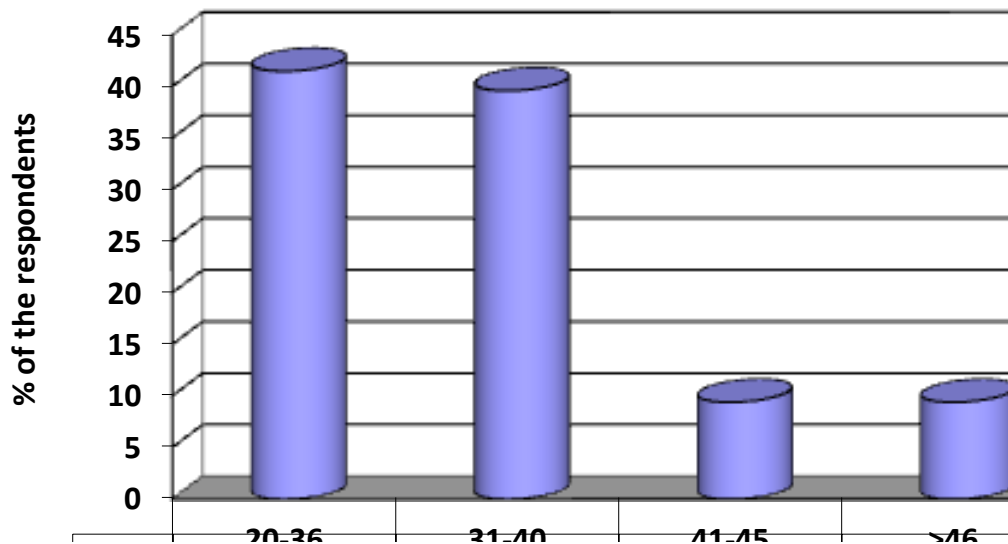


Figure 4: Age of School Counsellors

The highest number school counsellors were found in the age range of 21-30 years. As indicated in figure 4, out of the 50 school counsellors sampled (41.5%) were 21-30 years while (39.6%) were aged 31-40 years and only less than (10%) were aged between 41-45 years. The age is a good indicator of maturity and characteristics of being responsible. However without the training on appropriate characteristics of effective counsellors, such professionals may not observe the principles of counselling and appropriate code of ethics as required by the profession hence the clients may fail to share their challenges with school counsellors. This is because they may be afraid that such counsellors may not observe confidentiality as required in the professional code of ethics.

4.2.3 Head Teachers Demographic Information

Most of the head teachers who participated in the study had university education. As indicated in Figure 5 (83.0%) out of the 50 (100%), head teachers sampled had bachelors

degree in education, 5 (11.3%) possessed masters degree while 3(5.7%) had diploma qualifications respectively.

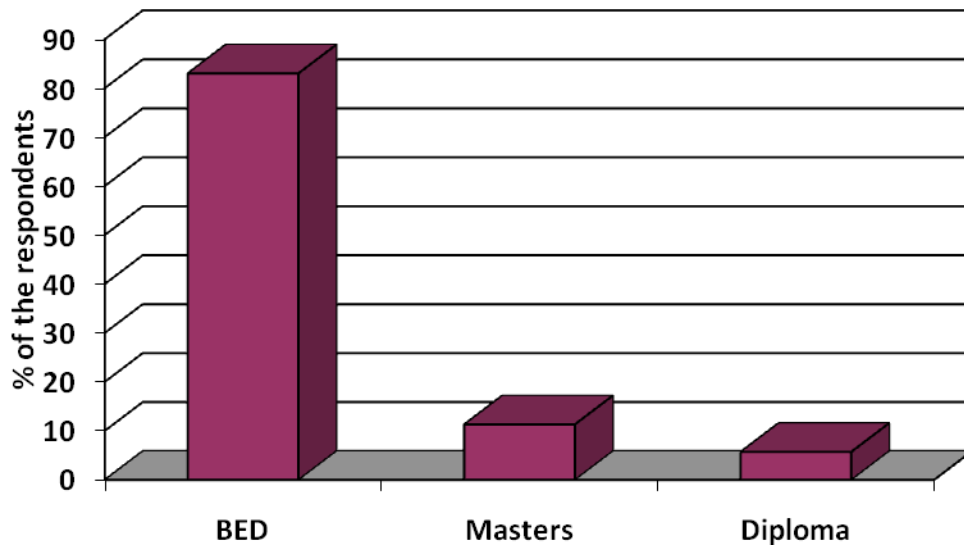


Figure 5: Professional Qualification of Head Teachers

The qualification of the head teachers is a very important factor as far as implementation of gender mainstreaming in secondary school is concerned. Teacher training equips head teachers with general administrative and managerial skills that enable head teachers to run schools effectively and efficiently.

These findings concur with those put forward by (Kipkoech, Kindiki & Tarus, 2011) that school managers should be equipped with the management skills and techniques to perform administrative duties in the school. Franklin (2002) postulated that an effective and efficient manager must possess the technical, human and conceptual skills to be a good manager. Such kind of skills facilitates implementation of the school policies including education gender mainstreaming.

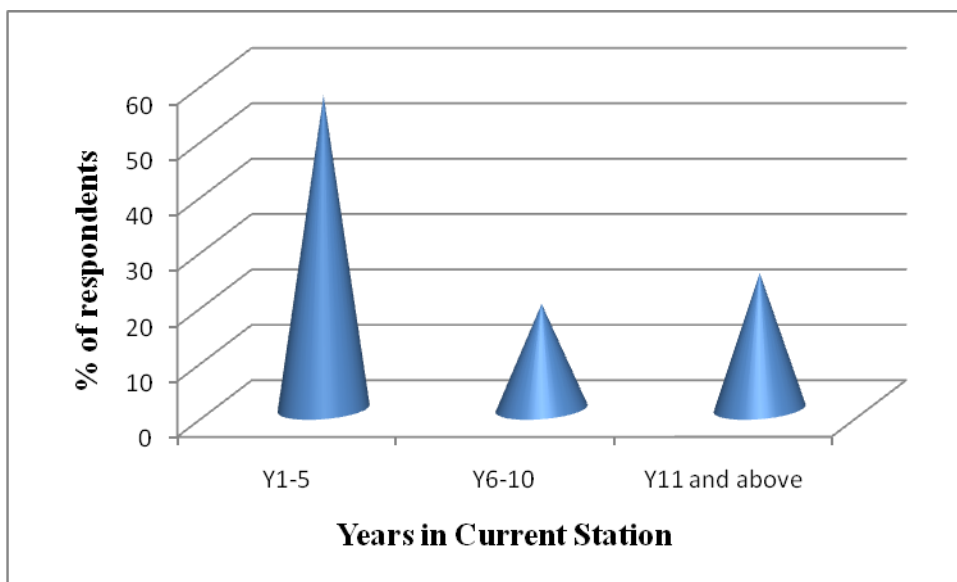


Figure 6: Head Teachers Length of Stay in Current Station in Secondary Schools in Selected Counties

The study also sought to find out the number of years that the head teachers had served in their respective schools. As indicated in Figure 6, the highest proportion of the head teachers had worked for over 11 years (56.6%) in the present station while the lowest had worked for a length of time between 1-5 years (24.5%). This implies that as far as administration of schools was concerned, the head teachers had the relevant experience to manage those schools; hence a ample time to implement the Ministry of Education policies since the head teachers are TSC agents and therefore ‘policy implementers’.

4.3 Level of Education Gender Mainstreaming Awareness among Head teachers, School Counsellors and Girls in Secondary School

Objective one sought to establish the level of awareness of education gender mainstreaming policy among secondary school girls, school counsellors and head teachers. To do this, the study engaged the various categories of the respondents by asking them to respond to a number of questionnaire items that would elicit their level of awareness for the individual items. The items of awareness were scored on a five point scale with a score of one (1) representing the lowest level of awareness, which is being not aware and a five (5) representing the highest level of awareness.

Table 8**Gender Mainstreaming Level of Awareness among Girls, School Counsellors and Head Teachers**

		Awareness Category				
Respondent		Level of awareness	Frequency	Percent	Valid Percent	Cumulative Percent
Student						
	Valid					
		7-13	121	32.0	32.0	32.0
		14-20	253	66.9	66.9	98.9
		21-27	4	1.1	1.1	100.0
		Total	378	100.0	100.0	
School						
	Valid					
		7-13	1	2.0	2.0	2.0
Counselors		14-20	43	86.0	86.0	88.0
		21-27	6	12.0	12.0	100.0
		Total	50	100.0	100.0	
Head teachers						
	Valid					
		14-20	40	80.0	80.0	80.0
		21-27	10	20.0	20.0	100.0
		Total	50	100.0	100.0	

As indicated in table 8, the research findings showed that of all the three categories of the respondents had some level of awareness; the least respondent had a total score of seven (7) and the maximum had a score of twenty three (23). The score of the respondents were grouped into classes with class- width of size five (5). The analyses for each group of respondent were done by running descriptive for each of the categories. The respondents were therefore regrouped into three levels that represent least level of awareness, (7-13), moderate level of awareness (14-20) and high level of awareness (21-27).

The findings of the study indicate that 121 (32.0%) of the students were not aware of educational gender mainstreaming while 253 (66.0%) possessed moderate level of awareness. This contrasted with the low proportion 1(2.0%) of the school counsellors who had the same category of the score. The findings further indicated that the head teachers possessed highest level of awareness of the gender policy, with 40 (80.0%) of the head teachers possessing moderate level of awareness while 10(20.0%) possessed high level of awareness.

When asked whether there was any policy related to gender in their school, one respondent stated:

“The Ministry of Education through the office of the County Director distributed manuals/gender policy documents to all schools in the county. Each school received at least one booklet and the headteacher is expected to foresee the implementation of the policy”.

Most of the headteachers were in agreement that the gender policy document had been supplied to their schools.

The headteachers’ responses on how headteachers are trained on implementation of gender mainstreaming in education, all the respondents said that there is no training on the matter at all.

One respondent said:

“The booklets are only distributed to headteachers and they are generally informed of the need to implement the policy”.

The responses to the question of sensitization among headteachers, their responses were that such information is only communicated to headteachers during their annual general meetings and any other official forums where most headteachers meet. One respondent said:

“There are no official seminars or workshops organised for sensitisation of headteachers on gender mainstreaming. So most headteachers carry out the implementation of policy in the best way possible following the gender policy manual”

Manuals and guidelines are distributed to schools but they are very few hence they are not accessible to most teachers. In most cases, a school is given only one copy to serve both teachers and students.

These findings are in contrast with the report put forward by (CDEG)(2004) that in order to implement gender mainstreaming in education, the steering committee for equality between women and men, suggested that education techniques and tools such as awareness - raising and training courses, follow – up actions, mobile or flying expertise, manuals and handbooks, booklets and leaflets and finally education material for use in schools should be utilized.

The school counsellors who had moderate level of awareness comprised 43(86.0%) with 6(12.0%) possessing high level of awareness. The summary of these findings are depicted in table 8. Generally, the results indicate a higher level of awareness on the part of the head teachers. The head teachers may be receiving a lot sensitization through annual heads conferences that are held every year. The head teachers are also the agents of TSC hence the custodians of all circulars and booklets from the Ministry of education in Kenya on all policies of the ministry of education. Furthermore, the small proportion of the school counsellors who possessed high level of awareness coupled with those who were least aware implies that there is little sensitization among both teachers as well as learners in secondary schools.

These findings contrast with Council of Europe (2004) reports that recommendations on gender mainstreaming: conceptual framework, methodology and presentation of good practices have been widely disseminated. The report further gives the definition of gender mainstreaming as the (re) organization, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by actors normally involved in policy-making. In this study, it is clear that sensitisation among the school counsellors and students is minimal. This is an area that the Ministry of Education in Kenya needs to address for effective implementation of the policy and the realization of expected results.

4.3.1 Comparison of Gender Mainstreaming Level of Awareness among Secondary School Head Teachers, Counsellors and Girls

Table 9

Comparison of Education Gender Mainstreaming Awareness Mean Scores of Respondents

Descriptive Statistics

Respondent		N	Minimum	Maximum	Mean	Std. Deviation
Student	Awareness_Score	378	7.00	21.00	14.7090	2.71941
	Valid N (listwise)	378				
School Counselors	Awareness_Score	50	13.00	22.00	17.8400	2.23479
	Valid N (listwise)	50				
Head teachers	Awareness_Score	50	15.00	23.00	18.5200	2.07256
	Valid N (listwise)	50				

As indicated in table 9, a look at a comparison of the between the mean score of the various group of respondents reveal that there is significant difference in the level of awareness between the various categories of the respondents with score means for the students being the lowest at 14.7090, followed by school counsellors mean score of 17.840 and head teachers' mean score of 18.520. The foregoing awareness statistics is consistent with those presented in table 10 with the head teachers possessing the highest level of awareness of education gender mainstreaming. Head teachers are custodians of circulars from the Ministry of Education on important policies such as education gender mainstreaming. This research findings concur with (Kipkoech, et. al., 2012) that the school principal plays a major role in effective implementation of policies since he/she is the person most likely to shape the organisational conditions necessary for the success such as development of shared goals, work structure , climate and procedures for monitoring results. Kipkoech further, stipulates that the principal is required to spearhead any change in school by giving direction, inspiration and above all,

design plan and oversee that change is implemented effectively; such change include the education gender mainstreaming in secondary schools in Kenya.

The findings also concur with reports put forward by Directorate General of Human Rights (2004) that in order to implement gender mainstreaming in education, techniques and tools, for example awareness-raising and training courses and so on should be introduced in schools. This is a welcome outcome, since the head teachers are actually the school managers and that leadership must come from the top. Education gender issues cannot be integrated to be part of the school culture if the leadership does not uphold even the most basic component of the gender issues like being aware. However, the students' low level of awareness is an area of concern since they are the beneficiaries of the policy and lack of awareness may impede policy implementation. In a study undertaken by Lynch and Lodge (2002) it was found that pupils were unaware of sexist practices in school life or if aware, they disregarded them.

The School counsellors' moderate level of awareness raises concern on the success of implementation of gender mainstreaming. These findings also concur with those put forward by Wanyama, Maragia and Otieno (2013) that the most important teacher counsellor qualities that affect implementation of guidance and counselling services include but not limited to being responsible, confident and trustworthy to keep students secrets. The counsellors are important in facilitating the creation of an enabling environment for implementation of any psychological issue in schools.

In the studies carried out by Ryan (2006) unless legislation and policies are accompanied by comprehensive strategies, beginning with awareness raising programmes for all stakeholders in education; policy makers, ministry personnel, school authorities, teachers, parents and pupils, success in the elimination of gender stereotyping may be limited. The actors involved in education gender mainstreaming in secondary schools in Kenya comprise all stakeholders including teachers and students.

Table 10**ANOVA Table showing Difference amongst Group Mean Scores of Headteachers, School Counsellors and Girls on Level of Awareness of Gender Mainstreaming in Education**

Awareness Score					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	964.300	2	482.150	70.616	.000
Within Groups	3243.189	475	6.828		
Total	4207.490	477			

In relation to objective one, the study hypothesized that:

“There is no statistically significant difference on level of awareness of gender mainstreaming in education between girls’, school counsellors and head teachers in selected counties in Kenya.”

ANOVA analysis indicated a significant difference between the levels of awareness amongst the different categories of respondents highlighted above. As shown in table 10, ANOVA analysis yielded an F-ratio of 71.868. This value when compared to F-value, 497 obtained from F-test table at 2 degrees of freedom in the denominator and 2 at numerator lead to a rejection of the hypothesis which stated that there is no significant difference in level of awareness among girls, school counsellors and head teachers. Therefore, hypothesis one that stated that there is no significant difference on level of awareness of gender mainstreaming in education between girls’, school counsellors and head teachers in selected counties in Kenya was rejected. It was then concluded that there is a significant difference on level of awareness of education gender mainstreaming among secondary school head teachers, school counsellors and girls.

Table 11**Post hoc test on level of awareness per respondent**

Dependent Variable: Awareness_Score

		(J) Respondent	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
(I) Respondent	Lower Bound					Upper Bound	
Tukey HSD	Student	School	-3.13101*	.39322	.000	-4.0555	-2.2065
		Counselors					
	School	Head teachers	-3.81101*	.39322	.000	-4.7355	-2.8865
		Student	3.13101*	.39322	.000	2.2065	4.0555
	Counselors	Head teachers	-.68000	.52260	.395	-1.9087	.5487
		Head teachers	Student	3.81101*	.39322	.000	2.8865
		School Counselors	.68000	.52260	.395	-.5487	1.9087

*. The mean difference is significant at the 0.05 level.

The ANOVA analysis considered running posthoc test to further explore the difference in means scores of the level of awareness to provide specific information on which means are significantly different from each other. Tukey post hoc procedure was used because the sample size of the respondents was not equal. The results of post hoc procedures are presented in table 11.

The results indicated that the difference in mean scores of level of awareness was significantly ($p=0.000$) different for all multiple comparisons except the mean score of Headteachers and school counsellors ($p=0.395$).

It is therefore concluded that there is a significant difference in the awareness of the different groups of the respondents hence there is need to create awareness among the female students as well as school counsellors. These studies are in line with the Council of Europe (2004) report that in order to implement gender mainstreaming in education, there is need for

education techniques and tools such as awareness-raising and training courses, follow-up actions, manuals and handbooks for use in schools. This is not done in Kenya. The ministry of education provides only the framework of gender mainstreaming in education implementation but little is done to ensure awareness raising. MOE (2007) the ministry of education has developed a gender and education policy, which provides a comprehensive framework of the principles and strategies to be pursued in order to achieve gender equity and equality. It also acknowledges ongoing initiatives in bridging the gender gaps in the provision of education, and identifies special measures that the government and other education stakeholders should take to address the identified gender inequalities and disparities. (MOE, 2007)

Furthermore, Bohan(2011) in her study reported that since schools are microcosm of the society they serve, reproduce practices rather than reflect on them. Teachers unless made aware of their own socialisation and provided with opportunities to reflect on their own values and beliefs during training, unconsciously in most cases, accept the *status quo* set down by the society they serve or in which they live in. This suggests that school counsellors should be sensitized on implementation of any government policy that is introduced including education gender mainstreaming.

Bohan (2011) when reporting for (CDEG) recommended that all pre-service training courses for teachers should include, as a mandatory element of the course, modules of gender equality and how to implement gender mainstreaming as an essential requirement of good teaching. Student teachers should also have opportunities to examine their own values and beliefs in the context of their socialisation and should be challenged to assess the possible impact.

On the other hand, Ryan (2006) reiterated that while progress has made by way of legislation and in national educational policies, countries have not developed comprehensive strategies which target all stakeholders and focus on all aspects of school life. There is therefore need to put strategies in place that facilitate the evaluation of the extent and creation of awareness among stakeholders in Kenya.

4.4 Extent of Implementation of Gender Mainstreaming in Education Policy in Girls' Secondary Schools

Objective two sought to determine the extent of implementation of education gender policy in girls' secondary school in selected counties in Kenya.

The head teachers and the school counsellors were asked to respond to questionnaire items on the extent to which the gender mainstreaming in education policy had been implemented. To do this, they were asked to respond to a number of questions which were scored on a five point-likert scale. The questions were four, implying that the minimum possible score is 4 and the maximum possible score is 20. The study results revealed an implementation of gender policy to an extent of 75.25% with school counsellors and head teachers giving an interpretation of 74.1% and 76.4% respectively as indicated in table 12.

Table 12

Implementation of Education Gender policy in Girls' Secondary Schools

Respondent	N	Minimum	Maximum	Mean	Std. Deviation
School counsellors	50	4.00	20.00	14.8200	3.64602
Head teachers	50	7.00	20.00	15.2800	2.99687
Valid N (list wise)	50				

The results of the findings in table 12 indicate that, the Gender Education Policy framework for the planning and implementation of gender responsive education is bearing fruit to a great extent. This is in pursued of MOE (2007) objective to provide the framework. The gender policy provides a framework for the planning and programming of gender response education at all levels. It formalizes the rights and responsibilities of all people involved, directly or indirectly, in the education sector and are further expected to contribute to elimination of disparities. The ministry of Education recognizes that education has a key role in

development, relative to the national population which is critical to socio-economic growth and productivity, increased individual earnings and, subsequent reduction of income inequalities of poverty. It also contributes significantly to improved health, enhanced democracy, good governance and effective leadership (MOE, 2007).

The results are also similar to those reported in South Asia by (Subrahananian, 2006) that numerous civil society innovations have also helped offer demonstration models for governments to learn from and adapt, and these have ensured that the enrolment of girls has risen at a speedy level. These findings are also in line with the recommendation put forward by CDEG, Europe that encouraged decision-makers to create an enabling environment and facilitate conditions for the implementation of gender mainstreaming to achieve effective equality between women and men in all spheres of life (Council of Europe, 2004).

On the other hand, the headteachers' responses to the interview question on the methods put in place to ensure implementation of gender mainstreaming in education, the respondents had mixed view on the question. Some were of the view that there was only a policy document but no stated guidelines on implementation; 30(60%), 16(32%) of the respondents were of the view that headteachers were expected to follow the policy documents supplied to schools while 14(28%) said that the implementation is not clear at all. The findings are in line with the report put forward by (MOE), 2007) that there is a mix up in some of the policies and strategies which inhibit implementation. This is true with the implementation of gender mainstreaming in education.

On the other hand, the school counsellors stated that the gender policy document is found in their schools but it is only one copy. One respondent said;

“There is only one copy of the gender policy document in my school. I have never read it and I have not been able to be exposed to it at all.

When asked how the teachers were sensitised about gender mainstreaming in education, one school counsellor responded;

“Information on gender mainstreaming in education is passed by the headteacher to all teachers during staff meetings in school. The gender policy is also available on request, but there is only one booklet in the school”.

Despite the fact that school counsellors are aware of the policy, its implementation may be thwarted because of the limited resources in schools. School counsellors are very important in the implementation of the policy in schools and its impact on the psychological adjustment of learners in school.

On the accessibility of gender mainstreaming manuals and guidelines to teachers, the school counsellors response was that the manuals were not accessible at all. One respondent said;

“There are no manuals or guidelines given to teachers. The gender mainstreaming issue is only mentioned in meetings but there are no guidelines to follow in its implementation”.

This implies that little has been done to ensure the implementation and monitoring of the policy in schools. These reports concur with those put forward by (Subrahmanian, 2006) in South Asia that significant challenges in the implementation of gender policy remain.

CDEG (2011) Report showed that despite the achievement of human and democratic rights by women, spearheaded by feminists movements of the late nineteenth and twentieth century and promoted by international organisations such as the Council of Europe, gender stereotyping and sexism remain the greatest obstacles to the *defacto* century. Unless legislation and policies are accompanied by comprehensive strategies, beginning with awareness raising programmes for all stakeholders in education; policy makers, ministry personnel, school authorities, teachers, parents and pupils, success in the elimination of gender stereotyping may be limited (CREG 2011).

It is known that, the government of Kenya through the Ministry of Gender and Special Groups has put strategies for implementation of gender equity by creating equal chances, empowerment and participation of both sexes in all spheres of public and private life. This is further reinforced by the minimum 30% women employment and provision of an elected women representative in all the 47 counties of Kenya (Constitution of Kenya, 2010). The research results indicate that implementation still lags behind, with a deficit of 24.25% remaining to be implemented. While this is yet to be realized, the goal of achieving sameness in quality, uniformity in quantity, amount, value and intensity of provisions will still remain an area to focus on. Further, (MOE, 2007) Reports that there is a mix up in some of the

policies and strategies which inhibit implementation. The same state of affairs is reported in South Asia that significant challenges in the implementation of the gender policy remain. Gender disparities widen at secondary and tertiary levels; India has the highest survival disparity in favour of boys (Subrahmanian, 2006).

This concurs with Council of Europe (2004) recommendation that gender mainstreaming is one of the new strategies in achieving gender equality. While CDEG suggested that to achieve equality between women and men, girls and boys the following should be done: carry out analyses, studies and evaluations, propose practical instruments, organise projects, define strategies and political measures and where necessary frame appropriate legal instruments. Therefore analysis on extent of implementation education gender mainstreaming in Kenya should be done to ascertain its benefits and areas of improvement.

4. 5 Effect of Gender Mainstreaming in Education on Girls' Psychological Adjustment

Objective three sought to determine the effect of education gender mainstreaming on psychological adjustment among secondary school girls. Of importance was the extent to which dependent variable (psychological adjustment) change with corresponding change in the education gender mainstreaming (independent variable).

The variables were scored by obtaining the cumulative totals of the responses elicited by the questionnaire items posed to the girls. Specifically, psychological adjustment was measured by considering the three aspects that comprise; self-esteem and personal development. The scale for self esteem was based on Rosenberg self esteem scale (1965), personal development was based on Robitschek (1998) cited in Bilich (2006). The scoring of the responses for each sub-item under the variable was implemented using a five-point-likert scale with score ranging from 1-5. Some of the items in the scales connoted a negative aspect of the variable and the scores from the respondent were first converted to the equivalent score on the opposite part of the scale before summing up to get the final score. The final scoring of psychological adjustment was made by getting the average for the two aspects of psychological adjustment; self-esteem and personal development.

Table 13**Girls' Response on Self Esteem**

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total
	N	N%	N	N%	N	N%	N	N%	N	N%	N
1. On the whole, I am satisfied with myself.	121	32.0%	87	23.0%	32	8.5%	67	17.7%	71	18.8%	378
2. At times I think I am no good at all.	80	21.2%	83	22.0%	32	8.5%	91	24.1%	92	24.3%	378
3. I feel that I have a number of good qualities.	72	19.0%	81	21.4%	53	14.0%	81	21.4%	91	24.1%	378
4. I am able to do things as well as most other people.	101	26.7%	61	16.1%	25	6.6%	95	25.1%	96	25.4%	378
5. I certainly feel useless at times.	5	1.3%	14	3.7%	19	5.0%	109	28.8%	231	61.1%	378
6. I wish I could have more respect for myself.	10	2.6%	12	3.2%	10	2.6%	66	17.5%	280	74.1%	378
7. I take a positive attitude toward myself	212	56.1%	93	24.6%	11	2.9%	34	9.0%	28	7.4%	378
8. I feel I do not have much to be proud of.	23	6.1%	16	4.2%	17	4.5%	139	36.8%	183	48.4%	378
9. All in all, I am inclined to feel that I am a failure.	202	53.4%	115	30.4%	22	5.8%	25	6.6%	14	3.7%	378
10. I feel that I'm a person of worth, at least on an equal plane with others.	60	15.9%	115	30.4%	21	5.6%	112	29.6%	70	18.5%	378

According to table 13, school girls in the four selected counties in Rift valley region showed low to moderate self esteem. The response to the statement “on the whole, I am satisfied with myself, 121 (32.0%) strongly disagreed, 87 (23.0%) disagreed while 67 (17.7%) agreed. This means that 32.0% of the girls are not satisfied with themselves.

According to Table 13, school girls in the Elgeyo Marakwet, Turkana, West Pokot and Narok experience negative feelings about themselves. When asked to respond to the statement; “I feel I do not have much to be proud of”, 139 (36.77%) agreed with the statement that they do not have much to be proud of. Only 23 (6.08%) disagreed with the statement. This means that most of the girls are not proud about themselves. This was response to the statement; “I feel that I am a person of worth, at least on an equal plane with others. 112 (29.62%) of the girls agreed with the statement that they feel they are on equal plane with others and 60 (15.87%) of the girls strongly disagreed with the statement. A good number of the girls view themselves negatively; the girls’ response to the statement; “I certainly feel useless at times showed mixed feelings about themselves. 109 (28.83%) agreed with the statement that they feel useless at times while 5 (1.3%) disagreed with the same statement. This shows that the girls are unstable in the feelings about their worth. Another statement that was posed to the girls was whether or not they take positive attitude towards themselves. 212 (56.1%) strongly disagreed with the statement; “I take positive attitude towards myself” while 93 (24.6%) disagreed and 34 (8.99%) agreed with the statement. More than half of the girls do not have a positive attitude toward themselves. The response to the statement; “on the whole, I am satisfied with myself”, were as follows; 121 (32.0%) of the girls strongly disagreed to the statement that they were satisfied with themselves. 87 (23.0%) disagreed while 67 (17.72%) agreed with the statement. This denotes that the girls are not satisfied with themselves.

This revealed that most of the girls possess a negative attitude towards themselves (56.1%), (32.0%) are not satisfied with themselves while (26.7%) feel that they are able to do things as well as most other people do. However, 202 (53.4%) disagree to the statement that; “I am inclined that I am a failure”. This suggests that despite the negative attitude most girls possess, they have a strong feeling that they are not failures. These findings suggest that the girls’ have mixed reactions about their self esteem hence immature and unstable psychological adjustment.

Table 14
Effect of Gender Mainstreaming on Girls' Personal Development

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
	N	N%	N	N%	N	N%	N	N%	N	N%	N	N%
1.I know how to change specific things that I want to change in my life.	75	19.8%	61	16.1%	33	8.7%	93	24.6%	116	30.7%	378	100.0%
2.I have a good sense of where I am headed in my life.	77	20.4%	69	18.3%	36	9.5%	79	20.9%	117	31.0%	378	100.0%
3.If I want to change something in my life, I initiate the transition process.	92	24.3%	54	14.3%	23	6.1%	90	23.8%	119	31.5%	378	100.0%
4.I can choose the role that I want to have in a group.	8	2.1%	17	4.5%	29	7.7%	110	29.1%	214	56.6%	378	100.0%
5.I know what I need to do to get started toward reaching my goals.	11	2.9%	12	3.2%	17	4.5%	60	15.9%	278	73.5%	378	100.0%
6.I have a specific action plan to help me reach my goals.	214	56.6%	94	24.9%	8	2.1%	31	8.2%	31	8.2%	378	100.0%
7.I take charge of my life.	20	5.3%	16	4.2%	16	4.2%	135	35.7%	191	50.5%	378	100.0%
8.I know what my unique contribution to the world might be.	204	54.0%	103	27.2%	24	6.3%	29	7.7%	18	4.8%	378	100.0%
9.I have a plan for making my life more balanced.	60	15.9%	112	29.6%	23	6.1%	105	27.8%	78	20.6%	378	100.0%

As shown in table 14, most girls know what they need to do to get started toward reaching their goals. 278 (73.5%) strongly agree to the statement; “I know what I need to do to get started toward reaching my goals”. 24 (56.6%) strongly agree to the statement “I can choose the role that I have in a group. As to whether the girls have a specific action plan to help reach their goals, 214 (56.6%) strongly disagreed to the statement; “I have a specific action plan to help me reach my goals”, 94 (24.9%) disagreed with the statement while 31 (8.2%) strongly agreed with the same statement. As to whether the girls knew what their contribution to the world might be, their responses were as follows 204 (54.0%) Strongly disagreed, 103 (27.2%) disagreed and only 18 (4.8%) strongly agreed to the statement “I know what my unique contribution to the world might be”. These responses suggest that the girls have experienced personal growth to some extent but still miss a steady focus and self knowledge on their own personal strength and contribution to the world.

Most of the girls do not have a specific action to reach their goals despite the fact that they know what they need to do to get started toward reaching their goals. They lack psychological empowerment.

The effect of education gender mainstreaming on psychological adjustment of the girls was obtained by modelling the scores of the independent variable (gender mainstreaming in education) and psychological adjustment. This construct was indicated by the two selected indicators of self esteem and personal development against the dependent variable. This was done by conducting linear regression in SPSS, where the prediction of psychological adjustment is made by going back (or regressing to) the scores of education gender mainstreaming, which is hypothesized to be related. The study findings indicated a high prediction of education gender mainstreaming of psychological adjustment. Linear regression analysis results indicate a high effect of the gender mainstreaming on self esteem (R Square value of 52.5%). The same trend is also noticed with regard to the effect of gender mainstreaming on the aspect of personal development (58.7%). Gender mainstreaming contributes 58.7% to the personal development and 52.5% to self esteem of secondary school girls (Table 14).

Table 15**Linear Indicators of Psychological Adjustment among Secondary School Girls**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Self esteem	0.36	0.13	.000	4.27070
Psychological adjustment (Overall)	0.72	0.525	0.524	2.2684
Personal development	0.766	0.587	0.585	2.11699
	1.00	1.00	0.00	0.00

When the two are combined, the overall effect of education gender mainstreaming on psychological adjustment stands at 100% (Table 15). These research findings have the implication; that, the gender mainstreaming is bearing fruit because the results of the study on education gender mainstreaming show a high degree of implementation (75.25%). In addition, the research findings showed that the level of awareness among the implementing authorities is high; the school counsellors and the head teachers. Therefore, this supports the fact that education officials are aware of education gender mainstreaming and are implementing it. This is a policy implication that stakeholders cannot wish away.

According to (Council of Europe, 2004) Gender mainstreaming is seen as a strategy in full development; however, there is not always, a clear understanding of what is meant by this concept. Programme for International Student Assessment (PISA) (2010) reported that despite performing equally as well as boys in most countries, girls tended to have a lower self-concept than males in science; on average girls had lower levels of belief in their scientific abilities than boys in all European countries. These findings concur with those proposed by CDEG in 2001 that there was need to evaluate existing policies and practices in this area in order to devise new ways and means of promoting gender mainstreaming in the school system through teacher training. This may be done by implementing monitoring and evaluating programmes on implementation of gender mainstreaming. Subrahmanian (2003) reports that the agenda for keeping alive the interests and needs of young girls, and the adult

women who care for them in myriad ways, reduces the scope as we go higher up the policy chain.

UNESCO (2003) states that in most situations, however, the needs of women and girls are the least understood and attended to and therefore warrant specific attention. Education is critical for the empowerment of both men and women. African Development Bank Group (2009) noted that education expands opportunities, enhances people's capacity to develop full potential, contributes to more equal gender relations and ultimately enables recipients to benefit from development interventions.

Research studies on self-esteem shows that, females tend to think themselves as less important than males. Females have significantly lower self-esteem than males (Bohan, 2011) suggests that the concept may not be clear to the learners hence may have very little impact on them. Conscious of this, the steering committee for equality between women and men (CDEG) in Europe set up a group of specialists on mainstreaming to explore the concept and implication of gender mainstreaming and to prepare methodologies and instruments (Council of Europe, 2004).

According to Guest (2001), there is growing concern that the quality of home and community life is deteriorating. The school is a home to learners for nine months in a year and teachers are surrogate parents to the learners. Children born in same the family inherit a number of physical and psychological characteristics such as skin colour, body size, intelligence, character traits and personality as well as certain diseases or conditions such as sickle cell anaemia, schizophrenia, among others (Khallad, 2000). Hence the family where one is born and brought up contributes to who the individual is and partly to what he or she become (Skelton et al, 2007). This scenario determines the psychological adjustment and career aspiration of an individual.

The parents are expected to provide basic needs for the family to enable members to grow as well adjusted members of society. These include food, shelter, clothes, education and healthcare, as well as love, affection, security and a sense of belonging (Clark, 2000). They also socialize the members by teaching and training them on the values and customs of the

society. The school functions as a family unit and the teacher is a surrogate parent. This function is also achieved through interaction with already socialized individuals in the family and society (Biggart, 2002).

When needs are met adequately, the family members feel cared for and learn to appreciate their parents (Biggart, 2002). However, without adequate food, shelter, clothing, education, love and security, family members may live in deprivation which is likely to retard their physical and psychological development (Holdsworth et al, 2007). This will affect the way they feel about themselves in relation to other members of society. If the girl's or boy's needs are not adequately met, the child will suffer low self-esteem which in turn will have negative implications on his or her decision-making, future relationships, and academic performance and lower their personal development.

The gender disparities by levels of education and by regions make it difficult to achieve the noble goal of Education for All. In this study the effect of gender mainstreaming on the girl's psychological adjustment is paramount since it will determine the way the girl-child views herself which will in turn determine her academic achievement and career aspiration. The World Bank has indicated the need to deepen the links between gender equality and development. According to UNESCO (2000) how men and women are perceived and treated in a society is one of the cornerstones of any political system. Information views, attitudes and analyses about women and girls can help achieve maximum gains from choice of appropriate gender related interventions (Alutu & Ogbe, 2007).

In order to implement gender mainstreaming in education, it is suggested that education techniques and tools, such as awareness-raising and training courses, follow-up action, mobile or flying expertise, manuals and handbooks, booklets and leaflets and finally material for use in schools (Council of Europe, 2004).

In relation to objective three, the study hypothesized that:

'There is no statistically significant effect of gender mainstreaming in education on girls' psychological adjustment in selected counties in Kenya'.

Education gender mainstreaming is thought to affect girls' psychological adjustment. The study sought to determine how this factor affects psychological adjustment. Of importance

was the extent to which this factor (dependent variable) change with corresponding change in the education gender mainstreaming (independent variable).

The study adopted a chi-square test of hypothesis testing technique. This was prompted by the fact that the study was interested in establishing the relationship between education gender mainstreaming and psychological adjustment. The technique was applicable to Likert scale which was employed in the study. Thus, this section therefore presents inferential data analysis and discussion of the results of the hypothesis tests. The hypothesis was tested using chi-square to determine whether there was any significant association between the variables.

The testing of hypothesis (H_{03}) was done using Chi-square because data gathered from the study was mainly ordinal in nature. The hypothesis was tested at the significance level of 0.05. Accordingly, in, order to determine whether there was an association between the education gender mainstreaming and the psychological adjustment, the respondents (school girls) were instructed to indicate whether they Strongly Agreed, Agreed, Strongly Disagreed, Disagreed or they were Undecided on the statements that pertained to the psychological adjustments. Thus, the study ended up with across tabulation of five rows and five columns. That is, whether a strongly Agreed, Agreed, Strongly Disagreed, Disagreed or they were Undecided with a given statement as a challenge that relate to education gender mainstreaming. In addition, each of the challenges were represented by a number of statements which were reduced by averaging on the likert scores

To reject or accept the null hypotheses, the test depended on the following criteria:

- a) If the computed value of Chi-square exceeded the critical value of Chi-square then the null hypothesis is rejected; and
- b) If the computed value of Chi-square was less than the critical value of Chi-square , then the-null hypothesis is accepted.

The cross tabulation table for education gender mainstreaming and the psychological adjustment is shown in the table 16 which yielded the chi-square value of 8.365. This value is more than the tabulated value of 7.81 and lies in the rejection region. Therefore, we reject the null hypothesis, at 3 degrees of freedom, that there is no relationship between education gender mainstreaming and psychological adjustment (Table 16).

Table 16**Education Mainstreaming Score and Psychological Adjustment Cross Tabulation**

Count	Psychological adjustment					Total
	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree	
Gender		25	186	55	2	268
Mainstreaming in education Score		7	102	14	0	123
Total		32	288	69	2	391

a. Student gender = Female

Table 17**Chi-Square Tests Showing Association between Gender Mainstreaming and Psychological Adjustment**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.365 ^a	3	.039
Likelihood Ratio	9.343	3	.025
Linear-by-Linear Association	1.537	1	.215
N of Valid Cases	400		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .63.

b. Student gender = Female

It was therefore concluded that there is a significant relationship between education gender mainstreaming and the psychological adjustment of the girls. (P-value=0.039, less than 0.05).

4.6 Girls' Psychological Adjustment per category of School

Objective four sought to examine whether the effect of gender mainstreaming in education varies with categories of school in selected counties in Kenya. A questionnaire was given to school girls to respond to in the four categories of schools; that is, girls' boarding, mixed boarding, mixed day and boarding and mixed day secondary schools.

The study sought to establish the psychological adjustment in each category of school. The variables were scored by obtaining the cumulative totals of the responses elicited by the questionnaire items posed to the respondents. The scoring of the responses for each sub-item under the variable was implemented using a five-point-likert scale with score ranging from 1-5. The highest point 5 indicated total agreement with the question posed. On the other hand, the least score 1, indicated total disagreement on the question posed. For instance, a score of 3 from a respondent on whether the choice of subjects is usually influenced by parents and teachers means that the parent never influences. The cumulative totals and consequently the average represent a measure of that variable for the particular category of the school.

Table 18

Means scores of Girls' psychological adjustment for various school categories

School Category	Minimum	Maximum	Mean	Std. Deviation
Girls boarding	1.00	5.00	3.2326	1.01372
Mixed day	1.00	5.00	3.0460	1.03326
Mixed boarding	1.00	5.00	3.4141	.88075
Mixed day and boarding	2.00	5.00	3.2286	.91207

The means, as well as the minimum and maximum levels of the psychological adjustment was determined for the various categories of schools. As indicated in Table 18 above, the girls in mixed boarding have high level of adjustment psychological adjustment (3.41). This was followed by girls in girl's boarding school (3.23) and those in mixed day and boarding school(3.22). There are clear indications that girls in mixed day had the lowest level of psychological adjustment (3.02), (Table 18).

These findings differ from those that were reported in study in England (2015) results in England showed that 75% of pupils in all-girl secondary schools received five good GCSEs compared with 55% going to mixed schools. Girls achieve in single-sex schools according to analysis of GCSEs results. Furthermore, Single-sex school pupils from poor backgrounds outperformed those at mixed schools, with 61% of disadvantaged students at all-girls schools

gaining five good GSSES compared with 55% in similar mixed schools and just 38% across all mixed institution.

Single sex schools are waning in the Limited Kingdom. In 1996, there were 2,500, in 2006, there were just 400 (Porter, 2013). According to a study by Kipkoech, Kindiki & Tarus (2011) on differences in attitudes of academically talented students towards teachers among types of schools, negative attitudes were recorded in 34.9% of the students in co-educational schools 33.4% of the students in co-education boarding, 33.0% in girls/ boarding and 33.8% of the students in co-educational boarding. Positive attitudes towards teachers were recorded more in girls' boarding (59.9%) followed by co-educational boarding schools. The study concluded that attitudes towards teachers in girls' students determine more of their performance than attitudes of boys towards their teachers. Attitude is a construct in psychological adjustment of girls.

This contrast could have been brought about by improvement of the girls' psychological adjustment due to the implementation of gender mainstreaming in secondary schools in Kenya. These results suggest that implementation of gender mainstreaming in education is being realised to some extent in line with (MoE, 2007) objective to provide a framework for the planning and programming of gender responsive education at all levels. The findings show that the girls can now adjust easily and live harmoniously in a heterogeneous environment. However, those girls in the mixed day secondary schools experienced low level of psychological adjustment with a mean of (3.0460). This is an area to focus on.

These findings suggest that girls in mixed day secondary school are exposed to different circumstances of varied magnitude as compared to the girls in mixed boarding secondary school. EYC (2003) stated that the challenges that confront girls' education in Kenya include both in-school and out-of school factors: they span the economic, cultural, social, regional and policy realms. The girls in the mixed day secondary schools may be faced by the economic, cultural and social challenges since the students who learn in such schools in Kenya usually come from ample backgrounds. The fee charged by the day schools in Kenya is affordable for students who are facing economic challenges. Girls are assigned house chores at home and such consumes a lot of their study time. Mwangi (2005) states that a

combination of poverty, disease and backward cultural practices continue to deny the girl child her rights to education inspite of governments' and civil society's efforts to make the girl realise her dreams. The girls learning in the mixed day secondary schools do not benefit much from the gender mainstreaming in education policy.

4.7 Effect of Gender Mainstreaming on Career Aspiration among Secondary School Girls

Objective five sought to determine the effect of gender mainstreaming in education on career aspiration among secondary school girls in selected counties in Rift Valley region. The girls who were selected from the four categories of schools were asked to respond to a questionnaire that was aimed at soliciting information on the effect of gender mainstreaming on the girls' career aspiration. Table 19 gives the girls' responses to the questionnaire.

Table 19
Career Aspirations among Secondary School Girls

Statement	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
The choice of subjects is usually influenced by parents and teachers	50	13.4%	131	35.1%	9	2.4%	104	27.9%	79	21.2%
Our school timetable is set up in such a way to stream students into humanities subject or science subjects.	30	8.3%	155	42.9%	27	7.5%	73	20.2%	76	21.1%
Subject choice is done as early as Form one in some subjects.	112	29.9%	146	38.9%	39	10.4%	44	11.7%	34	9.1%
Choosing Masculine subjects can bring disapproval, ridicule or isolation from a female peer group.	119	32.9%	125	34.5%	34	9.4%	54	14.9%	30	8.3%
Students lack an all-round career advice at school hence they are not able to make right career choices.	71	19.1%	95	25.6%	36	9.7%	109	29.4%	60	16.2%
Career advice at school is directed primarily at students who are seen as good performing students.	65	31.1%	64	30.6%	13	6.2%	35	16.7%	32	15.3%
The societies' expectations restrict students' career aspirations.	62	18.3%	111	32.8%	35	10.4%	72	21.3%	58	17.2%
Adult mentors play a great role in proper student career choice.	23	6.3%	51	14.0%	20	5.5%	141	38.6%	130	35.6%
Career counsellors are only appointed without prior training.	68	27.2%	102	40.8%	26	10.4%	30	12.0%	24	9.6%

Career aspirations remain one of the most significant personal component in the life of learners and those working. The career aspirations are imperative as learners go through the education ladder. The study sought to explore if there existed an effect of gender mainstreaming in education on girls' career aspirations. First, girls were asked a number of questions on the issues that surround career aspirations. The questions solicited answers on a number of issues pertaining to career that included whether parents do influence the choice of subjects that the students choose, the school timetable is set in such a way to stream students into humanities subject or science subjects and the timing of when students select subjects. Others included female peer reaction upon selecting masculine subjects, the adequacy of all round career advice in schools, social roles and societal expectation in schools among other.

Concerning the choice of subjects, the respondents indicated a near equal influence or non influence on the choice of subjects for the students. The results of the study indicate that 181 (48.5%) and 183(49.1%) of the respondents gave an indication of disagreement and agreement that parents do influence their subject choice (Table 19). This implies that approximately half of the students have independence to make their choice of subjects while the rest half do not have since their parents prevail upon them. This was also the case with whether the students get an all-round career advice at school with 44.7% and 45.6% disagreeing and agreeing respectively (Table 19). The findings showed that in as much as the learners have their free will to choose subjects in their area of interest, parents and teachers still prevailed over them. However, Watson & Quatman & Edler (2002) noted that adolescent females were more conflicted between their future careers and commitment to marriage and family, occupational status and educational level of parents. The occupational status and educational level of females' parents have had a significant impact on their career aspirations and career choice (Burlin, 1976). Wahl & Blackhurst (2000) indicated that children's career aspirations were more closely related to parental occupations. Among adolescent females in particular, career choice was strongly influenced by mother's occupation.

The respondents indicated that the time table is fairly set in such a way that it does not stream line students into humanities and sciences. Those that agree with the timetable being streamlined into humanities and science comprised 41.4% while those who do not agree were 51.2%. Those who were undecided were 7.5%. 41.4% of the girls agreed that streamlining

of timetable into arts and science was still done in their schools. Streamlining of the timetable is one of the obstacles that may prevent girls from choosing subjects that will lead to specific careers that are viewed to be masculine in nature. Republic of Kenya (2007) report showed that the issue of prejudice and discrimination still features as a major challenge facing human resource management.

MoE (1999) observed that the most urgent priority is to remove every obstacle that hampers women participation in educational programmes and leadership. MoE (1999) in his report on education gender participation observed that the most urgent priority is to remove every obstacle that hampers participation in education programmes and leadership. Factors narrowing women into traditional role occupations included social and familial influences, a lack of awareness regarding non-traditional options, an unwelcoming environment in many male – dominated fields, and discrimination within career fields, high turnover rates for women, and less seniority in given occupations. Because women's career choices were restricted, their earnings lagged behind their male counterparts with comparable education and experience (Farmer, 2002). Women earned roughly two thirds the incomes of their male counterparts.

There were indications that most of the schools do select subjects at the right time, which is when students complete form two as they proceed to form three. The proportions of students who indicated that they select their subjects at the end of form two comprised 68.8% while the contrary was 20.8%. A similar trend was experienced for whether choosing masculine subjects can bring disapproval with 67.4% disagreeing and 23.2% agreeing. In both cases, those who were undecided were 9.4% respectively. The study findings further indicated that career advice to schools is provided to all students regardless of whether they are performers or non performers. 61.7% and 32.0% were in disagreement and agreement respectively that career advice at their school is directed primarily at students who are seen as good performing students (Table 20). Girls career aspirations is still not guided well so that they do not have a clear focus on the subject.

The hypothesis related to the above objective stated that,

'There is no statistically significant effect of gender mainstreaming in education on girls' career aspirations in selected counties in Kenya.'

Education gender main streaming is thought to affect girls' career aspirations. The study sought to determine how gender mainstreaming in education affects career aspiration. Of importance was the extent to which this factor (dependent variable) changes with corresponding change in the education gender mainstreaming (independent variable).

This was prompted by the fact that the study was interested in establishing the relationship between education gender mainstreaming and career aspiration. The technique was applicable to Likert scale which was employed in the study. The hypotheses were tested using chi-square to determine whether there was any significant effect of the independent on the dependent variables.

The testing of hypothesis (H_0) was done using Chi-square because data gathered from the study was mainly ordinal in nature. The hypothesis was tested at the significance level of 0.05. Accordingly, to determine whether there was an association between the education gender mainstream and the career aspirations, the respondents (school girls) were instructed to indicate whether they Strongly Agreed, Agreed, Strongly Disagreed, Disagreed or they were Undecided on the statements that pertained to the career aspirations. Thus, the study ended up with across tabulation of five rows and five columns. That is, whether a strongly Agreed, Agreed, Strongly Disagreed, Disagreed or they were Undecided with a given statement. In addition, each of the challenges were represented by a number of statements which were reduced by averaging on the likert scores. To reject or accept the null hypotheses depended on the following criteria:

- a) If the computed value of Chi-square exceeded the critical value of Chi-square then the null hypothesis is rejected; and
- b) If the computed value of Chi-square was less than the critical value of Chi-square, then the-null hypothesis is accepted.

The hypothesis stated that “there is no significant relationship between education gender mainstreaming and career aspiration”. The aforementioned independent variables were tested against the dependent variable.

As shown in table 19, the independent variable was gender mainstreaming in education. In order to test the hypothesis, respondents were asked to respond to numbers 1-5, where 5-denoted strongly agree, 4-denoted agree, 3-denoted undecided, 2-denoted disagree and 1-denoted strongly disagree. The results were coded and analyzed. The dependent variable in the study was career aspirations. The Chi-square results were as follows:

Table 20

Education Gender Mainstreaming Score and Career Aspiration Cross Tabulation

Count		Career Aspiration				
		Disagree	Strongly disagree	Strongly agree	Undecided	Agree
Education Gender Mainstreaming Score	Gender	2	70	173	22	267
		0	51	68	4	123
	Total	2	121	241	26	390

a. Student gender = Female

As indicated in table 21, the Chi-square value was 11.605 and the critical value is 7.81 at 0.05 level of significance and 3 degrees of freedom. This means that the observed value lies in the rejection region. Therefore we reject the null hypothesis and conclude that there is a significant relationship between education gender mainstreaming and career aspiration.

Table 21**Chi-Square Tests on Girls' Career Aspirations and Gender Mainstreaming**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.605 ^a	3	.009
Likelihood Ratio	12.356	3	.006
Linear-by-Linear Association	8.854	1	.003
N of Valid Cases	390.000		

- a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .63.
b. Student gender = Female

The P-value is 0.009, which is less than 0.05. This means that, the relationship is significant at 95% Confidence interval. These findings are similar to those reported by (Khallad, 2000; Waston, et.al., 2002). Career aspirations are influenced by factors such as gender, socioeconomic status, race, parents' occupation and education level, and parental expectations. Researchers examine such factors to determine their role in career behaviour and how they affect individuals' career decisions (Osipow & Fitzgerald, 1996; Rojewski & Yang, 1997).

Recent studies have refuted earlier findings and asserted that females demonstrated an interest in a greater number of careers and displayed more gender – role flexibility in their career aspirations than males (Francis, 2002; Mendez & Crawford, 2002). Kiptoo (2009) revealed that female secondary students had more positive attitudes toward academic work than males. Moreover, Watson & Quatman & Edler (2002) noted that adolescent females were more conflicted between their future careers and commitment to marriage and family, occupational status and educational level of parents.

The Women and Work Commission (2005) noted concern about girls' access to information and support to make informed choices about educational subjects, training, jobs and careers.

Many girls feel that they get poor career advice at school and are steered into stereotypical female jobs (Youth Work Now, 2007).

There is awareness at all levels that there needs to be more gender focus in career advice (Rolfe, 1999). Expectations and aspirations are linked, not only to gender but are interwoven with class-based norms and expectations (Charles, 2002). There continued to be significant gendered divides in the types of subjects which boys and girls take after 16 (Skelton et al; 2007). A recent EOC report (2007a), “I want to fulfil my dream”, reveals how the career ambitions of some ethnic minority girls and women are limited by family, faith and culture in Britain. This can create a gap between their individual aspirations and their social circumstances. Skelton et al (2007) noted that as soon as subject choice is introduced, there continues to be an extreme gendered division, with young men typically pursuing technical and science-oriented subjects and young women typically pursuing caring, or arts and humanities/social sciences subjects.

Gendered expectations are also built into structural elements of school organization. It is believed that people are “arty” or “good at science” and few are both. Because of this, many school timetables were to stream students into one area or another. As Miller, Neathy, Pollard & Hill (2004) noted the making of early educational choices that effectively close off certain career options remains one of the prevailing barriers to the entry of women into areas of non traditional work. Creating an enabling academic environment should be one of the goals and objectives of education strategic plan. Although inadequate and broken down equipment and infrastructural facilities affect both men and women, the coping abilities of women and girls have to be studied, considering their multiple roles. Gender mainstreaming and career aspirations are therefore inseparable.

4.8 Girls' Career Aspiration per category of School

Objective six sought to examine whether the effect of gender mainstreaming in education on girls' career aspiration varied with category of school in selected counties in Kenya. A questionnaire was given to the school girls who were selected from the four categories of schools and this comprised; girls' boarding, mixed boarding, mixed day and boarding and mixed day secondary schools.

An analysis was done for mean, maximum and minimum values for career aspiration for the various categories of school. The study results indicated, that girls in mixed day and boarding did very well in terms of career aspiration. They had a mean of (2.8), followed by those in mixed day (2.74). Girls in mixed boarding seem not be performing well in career aspirations (Table 22).

Table 22

Scores of Career Aspiration for different School Categories

School Category	Minimum	Maximum	Mean	Std. Deviation
Girls boarding	2.00	4.00	2.7241	.54324
Mixed day	2.00	4.00	2.7442	.48956
Mixed boarding	1.00	4.00	2.7113	.61167
Mixed day and boarding	1.00	4.00	2.8000	.62634

The implication of these results is that gender mainstreaming in education relies on the learning environment of the girls and the competition they receive. It is inferred that the girls in mixed day and boarding schools receive enough competition from their boy counterparts and are exposed to various career activities hence develop an independent view of career choice unlike those girls who are in the single sex boarding school. These findings concur with the study by Gacohi, Sindabi, Mwaniki & Kimani, (2015) that career activities facilitate student career aspirations which lead to career planning and decision making. Patton and Creed (2001) have similar view that decisions and planning normally does not involve one decision but typically extends over a period of several years.

Other studies carried out by (McCracken et al, 2015) agree with the research findings that adolescents view on gender roles are likely to shape their expectations and aspirations for future career and also shape culture within the schools. Various categories of schools have different school cultures which may influence the students' career aspiration positively or negatively. These research findings are also supported by reports on single-sex and co-educational schooling that robust evidence about the advantage of one school type over the

other (Ivinson & Murphy, 2007) is not conclusive. Career aspiration among secondary school girls is influenced by several factors and learning environment plays a great role.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations emanating from the research on the effect of gender mainstreaming in education on psychological adjustment and career aspiration of secondary school girls in selected counties in Rift Valley Region of Kenya.

5.2 Summary of the findings

Based on the objectives, hypotheses and analysis of collected data, the following were the major findings:

5.2.1 Level of Education Gender mainstreaming among Secondary School Head teachers, Counsellors and Girls

The first objective of the study was to establish the level of awareness of education gender mainstreaming policy and among the secondary school head teachers, counsellors and girls. According to the findings, all the three categories of respondents; head teachers, school counsellors and girls had some level of awareness. The least score was seven (7) and the highest score was twenty three (23). The findings of the study indicated that 121(32.0%) of the girls were not aware of the educational gender mainstreaming while the head teachers possessed the highest level of awareness of the gender policy with 40(80.0%). Most of the school counsellors possessed moderate level of awareness. These were 43(86.0%).

A look at a comparison of the difference between the mean score, using ANOVA, revealed that there was a significant difference ($P\text{-Value} = 0.00$) between the various categories of the respondents with the school counsellors mean score of 17.840 and head teachers' mean score of 18.520. This is a welcome outcome since the head teachers are the managers of schools and education gender issues cannot be integrated to be part of the school culture if the leadership does not uphold even the most basic component of the gender issues like being aware. The girls' low level of awareness of education gender mainstreaming is an area of concern since they are the beneficiaries of the policy and lack of awareness may impede policy implementation.

Hypothesis one, stated that ‘there is no statistically significant difference on level of awareness of education gender mainstreaming between girls, school counsellors, and head teachers in selected counties in Kenya’. ANOVA test which was utilized to test the hypothesis showed that there is a significant difference between the levels of awareness amongst the different categories of respondents who participated in the study. ANOVA analysis yielded a P-value of 0.00 leading to a rejection. It was therefore concluded that there is a statistical significant difference in the level of awareness of the three groups of respondents; head teachers, school counsellors and girls.

5.2.2 Extent of Implementation of Education Gender Policy in Girls’ Secondary Schools

The second objective of the study sought to determine the extent of implementation of education gender policy in girls secondary schools in selected counties. Research findings revealed that implementation of gender policy was to an extent of 75.25% with school counsellors and head teachers giving an interpretation of 74.1% and 76.4% respectively. These results indicate that the gender policy framework for the planning and implementation of gender responsive education is bearing fruit. It is known that the government of Kenya through the Ministry of Gender and Special groups has put strategies for implementation of gender equity by creating equal chances, empowerment and participation of both sexes in all spheres of public and private life. This is further reinforced by the minimum 30% women employment which is clearly stated in the constitution. While this is true, the research results indicate that implementation still lags behind with a deficit of 24.25% remaining to be implemented. These results show that the goal of achieving sameness in quality, uniformity in quantity, amount, value and intensity of provisions will still remain an area to focus on.

5.2.3 Effect of Education Gender Mainstreaming and Girls’ Psychological Adjustment

Objective three sought to determine effect of education gender mainstreaming on the psychological adjustment among secondary school girls in selected counties of Rift Valley Region. Of importance was the extent to which the dependent variable (psychological adjustment) change with corresponding change in the education gender mainstreaming (independent variable). Three indicators of psychological adjustment were considered in measuring this concept and these comprised self-esteem, personal development and self actualization. These indicators were measured based on standard scales of psychological

measurements which included: Rosenberg self esteem scale (1995) that was used to measure self esteem. Personal development was based on Robitschek (1998), while self actualization was based on Jones and Crandall (1986). The final scoring of psychological adjustment was made by getting the average for the three indicators of psychological adjustment; self esteem personal development and self-actualization.

The study findings indicated that education gender mainstreaming contributes 13% to self esteem (R value of 13%), 31% to personal development and 12% to self actualization. When the three are combined, the overall effect of education gender mainstreaming on psychological adjustment stands at 18%. These research findings have the implication that gender mainstreaming is bearing fruit because the results of the study on education gender mainstreaming show a high degree of implementation (75.25%). The study findings on the level of awareness among the implementing authorities showed that it was high; the school counsellors and the head teachers. These suggest that education gender mainstreaming is a policy that stakeholders cannot wish away.

In relation to objective four, the study hypothesized that “there is no statistically significant effect of education gender mainstreaming on girls’ psychological adjustment in selected counties in Kenya. The study adopted a chi-square (χ^2) test of hypothesis testing technique. The hypothesis was tested at significant level of 0.05. A cross tabulation for education mainstreaming yielded a chi-square (χ^2) value of 8.365. This value is more than the tabulated value of 7.81 and lies in the rejection region. Therefore, the null hypothesis was rejected at 3 degrees of freedom, that there is no significant relationship between education gender mainstreaming and psychological adjustment among secondary school girls. It was therefore concluded that there is a significant relationship between education gender mainstreaming and psychological adjustment of secondary school girls.

5.2.4 Effect of Gender Mainstreaming in Education on Girls’ Psychological Adjustment per Category of School

Objective four sought to examine whether the effect of gender mainstreaming in education varied with school category. It was found that the girls in mixed boarding and day secondary

school had the highest level of psychological adjustment. Those learning in mixed day secondary schools experienced the lowest level of psychological adjustment.

5.2.5 Effect of Education Gender Mainstreaming on Career Aspiration among Secondary School Girls

Objective five sought to identify the effect of education gender mainstreaming on girls career aspirations in selected counties in Kenya. Career aspirations are imperative as learners climb the education ladder. It was important to find out whether there was an effect of education gender mainstreaming on girls' career aspirations. The girls were asked a number of questions on the issues that surround career aspirations. Research findings indicated that 48.5% and 49.1% of the respondents gave an indication of disagreement and agreement that parents do influence their subject choice. This implies that approximately half of the girls have independence to make their choice of subjects while the rest have nothing to do since their parents prevail upon them. As to whether students get an all-round career advice at school, 44.7% and 45.6% disagreed and agreed respectively with the statement. There was also indication that the timetable is streamlined into arts and science with responses showing 41.4% agreement and 51.2% disagreement. This showed that the learners were streamlined into art and science classes locking out those who could be talented in both areas. The study findings further indicated that career advice to girls was given to all students regardless of their academic performance with 31.1% disagreeing with the statement that this service is given based on performance while 15.3% disagreeing with the statement. The hypothesis related to the objective above stated that:

“There is no significant relationship between education gender mainstreaming and career aspirations of girls”.

Education gender mainstreaming is thought to affect girls career aspirations hence the study sought to determine the effect of gender mainstreaming on career aspirations. The hypothesis was tested using chi-square (χ^2) to determine whether there was any significant association between the independent and the dependent variables. The testing of the hypothesis (H_0) was done using chi-square (χ^2) because the data gathered was mainly ordinal in nature. The hypothesis was tested at the significance level of 0.05. To reject or accept the null hypotheses depended on the following criteria:

- (a) If the computed value of chi-square (χ^2) exceeded the critical value of chi-square (χ^2) then the null hypothesis is rejected; and
- (b) If the computed value of chi-square (χ^2) was less than the critical value of chi-square (χ^2), then the null hypothesis is accepted.

In order to test the hypothesis, respondents were in a 5 point likert scale. The chi-square (χ^2) value was 11.05 at 0.05 level of significance and 3 degrees of freedom. This means that the observed value lies in the rejection region. Therefore, the null hypothesis was rejected. It was hence concluded that there is a significant relationship between education gender mainstreaming and career aspiration of the secondary school girls in selected counties in Kenya. The P-value is 0.009, which is less than 0.05. This means that the relationship is significant at 95% confidence level.

5.2.3 Effect of Education Gender Mainstreaming in Education on Girls' Career Aspiration per School Category

Objective six sought to investigate whether the effect of gender mainstreaming on girls' career aspiration varies with school category. Research findings showed that girls learning mixed day and boarding schools had the highest level of career aspiration while those learning in mixed day experienced the lowest level of career aspiration. The girls in mixed boarding and girls' boarding schools showed an average performance as far as career aspiration is concerned.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:-

- i) Gender mainstreaming awareness exists among secondary school staff and female students. Head teachers possess a higher level of awareness, followed by the school counsellors while the female students' level is the least.
- ii) There is implementation of gender mainstreaming policy in education in secondary schools in Kenya.

- iii) There is a significant relationship between gender mainstreaming and the girls' psychological adjustment in areas of self-esteem and personal development in secondary schools in Kenya.
- iv) There is a significant relationship between gender mainstreaming and girls career aspirations in secondary schools in Kenya.
- v) The girls' psychological adjustment vary with school category. The girls learning in mixed boarding schools experience a higher level of psychological adjustment followed by those learning in girls' boarding schools while those learning in mixed day and boarding secondary schools have less level of psychological adjustment.
- vi) The girls' career aspirations in secondary school are restricted due to differentials in timetables that are followed in teaching various subjects which restricts learners to specific careers hence directing them to conventional gender lines.

5. 4 Recommendations

Education gender mainstreaming is a very important government policy that has a great impact on the girls' psychological adjustment and career aspirations. Findings revealed that gender mainstreaming has a significant relationship with girls' psychological adjustment and career aspirations.

To this end, the study makes the following recommendations:

- i. The Ministry of education should embark on education gender mainstreaming sensitization; identify techniques and tools to be used in training and raising awareness among all the girls, school counsellors and teachers.
- ii. The Ministry of education should institute a continuous monitoring on the extent of gender mainstreaming implementation exercise in schools and the public.
- iii. The school counsellors should be enhance girls' psychological adjustment in areas of self-esteem and personal development in secondary schools in Kenya.

- iv. The ministry of education and secondary schools should assist female students in career preparation to facilitate career aspirations across the board to facilitate girls' entry into non-traditional careers and improve on gender equity. .
- v. More female teachers should be encouraged to take more technical and science oriented courses so as to act as role models to girls in secondary schools. The national and county government should ensure that subject choices are made at the right time to open up all career options to students and Gender mainstreaming in education and career aspirations are inseparable.

5.5 Suggestions for further research

The study suggests that the psychological adjustment and career aspiration among the secondary school girls can be positively influenced if certain measures are put in place. Therefore, there are certain areas that warrant further investigation:

- (i) A study of the influence of antecedent student factors such as family type that may lead to poor self-esteem and low personal development.
- (ii) A study on the relationship between girls' personal characteristics such as intelligence and talents and gender mainstreaming.
- (iii) Preparedness and effectiveness of school counsellors in guiding and counselling student career aspirations and subject choice.
- (iv) An assessment of an effective mechanism of implementing, reviewing and changing the gender mainstreaming in education policy in schools.

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APPENDICES

APPENDIX I: HEAD TEACHER'S QUESTIONNAIRE (HTQ)

Dear respondent,

I am a Doctor of Philosophy student undertaking a research entitled “Effects of Education Gender Mainstreaming on Secondary School girls’ Psychological Adjustment, and Career Aspirations in selected Counties in Kenya”. I kindly request you to fill these questionnaires and interview schedules. Your unreserved response will be treated with utmost confidentiality and they will exclusively be used for the purpose of this study. There is no right nor wrong answers, therefore respond to the items as appropriately as specified herein. Do **NOT** write your name anywhere on this paper.

Thank you.

Yours faithfully,

Prisca Jepchirchir Kiptoo - Tarus

Instructions for filling these questionnaires

Please put a tick (√) in the appropriate answer as required in the in the questions that follow:-

Part (I) Background Information

In this section, indicate your answer by putting a tick (√) in the appropriate space provided.

1. What are your academic qualifications?

A-Level [] University []

2. For how long have you been a head teacher?

1-5 Years []

6-10 Years []

11 years and above []

Part (II.) Information on Gender Mainstreaming

3. Is there any policy related to gender in the school?

Yes ()

No ()

4.. Indicate whether you Strongly Agree (SA), Agree (A), Undecided (UN), Disagree or Strongly disagree on whether the following gender policy are stated in your schools' gender policy.

No	Statement	SA	A	U	D	SD
1	My school strives to achieve gender equality for all students and staff through gender mainstreaming					
2	My school strives to ensure access and equity to education and opportunities for all students					
3	My school recognises and acknowledges the gender dimension					
4	My school combats gender based violence					
5	My school focuses on empowerment irrespective of gender					

5. With regard to the gender policy implementation, what is your appropriate rating as to the extent of implementation on the following scale –

1. not at all (NAA)

2. to a minimal extent (ME)

3. to some extent (SE)

4. to a great extent (GE)

5. to a very great extent (VGE)

No	Statement	NAA (1)	ME (2)	SE (3)	GE (4)	VGE (5)
1	My school strive to achieve gender equality for all students through gender mainstreaming					
2	My school strive to ensure access and equity to education and opportunities for all students					
3	My school recognises and acknowledges the gender dimension					
4	My school combat gender based violence					
5	My school focuses on empowerment respective of gender					

6. Which of the following critical indicators of gender equity does the policy address?

	Mentioned and addressed in detail	Mentioned and addressed but not in detail	Mentioned but not addressed	Neither mentioned nor addressed
Provision				
Access				
Participation				
Resources				
Achievement				

7. How effective are the mechanisms for implementing the policy?

Mechanisms	VE	E	NTE	NE
Implementing policy				

VE - Very Effective

E - Effective

NTE - Not too effective

NE - Not at all effective

APPENDIX II: INTERVIEW SCHEDULE FOR HEAD TEACHERS (ISHT)

1. Which methods are put in place to ensure implementation of gender mainstreaming in your school?

2. How were you trained on implementation of gender mainstreaming in education?-

3. How are headteachers sensitised about gender mainstreaming?-

4. Are there manuals/guidelines on gender mainstreaming in education in your school?-

5. How accessible are the manuals/guidelines on gender mainstreaming in education to teachers and students?

APPENDIX III: SCHOOL COUNSELLOR QUESTIONNAIRE (SCQ)

Egerton University

School of Education,

Department of Education Psychology

P. O BOX 536-20115,

EGERTON, NJORO, KENYA

Dear Respondent, I am a Doctor of Philosophy Student undertaking a research entitled “Effects of Education Gender Mainstreaming on Secondary School girls’ Psychological Adjustment, and Career Aspirations in selected Counties in Kenya”. I kindly request you to fill this questionnaire, your unreserved responses will be treated with utmost confidentiality and they will be used exclusively for the purpose of this study. There is no right or wrong answer therefore respond to the items as appropriately as specified here in. **DO NOT** write your name anywhere on this paper.

Thank you

Yours faithfully,

Prisca Jepchirchir Kiptoo - Tarus

Instructions for filling these questionnaires

Please put a tick (✓) in the appropriate answer as required in the questions that follow:-

Part I: Background Information

1. Are you a professionally trained?

School counsellor Yes () No ()

Teacher Yes () No ()

Part II: Information on Educational Gender Mainstreaming

Here are some statements about effects of Gender mainstreaming. Read each statement carefully.

2. With regard to the gender policy implementation, what is an appropriate rating as to the extent of implementation on the following scale –

1. not at all (NAA)
2. to a minimal extent (ME)
3. to some extent (SE)
4. to a great extent (GE)
5. to a very great extent (VGE)

No	Statement	NAA (1)	ME (2)	SE (3)	GE (4)	VGE (5)
1	My school strive to achieve gender equality for all students and staff through gender mainstreaming					
2	My school strive to ensure access and equity to education and opportunities for all students					
3	My school recognises and acknowledges the gender dimension					
4	My school combat gender based violence					
5	My school focuses on empowerment respective of gender					

APPENDIX IV: INTERVIEW SCHEDULE FOR SCHOOL COUNSELLORS (ISSC)

1. Which methods are put in place in your school to ensure implementation of gender mainstreaming in education?

2. How were you sensitised about gender mainstreaming in your school?

3. How accessible are manuals and guidelines on gender mainstreaming in education to teacher in your school?

4. How were you trained on the implementation of gender mainstreaming in your school?-

APPENDIX V: STUDENT QUESTIONNAIRE (SQ)

Egerton University
School of Education,
Department of Education Psychology
P.O BOX 536-20115,
EGERTON, NJORO, KENYA

Dear student,

Dear Respondent, I am a Doctor of Philosophy Student undertaking a research entitle “Effects of Education Gender Mainstreaming on Secondary School girls’ Psychological Adjustment, and Career Aspirations in selected Counties in Kenya”. I kindly request you to fill this questionnaires, your unreserved responses will be treated with utmost confidentiality and they will be used exclusively used for the purpose of this study. There is no right or wrong answered therefore respond to the items as appropriately as specified here in. DO NOT write your name anywhere on this paper.

Thank you.

Yours faithfully,

Prisca Jepchichir Kiptoo -Tarus

Instructions for filling these questionnaires

Please put a tick (✓) in the appropriate answer as required in the in the questions that follow:-

Part (i) Background Information

Tick (✓) the appropriate bracket or and as required by the question.

1. State your class.

Form I ()

Form II ()

Form III ()

Form IV ()

2. State your gender

Male ()

Female ()

3. State the type of school.

Girls boarding ()

Boys boarding ()

Co- education day ()

Co-educational boarding ()

Part II: Information on Equality and Equity (Gender Mainstreaming) in Education

4. Is there policy related to gender in your school?

Yes ()

No ()

1) Indicate whether you Strongly Agree (SA), Agree (A), Undecided (UN), Disagree or Strongly disagree on whether the following gender policy are stated in your schools' gender policy.

No	Statement	SA	A	U	D	SD
i	My school strives to achieve gender equality for all students through gender mainstreaming					
ii	My school strives to ensure access and equity to education and opportunities for all students					
iii	My school recognises and acknowledges the gender dimension					
iv	My school combats gender based violence					
v	My school focuses on empowerment irrespective of gender					

Part III: Information on Career Aspirations

Please put a tick (✓) in the appropriate answer as required in the in the questions that follow:-

Key

SA - Strongly Agree

A - Agree

U - Undecided

D - Disagree

SD - Strongly Agree

No	Statement	SA	A	U	D	SD
1.	The choice of subjects is usually influenced by parents and teachers.					
2.	Our school timetable is set up in such a way to stream students into humanities or science					
3.	Subject choice is done as early as Form one in some subjects.					
4.	Choosing science courses can bring disapproval, ridicule or isolation from a female peer group.					
5.	Career advice at school is directed primarily at students who are seen as good performing					
6.	Girls are trained for social roles e.g. home science, humanities etc while boys are trained for professional careers e.g. engineers, architects etc.					
7.	The societies' expectations restrict students' career aspirations.					
8.	Adult mentors play a great role in proper student career choice.					

Part IV: Psychological Adjustment

A. Self esteem

No	Statement	SA	A	U	D	SD
1	Girls sometimes believe that their brothers are more intelligent and will eventually have a better career					
2	Girls are generally not high academic achievers					
3	Girls mostly think that they are not as good as their boy counterparts					
4	Most girls perceive that they cannot do things well as most other people					
5	I feel useless at times					
6	I wish I could have more respect for myself					
7	I take a positive attitude towards myself					
8	I am not confident and I hate myself.					
9	I am so afraid to speak in school					
10	I have no confidence to talk freely to other students					
11	I do not know my potential					
12	I can make life better for myself					

Source (Simmon, Rosenberg &Rosenberg, 1973)

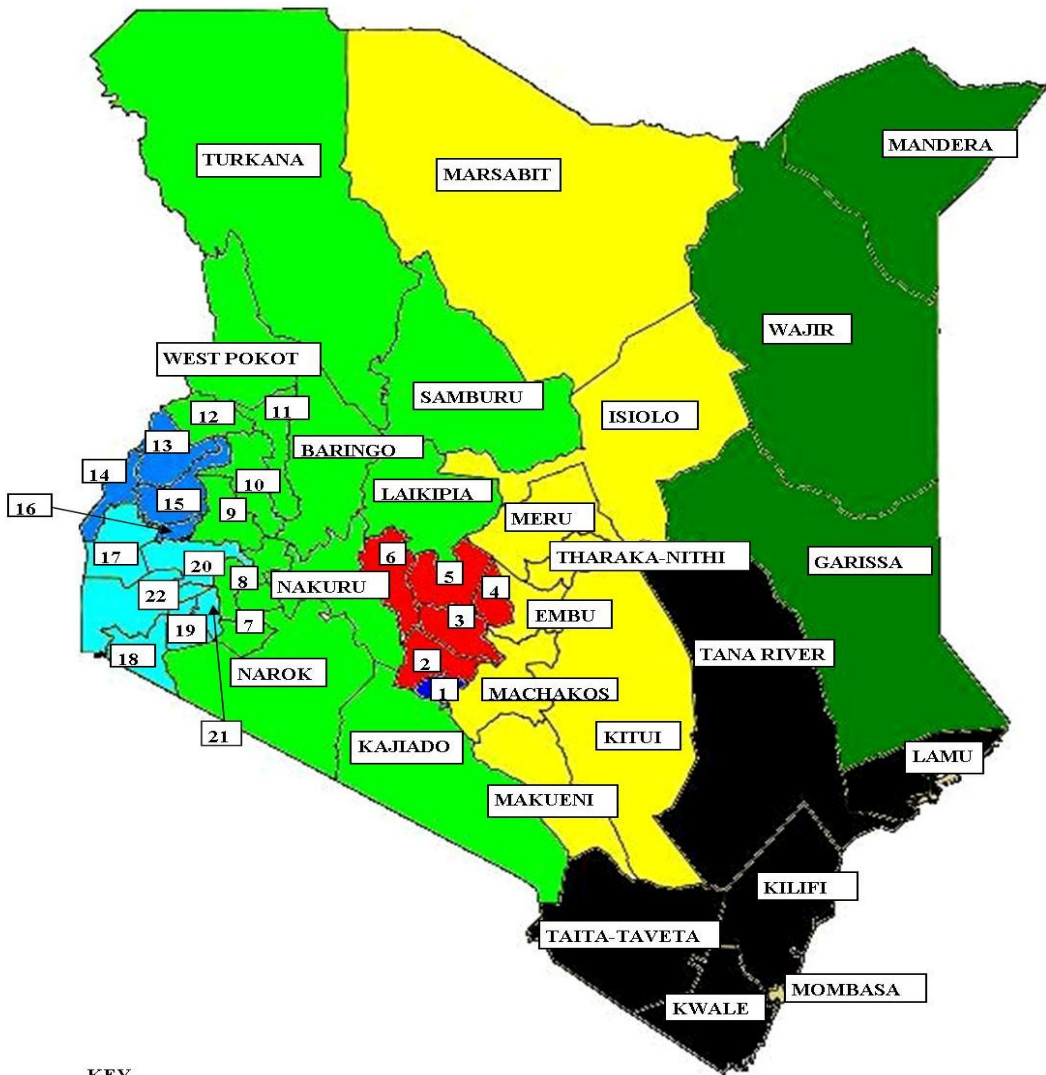
B. Personal Development

No	Statement	SA	A	U	D	SD
1	Boys and girls can compete fairly well in the academic arena					
2	Boys are more gifted than girls in science subjects					
3	Girls who do well in sciences only do so after a hard struggle.					
4	I feel that things will be the way one sees them					
5	I believe everyone should believe in himself/herself					
6	We learn by our mistakes so one should keep on trying					
7	For one to know how to do something, one should start from somewhere.					
8	I feel that anything one wants is possible to be attained.					

Source: Robitschek, (1999) cited in Bilich (2010), 1973)

THANK YOU.

APPENDIX VI: MAP OF COUNTIES IN KENYA




APPENDIX VII: FOUR SELECTED COUNTIES



KEY


- TURKANA**
- WEST POKOT**
- ELGEYO MARAKWET**
- NAROK**

APPENDIX VIII: RESEARCH PERMIT

<p align="center">PAGE 2</p> <p>Research Permit No. NCST/RCD/14/013/1178</p> <p>Date of issue 2nd July, 2013</p> <p>Fee received KSH. 2000</p> <p>Selected Location District Countries</p> <p>the topic: Effect of education gender streaming on secondary school girls' psychological adjustment and career options in selected Countries in Kenya.</p> <p>for a period ending: 30th September, 2013.</p>	<p align="center">PAGE 3</p>  <p align="center"><i>M. Njoroge</i> Applicant's Signature For Secretary National Council for Science & Technology.</p>
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CONDITIONS

1. **You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
2. **Government Officers will not be interviewed with-out prior appointment.**
3. **No questionnaire will be used unless it has been approved.**
4. **Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
5. **You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

GPK605563mt10/2011 (CONDITIONS—see back page)