

**EFFECT OF AFFIRMATIVE ACTION ON THE ACADEMIC PERFORMANCE OF  
THE BOY-CHILD IN PUBLIC PRIMARY SCHOOLS IN KIENI EAST SUB  
COUNTY – NYERI COUNTY**

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**A Thesis Submitted to the School of Education and Social Sciences for the Partial  
Fulfilment of the Requirements for the Conferment of Master of Education in  
Educational Leadership and Management of Kenya Methodist University**

**August, 2019**

## DECLARATION AND RECOMMENDATION

### Declaration

I declare that this thesis is my original work and has not been presented for a degree or any other award in any other university.

Signed \_\_\_\_\_

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### Recommendation

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

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## **DEDICATION**

I dedicate this work to my dear wife Carol W. Mutahi and our children Mumbi, Kahiga, Wangechi and Githinji for their unswerving love and support during this study.

## **ACKNOWLEDGEMENT**

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## ABSTRACT

Education is fundamental to development of human resource capacities and economies. It is a vital tool in achieving greater autonomy, empowerment of women and men and in addressing gender gaps in all aspects. Academic performance has, hence become a vital stop gap measure towards achieving education across many nations. That notwithstanding, there has been great concern over poor academic performance of boy child in Kenya. This is partly attributed to the overemphasis on girl child as a result of the affirmative action in education. The purpose of this study was to investigate the effect of affirmative action on academic performance of the boy child in public primary schools in Kieni East Sub-County, Nyeri County. It was guided by specific objectives that aimed to establish the effect of gender parity, gender mainstreaming and women advocacy on academic performance of the boy child in Kieni East Sub-County, Nyeri County. The investigation was guided by three theories namely: motivational system theory, reciprocal determinism theory and theory of justice. The study adopted a descriptive survey research design. The target population for this study comprised 52 head teachers, 542 teachers and 17,824 pupils in the 52 public primary schools in Kieni East Sub-County. A sample of 10 head teachers, 108 teachers and 357 standard seven pupils was selected. Data was collected using a semi structured questionnaire for teachers and pupils. An interview guide was used to solicit data from head teachers. Piloting of research instruments helped to test the validity and reliability accordingly. A reliability coefficient of 0.83 was noted. Qualitative data from interviews and open-ended questions in the questionnaire were analysed using content analysis which involved making inferences by identifying specified characteristics of messages and describing the attributes of the messages. Quantitative data was analysed through descriptive statistics. Association between variables was tested using Chi-square tests. Statistical analysis was done with the aid of Statistical Package for Social Sciences (SPSS) version 22.0. Results were presented using charts, frequency tables and narratives. Findings of the study showed that gender parity was not statistically significant in affecting boys' academic performance. Gender mainstreaming and women advocacy had significant effect on the academic performance of the boy child. It emerged that girls were more favoured than boys during awarding of scholarship and in providing gender based training. Academic performance of the boy child was generally found to be lower than that of the girl child. Ministry of Education should re-evaluate the implementation of the affirmative action policy in education in order to enhance gender equality and equity in primary schools. There is need to shift from girl-centred affirmative action to a more inclusive approach in order to accommodate the needs of the boy child in public primary schools. Gender sensitization and awareness trainings on basic principles of affirmative action are also needed. The results have implications on policy regarding equality in education hence the Ministry of Education should develop inclusive policies intervention measures for addressing the academic performance of boy-child in Kieni-East Sub-county and other regions.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AA</b>	Affirmative Action
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>ATS</b>	Approved Teacher Status
<b>FGD</b>	Focus Group Discussion
<b>GCSE</b>	General Certificate of Secondary Education
<b>HIV</b>	Human Immunodeficiency Virus
<b>JAB</b>	Joint Admissions Board
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>MDG</b>	Millennium Development Goals
<b>MOE</b>	Ministry of Education
<b>MST</b>	Motivational System theory
<b>NGO</b>	Non-Governmental Organization
<b>SAAP</b>	Strong Affirmative Action Programme
<b>SCEO</b>	Sub-County Education Office
<b>SCDE</b>	Sub-County Director of Education
<b>SDG</b>	Sustainable Development Goals
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UPE</b>	Universal Primary Education
<b>USA</b>	United States of America
<b>WiIDAF</b>	Women in Law and Development in Africa

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Academic performance of learners has been a subject of attention over the past years. Several years after the adoption of the Education for All (EFA) goals in 2000, many pupils in public primary schools have been experiencing poor academic performance across the globe. The same has been worsened by the affirmative action in education, especially in Kenya. Worldwide, primary education is a critical stage in the development of children as they prepare for the future. As such, the affirmative action in education is expected to present non-discriminative treatment scenario and opportunities with regards to both genders. This study is set out to investigate the effects of affirmative action on academic performance of the boy child in public primary schools in Kieni East Sub-county, Nyeri County. This chapter therefore, presents the problem and its background, the research objectives, hypothesis. Also included is a description of the anticipated value of the study, the scope, delimitations, limitations and definition of key terms as used in this this study.

Academic performance can be described as low or weakness of the learner's mark under the normal average in a study subject level or examination as a result of a variety of reasons (Al-Zoubi & Younes, 2015). The poor academic performances may lead to frequent repetition of failure, despite ones abilities to achieve best marks. To measure such achievement, various indicators have been used to assess academic performance of a learner which includes mean

score, cumulative grades, numeracy and literacy skills, as well as other performance indices established by individual institutions or examining bodies (Abebe et al., 2017).

The millennium development goals number three adopted by the United Nations brought in gender equality in education into focus and came up with mitigating measures that include access, retention, and school completion rates. These mitigating measures and emphasis however overlooked the inequality in the academic performances, which trickle down to school teaching and learning process in order to ensure equal opportunities to excel is accorded to both boys and girls. This points out on the need to include academic performance as an indicator towards achieving gender equality (Baru, 2012).

Many studies have attributed academic performance to various constructs that include: educational opportunities in subsequent levels, job prospects, economic development, productive human resources, health people, democratic societies (OECD, 2012) and community development, among others. Other studies have demonstrated a correlation between academic performances and various constructs such as social-cultural factors, homework, school factors, teaching facilities, parental role, nutritional factors, medical factors, demographic factors and others (Nghambi, 2014; Houtte, 2004; Kibui et al, 2014; Ong, et al. (2010); Abebe et al., 2017).

Gender issues relating to academic performance have evolved over time. Nations have committed funds and adopted policies in education that aim to educate, train and equip boys and girls with skills, attitudes and knowledge for undertaking social roles in life and for

accelerated national development (Baru, 2012). Some countries such as Kenya have entrenched the affirmative action issue in the constitution. Institutions and government departments are expected to domesticate such clauses by enacting appropriate policies.

There is a glut of published literature, for example, Levinson (2011) and, Livumbaze and Achoka (2017) which have demonstrated gender differences in academic performance across the globe. The differences in performance could be attributed to diverse factors which include anxiety, attitudes, culture, and type of school, self-efficacy beliefs, self-esteem and others (Baru, 2012). Woods and Wolke (2004) examined the relationship between bullying and academic performance among primary schools children in UK. Their findings disputed the theory that poor academic performance in primary school had a direct relationship with physical bullying behaviour among pupils.

Storo and Campbell (1994), as quoted in Baru (2012), advocated for similar treatment for each gender. They argued that gender is a poor predictor of many aspects like intelligence, skills acquisition and performance. They further argued that each gender is capable of attaining full potential in an ordinary conducive environment. According to Baru (2012), differences in performance among gender occur due to one's orientation and ability to negotiate challenges related to circumstances that emanate from the environment. Other factors that can explain this scenario are physical, psychosocial and emotional dimensions in a social discourse (Kibui et al, 2014). Despite these arguments, the boy child has continued to suffer discrimination in primary school owing to the affirmative action; a situation that was hypothesized to be causing them to underperform in national examinations.

Generally, affirmative action means a deliberate move to reforming or eliminating past and present discrimination, using a set of public policies and initiatives designed to help on the basis of colour, creed, geographical location, race, place of origin and gender, among others (WiLDAF, 2010). This definition is in line with Dessler (2005), who asserts that affirmative action involves steps that are taken for the purpose of eliminating the present effects of past discriminations. Affirmative action takes into account under-representation and insignificant occupation of positions by some minorities in the society. The underlying motive for affirmative action is the principle of equal opportunity, which holds that all persons have the right to equal access to self-development. Lee (1999) defines affirmative action as the proactive policy of making special efforts in employment decisions, college entrance, and other areas of public behaviour as a way of compensating for past discrimination.

Lee (1999) gives the justification of affirmative action as being based on the thought that certain groups of people, even in the absence of current discrimination against any individual member of that group, are at a disadvantage because of the effects of past discrimination against some members of the group. Affirmative action is thus an attempt to 'level the playing field'. Emphasis is placed on the fact that affirmative action is to benefit a disadvantaged group and is not limited to injured individuals of discrimination. Though those directly injured may benefit too, affirmative action policies are not put in place to redress their grievances. The solution they have is to seek redress from the courts.

The concept of affirmative action was introduced by President John F. Kennedy in the United States with his Executive Order number 10925 (Vertreace, 2010). He introduced affirmative



action as a tactic to address discrimination which had not been fully addressed by civil rights laws that had been passed at the time. The affirmative action expressed in the form of Executive order was addressed to federal contractors drilling equality treatment among applicants in disregard of race, colour, religion, sex, or national origin. In 1964, The Civil Right Act extended Kennedy's directive to non-governmental contractors which led to discrimination of any form; on basis of religion, sex or colour to be closely labelled as illegal.

Africa for instance, affirmative action is actively practiced by many countries. In South Africa, affirmative action started with the oppression of the black people by the white people. The blacks came up with a way to reverse that discrimination. In 1991, Harpalani (2012) in a South African study reports that there were only thirty black engineers' verses seventeen thousand, eight hundred and forty white engineers. Harpalani continues to report the number of whites that tallied with blacks in the pharmaceuticals was two thousand and twenty one to thirty one to thirty one respectively. A similar trend was observed in the number of chartered accountants in 1964 where there were sixty blacks accountants, twenty fewer as compared to the number of white accountants. The trend was not exceptional in representation, the blacks were underrepresented, and they occupied three percentages of managerial positions to match the black population which was computed up to eighty percentage of the total population in the country. The Blacks, Asians and Coloureds could not serve with whites in their professional capacities. They could only serve as unskilled or semi-skilled workers. One could not rise beyond junior management positions. This glass ceiling also affected females of all races, as well.

The South African government has encompassed affirmative action in efforts to reduce the pronounced disparity and imbalance in the past history. The affirmative action embraced by the South African government stresses on equality for all citizens of the country by discouraging any form of discrimination that may arise in any context including in the context of representation. Affirmative action has productively helped to build a thick skin in employment policies to a one that is waterproof to discrimination.

Affirmative action in Kenya is a long journey that is still on-going, where it is mainly diffused from a gender based outlook. This has been displayed in admission to higher institutions of learning such as universities where cut-off score for female applicants is lowered than that of male counterparts. This is in efforts to enhance affirmative action to the female gender that is transmitted to encourage more females to further their education in higher institutions of learning. The journey of affirmative action in Kenya has been led by different persons who have taken different progressions over the years including legislative course. In 1997, Hon. Phoebe Asiyo tabled a motion to increase women's contribution in leadership and decision making to no avail (Amnany, 2013).

The journey to embracing affirmative action in Kenya was however not put to halt; in 2000 Beth Mugo tabled the rejected motion of Hon. Phoebe Asiyo of 1997 and this time it found favour and was given a go ahead for review by Constitution Review Commission of Kenya (CRCK). The motion was unified with the Wako draft which was defeated in the 2005 referendum. This however did not stop the journey to realization of affirmative action, the new constitution in 2010 expressed gender conscious and specifies strategies that incorporated women and advocated for their participation. It also aimed to address underrepresentation

among women in Kenya. From the first general election held in Kenya to the most recent 2017 general election, men have been the majority in parliament. There was not a single female MP in the first legislature in 1963. It is evident that up-to-date female representation has only improved slightly. There was 4.1% female representation in Parliament in 1997, 8.1% in 2002 and 9.8% in 2007. Even with the 2010 Constitution providing for the two-thirds gender rule, the 2013 general elections saw only 16 women out of 290 elected members of parliament. A better performance was, however, observed in the 2017 elections when 22 women MPs joined parliament.

In the Kenya education system, affirmative action is centred on women and the girl child, and boys feel the need to explore other means of economic leverage at the expense of education such as manual labour and so, drop out of school. One may argue that there is no motivation to keep the boys in school mainly due to the prevalence of diseases, declining economy and the fact that they are disadvantaged as compared to the girl child. Farrell (2012) draws attention to the fact that men are the disposable sex. This focuses on how far affirmative action has been propagated in favour of girls, leading to the neglect of boys. Subrahmanian (2002) also holds that in many countries boys are falling out of the education system to venture into other areas, and this is also happening in Kenya. In the same light, this research brought to the fore areas where affirmative action policies in education have either worked in favour of boys or against them and, as Sommers (2000) puts it, examine the possibility of there being more than meets the eye with regard to these policies.

Debate on gender equity in education presently revolves around two universally accepted declarations or goals (initiated during the adoption of Universal Declaration of Human rights in 1948), 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 reaffirmed at the Dakar (Senegal) World Education Forum in April 2000 (Warrington, et al., 2011). 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 at all levels by 2015. The country has been on the right track towards the achievement, although this was not fully realised by the end of 2015. As such, Sustainable Development Goals (SDGs) were adopted to succeed the MDGs in the year 2016 (UN, 2015).

In a number of countries, efforts have been intensified to bridge the gender education gap. However, Warrington, et al. (2011) noted that the achievement of this goal in many parts of the world had been rather slow. For instance, in 1996 in Amman, Jordan, girls' education was reported to have made an "excruciatingly slow" progress. A follow up EFA assessment in 2000 revealed that in many cases little or no success had been achieved in narrowing the gender gap in education.

Omollo (2012) noted that in Kenya, affirmative action in education has over-focused on the girl child. This has given rise to the number of the male gender dropping from school in Kenya. Omollo attributes the male gender in Kenya lagging behind in examination results and in job market to teachers failing to nurture traditional male temperaments such as headship and competitiveness. Instead the qualities linked with girls and the female genders such as concentration in class and logical operational have been glorified in schools. Professionals

have linked this to lowering competitive predispositions of boys which may result to failing examinations and job interviews (Douglas, 2017). Frustration sets in and makes boys estranged to chance in violence. Girls have continued to outdo boys at all levels of school system. For instance, out of the twenty national top performers in the 2016 KCSE, sixteen were girls and four were boys (Advance Africa, 2016).

Girls' constant outstanding performance in national examinations explains the high number of girls being admitted to higher institutions of learning such as universities (Douglas, 2007). The education systems have let down boys over the years. This has stemmed the challenge of incapacity to match tests presented to them mainly intellectual challenges such as job interviews. Retarded performance of boys is associated with limited time ventured to facilitate capacity growth and development to match encounters of the world they live in. Modern school system has relinquished attention and emphasis on traditional male attributes such as competition.

According to the Ministry of Education, in 2009 there were 381,600 boys who sat for the national examination against 345,454 girls. In 2010, the number of girls increased by 3.59%, while that of boys increased by 1.74%. The overall performance of boys is challenged by that of girls. Chepkok (2016) study revealed that the performance of girls, compared to boys in mixed classes was better. Girls nowadays outperform boys in many subjects, something that never used to happen some years before. For example, girls performed better than boys in Physics and Electricity in 2016 KCSE (MoE, 2016). The Ministry of Education (2016) also noted that at the same time there were more girls in the top 20 positions nationwide than that of boys. In 2017, the list of top 10 schools in KCSE results was hugely dominated by girl's

schools with the two top pupils nationwide being girls (Kwach, 2017). In 2018, the gender gap in KCSE performance narrowed further and girls performed better compared to 2017 and the top pupil was a girl (Kingwara, 2018).

According to the Ministry of Education, (2014) KCPE results in Kieni East Sub-County, girls performed better than boys in almost all subjects. Generally, there is a downward trend of academic performance in the Sub-County but the rate of the decline is higher for boys than girls (Kieni East Sub-County Education Office, 2014). The mean scores for boys and girls in Kieni East Sub-county for the years 2014 to 2017 were as shown in Table 1.1.

**Table 1.1**

*Mean Scores of Boys and Girls in Kieni East Sub-county (2014 – 2017)*

Gender	2014	2015	2016	2017
Boys	229	226	224.5	219
Girls	237	235	234	228

Source: Kieni East Sub-County Education Office (2018)

While the teacher-student ratio, drugs and lack of resources could be blamed for affecting the overall performance of students, there are other factors which could have contributed to such disparities in the academic performance of boys and girls in this Sub-County. This study looked into the affirmative action and how it affects boy-child’s academic performance.

## **1.2 Statement of the Problem**

The Government of Kenya has taken a step towards achieving education for all, by drafting and enforcing gender policy in education (Ministry of Education, 2004) in order to streamline equality in learning institutions. This is also expected to foster equality in academic performance among pupils in public primary schools. Other progressive initiatives in this regard include promulgation of the new constitution in 2010 which promotes gender equity, and the Vision 2030 which recognizes the achievement of gender equity and equality as an important component to driving national development. Domestication of these guidelines, policies and initiatives in public primary schools is expected to present a fair environment that fathoms academic performance among pupils of both genders. An important manifestation of compliance to these guidelines in public primary school is the affirmative action which is expected to result to good performance in KCPE examinations in both genders.

Although the Government of Kenya recognizes education as the basic tool required to develop human resources and as a catalyst for national development (Kibui et al, 2014), serious disparities and inequalities persist in education outcomes, particularly in academic performance of a boy-child (Ministry of Education, 2004b). The continued poor performance of boy child in national examinations especially in public primary schools is a serious detriment. It is expedient to note that academic performance of pupils is judged from the performance in national examinations. Hitherto, various reports have documented poor examination performance of boy-child (Uwezo Kenya, 2010; Ministry of Education, 2004b). According to KCPE results (2014 – 2017), the academic performance in KCPE of Kieni East Sub-County declined, noticeably for boys than girls (Kieni East Sub-County Education Office

report, 2018). Several factors have been identified by previous studies as possible causes of academic poor performance in public primary schools. They include: psychological factors, social-cultural factors, homework, school factors, teaching facilities, parental role, undernutrition, demographic factors and others (Nghambi, 2014; Houtte, 2004; Kibui et al (2014); Abebe et al., 2017). Psychological factors comprises of social stigma and low self-esteem which was described by OECD (2012) as a powerful factor for poor academic performance. The affirmative action in public primary schools has laid much emphasis on girl child hence the boy child suffers from social exclusion and stigma (The National Gender and Equality Commission, 2015; Aura, 2011) which may ultimately affect their academic performance (Ministry of Education, 2004b).

The main spirit of affirmative action in education was reducing gender discrimination. However, the affirmative action on girl child has had negative impact on boys. The boy-child has ended up being neglected and his educational needs have subsequently suffered resulting to girls outperforming boys in primary schools as noted by OECD (2012). The low performance of boy-child in national examinations has important ramifications to educators, schools and the educational system in general. If the differences in performance among girls and boys in primary school are not addressed, they will ultimately result to fewer boys joining secondary schools, and subsequent colleges and universities. This will have far reaching consequences in the societal development and labour market (Houtte, 2004) hence the need for the current study.

Many existing research works tend to explain the gains of affirmative actions and equality in education (Kibui et al, 2014); others have examined general academic achievement of pupils



(Levinson, 2011; Livumbaze & Achoka, 2017) while some have examined determinants for gender differences in academic performance (Baru, 2012). Aura's study of 2011 was more relevant although it assessed the effect of affirmative action on pupils' enrolment in public secondary schools in Mbita Constituency in Kenya. There are no studies that have investigated the implications that affirmative action has on academic performance of a boy child. The current study has noted limited research in boy child in the wake of affirmative action in relation to academic performance.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the effect of affirmative action on academic performance of the boy child in public primary schools in Kieni East Sub-county, Nyeri County.

### **1.4 Objectives of the Study**

- i. To establish the effect of gender parity on academic performance of the boy child in Kieni East Sub-county
- ii. To investigate the effect of gender mainstreaming on the academic performance of the boy child in Kieni East Sub-county
- iii. To determine the effect of women advocacy on the academic performance of the boy child in Kieni East Sub-county.

### **1.5 Research Hypotheses**

H<sub>01</sub>: There is no relationship between gender parity and academic performance of the boy child in Kieni East Sub-county

H<sub>02</sub>: There is no relationship between gender mainstreaming and academic performance of the boy child in Kieni East Sub-county

H<sub>03</sub>: There is no relationship between women advocacy and academic performance of the boy child in Kieni East Sub-county.

### **1.6 Significance of the Study**

The outcomes of the study will have a direct relevance to the Ministry of Education, primary school head teachers, teachers, parents and pupils in that it suggests ways to help in improving boys' access and participation in education, as well as, their academic performance in their schools. The government's regulatory bodies and advocacy groups might find the results of the study valuable, as they might contribute an important insight into the dynamics of affirmative action and its effect on the education of the boy child. The findings of the study may be an insight to the revision of the gender equity policy.

The findings are expected to influence practices and narratives in the society and school environment with regard to equal treatment and handling of gender. This is because, the findings have demonstrated fair application of affirmative action with reference to both gender. The teaching fraternity will change gender advocacy practices and activities that are held in public primary schools, by coming up with programmes that are gender-sensitive in order to encourage improved performance of both gender in national examinations. The boy

child is expected to benefit from increased fair treatment and handling in school and society since policy formulation will be sensitive to their feeling hence, improvement in their performance in school. It is expected that the results from this study might add to the existing knowledge on gender equality and affirmative action literature. It lays foundation and stimulates further research in different aspects of the affirmative action in education.

### **1.7 Scope of the Study**

The study was done in public primary schools in Kieni East Sub-county. The Kieni East Sub-county was chosen because there is evident downward trend in academic performance of boys compared to that of girls. The target population comprised of head teachers; teachers and pupils in these schools. The study focused on the effect of affirmative action on the academic performance of the boy child in primary schools. The specific constructs of interest in this study were gender parity, gender mainstreaming and women advocacy whose effects on academic performance of boy child was investigated, one at a time.

### **1.8 Limitations of the Study**

One of the limitations of the study was respondents' reluctance to give information due to fear of reprisal. The researcher, however, explained the importance of this study to the respondents so as to positively change their attitude towards the study. The other limitation was associated with non-responsiveness, which could affect the adequacy of the analysed data. This was demonstrated by the fact that out of 357 expected respondents, only 282 (79%) actually fully responded to the inquiry. However, reassuring the respondents of discretion and that the study was meant for academic advancement to quite a great extent helped in creating the much-needed rapport, thus the acceptable number of respondents. In any case, a response rate of 75%

and above is considered adequate for analytical purposes (Mugenda & Mugenda, 2003). This study acknowledges that there are numerous factors such as gender equality, affirmative action policies and gender equity that could explain the poor academic performance of boy child in national examination. The magnitude of such factors was not examined in this study.

### **1.9 Assumptions of the Study**

The study was carried out on the premise that the respondents would give true and accurate information. It was also assumed that all the public primary schools would be uniformly adhering to the affirmative gender policy.

## 1.10 Operational Definition of Terms

- Access** refers to the right to receive education in an educational institution (UNESCO, 2014).
- Affirmative action** refers to the elimination of all forms of discrimination to ensure that girls and boys receive equal opportunities to the quality and type of education and have the same potential to benefit from such education. It entails gender parity, gender mainstreaming and women advocacy (Singh, 2014).
- Enrolment** refers to the number of children registered into a school within a given school year (Welsh, Duque & McEachin, 2016).
- High standards of equity in education** means that education is available, accessible, acceptable, and adaptable to all pupils regardless of their place of dwelling, gender, religion, ethnic origin, socio-economic status or sexual orientation (Ast, 2018).
- Gender mainstreaming** is the public policy concept of assessing the different implications for women and men of any planned policy action, including legislation and programmes, in all areas and levels (Calvo, 2013).
- Gender parity** is a socioeconomic index usually designed to measure the relative access to education of males and females (Angela & Munck, 2012).
- Gender equity** a fair and reasonable way of behaving towards boys and girls so that each one of them is treated in the same way (LeMoyne, 2011).

**Academic Performance** is the outcome of education which is measured in terms of pupils' school or national examination, score/grades (Carless, 2015).

**Retention** is the process of ensuring that pupils successfully stay in school and undergo the full primary education cycle until they graduate (Rubin, 2012).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter comprises of a review of literature on the effect of affirmative action on education. In order to address the issue, the chapter focuses on the academic performance and explores how it is affected by affirmative action. The effect of affirmative action policy in education is analysed and presented in line with the research objectives. Also covered, are theoretical and conceptual frameworks and conclude with a summary of the chapter.

#### **2.2 Academic Performance of Pupils and how it is measured**

Education has both economic and intrinsic value for individuals and for societies as a whole. It is a prime mover to economic development, and enables individuals who acquire relevant skills and knowledge to compete successfully in the global markets (OECD, 2012; Ong, et al., 2010). According to UNESCO (2011), education was formally recognized as a human right since the adoption of the universal declaration of human rights in 1948. The Dakar Framework for Action (2000) declared that access to quality education was the right of every child. It affirmed that quality was at the heart of education.

Ogawa (2010) described education as a key component of human quality, essential for generating high incomes and sustainable socio-economic development. It is termed as an essential ingredient towards eradicating poverty. Bogonko (1992) points out that primary education is the fundamental basis for literacy and the acquisition of other basic skills as well as positive social attitudes and values which make life worthwhile in modern society.

Bogonko also asserts that, primary education is the foundation upon which other structures of modern educational and training systems are built upon. Apart from numerous benefits of good academic performance in social economic development as noted by OECD (2012); Nghambi (2014); Kibui et al (2014); Ong, et al. (2010); and Abebe et al. (2017), it is also significant in shaping learner's mobility in academic progression. In Kenya, progress from one level of education to the other is determined by performance in National Examinations. A good example is Kenya Certificate of Primary Education (KCPE) which determines not only who is to continue to secondary school but also to which category of school one would join (Ngaruiya, 2013).

Ogawa (2010) observed that the mastery of education is measured by performance in examinations as indicated by examination scores. Academic performance can basically be measured using a number of parameters which include the actual academic performance through the mean scores, the drop out or retention rates reported, and also the enrolment rates (Kibui, et al., 2014). The actual academic performance is one of the criteria used to measure quality of education. This is accomplished through examinations. Eshiwani (1993) earlier on indicated the crucial role played by examinations which assess the degree of past achievement of learning objectives and in the process, also serve to stimulate learners to put the necessary effort into learning.

According to Eshiwani (1993), one of the major functions of any examination system is to measure the output of the educational system in which it operates, often referred to as pupils achievement, which reflects the system's internal efficiency. Eshiwani outlined three primary objectives of any examination which included, ranking candidates according to the



attainment of knowledge, skills and attitudes as specified in the syllabus; improving the learning process in primary schools by providing the schools with constant feedback on candidates performance; and selecting pupils to be rewarded for excellent performance using the academic performance as a basis.

Pupils dropout rates or retention rates is also used to measure academic performance of pupils in primary schools. Sommers (2000) points out that a huge number of boys have been dropping out of school, especially for other engagements. This is due to the fact that affirmative action is centred on women and the girl child, and boys feel the need to explore other means of economic leverage, such as, manual labour and so they easily drop out of school. One may argue that there is no motivation to keep the boys in school mainly due to the prevalence of diseases, declining economy and the fact that they are disadvantaged, as compared to the girl child. The girl child on the other hand feels more accommodated in school and finds no reason to venture into other areas and thus concentrates in school work, and at the end of it, ensures that, the girl child outperforms the boy child in terms of academics in school.

Enrolment rate is also another measure that can be used to measure the academic performance of pupils in primary schools in Kieni Sub County. Enrolment can be defined as the act of initiating attendance to a school. Measurement can look at gender enrolment at the time of admission and check whether more boys or girls are initiated to schools and compare the results with the previous enrolment to see whether there are any disparities. The comparison

results would indicate an increase or decrease of either gender in terms of enrolment (Livumbaze and Achoka (2017)).

Globally, there has been concern on academic performance in primary schools. For example, Karande and Kulkarni (2005) noted that poor school performance not only results in the child having a low self-esteem, but also causes significant stress to the parents. Karande and Kulkarni reported many reasons that may explain why children underperform at school. They included medical problems, below average intelligence, specific learning disabilities, attention deficit hyperactivity disorder, emotional problems, poor socio-cultural home environment, psychiatric disorders and even environmental matters.

A cross-sectional study conducted by Ong, et al. (2010) in Malaysia indicated that 14% of children in primary school had poor academic achievement. This was attributed to factors such as cognitive performance, socioeconomic background, and family size and gender characteristics. All the factors were found to be individually and collectively significant in affecting the academic performance of primary school pupils. Another key observation was that, boys in urban primary schools in Malaysia performed poorly as compared to girls. Consequently, the study lamented on long-term effects of poor academic performance in early years of a child, citing its implications on completion rates, behavioural and character development. The results were, however, skewed considering that pupils who participated in the study were not drawn from all social and economic classes. The study was based on urban primary school children, hence, excluded the views of pupils who hailed from poor economic background in Malaysia. In the current study, participants were drawn across Nyeri region, hence pupils from all social classes were well represented.

The other concern noted by many researchers is gender differences in academic performance. For example, Holmlund and Sund (2006) noted that girls perform increasingly better than boys in school. While it is well known that girls score significantly higher than boys for example in reading tests, there is now increasing evidence that the gender gap in school performance is closing in mathematics and science subjects which were thought of as being dominated by boys. Baru (2012) compared the performance of boys and girls in a mixed day secondary schools in Kenya and reported better performance by boys than girls. There are other studies that have reported underperformance of boy-child as compared to girl child. This observation is central to this study.

Boys' underachievement in primary education has been documented in report by The United States Agency for International Development (USAID) of 2016. A similar concern of growing gender gap in academic achievement was raised by Ahmad et al (2010) in Malaysia. Their study attributed underachievement to learning strategies. O'connor (2001) observed that as boys and girls grow up, the differences they have in achievement in other subject diminish except in mathematics. Aura (2011) noted that the boy child is already experiencing the pressure of the girl-centred affirmative action with regards to secondary school education in Kenya. Chang'ach (2012) examined the problems that hinder the boy children from achieving their dreams. Challenges such as socio-cultural factors, economic factors, and school related factors were identified as key barriers.

Results generated from data in African region show consistency with that of many western countries. Both agree in the trend of male underperforming in education. In Seychelles, the issue of boys' relative underachievement at primary school has been noted for some years.

National examination results and surveys reveal that girls outperform boys at school in almost all subjects across the curriculum, including mathematics and science, and in completion rates at secondary school level. Moreover, girls participate more actively in extracurricular activities and occupy leadership positions such as prefect roles, more readily than boys (Nyipir, 2010). In general, boys demonstrate a higher dropout rate, higher levels of truancy, and greater incidences of discipline problems in schools (Chege, 2016). Between 2000 and 2008, the mean difference between examination marks at the end of the primary level peaked at 14.2% in 2006, from a level of 8.5% in 2005. Moreover, girls outperform boys in all subjects including mathematics and sciences, which in other countries tend to be subjects where boys excel.

The Kenya National Examination Council reported that girls outdid girls' literacy by a percentage index of ten points and boys dawdled behind with a comparatively lower percentage index of four points in numeracy (GoK, 2010). Uwezo Kenya (2010) deep-rooted this trend by results arrived at by study conducted in selected primary schools in Nairobi. The study by Uwezo Kenya (2010) found that girls were beginning to outdo boys in academics. School administrators said this trend was likely to continue due to the overall focus in girls' education. Girls tend to perform better than boys in countries where they have equal access to the school system, irrespective of the income levels (OECD, 2012).

In countries where girls are disadvantaged in terms of access, gender differences in achievement are generally small or insignificant, implying that girls do not usually underperform even when they are under-participating (Chege, 2007). A report by Lucianne (2013) showed that in 2013, a remarkable improvement was noted in Kenya Certificate of

Primary Education (KCPE) examination, as girls proved brighter than boys taking up seven top positions. Twelve candidates managed to get the top ten positions in the examination results with girls getting seven slots while boys got five. The girls' performance also improved significantly as 47 of them appeared in top hundred closely following the boys who were ahead with 68 of them topping the list.

### **2.3 Concept and Practice of Affirmative Action**

Affirmative action is basically about deliberately providing opportunities or advantage to a sex or group being discriminated against. It includes the steps taken by the government of a country to create opportunities for the disadvantaged groups (Musingafi & Mafumbate, 2014). For example, one approach adopted by the Government of Zimbabwe in rectifying gender imbalances was affirmative action (Musingafi & Mafumbate, 2014). Affirmative action is an attempt to promote equal opportunities and is often instituted in government and educational settings to ensure that minority groups within a society are included in all programmes. Affirmative action is a policy in which an individual's colour, race, sex, religion or nation of origin are taken into account by a business venture or the government, in order to increase the opportunities provided to an under-represented part of a society.

The term “affirmative action” was introduced by President Kennedy in 1961 as a method of redressing discrimination that had persisted in spite of civil rights laws and constitutional guarantees. According to Riccucci (2002), it was developed and enforced for the first time by President Johnson. President Kennedy introduced an Executive Order in 1961. The terms of this epic order led to the creation of the Commission on Equal Employment Opportunity with the view to ensuring that hiring and employment practices were free of bias. This served as

the impetus for the Civil Rights Act (July 2, 1964) signed by President Lyndon Johnson that prohibited all kinds of discrimination based on gender, race, colour, religion or nation of origin in the USA.

It never took long after the introduction of affirmative action than it was imposed by law in 1965 through executive order number 11246. This Executive Order required contractors doing business with the federal government to take additional obligations to determine the under-utilization in their workplace and to develop a plan to remedy it, thus marking the beginning of “affirmative action” (Condit & Achter 2001). Condit and Achter (2001) reiterated that since then, employers are obliged to make a good faith effort in targeting under-represented groups in their outreach, as well as, ensuring that job selection criteria did not have an adverse impact on under-represented groups. Affirmative action takes this one-step further by requiring certain organizations to actively promote equal employment opportunities and eliminate discrimination. To achieve equal employment opportunities, it is imperative to have equal educational opportunities.

Ideally, affirmative action is designed to increase the number of people from certain groups within businesses, institutions and other areas of society in which they have historically had low representation. It is often considered as a means to counter historical discrimination or injustices against a particular group (Anderson, 2004). The justification for affirmative action is to compensate for past discriminations, persecution or exploitation by the ruling class of a culture (Sowell, 2004). Affirmative action in all sectors of government plays a major role in the realization of the full potential of citizens. In the education sector, it provides for adequate

and balanced capacity building to the individuals and ensures that sustainable development is henceforth achieved.

Robbins, Chatterjee and Canda (2008) hold that our environment informs our decisions and there are instances where circumstances will force certain decisions. In an environment where affirmative action tends to be applied selectively or in a biased manner, the aftermath can be said to be involuntary subjection to the adversity of the situation. The boy child in the primary schools system has not been shielded from the converse effects of female centred affirmative action. This is consistent with Sommers (2010) assertion that the negative impact of affirmative action is more than meets the eye and hence, needs to be addressed.

Affirmative action which was made for a very noble reason of social equality has in the long run emerged as the most disputatious of all the education policies in United States of America (USA) which are based on race and creed. The very reason for the widespread discussion of this affirmative action has been the USA's society and its every single constituent, who believed that the policy had personally affected them. The result of this belief extended to inflated list of opinions with debates being participated by a large number of people. Irrespective of the personal choice of support or opposition, this concept has been of great importance to USA citizens because of its impact on equality, justice, and democracy in the society and the nation as a whole (Ricucci, 2002).

Farrell (2012) draws attention to the fact that men are the disposable sex. This focuses on how far affirmative action has been propagated in favour of girls, leading to the neglect of boys. Subrahmanian (2002) also holds that in many countries, boys are falling out of the education

system. This is also happening in Kenya in relation to the boy child. The study by Subrahmanian (2002) brought to the fore the areas where affirmative action policies in education have either worked in favour of boys or against them and, as Sommers (2000) puts it, examine the possibility of there being more than meets the eye with regard to these policies. A survey of literature from different countries attests the status of affirmative action, its implementation and subsequent implications.

In Zimbabwe, the bill of rights recognizes that both genders have rights to equal treatment for example in politics, economic, education, as well as in cultural and social spheres. Subsequently, appropriate subsidiary legislations have since been developed to help in the operationalization of the said law (Musingafi & Mafumbate, 2014). However, the implementation of affirmative action policy in Zimbabwe is not effective in meeting the desired goals. Actually, poor implementation affirmative action policy in Zimbabwe may explain why students of both gender failed to like it. This scenario was attributed to the negative attitudes towards affirmative action since it continued to present female students as being weaker than boys. As a solution, Musingafi and Mafumbate (2014) recommended need for Ministry of Education to undertake aggressive awareness campaigns and advocacy in schools and to all stakeholders in order to ensure proper understanding of the aspects and objects of the affirmative action. The study also pointed out on the need for formal training in the schools arguing that it would help students contextualize the concept of affirmative action. It also recommended monitoring and evaluation programmes by the government to ensure that the affirmative action policy is being implemented objectively.



In South Africa, affirmative action started with the oppression of black South Africans by the white South Africans. In 1991, Harpalani (2012) in a South African study reports that there were only thirty black engineers' verses seventeen thousands, eight hundred and forty white engineers. Harpalani continues to report the number of whites that tallied with blacks in the pharmaceuticals was two thousand and twenty one to thirty one to thirty one respectively. A similar trend was observed in the number of chartered accountants in 1964 where there were sixty blacks accountants, twenty fewer as compared to the number of white accountants. The trend was not exceptional in representation. This was because; the blacks were underrepresented and occupied three percentages of managerial positions to match the black population, which summed up to eighty percentage of the total population in the country. The South African government has encompassed affirmative action in efforts to reduce the pronounced disparity and imbalance that was ventured in the past. The affirmative action embraced by the South African government stresses on equality for all citizens of the country by discouraging any form of discrimination that may arise in any context including in the context of representation. Affirmative action has productively helped to build a thick skin in employment policies to a one waterproof to discrimination.

Locally, President Hon. Mwai Kibaki declared that 30% of all job vacancies be reserved for women (Chang'ach, 2012) as part of the affirmative action geared towards ensuring that the girl child is not discriminated against; as women are not given equal chances to compete with men in employment. Also an affirmative action campaign was launched in 2006 to compel the Government of Kenya to implement affirmative action before the 2007 General Elections. Women representatives from the civil society and women leaders including women political

aspirants from across Kenya, set out on a mission to collect one million signatures to be used to petition the government to implement the Affirmative Action Bill prior to the 2007 General Elections. Over the last decade, campaigns and calls for gender equality have been at the forefront in the political, social and economic arena.

Basically, the adoption of affirmative action in Kenya has been gaining shape owing to the support of the various binding documents, policies and legislations. The Kenya's Vision 2030 provides a blueprint for equity and equality under the social pillar which aims to create a just and cohesive society, enjoying equitable social development in a clean and secure environment. Some of the intentions in this vision have been actualized through implementation of gender policy in education in 2005, and in sessional paper number one which described issues such as access, retention and completion in education and training in order to create equal opportunities for all (The National Gender and Equality Commission, 2015). Another policy framework is the National Children's Policy of 2010 which provides a framework for addressing issues related to children's rights and welfare in a holistic and focused manner. Despite all these initiatives, there have been no established mechanisms for monitoring implementation of the same.

According to the Constitution of Kenya (2010), both males and females are entitled to enjoy equal rights and opportunities in the political, social and economic sphere (GoK, 2010). It guides that elective public positions shall not be occupied by the same gender. Article 27 instructs the government to legislate laws that settle to address discrimination that the female gender has faced in the past. Despite these affirmative action measures, women participation

in the 2013 elections remained very low in terms of the positions they chose to compete with men (Kimani, 2017). No woman was elected as a senator or as a governor in the 2013 elections in Kenya. Women representation politically is now computed to a fifteen percent verses Rwanda's fifty six percent, South Africa's forty two percent, Tanzania's thirty six percent and Uganda's thirty five percent. The increment in political representation for women in Kenya from an earlier nine point eight percent in the tenth parliament can be credited to the newly set aside forty seven women representatives. This is the highest number of political women representation in Kenya, however, the number is still termed as low (Kimani, 2017). These findings shed light on discrimination based on gender in the political arena but the current study will focus more on the education sector.

As for the impacts of affirmative action on education, the National Gender and Equality Commission (2015) carried an assessment in eight counties in Kenya (Kiambu, Kakamega, Kisumu, Embu, Garissa, Kericho, Mombasa and Kilifi) to validate the emerging perceptions on the exclusions of the boy child in the gender equality agenda. The report confirmed that the boy-child is lagging behind the girl child in the gender equality agenda. The assessment identified key drivers of exclusion of the boy child to include those related to homes and families, the socialization process, cultural and traditional factors and peer pressure.

The Ministry of Education's Gender Policy Education (2004) addresses the imbalances in education by acting as an affirmative action tool. This policy, however, is currently more biased towards girls (Otieno- Omutok & Mwaura, 2014). As a way of appearing politically correct, the Government of Kenya constituted a women's division in the Ministry of Culture and Social Services, Department of Women's Education in the Ministry of Education and

Maternal/Child Health Services within the Ministry of Health (Chege, 2016). The common denominator in all these initiatives was the concern for women as an independent group that did not have any significant links with the men in society. The National Development Plan helped guide new ways of programming that portrayed a clear bias towards activities that directly or indirectly promoted women's integration in development. Successive development plans re-emphasized this trend. Section 82 of the current Kenyan Constitution provides for the protection of individuals from discrimination on the grounds of race, tribe, and place of origin or residence or local connection, political opinions, colour, creed or sex (Government of Kenya, 2010).

In 2004, the Ministry of Higher Education, Science and Technology published a document on the development of the education system in Kenya which focused on the various steps taken by the Kenyan Government to ensure equal chances and opportunities in education for all (MoE, 2004). This document has shed light on the trends in the education system like a new system for new skills, curriculum reforms for all, as well as, areas that need further attention like the development of new core competencies for basic education.

Affirmative action in African education is a venture that spans over 50 years. In South Africa the Bantu Education Act of 1953 (No. 47) was a law which codified several aspects of the apartheid system. Its major provision was enforced separation of races in all educational institutions (Clark & Worger, 2004). According to Giliomee (2009), the introduction of Bantu Education led to a substantial increase of government funding to the learning institutions of Black Africans, but it did not keep up with population increases. Currently, in Kenya where

affirmative action is centred on women and girls, boys may feel the need to explore faster means of economic leverage such as manual labour and so drop out of school.

The World Bank's Sessional Paper on the transitions in secondary education in Sub-Saharan Africa (World Bank, 2008), notes that many of the promising practices show that the efforts to enhance girls' access and retention in secondary school need to be sensitive to how these factors may have different impacts on girls' as opposed to boys' participation. Hindrances for schooling are gender specific due to the gendered division of labour in the local context, as well as, the cultural acceptance of girls' need for education. The Kenyan Gender Policy in Education (2004) has provided a structure to the goal of ensuring girls are catered for in the education system, hence, making gender parity possible. This, on the other hand leaves the boy child disadvantaged as there are no frameworks put in place within the policy to ensure that the boy child education is also taken care of adequately. The discussion hereafter, explores the emerging issues with regards to affirmative action. The main constructs that guide the discussion are gender parity, gender mainstreaming and women advocacy.

#### **2.4 Affirmative Action and Gender Parity**

Gender parity is a socio-economic index usually designed to measure the relative access to education of males and females. Wharton (2005) asserts that gender distinctions are strongly linked to gender inequality. This link is evident in all structures of society. At the individual level, traits and characteristics associated with men and masculinity are accorded more value than those associated with women and femininity (Lips, 2004). The production of these differences simultaneously involves the creation of gender inequalities (Wharton, 2005).

Gender distinctions and inequalities produced at one level of the social world are often reinforced by social processes operating at other levels, leading to disparities between the two sexes.

Achieving gender parity or females being represented in equal numbers as males in education is uphill task, although it is significant in measuring progress towards gender equality in education. Gender parity reflects ‘formal’ equality, in terms of access to and participation in education. ‘Formal’ equality can also be understood as equality that is ‘premised on the notion of the ‘sameness’ of men and women, where the male actor is held to be the norm. This is reflected in the way gender parity is used in measuring Education For All (EFA) progress, where the gender parity index computes the ratio of female-to-male value of a given indicator. Formal equality measures numerical ‘gaps’ between female and male outcomes. However, for equality to be achieved, we need a definition that recognizes that women and men start from different positions of advantage, and are constrained in different ways. Achieving gender parity (formal equality) is just one step towards gender equality in and through education. There is a need to address the root causes of inequality (UNESCO, 2011).

Kenya was a signatory to the Jomtien Agreement (1990) and Dakar Framework for Action (2000) to achieve the Equality Framework Action (EFA) and Millennium Development Goals (MDGs) by 2015 (UNESCO, 2011). One of the MDG aims was to eliminate gender disparities, and achieve gender equality in education, with a focus to ensuring girls’ full and equal access to, and achievement of basic education of good quality. Kenya is also signatory to major international conventions and agreements on human rights and gender equality. The Kenya Government has also purposed to promote gender parity in primary schools through a

number of strategies which include the introduction of free primary education for all, putting up frameworks to ensure that no student is disadvantaged in their quest for education based on their gender, and also introducing the principle of child friendly schools.

In 2003, the Kenya Government introduced Free Primary Education. This has led to an increase in enrolment of children in primary schools from 5.9 million in 2002 to 7.2 million in 2003 and further rising to 8.2 million in 2008 and then rose to 8.6 in 2009 (Boys 4.4 and Girls 4.2) representing a 42.3% rise (National Centre for Education Statistics, 2010). The Government adopted the principle of child-friendly schooling, and accepts that schools shall not exclude, discriminate or stereotype on the basis of differences, respects diversity and ensures equality of learning for all children. It further accepts that schools shall respond to diversity by meeting differing circumstances and needs of children based on gender, social class, ethnicity and level of ability.

Gwada (2012) studied the influence of girl child educational development on boys' enrolment in public mixed secondary schools in Kisumu East District. This study used descriptive survey design. It collected both qualitative and quantitative data on boys' enrolment. The qualitative data was collected through the unstructured sections of the questionnaire, while the quantitative data was collected through structured data collection instruments. It targeted all the form one students and head teachers in 28 public mixed secondary schools. It used simple random, stratified random and purposive sampling techniques in selecting the sample for investigation. Content analysis was employed to analyse qualitative data, while quantitative data was analysed using descriptive statistics.

The study reported heavy presence of woman advocacy with ninety five percentages of the female students acknowledging woman advocacy. The curriculum has proved to be biased as females were favoured by re-admission policies as compared to their male counterparts. Gender awareness has only been steered with biasness as it is recorded 95% of females had undergone such training and no training had been dispatched to the males. To facilitate attainment of gender parity in education, strategies such as equity of access to education, equity in learning process and equity of education outcomes were suggested. Admission index was lowered for female to universities as compared to the one set for their male counterparts. The study resolved that the various strategies of women advocacy, affirmative action, gender mainstreaming and gender parity in education, negatively influenced boys' enrolment. The study recommended that the government and NGOs take part in advocating for boys' education to enhance enrolment of the boys. In addition, a uniform grading system and scholarships should be availed for boys (Gwada, 2012). This study found a link between affirmative action and boys' enrolment but it was done in secondary schools. In addition, it focused on boys' enrolment, while the current study addressed the effect of affirmative action on pupils' academic performance.

## **2.5 Affirmative Action and Gender Mainstreaming**

Gender mainstreaming is defined as the public policy thought of gaging the diverse inferences for males and females of any premeditated policy, including statute and programmes, in all areas and ranks. Gender mainstreaming avails a methodological framework that is not inclined to women but rather emphasises on equality of both genders. Inequality against women must be addressed from a different standpoint; a societal approach should be



cultivated to a retarded perspective of viewing it as a women's problem. It is no longer an issue of underrepresentation of women in the established programmes, but redesigning them to replicate vision, interests and wants of women to realize gender-equitable results (United Nations, 1997). Gender mainstreaming targets to reform in-house procedures with the intentions of pushing forward the locus of women and gender equality. It is geared by formulation of policies processes of the government, the partners, country and civil society.

Realization of revolution and reforms for both genders; men and women heavily depend on established policies. The landscape and magnitude of gender equality differs from one society to the other as justified by the various parts and errands that each is plays. Most settings women are underprivileged as compared to their male counterparts by the set gender policies of organizations (Moser & Clark, 2001). Gender inequalities significantly hinder large percentage of men and women from enjoying their rights and also unleashing of prospective (Oxaal & Baden, 1997). Gender equality therefore plays significant role in kicking poverty and championing for human rights.

Human rights can only be fully enjoyed when qualities of gender equality and equity are upheld. Most societies, policies and structures exhibit deficiency by adopting the male norm. This can be attributed to the societal composition of gender which is pigeonholed by unsatisfactory characteristic of inequality. The society in most instances glorifies roles and responsibilities played by the male gender and ends up undermining the obligation, tasks and errands performed by the female gender. Role played by males differs from those played by women and this should not be used as a measure to mark discrimination.

Differences between male and female gender should be translated into an equal sharing power economy and policy formulation processes. Measures aimed to eliminate and curb any form of discrimination including discrimination on basis of religion, ethnicity, race or sexual orientation should be put into place for both genders to fully enjoy equal rights and opportunities. This can be used to serve as an indicator of sound public policies (Rivers & Aggleton, 1999). Gender mainstreaming is channelled to improve on past experience and lessons. Policies aimed at achieving gender equality should address disparities with consideration of different needs of both women and men.

Gender mainstreaming perceives equality from a diverged outlook as it does not restrict itself to gender imbalance. It however, hastens and reinforces the realization of gender equality. Gender mainstreaming is conscious of upholding gender equality at all ranks, in all segments and to extend it to all members of the society. It can be used to denote good governance. It strives for equity and equitability to be the threshold of policies and programmes to address needs and interests of both men and women. Development and growth of communal, fiscal and cultural aspects depends on gender mainstreaming. It helps to enact balance-ness, parity and impartiality thus paving way for transparency and accountability which attribute to achievement of desired fallouts by the government (UN, 1997; Rivers & Aggleton, 1999).

Businge (2008) in a study done in Uganda noted that gender mainstreaming was pronounced especially where it had stretched its arms in the admission process of females to higher institutions of learning. Businge reports that females were added one point five point's bonus to facilitate their admission to higher institutions of learning such as vocational and training colleges and also in Makerere University. In Uganda, gender disparities have been

suggestively addressed by her government through deliberate formulation of policies, enforcement of affirmative action and political benevolence for both genders including home-grown podiums such as Millennium Development Goals (MDGs). Despite these efforts, results from generated data attest to continuous inequalities in admission in higher institutions of learning. A distinct characteristic is displayed by the trend of fewer number of students especially females as ascending the ladder of educational level. It is therefore recorded a significant increment in the difference between the number of males and females as the ladder of education ranks progresses aloft. Although this study was on affirmative action, it focused on girls' enrolment and it was done in higher education. The current study is on affirmative action and its effects on academic performance in public primary schools.

## **2.6 Affirmative Action and Women Advocacy**

There has been a worldwide call for women to be present in leadership positions in educational systems to provide a gender perspective on educational change and development, and to ensure social justice through gender equity at leadership and decision making levels (Brown & Irby, 2005). Women and girls in the developing world are often denied opportunities for education and this has awakened most women in positions of leadership to come up with voices to encourage girl child education to ensure they are empowered. Lack of education limits prospects, decreases family income, reduces health, puts women and girls at risk of trafficking and exploitation, and limits the economic advancement of an entire country.

According to Pandey (2003), much has been said and done to save the girl child in several countries across Africa and the world. Vulnerabilities such as being orphaned and poverty

have been tackled by concerned parties to save the girl child particularly, while the boy child is left ignored and prone to many vices such as violence and drugs, among others. The girl child has received a lot of support from various organizations around the world. In particular, Zambia has an organization called the Forum for African Women Education in Zambia, which has helped girls around the country in various ways. For example, the organization partnered with USAID to build hostels for girls in the region, while the boy child was left neglected and had to cycle long distances to get to school, thus, the educational opportunities provided to girls is better compared to that provided to the boys. The boy child, due to walking long distances, gets to school feeling tired and left out (Kanayi, 2009).

Recently in Ghana, the former first lady Nana Rawling called for measures and endeavours to be put in place to educate the boy child, in as much as, the girl child is educated since this would ensure that all the children equally get to explore their potential contribution to growth and society advancement (Owusu, 2010). Much has been done for the girl child and what is done for the boy child seems to be lagging behind. According to Pandey (2003), the boy child should be encouraged to take part in education so that a balance is struck on the population that is educated. Since the drastic results of not educating the boy child leads automatically to the loss of the necessary human capital, this gives the reason why it is important to bring a balance between the education of the boy child and the girl child.

A study to find out encounters hindering boy-child shantytown education was conducted in Kibera informal settlement by Ooko (2012). The study nosedived to shed light on societal and monetary challenges facing the education of boy-child and the end product of girl-child backing on education of the boy-child. The study employed purposive sampling technique to

access the boy-child dropouts in Kibera and to ascertain stoolpigeons significant to the study. Data was collected through detailed interviews and also eventually from significant case narratives. The study pointed out drug and substance abuse, HIV/AIDS, boy-child bereavement, advocacy on girl-child and lack of sufficient role models for the boy-child as societal hindrances attributing to their dropouts. The study by Ooko settled that the aforementioned hindrances combatively explain the limiting factors to accessing education and low retention rates among boy-child in slums. The study commends provision of scholarships for the boy-child by both national and county governments as well as other donors. Moreover, considerable adjustments should be made to increase the county bursaries to counter the predicaments of the boy child's defencelessness and deficiency of school fees. The main focus of the study was on societal and monetary hindrances to boy-child education and to find out the end product of girl-child backing on education of boy-child, while the current study is on affirmative action and its effects on boys' academic performance.

## **2.7 Summary of Literature Review and Research Gaps**

This study got insight from past studies regarding gender parity. Gwada's (2012) study found a link between affirmative action and gender parity but it was done in secondary schools. Businge's (2008) study was on affirmative action, but it focused on girls' education and it was done in higher education. Masanja (2001) study focused on the education of girls as a result of affirmative action but it did not mention anything about gender parity. Furthermore, it was done in institutions of higher learning. These studies leave a research gap on gender parity and affirmative action in primary schools. On gender mainstreaming, Inganga (2012) study touched on education of boys, but there was no link between gender mainstreaming and

affirmative action. Ooko's (2012) study concentrated on the factors making boys drop out of school but emphasised on girl-child at the expense of boy-child, which was just one of the factors among many. Furthermore, the study was done in the slums.

Concerning effect of affirmative action on women advocacy in education, Brown and Irby's (2005) study showed that the continued denial of educational opportunities among women and girls has awakened the women in leadership positions to be the voice for the girl child and ensure their empowerment. However, the study was conducted outside Kenya, while the current study was conducted within the country. Pandey (2003) revealed great efforts to save the girl child, for example, receiving support from various organizations around the world, while the boy child remained ignored. Additionally, the study was carried out in Zambia which might have different characteristics than Kenya. Kinayi (2009) study showed that the boy child was left neglected and had to walk for long distances to school, while hostels were built for the girls to reduce the effects of long walking distances. In a study by Ooko (2012) it was observed that there was emphasis on the girl child at the expense of the boy child. However, the study concentrated on the challenges facing the boy child in the slums in Kibera, while the current study was carried out in the rural areas and covered the effects of affirmative action on the academic performance of the boy child.

With regard to the re-evaluation of affirmative action implementation, it was supported by Ochieng (2015) who criticised affirmative action, citing it as ineffective in achieving gender parity. The study was not done in a school setting. Nungu's (2012) study also showed a missing link between the affirmative action and what it was supposed to achieve. In addition,

it was done at the university level, leaving knowledge gap on the effect of affirmative action in primary schools which this study aimed to fill.

From the foregoing discussion, there is evidence to demonstrate that affirmative actions have been implemented in different countries. Where implemented, affirmative action has largely addressed inequalities and equity in the labour market, leadership, access to education opportunities and inclusion in community activities. Moreover, reviewed literature has provided empirical evidences to show that affirmative actions have been biased towards the girl child, resulting to boy child feeling left out and side-lined. That notwithstanding, there is insufficient empirical evidence to show that affirmative action can directly affect academic performance of learners. However, the psychological outcomes of affirmative action plus the resulting environment have been identified as being capable of affecting one's academic performance in school. This observation was particularly significant in laying the foundation of the current study which aims to investigate the effects of affirmative action on academic performance of the boy child in public primary schools in Kieni East Sub-county, Nyeri County.

## **2.8 Theoretical Framework**

The theoretical framework consists of theories, principles, generalizations which are closely related to the study under investigation. This study was guided by the Motivational System theory (MST) by Martin Ford, reciprocal determinism by Albert Bandura and theory of justice by Rawls.

### **2.8.1 Motivational system theory**

Motivational System Theory (MST) was propagated by Martin Ford (1992). The theory considers an individual in the biological, social, and environmental settings that are crucial to the development and sustenance of drive [motivation] towards action. Motivational System Theory attempts to describe the development of the whole person-in-context, in much the same way a biologist might describe an individual plant and its relation to its immediate ecological niche, as well as the larger ecosystems in which it resides. Ford held that accomplishment and aptitude are the fallouts of a motivated, skilful, and biologically capable person interacting with a responsive environment. The person must have the cooperation of a responsive environment that will facilitate progress towards the goal. The same can be presented in an equation form.

Achievement = (Motivation x Skill) x Biological Structure x Responsive Environment.

According to Ford, the person must have the motivation needed to initiate and maintain the activity until the goal directing the episode is attained. Motivation can be extrinsic, as well as intrinsic. Motivation is seen as constituting desires, needs and interests that arouse activities in an organism which directs it toward specific goals and can arise from either intrinsic or extrinsic factors. Motivation is broadly concerned with the contemporary determinants of choice, persistence, and vigour of goal-directed behaviour. From available research, motivational constructs do in fact impact the academic performance of students. In addition, the person must have the cooperation of a responsive environment that will facilitate progress towards the goal (Ford, 1992). Ford argued that various factors cause a behavioural change,



for example, in the current study; academic performance is the desired behaviour. The theory further places stresses on collaboration of various concepts to generate drive and subsequent results. The constructs are broadly defined enough to accommodate variety of conditions. In the current study, constructs such as gender parity, gender mainstreaming and women advocacy have jointly generated a negative drive in boy child resulting to poor academic performance in primary schools.

Achievement is indicated by the average score in the national examination. The biological construction is entrenched in the hypothesis that a healthy mind and ability to perform academically is equally distributed in the boys and girls. Thus capability is taken to be the same across both genders in this study. The setting comprises the school set up. The skill and expertise level at this context is indicated by years of study and attainment of knowledge which collectively determines the present performance.

This theory is related to the present study because it attempts to provide a comprehensive explanation of motivation and proposes that actual achievement are the results of a motivated, skilful, and biologically capable person interacting within a responsive environment. This is the premise of the present study considering that the affirmative action provides environment conditions which generate motivation leading to the desired achievement (academic performance) which provide a direction for this study. Similar formula was used by Baru (2012) and Brightone (2017) to demonstrate academic performance as a multiplicative function of various factors. The theory emphasizes more on the desired outcome, which is the academic performance. Therefore, this theory underpins the dependent variable. However, the

theory has not come out in addressing clearly the effect of affirmation actions which are anticipated to have affected boy-child negatively. This necessitates the use of the second theory to bridge this gap.

### **2.8.2 Reciprocal determinism theory**

Reciprocal determinism is a model advocated by a psychologist, Albert Bandura in 1986. It classifies aspects that impact behaviour into three distinct classes: the setting, the individual, and the behaviour itself. The theory underpins individual's behaviour as attributes to individual traits and societal world. The theory reports that the three classes or aspects impacting an individual's behaviour work in collaboration with one another. The setting employs an effect on individual behaviour and collaborates with an individual's engagement which also plays a great role in influencing the environment.

According to stances propagated by the reciprocal determinism, behaviour is meticulous and commanded by the individual, through intellectual procedures, and by the setting, through exterior societal provocation events. In the context of the current study, the poor academic performance of the boy-child is being attributed (and possibly amplified) by the affirmative actions disseminated by various provocations, for example, the teachers, immediate community setting and others.

The environmental constituent is characterised by the physical environs around the individual that can possibly underpin provocation all-encompassing persons rather in or lacking. The environment has significant impact on the magnitude and rate of occurrence of the behaviour

in the same way the behaviour can influence the setting (Bandura, 1986). For instance, if the boy child becomes aware of advocacy of the girl child day in day out; experience gender parity and experience structures of gender mainstreaming even in class, it not only alters the normalcy setting not on her only but also on the schoolroom setting and atmosphere for the rest of the learners. All these alienate the boy-child which ultimately affects his behaviour (academic performance).

Bandura noted that personal disposition collectively with intellectual aspects play a significant role to determine the manner an individual behaves, including all of the person's prospects, dogmas, and unique temperament features. For example, the affirmative action (gender parity, gender mainstreaming and woman advocacy) bombard boy child to an extent that the child develops a dislike to school, cascades out, and retort to his behaviour by buttressing his aversion for school and creating an unfriendly environment which is prime to worsening of performance in national examinations.

The application of Bandura reciprocal determinism theory in this study is based on the notion that pupil's intellectual cognition arises as a result of interacting with the environment which in turn determines their academic behaviours. This in turn triggers achievement-related outcomes across the curriculum. In the context of this study, the boy child experiences and discord emanating from affirmative actions in primary school; something that has permeated in teaching-learning and related areas, hence, stimulating specific cognitions which causes disengagement and ultimate academic performance of the boy child.

In this study, the Bandura's theory represents a significant shift from the behavioural perspective to a more societal and intellectual aspect in comprehending the academic behaviour of the boy child amidst the affirmative action in primary schools. This theory does not only underscore the social-cognitive environment in shaping individual behaviour, but also underpins the impact of inter-personal relationship, their actions, and the setting or contexts. The relevance of the reviewed theory to the current study is the emphasis that the the boy child and his behaviour are certainly affected by occurrences facing them in their social-cognitive atmosphere and setting, and that the bidirectional relationship between individual boy child, and their behaviours cannot be underestimated. The reciprocal behaviour of boy child is challenging the affirmative action taken in primary schools; hence, the investigative approach undertaken in this study is anchored on the said relationship as championed by Bandura reciprocal determinism theory.

### **2.8.3 Theory of justice**

The theory of justice was initiated by John Rawls in 1971 (Winfried, Pogge & Kosch, 2007). John Rawls defines justice as “the first virtue of social institutions”. The primary subject of Rawls’ social justice theory is “the basic structure of society” or the way for the major social institutions to distribute basic rights and duties and determine the division of benefits from social cooperation. Rawls relate how justice should define the social system.

According to Smith (2013), Rawls maintained that inequalities in society can only be justified if they produce increased benefits for the entire society and only if those previously most disadvantaged members of society are no worse off as a result of any inequality. An

inequality, then, is justified if it contributes to social utility. But, at the same time, Rawls argued that priority must be given to the needs of the least advantaged just as affirmative action was adopted to address the needs of the girls who had been least advantaged compared to boys. Thus, differential rewards are allowed to the advantaged members of society but not because of any merit on their part. No, these rewards are tolerated because they provide an incentive for the advantaged which ultimately will prove beneficial to society (such as, taxing the advantaged with the goal of redistributing the wealth to provide for the least advantaged).

Using a thought experiment Rawls called the original position from which agents behind a veil of ignorance select principles of justice to govern society, Rawls argued that two principles serve to organize society, the "liberty principle" and the "difference principle." A society is a cooperative venture between free and equal persons for the purpose of mutual advantage. Cooperation among members makes life better because cooperation increases the stock of what is rational for members of society to desire irrespective of whatever else its members may want (Winfried, Pogge & Kosch, 2007).

Rawls singles out the challenge that each community must antagonize to be that person on most instances differ on the composition of good and how it brings advantages or distresses members of the community (Smith, 2013). A significant fraction of persons are of the opinion that constitute of upright endeavours that achieves commonwealth, while the other fraction perceives good as achieved by the quest of realization of once happiness from a definition platform. Participation of individuals to the society is perceived differently as some persons are of the opinion that it is subject to once position in the society while others are of the

opinion that the society should elevate standpoints for the disadvantaged in efforts to aid to achieve and realize equality in social advantages. For a community to exist harmoniously despite different opinions and perception of good and what it constitutes must be clearly agreed upon and defined. In actual contextualization, it will call for coming up with settled rules that will govern the community and the agreed rules to be upheld constantly.

Freed from focusing upon one's self-interest to the exclusion of others' self-interests, the society which the representatives would design, determines what will happen to its members and how important social matters like education, health care, welfare, and job opportunities will be distributed throughout the society (Smith, 2013). The idea is that the representatives operating from behind the veil of ignorance would design a society that is fair for all of its members because no individual member would be willing to risk ending up in an intolerable position that one had created for others but had no intention of being in oneself.

Smith (2013) noted that by equating the principle of justice with fairness, the representatives in the original position and operating from behind the veil of ignorance would elect to organize society around the liberty principle and the difference principle. The liberty principle dictates that each member of the society has an equal right to the most extensive scheme of equal basic liberties compatible with a similar system of equal liberty for all. Accordingly, each member of the society should receive an equal guarantee to as many different liberties—and as much of those liberties—as can be guaranteed to every member of society. As such, affirmative action gives liberty to the girl-child to have equal rights in the society such as education and employment.

Rawls is willing to tolerate inequalities in society but only if they are arranged so that any inequality actually assists the least advantaged members of society and that the inequalities are connected to positions, offices, or jobs that each member has an equal opportunity to attain. According to the standard of justice, this is the basis of what is oftentimes called "affirmative action" (Winfried, Pogge & Kosch, 2007). The theory of justice by John Rawls brings in important understanding and propagation on fair equality of opportunity in education. Its argument support the principle that the least advantaged are as well-off as possible in terms of education which should aim at promoting the welfare of the least advantaged. Rawlsian Equality of Opportunity argues that educational institutions should help close the gap of inequality in social luck.

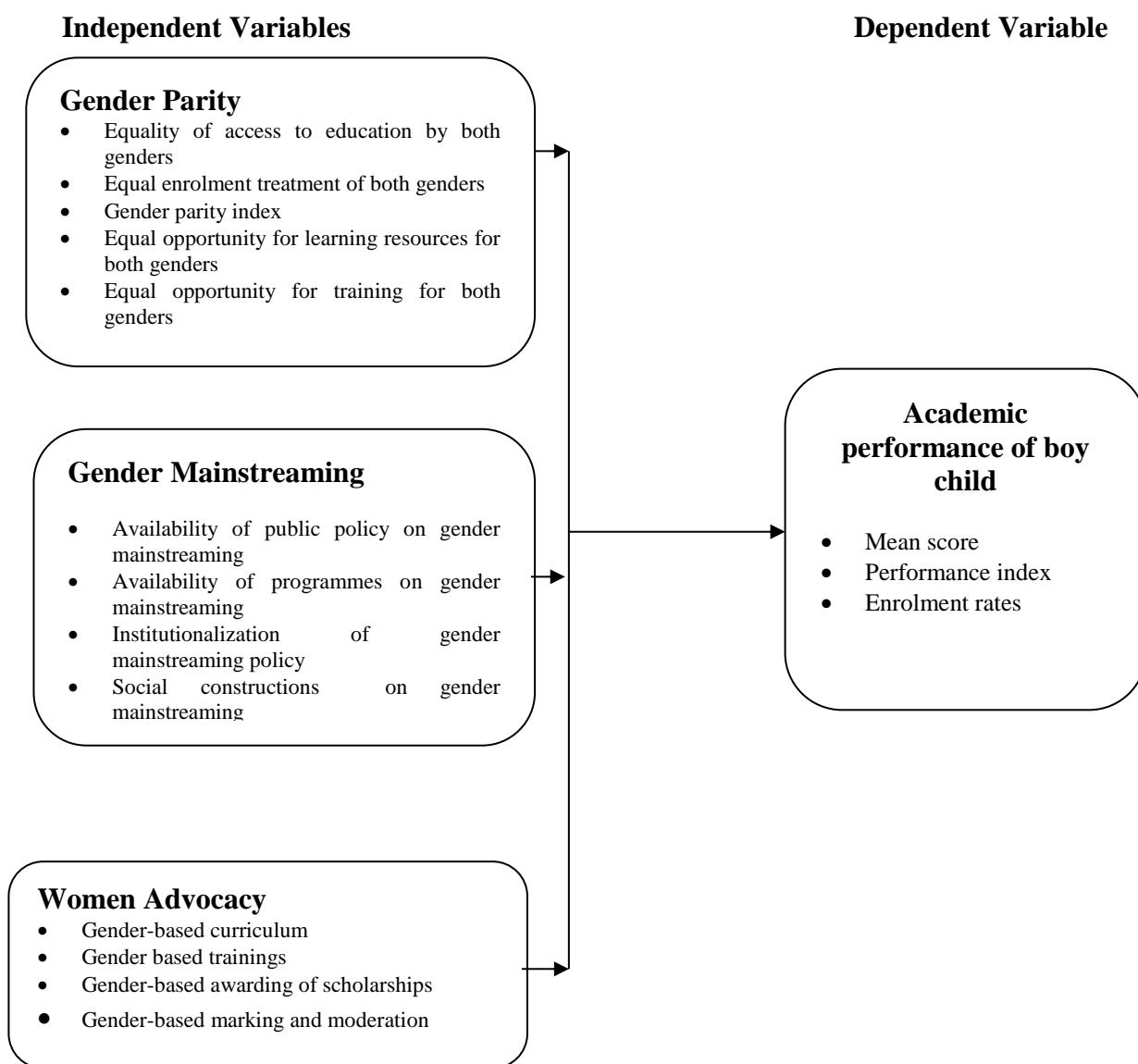
This theory informs the study as it is in support of the affirmative action which aims to bring fairness in the access and participation in education. It tackles the injustices in the society in terms of inequalities in education, workplace and life in general. The theory argues that all members of the society irrespective of gender have equal rights to the basic liberties. Inequalities are only allowed if they assist the people who are already disadvantaged. The affirmative action ensures that boys and girls have equal opportunities regarding education, employment and positions in the society.

## **2.9 Conceptual Framework**

The study was conceptualized as indicated on Figure 2.1. The dependent variable is academic performance of the boy child. The independent variables are gender parity, gender

mainstreaming and women advocacy in education. These may affect the education of the male child. Affirmative action affects the enrolment of the girl child by increasing the number of girls enrolled each year. Re-admission mainly targets the girl child and gender based awareness is given to girls and not boys. All these are likely to affect the performance of the male child.





**Figure 2. 1**

***Conceptual Framework***

Regarding gender mainstreaming, it is concerned with changing internal processes in order to achieve changes in organization outputs with the objective of advancing the position of women and gender equality. This gives undue advantage to women, thus affecting the boy child who has to work extra hard to be at par with the girl child. Gender mainstreaming is

indicated through equal opportunities for boys and girls in schools, bonus points for girls during admission and gender mainstreaming policies. Others include availability of public policy on gender mainstreaming, availability of legislations on gender mainstreaming, availability of programmes on gender mainstreaming, gender roles and responsibilities in primary schools, gender-equitable outcomes, institutionalization of gender mainstreaming policy, and social constructions on gender mainstreaming.

Women advocacy promotes women's rights and gender equality. This is the situation where women and men are recognised as equal and are treated equally with the same status, power, resources, responsibilities and opportunities for fulfilling their potential. In this study, women advocacy is indicated by gender-based curriculum, gender based trainings, gender-based awarding of scholarships, and gender-based grading and equal education opportunities.

Re-evaluation of implementation of affirmative action policy in education should be considered in order to improve the education of the boy child. This is because over focusing on the girl child leads to regressive vicious cycle which perpetuates discrimination against the boy child. In this study, the affirmative action was hypothesized to influence the academic performance of boy child. The indicators of academic performance included mean score, performance index, enrolment rates, dropout rates, retention rates, transition rates, and attainment of knowledge, skills and attitudes.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with the research methodology that guided the study. Topics covered include the research design, location of the study, target population, sample size determination and sampling procedures, data collection instruments, piloting of the research instruments, data collection procedures and data analysis techniques. The chapter has described the ethical issues that were considered in the study.

#### **3.2 Location of the Study**

The study was done in Kieni East Sub-County, Nyeri County. Kieni East Sub County lies to the north of Nyeri town. The location is about 140 kilometres from Nairobi the capital of Kenya and 30 kilometres south of Nanyuki Town. The main reason for choosing this area is because pupils' academic performance has been declining over the years in which the declining rates of boys has been high as compared to that of girls, with a mean score of 229 in 2014, 226 in 2015, 224.5 in 2016 and 219 in 2017. It was therefore, identified for having characteristics that the researcher wished to investigate.

#### **3.3 Research Design**

The research adopted a descriptive survey research design. Orodho and Kombo (2002) define a descriptive research design as a type of research approach that is used when one wants to get information on the current status of a person, object or situation. It is used to describe what is in existence in respect to conditions or variables that are found in a given situation. This

method was appropriate for this study because it is an effective way of collecting data from a large number of sources, cheaply and within a short time. The study also entailed describing the actual scenario with respect to affirmative action as witness in Kieni East Sub-County.

### **3.4 Target Population**

Target population is the eligible population that the researcher is interested in researching on (Yin, 2011). The target population for this study comprised the head teachers, teachers and pupils of the 52 public primary schools in Kieni East Sub-County. There were 52 head teachers, 542 teachers and 17,824 pupils (Kieni East Sub-County Education Office, 2015). The total target population was, therefore, 18,418 subjects. Head teachers are expected to be figureheads in implementing the affirmative action in their schools. Their opinions were therefore, very crucial in this study. Inclusion of teachers in this study was critical considering that they interact with pupils in the compound than any other officer. They were therefore better placed to provide primary observation data with regards to implementation of the affirmative action.

This study considered pupils as primary beneficiaries of the affirmative action in primary education. Their opinions were vital in validating information gotten from teachers and head teachers. Due to the large number of population of pupils, this study specifically considered the 357 standard seven pupils. The standard seven pupils were considered experienced enough having been in school for at least six years. Standard eight pupils were exempted from this study considering their strict engagement as they prepared for Kenya National Examination. It is from these sub-populations that a sample population was drawn.

### 3.5 Sample Size and Sampling Procedure

Sampling means taking any portion of the population as being representative of that population (Mugenda & Mugenda, 2003). According to Gay (1996), a researcher picks out a sample that provides a cross-sectional representation of the whole population undermining the significance of researching on the whole population. Mugenda and Mugenda (2003) noted that resources and time tend to be major constraints or limitations in deciding on the sample size to use in a study. As a result, they suggested that the researcher draws samples between 20 to 30% of the entire population under study. In this study, the sample size was in proportion with the target population whereby 20% of public primary schools were selected. Further, using 20% as the criteria for determining the sample size, 10 head teachers, and 108 teachers. For comparison purposes, it was necessary that the three categories of respondents come from the same schools. Consequently, the schools from which the head teachers were selected had a total population of 357 class seven pupils. The 357 pupils were considered comparatively low and manageable compared to 3567 pupils. Therefore, all the 357 class seven pupils constituted the pupils sub sample. The 108 teachers were proportionately and randomly selected from the same 10 schools from which the head teachers and the pupils were drawn (Mitchell & Jolly, 2012). The distribution of the sample in relation to the target population is shown in Table 3.1.

**Table 3. 1**

***Sample Size in Relation to the Target Population***

Category	Target population	Sample size
Head teachers	52	10
Teachers	542	108
Pupils (Class 7 pupils only)	357	357

### **3.6 Data Collection Instruments**

For the purpose of this study, a semi structured questionnaire was used to collect primary data from the teachers and pupils. Interview guide was used to collect data from head teachers. According to Sproul (1998), a questionnaire is a pre-formulated written set of questions to which respondents record the answers usually within rather closely delineated alternatives. A self-administered questionnaire is one way of eliciting self-report on people's opinions, attitudes, beliefs and values.

#### **3.6.1 Questionnaire**

Questionnaire was based on the objectives of the study. The two questionnaires generally had closed ended items accompanied by a list of possible alternatives from which the respondents selected the respective answers that they felt best suited their responses. In each of the two questionnaires there was one open-ended item to which the respondents were expected to give their opinions or suggestion without researcher's restriction. The questionnaire was also constructed using insights from literature reviewed in chapter two. Questionnaires are more appropriate when addressing sensitive issues and they reduce reluctance or deviation from respondents. These are easier to administer and economical in terms of time and money and are easier to analyse. There was a questionnaire for teachers (Appendix VI) and another one for standard seven pupils (Appendix VII).

#### **3.6.2 Interview guide**

The interview guide helped in collecting detailed information about the opinions, perceptions and feelings of the head teachers towards affirmative action and its effect on the academic performance of the boy child. The interview guide was preferred because there was a

likelihood of the researcher getting a high response rate. Besides, the number of head teachers was not a large one. The interview guide used is shown in Appendix V.

### **3.7 Piloting of Research Instruments**

A pilot test is a small study designed to test logistics and gather information prior to a larger study, in order to improve the latter's quality and efficiency (Mitchell & Jolley, 2012). Piloting of instruments can reveal deficiencies in the design of a proposed study and this can then be addressed before time and resources are expended on large scale studies. Piloting of instruments was done in two randomly selected public primary schools in Kieni West Sub-county with 15 pupils and 5 head teachers. The pre-testing further helped to test the validity and reliability of the instruments.

#### **3.7.1 Validity of the instruments**

According to Kathuri and Pals (1993), validity is the accuracy and meaningfulness of inferences which are based on the research results. This implies that validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. To enhance validity, the researcher consulted the experts in the education field including the researcher's supervisors for the revision of the instruments. The instruments were also pilot-tested and reviewed for clarity. To check content validity, the researcher ensured that all the items were based on the set objectives. The results of the piloting, as well, helped to assess whether the instruments of data collection were measuring what they were intended to measure. Results were used to ensure that all the items in the instruments were clear and established how long the respondents would take to respond to the questionnaires.

The two head teachers from the two primary schools were used to assess how long it would take to carry out an interview and clarity of the item administration.

### **3.7.2 Reliability of the instruments**

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. It is a measure of consistency, stability and dependability of data collected using the instruments. Reliability of the instrument was assessed by internal consistency technique. Internal consistency of data is determined from scores obtained from a single test administered by the researcher to a sample of subjects. The study utilized the most common internal consistency measure where Spearman-Brown formula (Allen & Yen, 1978) was used to compute the reliability index of the instrument. According Mugenda and Mugenda (2003), the correlation between the two halves rate should have a minimum coefficient index of 0.7. A reliability coefficient ( $r$ ) of 0.83 was obtained and was acceptable since it was greater than 0.7. Results from the interview schedule pilot testing were used to determine the consistency of the responses from the head teachers.

### **3.8 Data Collection Procedure**

Data collection started by getting authority to collect data through an introduction letter from Kenya Methodist University. A research permit and letter of authority was then obtained from the National Commission for Science, Technology and Innovation. A letter of authority from the County Director of Education (CDE) was also obtained after presenting the research permit. The researcher availed himself to administer the questionnaires to the teachers and conduct interviews with the head teachers. Teachers were used to facilitate administration of the questionnaire to the pupils. To fill the questionnaire, a respondent was asked to spare



about ten minutes for answering the questions. All filled questionnaires were picked immediately and numbered chronologically.

### **3.9 Data Analysis**

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and evaluate data (Kothari, 2004). Data analysis involves categorizing, ordering, manipulating and summarizing data to obtain answers to research questions. The purpose of data analysis is to obtain meaning from collected data. In this case, the analysis started by sorting and categorising the data received. It was then coded for the purpose of inputting it into the computer.

Analysis for qualitative data from interviews and open ended questions in the questionnaires was conducted using content analysis. According to Mitchell and Jolley (2012), content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of the communication. It is a technique that makes inferences by identifying specified characteristics of messages and is most frequently applied in describing the attributes of the message. Quantitative data was analysed through descriptive statistics such as percentages using SPSS version 22.0 computer software. Chi-square test was used to establish the relationship between affirmative action (gender parity, gender mainstreaming and woman advocacy) and academic performance of the boy child. Information was presented using tables, charts and narratives.

### **3.10 Ethical Considerations**

Various ethical issues were considered in implementing this study. First of all, the researcher obtained research permits from NACOSTI and KeMU to allow data collection. The respondents were informed of their right to participate or not to participate in the study (informed consent). To make that decision, all the participants were informed of the purpose of the study through a cover letter. All the respondents were also informed that the information they provided would remain confidential and used for research purposes only. Their participation in the study was anonymous since they were not required to write their name or indicate any identification mark on the instrument. The privacy of the information gathered was ensured by removing all possible identifiers. Finally, all sources of information consulted in writing this study were duly acknowledged and referenced appropriately using 7<sup>th</sup> edition of American Psychological Association Publication Manual.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter covers data analysis, interpretations and the discussion. The presentation of the results is based on the objectives of the study. The purpose of the study was to investigate the effect of affirmative action on the academic performance of the boy child in public primary schools in Kieni East Sub-county, Nyeri County.

#### 4.2 Response Rate

The response rate after the administration of the research instruments was as shown in Table 4.1.

**Table 4.1**

*Response Rate*

Category	Sample	Responded Subjects	Percentage (%)
Head teachers	10	8	80
Teachers	108	88	81.5
Pupils	357	282	79
Total	475	378	79.6

Out of 10 head teachers, 8(80%) participated in the interview. Out of 108 teachers, 88(81.5%) returned fully filled questionnaires. Out of 357 class 7 pupils, 282(79%) returned fully filled questionnaires. The response rate for the study was therefore 79.6%. This was considered acceptable based on a study carried out by Yun and Trumbo (2000) where a response rate of 72% was obtained and was considered acceptable. Higher response rate is preferable as it

lowers the risk of non-response bias. The results obtained would also be more reliable for data interpretation.

### 4.3 Demographic Information

The demographic information of respondents which was sought included gender, highest education level whose results are shown in Table 4.2.

**Table 4.2**

*Respondents' gender*

Category	Gender	Frequency	Percent
Head teachers	Male	3	37.5
	Female	5	62.5
	Sub-total	8	100.0
Teachers	Male	28	31.8
	Female	60	68.2
	Sub-total	88	100.0
Pupils	Boys	132	46.8
	Girls	150	53.2
	Sub-total	282	100.0

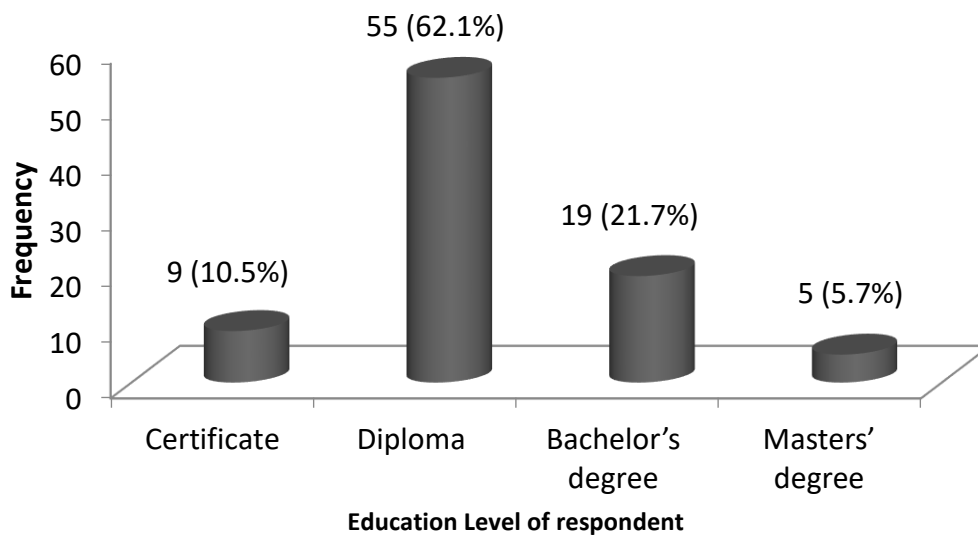
The total number of head teachers who participated in the study was eight, from which 3(37.5%) were male and 5(62.5%) were female. Out of the 88 teachers who participated in the study, 28 (31.8%) were male while 60 (68.2%) were female. This implied that female teachers were slightly more than twice of the male teachers in public primary schools in Kieni East Sub-county. The lack of gender balance among teachers may demotivate boy child due to lack of sufficient role models in the school. Teacher factor is one of the key determinants for

academic performance among the pupils (Ong, et al., 2010). A total of 282 pupils took part in the study, out of who 132(46.8%) were boys and 150(53.2%) were girls. These statistics show that there was an almost gender balance between male and female pupils with girls being slightly more than the boys. However, the gender distribution obtained was considered adequately representative of both genders and was further helpful in generalizability of the results.

The study was also interested in establishing academic qualifications of teachers. Respondents were asked to indicate their highest level of academic qualification. Their responses are presented in Figure 4.1.

**Figure 4.1**

*Teachers' highest education level*



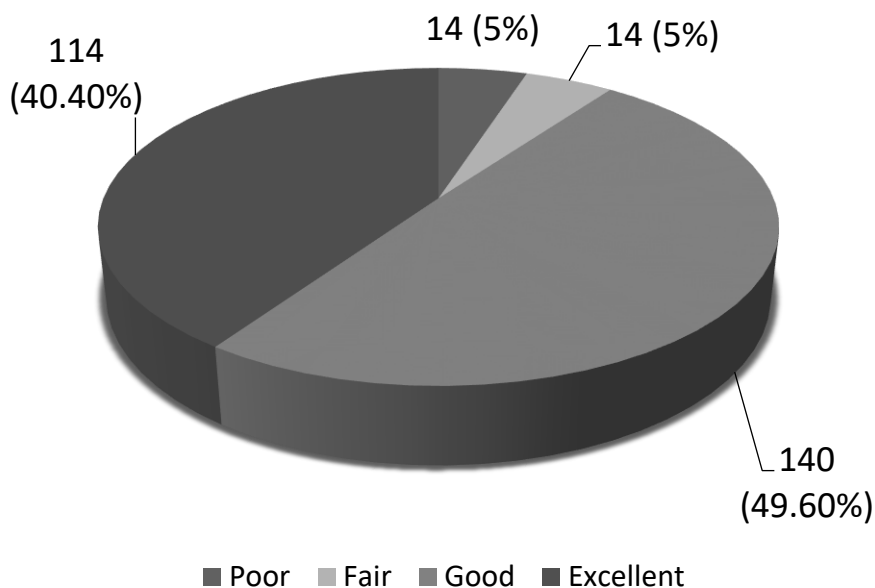
As shown in Figure 4.1, majority of the teachers 55 (62.1%) were diploma holders, while 19 (21.7%) were bachelor's degree holders and the lowest was 5 (5.7%) who had master degrees.

This showed that all the teachers had adequate level of education which gave them knowledge necessary for understanding the issues under investigation.

In order to find out the perception of pupils towards their performance, pupils were asked to rate their overall performance using parameters such as ‘poor’, ‘fair’ ‘good’ and ‘excellent’. Their responses are as show in Figure 4.2.

**Figure 4.2**

*Pupil's overall performance*



Majority of the pupils rated their own performance as above average with 114 (40.4%) rating it excellent and 140 (49.6%) rating it good. Only 14 (5%) rated it fair and 14 (5%) poor. This means that as far as the pupils were concerned, their performance was generally good.

#### 4.4 Academic Performance of Boy Child

In order to ascertain the academic performance of boy child in this study, teachers were asked to indicate the mean scores for class 7 pupils with reference to the end of Term 1, 2018 examination results. The scores were summarized as shown in Table 4.3.

**Table 4.3**

*Mean Score of Class 7 Pupils in the End Term 1, 2018 Examinations*

<b>Gender</b>	<b>Mean score</b>	<b>Frequency</b>	<b>Percent</b>
<b>Boys</b>	Below 200	17	12.5
	201-225	66	50.0
	226-250	50	37.5
	Sub-total	132	100.0
<b>Girls</b>	Below 200	17	11.4
	201-225	61	40.9
	226-250	72	47.7
	Sub-total	150	100.0

According to the information provided in Table 4.3, a small number 17 (12.5%) of the pupils indicated that the mean score for boys was below 200; 66 (50%) reported that it was between 201 and 225 marks, while 50 (37.5%) indicated that it was between 226 and 250. Among the girls, 17 (11.4%) of the teachers reported their mean score to be below 200. Further, 61 (40.9%) reported that it was between 201 and 225 marks while the rest 72 (47.7%) reported between 226 and 250 marks.

These findings showed that girls performed better than boys in most primary schools in Kieni East Sub County. Information gathered from head teachers confirmed this observation. The head teachers who were interviewed complained that a lot of emphasis on girl child which has been witnessed in the recent past could explain the declining academic achievement of boy child. These findings corroborate with a study by Mwangi (2011) which expressed concern over declining academic performance of boys in Mukurwe-ini District. Notably, the academic underperformance of boy child has also been a great concern in Québec, Canada (Saint-Amant, 2004).

The foregoing results are consistent with Uwezo Kenya (2010) which confirmed that girls displayed outstanding general academic performance while boys were deteriorating. Although De Waal et al (2018) examined gender differences in academic achievement of children with developmental coordination disorder, they also observed weaker mid-year grade point averages, inferior literacy and numeracy skills; poorer manual dexterity and balancing skills in boys than in girls. Baru (2012) also reported scenario where girls scored higher than boys in English and Kiswahili. Other previous studies that expressed almost similar concerns are Levinson (2011) and Livumbaze and Achoka (2017). Their studies reported conspicuous gender differences in academic performance. Many head teachers who were interviewed predicted that the outstanding performance of girls in education was likely to continue as it was sustained by attention to their education. Baru (2012) offered a solution by recommending for similar treatment for both girl and boy child in school and also in the society. According to Saint-Amant (2004), several previous studies, action research, surveys carried out by scholars and media reports from Québec, Canada - all agree that the



underperformance of boy child is a complex issue which can be attributed to multifaceted challenges in schools, at home and in the society. The current study focussed on examining the effect that the affirmative action in education has on academic performance of the boy child.

The study was further interested in knowing the dropout rates of the boy child. Teachers were required to specify the number of boys and girls who had dropped out of school in 2018. Teachers indicated that 154 boys (54.6%) had dropped out of school as compared to 128 (45.4%) girls. These results were echoed by the head teachers who reported that there were more boys who dropped out of school than girls. According to the head teachers, high dropout rate of boys was attributed to the availability of cheap labour in the area including motor bike (bodaboda) business, herding and farming. Girls who dropped out of school did so largely because of early pregnancies. Other reason for leaving the schools was transfers to other schools which head teachers said was affecting both genders. The findings were in agreement with Giliomee (2009) who found out that in Kenya where affirmative action is centred on women and girls, the boy child may feel the need to explore faster means of economic leverage such as manual labour and, hence, the high drop out rate.

#### **4.5 Gender Parity**

The first objective was to establish the effect of gender parity on academic performance of the boy child in Kieni East Sub-county. This was achieved through various research items.

#### 4.5.1 Practice of affirmative action during enrolment

The study participants were asked whether affirmative action was practised during enrolment.

This question was directed to teachers. Their responses were as shown in Table 4.4

**Table 4.4**

*Practice of Affirmative Action during Enrolment*

	<b>Frequency</b>	<b>Percent (%)</b>
Many times	25	28.4
Sometimes	30	34.1
Never	33	37.5
Total	88	100

Information presented in Table 4.4 shows that the majority of teachers 33 (37.5%) were of the opinion that affirmative action was not practiced when enrolling pupils to the school. A total of 25 (28.4%) indicated that it was practiced many times, while, 30 (34.1%) said it was done sometimes. These results are showing that affirmative action was not widely practiced when enrolling pupils in public primary schools. This information was confirmed through responses gotten from a question that sought to understand what the school would have done if it had a slot for only one pupil and then a boy and a girl happen to apply for the slot at the same time. An overwhelming majority 70 (80%) said that they would consider both genders. This can be explained by the fact that public primary schools are expected to admit all pupils without discrimination. The government policy on education dictates that all pupils must go to school which is in line with international conventions such as education for all (Ministry of Education, 2004).

Respondents were further asked to indicate the extent of their agreement with statements provided to them regarding the effect of gender parity on academic performance of boy child.

Their responses are shown in Table 4.5.

**Table 4.5**  
*Descriptive results on teachers' rating with regard to the effect of gender parity on academic performance of boy child*

Statements (n = 88)	Strongly disagree		Disagree		Agree		Strongly agree	
	n	%	n	%	n	%	n	%
1. Affirmative action guides teachers to reserve slots for girls and not for boys in the school	28	31.8	45	51.1	5	5.7	10	11.4
2. Affirmative action makes schools to enrol girls with lower marks than boys	27	30.7	27	30.7	28	31.8	6	6.8
3. There is equal opportunity for learning resources for both genders in our school.	5	5.7	10	11.4	28	31.8	45	51.1

As indicated in Table 4.5, the majority of teachers, 73 (82.9%) disagreed that affirmative action reserves slots for girls and not for boys, while 15 (17.1%) agreed that affirmative action reserves slots for girls and not for boys. Similar findings were obtained from pupils 57 (65.3%) who disagreed to the same, while 31 (34.7%) agreed. These findings concurred with Businge's (2008) findings that gender gap widen as the ladder of education level progressed upwards. A study on affirmative action in high schools in Masvingo Urban in Zimbabwe

confirmed that indeed prevalence of gender parity issues in secondary schools than were in primary school (Musingafi & Mafumbate, 2014). Aura (2011) also observed gender inequality scenarios in public secondary school in Mbita District, Western Kenya which was manifested in key areas such as entitlement and provisions, animosity against boy child, and enrolment among others.

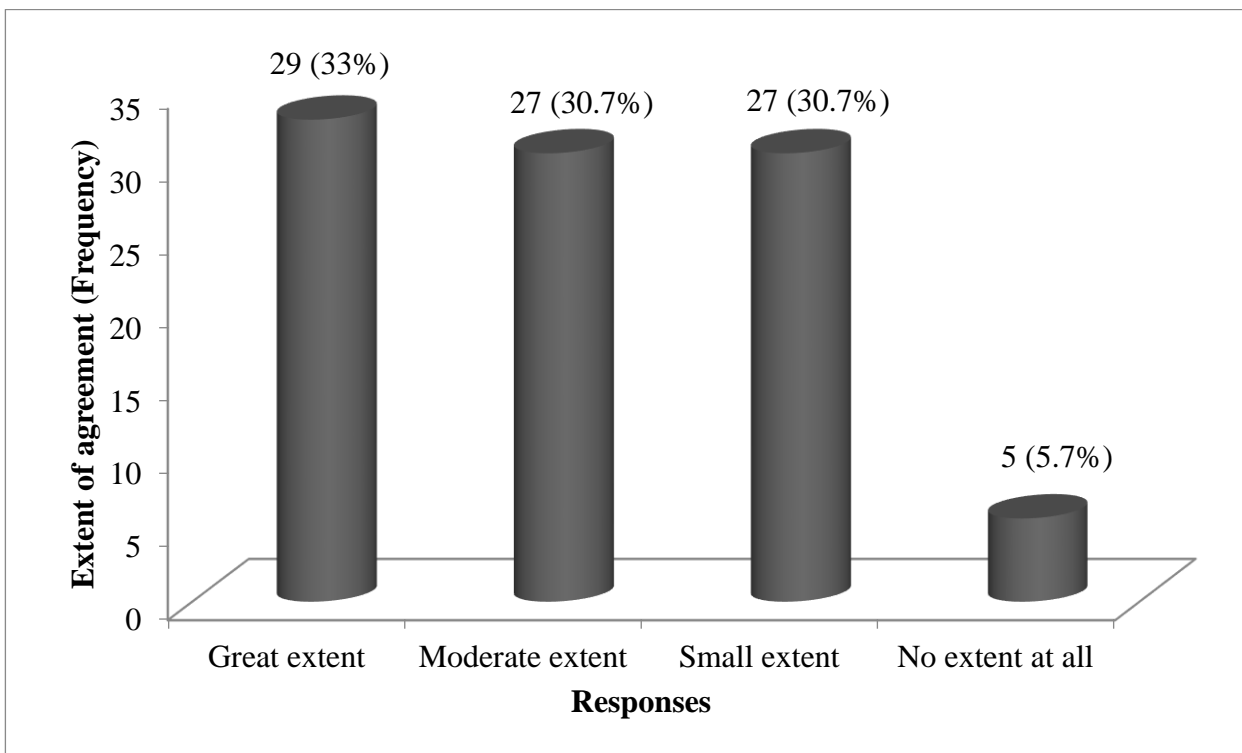
As shown in Table 4.5, majority of the teachers 54 (61.4%) disagreed that affirmative action makes schools to enrol girls with lower marks than boys, while the rest 34 (38.6%) agreed. Majority of the pupils who participated 168 (59.6%) also disagreed that girls were enrolled with lower marks than boys, while 114 (40.4%) agreed.

All the head teachers who were interviewed reported that all pupils were accepted into the schools regardless of their marks since the schools were public institutions and had to give all pupils equal chances to be enrolled. This is true because the introduction of free primary education in Kenya invalidate discrimination aspects regarding enrolment (Ministry of Education, 2004). This explains why majority of respondents (both teachers and pupils) agreed that there is equal opportunity for learning resources for both genders in primary schools. According to Aura (2011), affirmative action was noted to have affected enrolment in public secondary schools. This finding of the current study therefore, indicated that enrolment in public primary schools in Kieni East Sub-county was not favouring girls over boys. This particular finding contradicted Gwada's (2012) findings which were based on secondary schools that most female learners enjoyed the privilege of admission with lower marks than that set for male learners.

Teachers were further asked to indicate the extent to which the government ensured that no pupil was disadvantaged in his/her quest for education, based on gender. The responses were as shown in Figure 4.3.

**Figure 4.3**

*Extent to which the government has ensured that no pupil was disadvantaged in the quest for education based on gender*



According to Figure 4.3, majority of the teachers 29 (33%) agreed to a great extent that the government had ensured that no pupil was disadvantaged in the quest for education based on gender. Slightly above quarter of teachers 27 (30.7%) indicated to a small extent. This was an indication of the government's commitment to ensure that all children accessed education irrespective of their gender. This milestone was being realized through implementation of various declarations such as the Universal Primary Education, Education for All, Millennium Development Goals and Sustainable Development Goals (Warrington, Fenton & Kiragu,

2011; Ministry of Education, 2004). These results are also consistent with previous studies such as Aura (2011) which advocated for appropriate policies to ensure equity of access to education regardless of one’s gender or economic background. The results also agree with a report by OECD (2012) which expounded on issues regarding equity and quality in education with an aim of supporting disadvantaged learners and schools.

#### 4.5.6 Chi Square test

The first hypothesis was that: *there is no significant relationship between gender parity and academic performance of the boy child in Kieni East Sub-County*. This hypothesis was examined using a Chi-square test whose results are shown in Table 4.6.

**Table 4.6**

*Chi-Square Tests for Gender Parity*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.855a	6	.991
Likelihood Ratio	.832	6	.991
Linear-by-Linear Association	.000		1.000
N of Valid Cases	88		

According to Table 4.6 the chi-square statistic was 0.855 and the p-value = 0.991 which is greater than alpha ( $p > 0.05$ ). Therefore, the chi-square was statistically not significant, hence, the null hypothesis that states that there is no significant relationship between gender parity and academic performance of the boy child in Kieni East Sub-County could not be rejected. This implied that gender parity did not significantly influence boys’ academic performance in

the public primary schools in Kieni East Sub-county. This meant that in Kieni East Sub-county, there was equal access to education by both genders, equal enrolment treatment for genders, equal opportunity for learning resources and for training both genders. It also implied that gender parity index had no relationship with academic performance of boy child in Kieni East Sub-county. This was in line with one of the MDG goals number four which aimed at eliminating gender disparities and achieve gender equality in education (UN, 2015). Previous studies had attributed academic performance to factors such as social-cultural factors, homework, school factors, teaching facilities, parental role, nutritional factors, medical factors, demographic factors and others (Nghambi, 2014; Houtte, 2004; Kibui et al, 2014; Ong, et al. (2010); Abebe et al., 2017).

#### **4.6 Gender Mainstreaming**

The second objective was to investigate the effect of gender mainstreaming on the academic performance of the boy child in Kieni East Sub-County. The specific aspects that were investigated are discussed in subsections 4.6.1 to 4.6.4. The respondents (teachers and pupils) were presented with statements in Likert scale format and were asked to indicate their level of agreement against each sentiment. Their responses are as shown in Table 4.7 and discussed subsequently.

**Table 4.7*****Descriptive results on gender mainstreaming in primary schools in Kieni East Sub-County***

<b>Statement</b>	<b>Teachers (n=88)</b>		<b>Pupils (n=282)</b>	
	<b>Disagree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Agree</b>
1. Boys and girls have equal opportunities to enjoy the same rights and privileges in our school	6 (6.8%)	82 (93.2%)	112 (39.7%)	170 (60.3%)
2. Gender mainstreaming give girls bonus points when being admitted	65 (73.8%)	23 (26.2%)	206 (73.1%)	76 (26.9%)
3. Gender disparities still exist in enrolment despite gender mainstreaming policies	49 (55.7%)	39 (44.3%)	161 (57.1%)	121 (42.9%)
4. Gender mainstreaming has helped to close gender gap in education in our school.	54 (61.4%)	34 (26.6%)	168 (59.6%)	114 (40.4%)

**4.6.1 Equal opportunities among boys and girls for the same rights and privileges in school**

According to Table 4.7, most teachers 82 (93.2%) and pupils 170 (60.3%) reported that boys and girls got equal opportunities to enjoy the same rights and privileges in school. However, 6 (6.8%) of the teachers and 112 (39.7%) of the pupils were negative about the same. This showed that, irrespective of gender, pupils in public primary schools in Kieni East Sub-county generally had equal opportunities to enjoy the same rights and privileges. This was in line with Rivers and Aggleton (1999) who observed that both men and women had equal opportunities and enjoyed the same privileges, and policymaking obligations in all aspects. The results also agree with the government intention and directive of providing education for all (MOE, 2004a). The current results indicate that there was no significant gender difference in dispensing available opportunities.



#### **4.6.2 Gender mainstreaming gives girls bonus points when being admitted**

The respondents were asked whether gender mainstreaming gives the girls bonus points during admission and they responded as shown in Table 4.7. Results of the study show that most teachers 65 (73.8%) and pupils 206 (73.1%) disagreed that gender mainstreaming gives girls points when being admitted, while the rest of the teachers, 76 (26.9%) and pupils, 23 (26.2%) agreed to the assertion. This shows that girls in Kieni East Sub-county did not, as a practice, get bonus points when being admitted to public primary schools. This contradicts Businge (2008) who had found out that gender mainstreaming gave females an added advantage in admission processes to higher institutions of learning in Uganda that was realized by a one point five bonus addition. However, the results imply that bonus points did not apply at primary school level. The results indicated that there was no gender that was favoured during admission according to the teachers and pupils who participated in the study.

#### **4.6.3 Gender disparities still exist in enrolment despite gender mainstreaming policies**

Respondents were further asked to give their opinion on the statement that gender disparities exist in enrolment despite gender mainstreaming. Their responses are as shown in Table 4.7. It is clear that 49 (55.7%) teachers and 161 (57.1%) of the pupils disagreed that gender disparities still exist in enrolment despite gender mainstreaming policies, while the rest of the teachers 76 (26.9%) and pupils 23 (26.2%) agreed. This meant that, although gender disparities had been addressed, they still remained in schools. This was in agreement with Owusu (2010) who showed that even though gender mainstreaming policies were in place, there were still conspicuous gender disparities, with the girl-child being favoured over the boy-child. Gender disparities in education with reference to various constructs were also reported in several past

studies. For example, Ghazvini and Khajehpour (2011) observed gender disparities in performance with regard to literature and mathematics of high school students. Cole et al (2016) also reported considerable differences in performance in literacy and numeracy tests while, Livumbaze and Achoka (2017) noted disparities in attendance with reference to academic achievement. This indicates prevalence of gender disparities in public primary schools; an issue that requires to be addressed differently since affirmative action such as gender mainstreaming, alone was not sufficient in bridging the gaps.

#### **4.6.4 Extent to which gender mainstreaming helps to close gender gap in education**

Respondents were asked to indicate the level of their agreement with assertion that '*gender mainstreaming has helped to close gender gap in education in our school*'. Their responses are as shown in Table 4.7. The findings show that 54 (61.4%) of the teachers and 168 (59.6%) of the pupils reported that gender mainstreaming had not helped close the gender gap in education, while, the rest of the teachers 34 (26.6%) and 114 (40.4%) pupils agreed that gender mainstreaming helped close the gender gap. As noted in the foregoing sections it is apparently clear that although gender mainstreaming has been described as having significant role in closing the gender gap in education, gaps still exist; probably, other mediating factors are intervening, hence, the referenced gaps should be addressed differently (UNESCO, 2018) since affirmative action such as gender mainstreaming, alone was not sufficient in addressing these gaps.

When respondents were asked to respond to an open ended question by suggesting what they would want done to improve affirmative action and its effect on the academic performance of the male child, many responses given pointed out the need for equal treatment of both

genders. Another issue that was highlighted was the need to streamline scholarship awards so that one gender is favoured at the expense of the other one.

#### 4.6.5 Chi Square Test on Gender Mainstreaming

A for the hypothesis that: *there is no relationship between gender mainstreaming and academic performance of the boy child in Kieni East Sub-County* was conducted. The Chi-square test results are as presented in Table 4.8.

**Table 4.8**

***Chi Square Test for Gender Mainstreaming***

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.798a	3	.003
Likelihood Ratio	14.712	3	.002
Linear-by-Linear Association	.456	1	.500
N of Valid Cases	88		

According to Table 4.8, the chi-square statistic was 13.798 and the p-value was 0.003 which is less than alpha ( $p < 0.05$ ). Therefore, the result was statistically significant; hence, the null hypothesis that stated that there is significant relationship between gender mainstreaming and academic performance of the boy child in Kieni East Sub-County was rejected. This finding disagreed with the Ministry of Education (2016) results which showed better performance among boys as compared to girls despite there being gender mainstreaming policies. According to OECD (2012), gender mainstreaming is essential in realizing equality in education. Other proponents of affirmative action such as Cassany (2016) underscored its

implementation in India and noted its significance in addressing the variation in education and in the labour market. A study conducted in Masvingo, Zimbabwe reported a dislike of affirmative action by both male and female respondents. This was attributed to negative attitudes towards affirmative action (Musingafi & Mafumbate, 2014). This shows the need to implement affirmative action carefully lest some aspects such as gender mainstreaming end up eliciting unexpected perception.

#### **4.7 Women Advocacy**

The third objective was to determine the effects of women advocacy on the academic performance of the boy child in Kieni East Sub-County. The aspects that were considered are discussed in subsections 4.7.1 to 4.7.4. The respondents (teachers and pupils) were presented with statements in Likert scale format and were asked to indicate their level of agreement against each statement. Their responses were summarized and presented in Table 4.9, and discussed subsequently.

**Table 4.9*****Descriptive results on women advocacy in primary schools in Kieni East Sub-County***

<b>Statements</b>	<b>Teachers (n=88)</b>		<b>Pupils (n=282)</b>	
	<b>Disagree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Agree</b>
1. The school curriculum is biased towards the girl child	77 (87.5%)	11 (12.5%)	210 (74.5%)	72 (25.5%)
2. More girls receive gender awareness training as compared to boys	11 (12.5%)	77 (87.5%)	76 (26.9%)	206 (73.1%)
3. Teachers tend to be lenient when moderating examination results in favour of girls as compared to boys	48 (55%)	40(45%)	182 (65%)	100 (35%)
4. When scholarships are being awarded, girls are given priority over boys	18 (20.1%)	70 (79.5%)	80 (28.4%)	202 (71.6%)

**4.7.1 School curriculum is biased towards girl child**

The study participants were asked to give their opinions on whether the school curriculum was biased towards the girl-child. As shown in Table 4.9, the majority of teachers 77(87.5%) and of the pupils 210(74.5%) were of the opinion that the curriculum was not biased towards the girl child, while 11(12.5%) of the teachers and 72(25.5%) of the pupils were of the opinion that the curriculum was biased towards the girl-child. These findings showed that the curriculum was not mainly biased towards the girl-child. This was contrary to what Gwada (2012) noted that the curriculum was biased towards female students. The government of Kenya is making considerable effort in promoting inclusivity and equality in primary education, hence, the school curriculum is expected to foster this practices and ethos (Ministry of Education, 2016).

#### **4.7.2 Gender awareness training**

The study was interested to find out whether more girls receive gender awareness training as compared to boys. According to the results in Table 4.8, most teachers 77 (87.5%) and pupils 206 (73.1%) agreed that more girls received gender awareness training than boys, while the rest of the teachers, 11(12.5%) and 76 (26.9%) pupils disagreed to the assertion. This finding show that gender-based training offered in public primary schools in Kieni East Sub County was more focused on the girl-child, hence, neglecting the boy-child. This could affect negatively the academic performance of the boy child. The findings were in agreement with Gwada (2012) who reported that majority of female students had received gender sensitization information in form of training while such was not availed for their male counterparts. This scenario portrays lack of equity in education and definitely falls short of the equality spirit which is advocated in the new constitution. Favourism and other forms of inequality practices were condemned by Kibui et al (2014) owing to their ability to create a sense of exclusion, and their intensity to kill social motivation of the side-lined gender (Houtte, 2004; National Gender and Equality Commission, 2015).

#### **4.7.3 Leniency when moderating examination results in favour of girls as compared to boys**

The study further sought to establish whether teachers tend to be lenient when moderating examination results in favour of girls as compared to boys. Results in Table 4.8 show that 48 (55%) of teachers and 182 (65%) of pupils disagreed with the assertion, while 40 (45%) of teachers and 100 (35%) of pupils indicated agreement. This implies that teachers were not lenient when moderating examination results in favour of girls as compared to boys. This

practice is necessary in promoting equality in academic competition; a stance that is also supported by OECD (2012).

#### **4.7.4 Gender favourism in scholarships awards**

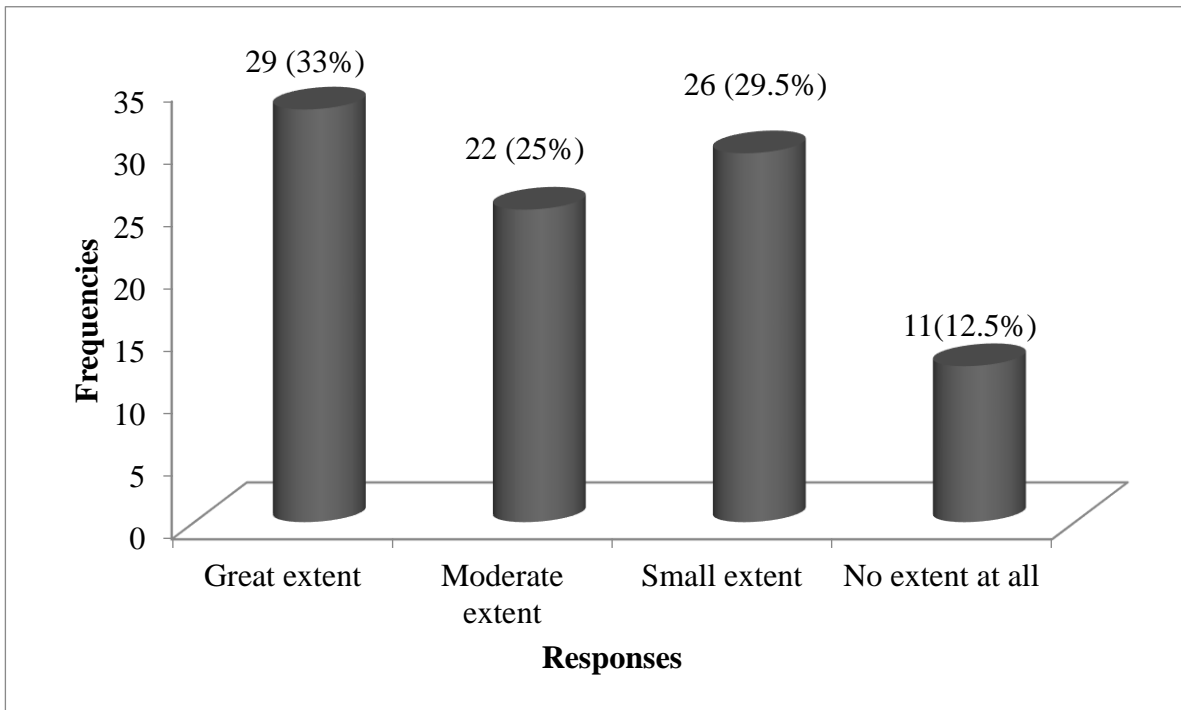
Respondents (teachers and pupils) were asked whether the girl-child was favoured over boys during awarding of scholarships. According to the majority of the teachers 18 (20.1%) and 80 (28.4%), pupils agreed with the assertion that when scholarships were being awarded, girls were given priority over boys while, 70 (79.5%) of teachers and 202 (71.6%) of pupils disagreed. Information gathered from the majority of the head teachers (75%) also confirmed that girls were sometimes favoured when scholarships were being determined. This practice is an aspect of inequality and could deny boy child opportunities in education and eventually affect their academic performance negatively. This finding was consistent with Ooko's (2012) results which led to a recommendation on the need to increase scholarships for the boy-child by the government and other donors.

#### **4.7.5 Emphasis on the girl-child and its implications on academic performance of boy-child**

The study finally sort opinions from both teachers and pupils on the extent to which they thought the emphasis placed on the girl-child was affecting the academic performance of boy-child. Their responses are presented in Figure 4.4 and in Table 4.10, respectively.

**Figure 4.4**

*Teachers' responses on the extent of the effect of emphasis of girl-child on academic performance of boy-child*



As shown in Figure 4.4, most teachers 29(33%) indicated that the effect was to a great extents while 22 (25%) reported moderate extent, and 26 (29.5%) small extent, respectively. Only 11 (12.5%) of teachers felt that the effect of the emphasis of the girl-child had no effect at all on academic performance of boy-child. Results obtained from pupils are presented in Table 4.10.



**Table 4 10**

*Extent to which emphasis placed on the girl-child affect academic performance of the boy child – pupils responses*

<b>Extent</b>	<b>Frequency</b>	<b>Percent</b>
No extent at all	14	5.0
Small extent	42	14.9
Moderate extent	170	60.3
Great extent	56	19.9
Total	282	100.0

The pupils' responses on the same item were somehow consistent with those of teachers although majority 170 (60.3%) indicated a moderate extent, while 56 (19.9%) reported great extent, and 42 (14.9%) small extent respectively. Only 14 (5%) who indicated no extent effect at all. According to the preceding results, it is clear that affirmative action was moderately being practised, hence, the observations reported in Figure 4.4 and in Table 4.10. These findings were in agreement with Sommers (2000) who reported that the boy child in the primary schools system had not been shielded from the converse effects of female centred affirmative action. Sommers further lamented that there was no motivation to keep the boy-child in school given that he was disadvantaged as compared to the girl child. The mandate of the affirmative action was to eliminate all forms of discrimination and ensure that boys and girls receive equal opportunities in education. However, Ooko (2012) observed that affirmative action had been propagated in favour of girls, leading to the neglect of boys. The National Gender and Equality Commission (2015) also noted that the boy child is left behind in the gender equality agenda. Consequently, if during the implementation of affirmative

action, people concentrate more on the girl-child, the discrimination may shift to the boy-child whose ultimate outcomes may be manifested in the way boys perform academically.

#### 4.7.6 Chi Square Test for Women Advocacy in Education

The third hypothesis was that: *there is no significant relationship between women advocacy and academic performance of the boy child in Kieni East Sub-county*. The results were as indicated in Table 4.11.

**Table 4.11**

*Chi Square Test for Women Advocacy on Education*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	63.768a	9	.000
Likelihood Ratio	70.284	9	.000
Linear-by-Linear Association	25.401	1	.000
N of Valid Cases	88		

According to results in Table 4.10, the chi-square statistic was 63.768 and the p-value was 0.000 which is less than alpha ( $p < 0.05$ ). These results indicate that women advocacy can significantly influence boys' academic performance. Based on this finding, the hypothesis was rejected in favour of the alternate one which states, that there is a significant relationship between women advocacy and academic performance of the boy child in Kieni East Sub-county. The results are in agreement with Ooko (2012). Ooko argued that focus on the girl-child forgetting the boy-child among others is a factor that is leading to drop-out among boys. This further agree with Giliomee (2009) and The National Gender and Equality Commission

(2015) who cautioned that if affirmative action is centred on women and girls, boys may feel the need to explore other interests such as drugs and substance abuse. As a solution to this challenge, the National Gender and Equality Commission (2015) urged government of Kenya to consider programmes and intervention measures that support the empowering of both girl and boy child in a concerted effort where parents are also involved.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary and conclusions drawn from the findings and recommendations made. The conclusions and recommendations drawn are focused on addressing the purpose and objectives of the study.

#### **5.2 Summary of the Study**

The purpose of the study was to investigate the effect of affirmative action on academic performance of the boy child in public primary schools in Kieni East Sub-county – Nyeri County. The objectives of the study were; to establish the effect of gender parity on academic performance on the boy child in Kieni East Sub-county, to investigate the effect of gender mainstreaming on the academic performance of the boy child in Kieni East Sub-county and to determine the effect of women advocacy on the academic performance of the boy child in Kieni East Sub-county.

The study was guided by three theories namely: motivational system theory, reciprocal determinism theory and theory of justice. Data was collected from head teachers, teachers and standard seven pupils. Descriptive survey design was adopted where questionnaires and interview tools were used to collect data. Data was analysed using SPSS. Content analysis was used to analyse qualitative data while descriptive statistics and Chi-square were used to analyse quantitative data. Information was presented using tables, charts and narratives.

With regards to the first objective, the findings showed that majority of the respondents were of the opinion that affirmative action was not practiced when enrolling pupils to the school. In addition, the respondents reported that slots for enrolment were neither reserved for boys or girls. Majority of the respondents disagreed with assertion that affirmative action reserves slots for girls. Another critical majority disagreed with assertion that affirmative action makes schools to enrol girls with lower marks than boys. Generally, the respondents were of the opinion that the government ensured that no pupil was disadvantaged in his/her quest for education based on gender. The Chi-square test produced a p- value = 0.991 which was much higher than 0.05 level of significance. This means that gender parity was not an important predictor of boys' academic performance. Based on this, the null hypothesis was not rejected.

The second objective was to investigate the effect of gender mainstreaming on the academic performance of the boy child in Kieni East Sub-county. Most study participants reported that boys and girls got equal opportunities to enjoy the same rights and privileges in school. According to the results obtained, gender mainstreaming did not give girls extra points at the time of admission. There was no evidence that gender mainstreaming was of consequence to any disparities in enrolment and access to education. Majority of the respondents reported that to a great extent, gender mainstreaming helped to close the gender gap in education. The Chi-square test produced a p-value of 0.003 which is less than 0.05, meaning that gender mainstreaming could significantly influence academic performance of the boy child. The hypothesis was, therefore, rejected.

The third objective was to determine the effect of women advocacy on the academic performance of the boy child in Kieni East Sub-County. Majority of respondents were of the

opinion that the curriculum is not biased towards the girl-child. Most respondents agreed that more girls received gender awareness than boys. However, most of the respondents disagreed that the grading system favoured the girl-child as compared to the boy-child, and that the girls were more favoured by the grading system. The principals conceded to the fact that during scholarship awards, girls were favoured over boys; however, there was a general agreement that both boys and girls were given the same educational opportunities. Affirmative action affected the enrolment of boys to a great extent and moderate extent. Majority of the respondents reported that affirmative action was not fair and that it did not benefit the boy-child. Most of the respondents reported that focus on the girl-child and forgetting of the boy-child affected the boy-child's academic performance to a great extent. The Chi-square test produced a p-value of 0.000 which was less than 0.05, meaning that women advocacy significantly influenced boys' academic performance. Based, on this, the hypothesis was rejected.

The findings for academic performance showed that the girls performed better than the boys in most primary schools in Kieni East Sub County. The reasons for this observation were attributed to gender mainstreaming and woman advocacy effect of affirmative action.

### **5.3 Conclusions**

Gender parity was not statistically significant in predicting boys' academic performance in public primary schools in Kieni East Sub-county. As far as public primary schools are concerned, girls are not enrolled with lower marks than boys and the government ensures that no pupil is disadvantaged in their quest for education.

Gender mainstreaming has significant effect on the performance of the boy child. However, boys and girls have equal chances of enjoying the rights and privileges in school, and that girls do not get extra consideration during admission. It is clear that although gender mainstreaming helps close the gender gap in education to a large extent, the results of this study noted existence of gender disparities which had a bearing on academic performance of the boy child.

Women advocacy has a significant effect on boy's academic performance. Emphasis on the girl-child was noted in the awarding of scholarship and in the awareness training which were all done at the expense of the boy-child. This was found to have implications which were affecting the academic performance of the boy-child to a great extent.

The study found mild implementation of the affirmative action in public primary schools in Kieni East Sub County. The academic performance for girls was better than that of the boys in most public primary schools in Kieni East Sub County. This was attributed to gender mainstreaming and woman advocacy effect of affirmative action among many other factors.

#### **5.4 Recommendations from the Study**

Based on the findings of the study, the following were recommended:

The Ministry of Education needs to re-evaluate the implementation of the affirmative action policy in education to enhance gender equality and equity in Kieni-East Sub-county. The evaluation will also lead to making the gender policy more inclusive and comprehensive for implementation by teachers and head teachers. This is because, the boy child has been

neglected in terms of lack of gender based training, failure to make enough effort in resolving dropout cases among boys, unfairness in the award of scholarships and generally over emphasizing on the girl child at the expense of the boy child. The stakeholders who include the Ministry of Education, head teachers and teachers should play their respective aspect of appropriation of affirmative action so as to ensure that the boy child and the girl child are equitably treated for the sake of their welfare, more so academic performance.

The head teachers and teachers in primary schools who are at the center of the affirmative action policy implementation should equally accommodate the needs of both the boy and girl child. The Ministry of Education should train teachers in public primary schools on the principles and practices of gender sensitization.

### **5.5 Suggestions for Further Research**

Based on the results drawn from the study, the following are recommended for further study.

There is a need to carry out a thorough study on factors that influence academic performance (including affirmative action) among pupils in Kieni East Sub County public primary schools.

This would assist in identifying the contribution of affirmative action on academic performance compared to other factors. The study should be replicated in the central region as the performance of the boy-child is a major concern in the region. Moreover, the study should be replicated at the secondary school and tertiary levels where systematic affirmative action has been practised.



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## APPENDICES

### Appendix I: Letter of Introduction from Kenya Methodist University



#### KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya  
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30162  
Email: info@kemu.ac.ke

Our ref: NAC/MAS/6/2018/2

25<sup>TH</sup> JUNE 2018

Commission Secretary,  
National Commission for Science, Technology and Innovations,  
P.O. Box 30623-00100,  
**NAIROBI.**

Dear sir/ Madam,

RE: MUTAHI EDWARD KAHIGA (EDU-3-5611-1/2011)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, Department of Education undertaking a Master's Degree in Educational Leadership and Management. He is conducting a research on, "Effects of Affirmative Action on the Academic Performance of the Boy Child in Primary Schools in Kieni East Sub County, Nyeri County."

We confirm that his thesis proposal has been defended and approved by the university.

In this regard, we are requesting your office to issue a permit to enable him collect data for his research.

Any assistance accorded to him will be appreciated.

Thank you.

**DR. JOHN MUCHIRI PHD.**  
**DIRECTOR, POSTGRADUATE STUDIES**

Encl.



## Appendix II: Research Permit

**THIS IS TO CERTIFY THAT:** Permit No : **NACOSTI/P/18/27201/23794**  
**MR. EDWARD MUTAHI KAHIGA** Date Of Issue : **19th July,2018**  
of **KENYA METHODIST UNIVERSITY,** Fee Received :**Ksh 1000**  
**84-10102 KIGANJO,** has been permitted  
to conduct research in **Nyeri County**

on the topic: **EFFECTS OF AFFIRMATIVE  
ACTION ON THE ACADEMIC  
PERFORMANCE OF THE BOY CHILD IN  
PRIMARY SCHOOLS IN KIENI EAST SUB  
COUNTY,NYERI COUNTY**

for the period ending:  
**19th July,2019**



**Applicant's Signature**

**Director General**  
**National Commission for Science,  
Technology & Innovation**

## Appendix III: Letter of Authority from NACOSTI to Collect Data



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,  
2241349,3310571,2219420  
Fax:+254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/27201/23794**

Date: **19<sup>th</sup> July, 2018**

Edward Mutahi Kahiga  
Kenya Methodist University  
P.O. Box 267- 60200  
**MERU.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Effects of affirmative action on the academic performance of the boy child in primary schools in Kiini East Sub County, Nyeri County*" I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for the period ending **19<sup>th</sup> July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nyeri County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nyeri County.

The County Director of Education  
Nyeri County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

## Appendix IV: Letter of Authority from County Director of Education to Collect Data



REPUBLIC OF KENYA

**MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

E-Mail –centralpde@gmail.com  
Telephone: Nyeri (061) 2030619  
When replying please quote

OFFICE OF THE COUNTY  
DIRECTOR OF EDUCATION  
P.O. Box 80 - 10100,  
**NYERI**

CDE/NYI/GEN/23/VOL.3/72

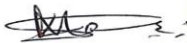

7<sup>th</sup> January, 2019

Edward Mutahi Kahiga  
Kenya Methodist University  
P.O. Box 267-60200  
MERU

**RE: RESEARCH AUTHORIZATION**

Reference is made to Secretary National Commission for Science, Technology and Innovation letter Ref. NACOSTI/P/18/27201/23794 of 19<sup>th</sup> July, 2018 on the above subject.

Kindly, note that you have been authorized to undertake the research on *"Effects of affirmative action on the academic performance of the boy-child in public primary schools in Kieni East sub County, Nyeri County"* for a period ending 19<sup>th</sup> July, 2019.

**PETER KIMONDO  
FOR: COUNTY DIRECTOR OF EDUCATION  
NYERI**

c.c.  
National Commission for Science,  
Technology and Innovation  
P.O. Box 30623-00100  
NAIROBI



## **Appendix V: Cover Letter**

Dear Sir/Madam,

**RE: Research Data on Effect of Affirmative Action on the Academic Performance of  
the Boy-Child in Public Primary Schools in Kieni East Sub County – Nyeri County**

I am a student pursuing Master of Education in Educational Leadership and Management at Kenya Methodist University (KeMU). I am required to undertake a research as a partial fulfilment for the conferment of the master's degree. I am requesting for your assistance in making my research a success.

With this letter, I am requesting you to fill the questionnaire for me. This will help me to conclude my study on the effect of affirmative action on academic performance of the boy child in public primary schools in Kieni East Sub-county. The information collected will be treated with utmost confidentiality and will be used for the purposes of this study only. For your information, the output of this research will add value to public primary schools in Kenya in terms of re-focussing on the affirmative action in education sector. Respondents should not write names on the instrument of collecting data.

Sincerely,

Mutahi Edward Kahiga

Student Reg No.: EDU-3-5611-1/2010

## **Appendix VI: Interview Guide for Head Teachers**

- 1) What role does gender parity play during pupils' school enrolment?
- 2) How has affirmative action succeeded in closing the gender gap in education?
- 3) How does gender mainstreaming influence pupils' drop out in your school?
- 4) What is the influence of women advocacy on the academic performance of boys?
- 5) How does affirmative action influence the retention of boys in the school?
- 6) Is there anything else you would like to add regarding affirmative action and its effect on the performance of the male child?

**Appendix VI: Questionnaire for Teachers**

You have been randomly selected to participate in the study on the effects of affirmative action on academic performance of the boy child in public primary schools in Kieni East Sub County – Nyeri County. Your honest opinions and facts will be highly appreciated.

**Instructions**

Please respond to each question as accurately and as honestly as possible and tick (√) one response as appropriate and or provide the answers in the spaces provided. Do not insert your name on this questionnaire.

**Section A: Demographic information**

5. What is your highest education level?

Certificate [ ] Diploma [ ] Bachelor’s degree [ ] Masters degree [ ]  
 [ ] Any other specify).....

**Section B: Gender Parity**

6. How often is affirmative action practised when enrolling boys and girls in your school?

Many times [ ] Sometimes [ ] Never [ ]

7. If your school had a slot for only one pupil and then a boy and a girl happen to apply at the same time, to who would priority be given? Boy [ ] Girl [ ] Neither [ ]

This section has statements regarding the effect of gender parity on academic performance of boy child. Kindly indicate with the response that matches your opinion regarding each statement. Please tick as appropriate in the boxes or cross mark (x).

Statement	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
8. Affirmative action guides teachers to reserve slots for girls and not for boys in the school				
9. Affirmative action makes schools to enrol girls with lower marks than boys				
10. There is equal opportunity for learning resources for both genders in our school.				

11. In your opinion, what is the extent to which the government ensures that no pupil is disadvantaged in his/her quest for education based on their gender?

Great extent [ ] Moderate extent [ ] Small extent [ ] No extent at all [ ]

**Section C: Gender mainstreaming**

This section has statements regarding the effect of gender mainstreaming on academic performance of the boy child. Kindly indicate with the response that matches your opinion regarding each statement. Please tick as appropriate in the boxes or cross mark (x).

Statement	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
12. Boys and girls have equal opportunities to enjoy the same rights and privileges in our school				
13. Gender mainstreaming give girls bonus points when being admitted				
14. Gender disparities still exist in enrolment despite gender mainstreaming policies				
15. Gender mainstreaming has helped to close gender gap in education in our school.				

**Section C: Women advocacy**

This section has statements regarding the effect of women advocacy on academic performance of boy child. Kindly indicate with the response that matches your opinion regarding each statement. Please tick as appropriate in the boxes or cross mark (x).

Statement	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
16. The school curriculum is biased towards the girl child				
17. More girls receive gender awareness training as compared to boys				
18. Teachers tend to be lenient when moderating exam results in favour of girls as compared to boys				
19. When scholarships are being awarded, girls are given priority over boys				

20. To what extent does emphasis on the girl-child affect boy-child's academic performance?

Great extent [ ]      Moderate extent [ ]      Small extent [ ]      No extent at all [ ]

**Section E: Academic Performance**

21. What was the mean score of class 7 pupils in your school at the end of Term I, 2018 examination?

Category	Mean score
Boys	
Girls	

22. How many pupils dropped out of your school for class 7 in 2018?

Category	Number of drop outs
Boys	
Girls	

23. Is there anything else you would like to add regarding affirmative action and its effect on the academic performance of the male child?

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**Thank you for your participation**

## Appendix VII: Questionnaire for Pupils

You have been randomly selected to participate in the study on the effects of affirmative action on academic performance of the boy child in public primary schools in Kieni East Sub County – Nyeri County. Your honest opinions and facts will be highly appreciated.

### Instructions

Please respond to each question as accurately and as honestly as possible and tick (√) one response as appropriate and or provide the answers in the spaces provided. Do not insert your name on this questionnaire.

### Section A: Demographic information

1. What is your gender?    Boy                    [   ]                    Girl                    [   ]
2. How would you rate your overall performance?  
 Excellent [   ]                    Good [   ]                    Fair [   ]                    Poor [   ]                    Very Poor [   ]

### Section B: Affirmative action

This section has statements regarding the effect of affirmative action on academic performance of boy child. Kindly indicate with the response that matches your opinion regarding each statement. Please tick (√) as appropriate in the boxes or cross mark (x).

Statement	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
<b>Gender Parity</b>				
24. Affirmative action guides teachers to reserve slots for girls and not for boys in the school				
25. Affirmative action makes schools to enrol girls with lower marks than boys				
26. There is equal opportunity for learning resources for both genders in our school.				
<b>Gender mainstreaming</b>				
27. Boys and girls have equal opportunities to enjoy the same rights and privileges in our school				
28. Gender mainstreaming give girls bonus points when being admitted				
29. Gender disparities still exist in enrolment despite gender mainstreaming policies				
30. Gender mainstreaming has helped to close gender gap in education in our school.				

Statement	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
3. Teachers enforce gender balances in all school activities				
<b>Women advocacy</b>				
31. The school curriculum is biased towards the girl child				
32. More girls receive gender awareness training as compared to boys				
33. Teachers tend to be lenient when moderating examination results in favour of girls as compared to boys				
34. When scholarships are being awarded, girls are given priority over boys				

35. To what extent do you think the emphasis placed on the girl-child affect academic performance of boy-child?  
 Great extent [ ] Moderate extent [ ] Small extent [ ] No extent at all [ ]

**Section C: Academic Performance of boy child**

36. Among boys and girls, who drop out at a higher rate in your school?  
 Boys [ ] Girls [ ] Rate is same for both boys and girls [ ]

37. Is there anything else you would like to add regarding affirmative action and its effect on the academic performance of the male child?

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**Thank you for your participation**