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PERCEIVED INFLUENCE OF GENDER ROLES ON COMPLETION OF SECONDARY SCHOOL EDUCATION IN TURKANA COUNTY

^{1*}Daniel Emekwi Lokaale, ²Dr. Stephen Laititi Mutunga, PhD and ³Dr. Purity Gitonga, PhD.

¹²³Kenya Methodist University

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ABSTRACT

Effective education system encompasses the equal accessibility to all such that as students and teachers are engaged in learning process, no student is left behind (MOE, 2022). It is noted that the value of education is also emphasized locally as it is considered a catalytic tool that will enable Kenya achieve its vision of 2030 (KIPPRA, 2013). Therefore, as a student strives to acquire education, it becomes paramount that several factors such as gender roles have to always be kept in check to avoid any negative influence on education. The purpose of this study was to examine the perceived influence of gender roles on completion of secondary school education in Turkana County. The study was guided by student retention theory [SRT]. The study used pragmatism paradigm, mixed methods approach including descriptive survey research design. The target population comprised of stakeholders from 67 public and private secondary schools who included 67 principals, 100 senior teachers, 200 parents, 377 form-two students, 6 sub-county educational officers and 356 secondary school drop-outs. Data was collected through close ended questionnaires, interviews, and focus group discussions. Secondary data was also collected from ministry of education and school sources. Study tools were piloted in 7 schools from Baringo County. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 26. Descriptive and inferential statistics were generated from the statistical analysis while thematic analysis was used on qualitative data. Pearson's correlation coefficient was $r=0.808^{**}$ at $\alpha < 0.011$ and 95% confidence level. When regressed amongst other variables like household incomes, infrastructure and availability of adequate teachers, gender roles were significant in influencing school dropout among students at $p=0.004$, $\alpha =0.05$) with a coefficient of 0.263. The conclusions were that on the one hand, specific roles gave identity to the students, shaping their moral behaviors and attitudes. Deviation from specific gender roles, allocation of opposite gender duties and contradiction with customary roles resulted to conflicts between the students and the school management hence high number of students opting to dropping out of school. However, some students were able to cope with their roles but the majority of the female students were not able to do so causing the to drop out of school. The study recommended that more community awareness was required to change the narrative that there were specific gender roles for male and female students since in modern societies, most roles were transgender. In the current world, such

mentality blocks chances for the student to benefit from education. Additionally, it was recommended that the MOE should establish policies aimed at empowering secondary schools towards offering training on household chores to both male and female students. This could be derived through adoption of Competence Based Curriculum (CBC) even in secondary schools. It is through this kind of training that student's mentality would be changed. School management should also provide sensitization to parents during their meetings on the need to ensure that all students, whether male or female, got reasonable house chores to enable them have enough time to rest and learn.

KEYWORDS: - Gender Roles, Completion of Secondary School Education, Turkana County.

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1.0 INTRODUCTION

Completion of education refers to the ability of a student to attend classes, be examined and complete the syllabus in the stipulated timeframe (Sustainable Development Goals- Kenya (2020) as well as taking final examinations. Gender roles refer to societal expectations on how student should act, speak, dress, groom, and conduct themselves, based upon their sex in a society (Zhang, et al., 2020). In every community, there are well known responsibilities each person is supposed to abide by so as to be accepted as a member.

In Canada, schools have had shortages of local qualified teachers hence ending up employing foreign ones who have little background on their education systems (IES, 2023). In Chinese high schools, students have experienced high peer pressure to leave school from their friends who already dropped from school. According to Xie (2020), twenty percent of students leave school due to peer pressure whereas 30 percent of students fail exams due to peer pressure.

According to Olubela (2021), there have been high insecurities in Nigeria due presence of Boko Haram, a militia group which abducts students and pupils hence affecting rate of students completing schools particularly in the affected regions. Locally, schools have been accused of overloading students with assignments hence demotivating to them due to lack of time to socialize with their friends. Persistence of this causes frequent absenteeism since they cannot keep up with demanding tasks in school and social pressures due to poor time management (Jillaow, et al., 2021). Gender roles begin with decency in dressing, behavior, interactions with different societal members hence it is important that students are always in tune with them since they play a great deal in shaping of a person morally and culturally into societal norms. According to Lakshminarayanan (2020), different cultures have several expectations from students as they sojourn the learning process. Young men are required to help around in farming, cattle grazing and protecting their homesteads whereas the young women are required to help around in household chores when not in school (Gbogbo, 2020). Both male and female students are also required to maintain the highest

discipline and respect to elders. They are also not supposed to engage in premarital sexual activities till they are rightfully in marriage. These are some of the roles the society expects the young men and women to abide by, some of which are difficult to students.

Statement of the Problem

According to MOE, (2020), completion of education could be linked to highest level of attaining the desired skills and competencies in a particular area of study. It is indicated by school attendance, graduation rate, expulsion rate, absenteeism rate, suspension rate or class transition rate (SDG, 2020; Teachers Service Commission [TSC], 2019).

Furthermore, MOE (2020) provided enrollment rate in secondary schools whereby there were 773,105 forms four students, 875, 519 form three, 892,932 form two and 987, 658 form one student in both private and secondary schools. This shows that there has been a declining number of students in classes as they advance from form one to form four which is contributed by gender related issues such as teenage pregnancies and early marriages among girls, drunkenness and substance abuse among boys and well as community factors like prioritization of livestock herding for boys in pastoral communities to education among others.

Additionally, in Turkana County, the low completion rates have been indicated by gender parity index of 0.62 indicating that more boys are in school in comparison to girls (MOE, 2020). Therefore, failure to find an amicable solution to these discrepancies will result to more students dropping out and worsening the situation. This means that the future stake of resources management of the area will be entrusted to non-locals due to low education levels of the locals. Due to cultural upbringing that does not prioritize girls' education preferring to offer them in early marriages at teenage and boys to cattle keeping instead of school, this study sought to get and analyze perception of respondents on the influence of gender roles on completion or lack of, of secondary school education in Turkana County, Kenya.

Purpose of the Study

To examine perceived influence of gender roles on completion of secondary school education in Turkana County.

Research Hypothesis

H₀₁ There was no influence of gender roles on completion of secondary school education in Turkana County.

Theoretical Review

This study was guided by student retention theory [SRT] which was developed by Tinto in 1975. This theory states that for learning to take place, responsibilities accorded to students have to be observed in such a manner that does not offend the parties involved. This meant that for students to remain as members of a school, they were expected to act, speak, dress, groom, and conduct themselves, based upon their sex o (Zhang, et al., 2020). In every community, there were well known responsibilities through which each person was supposed to abide by so as to be accepted as

a member. Therefore, a school being a community of teachers and learners had its rules. There were expectations that teachers wanted to see from students and vice-versa.

Notably, key decisions, cultural roles, emotional management, behavior and attitudes that had an impact on the wellbeing of the family, clan or a region, were entrusted differently to both male and female youth. However, the application of gender roles varied greatly depending on the context in which they had been addressed and the context of the society in consideration (Lin & Yang, 2022). Therefore, the students played part in contributing their efforts towards assisting their parents or guardians whenever they were out of school closely guided by the social norms they operated within. This enabled the parents to see the value of education and also the resources they had invested.

Empirical Review

Gender role in education are societal expectations on how students should act, speak, dress, groom, and conduct themselves based upon their sex (Zhang, et al., 2020). These expectations define the identity of a student's which also compels certain behaviors that are socially acceptable.

Sun (2023) examined how international high school students' self-competence in Science, Technology, Engineering and Mathematics [STEM] subjects, was impacted by their gender stereotypes in China. The study interviewed 6 students who were in the eleventh grade in Hangzhou and considered various influences from parents, textbooks, school, teachers and social media. According to Sun (2023), when parents provided a biased stereotype opinion that girls were not supposed to be as competitive towards the STEM as boys were, the girls mainly obliged and failed to make improvements in these subjects. Consistence in the opinions either made them perform poorly or drop school entirely. However, Sun (2023) considered only one international high school with only six students which was a very small sample to make any statistical inference. The study could have assessed several schools and a large population for divergent views.

The Center for Global Development [CGD] (2022) documented on the women equalities that were affecting education status of girls in Africa. The report pointed a sad scenario where one out four girls did not complete lower secondary school. This was caused by discrimination in education systems whereby the education of women was disregarded as irrelevant since they would eventually be married off. There was also sexual assault making it unsafe for the girls to learn in a healthy environment, lack of female teachers who would motivate the girls to work hard in schools, early pregnancies, and lack of school fee to fund their education. That notwithstanding, CGD (2022) considered only the women inequalities and not the men hence the current study assessed the specific gender roles that limited both boys and girls from completing their secondary school education.

Locally, Kenyatta (2023) investigated the concerns that had affected gender parity and the general framework put into place to ensure equity of gender in Kenya. The study reviewed past studies on frameworks that had been used to note that gender inequalities were being dragged by scarcity of resources, low education and cultures that were retrogressive. Therefore, in relation to gender roles based on cultures, on the one hand, women were constricted to only become home makers, mothers

and wives. On the other hand, men were considered leaders, decision makers, influencers and bread winners in most cases. Therefore, the frameworks currently in use in Kenya which include vision 2030 on women rights and National Gender and Equality Commission [NGEC], promote shared behavior and attitude towards ensuring each gender is considered important towards making decisions, resolving conflicts, behavior, attitudes and managing life expectations.

2.0 MATERIALS AND METHODS

The study used pragmatism paradigm, mixed methods approach including descriptive survey research design. The target population comprised of stakeholders from 67 public and private secondary schools. Notably, 67 principals, 100 senior teachers, 200 parents, 377 form-two students, 6 sub-county educational officers and 356 secondary school drop-outs were included. Closed-ended questionnaires were issued to principals, senior teachers, and form two students. Sub-county education officers and school dropouts were interviewed through structured interview schedules. Additionally, qualitative data collection from parents was done using focus group discussions while secondary data was gotten from schools' reports and manuals from 2019-2023. Study tools were piloted in 7 schools from Baringo County. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 26. Descriptive and inferential statistics were generated to explain the associations of the constructs and variables while thematic analysis was used on qualitative data. Presentation of the results was done through tables and figures. The study ensured that ethical standards were maintained throughout the process by obtaining authorization from the ethical board of the Kenya Methodist University (KeMU) and the National Council for Science, Technology and Innovation (NACOSTI) for research permit. The researchers ensured that interactions with the respondents and data preservation were ethically conducted in terms of seeking consent from the respondents through a letter of introduction and keeping confidentiality.

3.0 RESULTS AND DISCUSSIONS

Response rate

The study had a sample size of 67 principals, 100 senior teachers, 200 school dropouts' parents, 377 form two students, 6 sub-county educational officers and 356 school drop-outs hence forming a total of 1,106 respondents. The response rate was as presented in Table 1.

Table 1

Response Rate

Category	Sample size	Response	Percentage (%)
Sub-county education officers	6	4	67
Principals	67	54	81
Senior teachers	100	93	93
Parents	200	144	72
Form two Students	377	369	98
School dropouts	356	210	59
Total	1,106	874	79

The responses translated to a total of 874(79%) which was considered highly successful. According to Mugenda and Mugenda (2003), a response rate of 75% and above is high and indicates success.

Reliability Results

A pilot test was conducted in 7 secondary schools in Baringo County which was not part of the study area. The respondents were 7 principals, 10 senior teachers, 20 parents, and 38 students, a sub-county educational officer and 36 school drop-outs hence forming an overall total of 112 respondents. Table 2 provides the reliability results of the pilot test.

Table 2

Instrument	Cronbach's Alpha	N of Items
Questionnaires	0.912	55
Interview guide	0.887	37
Focus group guides	0.738	20
Average	0.846	

Reliability Results

Cronbach Coefficient for constructs in the questionnaires was 0.912; for the interview schedules was 0.887; and for the constructs in the focus group guides was 0.738. This translated to an average of 0.846 which was greater than 0.7 which is the threshold for high reliability of the instruments.

Influence of Gender Roles on Completion of Secondary School

Table 3 indicates the results of response from form two students on the influence of gender roles on completion of secondary school education. The results were from a five-point Likert Scale with 1 representing strongly Disagree, 2 disagree, 3 neither agree nor disagree, 4 agree and 5 strongly agree.

Table 3

Effects of Gender Roles on Completion of Secondary School by Form Two Students

Statements N=369	1	2	3	4	5	Mean	Std Dev
Girls are allocated more house chores	6 (2%)	111 (30%)	89 (24%)	48 (13%)	115 (31%)	4.10	.941
Boys are consulted when making	191 (52%)	76 (21%)	0 (0%)	50 (13%)	52 (14%)	2.95	1.19

decisions							
Cultural belief roles	0 (0%)	52 (14%)	0 (0%)	186 (50%)	131 (36%)	4.07	.940
Management of emotions	0 (0%)	28 (8%)	0 (0%)	185 (50%)	156 (42%)	4.09	.937
Shaping of behavior and attitude	0 (0%)	0 (0%)	0 (0%)	41 (11%)	328 (89%)	4.89	.317
Conflict resolution	100 (27%)	111 (30%)	14 (4%)	83 (22%)	61 (17%)	2.19	1.90
Confidence in completing school	118 (32%)	48 (13%)	147 (40%)	27 (7%)	29 (8%)	2.75	1.11
Students are interested in completing secondary school	4 (1%)	48 (13%)	41 (11%)	61 (17%)	215 (58%)	4.18	1.22
Awareness of former school' mates who dropped out of school	7 (2%)	31 (8%)	170 (46%)	143 (39%)	18 (5%)	3.69	1.478
Average						3.66	1.11

Table 3 indicates that 369(100%) students agreed (mean-4.89, SD-0.317) that, their behavior and attitude had been shaped into a morally acceptable manner hence not let their guard down because of their family social status. However, 211(57%) students disagreed (mean-2.19, SD-1.90) that, being involved in past conflict resolutions gave them skills on how to negotiate more rather than fight. The average means 3.66 and standard deviation of 1.11.

The results imply that the various gender roles the students were accorded both at school and home enabled shaping their behaviors due to the social expectations required from them by the community. The results support the student retention theory on the perspective that the society had an expectation on how students were to behave and perform various gender roles whether in school or not. This expectation was seen achieved as many students concurred that they indeed performed

various gender roles as expected from the community. Nevertheless, these gender roles were not equally distributed since some students had no confidence on ever completing school due to their gender. Some gender roles and stereotypes militated against learning and made some students opt out of school.

Additionally, despite students being valuable members of the society, gender roles did not expose them in conflict resolution platforms to get acquitted with the necessary skills. Additionally, Muema (2021) linked some gender roles to dismal performance in school demotivating some students from continuing with school due to their gender.

Effects of gender roles on completion of secondary education were also sought from principals of secondary schools and their feedback is provided in Table 4.

Table 4

Results of Gender Roles on Completion of Secondary School—Principals

Statements N=54	1	2	3	4	5	Mean	Std Dev
School roles do not go against customary gender roles	30 (56%)	10 (18%)	8 (15%)	1 (2%)	5 (9%)	2.13	1.91
Students learn on how to solve conflicts	0 (0%)	15 (28%)	0 (0%)	28 (52%)	11 (20%)	4.07	0.940
Assemblies are held to encourage students	0 (0%)	7 (13%)	0 (0%)	28 (52%)	19 (35%)	4.09	.929
Students allowed to elect their leaders	22 (41%)	4 (7%)	14 (26%)	14 (26%)	0 (0%)	3.26	1.32

Sensitization of the community towards remaining neutral in various cultural roles	0 (0%)	0 (0%)	0 (0%)	6 (11%)	48 (89%)	4.71	0.421
Negative gender roles prohibit students from expressing their full potential	0 (0%)	11 (20%)	0 (0%)	18 (34%)	25 (46%)	4.23	0.826
Average						3.75	1.06

Table 4 indicates that 54(100%) agreed (mean-4.71, SD-0.421) that school had been able to sensitize the community towards remaining neutral in various cultural roles. Nevertheless, 40(74%) principals disagreed (mean-2.13, SD-1.91) that, school management ensured that the roles assigned to either gender while in school did not go against the customary gender roles in order to motivate them to stay in school. The average mean was 3.75 and standard deviation of 1.06.

The results imply that the school management was keen in instilling sense of responsibilities and sensitizing the community on ensuring that cultural roles did not hinder them from achieving the desired personal and academic goals for their sons and daughter. This is so that the students did not get any excuse of dropping from school. However, the schools were not able to articulately and successfully demystify the notion that certain roles were meant for a specific gender. Therefore, this meant that any attempt to orient the students to other gender roles triggered low self-esteem, bullying, and depression among students. The long-term effect would be defiance and eventual drop out of school. The results do not support student retention theory since the teachers expected that the students would accept various methods of learning.

Similar results were also established by Munyalo (2020) who revealed that socio-cultural factors such as gender responsibilities were so much sensitive in Marsabit to a point that boys would opt to stop going to school simply by being allocated female related roles and vice versa. Similar findings were also reported by Raymond (2021) who said that Maasai girls found it hard to remain in school when allocated male related roles in Tanzania. That notwithstanding Alego (2022) noted that this trend was lowly experienced in more developed regions such as those within the urban areas of Kandara, Murang'a County.

The study further enquired from senior teachers on effects of gender roles on completion of secondary schools and their feedback is shown in Table 5.

Table 5
Effects of Gender Roles on Completion of Secondary School—Senior Teachers

Statements N=93	1	2	3	4	5	Mean	Std Dev
Well defined gender roles	1 (1%)	1 (1%)	0 (0%)	8 (9%)	83 (89%)	4.84	0.577
Increased awareness to equally distribute house chores	29 (31%)	47 (51%)	0 (0%)	17 (18%)	0 (0%)	2.55	1.49
Effective decision making among students since they have been empowered	10 (11%)	0 (0%)	47 (50%)	36 (39%)	0 (0%)	3.87	1.05
Cultural beliefs and roles do not interfere with the student's mental development	0 (0%)	47 (51%)	41 (44%)	5 (5%)	0 (0%)	2.93	1.92
Students are able to perform tasks and still cope with school	0 (0%)	0 (0%)	0 (0%)	10 (11%)	83 (89%)	4.89	0.31

Responsibility in actions	15 (16%)	20 (22%)	17 (18%)	23 (25%)	18 (19%)	4.39	0.70
Establishment of school conflict resolutions	0 (0%)	3 (3%)	0 (0%)	48 (52%)	42 (45%)	3.10	1.38
Average						3.79	1.06

Table 5 indicates that 93(100%) senior teachers agreed (mean-4.89, SD-0.31) that the students were able to perform gender assigned tasks and still cope with school work since they were adequately prepared emotionally. However, 76(82%) senior teachers disagreed (mean-2.55, SD-1.49) that, there was increased awareness to equally distribute house chores to both genders so as to ensure that female gender was not overburdened with workload. It meant that role distribution was not uniform. The average mean was 3.79 and SD of 1.06.

The results imply that the students had no problem performing their gender roles and still do what was required of them with regards to school work. However, there was inequality on the roles assigned to specific gender. This was established by complaints on overburdening female students with household work to a point that they were unable to consistently keep up with school work. The results fail to support retention theory on the basis that both male and female students were equally expectant on how learning should take place. This expectation was not achieved because the roles required to be done overburdened the females more than males.

Gitau et al. (2021) shared similar results by revealing that female students in Tana River County were not able to access and remain in schools as compared to male students due to increased household tasks. Similar concerns were aired by Imbosa et al. (2020) who indicated that when the young mothers came back to school, they hardly concentrated with school work since the role required of them was extremely time consuming and requiring much energy to be accomplished.

Results of Gender Roles on Completion of Secondary by School Drop-Outs

The study interviewed school drop-outs whose responses were coded using 'SDO'. On gender roles, they were asked three questions. The first question tasked them to explain the major concerns related to gender duties that discouraged them from completing secondary school. The responses given were grouped into two themes which were being allocated with opposite gender duties and punishment for not accomplishing various gender related roles. With regards to being allocated roles that ordinarily belonged to the opposite gender, some boys indicated that schools used to allocate them duties meant for girls such as cooking and taking care of their young siblings. On the other hand, the girls mentioned that they were forced to do manual works meant for men so as to earn money to pay for their school fees. Therefore, the results do not support student retention

theory since when the expectation of the students to be allocated gender specific tasks in school or at home was not met; they were prone to dropping out of school any time. A school drop-out SDO7 was quoted saying that,

“I could not tolerate working the same construction company with my father so that my school fees would be paid. I quit doing household roles.”

With regards to punishments for not accomplishing various gender related roles, the respondents indicated that they underwent emotional blackmail and sexual and physical abuses for failing to do what was required of them. A school drop-out SD24 was quoted saying that,

“I stopped going to school to herd cattle due to beatings I got when I came home late from school when supposed to be herding.”

A school drop-out SD2 was quoted saying that,

“The stress of cooking for a family of 12 daily made me lack interest in school since I was so tired to go to school.”

The findings related with Koskei et al. (2020) who found out that boys were likely to remain in school if the gender roles assigned to them (either at home or school), was not as a result of coercion.

The second question asked of them was to elaborate whether their families supported them to continue and complete their school or to drop out. Their responses were grouped into two themes which were supportive and unsupportive to complete school. With regards to supportive families to remain in school, the respondents indicated their guardian/parents strived to provide basic needs to the best of their abilities and always monitoring their academic performance. With regards to unsupportive families to remain in school, they were hardly provided the necessities needed in school and were discouraged and even bullied by older family members for going to school. A school drop-out SDO29 was quoted saying that,

“It was my decision to quit school due to low performance but my family did provide all basic needs.”

A school drop-out SDO16 was quoted saying that,

“My father always closely monitored my academic performance hence motivating me but my mind was not in school.”

A school drop-out SDO24 was quoted saying that,

“My older brothers laughed at me for wearing school uniform when I went to my former day school. I got embarrassed and dropped from school.”

The results agree with Alkaabi et al. (2020) that completing school among the students at times happened despite support from their families. Notably, Idris et al. (2020) indicated that when the parents had low academic qualifications or were not educated, they were most likely not to support their children into completing school. Therefore, they subjected them to excessive household responsibilities since they did not understand the need for education.

The third question tasked them to reveal whether there were any punishments meted out on them that could have led to dropping out of school especially due to their gender. Their responses included punishments such as expulsion, suspension, physical beating when they refused to do the assigned tasks.

A school drop-out SDO22 was quoted saying that,

“I was always being physically beaten at home for going to school without having washed the dishes.”

A school drop-out SDO31 was quoted saying that,

“I joined other young men in protecting my community in a tribal conflict and I got a spinal injury making me drop going to school.”

A school drop-out SDO27 was quoted saying that,

“I was tasked with a choice between my cultural roles and school roles. I chose the former so as to accepted by my peers.”

The findings are similar to Rasheed et al. (2021) who pointed that failure to perform gender roles attracted extreme punishments to Pakistan girls such as disownment by families, discontinuation from school and physical beatings.

Results on effects of Gender Roles on Completion of Secondary School by Sub County Directors of Education.

The study interviewed sub county directors whose responses were coded using ‘SCD’. On gender roles, they were asked four questions. The first question tasked them to explain the specific gender roles for each sex (male and female) that had limited boys and girls from completing their secondary school education. The responses which were grouped into two themes were male gender roles and female gender roles. In relation to male gender roles, the respondents indicated that they were tasked with herding cattle and taking part in community protection from invasion. The female gender roles included cooking, washing clothes, taking care of younger sibling, cleaning utensils, and fetching water. A director SCD3 was quoted saying that,

“Gender roles of male are quite different from those of females. Males are more inclined to offering protection while the females manage the respective households.”

A director SCD1 was quoted saying that,

“The problem with gender specific roles is the pressure that students undergo when trying to balance them with school work.”

Similarly, Alkaabi et al. (2020) revealed that Al’Ain region had set specific tasks that each gender was supposed to undertake. However, students at times got fatigued, pressured and eventually burned out for keeping pace with the roles and also school work. Therefore, since school work had ‘less foreseen’ short term consequences; they ended up dropping from school.

The second question tasked them to highlight the methods used to either reduce or end gender bias in schools. The responses from directors were grouped into three themes which were enforcement of gender parity policy framework in school; community sensitization and awareness of changing times; and training of students on the need of being responsible on the assigned roles. With regards to enforcing gender parity policies, the directors revealed that it was their goal to ensure that there was no gender discrimination in secondary schools and anyone found culpable, would be punished in accordance to education act and the rule of law. With regards to community sensitization, the school management was encouraged to speak to parents and other key community stakeholders on the importance of ending gender biasness particularly to the girl child.

Regarding student training, the ministries emphasized on the need of the school management to undertake various steps such as allocating different daily cleaning duties to students to enable them become responsible. The criteria for allocation of duties were random to avoid resistance from the students. In support of student retention theory, the students had high expectations that the support system in their schools would shape their behaviors and enable them improve on academic performance. Therefore, when the learning support system required them to undertake various duties in school, it was for their own good of character development and positivity in their attitudes. Notably, ACER (2022) revealed that learning did not just encompass reading and writing but also character modeling that may be implemented using different techniques not limited to policy framework and awareness creation in Sub-Saharan Africa.

The third question tasked them to elaborate the measures put in place by the government to limit negative comments from teachers that demoralized students of either gender causing them to drop out. The directors indicated that the teachers were subjected to professional disciplinary measures such as warning letters and when they persisted, they were suspended or transferred to another school or even interdicted. The results concur with student retention theory on the perspective that it was the expectations of the students to be treated with respect as human beings despite their young ages. Therefore, when the students noticed that the government had put steps to ensure they were humanely treated, they got more motivated to remain in school for the four-year duration of their secondary education. A director SCD4 was quoted saying that,

“We do not condone any negative remarks from teachers to students. Their work is to teach and mold character.”

A director SCD2 was quoted saying that,

“Rogue teachers who go against the set policies are normally suspended or transferred to a different school.”

According to Graham et al. (2020) teachers were mainly recruited through a competitive process based on their academic qualifications and years of experience. Therefore, their role was to use their qualifications to improve the learning process and keep their emotions at bay as much as possible. This would ensure that they minimized confrontation with students and other key stakeholders like parents. Further, Gitau et al. (2021) also found that there was a code of conduct that guided the participants in public secondary school learning process. Therefore, teachers being one of the stakeholders were required to abide by the code of conduct that involved treating everyone including the students with uttermost respect.

The fourth question tasked them to explain the effect of Female Genital Mutilation (FGM) and early marriages on the completion of secondary education by girls in the Sub-County. The responses were grouped into two themes which included shame especially when the FGM practice resulted to health complication like fistula; increased need to ensure all household duties were done and attending to babies hence failing to continue with school. Regarding shame, FGM process was mainly characterized as violation of one’s body. Therefore, the girls who were forced into it felt violated and hence felt shame when health complication arose such as fistula. A director SCD1 was quoted saying that,

“FGMs caused so much trauma and shame to our girls and if they developed health complications such as fistula, this pushed them away from school.”ⁱ

With regards to early marriages, duties such as taking care of household and child bearing, girls felt there was no need to stress themselves with school work. Therefore, most of them dropped out of school to concentrate on taking care of their young families. The results do not support student retention theory since the expectation of girls was that the government would ensure that despite bearing children at young ages, their completion rate would be guaranteed. However, that did not happen and no one cared about their welfare or intentions to drop out of school. Comparatively, Imbosa et al (2022) noted that it was very challenging for young mothers to cope with school work. This was because; almost all public secondary schools had limited support structures that would ensure that young mothers were able to be counselled on how to go about school life, now that they were mothers.

Correlation Results

The study had a null hypothesis that stated that there was no perceived influence of gender roles on completion of secondary school education in Turkana County. Pearson’s Correlation was used to test the hypothesis as described in Table 6.

Table 6
Correlation Results

		Completion	Gender Roles
Completion	Correlation	1	.808**
	Sig. (2-tailed)		0.011
	N	516	516
Gender Roles	Correlation	.808**	1
	Sig. (2-tailed)	0.011	
	N	516	516

The Pearson correlation coefficient for community support was $r=0.808^{**}$ at $\alpha < 0.011$ and 95% confidence level.

Further, regression results showed that gender roles were significantly affecting school completion rate as shown in Table 7.

Table 7
Influence of gender roles compared to other independent variables on school completion rate

Model		Unstandardized Coefficients		Standardized t	Sig.
		B	Std. Error	Beta	
1	(Constant)	.691	2.637	.262	.000
	Household income	.102	.072	.134	1.415
	Gender roles	.263	.088	.327	2.985
	Learning environment	.047	.054	.069	.884
	Adequate teachers	.487	.155	.368	3.145

a. Dependent Variable: Completion

Therefore, since the correlation was less than 1 and p-value less than 0.05, the study rejected the null hypothesis. A report by United Nations Children’s Fund [UNICEF] (2021) documented on various education programs issued to transform gender concerns that were keeping girls away from school. These issues related to violence against women, early marriages, FGM, teenage pregnancies and sexually transmitted illnesses. The programs which were included related to public awareness, career talks and sexual reproduction health as the dangers to early marriages for girls in a nation such as Sierra Leone (UNICEF, 2021). Classrooms were also put up to accommodate girls who had teenage pregnancies in Argentina as a means of instilling skills that could help them.

4.0 CONCLUSION

Specific gender roles gave identity to the students, shaping their moral behaviors and attitude. Deviation from specific gender roles, allocation of opposite gender duties and contradiction with customary roles resulted to conflicts between the students and the school management hence high number of students dropping out of school. However, some students were able to cope with their

roles but the majority of the female students were not able to do so causing them to drop out of school.

5.0 RECOMMENDATIONS

The study recommends that that more community awareness be created to demystify the narrative that there are specific gender roles for male and female students. In the current world, such mentality blocks a chance for a student to benefit from education. Additionally, it is also encouraged that the MOE should establish policies that seeks to empower secondary schools towards offering training on household chores to both genders. This could be derived through adoption of CBC curriculum even on higher classes of secondary schools. It is through this kind of training that the student's mentality would be changed. School management should also provide sensitization to parents during their meetings on the need to ensure that all students, whether male or female, get reasonable house chores to enable them have enough time to rest and learn.

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