# GENDER MAINSTREAMING IN SECONDARY SCHOOLS' BOARDS OF MANAGEMENT IN KENYA: A CASE STUDY OF URIRI SUB COUNTY, MIGORI COUNTY

BY

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## DECLARATION

This research proposal is my original work and has not been presented to any other university for examination or award of any degree.

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## DEDICATION

This research Project is dedicated to the highest God for enabling completion of the study.

# ACKNOWLEDGEMENT

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## LIST OF ABBREVIATIONS AND ACRONYMS

**AIDS**         Acquired Immune Deficiency

**BOM**          Board of Management

**CEB**          County Education Board

**CEDAW**        Convention on the Elimination of All Forms of Discrimination against

                 Women

**CEO**          Chief Executive Officer

**EU**           European Union

**GDP**          Gross Domestic Product

**GOK**          Government of Kenya

**GPI**          Gender Parity Index

**HIV**          Human Immune Virus

**KCSE**         Kenya Certificate of Secondary Education

**MOEST**        Ministry of Education, Science and Technology

**NACOSTI**      National Commission for Science, Technology and Innovation

**TSC**          Teachers Service Commission

**UN**           United Nations

**UNESCO**       United Nations Scientific Cultural Organisation

**UNICEF**       United Nations Children Education Fund

**WID**          Women in Development

# ABSTRACT

The study investigated gender mainstreaming in secondary schools' boards of management (BOMS) in Kenya. The study was conducted in public secondary primary schools of uriri sub County of Migori County, Kenya. The study identified three research objectives and three questions that guided data collection and analysis. The main objective of the study was to investigate gender mainstreaming in board of management in secondary schools in Uriri Sub County. The study had to investigate the influence of cultural factors on gender mainstreaming in secondary schools' BOMs. Investigation of the influence of socio economic status on gender mainstreaming in secondary schools' board of management was conducted. Assessment on the influence of education on gender mainstreaming in secondary schools' board of management was also conducted. The review of related literature covered three themes, namely: cultural factors; socio economic status; and educational level status that addressed objectives of the study. Other relevant literature for the study included an overview of gender mainstream and poly guides on nomination of BOM members. The related literature reviewed led to the identification of knowledge gaps that the study filled. The study addressed three variables. The variables included culture, socio economic and education.The study was guided by Marxist feminism as Advanced by Engel (Edger. 2008). In this theory, there is a parallel argument: the moulding, direction, and expression of sexuality organize society into two sexes, women and men which division underlies the totality of social relations.The study further adopted the descriptive survey design which was used to collect data from two sets of questionnaires and interview schedule. The target population comprised principals, BOM members and nominating agencies in secondary schools. Sample size of 8principals, 120 BOM members and 16 nominating agencies was selected. The total sample size for the study was 144. This conformed to the confidence Interval of 0.05, confidence level of 95 percent which is a Z-score of 1.96 and standard of deviation of 0.5.It was concluded from the study findings that cultural factors and socio economic factors influenced nomination and participation of BOM members.It was recommended that the state department of education should align nomination guidelines with the constitutional rights on the bill of rights. The study further recommended a study on the impact of nominating agencies on gender mainstreaming in BOMS in secondary schools should be conducted. The study might be significant to provide education planners and policy makers in their overall effort to formulate and implement equal participation in BOMs. This study might also be important to researchers for identification of areas for future research.

# CHAPTER ONE
## INTRODUCTION

### 1.1 Background of the Study

Despite the global advances in public service appointment, women still have a long way to go in participating on equal footing as men. The male colleagues greatly outnumber them (Carter and Silva (2010). According to Catalyst (2011), the international representation of men to women stood at 20:1 at senior management levels. This is due to the impartiality of openings that go unobserved by decision makers, or it's not a matter of apprehension, and hence it is not acted upon (Fiona, 1995). Certain employers victimize women by refusing to employ them even when openings exist. According to Obonyo (1994), a large number of employers hire men due to the required education and skills as opposed to women who lack education and skills.

Various studies (like Carter and Silva, 2010) conducted in the United States of America (US) indicated that women entered the skilled and administrative ranks in the US corporations in the same proportion as men. However, according to Catalyst, (2011), they are under-represented at senior levels. Besides, Catalyst, (2011) further noted that by 2010, women constituted only 2.2 percent of wealthy 500 Chief Executive Officers (C.E.Os). However, according to Catalyst (2011), the difference widened for women of colour, who accounted for about twelve percent of the administrative and skilled labor force. In addition,women have progressed no better in Europe. Catalyst (2002), noted that although women make up a third of managerial positions, only 1.8 percent of C.E.Os were women. According to EMA partners International (2010), India, had 11 percent of the big-company chief directors as women. Still, progress in women''s improvement attained over several decades has reduced significantly in recent years (Carter and Silva, 2010).

Gender disparities pose a challenge to development in the contemporary world. Subsequently, the hiring of women has become a priority for policy planners in developing countries (Kirk, 2004). This suggests that understanding the specific policy mitigation to women's development or entrance into educational leadership. Despite the increased involvement in work-place in Kenya, there are still few women in decision making bodies

in Kenya (Suda, 2002). As a result, gender parity has taken center stage. This has resulted in the growth and enactment of lawful policy mediations including the adoption of the National Commission on Gender and Development Act in 2003 (GOK, 2005); and the Education Act in 2013. The initiatives entail participation of women in decision making. Subsequently, the Education Act (2013) of the Laws of Kenya has outlined the Board of management membership composition and functions.

The secondary schools' board of management panel comprises of six elected parents of the students in the school, one person nominated by the County Education Board (CEB), three representatives of the sponsor, a representative of persons with special needs, and one person to represent special interest groups in the community. The following are co-opted members of the school board of management: (i) the county assembly representative responsible for the area where the institution is located; (ii) the chief of the area; (iii) sponsor, if any, of the institution, (iv) a representative of the parents association (v) The principal of the school shall be the secretary (vi) A representative of the County Director of Education (vii) Member of the National Assembly and (viii) a representative of the County Education Board.

The Education Act (2013) states that the Board of management is the agent of the state Department of Education and TSC. The BOMs have been delegated the function of recruitment of teachers by TSC. BOMs are also required to keep appraised with the trends and demands of education and training. They are also responsible for the protection of all the movable and non-movable properties of the school. The board of management entrusts the day to day running of the school to the principal who is the secretary to the board with full responsibility for the administration, and discipline of the students, teaching and non-teaching staff. However, in most secondary school' board of management in uriri sub-county, top positions have been dominated by the male, only one school has a female principle out of thirty-seven schools in uriri sub-county. This calls for inclusivity of female leadership and management to contribute in decision making.

According to Okumbe (2001), the functions of the school Board of management include; approval of the annual budget, collection of funds and disbursement of funds according to the guidelines from the ministry of education. BOMs incur expenditure on various activities of the school, following an approved budget.. Also, MOEST (2010), indicated that secondary schools' board of management members determine the amounts of fees and award bursaries to the needy students. This implies that secondary schools' board of management members are supposed to be literate and well informed.

Besides, socioeconomic status and cultural issues have influenced secondary schools' board of management. These factors have contributed to the disparity in appointment and participation of women in the board of management' decisions. Therefore, there was a need to assess gender mainstreaming in secondary schools' board of management in Uriri sub-county, Migori County, Kenya.

## 1.2 Statement of the Problem

Gender mainstreaming in secondary schools' board management is prevalent throughout the world. However, this case of the extent of gender differences varies considerably across the countries, regions as well as schools. From background information discussed earlier, it is clear that gender mainstreaming addresses the gender gaps in the secondary schools' board of management. Also, gender mainstreaming addresses the underlying management structures that lead to gender inequalities.

However, female participation in the decision-making process in the secondary schools' boards of management is wanting. In most communities of Uriri Sub County, men and women experience substantial disparities in their legal rights, access to and control of resources, education, economic opportunities, power, and political voice. Uriri has a population composed mostly of women, who shy away from engaging themselves in development activities. The purpose of the study is to understand the motivating factors for women's involvement in development and management activities despite perceptions of male dominance in the secondary school' board of management.

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## 1.3 Purpose of the study

The purpose of this study was to investigate gender mainstreaming in the board of management in secondary schools in Uriri Sub County.

## 1.4 Objectives of the study

The following objectives guided the study:

i) To examine the cultural factors that influence gender mainstreaming in secondary schools' board of management

ii) To investigate the influence of socioeconomic status on gender mainstreaming in secondary schools' board of management.

iii) To assess the influence of level of education on gender mainstreaming in secondary schools' board of management.

## 1.5 Research Questions

The following research questions guided the research study;

i) Do cultural factors influence gender mainstreaming in secondary schools' board of management?

ii) How does socioeconomic status influence gender mainstreaming in secondary schools' board of management?

iii) How does education level influence gender mainstreaming in secondary schools' board of management?

## 1.6 Limitation of the study

This study, like any other study, had its limitations. Uriri Sub County has poor road networks which are inaccessible during rainy seasons. To mitigate this, the study was conducted during the dry season. Another limitation was insufficient funds and the short time allocated for data collection that was not sufficient. This was mitigated through administering questionnaires through the assistance of research assistants. The other limitation encountered was suspicion. It was reduced through assurance of confidentiality of the information given.

**1.7 Delimitation**

The study was conducted in Uriri Sub County of Migori County, Kenya. The study was delimited to gender mainstreaming in education. The main focus of the research was on the involvement of female persons in the board of management in secondary schools. The study also narrowed its scope to socioeconomic status, education level and cultural factors that influence gender mainstreaming in secondary schools BOMs.

**1.8 Significance of the study**

The study might be significant to the field of sociology of education as it advances knowledge on the challenges facing gender mainstreaming in secondary schools' board of management in Uriri Sub County. Findings could be helpful in tackling problems that promote gender equality and narrow the development gap between men and women through the introduction of participation in educational development and effective gender balance. The study was significant as it provides education to planners and policy makers in their overall effort to formulate and implement equal participation in BOMs. This study was also important to researchers for identification of areas of future research areas.

**1.9 Assumption of the study**

The study was based on the assumptions that:
  i)     Cultural factors influence gender mainstreaming in schools' board of management.
  ii)    Socioeconomic factors influence gender mainstreaming in secondary schools' board of management.
  iii)   Education level influences gender mainstreaming in secondary schools' board of management

**1.10 Operational definition of terms**

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| **Affirmative Action** - | Action taken in favour of WOMEN so as to enhance equality. |
| **Culture** | The belief system and practice of a particular community group. |
| **Culture Practices** | Rituals which are performed in communities by respective sexes |
| **Empowerment** | Authority given to male and female persons to take appropriate action |
| **Engender** | To plan and program appropriate of gender difference and concerns. |
| **Gender** | refers to a social construct that asserts that the expectations and responsibilities of men and women are not always biologically determined. |
| **Gender Bias** | The tendency to make decisions or take actions based on gender. |
| **Gender Blind** | Inability to perceive that there are different gender roles for male and female persons |
| **Gender Discrimination**- | Refers to unequal treatment of male and female individuals |
| **Gender Disparity -** | The difference experienced between male and female persons in the society |
| **Gender Equality**- | Refers to equal treatment to male and female persons in society |
| **Gender Issues** | These are specific consequences of the inequality of women and men. |
| **Gender Mainstreaming** | Incorporating gender equality concerns and issues into all aspects of development activities |
| **Gender Relations** | Ways in which society defines responsibilities for men and women. |
| **Gender Roles** | These are responsibilities assigned by society to men and women. |
| **Gender Sensitive** | Being aware of the differences between women's and men's responsibilities. |

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|---|---|
| **Participation** | Contribution which a person makes to a given activity in terms ideas, skills, decision making, labour, time and money. |
| **Sex** | A biological term referring to female and male persons. |

## 1.11 Organization of the Study

The Study was organized in five chapters. Chapter one consists of the background of the study, statement of the problem, the purpose of the study, objectives of the study, significance of the research, limitations, and delimitation of the study, underlying assumptions of the study and the definition of operational terms. Chapter two comprised of the related literature review, with the following areas; overview of gender mainstreaming, Gender mainstreaming in education, influence of cultural factors on gender mainstreaming in secondary schools in BOM, control of educational level on gender mainstreaming in secondary schools BOMs and influence of social, economic factors on gender mainstreaming in secondary schools' of the resources, Theoretical Framework, Conceptual Framework and the Summary of the literature review were also captured in chapter two. Chapter three provided research methodology. The component of this section includes the research design, target population, sampling design and sampling procedures, data collection instruments validity and reliability, pilot study, data collection procedures and data analysis, techniques, and ethical consideration. The chapter presented the findings of the study which sought to establish factors influencing gender mainstreaming in secondary schools' boards of management in Uriri Sub County.

The findings were grouped according to the categories under which the respondents in the study area participated.   The responses were summarized and compiled in frequencies. The data were analyzed using descriptive statistics. Chapter four therefore covered data analysis, presentation, and discussions. Chapter five presented the discussion of research findings. It made a presentation of the summary, conclusions, and recommendations that involved investigation into the factors influencing gender mainstreaming in secondary schools' boards of management in Uriri Sub-county, Migori County, Kenya. Chapter five, therefore, provided the summary, conclusions, and recommendations of the study.

# CHAPTER TWO
# LITERATURE REVIEW

## 2.1 Introduction

This chapter on the literature review consisted of following six topics, an overview of gender mainstreaming, gender mainstreaming in education, social, economic status and gender mainstreaming in secondary school' board of management, the influence of culture on gender mainstreaming, Theoretical Framework, Conceptual Framework and the Summary of the literature review.

## 2.2 Concept of Gender

Gender refers to the social roles, responsibilities and behavior created in our societies and cultures. The concept includes the expectations held about the characteristics, aptitudes and behavior of men and women (femininity and masculinity).For example "men as income earners and „"women as caregivers"" (UNESCO, 2003).The roles are learnt and passed on from one generation to the next. It is not biologically determined or fixed forever. They can be changed to achieve equity and equality for both men and women. Since gender is created by the society its meaning will vary from society to society and will changeover time. This is because it carries the ideologies of socio-cultural context in which it is constructed (UNESCO, 2003). In all societies the common denominator of gender is female subordination and universal belief of women separation of public and private spheres into gendered spheres. This gives men an advantage in participating in public spheres (Matasyoh,2006). The concept of gender is vital because it reveals how women"s subordination and men"s dominion is socially constructed. Gender mainstreaming is critical to overcome this. It will enable men and women have access to opportunities at same level playing ground with men (Brown. G and Irby (2005).).An important instrument to gender mainstreaming will be competence development that is, the development of awareness, knowledge, commitment and capacity necessary to incorporate gender perspectives into substantive work among professional staff (UNESCO, 2003). In education sector, women constitute a high representation but their contribution in education administration is insignificant. The underrepresentation is a global issue contributed by personal centered factors like education level, ambition and family commitments.

Implementation of gender mainstreaming and situational centered factors like the role models and mentors are important to bring gender balance in education administration among teachers (Ann Darwin, 1st May 2000 – Management and Research Centre, Southern Australia).It is critical to involve women in educational management because they make a significant population in the world. Human rights and affirmative action policies demand their inclusion so that the girl child can model from them.

## 2.3 Overview of Gender Mainstreaming

The concept of mainstreaming has developed out of the historical background of efforts to advance equality for women. In 1970, Ester Boserup (in Earthscan Publication on Women's Role in Economic Development) used data and information on development projects in Third World countries to highlight the differential impact on women and men of development and modernization strategies. Responding to this, liberal feminists in the United States advocated the use of legal and administrative reform to ensure that women and their concerns would be better integrated into economic systems. This led to the development of women in development (WID) approach, based on the rationale that women constituted a mostly untapped resource which should be recognized as being potentially valuable in economic growth.

The thinking behind the WID approach was strongly affected by the 'trickle down' and 'human capital' development theories of the 1960s and 1970s. These theories were based on the assumption that heavy investment in education systems and in the development of highly trained workers and managers would result in the transformation of 'backward,' predominantly agricultural societies, into ones which were industrialized and modernized. The resultant improvements in living conditions, wages, health services, and education would then lead to a 'trickle down' effect in all sectors of the society, and it was assumed that women and men would benefit equally from these changes.

This assumption began to be questioned in the 1970s, however, as the relative position of women over the two decades of modernization had not only shown minimal improvement but had actually declined in some sectors. In most countries, women's enrolment in educational institutions, particularly at secondary and tertiary levels, was not as high as

men's. As new agricultural technologies were developed and introduced, their use was usually directed at men rather than women, despite the fact that many women were involved in agricultural production. And in the formal industrialized sector, women were generally found in low-skill, low-wage, repetitive jobs, which in some cases threatened their health. This was partly due to their low levels of education, but also to the belief that they were not the primary wage earners for their families.

In this study, mainstreaming refers to integration into the current structures. Many development organizations and international bodies had over time shown the importance of working towards gender equality. Many efforts as shown in the introduction have been put towards achieving balance. According to Ryland Wallace (1991 study of Reform Agitations in Wales press of Wales university), the principle of equality of men and women was recognized in the UN declaration of human rights in 1948. Despite this, financing of gender mainstreaming activities persisted.

Gender mainstreaming, at its core, was, therefore, a radical socio-political concept for achieving gender equality. Gender mainstreaming is a strategy that initially obligates governments to systematically introduce a gender-oriented perspective for every political and economic decision.

The concept of gender mainstreaming can be traced in the World Conferences on Women in the 1980s and 1990s. The women discussed the fact that achieving gender equality and developing equal opportunities between the genders cannot solely be accomplished through families but that elements of these concepts must be integrated into all fields of politics. Gender roles and the relationship are due to between the genders are due to social, political, cultural and economic contexts of various societies. Women are still excluded from political decision-making processes. The economic differences experienced by women hardly decrease, despite the increase in their employment. On average, more men than women are likely to be in right working conditions. However, men are also affected more by unemployment and marginalization.

However, it can be said that the 1990s were excellent years in getting legal regulations on gender parity. In light of this, Convention on the Elimination of All Forms of Discrimination against Women (CEDOW) noted that critical political frameworks were needed to supply the foundations for gender-equitable policies. In this context, the European Union( EU) member states signed the Treaty of Amsterdam in 1997. All European bodies were Within the EU were to develop a five-year roadmap on gender mainstreaming. In light of this, in the current action plan, the roadmap for the period 2006-2010, was to include these core fields include the equality of men and women in the industry and the labor market. The latter is primarily concerned with the provision of appropriate services that contribute to the compatibility of families and career.

Gender mainstreaming can contribute to positive influence where political will actualise it. It minimizes differences in bureaucracies as required. This in itself, is very positive, and it can change awareness in institutions. Gender mainstreaming challenges people to widen their knowledge about gender. Usually, there is only a little, if any, information about how political decisions affect gender relations.

## 2.4 Gender mainstreaming in Education

Gender equality is an issue in secondary education in many sub-Saharan African countries. The gender parity index (GPI) is used to measure inequalities in access to education between males and females (UNESCO, 2016). At the secondary level, only about27% of the sub-Saharan countries fall inside the GPI 97-103, which is considered to represent parity (Lewin, 2009) shows that very few countries in sub-Saharan African achieve gender equity at the secondary level.

In Kenya, for example, boys and girls enroll equally through the primary grade, and it is not until during secondary education that different rates of drop out begin to appear, and the number of girls decreases(Keith M. lewin, 2009, Making Rights Reality, access, transitions and equity, Mattia, 2012). Hence, gender equality is much needed, and the UN has long promoted gender mainstreaming to support the promotion of gender equality at all levels. The EU, for example, actively promotes gender equality and in 1997 gender

mainstreaming was written into the EU treaty, stating that they shall aim to eliminate inequalities and to promote equality between men and women in all their programmes.

However, implementation of gender mainstreaming policies seems to be qualitatively failing. The failure to implement gender mainstreaming can be explained by the unwillingness and the inability by aid givers to include the civil society organizations that are endorsing gender equality, and if these organizations are not involved the gender mainstreaming policies are limited as they risk losing touch with the stakeholders the plan is supposed to empower (Debusscher, Petra & Van Der Vleuten, European Union Development Co-operation, 2012)

## 2.5 Socioeconomic status and Gender mainstreaming in Secondary Schools' Board of Management

In this study, socioeconomic status referred to the social and economic status of BOM members. Oppression has for decades caused significant damage to many people in developing countries. Women have suffered due to marginalization and exclusion in all levels of decision-making. As the effects of the past unequal distribution of resources are still with Africans, it adds to the plight of women who in most instances are the ones who have to fend for their families. If there is no means to do that, they become trapped in poverty and this phenomenon is generally associated with women.

The Population Development programme (1990) stipulates that the role women play, and their standard of living is so low that they form part of the syndrome which has internationally been labeled "the feminization of poverty." The crucial issue faced by most developing countries is that of high population rate which has become so difficult to be addressed. It is envisaged that it can be tackled if the status of women is improved and their right to be involved in decision making is honored by the leaders of the countries concerned.

## 2.6 Influence of education on gender mainstreaming

In this study, education referred to the academic standards of BOM members. Various surveys conducted in 2010 in 30 countries in Asia and sub-Sahara revealed that 28 percent of 100,000 children out of school were girls. These are significant inequalities in education in general. In the various discussions on the post-2015 education-related agendas, there was a strong consensus that gender equality in education remains a priority. Multiple inputs noted that inequalities in general, and particularly gender equality, need to be addressed simultaneously in various levels of economic, and social, political and cultural status. According to, the German Foundation for World Population (2013), these inputs influence the completion rate of girls in secondary schools. Education, therefore, has a strong correlation with girls marrying later and delaying first pregnancy. While access to good quality education is essential for girls and women, gender-based violence and equality through education ought to be addressed. Gender-based discrimination in education is rooted in differences experienced in society. Gender disparities undermine the ability of women and girls to exercise their rights.

Educational system in Kenya has done little to alter the educational and career expectations for girls as they go through the education system. It is as if girls and boys are not exposed to the same educational curriculum due to inequalities seen when it comes to educational and career expectations. The curriculum of education challenge boys and subdue girls when it comes to career aspirations. They became women with no aspirations to move up because their aspirations are channeled to less rewarding and domestic oriented careers from a young age, Obonyo, ( 1994 ,cited by Wanjama,2002).

This trend is reflected in tertiary and high institutions of learning and it translates to work place especially in education administration positions. The statistics from the education headquarters show poor representation of women (Juma and Ngome, 1998). The situation in other institutions of learning is no better. For example out of 26 teacher training institutions in the country only 4 are headed by female principals, out of 122 teacher educators from provincial education officers to the level of municipal education officer, only one is a woman (UNESCO, 1995). In secondary school principal ship the trend is similar with only 1000 female principals out of a total of 4000 schools (financial times

1999). Wanjama, (2002) quoting study by Lodiaga and Mbevi,(1997) reveals a pattern in education administration which is not very promising. There is persistence pattern of segregation in which some jobs are readily identifiable as "women"s" and others as "men"s". Women"s jobs often have lower status and pay than men"s job requiring the same education and training. This is noted in every country regardless of how much progress has been made in women"s professional arena. Educational qualification and training is a factor that determines gender imbalance in education administration to an extent. In Kenya today disparities exist in tertiary and higher learning

## 2.7 Cultural issues and gender mainstreaming in Secondary Schools' Board of Management

Practices which are dominant in society such as Socio-cultural beliefs, attitudes and cultural practices in our society tend to differentiate effects of gender mainstreaming on boys' and girls' education. In most cases, more prejudice is placed on girls while boys are favored in all aspects of life. Girls are viewed to be inferior over ages hence discriminated against immediately at birth and women who put to bed baby girls do not receive proper appreciation as compared to their fellows who give birth to boys.

It is viewed that thorough scrutiny into the situation of girls reveal that their disadvantaged position is as a result of parental and societal attitude which insists on the importance of male gender at the expense of their female counterpart, an act that has caused education of girls to be given minimal or no attention at all while that of boys' being critical. The boys are properly natured since they are expected to be the breadwinners, heirs, professional persons and leaders of society as articulated by UNICEF (2012).

This leaves the girl child to be socialized, to be a generous person destined for procreation and service to the society especially her family. On the other hand, boys heavily valued and favored. Therefore, girls assist their mothers with domestic work at an early age and gradually internalize their roles and disadvantages; this is according to (Deventer, 2000) and Abagi (2000). Unfortunately, that is the social image of the differences between male and the female gender as far as the projection of our cultural environment in which we live is concerned. This image is a self-fulfilling mirror of our society. Unfortunately, this

practice has caused formal education of girls to be viewed with suspicion and termed a threat to their morality. For fear of losing respect, prestige, and dowry due to effects of schooling of their daughters. Slight excuses like of early pregnancies and lack of school fees would comfortably make parents reluctant to support their daughters' education. In a study by Abagi (2000), parents interviewed in Uriri Sub-County feared that their daughters could get pregnant or fail to get husbands due to bad influence acquired as a result of their education. Wamahiu (2005) notes that girls' education is curtailed because early marriages are most engineered for material gain. This includes avoidance of premarital pregnancy, preservation of integrity, and acquisition of bride wealth among others.

Attitudes towards girls' education tend to be negative among most parents. This is due to the low status attributed to women in society. Girls and women are characterized up to today, in a uniform fixed in a one-sided manner, and depicted as the weaker sex, dominated and controlled by males. Among most communities, marriage means that a daughter becomes part of her husband's family. This weakens the parental responsibility to educate the girl. Most parents worry about wasting resources on girls' education because after marriage their husbands' families are the ones to benefit (Abagi, 2000). In some communities, lack of linkage between formal education and cherished traditional values and practices lead to persistent resistance to formal education. This problem is confirmed by the World Bank and the Ministry of Education. In a study by Appleton 19 (2005), low opinion of schooling by parents, especially in the case of girls, was out as a result of the belief that women are less capable and their place is in the kitchen. Therefore, women became conditioned to see their future as housewives who would not need much formal education whereas boys knew very well that they were future breadwinners and needed education for formal employment. In this case, the patriarchal structures of power not only place a greater role but also discriminate against women in all aspects of social life (Kasente, 2003). Given the above literature, socio-cultural beliefs and practices dominant amongst the various communities hinder girls' education in diverse ways.

Though studies have been conducted in relation to culture, there is still need for more intensified investigations to understand it fully and reveal the differences among the ethnic groups in the affected areas (Odaga and Heneveld, 2000). Socio-cultural challenges significantly challenge women in school management position in Uriri Sub-County. The patriarchal society views men to be superior to women regarding leadership. Members of the community feel that men make better leaders than women. Therefore Uriri sub-county where a leader is to be elected, people will prefer choosing a man rather than a woman. Elective positions like Board of Governors chairman are usually occupied by men (Onyango et al. 2011). Records show that there is no female Board of Management Chairperson in Uriri Sub-County schools. The politicians also support men to win the support of the members of the community. Hence there is no political goodwill for women leadership in education in Uriri in the Education sector in the entire Sub-County.

The findings showed that the community favors Board of Management comprising of the male gender. Therefore in this study, the researcher decided to choose Uriri Sub-County for a more transparent investigation of the challenges facing women in the school Board of Management. Gender roles are pegged to culture as pertains to the behavior and emotions of men and women. Besides, gender roles refers to a set of social and behaviour standards considered appropriate formen and women (Powell & Graves, 2003) Proponents of gender role theory and women involvement in educational management assert that observed gender differences in behavior and personality characteristics are, at least in part, socially constructed, and therefore, the product of socialization experiences and determine the acceptance and consideration in the educational management; this contrasts with other models of gender that assert that gender differences are "essential" to biological sex.

Research supports this theory, finding gender differences in almost all societies, but with variations in the norms adopted, suggesting that gender differences are, at least partly, influenced by culture. Gender and its effect on career choice have long been a research interest. However, while most high status, high salary occupations are skewed to higher male participation; academic studies on gender-typed career choice are concentrated on females' lower involvement in careers (Jung, 2009). In light of this, societies have given preference to males over women in educational opportunities.

Therefore, advances are made to men as opposed to women. Subsequently, disparities in education influence education policies and practices of various countries. Consequently, all countries globally face gender disparities. This is correlated by UNESCO (2012), which noted there was a correlation between GDP and educational attainment, all states have incentives to make the best possible use of all of their human resources (UNESCO 2012). Just as men's gender roles have changed, women's gender roles have changed in the last few years, opening new opportunities in the top educational management position and other management positions in other institutions. However, openings have their price, and some things are slower to change than others. Women can, therefore, no longer be discriminated against the workplace.

However, few women hold top positions in institutional educational management. It is worth noting that today women are now aggressively looking for more and more available managerial positions in schools. According to Davis (2000), though there are interventions to address gender parity, things don't change in traditional families. Gender can be defined as being a male or female and translated into the opportunities enjoyed by either of the two sexes as prescribed by the societal values and norms. However, society has put restrictions on these opportunities thus causing disparities between males and females. Uriri Sub-Count, the population, is mainly in the rural settlement with women forming almost 70% of the population in rural areas.

Nevertheless, Women have less decision making power and lack access to information. The bias against girl child education is there but not pronounced. Females head many households in Uriri due to HIV/AIDs related death of their husbands and high migration of men searching for employment. The level of gender awareness in the Sub-County is quite low. This has also been reflected in the management of the education system in the region. This eluded the reason and importance to investigate Uriri Sub-County concerning gender mainstreaming in Board of Management in Secondary Schools. This study, therefore, sought to understand the effects of gender role orientation on challenges facing women in Secondary Schools' Board of Management.

The scholars in the literature review gave a detailed account of the cultural, socio-economic and educational effects on gender mainstreaming. The results enormously influenced the number of women in management positions in education. Nevertheless, none has given an account of how these factors affect women in school management boards. It is with this respect that this study carried out an analysis on gender mainstreaming in BOMS in Uriri sub-county. This study, therefore, bridged the gap by getting responses from principals who are the Secretaries to the Secondary Schools' Board of Management Committees, Interested groups who are the nominating groups for BOMS.

## 2.8 Summary of the literature review

From the related literature reviewed, the cultural factor revolved around the norms and the traditions of the community. However, efforts had been made by scholars in the past without touching on the effects of cultural factors on the female gender's involvement in the educational sector. The economic status also affected the women involved in Secondary schools Board of Management. Participation of women in secondary schools board of management has not been realized. In spite of this, the study sought to investigate the factors that influenced the involvement of women in secondary school boards of management. Research gap on gender role in participation in secondary schools board of control was identified. This study, therefore, unveiled the factors that challenge Women in participating in secondary schools boards of management.

## 2.9 Theoretical Framework

This research was guided by Marxist feminism as Advanced by Engel (Edger. 2008). In this theory, there is a parallel argument: the molding, direction, and expression of sexuality organize society into two sexes, women and men which division underlies the totality of social relations. This theory has been adopted in this study because, gender inequality represents a massive loss of human potential, with costs for men as well as for women.

However, since women generally are more subject to gender discrimination, efforts to reduce gender discrimination have tended to focus on women. As a result, initiatives have often targeted women only.

## 2.10 Conceptual Framework

The following figure represented a conceptual framework showing the factors influencing participation of women in secondary school boards of management.

**Figure 2.1 Gender mainstreaming in BOMs**

**Inputs**　　　　　　　**Process**　　　　**Outputs**

| **Economic Factors**<br>-Household income<br>-Resource Allocation |
| --- |

| **Cultural Factors**<br>-Social Environment<br>-Ego of members |
| --- |

| **Educational level**<br>-Academic qualification<br>-confidence<br>-personality |
| --- |

| Facilitation of Gender mainstreaming |
| --- |

| **Participation of women in secondary school boards of management**<br>-Active participation<br>-Confidence<br> - Informed citizenry |
| --- |
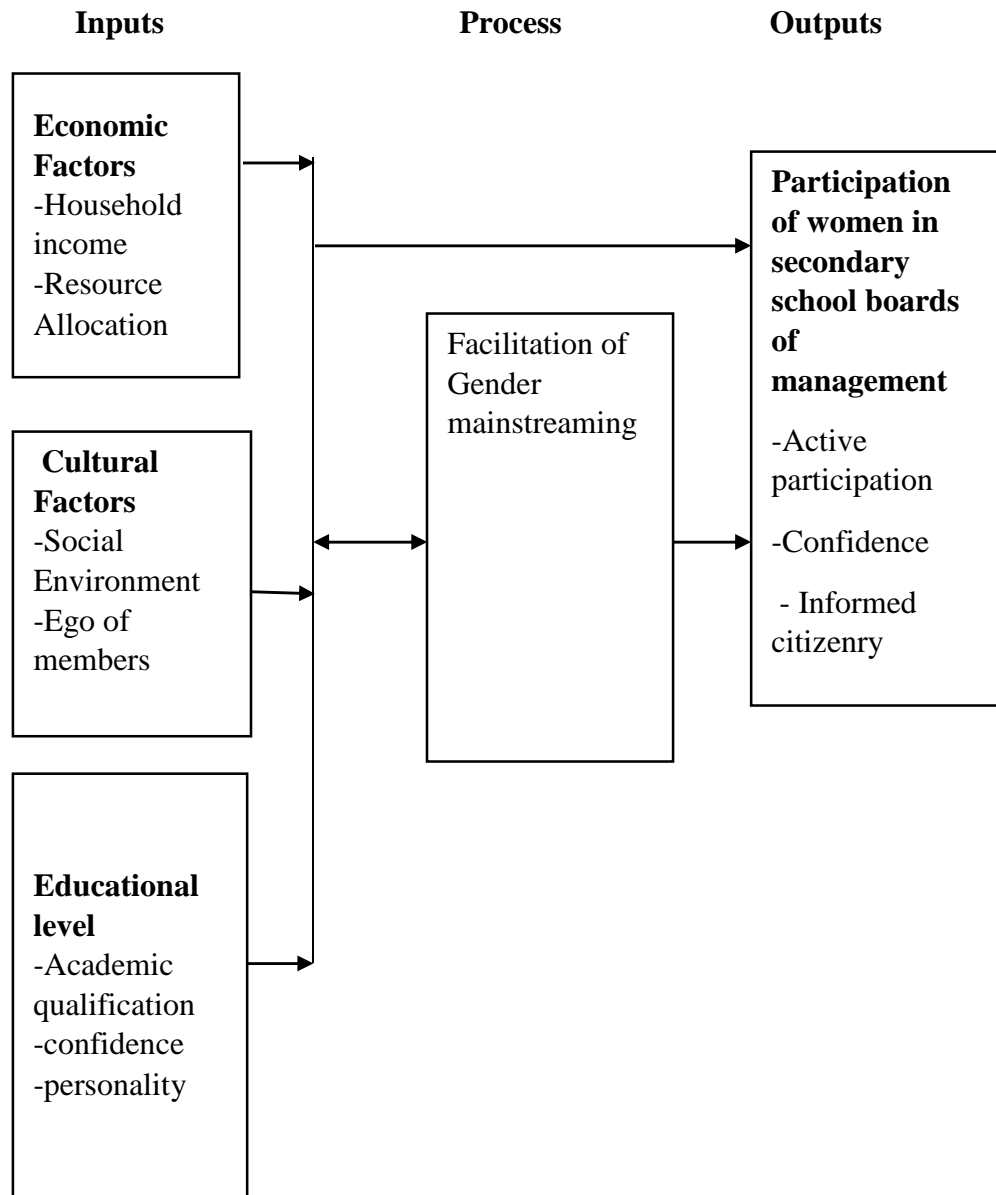
The above figure indicates that cultural factors, socioeconomic factors, and educational factors have an influence on participation of women in secondary school boards of management. It also shows that the affirmative policy in the education sector and people's perceptions of the gender mainstreaming can influence its implementation.

The first level assumed economic factors, cultural factors and educational level by over time and passed from one generation to the next and cause gender imbalance in education administration among teachers. They dictate whether women would aspire for and take senior managerial positions when given promotion. The women self-perception which results to lack of self-confidence is due to academic qualification process which has portrayed leadership as a province of men. Educational qualification and training prepare women as future leaders. The education policy makers   must realize the unique needs of women in leadership preparation programmes. Women with higher education and training stand a better chance to have career mobility than those without.

The dependent variable is the phenomenon which is the object of study under investigation (Orodho, 2002).It is the object to be assessed .It varies as a function of independent variable. In the study the dependent variable gender imbalance in education administration among teachers in public secondary schools in the larger Uriri sub-county

The third level assumes that affirmative action, gender sensitization and women professional Networking will benefit the underrepresented women. In the study the moderator variable is the affirmative action, gender sensitization and women professional networking. All these policies will take into consideration gender in order to benefit the underrepresented group as a means to counter the effects of history exclusion.

# CHAPTER THREE
# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter on research methodology entails research design, study area, target population, sampling techniques and sample size, methods of data collection, reliability and validity of instruments, data analysis and presentation, and ethical consideration.

## 3.2 Research Design

A research design is a plan and structure of investigation used to obtain answers to research questions (Ditsa, 2004). This study adopted a case study design. Kombo and Tromp, (2010) note that the case study enables a researcher to reach several respondents at one instant. It was found to be handy as it presented an opportunity to fuse quantitative and qualitative data in the process of describing variables. The choice of this type of design was prompted by my intention to engage the participants in their natural setting. Employing the representative survey enabled to observe, describe and document study findings. Through the investigation, data were collected using questionnaires for church officials, school teachers, and women group officials.

## 3.3 Target population

The target population refers to the entire set of units for which the survey data are to be used to make references (Sheldon, 2010). It is an extensive collection of individuals or objects that are the main focus of a scientific study. This study based its findings from the churches, schools and existing women groups. The target population for this study was 38 principals and 646 BOM members. The target population was then used to determine the sample size of the study.

## 3.4 Sample size and sampling procedure

Roberts (2004) defines sampling as the process of selecting some individuals for a review in such a way that the individuals represent the larger group from which they were elected. Purposive and random sampling was used to select the schools for the study. Simple random sampling was used to select respondents in these schools.

To attain a reasonable data for the study, the study adopted a 20% sample size. Gay and Diehl (1992) cited in Alhaji (2010) argue that for descriptive research the sample should be 10 percent of the population, but if the population is small, then 20 percent could be required. This concurred with Bartlett, Kotrlik, and Higgins (2001) who noted that if the population is between 300 and 400, 20 percent of the population may be sampled. Likewise, Gay and Diehl (1992) cited in Alhaji (2010) state argue that for descriptive research the sample should be 10 percent of the population, but if the population is small, then 20 percent may be required.

However, Dessel (2013) stated that a correct sample is crucial for the research as a sample that is too big will lead to the waste of precious resources such as time and money while a sample that is too small will not allow you to gain reliable insights. In line with the high school of thought, eight principals and 120 secondary schools' board of management members constituting 20 percent of the population in BOMS in Uriri Sub-county were sampled. Likewise, two interested groups from eight schools that nominate members to the BOMS were sampled. The sample size for interested groups was therefore 16. The total sample size was thus 144.

### 3.5 Research instruments

According to Bell, 1993, a researcher is mainly concerned with views, opinions, perceptions, feelings, and attitudes of the respondents. Such information can be best collected through the use of questionnaire and interview techniques (Touliat and Compton, 1988 ;). The researcher, therefore, used two sets of questionnaires and an interview schedule for the collection of data. One set of the questionnaire was administered to school principals. Another set was administered to BOM members. The interview schedule was administered to interested groups that nominate members to the BOMS. The instruments contained closed and open-ended questions. The choice of structured questionnaires was due to ease of administration, analysis and time-saving.

## 3.6 Pilot study

Piloting refers to trying out the items in a questionnaire with a small group of respondents (Wiersma, 1995). The pilot study helped to identify inconsistencies in the items for purposes of reviewing them before the actual research. A pilot study was carried out to pre-test the instrument to measure what was intended to be measured. For this study, piloting was conducted in one secondary school.

### 3.6.1 Validity of the instruments

The research Validity shows to what extent an instrument measures what it is supposed to measure (Kimberlin & Winterstein, 2008).Validity can be referred to as accuracy and meaningfulness of inferences which are based on research results. The researcher adopted both contents and constructed validity; where for the content validity, the questionnaire was given to supervisors for verification. For the construct validity, a pilot study was conducted and a coefficient of those that would be measured to be computed. The instruments were said to be valid when they measured what was purported to be measured. The researcher conducted a pilot study which involved one principal, two interested groups and 15 BOM members. According to Mugenda & Mugenda (2003), a pilot study assisted the researcher in identifying items in the instrument which were ambiguous and difficult. Amendments were then made on the instrument to improve quality and validity. The researcher sought advice and guidelines from the supervisor concerning the instruments and how to be ascertained to be valid and the researcher administered them in the actual research.

### 3.6.2 Reliability of the instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trial (Okungu, 2010). It is referred to as the degree to which a research instrument can be depended upon to yield consistent results after the repeated trial. It enhances accuracy, clarity, and adequacy of the instrument. To test reliability, the researcher used the test-retest method (Cohen & Manion, 2004). Reliability of the questionnaire were determined by the test-retest method, where three sets of questionnaires will be administered to respondents during the pilot study. Their responses assisted in refining questionnaire items.

### 3.7 Data collection procedure

The researcher took into account ethical issues in seeking to collect the relevant data. The researcher sought permission from relevant authorities before embarking on data collection in Uriri Sub County. Subsequently, the researcher acquired research permit from NACOSTI. Permission was also obtained from the sub-county commissioner and director of education, Uriri, to allow the researcher to research in the Sub County. She then contacted the identified respondents starting with the Education officers, principals, interested groups and BOM members. The researcher then visited secondary schools to disburse the research questionnaires to the respondents.

### 3.8 Data analysis

Data analysis involved organizing, summarizing and synthesizing data to provide the necessary information for description. Analysis of data started with editing to identify errors made by the respondents such as spelling and any un-responded to items. The researcher carried out data analysis by scrutinizing the questionnaire items.

Quantitative data derived from the demographic section and the closed questions were analyzed using descriptive statistics, using percentages and frequencies to enable the meaningful description of the distribution. Qualitative data generated from the open-ended questions in the research instrument was organized into themes and patterns categorized through content analysis. A tally system was developed where the total numbers of frequencies for the variables were calculated and a database for analysis was developed. The data was then presented using frequency tables. The final results were then summarized in tables after which a report was be compiled.

### 3.9 Ethical Considerations

The study observed ethical conduct during the process of data collection. The researcher applied for research permit from NACOSTI before carrying out the research. Permission was also sought from the office of the Migori county commissioner and Migori county Director of Education. The heads of institutions were given an introduction letter to justify the reason for the research. The respondents were assured of the confidentiality of the research and their responses to clear fear of disclosure and victimization.

# CHAPTER FOUR
## DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

### 4.1 Introduction

This chapter is a presentation of the findings of the study which sought to establish factors influencing gender mainstreaming in secondary schools' boards of management in Uriri Sub County, Kenya. This section represented data findings of the study on demographics, key areas and objectives. Each specific objective was analyzed in relation to main objective of the study and conclusion made thereof. The findings are grouped according to the categories under which the respondents in the study area participated. The responses were summarized and compiled in frequencies, converted to percentages and presented in tables and figures. The data were analyzed using descriptive statistics. This chapter therefore presents the findings in accordance with the issues and views articulated by participants who were principals of secondary schools, BOM members and interested groups. These objectives were:

i)    To examine the cultural factors that influence gender mainstreaming in secondary schools' board of management.

ii)   To investigate the influence of socio economic status on gender mainstreaming in secondary schools' board of management.

iii)  To assess the influence of education on gender mainstreaming in secondary schools' board of management.

### 4.2 Instruments Return Rate

The study used questionnaires for principals and BOM members while interview schedules were used for interested groups. The instruments return rate is as indicated below:

### 4.2.1 Questionnaire Return Rate

The questionnaires were administered to 8 principals and 130 adult BOM members. The summary of the response rate was as presented in Table 4.1 below:

**Table 4. 1**: **Questionnaires Return Rate**

| Category of Respondents | Questionnaires Issued | Return Rate | Percentage |
|---|---|---|---|
| Principals | 8 | 8 | 100 |
| BOM members | 120 | 120 | 100 |

From the information in Table 4.1, 100 percent of the principals returned their questionnaires. In addition100 percent of the BOMs members returned their questionnaires.
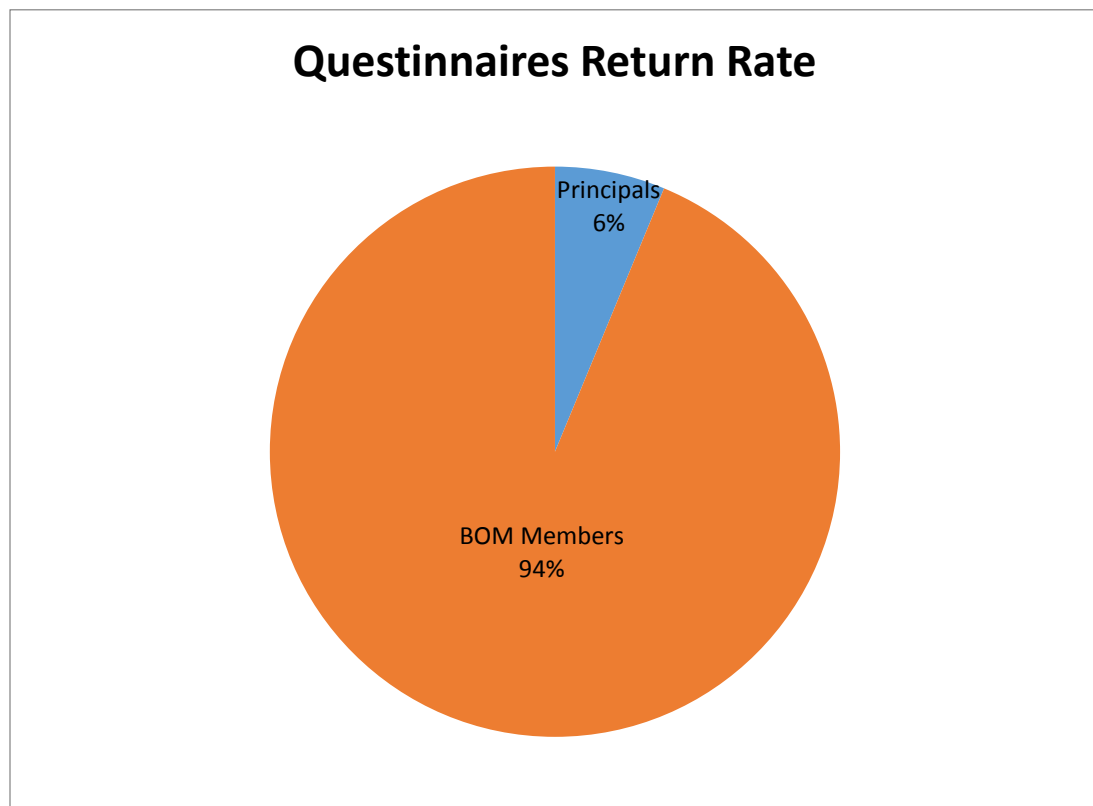


**Figure 4. 1**: **Questionnaires Return Rate**

From the Pie Chart, 100 percent of the principals returned their questionnaires. In addition100 percent of the BOMs members returned their questionnaires.

### 4.2.2 Interview Schedules Return Rate

After analyzing the questionnaire return rate, the return rate for interview schedules administered to Education officers and interested groups was analyzed. The summary of the return rate was as presented in Table 4.2 below:

**Table 4. 2 : Interview Schedules Return Rate**

| Category of Respondents | Interview schedules administered | Return Rate | Percentage |
|---|---|---|---|
| Interested groups | 16 | 16 | 100 |

From the information in Table 4.2, 100 percent of the interested groups responded to interview schedule items
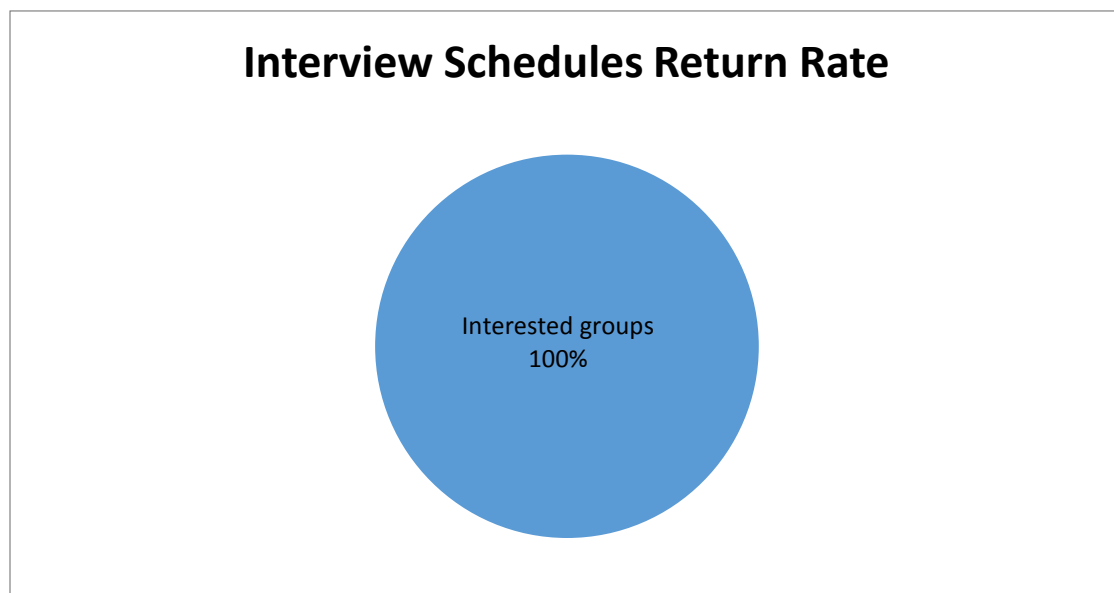


**Figure 4. 2: Interview Schedules Return Rate**

From the information in Figure 4.2, 100 percent of the interested groups responded to interview schedule items

**4.3 Demographic Information**

**4.3.1 Gender of the respondents**

The study sought the gender distribution of teacher and pupil. The results of the findings are shown in table 4.1 below

**Table 4. 3**: **Gender of the respondents**

|  | Principals | | BOM members | | Interested groups | |
|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % |
| Male | 6 | 75 | 80 | 66.7 | 12 | 75 |
| Female | 2 | 25 | 40 | 33.3 | 4 | 25 |
| Total | 8 | 100.0 | 120 | 100.0 | 16 | 100.0 |

From the results in the Table 4.3, 75 percent of the principals were male while 25 percent of the principals were female. In addition 66.7 percent of the Bom members were male while 33.3 percent of the BOM members were female. Besides, 75 percent of respondents from interested groups were male while 25 percent of respondents from interested groups were male

On overall majority of the principals and interested groups were males while 66.7 percent of the BOM members were male. The gender disparity differed too much in the brackets of principals and interested groups. The gender disparity among BOM members would not be realized to government policy on affirmative action.
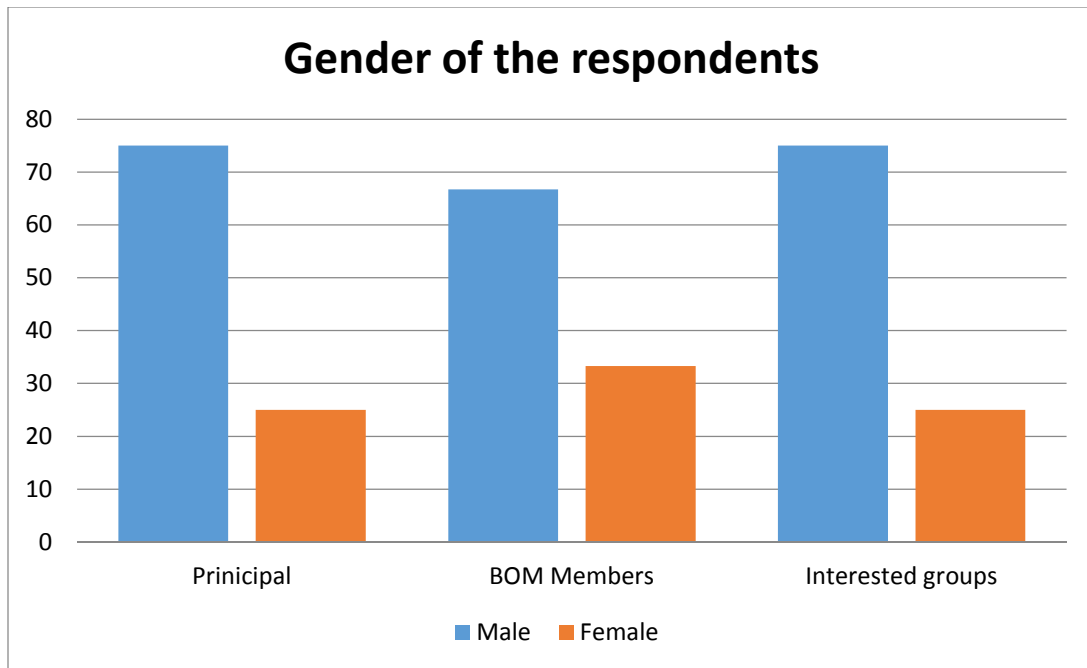
**Figure 4. 3**: **Gender of the respondents**

From the Bar graph, 75 percent of the principals were male while 25 percent of the principals were female. In addition 66.7 percent of the BOM members were male while 33.3 percent of the BOM members were female. Besides, 75 percent of respondents from interested groups were male while 25 percent of respondents from interested groups were female

On overall, majority of the principals, BOM members and interested groups were males while the minority of the members was female. The gender disparity differed too much in the brackets of principals and interested groups. The gender disparity among BOM members would not be realized due to government policy on affirmative action.

**4.3.2 Age of Respondents**

After analyzing the gender of the respondents, age of respondents was analyzed. The summary of the analysis was as presented in Table 4.4 below:

**Table 4. 4**: **Age of the respondents**

| | Principals | | BOM members | | Interested groups | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 31-40 | 2 | 25 | 30 | 25 | 4 | 25 |
| 41-50 | 6 | 75 | 90 | 75 | 12 | 75 |
| Total | 8 | 100.0 | 120 | 100.0 | 16 | 100.0 |

From the information in Table 4.4, 25 percent of the principals were in the age bracket of 31-40years while 75 percent of the principals were in the age bracket of 41-50 years In addition, 25 percent of the BOM members were in the age bracket of 31-40years while 75 percent of the BOM members were in the age bracket of 41-50 years. Besides, 25 percent of interested groups were in the age bracket of 31-40years while 75 percent of the interested groups were in the age bracket of 41-50 years.
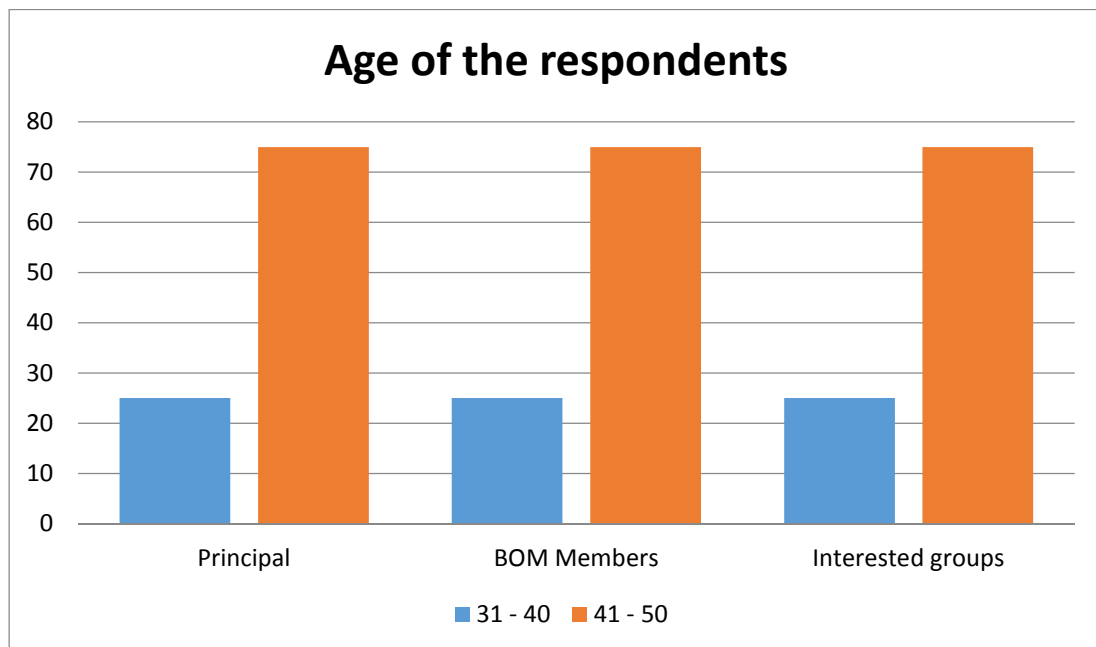


**Figure 4. 4**: **Age of the respondents**

From the bar graph, 25 percent of the principals were in the age bracket of 31-40years while 75 percent of the principals were in the age bracket of 41-50 years In addition, 25 percent of the BOM members were in the age bracket of 31-40years while 75 percent of the BOM members were in the age bracket of 41-50 years. Besides, 25 percent of interested groups were in the age bracket of 31-40years while 75 percent of the interested groups were in the age bracket of 41-50 years.

**4.3.3 Academic qualification of the respondents**

After analyzing the gender of the respondents, the study sought the academic qualification of BOM members and interested groups. The results of the findings were shown in Table 4.5

**Table 4. 5**: **Academic qualification of the respondents**

|  | BOM members | | Interested groups | |
|  | N | % | N | % |
| --- | --- | --- | --- | --- |
| KCPE | 0 | 0 | 0 | 0 |
| KCSE | 90 | 75 | 12 | 75 |
| DEGREE | 30 | 25 | 4 | 25 |
| Total | 15 | 100.0 | 45 | 100.0 |

From the results in the Table 4.5, 0 percent of BOM members and 0 percent of interested groups had KCPE educational level. Besides, 75 percent of BOM members had an academic qualification of KCSE. In addition, 75 percent of interested groups had academic standard of KCSE. In addition, 25 percent of BOM members had a degree as an academic standard while 25 percent of interested groups had a degree as academic standard.
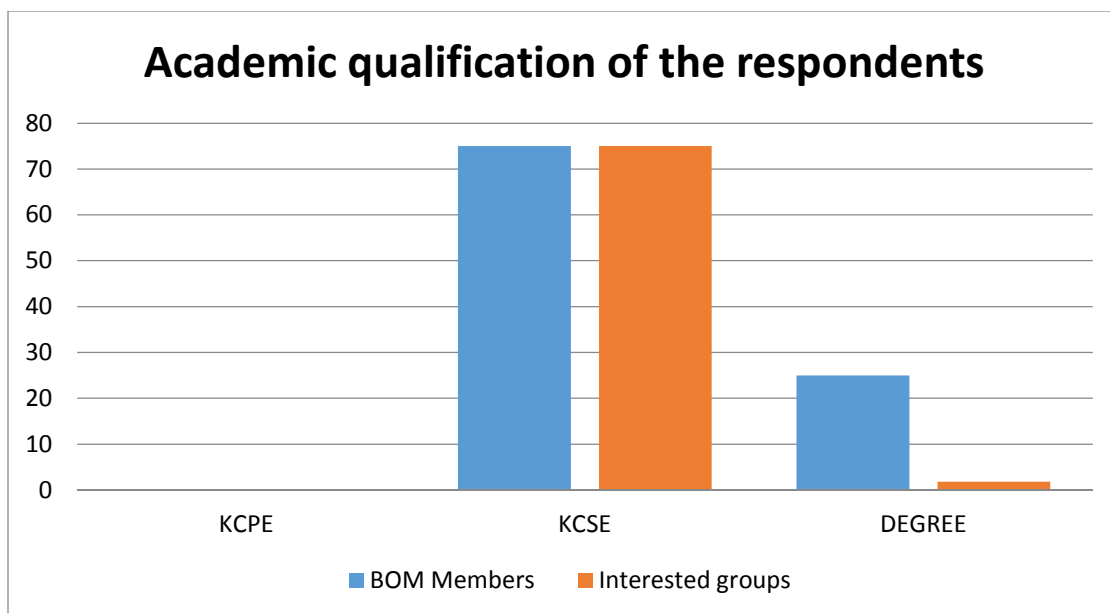
**Figure 4. 5**: **Academic qualification of the respondents**

From the Bar Graph, 0 percent of BOM members and 0 percent of interested groups had KCPE educational level. Besides, 75 percent of BOM members had an academic qualification of KCSE. In addition, 75 percent of interested groups had academic standard of KCSE. In addition, 25 percent of BOM members had a degree as an academic standard while 25 percent of interested groups had a degree as academic standard.

### 4.3.4 Professional qualification of the respondents

After analyzing the gender of the respondents, the study sought to establish the professional qualification of BOM members and interested groups. The results of the findings were shown in Table 4.6:

**Table 4. 6**: **Professional qualification of the respondents**

|  | BOM members | | Interested groups | |
| --- | --- | --- | --- | --- |
|  | N | % | N | % |
| Certificate | 90 | 75 | 12 | 75 |
| Diploma | 0 | 0 | 0 | 0 |
| Degree | 30 | 25 | 4 | 25 |
| Total | 120 | 100.0 | 16 | 100.0 |

From the results in the Table 4.6, 75 percent of BOM members had a professional qualification of certification. Besides, 75 percent of interested groups had a professional qualification of certificate. However, 0 percent of BOM members and 0 percent of interested groups had Diploma as professional qualification. In addition, 25 percent of BOM members had a degree as professional qualification while 25 percent of interested groups had a degree as professional qualification.
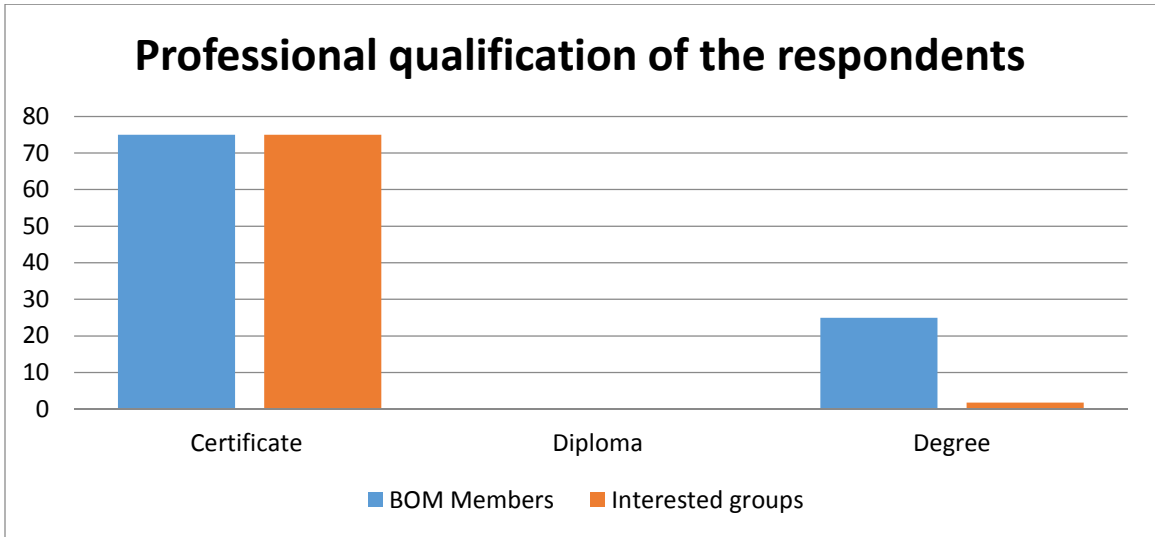


**Figure 4. 6**: **Professional qualification of the respondents**

From the Bar Graph, 75 percent of BOM members had a professional qualification of certification. Besides, 75 percent of interested groups had a professional qualification of certificate. However, 0 percent of BOM members and 0 percent of interested groups had Diploma as professional qualification. In addition, 25 percent of BOM members had a degree as professional qualification while 25 percent of interested groups had a degree as professional qualification.

## 4.4. Findings on policy guidelines

After the analysis of respondents' demographic data in this section, the study focused on analysis of data on influence of policy guidelines on gender mainstreaming. Principals and interested groups were asked to state whether policy guidelines influenced gender the nomination of BOM members in secondary schools. Their responses are as indicated in Table4.7 below:

**Table 4. 7**: **Influence of policy guidelines on nomination of BOM members**

|  | Principals | | Interested groups | |
|---|---|---|---|---|
|  | N | % | N | % |
| Yes | 8 | 100 | 16 | 100 |
| No | 0 | 0 | 0 | 0 |
| Total | 8 | 100 | 16 | 100 |

From the results in the Table 4.7, 100 percent of principles indicated that policy guidelines influenced nomination of BOM members. Besides, 100 percent of interested groups noted that policy guidelines influenced BOM nomination.



**Figure 4. 7**: **Influence of policy guidelines on nomination of BOM members**

From the Bar Graph, 100 percent of principles indicated that policy guidelines influenced nomination of BOM members. Besides, 100 percent of interested groups noted that policy guidelines influenced BOM nomination.

The study also sought to find out whether policy guidelines influenced participation in secondary schools BOMS. Principals and BOM members were asked to state whether policy guidelines influenced the participation of BOM members in meetings. Their responses are as indicated in Table 4.8 below:

**Table 4. 8**: **Influence of policy guidelines on participation of BOM members**

|  | Principals | | BOM members | |
|---|---|---|---|---|
|  | N | % | N | % |
| No | 8 | 100 | 120 | 100 |
| Yes | 0 | 0 | 0 | 0 |
| Total | 8 | 100 | 120 | 100 |

From the results in the Table 4.8, 100 percent of principles indicated that policy guidelines did not influence participation of BOM members in board meetings. Besides, 100 percent of BOM members noted that policy guidelines did not influence participation of BOM members in board meetings.



**Figure 4. 8**: **Influence of policy guidelines on participation of BOM members**

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From the Bar graph, 100 percent of principles indicated that policy guidelines did not influence participation of BOM members in board meetings. Besides, 100 percent of BOM members noted that policy guidelines did not influence participation of BOM members in board meetings.

## 4.5. Findings on Objective One

After the analysis of respondents' data on influence of policy guidelines on gender mainstreaming, the study focused on the analysis of data on objective one on examining the cultural factors that influence gender mainstreaming in secondary schools' boards of management. Principals and interested groups were asked to state whether cultural factors influenced the nomination of BOM members in secondary schools. Their responses are as indicated in Table 4.9:

**Table 4. 9**: **Influence of culture on nomination of BOM members**

|            | Principals | | Interested groups | |
|------------|-----|-----|-----|-----|
|            | N   | %   | N   | %   |
| Yes        | 8   | 100 | 12  | 75  |
| No         | 0   | 0   | 4   | 25  |
| Total      | 8   | 100 | 16  | 100 |

From the results in the Table 4.9, 100 percent of principles indicated that culture influenced nomination of BOM members. However, 75 percent of interested groups noted that culture influenced BOM nomination. Another 25 percent of interested groups noted that culture does not influence BOM nomination.
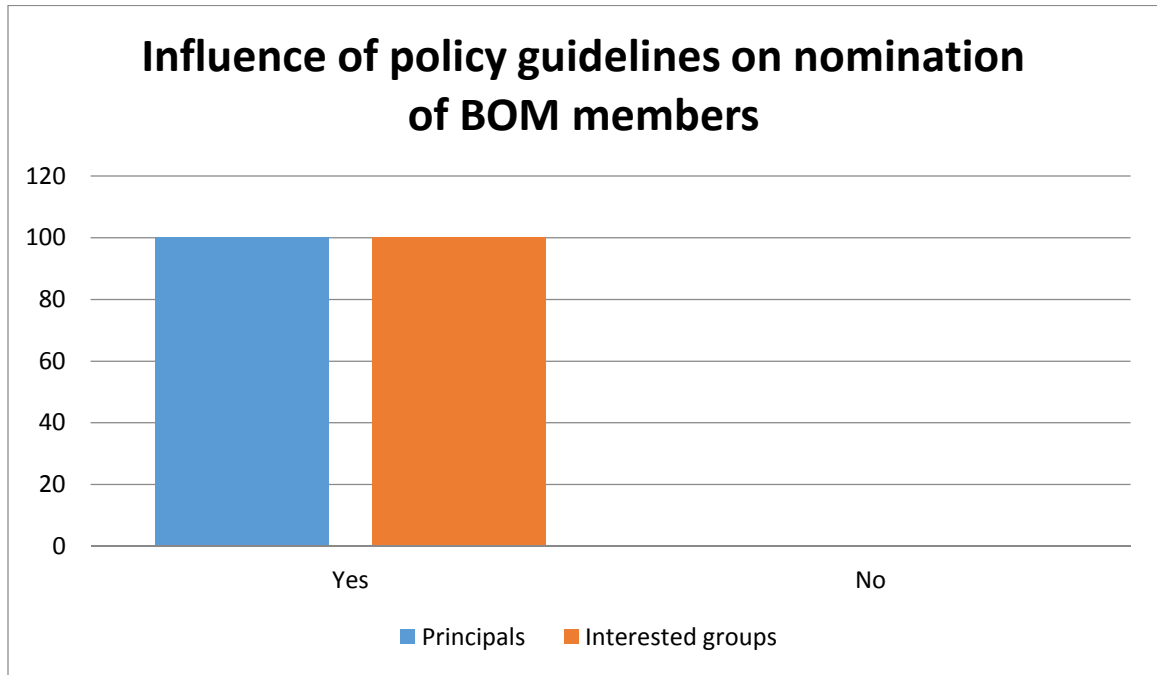
**Figure 4. 9**: **Influence of culture on nomination of BOM members**

From the Bar Graph, 100 percent of principles indicated that culture influenced nomination of BOM members. However, 75 percent of interested groups noted that culture influenced BOM nomination. Another 25 percent of interested groups noted that culture does not influence BOM nomination

The study also sought to find out whether culture influenced participation in secondary schools BOMS. Principals and BOM members were asked to state whether cultural factors influenced the participation of BOM members in meetings. Their responses are as indicated in Table 4.10:

**Table 4. 10**: **Influence of culture on participation of BOM members**

|  | Principals | | BOM members | |
|  | N | % | N | % |
| --- | --- | --- | --- | --- |
| Yes | 8 | 100 | 16 | 100 |
| No | 0 | 0 | 0 | 0 |
| Total | 8 | 100 | 16 | 100 |

From the results in the Table 4.10, 100 percent of principles indicated that culture influenced participation of BOM members in board meetings. Besides, 100 percent of BOM members noted that culture influenced participation of BOM members during board meetings.
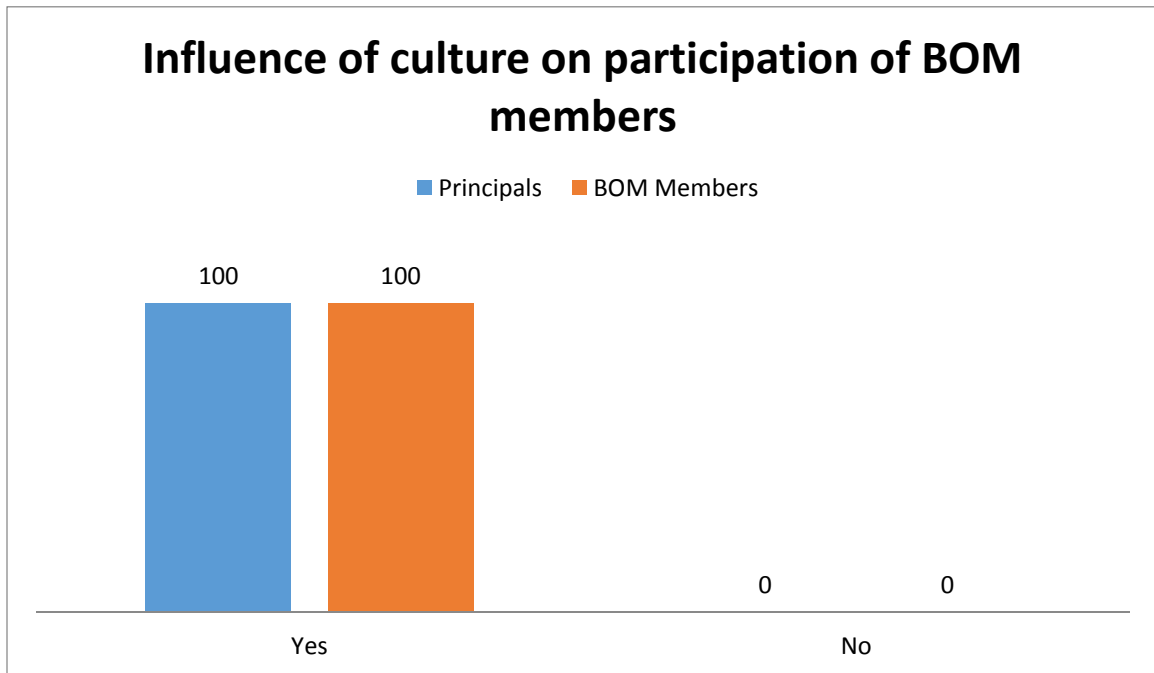


**Figure 4. 10**: **Influence of culture on participation of BOM members**

From the Bar Graph, 100 percent of principles indicated that culture influenced participation of BOM members in board meetings. Besides, 100 percent of BOM members noted that culture influenced participation of BOM members during board meetings.
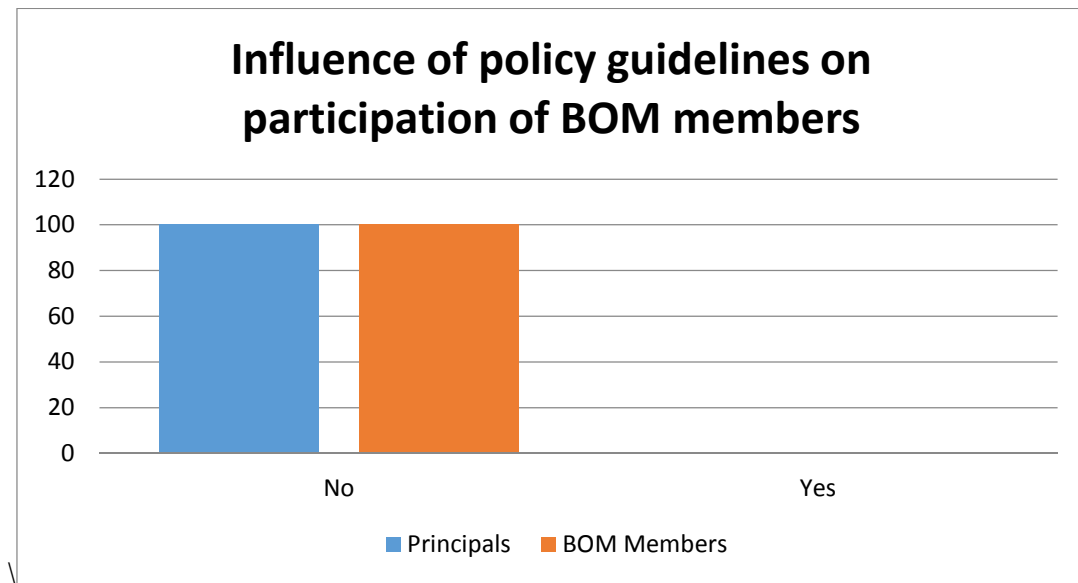
## 4.6. Findings on Objective two:

After the analysis of data on objective one on examination of the cultural factors that influence gender mainstreaming in secondary schools' boards of management, the study focused on analysis of data on the influence of socio economic status on gender mainstreaming in secondary schools' boards of management. BOM members and interested groups were asked to state their social economic class. Their responses are as indicated in Table 4.11:

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**Table 4. 11**: **Social class of Principals, BOM members and interested groups**

|  | BOM members | | Interested groups | |
| --- | --- | --- | --- | --- |
|  | N | % | N | % |
| High class | 0 | 0 | 0 | 0 |
| Middle class | 30 | 25 | 10 | 62.5 |
| Low class | 90 | 75 | 6 | 37.5 |
| Total | 120 | 100.0 | 16 | 100.0 |

From the results in the Table 4.11, 0 percent of BOM members were in the high class. Besides, 0 percent of interested groups indicated that they were in the high class. Besides, 25 percent of BOM members indicated that they were in middle class. Another 62.5 percent of interested groups indicated that they were in the middle class. However, 75 percent of BOM members indicated that they were in the low class while 37.5 percent of interested groups indicated that they were in the low class.
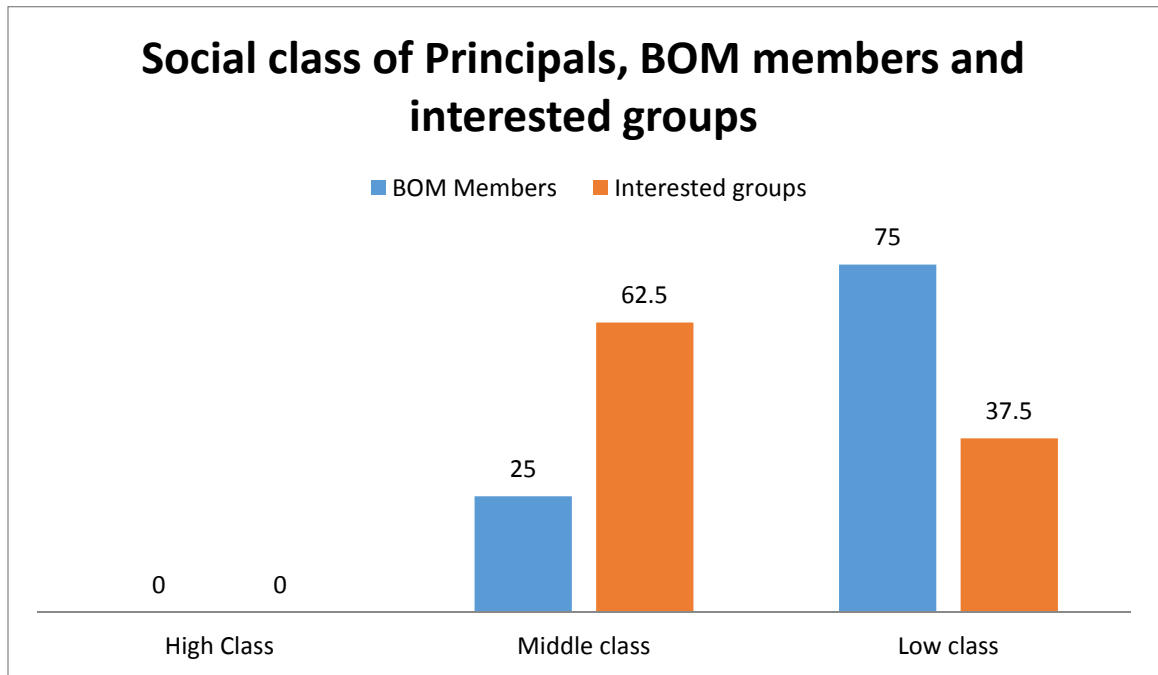


**Figure 4. 11**: **Social class of Principals, BOM members and interested groups**

From the Bar Graph, 0 percent of BOM members were in the high class. Besides, 0 percent of interested groups indicated that they were in the high class. Besides, 25 percent of BOM members indicated that they were in middle class. Another 62.5 percent of interested groups indicated that they were in the middle class. However, 75 percent of BOM members indicated that they were in the low class while 37.5 percent of interested groups indicated that they were in the low class.

The study also sought to find out the influence of social status on nomination of BOM members.Principals and interested groups were asked to state whether social status influenced the nomination of BOM members in secondary schools. Their responses are as indicated in Table 4.12:

**Table 4. 12**: **Influence of social status on nomination of BOM members**

|  | Principals | | Interested groups | |
|---|---|---|---|---|
|  | N | % | N | % |
| Yes | 8 | 100 | 16 | 100 |
| No | 0 | 0 | 0 | 0 |
| Total | 8 | 100 | 16 | 100 |

From the results in the Table 4.12, 100 percent of principles indicated that social status influenced nomination of BOM members. Besides, 100 percent of interested groups noted that social class influenced BOM nomination.
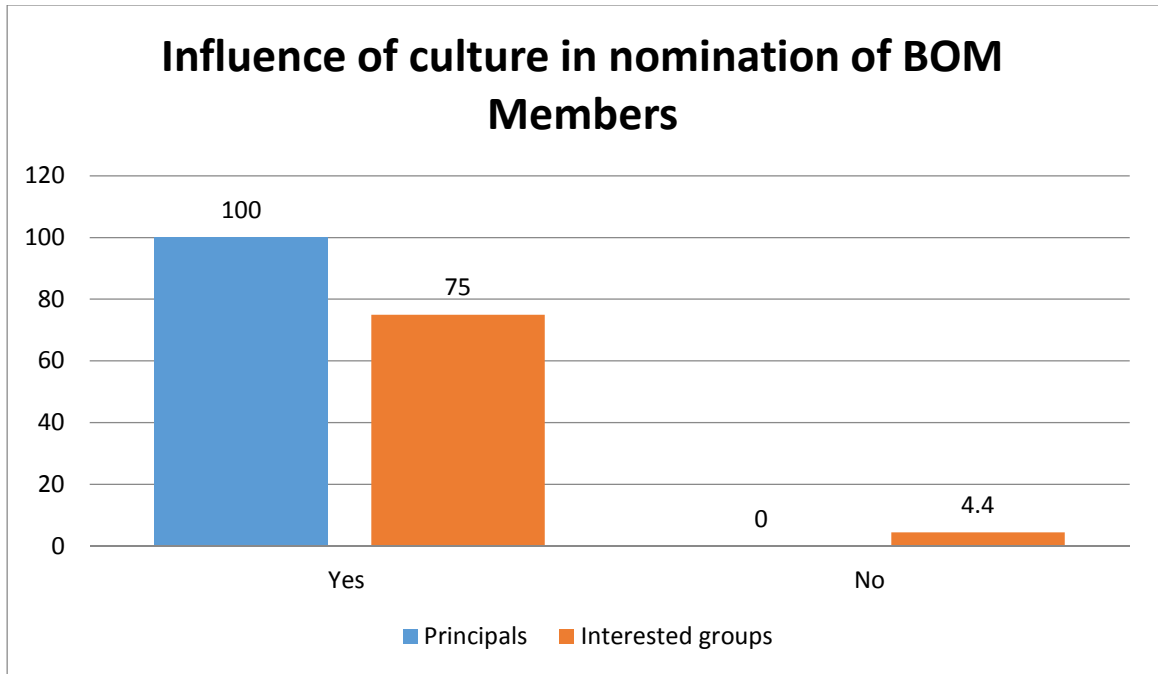
**Figure 4. 12**: **Influence of social status on nomination of BOM members**

From the Bar graph, 100 percent of principles indicated that social status influenced nomination of BOM members. Besides, 100 percent of interested groups noted that social class influenced BOM nomination.

The study also sought to find out whether social status influenced participation in secondary schools BOMS. Principals and BOM members were asked to state whether cultural social status influenced the participation of BOM members in meetings. Their responses are as indicated in Table 4.13:

**Table 4. 13**: **Influence of social status on participation of BOM members**

|       | Principals | | BOM members | |
|-------|-----|------|-----|------|
|       | N | % | N | % |
| Yes   | 8 | 100 | 1 | 100 |
| No    | 0 | 0 | 4 | 0 |
|       | 8 | 100 | 16 | 100 |
| Total |   |   |   |   |

41

From the results in the Table 4.13, 100 percent of principles indicated that social status influenced participation of BOM members during board meetings. Besides, 100 percent of BOM members noted that social status influenced participation of BOM members during board meetings.
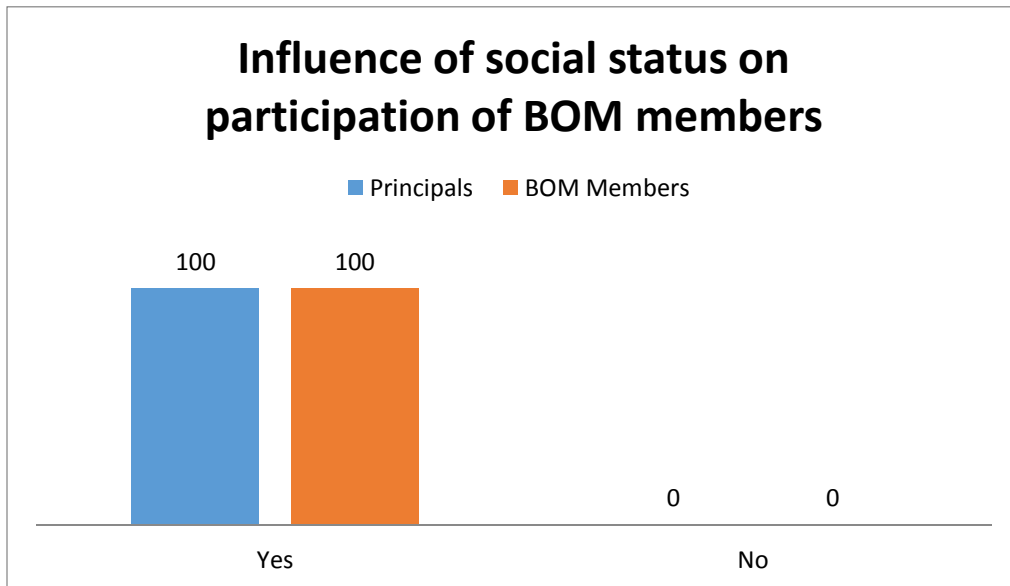


**Figure 4. 13**: **Influence of social status on participation of BOM members**

From the bar graph, 100 percent of principles indicated that social status influenced participation of BOM members during board meetings. Besides, 100 percent of BOM members noted that social status influenced participation of BOM members during board meetings.

The study further sought to find out the employment status BOM members and interested groups. BOM members and interested groups were asked to state their employment status their responses are as indicated in Table 4.14:

**Table 4. 14**: **Employment status of BOM members and interested groups**

|  | BOM members | | Interested groups | |
|---|---|---|---|---|
|  | N | % | N | % |
| Un employed | 100 | 83.3 | 12 | 75 |
| Employed | 9 | 7.5 | 2 | 12.5 |
| Self employed | 11 | 9.2 | 2 | 12.5 |
| Total | 120 | 100.0 | 16 | 100.0 |

From the results in the Table 4.14, 83.3 percent of BOM members indicated that they were unemployed. Besides, 75 percent of interested groups indicated that they were unemployed. However, 7.5 percent of BOM members indicated that they were employed. Another 12.5 percent of interested groups indicated that they were employed. In addition, 9.2 percent of BOM members indicated that they were self-employed while 12.5 percent of interested groups indicated that they were self-employed.
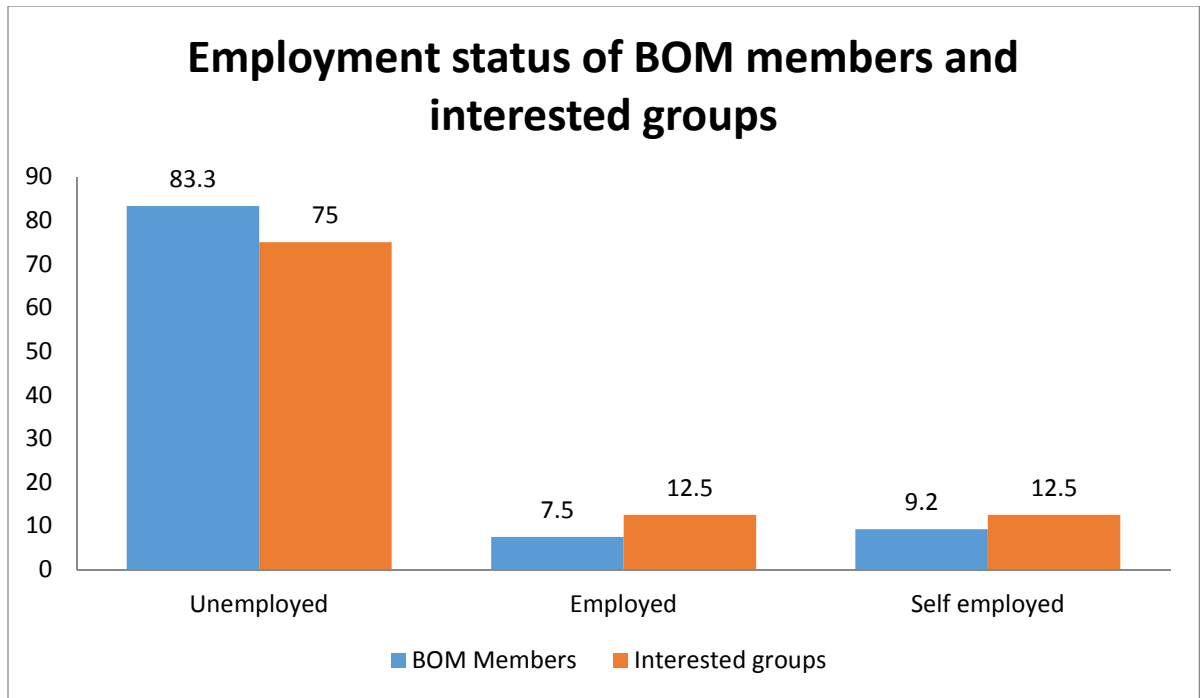


**Figure 4. 14**: **Employment status of BOM members and interested groups**

From the bar graph, 83.3 percent of BOM members indicated that they were unemployed. Besides, 75 percent of interested groups indicated that they were unemployed. However, 7.5 percent of BOM members indicated that they were employed. Another 12.5 percent of interested groups indicated that they were employed. In addition, 9.2 percent of BOM members indicated that they were self-employed while 12.5 percent of interested groups indicated that they were self-employed.

The study also sought to find out whether economic status influenced nomination of secondary schools BOMS. Principals and interested groups were asked to state whether economic status influenced the nomination of BOM members. Their responses are as indicated in Table 4.15:

**Table 4. 15**: **Influence of economic status on nomination of BOM members**

|       | Principals | | Interested groups | |
| --- | --- | --- | --- | --- |
|       | N | % | N | % |
| Yes   | 4 | 50 | 10 | 62.5 |
| No    | 4 | 50 | 6 | 37.5 |
| Total | 8 | 100 | 16 | 100 |

From the results in the Table 4.15, 50 percent of principles indicated that economic status influenced nomination of BOM members. Besides, 62.5 percent of interested 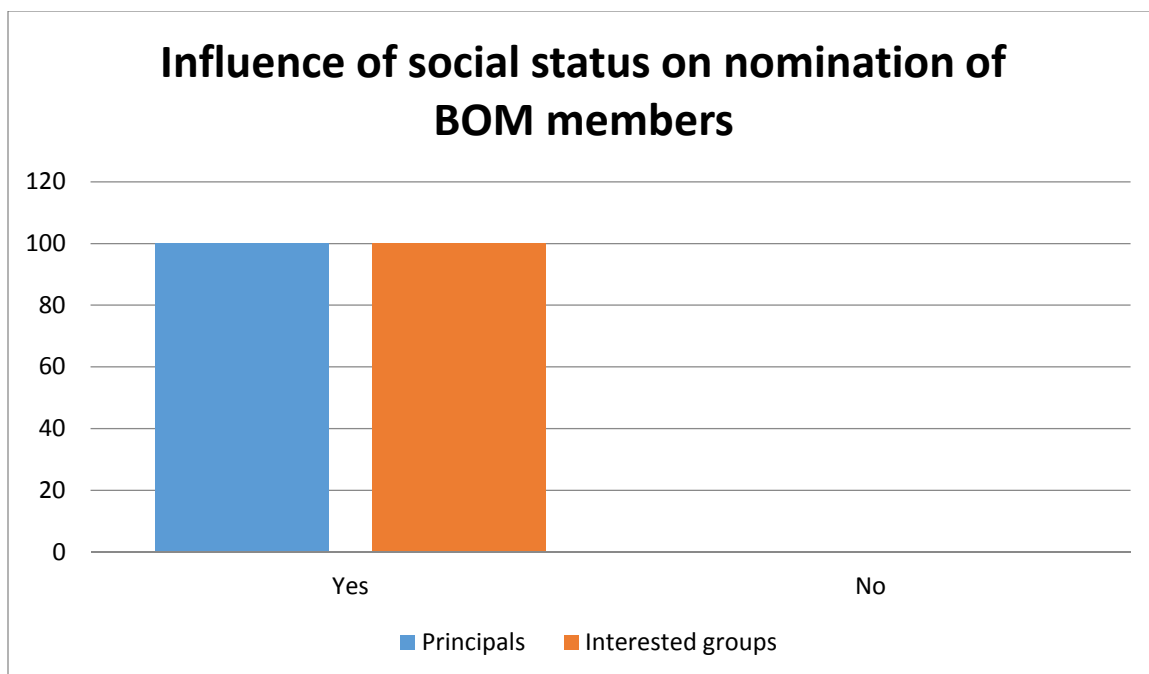groups noted that economic status influenced nomination of BOM members. However, 50 percent of the principles indicated that economic status did not influence nomination of BOM members. In addition, 37.5 percent of BOM members noted that economic status did not influence nomination of BOM members.

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**Figure 4. 15**: **Influence of economic status on nomination of BOM members**

From the results in the figure 4.15, 50 percent of principles indicated that economic status influenced nomination of BOM members. Besides, 62.5 percent of interested groups noted that economic status influenced nomination of BOM members. However, 50 percent of the principles indicated that economic status did not influence nomination of BOM members. In addition, 37.5 percent of BOM members noted that economic status did not influence nomination of BOM members.

The study further sought to find out whether economic status influenced participation in secondary schools BOMS. Principals and BOM members were asked to state whether economic status influenced the participation of BOM members in meetings. Their responses are as indicated in Table 4.16:

**Table 4. 16**: **Influence of economic status on participation of BOM members**

|  | Principals | | BOM members | |
|  | N | % | N | % |
| --- | --- | --- | --- | --- |
| Yes | 2 | 25 | 12 | 75 |
| No | 6 | 75 | 4 | 25 |
| Total | 8 | 100 | 16 | 100 |

From the results in the Table 4.16, 25 percent of principles indicated that economic status influenced participation of BOM members during board meetings. Besides, 75 percent of BOM members noted that economic status influenced participation of BOM members during board meetings. In addition, 75 percent of the principles indicated that economic status did not influence participation of BOM members during board meetings. However, 25 percent of BOM members noted that economic status did not influence participation of BOM members during board meetings.
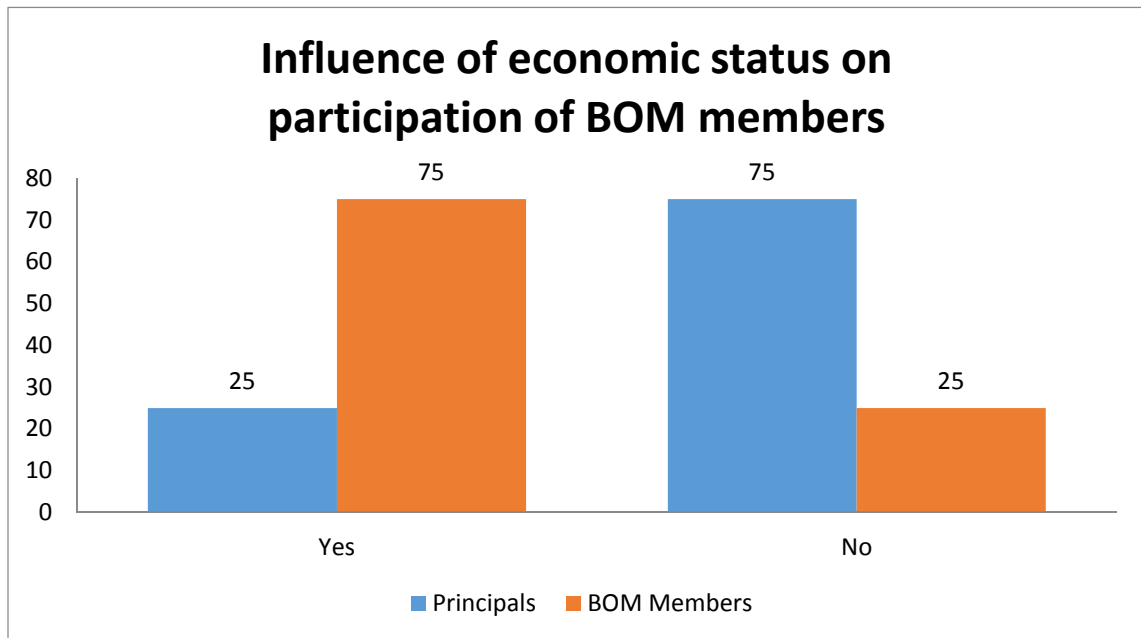


**Figure 4. 16**: **Influence of economic status on participation of BOM members**

From the results in the figure 4.16, 25 percent of principles indicated that economic status influenced participation of BOM members during board meetings. Besides, 75 percent of BOM members noted that economic status influenced participation of BOM members during board meetings. In addition, 75 percent of the principles indicated that economic status did not influence participation of BOM members during board meetings. However, 25 percent of BOM members noted that economic status did not influence participation of BOM members during board meetings.

## 4.7. Findings on Objective three:

After the analysis of data on objective two on influence of socio economic status on gender mainstreaming in secondary schools' boards of management, the study focused on objective three on the analysis of data on influence of education on gender mainstreaming in secondary schools' boards of management. Principals and interested groups were asked to state whether educational level influenced nomination of BOM members. Their responses are as indicated in Table 4.17:

**Table 4. 17**: **Influence of educational level on nomination of BOM members**

|  | Principals | | Interested groups | |
|---|---|---|---|---|
|  | N | % | N | % |
| Yes | 8 | 100 | 16 | 100 |
| No | 0 | 0 | 0 | 0 |
| Total | 8 | 100 | 16 | 100 |

From the results in the Table 4.17, 100 percent of principles indicated that educational level influenced nomination of BOM members. Besides, 100 percent of interested groups noted that educational level influenced nomination of BOM members.
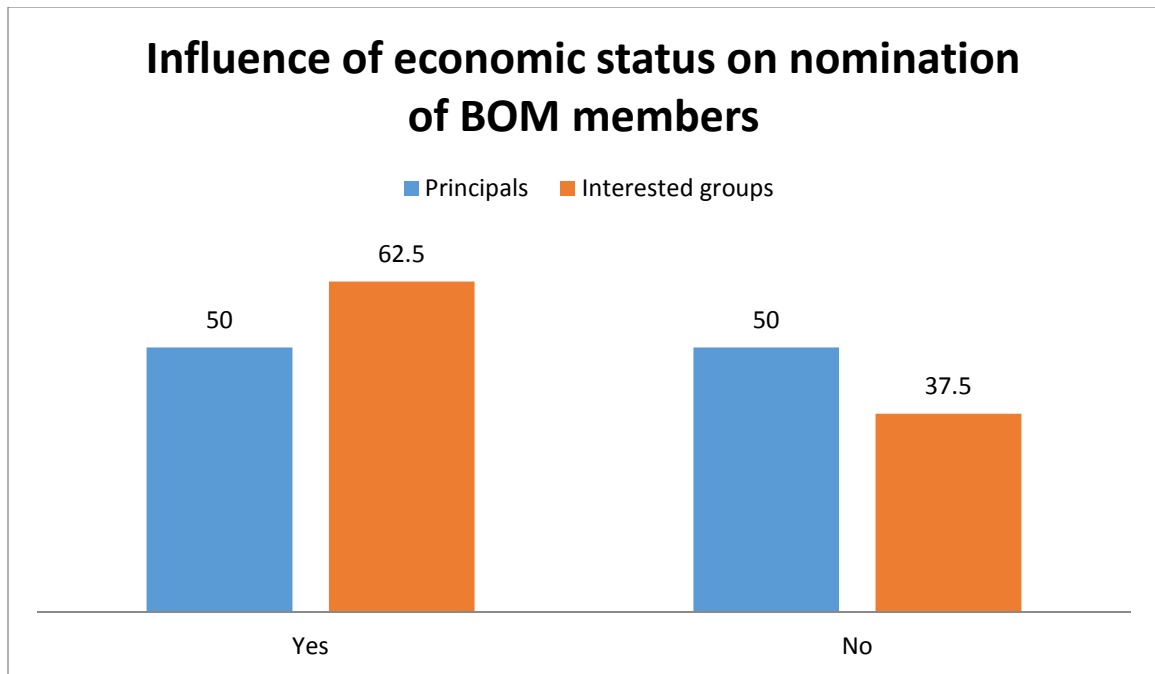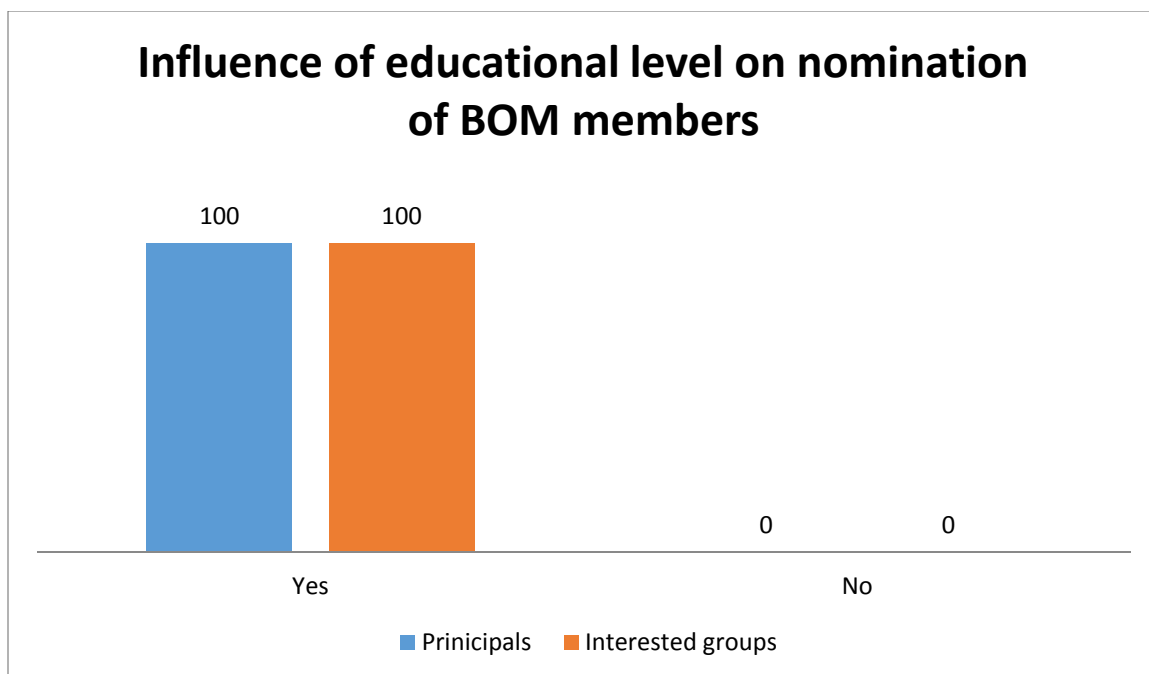
**Figure 4. 17**: **Influence of educational level on nomination of BOM members**

From the results in the Figure 4.17, 100 percent of principles indicated that educational level influenced nomination of BOM members. Besides, 100 percent of interested groups noted that educational level influenced nomination of BOM members.

The study further sought to find out whether education level influenced participation of BOM members during board meetings. Principals and BOM members were asked to state whether educational level influenced the participation of BOM members in meetings. Their responses are as indicated in Table 4.18:

**Table 4. 18**: **Influence of educational level on participation of BOM members**

|  | Principals | | BOM members | |
|---|---|---|---|---|
|  | N | % | N | % |
| Yes | 8 | 100 | 120 | 100 |
| No | 0 | 0 | 0 | 0 |
| Total | 8 | 100 | 120 | 100 |

From the results in the Table 4.18, 100 percent of principles indicated that educational level influenced participation of BOM members during board meetings. Besides, 100 percent of BOM members noted that educational level influenced participation of BOM members during board meetings.



**Influence of educational level on participation of BOM members**

■ Principals    ■ BOM Members

| | Yes | No |
|---|---|---|
| Principals | 100 | 0 |
| BOM Members | 100 | 0 |
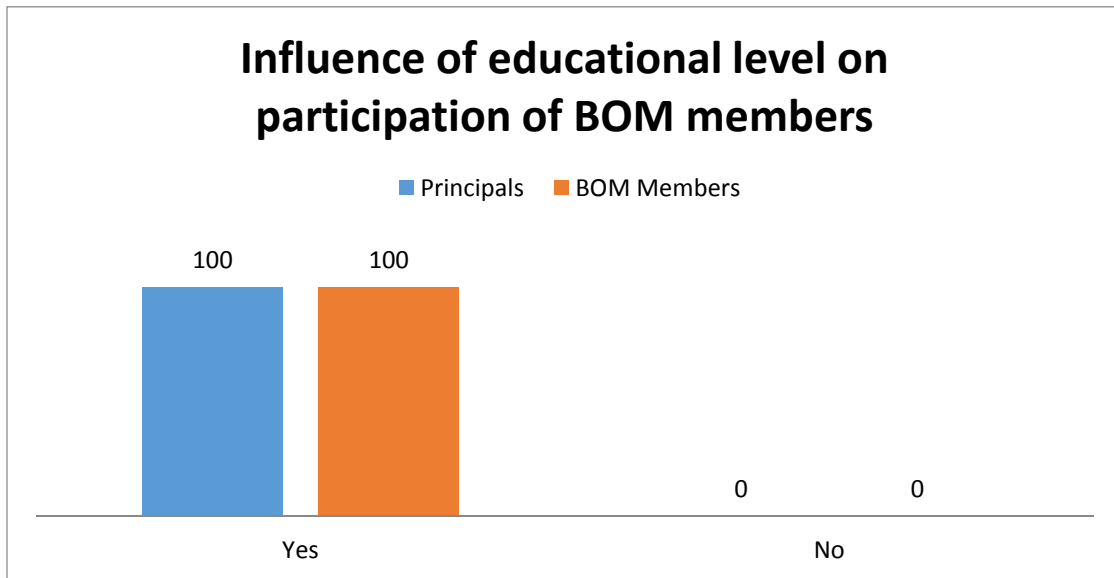
**Figure 4. 18**: **Influence of educational level on participation of BOM members**

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

This chapter presents the discussion of research findings. It makes a presentation of the summary, conclusions and recommendations that involved investigation into the factors influencing gender mainstreaming in secondary schools' boards of management in Uriri Sub-county, Migori County, Kenya. The key variables in the study included cultural factors, socio economic factors and educational level.

### 5.2 Summary

This study was purposed to investigate factors influencing gender mainstream in secondary schools' boards of management in Uriri sub county, Kenya. This was done through use of the following specific objectives: to examine the cultural factors that influence gender mainstreaming in secondary schools' board of management; to investigate the influence of socio economic status on gender mainstreaming in secondary schools' board of management; and to assess the influence of education on gender mainstreaming in secondary schools' board of management. Majority of the principals were males. The gender disparity was high since males were 6 (75%) against females 2 (25%). BOM male members constituted 67.7 percent while female constituted 33.3 percent. The representation reflected adherence to the third gender rule as envisaged by the constitution of Kenya.

The main research findings from the summarized data are presented below based on the demographic information and objectives of the study.

### 5.2.1 Demographic Information on Respondents

Data on BOM members indicated that there were more male members than female members. The study revealed that all BOM members were above the age of 40 years. 75 percent of BOM members had KCSE as their educational level. It also revealed that most of the BOM members had a certificate as professional qualification. They therefore had the requisite qualifications for nomination as BOM members.

Data on principals indicated that there were more male principals than female principals. It also revealed that all principals had a minimum professional qualification of degree. All principals, therefore, had the requisite qualifications for appointment as administrators of secondary schools.

Data on interested groups revealed that their ages were above 40 years. It also indicated that 75 percent of the interested groups had certificate as professional qualification.

### 5.2.2 Findings on policy guidelines

Data on policy guidelines revealed that all interested groups adhered to policy guidelines on affirmative action while nominating BOM members. The nominating agencies adhered to the third gender rule while nominating members to BOMS. The data collected also revealed that policy guidelines didn't influence participation of members in BOM meetings.

### 5.2.3 Findings on Objective One: Cultural Factors

Data on nomination of BOM members revealed that cultural norms influenced the nomination of members. It was further revealed that cultural norms influenced participation of members in board meetings.

### 5.2.4 Findings for Objective Two: Socio-economic Factors

Data on social class revealed that 75 percent of BOM members indicated that they were in the low class.The study also revealed that 100 percent of the respondents indicated that social status influenced nomination of BOM members. It was further revealed that 100 percent of the respondents indicated that social status influenced participation of BOM members during board meetings.

Data on economic status revealed that 83.3 percent of BOM members indicated that they were unemployed. The study also revealed that 100 percent of the respondents indicated that economic status influenced nomination of BOM members. It was further revealed that 100 percent of the respondents indicated that economic status influenced participation of BOM members during board meetings.

### 5.2.5 Findings for Objective Three: Educational level

Data on educational level status revealed that 75 percent of BOM members indicated that they were of KCSE level.

The study also revealed that 100 percent of the principals indicated that educational level status influenced nomination of BOM members. Besides, 100 percent of the interested groups indicated that educational level status influenced nomination of BOM members. In addition, 100 percent of the BOM members indicated that educational level status influenced nomination of BOM members

The study further revealed that 100 percent of the principals indicated that educational level status influenced participation of BOM members during meetings. Besides, 100 percent of the interested groups indicated that educational level status influenced participation of BOM members during meetings. In addition, 100 percent of the BOM members indicated that educational level status influenced participation of BOM members during meetings

### 5.3 Conclusion

### 5.3.1 Introduction

Conclusions were made basing on the results of the findings for the objectives on cultural factors, socio economic factors and educational level status. The therefore study made the following conclusions from the findings:

### 5.3.2 Conclusion from demographic information

Firstly, based on the results of the findings on demographic information of respondents, it was concluded that:

i) All BOM members had the requisite qualifications for nomination as BOM members.

ii) There was high rate of gender disparity among the respondents.

### 5.3.2 Conclusion from policy guidelines

Secondly, based on the results of the findings on policy guidelines, it was concluding that:

i)      The nominating agencies adhered to the third gender rule while nominating members to BOMS.

ii)      Policy guidelines didn't influence participation of BOM members in BOM meetings

### 5.3.2 Conclusion from objective one

Thirdly, basing on the findings for objective one on cultural factors, it was concluded that:

i)      Cultural implications influenced nomination of BOM members.

ii)      Cultural implications influenced participation of members in board meetings.

### 5.3.2 Conclusion from objective two

Fourthly, basing on the findings for objective one on cultural factors, it was concluded that:

i)      Social status influenced nomination of BOM members.

ii)      Social status influenced participation of BOM members during board meetings

iii)      Economic status influenced nomination of BOM members.

iv)      Economic status influenced participation of BOM members during board meetings

### 5.4 Recommendations

### 5.4.1 Policy Recommendations

Based on the results of the findings of the study, the following policy recommendations were made:

(i)      The state department of education should align nomination guidelines with the constitutional rights on the bill of rights.

(ii)      The state department of education should consider developing a policy on active participation by BOM members.

(iii)      The state department of education should consider revising policy on minimum academic requirement for BOM members to be a degree.

### 5.4.2 Non-policy Recommendations

The following non-policy recommendations were made:

(i)     Due to cultural influence on nomination and participation of BOM members, there is need for public sensitization in to empower women ideologically

(ii)    Interested groups nominating BOM members should incorporate more women in secondary schools' BOMS.

### 5.4.3 Recommendations for Further Research

Based on the knowledge gaps identified by the study, the following recommendations for further research were identified:

(i)     A study on the impact of nominating agencies on gender mainstreaming in BOMs in secondary schools.

(ii)    A national adult literacy survey to be conducted in order to establish the effect of gender mainstreaming in secondary schools.

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# APPENDICES

## APPENDIX I: INTRODUCTORY LETTER

Department of Educational Foundations,

University of Nairobi,

P.O BOX 30197-00100

Date....................

Respondents,

Migori County

Dear Respondent,

## RE: RESEARCH STUDY

I am a M.ED student at the department of Educational Foundations, University of Nairobi collecting data on **Gender mainstreaming in BOMs in Kenya secondary schools: a case study of Uriri sub county, Migori County.** I sincerely request for your support through filling the questionnaires provided to you. All information given will be treated with utmost confidentiality. Your contribution and sincerity will be highly appreciated.

I take this opportunity to thank you in advance for the co-operation.

Yours faithfully

Judith Achieng Ododa

**QUESTIONNAIRE FOR PRINCIPALS OF SECONDARY SCHOOLS**

This questionnaire is intended to seek your responses on the factors influencing Gender mainstreaming in BOMS in secondary schools in Uriri Sub-county.You are requested to provide answers to the following questions as accurately as possible. Your responses will be treated as confidential and will be used for academic purposes only.

Name        of        the        Principal        (optional)

…………………………………………………………

1. Gender    (a) Male  [    ]      (b) Female  [    ]

2. Age (a)  25-30 [    ]   (b)  31-35 [    ]  (c) 36-40  [    ]  (d) 41 and above [    ]

3. Highest Professional Qualifications

   (a) Degree [    ] (b) Diploma [    ] (c) Certificate [    ]

4. Indicate your working experience

   1-5 [    ]   (b) 6-10 [    ] (c) 11-15 [    ] (d) 16 and above [    ]

5. Does cultural factors influence gender nomination of BOM members? Yes [    ] No [    ]

6. Does cultural factors influence gender participation of BOM members? Yes [    ] No [    ]

7. Does socio economic factors influence gender nomination of BOM members? Yes [    ]    No [    ]

8. Does socio economic influence gender participation of BOM members?

Yes [    ]    No [    ]

9. Does educational level influence gender nomination of BOM members?

Yes [     ]      No [     ]

10. Does educational level influence gender participation of BOM members?

Yes [     ]     No [     ]

11. Is the government policy on gender adhered to when nominating BOM members?

Yes [     ]      No [     ]

12. Do women actively participate in BOM activities? Yes [     ]        No [     ]

13. In your opinion, why do women take the position you have suggested in 12 above?

…………………………………………………………………………………………

…………………………………………………………………………………………

*Thank you very much for your co-operation*

**APPENDIX III**

**QUESTIONNAIRE FOR BOM MEMBERS**

This questionnaire is intended to seek your responses on the factors influencing Gender mainstreaming in BOMS in secondary schools in Uriri Sub County. You are requested to provide answers to the following questions as accurately as possible. Your responses will be treated as confidential and will be used for academic purposes only.

1. Gender (Tick one)    Male [      ]          Female [      ]

2. Age   (a) 25-30 [     ]   (b) 31-35 [     ] (c) 36-40 [     ] (d) 41 and above [     ]

3. Highest Professional Qualifications

     (a)  Certificate [      ]   (b) Diploma [      ] (c) Degree [     ]

4. Highest Professional Qualifications

     (a)  KCPE [      ]   (b) KCSE [      ] (c) Degree [     ]

5. Does cultural factors influence gender nomination of BOM members? Yes [      ] No [      ]

6. Does cultural factors influence gender participation of BOM members? Yes [      ] No [      ]

7. Does socio economic factors influence gender nomination of BOM members?

Yes [      ]      No [      ]

8. Does socio economic influence gender participation of BOM members?

Yes [      ]      No [      ]

9. Does educational level influence gender nomination of BOM members?

Yes [     ]      No [     ]

10. Does educational level influence gender participation of BOM members?

Yes [     ]    No [     ]

11. Is the government policy on gender adhered to when nominating BOM members?

Yes [     ]      No [     ]

12. Do women actively participate in BOM activities? Yes [     ]        No [     ]

13. In your opinion, why do women take the position you have suggested in 12 above?

…………………………………………………………………………………………

…………………………………………………………………………………………

**Thank you very much for your co-operation**

**INTERVIEW SCHEDULE FOR INTERESTED GROUPS**

This interview schedule is intended to seek your responses on the factors on the factors influencing Gender mainstreaming in BOMS in secondary schools in Uriri Sub County. You are requested to provide answers to the following questions as accurately as possible. Your responses will be treated as confidential and will be used for academic purposes only. Responses will be treated as confidential and will be used for academic purposes only.

**Section A: Respondent's Background**

1. Gender

     (a)  Male [     ]                   (b) Female  [     ]

2. Age in Years

     (a)  15 – 24  [     ]       (b)  25 – 34  [     ]      (c) 35 – 44  [     ]

     (d) 45 – 54 [     ]       (e) 55 and above [     ]

3. Highest Professional Qualifications

     (a)  Certificate [    ]  (b) Diploma [    ] (c) Degree [   ]

4. Highest Professional Qualifications

     (a)  KCPE [    ]  (b) KCSE [    ] (c) Degree [   ]

5. Does cultural factors influence gender nomination of BOM members? Yes [     ]
No [    ]

6. Does cultural factors influence gender participation of BOM members? Yes [     ]
No [    ]

7. Does socio economic factors influence gender nomination of BOM members?

Yes [     ]     No [     ]

8. Does socio economic influence gender participation of BOM members?

Yes [     ]     No [     ]

9. Does educational level influence gender nomination of BOM members?

Yes [     ]     No [     ]

10. Does educational level influence gender participation of BOM members?

Yes [     ]     No [     ]

11. Is the government policy on gender adhered to when nominating BOM members?

Yes [     ]     No [     ]

12. Do women actively participate in BOM activities? Yes [     ]          No [     ]

13. In your opinion, why do women take the position you have suggested in 12 above?

………………………………………………………………………………………………

……………………………………………………………………………………………

**Thank you very much for your co-operation**

# APPENDIX V

## SAMPLED SECONDARY SCHOOLS

1.  XXXXXXXXXXXXXXX Secondary schools

2.  XXXXXXXXXXXXXXXX Secondary school

3.  XXXXXXXXXXXXXXX Secondary school

4.  XXXXXXXXXXXXXXX Secondary school

5.  XXXXXXXXXXXXXXX Secondary school

6.  XXXXXXXXXXXXXXXX Secondary school

7.  XXXXXXXXXXXXXXXX Secondary school

8.  **XXXXXXXXXXXXXXXX** Secondary school

# APPENDIX VI

## STUDY SITE

### URIRI SUB COUNTY
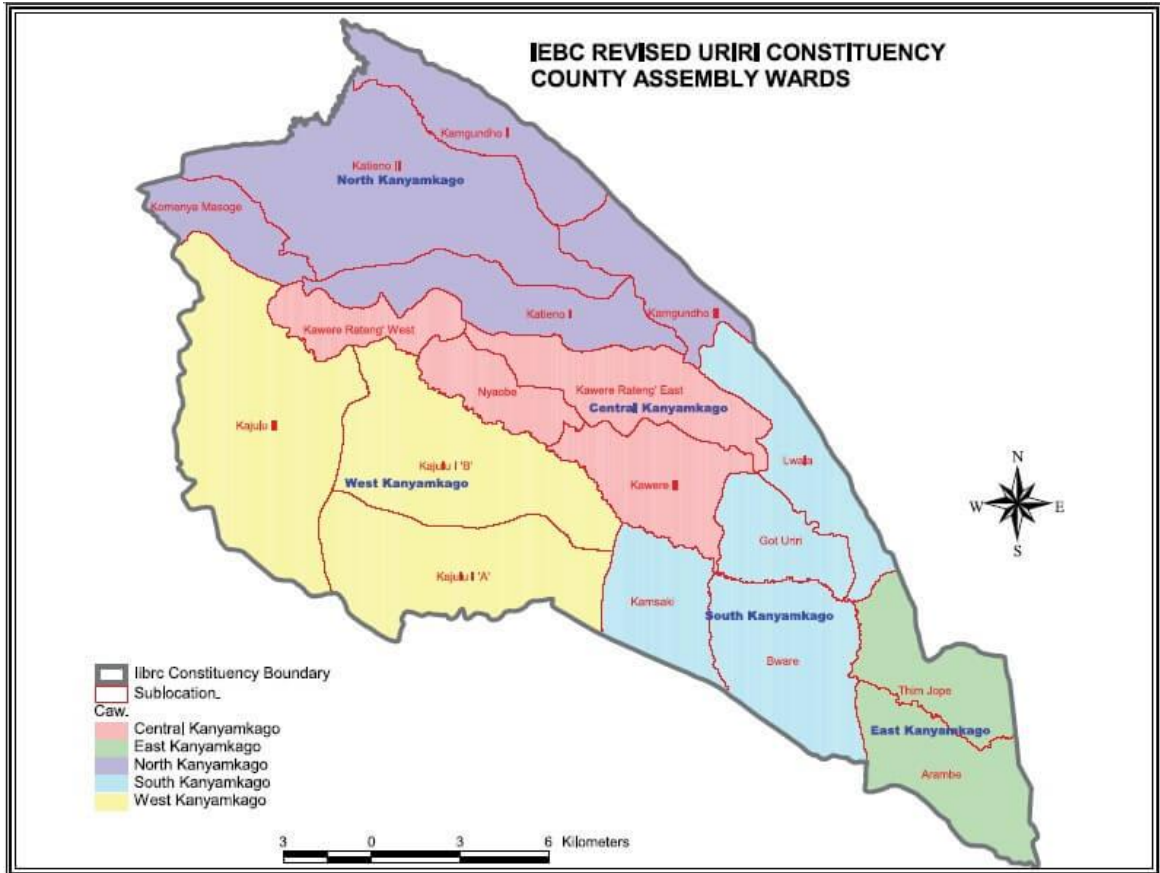
**APPENDIX   VII**

**RESEARCH AUTHORIZATION**



**NATIONAL COMMISSION FORSCIENCE,**
**TECHNOLOGY ANDINNOVATION**

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Ref. No. **NACOSTI/P/17/73731/18150**                    Date.**3ʳᵈ August, 2017**

Judith Achieng Ododa
University of Nairobi
P.O. Box 30197-00100
**NAIROBI**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Gender mainstreaming in community development projects: Case study of Uriri Sub-County, Migori County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Migori County** for the period ending **3ʳᵈ August, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Migori 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.

**GODFREY P. KALERWA MSc., MBA, MKIM**
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Migori County.

The County Director of Education
Migori County.

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

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# APPENDIX VIII

# RESEARCH PERMIT



THIS IS TO CERTIFY THAT:
**MS. JUDITH ACHIENG ODODA**
of UNIVERSITY OF NAIROBI, 35-40228
Uriri,has been permitted to conduct
research in *Migori County*

on the topic: *GENDER MAINSTREAMING
IN COMMUNITY DEVELOPMENT
PROJECTS:CASE STUDY OF URIRI
SUB-COUNTY,MIGORI COUNTY,KENYA*

for the period ending:
*3rd August,2018*

Permit No : NACOSTI/P/17/73731/18150
Date Of Issue : 3rd August,2017
Fee Recieved :Ksh 1000

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**Applicant's
Signature**

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