

**EFFECTS OF GENDER ROLE STEREOTYPES ON THE PERFORMANCE OF
ECE CHILDREN IN SOCIAL ACTIVITIES IN SIAKAGO ZONE, MBEERE
NORTH DISTRICT, EMBU COUNTY**

GATUNE MARGARET WAMBUI

**A Research Report Submitted to the Department of Education, Communication
and Technology in Partial Fulfillment of the Requirements for the award of
Bachelor of Education Degree in Early Childhood Education of the University of
Nairobi**

**UNIVERSITY OF NAIROBI
2013**

DECLARATION

This project is my original work and has not been presented for award of a degree in any other university

GATUNE MARGARET WAMBUI

E45/25984/2009

Signature Margaret

Date 17/08/13

This project report has been submitted for examination with my approval as a university supervisor

SUPERVISOR: DR.J. NJERI MUASYA

The Department of Education, Communication and Technology
Nairobi University

Sign [Signature]

Date 17/8/2013

ABSTRACT

Although the movement of women into the Kenyan labor force has been increasing steadily over the past three decades the number of females occupying positions of power prestige and leadership within their fields remains low in comparison to that of men. In theory all careers and all levels within those careers should be available to both males and females, but this availability is not always perceived to be real. Career patterns are influenced by a variety of forces, one of which is gender-role stereotype. A greater understanding of the effect these stereotypes play in influencing academic performance is the goal of this study. A sample of 22 teachers and 125 pre-adolescent pupils of high, and average intellectual ability were surveyed by means of a questionnaire to determine the effect of gender-role stereotypes on their academic performance. The results were presented by the use of tables, graphs and pie charts. The principal finding of this study was that the influence of gender-role stereotypes on pre-adolescent children was confirmed, even across ability groups. Stereotypical attitudes were unrelated to intellectual ability, as both high and average ability groups conformed to traditional attitudes exhibited toward the sexes. However, there seems to be a trend towards a more androgynous attitude among the females than among the males, particularly the high achieving males. Furthermore, high ability students generally had more to say and exhibited more confidence (particularly the high ability males) in their responses. This study may provide an increase in awareness and understanding of any real perceived barriers to achievement and thus eventually lead to greater opportunities, personal fulfillment for both males and females.