

**EFFECTS OF EDUCATION GENDER MAINSTREAMING AND
PSYCHOLOGICAL ADJUSTMENT AMONG SECONDARY SCHOOL
GIRLS IN ISHIARA DISTRICT EMBU COUNTY**

BY

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DTEA/000513/1121/03385

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT
FOR THE AWARD OF A DIPLOMA IN EDUCATION ARTS, SCHOOL OF
EDUCATION DEPARTMENT OF EDUCATION PSYCHOLOGY AND
FOUNDATION STUDIES MOUNT KENYA UNIVERSITY**

NOVEMBER, 2014

ABSTRACT

The Ministry of Education upholds that education has a critical role to play in addressing issues of gender equality and equity in Kenya. The Gender Education Policy provides a framework for the planning and implementation of gender responsive education, and highlights the key concerns of retention, transition rates and persisting negative socio-cultural practices and attitudes, which inhibit the realization of equity. The prevalent gender inequalities have caused high girl child drop-out rates, early marriages of girls, adolescent pregnancy and gender discrimination in secondary schools. The purpose of this study is to determine the effect of education gender mainstreaming on secondary school girls' and psychological adjustment in selected county schools in Ishiara location Embu county. The content validity and the instrument will be ascertained with the assistance of the supervisors from the department while reliability will be determined by conducting a pilot study. The study will be focused on 23 secondary schools. The accessible population will comprise of two thousand and fifty four hundred students. A random sample of two hundred and sixty four (264) students will be selected. Purposive sampling will be adopted to select 12 head teachers and 12 school counselors. The data will be collected through the administration of questionnaires to students, school counselors and head teachers. Data will be analyzed with the aid of Statistical Package for Social Sciences (SPSS) computer programmed. It is hoped that the findings may assist the Government in formulating policies that ensure gender parity in education. It may also bridge the gap between gender policy theory and practice in second Parents should be involved more in school matters and cooperate with teachers to support learning. They should also be educated on the important of learning so that they can support their children with learning materials.

School management should be improved by strict supervision of teachers and holding staff meetings to discuss matters on how to improve student performance in school.

Students should be encouraged to have positive attitude toward Kiswahili and English hence be provided with more Kiswahili text books and English novels schools in Kenya.