

A study on the Impact of Gender Inequality on Education Using the Case of Namiwawa School in Namiwawa zone in Zomba District, Malawi, Central Africa

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ABSTRACT

Gender inequality is the vibrating issue across the whole world. Gender inequality is the difference of the male [boys] and female [girls] in terms of sex and duties [activities] assigned to be carried out by them. The study examined the impact of gender inequality on education using the case of Namiwawa School in Namiwawa zone in Zomba district. The aim of the research is sought to find out the main impact of gender inequality on education, to examine the role of the community [parents, guardians] playing on the impact of the gender inequality on education and how to overcome them. The study used quantitative approach with case study as a research design. The research tools for the entire study had been questionnaire guides, interview guides, and checklist as the researchers used the triangulation method in which data came from three sources as follows ; oral, primary and secondary sources. Finally the research finds out that the stakeholders, [parents, teachers, churches, government] around Namiwawa school have got the role to play on sensitizing each other e.g. Parents, learners and teachers on the impact of gender inequality on education in Namiwawa zone as both boys and girls are receiving good and equal education that also reduce the school dropout rate.

Keywords – **Education, Gender, Inequality, School and Community.**

1.0 INTRODUCTION

The term gender is defined as whether male or female, and the word inequality is the

opposite of equality. (¹Robert Allen, Andrew Delahunty Mary O'Neill and Susan Ronnie)

Equality is defined as being equal while inequality is presented as not being equal. (²John Malidadi Inazio)

So gender inequality can be defined as not being equal in activities done because of whether being male or female. (³ Syson Kennar Malili)

In Malawi gender is respected so much because it is just inherited from Ancestors. Gender inequality have got its own impacts on education since in schools we have got male and female students (learners) in both primary school and secondary schools. (⁴Joseph Lapukeni Glyn). Gender inequality is affecting even teachers as well as learners when performing their duties in teaching and learning process towards students in both negative and positive ways. In Namiwawa zone in Zomba District, this gender inequality issue has taken the large part in education negatively.

This has prompted the research to investigate the impact of gender inequality on education.

1.1 STATEMENT OF PROBLEM

- It has been observed that there is big problem on education at Namiwawa

Primary as well as Namiwawa Secondary school in Namiwawa zone due to the impact of gender inequality.

- It is very difficult for the community around Namiwawa School to understand the meaning of gender and differentiate between gender itself and gender inequality.
- ¹Since the community, teachers and learners in Namiwawa zone are unable to understand the gender inequality, this gender inequality bring more impacts in education in Namiwawa zone especially at Namiwawa Schools I.e , Namiwawa Primary as well as Namiwawa Community Day Secondary School, where learners are not able to go on (complete) with education because of misunderstanding on gender inequality which brings more negative impacts on education at Namiwawa School.
- Therefore the research notes that this is a country wide challenge issue at all regions of Malawi and Central of Southern regions could not spare out not at Namiwawa School in Zomba District. The research does believe that this trend is also rampant in rural

areas across the country where people are not well educated.

1.2 GENERAL OBJECTIVE

Examining the role of the Community around Namiwawa School as well as teachers and students (learners) has been playing on the impact of gender inequality on education in Namiwawa zone especially at Namiwawa School.

1.3 SPECIFIC OBJECTIVES

- To find out the impacts of gender inequality on education at Namiwawa School.

To examine the role of the Community around Namiwawa Schools has been playing on the impact of education.

- To find out ways of overcoming the impacts of gender inequality on education at Namiwawa School.

1.4 RESEARCH QUESTIONS

- What impacts do gender inequality brings on education especially in Namiwawa zone at Namiwawa School?

- Does parents and learners themselves understand the gender inequality with its impacts?
- What do the stakeholders (parents, church, community leader's, learners, teachers and government) do on the impact of gender inequality on education in Namiwawa zone especially at Namiwawa School?
- What possible methods can the community (parents) around Namiwawa School do in order to overcome the negative impacts of gender inequality on education?

1.5 SIGNIFICANCE OF STUDY

The study is chosen because of the high school dropout rate that comes due to the impacts of gender inequality on education. In Namiwawa zone especially at Namiwawa school in Zomba Chingale Constituency in Zomba District. As this is the case, many of the students (learners) especially girls are dropping out from school due to misunderstanding about gender inequality. Most of the girls regard themselves as inferiors and they regard boys as superiors of Mathematics, girls think that solving of Mathematics is for boys only not girls, hence

going down in education that lead to school dropout. The Community (parents) think that education is for males (boys) not female (girls) by nature were created to do house chores and work for their husband at home. This encourages dependence life in females (girls).

CHAPTER TWO

2.0 INTRODUCTION

This section will provide information on the literature review or empirical review. It is a section which provide a review on what other scholars have written or theorised on surrounding issues in relation to the research topic which is the impact of gender inequality on education: The case of Namiwawa School in Namiwawa zone in Zomba District.

This section is vital in the sense that it provides an opportunity to both researchers and leaders to appreciate the gap which drew the researcher to come up with the study topic at hand as the gap identified acted as point of departure on the part of the research from other scholars.

2.1 LITERATURE REVIEW

What is presented here are some of the key works on the impact of gender inequality on education. There are a number of researches

conducted similarly to this topic. So the following are the four [4] scholarly researched work about the impact of gender inequality on education with their authors.

Ghulan Mahyuddin in 2005 made a research and he said that, social preferences[due to reasons like tradition, culture or regional tradition]for education boys over girls.This social preferenceturn to be impact of gender inequality on education since girls are left behind in education as they are females.

Ghulan Mahyuddin also said that a low investment in girls' education would then reflect the underlying population preferences. Ghulan Mahyuddin added up saying, "no [or low] direct benefit from investing in girls' education. The social return to educating boys and girls are the same, but the parents expect more direct benefit from investing in sons if, for example, sons typically provide for parents in old age, while daughters tend to leave and become part of a different household economic unit [after marriage]. In this case, the wedge between private and social returns generates a market failure and the private decision on invest in girls schooling is likely to be inefficient. So due to these two points from Ghulan Mahyuddin; the researcher have discovered that the community [parents and guardians] around Namiwawa school in

Namiwawa zone does not put much effort on educating a girl child with the ideas that have mentioned above by Ghulan Mahyuddin hence causing a lot of girls to drop out from school as it is the impact of gender inequality on education at Namiwawa school in Namiwawa zone in Zomba District.

Klasen Stephan and Francesce Lamanna in 2008 said that, gender inequality brings about big gap in education as well as employment since, because of gender inequality most of the female students are unable to go further with education as they are regarded as people who cannot achieve and prosper in life. This is like so because by nature people believe that females were created to depend on their husbands.

Klasen Stephan and Francesce Lamanna said, education is a key to success so if there is no equal treatment to both girls and boys in terms of education, then the development becomes low in a community as well as in a country and if we educate the girls, regardless of their sex then it means we are educating the country. Women are good at economy, so they need to be given good education.

In April, 2012, Kelvin Sheehan [economic major] said that there is a little doubt that there is any impact of gender inequality on

education. So he conducted the research on that issue of impact of gender inequality on education. He used the cross-country regression with education as an independent variable data on educational outcomes comes from PISA, TMSS and PIRLS international assessment that have taken place since 1995. He said that because of gender inequality on education, the economy of society as well as the country goes down as girls have negative minds in the way that they might believe that since there is inequality in school, there will be inequality in society as whole. Which would mean that there no opportunities for them to be successful in life hence lowering development in the country.

At Namiwawa School, the villages and community around it, regard the males as superior and the females as inferiors that make a lot of females to drop out from school leaving Namiwawa School with fewer learners in classes.

Alexina Nthani, Nairet Malande, Lusungu Kalanga, Fiona Nguluwe, Macleod Mphande, Andrew Malisawa, Blessings Shumba, Bryan Mkandawire, Ilene Banda, Mac Person Mdalla and Grace Gunya in the book entitled “Keeping Girls in School” said that gender inequality is affecting both boys and girls in terms of their education. They said girls

and boys may both have Chores; however, girls are often required to spend a much longer time on household chores compared to boys, which interferes with girls' time to complete their home work and delay their arrival at school, hence making them hard to couple up with school activities [education]. This is like that because of their sex. On the other hand, boys are given hard tasks like going to farm early in the morning for farm activities e.g. cultivating before going to school, that make them to be tired even in class hence making them difficult to understand what the teacher is teaching like. This is that because, parents and guardians believe that these boys will be the husbands so they should be the responsible husbands in future. All is because of their sex.

From what all the writers [researchers] said, the researcher discovered that, even teachers at Namiwawa school play great part on the impact of gender inequality on education because there is tendency of an equal distribution of school activities since they regard their sex for example; teachers only give the Mathematics assignment to boys while Chichewa and other subjects assignments to girls, thinking that girls cannot solve Mathematical problems. This act help students to feel discriminated [segregated] that

leads to school drop out by both girls and boys. Boys also drop out from school because they find it hard to solve Mathematics then they sometimes drop out from school making Namiwawa School to have few learners in class.

CHAPTER THREE

3.0 INTRODUCTION

This chapter is present the research methodology and give the details on how the research was conducted. Different qualitative methods are likely to be used in order establish the impact of gender inequality on education.

The research will largely depends on Literature review, self administered questionnaire, oral interview with an open ended question and checklist. Molton states that, this method is of significance because it gives a researcher a wide chance of questioning people without any limitation than any other methods. The researcher assumes that the people such as church leaders, local leaders, parents and the youth will be subjected to the centre of the study from Namiwawa School. In addition, the researcher believes that some people such as; teachers and health personnel shall be consulted to contribute their views to this

paper on the impact of gender inequality on education at Namiwawa School.

3.1 RESEARCH DESIGN

Researcher used a case study in conducting a research of this kind. A case study refers to the design which aims at describing the phenomenon, in detail, in context and holistically. The researcher arrived at the choice because of the approach the researcher has opted for, which was quantitative which uses many research designs, a case study of Namiwawa School being one of them. The researcher therefore was of the view that by using a case study, the problem like the impact of gender inequality on the education at Namiwawa School in Namawawa zone, will be studied in detail and as such the researcher and other readers of the same will be able to have the insights and better understanding with knowledge on the impact of gender inequality on education, especially at Namiwawa School in Namiwawa Zone, Zomba Likangala Constituency in Zomba District.

3.2 SAMPLING

According to the research study, the researcher used non-probability sampling design in which the following two sampling techniques were used. These include:

Purposive sampling and convenient sampling. Kombo and Tromp defined purposive sampling as a sampling technique in which the researcher purposely targets a group of people believed to have enough information on the research under study. On the other hand convenient sampling is a sampling technique in which the researcher identifies the respondents to his or her research study only those people the researcher can have easy access. The choice was justifiable because in the former, the respondents were sampled for a purpose as the researcher was optimistic that they had relevant information pertaining to the research under study. Letter on the other hand, the respondents were obtained with much ease as the researcher only targeted those respondents who were easily accessed bearing in mind the timeframe given for the whole study.

3.3 DATA COLLECTION PLAN

The researcher used three data collection methods namely; oral, primary and secondary sources. The data collection method historically is known as triangulation method. The oral data was obtained through face to face interviews from the respondents believed by the researcher to have had the first hand information to the topic under study. Focus group discussion was also used in this, respect

for achieving the same in which the researcher used semi-structured questions having both open and close ended questions. The primary data in the other hand was collected by consulting existing literature inform of books which are not yet published as appeared online and other sources such as print media, newspapers as an example. Finally, secondary data was collected by reviewing already existing literature on the topic under study especially from the following sources; published books, journals, media (both print and electronic) and internet.

3.4 ANALYSIS PLAN

According to this research study, the researcher used content analysis as a way of interpreting the collected data. As Combo said in 2006, the content analysis is a way of analyzing data which is used to examine the intensity with which certain words have been used .It systematically describes the form or content of written or spoken material. In content analysis, a classification system was developed to record the information. In interpreting results, the frequency with which a symbol or idea appeared was interpreted as a measure of importance, attention or emphasis. Lastly, the relative balance of favorable attributes regarding a symbol or

idea was interpreted as a measure of direction or bias.

3.5 ETHICAL ISSUES

The researcher was aware that any misinterpretation of any data which was collected either knowingly or unknowingly is punishable by law of the land. As such, the researcher was very critical in the usage of names, pictures [photos] of the respondents and other pictures in relation to the study. In this regard therefore, all names and pictures which the researcher has used in this research study were only those that received consent from the respondents and other relevant officers. Additionally, the researcher gave room to all respondents to give their responses freely and voluntarily without being forced to do so or being intimidated. Finally, the researcher was ethically conducted because prior to meeting key respondents in both community and school, the researcher asked permission from local leaders [chiefs], church leaders and even the Head teacher who in turn they themselves were the first ones to be active participants to the study. This means that all the respondents to the study were not ambushed to be participants. Therefore all the research proceedings were done with full knowledge of the local leaders, church leaders, head

teacher, teachers and students as well where the entire study was conducted.

3.6 EXPECTED LIMITATIONS

Like any other research studies ever conducted by many researchers in the world facing numerous problems, this research study were not immune from such problems. As such, the researcher faced three major setbacks as explained below. The first setback which the researcher encountered was the failure by two key informant groups in one of the villages from the study area to be part and parcel in the research study having learnt that the researcher was not giving out money to participants. The groups in question were; the parents and illiterate people. The second problem which the researcher faced was the failure by the three notable high profiled people to respond to the questionnaires sent to them despite of their demand to send same online or hard copy. These three high profiled people include; The Primary Education Advisor [PEA], the former Member of Parliament [MP] who is residing near Namiwawa School and the Group Village head where Namiwawa School is located. These three notable high profile people were some of the proposed key informants to the research study. The last setback as encountered by the researcher was that, some

informants seemed reluctant in giving informants to the best of their knowledge out of fear and shyness. However the researcher tried to persuade as many respondents as possible to give the asked (requested) data out of their best knowledge. This was achieved by assuring all the respondents that their contribution will be handled with much confidentiality let alone assuring them that the research was solely for academic purpose and nothing else. In some occasion the intervention of the local leaders and teachers were helpful indeed. As the result of this assurance, three quarters of the targeted respondents participated in the reach actively for positive results as seven of the groups became active participants to the study.

3.7 DELIMITATIONS

When the researcher encountered with some challenges during the research study, the researcher came up with some ways in order to overcome the challenges for the research to the very successful. The two ways that the researcher used in order to overcome the limitations are as follows: Firstly, the researcher involved the local leaders, church leader and high profiled people around the study area (Namiwawa School) to intervene. The intervention of these people on the issue made the research study to be proven futile,

as those informants who seemed reluctant to respond best to their knowledge took part and contributed well. The second delimitation to the limitation (challenge) was that, the researcher persuaded the head teacher and the teachers at Namiwawa school to talk to the students and even the youth who seemed reluctant to give out the information and clarifying to them that the research was solely for academic purpose and nothing else, especially to those who had fears over the research. All these two delimitation made the research study to be successful indeed.

CHAPTER FOUR

4. 0 INTRODUCTION

This chapter presents the Research Response Rate that gives the details on how the The table below shows the views of the respondents on the impact of gender inequality on education at Namiwawa School.

| Understanding of the respondents on the impact of gender inequality on education at Namiwawa School | Frequency | Percentage |
|---|-----------|------------|
| Education is the key to success so when both boys and girls receives equal education they | 11 | 27.5 |

respondents responded to the questions given by the researcher either by interview, questionnaire or checklist. The response rate is presented in percentages. This chapter also shows the understanding of the respondents on the impact of gender inequality on education at Namiwawa School in Namiwawa Zone in Zomba District.

4.1 RESEARCH RESPONSE RATE

Understanding of the respondents on the impact of gender inequality on education at Namiwawa School. The researcher proposed [decided] to meet with sixty people [participants] during the research study but only forty people were met and consulted [questioned]

| | | |
|---|---|------|
| help in development of the society as well as the country | | |
| Girls (female) are the subjects of the men, So they need to be educated since they will be depending on their husbands in future when they get married. | 9 | 29.5 |
| Females (girls) are inferiors while the males (boys) are | 7 | 17.5 |

| | | |
|---|---|------|
| superiors, so boys supposed to be given tough jobs (tasks) e.g. (solving Mathematics) while females (girls) supposed to be given simple tasks e.g. Chichewa and the like, to do as their assignment. | | |
| The girls themselves regard education as useless as they see a lot of uneducated, women and girls around them, being married and living with their husbands freely and happily | 5 | 12.5 |
| Education is the time wastage activity, so it makes girls to spend long time (taking or wasting much time) with education instead of getting married and bearing children as they believe that having children is wealth. | 4 | 5 |
| There are more women and girls around Namiwawa school who went to school, but they | 2 | 5 |

| | | |
|---|---|---|
| are just living in the community without doing anything (not employed by the government or non-governmental organization). | | |
| Boys need to be educated as they will be the leaders of the community, in the churches, villages and leaders of other activities or organization in the community. So males (boys) need to be wise, than females (boys) | 2 | 5 |

UNDERSTANDING OF THE RESPONDENTS ON THE IMPACT OF GENDER INEQUALITY ON EDUCATION A CASE STUDY OF NAMIWAWA SCHOOL IN PERCENTAGE.

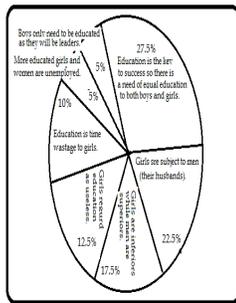


Table and Pie chart 1: above shows that there were different views on how people understand about the impact of gender inequality on education; the case study of Namiwawa School. Out of Forty respondents eleven indicated that education is the key to success, so there a need of giving equal and good education to both boys and girls despite of their sex differences so that even girls [females] should be educated for the development of the society as well as the country. This was representing 27.5% of the total respondents. Nine respondents understood that girls {females} are the subjects of the males [their husbands] that make a reason why there is no need of educating girls around Namiwawa area. The view is representing 22.5%. Seven of the participants noted that despite of boys and girls are human beings, girls are inferiors so that they cannot manage to do hard education activities e.g. solving of mathematical

problems while boys are regarded as superiors and they are supposed to be given hard tasks e.g. solving of mathematical problems. The act makes the boys to dropout from schools and making girls to be lazy. This view represented 17.5%.

Five respondents said that, girls themselves regard education as useless as they see a lot of uneducated girls and women being married and living with their husbands freely and happily. This view represented 12.5%. Four respondents understood that education is the time wastage activity so it makes girls to spend more time (taking or spending more time) with education instead of getting married and bearing children is wealth, and this represented 10%. Two of the respondents said that there are other women and girls around Namiwawa area who went to school and got educated, but they are still living in the community with nothing to do as they are

not employed neither by the government nor the non- governmental organization (NGO). This represented 5%. The other two respondents said that, only the boys need to be educated as they are male in sex because they will be future leaders of the community, in churches, villages and leaders of other activities or organizations in the community so they need to be wise enough. This also represented 5%. Based on Kenneth rose, females (women and girls) should be involved in leadership positions so they need to be able to read and write. Therefore they need to be educated to find new knowledge and eager to impart it but they fail due to lack of good education that comes because of gender inequality on education. On the other hand, Ley Roy Eims said that female (women and girls) are honest, good financial managers, are School

The table below shows the views of the participants who were involved in the research study on the role of the learners on

| Role of the learners on the impact of gender inequality on education, the case study of Namiwawa school | Frequency | Percentage |
|---|-----------|------------|
| Learning- learners | 14 | 35 |

transparent and accountable than men. They are trust worth in terms of social issues, the rates of material scandals are low in them than men, although timidity can make females (women and girls) fail to face the tough side of life, and they can go by other people’s decisions but if they are well educated they can be able to stand on their own decisions. It can therefore be concluded that the people around Namiwawa School understand the impact of gender inequality on education in different ways. This was observed in the views of different participants who were involved in the research study.

RESEARCH RESPONSE RATE

This one will talk about the role of the learners on the impact of gender inequality on education at Namiwawa

the impact of gender inequality on education, the case of Namiwawa School.

| | | |
|--|--|--|
| need to be on the fore front in learning regardless of their sex and sex roles e.g. doing all school activities i.e. doing all | | |
|--|--|--|

| | | |
|--|----|-----|
| assignment given by their teacher. | | |
| Caring of all educational (school) equipments that are needed and used for effective learning e.g. books, desks and school blocks. | 10 | 25 |
| Respecting each other in terms of education despite of sex different. At school or even at home(in the community) | 6 | 15 |
| They should understand that they are the future learners so they suppose to take care of themselves and get educated so that they should be a good leaders | 4 | 10 |
| Controlling their feelings for their | 3 | 7.5 |

| | | |
|--|---|-----|
| education to be successful(body feeling) | | |
| To organize the student clubs where they can discuss issues about education and sensitizing other on the impact of gender inequality on education around their community (Namiwawa School) | 3 | 7.5 |

The role of learners on the impact of gender inequality on education, the case study of Namiwawa School in percentage

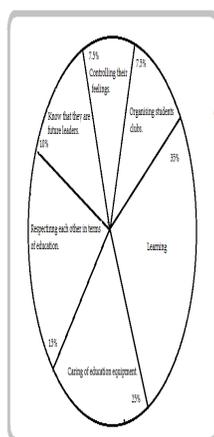


Table 2. Shows that learners play a big role in the impact of gender inequality on education at Namiwawa School. This is reflected in the views by different respondents.

Out of forty respondents who were involved in the study, fourteen respondents said that learners (students) themselves should be the ones to be in forefront in learning despite of the sex and sex role e.g. doing school activities together both boys and girls. This above view is representing 35%. Ten respondents said that the learners (students) have got the big role to take care of the

educational equipments for sustainable use e.g. books, desks and other school facilities. This was representing 25%. Six respondents indicated that there should be much respect among learners both boys (male) and girls (female). Learners should be not calling bad names because of gender inequality. This one is representing 15%. Four participants said that the learners should be aware that they are future leaders both boys and girls despite of sex. They should be educated and be strong in mind and that representing 10% of total study. Three respondents said that student should be able to control their feeling, emotions and behaviours when it comes the time to deal with gender inequality on education and this representing 7.5% of the total study. The remaining three respondents said that student should organize the students clubs so that they could discuss issues concerning the impact of gender inequality on education that also represent 7.5% of the total research study.

Learners are the hub and play the great role in gender inequality on education and are the ones who are involved much with impact of gender inequality on education at Namiwawa School in Namiwawa Zone in Zomba district.

4.2 DEMOGRAPHICS

According to Oxford English Dictionary, demographic is a characteristic used to classify people statistical purposes, such as age, gender and race. The researcher during the research study managed to meet and communicate with different groups of participants in which the researcher got information about the research in hand.

The first group of participants the researcher managed to seek for information about the research study was the participants aged twelve to twenty and they were boys. The answer from this age group of boys was that, education is a tiresome work since their parents give them more work to do after school as they are boys e.g herding animals while the answer from the same age group of girls was that, their parents left all kitchen chores for them to clean that make them tired and difficult for them to do their school work or task. The second group of participants was the age of twenty-one to thirty-five and were females {girls} who said that because of the responsibility they have at home, they are unable to concentrate in education as their parents regard them as elders to assist them managing the families e.g taking care of young children while the boys of the same age [participants} mentioned about lack of

Sponsorship to continue with education as their parents says that they should find the school necessities for themselves as they are boys {males} and they should be independent and be able to assist their parents financially as well. Another age group of participants was those from thirty-six and above both males and females who managed to give the similar answer saying that there is lack of students motivation in Namiwawa area to girls that make these girls to be lazy at school as they are girls.

This age group also said that girls lack interest in education because they underrate themselves. These participants add up saying, when girls grow up and develop breast, they think that they are women and they start admiring the boy in their classes to fall in love with ,and this is happening in boys when they have beards they think they are grown up to be in love which end up in marriage. This age group finished by saying that these boys and girls start calling bad names to each other, for example; a girl calling a boy father because that particular boy have got beards which result in high school dropout at Namiwawa School hence impacting gender inequality on education.

The researcher managed to meet with two of the Estate owners [the white people} around Namiwawa School who explained that Namiwawa area is affected with poverty thus why girls are forced to get married to relieve the parents as they are female by sex while boys are forced to work in Estates to take care of their parents families {act as fathers} because they are males by sex.

4.3 RESULT PRESENTATION

According to the research study conducted by the researcher, on the just ended chapter, it shows that there are a lot of negative impacts of gender equality on education at Namiwawa School in Namiwawa Zone in Zomba District. The researcher find out that parents play a big role in the impact of gender inequality on education at Namiwawa School as they facilitate gender bias among the youth around Namiwawa area that seen from the points

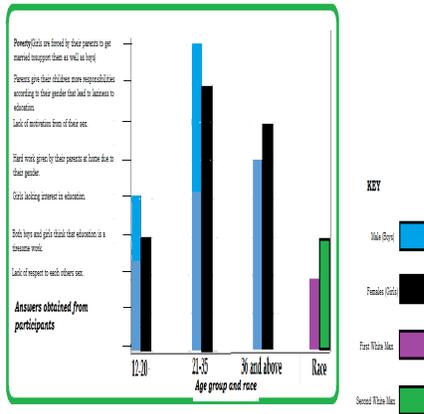
The bar graph below shows all the results obtained from all participants

given by the participants aged twelve to thirty five.

The researcher also find out that even the youth themselves are the contributing factor of their school drop rate as they unable to respect their own gender (sex) and each other gender that is part parcel of impact of gender inequality which lead to high school dropout rate making it an impact of gender inequality on education at Namiwawa school e.g. calling each other bad name because of one sex that make them feel shy and refuse to go on with education.

4.4 ANALYSIS OF RESULTS

This section shows the results analysis of the research study conducted by the researcher. The researcher managed to analyses all the results obtained from the race and age group participants that the researcher was able to communicate with.



The graph above shows that in Namiwawa area especially at Namiwawa School, girls are the ones mostly affected with the impact of

gender inequality in education that lead to their School dropout.

CHAPTER FIVE

5.0 INTRODUCTION

This study was conducted to contribute to the Literature on the impact of gender inequality on education, with particular emphasis on Namiwawa School in Zomba District. The study employed a Normative Theory of the respondents of the research around Namiwawa School which generally teaches that the community, the school stakeholders, government and learners should endeavor execute their roles towards education regardless of gender of the learners.

5.1 SUMMARY

This chapter encompasses presentation of the findings of data analysis. The presentation in this chapter refers to data solicited from all sources, Primary Sources and Secondary Sources during the research. The results will be presented based on the objectives of the research. The study specifically aimed at finding the impact of gender inequality on education at Namiwawa School in Namiwawa Zone in zomba District, and examining the roles of the community, parents, and even students themselves towards the impact of gender inequality on education at Namiwawa School.

5.2 DISCUSSION

This section tells about further details on the impact of gender inequality of Education at Namiwawa School in Zomba District.

Firstly; the researcher discussed about the negative impact of gender inequality on education e.g. it lead to school dropout of learners and the researcher discussed also with the participants about the positive of the impact of gender inequality on education at Namiwawa School e.g. it helps learners to understand their roles according to their gender.

Secondly; the researcher discussed the roles the community, parents, churches, teachers' high profiled people around Namiwawa School, local leaders and the learners play and need to play on impact of gender inequality on education.

The researcher discussed about the mind and views of the respondents on the way of out coming the negative impacts of gender inequality on education and how to sustain the minds of those people who have got the negative view.

The research study generally conducted that there is a need of sensitivity he community, teachers and learners as these group play a big role on the impact of gender inequality on education at Namiwawa school respectively.

5.3 RECOMMENDATION

In respect to the findings of this research study, the researcher came up with the following recommendation:

- (a) Girls around Namiwawa area must be given chance to good and quality education regardless of their sex (gender) that they are female by nature, so that there should be development in the area.
- (b) Boys and girls should be in the forefront themselves on their sex, so that they can be respected by other people as well that can result to success in education for them to be good and independence in future.
- (c) Both boys and girls need to understand that they are equal and need to work extra hard in all subjects in order to reason good as they are future leaders of the society (Namiwawa area) as well as the country as large.
- (d) There is no superiority and inferiority in gender in terms of education sex roles (gender roles) should be distributed equally and girls should treated the same way as boys in education, for the development of the Namiwawa area as well as District of

Zomba urban. However, the government should take part in sensitizing the Namiwawa

Community about the impacts of gender inequality on education.

5.4 AREA OF FURTHER STUDIES

The future scholars should consider on “The impacts of fare Primary and Secondary education in Namiwawa area.

APPENDIX

List of acronyms and abbreviations

C.D.S.S - Community Day Secondary School

U.S.A- United States of America

P.E.A- Primary School Advisor

A.C.C.O- Assistant Centre Co-ordinating Officer

C.C.A.P- Church of Central African Presbyterian

DEFINITIONS AND TERMS

Gender

- The state of being male and female.

Impacts

- A strong influence of effect.

Inequality

- Not being equal.

Education

- The process of teaching people and giving them knowledge and skills.

Development

- Something interesting that has happened or putting up new ideas, buildings etc.

Difficult

- Need a lot of effort or skill or not easy.

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