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Gender Disparities in ICT Access within Nairobi's Secondary Schools: A Mixed Methods Analysis

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Abstract

This study examines gender disparities in access to Information and Communication Technologies (ICTs) within Nairobi's secondary schools over a five-year period. A mixed methods approach was employed, combining quantitative data from survey questionnaires with qualitative insights through in-depth interviews and focus group discussions conducted with school administrators, teachers, students, and parents. Findings indicate a significant disparity where female students account for only 45% of ICT-equipped classrooms, compared to male-dominated areas. Themes emerging include gender norms, parental support levels, and technological infrastructure availability. The analysis reveals that while the overall access situation has improved slightly over five years, substantial disparities persist, particularly in terms of classroom technology access for female students. Recommendations focus on enhancing teacher training to promote gender-sensitive ICT use, increasing parental awareness and engagement regarding digital literacy, and improving school infrastructure to ensure equitable access.

Keywords: *Africanization, GIS, Intersectionality, Participatory Observation, Quantitative/Qualitative Hybrid Analysis*

ABSTRACT-ONLY PUBLICATION

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