

Women in STEM education and its implications on their involvement in Climate Change: A case study of female students enrolment and completion rates at Maasai Mara University

T. Alango*¹, B. J. Troon¹ I. Motochi¹

¹Department of Mathematics and Physical Sciences, School of Science and Information Sciences,
Maasai Mara University, P.O Box 861-20500, Narok, Kenya

tabithaalango@gmail.com

Abstract

In this study we determine the level of uptake of STEM courses by female students at Maasai Mara University in Kenya. The study employed the cohort study technique to check the female enrollment rate, graduation rate, and completion rate at the university in the past ten years. The results show that less than 40% of the students get to enroll and eventually graduate in STEM courses. The enrollment and graduation rate of female students was determined to be significantly lower than that for the male student ($p\text{-value} < 0.001$). Despite the low enrollment of female students in STEM courses, the results show a positive increase in female students' completion rate. This factor illustrates that if more women can be enrolled in STEM courses, then many of them graduate and assist in making policies that can assist in curbing climate change. The results confirmed the initial assumption that few women take up STEM courses, limiting their involvement in climate change issues. The small number of females with STEM knowledge implies that women cannot effectively share their expert opinions to curb climate change. The study recommends that the campaign be scaled up to promote the uptake of STEM courses by women.

Keywords: Science education, Climate Change, STEM courses, University education, Women in STEM, Enrollment rate