

**EFFECTS OF SELECTED FACTORS ON GIRLS' ENROLMENT AND ACADEMIC  
PERFORMANCE IN SECONDARY SCHOOLS IN KERICHO WEST  
SUB-COUNTY, KENYA**

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Guidance and Counseling of Egerton University**

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## DECLARATION AND RECOMMENDATION

### DECLARATION

This research thesis is my original work and has not been presented for a degree in this or any other University.

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## **DEDICATION**

I dedicate this work to my dear son Benard Kipngeno Ng'etich who is currently in the United States of America and Mercy Chepkirui Koech, my last born among other children and all those who supported me in this research. Glory and honour be to God.

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## ABSTRACT

The issue of girls' secondary school education has become a real concern in all nations of the world especially the developing countries in sub-Saharan Africa, Kenya included. Girls' education worldwide provides benefits to the family, the girl and the society at large, thus issues affecting it should be addressed to avoid affecting the attainment of the Millennium Development Goals (MDGs) on universal education and gender equality. This study was designed to investigate the effects of selected factors on girls' enrolment and academic performance in secondary schools in Kericho West Sub-County. *Ex-post facto* research design was employed. The populations of the study respondents were 23 principals, 23 teacher counselors and 2570 girls in 2 girls' schools and 21 mixed secondary schools in the Sub-County, making a total of 2616. The accessible population was 1845 girls, 11 Principals and 11 Teacher Counselors from the 11 randomly selected schools. Out of 1845 girls, 314 were proportionately sampled, while 11 Principals and 11 Teacher Counselors were purposively selected, thus making a total sample of 336 respondents. Questionnaires were formulated for girls in the sampled schools while interview schedules were prepared for the principals and teacher counselors. Validity of the instruments was measured in relation to the set objectives and reliability established by piloting in three schools. Cronbach's alpha method was used to determine the reliability of the instruments which attained a reliability coefficient of 0.7. Descriptive statistics, involving frequencies and percentages, were used to analyze the data collected. Data analysis was done with the aid of the Statistical Package for Social Sciences (SPSS) version 18 for windows. The study established that inadequate guidance and counseling was the major factor affecting girls' academic performance, while early marriage mainly affected enrolment. Teenage pregnancy and poverty also affected girls' enrolment and academic performance in Kericho West Sub-County. It is recommended that guidance and counseling be provided not only for the girls but be extended to their parents who are the decisive factors in the payment of school fees. The study would provide a policy framework for the Ministry of Gender and Youth Affairs and Ministry of Education on how to deal with factors affecting girls' enrolment and academic performance in order to enable girls to compete favorably with boys and also for them to contribute positively to the development of the country.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

ACRR:	African Charter of the Rights of the Child
ASAL:	Arid and Semi-Arid Lands
CRC:	Convention of the Right of the Child
CFHGE:	Convention on the Elimination of All Forms of Discrimination Against Women
DEO:	District Education Officer
EFA:	Education For All
FAWE:	Forum of African Women Educationists
FEMSA:	Female Education in Mathematics and Science in Africa
G/C:	Guidance and Counseling
GoK:	Government of Kenya
JICA:	Japan International Cooperation Agency
KCSE:	Kenya Certificate of Secondary Education
KDDP :	Kericho District Development Plan
KESSP:	Kenya Education Sector Support Programme
MDGs:	Millennium Development Goals
NGOs:	Non-Governmental Organizations
PS:	Permanent Secretary
SPSS:	Statistical Package for Social Science
TIQET:	Totally Integrated Quality Education and Training
UPE:	Universal Primary Education
UNO:	United Nations Organization
UNESCO:	United Nations Educations Science and Cultural Organization
UNICEF:	United Nations International Children’s Education Fund

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Girl-child education worldwide especially at the secondary school level provides benefits to the family, the girl and the society at large (UNESCO, 2006). Education influences a girl's chance of paid employment, age at marriage, control over child bearing, exercise of legal and political rights and the ability to care for herself and her children. Research evidence shows that education of women and girls enables them to better manage their households, to apply improved nutritional practices and to maintain proper hygiene and effectively utilize a wide range of available services including family planning among others (UNESCO, 1996). Education is a lifelong process of acquiring knowledge, skills and attitudes that begins at birth and ends at death (Ngeno, 2003). According to the Totally Integrated Quality Education and Training (TIQET) Reported (1999), education involves a deliberate, systematic and sustained effort to acquire knowledge, attitudes, values, skills as well as any other outcome of that effort that shapes the development of an individual. According to UNESCO (2006), education is a basic human and fundamental right for every person, a key to offer human rights, the heart of all development, and the prerequisite of equity, diversity and lasting peace as recognized by world education in April 2000.

In addition to the mentioned benefits, it is globally recognized that education is a fundamental human right which should be provided to all without discrimination, as the 1948 Universal Declaration on Human Rights, Article 2(1) states that every person has a right to education (Mohanty, 2002; Mammah, 2003). The Convention on the Rights of the Child (CRC), formulated in 1989 claims the right to equal education for all girls and boys (Pandey, 2004). It recognizes every child's right to survival, to develop physically, mentally and socially to his or her fullest potential, to express his or her opinion freely and to participate in decisions affecting his or her future (United Nations, 1997). The Children's Act which became operational in Kenya in the year 2001, states that, it is the right of each child to receive education irrespective of his or her background (Kapiyo & Muma, 2003). The Kenya National Development Plan (1997-2001) clearly states that every Kenyan has the inalienable right, no matter his or her social- economic status to basic education (GoK, 1997).

In 1990, the World Conference on Education for All (EFA) which took place in Jomtiem Thailand, declared among others that every person shall be able to benefit from education opportunities designed to meet their basic learning needs (Mammah, 2003). Participants recognized that girls and women constituted the majority of the unschooled in almost every region of the world, particularly Sub-Saharan Africa and South East Asia (Smock, 2002; Pandey, 2004). The participants made a global commitment at Jomtiem to ensure access to, and improve the quality of education for girls and women and to remove every obstacle that hamper their active participation (Pandey, 2004). According to a World Bank Report (2007), the target of MDG number 3 is the elimination of gender disparities in primary and secondary education preferably by 2005 and at all levels of education not later than the year 2015.

In spite of the global concern, the literacy rate of the World's Women (72.2%) is significantly lower than that of men (86.6%). Nearly two thirds of the world's illiterate adults are women (565 million), most of whom live in Africa, Asia and Latin America (World Education Report 1995). Out of the 300 million children without access to education, 200 million are girls (Merof, 2004). UNESCO estimates that, of the 137 million illiterate youths in the world, 63% were female (UNESCO, EFA, 2005). Girls are less likely than boys to complete the first schooling cycle particularly in South Asia where the Primary completion rate is estimated at 90% for boys and 83% for girls. In Sub-Saharan Africa, the primary school completion rate is 67% for boys and 57% for girls (World Bank, 2007).

According to Pandey (2004), the disadvantaged position of girls within the education sector is revealed through limited access, lower rates of representation at particular levels, low rates of completion and performance. Pandey (2004) asserts that without education of comparable qualities with that given to boys, girls are unable to access well paid jobs, advance within them and gain political influence. According to World Bank (2007), factors that hinder girls' participation, retention and achievement worldwide include; high cost of education, inappropriate curriculum, poor school facilities, lack of boarding schools and sexual harassment by boys and male teachers.

The low enrolment of girls in secondary schools in various countries is seen in a United Nations (UN) study carried out between 2003-2008 in secondary schools in Yemen, Iraq, India, Turkey,

Netherlands, and Korea, U.S.A., Sub-Saharan Africa and Spain where the percentage of boys attending school was higher than that of girls. The results are shown in Table 1.

**Table 1: Percentage of Boys and Girls Attending Secondary School in Selected Countries of the World**

Country	% of Male Students'	% of Female Students
Yemen	45	20
Iraq	52	38
India	54	39
Turkey	56	39
Netherlands	66	47
Korea	69	48
U.S.A.	79	49
Spain	78	50
Sub-Saharan Africa	65	40

**Source: United Nations, the World's Women, Trends and Statistics (New York 2008).**

Sub-Saharan Africa, among other regions, leads the gender gap discrepancies in education as most of the girls who enroll in form one do not finalize their secondary school education compared to boys. The consequence of these gender disparities is that many of Sub-Saharan Africa's illiterate population remain women. In 2006, UNESCO reported that Sub-Saharan African's percentage of illiterates in the age group ranging from 15 and older was around 70% (UNESCO, 2006).

In Kenya, the secondary school sub-sector faces challenges particularly low enrolment, unsatisfactory levels of transition from Primary to Secondary as well as serious gender and regional disparities and poor academic performance especially in Kenya Certificate of Secondary

Education (GoK, 2005). In 2009, the national enrolment in secondary schools was 67.7% for boys and 57.3% for girls. The retention rate for boys in secondary schools in 2009 was 91.5% compared to 87.5% for girls registering a gap of 4% in favour of boys. Between 2005 and 2007, boys performed better than girls overall in Kenya Certificate of Secondary Education (KCSE) examination, particularly in English, Mathematics Biology, Physics and Chemistry (GoK, 2008). In the same period, boys attained higher mean scores than girls in all subjects in all provinces. Fewer girls than boys join Secondary schools as indicated in the year 2009 form one selection where provincial secondary schools in Kenya admitted 14,654 boys against 12,489 girls (GoK, 2009). The reasons attributed to dropout for girls are high cost of schooling, coupled with high poverty level, unfriendly school environment and the low anticipation of future benefits of education (Wamukuru, 2004). The implication of the low participation and poor academic performance of girls in secondary school education is their low social status in society (Mammah, 2003).

In Kericho West District, secondary school statistics obtained from the District Education Office (DEO) for the year 2008, show the total enrolment for boys was 4293 (63% ) and girls stood at 2570 (37%) depicting a serious disparity. The 2009 District Transition rate from Primary to Secondary was 49.9%. The transition rate for girls was 41.9% and that of boys was 57.2%. Out of 25 secondary schools in the district, only 2 are girls schools, while 2 are boys' schools, the rest 21 are mixed schools with a small population of girls. The researcher intended to investigate the effects of selected factors on girls' enrolment and academic performance in secondary schools in Kericho West Sub-County. Boys and girls enrolment in Kericho West Sub-County is depicted in Table 2, while the analysis of their performance in Kenya Certificate of Secondary School Examinations is depicted in Table 3.



**Table 2: Kericho West Sub-County Secondary Schools Enrolment (2008-2012)**

<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
2008	3923	2005	5928
2009	4000	2145	6145
2010	4015	2285	6300
2011	4393	2570	6863
2012	4520	2640	7160

**Source: DEO'S Office –Kericho West Sub-County Statistics (2012)**

From the Sub-County statistics in Table 2, the enrolment of girls in secondary schools is lower than that of boys, for instance in four consecutive years, girls enrolment increased at a very low rate as compared to that of boys.

**Table 3: KCSE Analysis in Kericho West Sub-County (2008-2012) Quality Grades (B+ and above)**

<b>Year</b>	<b>Boys</b>	<b>Girl</b>	<b>Total</b>
<b>2008</b>	87	18	105
<b>2009</b>	93	21	114
<b>2010</b>	105	27	132
<b>2011</b>	125	33	158
<b>2012</b>	135	42	177

**Source: DEO'S Office- Kericho West Sub-County Statistics (2012)**

From the district statistics in Table 3, boys performed better than girls for the three years under study. This shows that girls' performance in KCSE is lower than that of boys.

## **1.2 Statement of the Problem**

Despite the Kenya government's commitment to providing secondary school education to all children especially by introducing Free Day Secondary Education, low girls enrolment and academic performance still persist in certain districts in the country. This has serious implications to the government's goals of attaining Education for All (EFA) by 2015. In Kericho West Sub-County, there is low girls enrolment and low academic performance compared to boys. There was need therefore to establish the effects of early marriage, teenage pregnancy, poverty and high cost of schooling on girls' enrolment and academic performance as they are prevalent.

## **1.3 Purpose of the study**

The purpose of this study was to investigate the effects of the selected factors on girls' enrolment and academic performance in secondary schools in Kericho West Sub-county.

## **1.4 Objectives of the Study**

The study attempted to achieve the following objectives:

- a) To investigate the effects of the following selected factors on girls' enrolment in secondary schools in Kericho West Sub-County
  - i) Early marriage
  - ii) Teenage pregnancy
  - iii) Poverty
  - iv) Inadequate guidance and counseling
- b) To investigate the effects of the following selected factors on girls' academic performance in secondary schools in Kericho West Sub-County
  - i) Early marriage
  - ii) Teenage pregnancy
  - iii) Poverty
  - iv) Inadequate guidance and counseling

- c) To establish the strategies that schools have put in place to promote girls' enrolment and academic performance in secondary schools in Kericho West District.

### **1.5 Research Questions**

The study aimed at answering the following research questions.

- a) What are the effects of the following selected factors on girls' enrolment in secondary schools in Kericho West Sub-County?
  - i) Early marriage
  - ii) Teenage pregnancy
  - iii) Poverty
  - iv) Inadequate guidance and counseling
- b) What are the effects of the following selected factors on girl's academic performance in secondary schools in Kericho West Sub-County?
  - i) Early marriage
  - ii) Teenage pregnancy
  - iii) Poverty
  - iv) Inadequate guidance and counseling
- c) Which strategies have schools put in place to promote girls' enrolment and academic performance in secondary schools in Kericho West Sub-County?

### **1.6 Significance of the Study**

As a country, the study is of great importance particularly at this moment when all nations in the world are intending to achieve gender equity in education by 2015. Persistent low girls' enrolment and academic performance in any nation is a drawback to the above millennium goal. The knowledge of various factors contributing to this may be a step in addressing the problem. In this case, the findings may help education policy makers such as planners in the Ministry of Education, Ministry of Gender and Youth Affairs, Education Curriculum Developers and Implementers, district organs such as District Education Board (DEB), District Development Committee (DDC), Board of Governors (BOG), teachers, administrators, community and parents to come up with practical interventions to improve girls' enrolment and academic performance in

secondary schools and other learning institutions. In this way, girls will also benefit because their issues will be addressed by the relevant authorities. The study findings are expected to, not only increase awareness on the effects of selected factors on girls' education but also serve as a useful source of reference for further research and will also fill the gap in knowledge.

### **1.7 Scope of the study**

The study was based in Kericho West District. The sample population was drawn from secondary school principals, teacher counselors and form two and three girls from selected secondary schools. The study focused on the effects of early marriage, teenage pregnancy, poverty and inadequate guidance and counseling on girls' enrolment and academic performance in secondary schools in the sub-county.

### **1.8 Limitations of the Study**

The study was done in Kericho West Sub-County; therefore, generalization of the findings to other parts of Kenya will be done with caution. This is because other parts of the country may be having their own unique setups which encourage girls' education, like well established guidance and counseling institutions, presence of mentors and enlightened parents. Also, the researcher had no control over the variables, hence only reported what was already in existence.

### **1.9 Assumptions of the Study**

The study was based on the following assumptions.

- i) That the selected factors were the major ones affecting girls' enrolment and academic performance in secondary schools in Kericho West Sub-County.
- ii) That the respondents were honest in their responses.

## 1.10 Operational Definition of Terms

For the purpose of this study, the following terms adopted the following meanings:

**Academic:** Studying in schools with the aim of improving ones knowledge and skills.

**Academic performance:** To excel or fail in a test or an examination which is given to students to test their mastery of what the teacher has taught.

**Counseling:** Helping an individual to deal with or remove frustrations and obstacles that interfere with her life.

**Counselor:** A person who is charged with the responsibility of providing professional counseling services to people with frustrations and obstacles that interferes with their lives.

**Education:** This refers to deliberate, systematic and sustained effort to acquire knowledge, skills, attitudes, values as well as any other outcome of that effort that shape the development of the girl across her lifespan.

**Early marriage:** This is the practice of marrying off a young girl before attaining the age of 18 especially in Kenya.

**Enrolment:** Total number of students in a given level of education in a school.

**Factor:** One of several things that cause or influence girls enrolment and academic achievement.

<b>Guidance:</b>	A process of helping learners to develop self understanding capabilities for making realistic career decisions, overcome personality deficits and make optimal academic progress.
<b>Girl:</b>	Female aged between 15 and 18 years and who is in secondary school.
<b>Gender:</b>	The fact of being male or female especially when considered with reference to social and cultural difference
<b>Gender equity:</b>	Refers to that stage of human social development at which the rights, status, advantages, responsibilities and opportunities of individuals will not be determined by being born male or female.
<b>Gender equality:</b>	Boys and girls getting equal opportunities for participation in education such as enrolment, retention and completion.
<b>Performance:</b>	It is to work or function well to achieve the intended results.
<b>Poverty:</b>	A school girl's lack of food, clothing, school fees and other basic needs that affect her schooling.
<b>Selected factors:</b>	Purposely chosen elements from a group that affects girls' secondary school enrolment and academic performance.
<b>Teenage pregnancy:</b>	Pregnancy among girls aged between 13 and 18 years.
<b>Teacher counselor:</b>	A school teacher who is charged with the responsibility of providing professional guidance and counseling services in a school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature on effects of selected factors affecting girls' enrolment and academic performance in secondary school education. Focus was on selected factors such as early marriage, teenage pregnancy, poverty and guidance and counseling. The chapter also included a theoretical and conceptual framework that guided the research.

#### **2.2 Girls and Women Education Worldwide**

Over the decades, most African women and girls have received some sort of informal education, but formal education, has been the reserved for men who occupy the more important and elite roles in government and society. As a result, girls and women all over the world have been known to occupy a marginalized position. According to Forum for African Women Educationists (FAWE, 2000), more than 273 million youths of between 17 – 21 years of age are out of school and of these 148 million (54%) are girls. Of 100 million children who drop out of school before completing secondary cycle (four years), two third of them are girls. FAWE also acknowledge high wastage and drop-out as some of the factors contributing to low enrolment of the girl-child. Other factors affecting girls' enrolment and academic performance include;

##### **2.2.1 Early Marriage**

Early marriage has been cited as one of the factors affecting girls' enrolment and academic performance. According to Oronje (2007), the cause of early marriages is ignorance of both parents and girls, who are not aware of the girls' rights. However, some do it willingly out of frustration considering the harsh economic climate prevailing in their homes. Oronje (2007) argues that early marriage is wrong because many of the girls affected are not ready for taking parental responsibility, either in their minds or in their bodies which are not yet fully developed to carry a pregnancy to a full term.

Serem (1996) argues that the society was the cause of girls' low enrolment and academic performance in secondary school education. This, Serem established in a research conducted at Ndaraweta zone of Bomet Sub-County. Serem realized that the problem of school dropout was caused by the community's practices such as early marriage and female circumcision. Some girls

are forced by their parents into early marriages and others dropout because of being pregnant (Nzembi, 1996).

The percentage of girls marrying before the age of 18 ranges from less than 20% in Central Asia to more than 60% in Bangladesh, Guinea, Mali and Nicaragua (World Bank,2007). In Bangladesh, about 51% of girls are married by the age of 18 (Merof, 2004). In Niger, a research study found that 44% of women aged between 20 and 24 had been married under the age of 15, while in Nigeria, where forced marriages are common, some estimates point out that 37% of girls aged 15 to 19 are forced to marry (Merof, 2004)

According to UNESCO (2005), once a girl reaches puberty in Africa, she is forced into marriage to bring bride wealth to the family. In some regions like Asia, parents discourage too much education of girls because they believe that an educated girl will have difficulties in finding a husband or being a good wife (Chege & Fatuma, 2006). It is believed by some rural communities in Northern Kenya that, the less educated a girl is, the more steady she will be in marriage, since she will have nothing of her own. On the other hand educated girls have the feelings of rights, authorities, equality and gender sensitivity; hence her husband loses his authority over her (UNESCO, 2006).

Research done by Chege and Fatuma (2006) reveals that many communities accorded high status to marriage and motherhood hence impact negatively on girls' education. In addition, parents worry about wasting money on girls who are likely to get pregnant or married off before completing school. According to Mondoh (2000), the Kuria people of Kenya see girls as an economic resource as the bride price received from a girl enables her brothers to get married and her siblings to get educated. When times are hard, they are exchanged for cattle or money and married off hence an economic resource. FAWE (2006), on the other hand argues that once girls reach puberty, their interest shifts to finding husbands.

Although the practice of child marriage is declining worldwide, many young girls are still married off unwillingly, often to men many years older (Pandey, 2004). In Tharaka District in Kenya, female circumcision affects retention of girls and lowers their performance level as they drop out of school immediately they are circumcised to get married (Teachers Image, 2007). In this case, the moment a girl is circumcised, she becomes a candidate for marriage. According to



World Bank (2007), adolescent motherhood is associated with early departure from school, lower human capital accumulation, lower earning and higher probability of living in poverty. Ominde (1999) adds that low secondary school enrolment greatly reduces the scope for progress in higher education. This study highlighted the factors leading to early marriage and recommended ways of eradicating them.

### **2.2.2 Teenage Pregnancy**

Pregnancy among school girls has reached very high proportions and every effort must be made to contain the situation. According to Lutomia and Sikolia (2002), teenage pregnancy is a problem that is affecting girls in junior schools, high schools and colleges. They argue that, teenage pregnancy is due to lack of information about biological changes in the adolescent's body that leads to curiosity and premature experimentation. FAWE (2006) adds that, the reasons why school girls get pregnant, are as a result of defilement and rape, sexual abuse by teachers and other adults, sugar daddy syndrome, glorification of sex among boys, lack of correct sexual information and lack of dialogue between parents and children. Koech (1996) adds that pregnancy is common as the issue of sex education has been taken lightly or is not handled at all in schools in Kenya. Furthermore, it is a taboo to talk about sex in some communities.

In Bangladesh and Mozambique, more than 30% of 15-19 year olds girls are mothers or are pregnant (World Bank, 2007). More than 10% of 15 to 19 year olds are mothers in the Sub Saharan Africa, South Asia and Latin America (World Bank, 2007). Between the early 1990's and 2000, the percentage of adolescent mothers declined in South Asia, and Latin America. However, it increased in Colombia, the Dominican Republic, Mozambique, Peru, the Philippines, Turkey and the Republic of Yemen (World Bank, 2007).

According to Ndalamia, (1998), high dropout rate is attributed to pre-marital pregnancies as it causes a significant number of girls to terminate their secondary school education. Mbithi (1981) argues that, the percentage of waste among girls is greater than that of boys in any given school level. Eshiwani (1993) declares that the female cumulative dropout rates are higher than male rising from 8% by Form 2, 23% by Form 3, 37% by form 4 compared with 10%, 16%, and 19% for boys respectively.

A secondary school principal in Nyamira district, Omwenga told officials of Maendeleo ya Wanawake Organization that 12 out of 20 raped girls admitted to her school were pregnant (TSC, Teachers Image, volume15, 2008). In Kericho West District, a case in point is Marinyin secondary school where it was reported that most of the female students who join form one drop out due to pregnancy (Mutai, 2009). Of the 29 students who sat 2009 KCSE, only one was a girl after 7 dropped out due to pregnancy. The same report indicates that in the year 2006, 15 girls left school, in 2007, 13 girls dropped and in 2009, 11 girls left school, all due to pregnancy. This study has shed light on the causes of teenage pregnancy hence assist the counselors and other education stakeholders in rescuing the girl child.

### **2.2.3 Poverty and Girls Education**

It is estimated that over 1.3 billion people worldwide live in absolute poverty, meaning, they live on less than a one dollar a day (Merof, 2004). One of the factors contributing to low enrollment of girls and poor academic performance in secondary school is therefore the high cost of secondary school education (Oronje, 2007). In Kenya, whereas households meets only twenty percent (20%) of primary education and eight percent (8%) of university education costs, parents shoulder sixty percent (60%) of secondary education costs, that is, secondary education is costly. Thus, cost is a key barrier to transition to secondary for the poor. Socio-economic problems such as family background, poverty and parents attitude towards education have contributed greatly to low enrolment and poor academic performance of girls in secondary education. Girls from such backgrounds lack the necessary school fees, uniforms, books and other school requirements and this makes them not to concentrate in class.

According to Kenya's Sessional Paper No 1 of 2005, 30% of girls drop out of school due to poverty. Were (1983) notes that some children who come from poor families, broken homes and large families lack the necessary school fees, uniforms, books and other items that keep them out of school. Marshall (1984) agrees with Were (1983) that children from poor families may not afford necessary learning facilities, uniforms or food. Were (1983) observes that economic cost of attending school is a factor in determining dropout rate and achievement. Traditionally speaking, rich African men exploited poor girls sexually in exchange for money and in general, Kenyan girls are no exception. Girls from poor backgrounds are at a greater risk than those coming from well to do families.

According to the National Bureau of Statistics (2008), 6.6 million Kenyans live in abject poverty. According to a World Bank Report (2007), it was established from a survey carried out in the poor Kenyan Districts of Mandera and Kitui that 32 percent( 32%) to 68 percent( 68% ) of children from poor households had dropped out of school (Nzembi, 1996). A report from the National Bureau of Statistics (2008) indicated that the highest difference between the poor and the rich exist at secondary level. Overallly, one in every 10 poor persons has reached secondary school compared to 3 in every 10 for the non-poor persons .In a research done in Kenya by the National Bureau of statistics (2008), the biggest variation was found among residents of Kisumu urban where slightly more than 25% of the poor compared to 52% of the non-poor have managed to reach secondary school level. This means that due to poverty, many poor Kenyans do not access secondary education.

According to UNESCO (2005), parents in Kenya opt to send boys to school at expense of girls who are made to do domestic chores or engage in small scale businesses like selling vegetables to bring additional incomes to the family. This is because of rampant poverty. Chege and Fatuma (2006) agreed with UNESCO, that when money is scarce, parents prefer to invest in their son's education to higher levels because of anticipated economic returns. They further argue that, lack of money is an excuse for reluctance of parents in Kisumu to invest in education of girls because they do not perceive the value of education for girls.

Nzembi (1996) argues that secondary schools have poor enrolment because most parents are poor and cannot afford fees. This has also made students to enter secondary school level when they are old and end up exhibiting adult tendencies like girls being pregnant, desiring for marriage and employment leading to dropout. Toderó (1992) agrees with this as he says: "If the parents cannot afford a meal, how can they possibly pay for education?" (pg 18). Chege and Fatuma (2006) refuted Toderó (1992) and argued that colonial education discouraged African men from investing in female education. Able parents could not take their children to school as girls were depicted as of low value. This trend has persisted in many African communities several decades after the collapse of colonialism. According to JICA (2007), lack of education and training reduces people's ability to exploit the opportunities around them and is a major cause of poverty. Furthermore, dropping out of school because of poverty virtually guarantees

perpetuation of the poverty cycle. Therefore, the only sure way to break from poverty is to get education.

In Kenya, over 58% of the population is living in poverty, that is, they cannot afford food nor school fees. Consequently, the inability of the poor to meet educational costs for all their children is a barrier to the education of girls. In Kericho, 60% of the people live below the poverty line (Kericho District Development plan 2004-2010). The District contribution to national poverty is above 2%. This explains a recent report in the local dailies, that poverty has compelled girls in Marinyin secondary school in Kericho West District to seek other ways to get basic needs resulting in pregnancy and consequently dropping out of school (Mutai, 2009). Marinyin is a secondary school situated in the tea industry in Kericho West District and most of the students are poor as their parents are mainly tea pickers who earn very little wages. The same parents know very little about birth control and thus have huge families which they cannot feed, leave alone taking them to school. In a study done by Chepchieng and Kibos(2004),it was established that parental income was the leading factor affecting girl's education. This study therefore, will assist parents to understand the implication of poverty in the education of their children and the Kenya Government in finding ways of assisting the girls to get the necessary education.

#### **2.2.4 Inadequate Guidance and Counseling**

Guidance and counseling in secondary schools in Kenya is of a major concern especially after the ban on corporal punishment. The Ministry of Education has been mandated by the Government of Kenya to ensure that guidance and counseling services are established and sustained in learning institution (Gichaga, 2009).

However, the situation on the ground reveals that guidance and counseling services are nonexistent in some schools while in others, they are crises oriented (Gichaga, 2009).There is need for guidance and counseling in schools designated to meet the challenges of changing times as some of the students in secondary schools today are substance abusers ,teenage parents, victims of abuse and neglect or depressed, while others display suicidal tendencies for some reason(Ngaroga,2004) .While expectations regarding academic achievements are often high, many schools do not provide sufficient structures to assemble the supportive environment needed

for successful learning. A high expectation without high support psychologically and emotionally is destined to failure for most students (Ngaroga, 2004).

A close scrutiny of the nature of a school system reveals that, a school has two broad and different roles; there is the traditional role of teaching and the role of care and concern for the individual student's personal circumstances, problems and crises (Sadkar & Sadkar, 2002). However, research studies indicate that the focus of education is more on achieving academic results and less on the emotional, social and psychological welfare of the students (Kariuki, 2000). Ondieki (1998), in his work on curriculum development emphasized that Kenya's education curriculum should address the learner's needs, interests, problems and abilities. Hence there is need for students to be guided and counseled so as to adjust to the immediate environmental forces that affect their learning.

Sifuna (1975) observed that students in school come from different family backgrounds; like single parent, absentee father, divorced or separated, and poor or rich families and the schools are expected to successfully integrate all these family structures. According to the ministry of education (2002), the objectives of education include: to acquire literacy, numeracy, creativity and communication skills; to enjoy and develop desire to continue learning; to appreciate and respect the dignity of work; to develop desirable social standards, moral and religious values; to develop into a self disciplined, physically fit and healthy person; to develop aesthetic values and appreciate own and other people's culture; to develop individual talents; and to promote social responsibility and make proper use of leisure time. This is only possible if students are guided and counseled.

According to Lutomia and Sikolia (2002), guidance and counseling is important because of many pressures of civilization which have made the youth to have many problems. It is important to note that effective guidance and counseling has become increasingly important because there are many issues raising concern in schools that impact negatively on the welfare of students and the education system as a whole. According to Mutie and Ndambuki (2003) as cited by Ngeno (2005), some of these issues include poor academic performance, teenage pregnancies and early marriages, negative peer pressure, poverty in families, school violence and strikes, high dropout rates and child abuse in addition to other societal demands (Mutie & Ndambuki, 2003). Other

challenges include difficulties in raising school fees, bad study habits, lack of concentration and consistently getting poor grades.

Were (1983) notes that parents, usually work for long hours and have little time for their children. Miringa (1998) notes that when students are not guided and counseled, they deviate from their goals. Parents and teachers need to counsel and correct any habit that can lead to students performing poorly or dropping out of school. Makinde (1984) notes that, teachers and parents alike should understand unique problems of adolescents if they care to help them to make smooth transition to adulthood. The youth face problems emanating from parents, peer group and society at large (Lutomia & Sikolia, 2002).

Benaars and Otiende (1994) emphasize that there is need for guidance and counseling in schools to help students to adapt to various changes. Makinde (1984) argue that, rather than punishing students, schools should devote more time and money to guidance and counseling. Guidance and counseling is necessary in all high schools and colleges where most adolescents congregate. Guidance and counseling help an individual understand himself and his world. Most girls become pregnant, drop out of school, engage in early marriages, and under perform in school because of lack of guidance and counseling.

Sindabi (1992) as cited by Ngeno (2005) noted that, majority of the teachers appointed to provide guidance and counseling services in schools have no formal training in counseling and have not attended any in-service guidance and counseling workshop or seminar. Also some of the appointed teachers double up as counselors and discipline masters since they are the senior teachers in the school. Sindabi (1992) continued to say that most of the head teachers do not allocate time for guidance and counseling in the school routine while others do not allow the programme in the school at all (Ngeno, 2005). According to Kiboi (1996) parenting influences the behaviour of children and therefore parents have to serve as role models. This study therefore has shed light on the state of guidance and counseling in schools hence compels education stakeholders to strengthen it for the benefit of the girl-child.

### **2.3 Strategies put in place to Promote Girls' Enrolment and Academic Performance.**

The long term objective of the Kenya Government is to provide every Kenyan child with basic quality education and training, including 2 years of pre-primary, 8 years of primary and 4 years

of secondary (Sessional Paper No. 1 of 2005). The government has encouraged girl child education by establishing quotas for girls, providing scholarships, reserving places for girls in universities and middle level colleges, establishing single sex schools or classrooms, recruiting female teachers to act as role models, designing school facilities to conform to the cultural standards of the communities, waiving fees, providing free textbooks for girls and operating school feeding programmes (World Bank, 2007). Other strategies being pursued to address enrolment and academic performance of girls in secondary schools include; provision of school boarding facilities in ASAL areas, bursary allocations, community sensitization and mobilization, continuous curriculum review and formulation of policy guidelines such as re-admission to school of girls who get pregnant while in school (GoK, 2007).

The National Planning of Action on EFA 2003-2015, the Report of the Education Sector Review 2003, the Ministry of Education Strategic Plan (2006-2011) and Service Charter, Sessional Paper No 1 of 2005, and the Kenya Education Sector Support Programmes (KESSP) 2005-2010 have provided financial support to enhance gender equality and education (GoK, 2007). The Government has also set up a Ministry of Gender, Sports, Culture and Social Services and a Gender Commission to ensure that gender disparity is eliminated in all sectors. The Ministry of Education has established a National Task Force for Gender and Education, a Ministerial Task Force on Girls Education, and a Gender Desk (GoK, 2007), all aimed at dealing with issues to do with gender disparity. In 1990, Kenya ratified the United Nations Organization Children Rights Convention (CRC) article 28(b) and in 2001, the Children's Act was published which safeguards the rights of the child. The legal provisions of the Act include: protection from harmful cultural practices, protection from abuse and child labour, right to parental care and education (Mammah, 2003).

In the Sessional Paper No. 1 of 2005 on Policy Framework for Education, Training and Research, the Government outlined strategies that seek to improve access, quality, equity and completion rates (Teachers Image, V. 14, 2007). To achieve gender equity, the government has developed Gender and Education policy which provides comprehensive framework of principles and policies that will be pursued in order to achieve gender equity and equality (Elimu News, Issue 1, 2007). The policy provides a framework for planning and implementation of gender response education, research and training. Some of the measures undertaken include providing

scholarships for girls, establishing single sex schools, fees waivers and other measures. The policy highlights the key gender concerns in education, for examples, disparities in enrolment, retention and transition rates, persisting negative socio-cultural practices and attitudes which inhibit balanced achievement, learning environments that are not conducive to the needs of girls, stereotyping in learning materials, classroom teaching, and lack of appropriate gender role models (Elimu News No. 1 2007).

The Education sector has a number of projects categorized as the core poverty reduction programmes whose objectives are to improve access, equity, quality and retention and completion rates at the primary and secondary school levels (GoK,2007). The target of MDG 3 is to reduce poverty by half by 2015. The current core poverty projects list consist of all programmes that address poverty, equality and gender disparities in education sector as a whole. The programmes include provision of free primary education, enhance public funding and school feeding programmes, provision of subsidized secondary education (GoK,2007). Other Government documents that address gender issues in education are the Poverty and Reduction Strategy Paper (2001), Economic Recovery Strategy 2003-2007, National Development Plan (2002-2008), Sessional Paper No 1 of2005 and KESSP (GoK, 2007).

In Kenya, several concerned educationists have championed the cause for education of girls. A case in point is, the "Nyambura Fund" for the education of the girl child formed by Egerton University community (Gender Connection, Issue 5, 2004). This was to help raise funds to help needy and yet bright girls who had performed well in their Kenya Certificate of Primary Education examinations and were at risk of discontinuing their studies because of financial reasons (Gender Connection, issue 5, 2004).

The Forum for African Women Educationists-Kenya Chapter (FAWEK, 2012), has made major contributions through the following initiatives-Adolescent Sexual Reproductive Health Rights (ASRHR), a 3 year project which started in the year 2011 in Nyanza and Western provinces and supplies among other things ,sanitary towels to girls, Ambassadors Girls Scholarship Program (AGSP) which supports 1500 girls from Coast, North Eastern, Nairobi, Western, Central, Rift Valley and Nyanza Provinces, International Program on the Elimination of Child Labor which supports girls by preventing and withdrawing them from worst forms of child labor in Coast Province, Tuseme (Let Us Speak Out) Youth Empowerment Model which enables girls and boys



to understand and articulate the problems that affect them and take action to solve them, Science, Mathematics and Technology Model ,which aims at increasing interest, participation and performance of girls in SMT subjects at all levels and Gender Responsive Pedagogy Model which trains teachers to become more gender aware and to adopt teaching practices that promote equal treatment and participation of boys and girls within the wider school community.

Although FAWEK has made major strides in promoting gender equality in the education sector, it faces the following challenges;-insufficient funds ,negative socio-cultural practices that affect girl-child education and the number of needy children who need bursaries has increased with the increase in the cost of living. According to FAWE (2005), some women such as Priscilla Nansulai Nangurai has championed the right of girls to education in maasailand by retrieving young girls married off by parent who want bride price.

In Kericho West District, Keino has assisted many needy girls in neighbouring schools through Samoe Community Development Programme, a Non Governmental Organization started in the year 2003. The NGO pays fees for needy girls and provides them with back to school basic necessities. It also provides psycho-social support, shelter and renovation, health care, nutrition and legal support. So far it has assisted over 400 needy and vulnerable girls (DEO, 2010). Some schools have also introduced guidance and counseling programmes so as to raise enrolment and academic performance of girls.

## **2.4 Theoretical Framework**

This study utilized the Social Learning and Rationale-Emotive theories. Each theory explains how girls' enrolment and academic performance in secondary schools is affected by early marriage, teenage pregnancy, poverty and inadequate guidance and counseling

### **2.4.1 Social Learning Theory**

Social-learning theory developed by Bandura (1986) explains that people learn social behavior through observation of others. Observing models can elicit direct imitation. It also loosens restraints against what had been kept under control. Identification with role model's behavior, attitudes, systems of values and beliefs may lead to development of guiding principles in life. Modeling occurs when a person sees another engaged in certain behavior and perceives it as an interesting and rewarding one, behaves in a similar manner and with the hope of being reinforced

in a similar version. Therefore lack of good role models has made girls to copy bad models like girls who engage in early marriages and teenage pregnancies hence contributing to their low enrolment in secondary school education. The girls they emulate are the ones who dropped out of school due to early marriage and teenage pregnancy .However; it is worth noting that amidst all the challenges, some girls have made great strides in the field of education. Some girls have emulated good role models and have managed to come out of difficult situations and made it in life.

#### **2.4.2 Rationale – Emotive Theory**

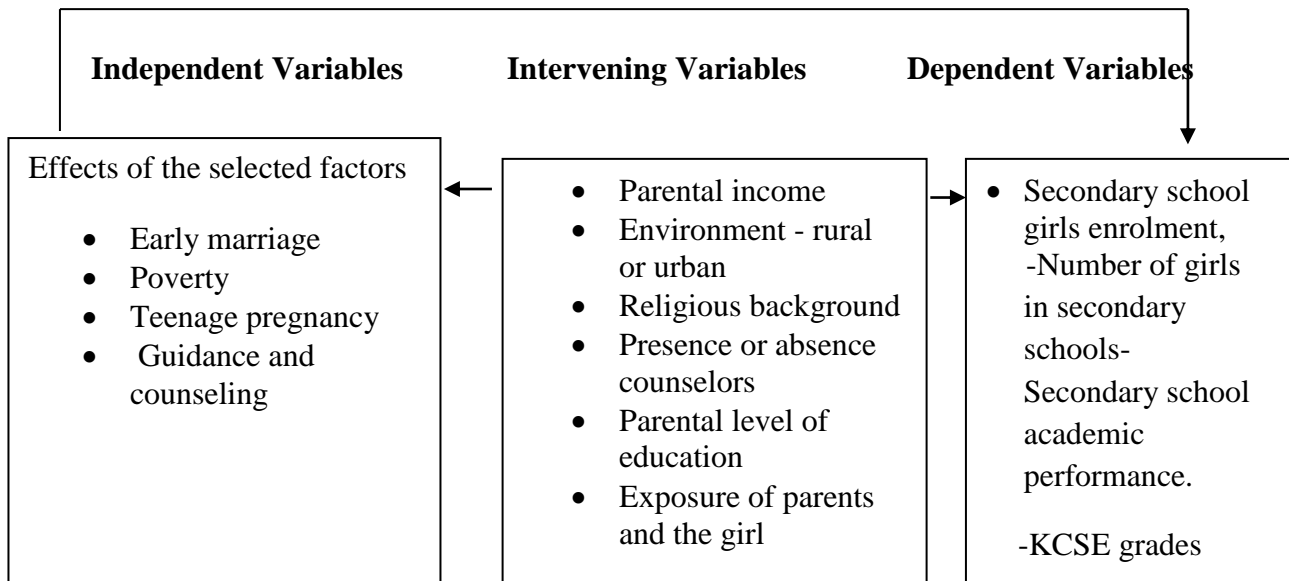
This theory developed by Albert Ellis (1960) explains that many people have problems because of their irrational belief systems that affect their interpretations of their life events. According to this theory, majority of the people fail in their efforts because they have been brought up with the belief that they can do very little in developing themselves. The theory aims at helping girls to develop confidence and have knowledge despite their sex and societal perception of them.

Girls in communities where majority of the people are illiterate, tends to come under pressure of irrational beliefs particularly towards their education. From this theory, it is possible that girls' low performance in secondary school education is due to wrong beliefs that have been instilled in them, for example, that girls are weaker than boys. This is particularly true in kalenjin rural setup where they believe that educating a girl is an economic loss as she will go with her wealth to the husband's home once she marries. Furthermore, girls lack role models as women are not given responsibilities. Girls get married early; those who proceed to secondary school perform poorly compared with boys. This has made parents and community at large to invest in boy's education leaving out the girls. However, inspite of the irrational beliefs, some girls have managed to press on and outdone the boys.

#### **2.5 Conceptual Framework**

From the theoretical framework, the conceptual framework as indicated in figure 1 is considered relevant to the study. Secondary school girls' enrolment and performance is low due to factors like early marriage, teenage pregnancy, poverty and inadequate guidance and counseling. These factors are considered as independent variables while the results which are girls' enrolment and low performance represent dependent variables. Intervening variables in the study include girls family background, environment whether rural or urban, religious background, presence or

absence of counselors, parental level of education and exposure of parents and the girl. These variables alter the outcome of the independent variables.



**Figure 1:** Effects of Selected Factors on Girls’ Enrolment and Academic Performance in Secondary Schools

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on research design, location and population of the study, sampling procedures and sample size, instrumentation, data collection procedures and data analysis.

#### **3.2 Research Design**

The study adopted the *ex-post facto* research design. The design involved a systematic empirical investigation in which the researcher does not directly control the independent variables because they have occurred or caused an influence (Kerlinger, 1973). In this study, girls' secondary school enrolment and performance was a phenomenon which was already in existence and is still occurring. There was no manipulation of variables. The researcher proceeded to study the independent variables in retrospect for the possible relationship to and effect on the dependent variables.

#### **3.3 Location of the Study**

The study was carried out in Kericho West Sub-County, South Rift Valley Province. The District is bordered by Kericho Central to the North, Koibatek to the North East, Nandi to the North West, and Bomet and Bureti to the South. It also borders Rachuonyo and Nyamira Districts to the South West and Nyando District to the West. Kericho West Sub-County was chosen as appropriate research site because girls in secondary schools in the area are faced with teenage pregnancy, poverty, early marriage and lacked guidance and counseling which has evidently affected their enrolment and academic performance.

#### **3.4 Population of the Study**

The population of the study was 23 principals, 23 teacher counselors and 2570 girls in the 21 mixed and 2 girl's schools in the district. Therefore, the total population that was studied was 2616. The accessible population was 1845 girls from the 11 selected schools and 11 principals and 11 teacher counselors from the 11 selected schools. Form one students were new in the school while the Form four Candidates were preparing for examination. Therefore, the researcher used Form 2 and 3 students as respondents. Boys' schools were excluded in the study because focus was on girls.

**Table 4: Population of the Study**

Division	Schools	Girls	Teacher counselors	Principals
Sigowet	7	828	7	7
Belgut	8	877	8	8
Kabianga	8	865	8	8
<b>Total</b>	<b>23</b>	<b>2570</b>	<b>23</b>	<b>23</b>

**Source: District Education Office Statistics (2011)**

### **3.5 Sampling Procedure and Sample Size**

Out of 1845 accessible girls, 314 were proportionately sampled out whereas 11 Principals and 11 Teacher Counselors were purposively selected, thus giving a total of 336 respondents. The two girls schools studied were purposely selected while the nine mixed schools were randomly selected. The selected Principals and Teacher Counselors were informative and possessed the required characteristics present in the population (Mugenda & Mugenda, 1999). The sample size was arrived at by using the table for determining sample size by Kathuri and Pals (1993) as shown in appendix E.

**Table 5: Distribution of sample**

School	Girls	Sample Size	Teacher Counselors	Principals
A	172	29	1	1
B	474	82	1	1
C	284	43	1	1
D	156	27	1	1
E	27	22	1	1
F	152	26	1	1
G	91	15	1	1
H	80	18	1	1
I	152	26	1	1
J	79	13	1	1
K	78	13	1	1
<b>Total</b>	<b>1845</b>	<b>314</b>	<b>11</b>	<b>11</b>

### 3.6 Instrumentation

To get the required data and information, the researcher collected data through administration of one questionnaire for Girls and interview schedule for Principals and Teacher Counselors. It was assumed that since girls' respondents did not indicate their names, they gave honest answers. Each instrument was divided into two sections. Section A, captured the respondents' personal information while section B, addressed early marriage, teenage pregnancy, poverty and guidance and counseling as selected factors affecting girls' enrolment and academic performance in secondary schools. Questionnaire items were structured, closed and open-ended. The items in the questionnaire included a list of possible alternatives from which respondents chose the ones

that best described their situation. Open ended items gave the respondents complete freedom of response in their own words. Items were also developed to address the specific objectives of the study. The questionnaire was self administered to the girls' respondents while the principals and teacher counselors were interviewed by the researcher.

### **3.6.1 Validity of the instruments**

According to Mugenda and Mugenda (1999), validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The research instrument was validated in two ways; the first method involved the researcher developing the instruments as per the set objectives to ensure that they reflected all the information required to achieve the objectives. The second method involved consulting and seeking for the opinion of supervisors and research experts from the Department of Psychology, Counseling and Educational Foundations in the Faculty of Education and Community Studies at Egerton University who assisted in improving the content validity as suggested by Borg and Gall (1993).

### **3.6.2 Reliability of the Instruments**

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. To ensure the reliability of the research instruments, a pilot study was done in Kipsitet Girls, Sitotwet Mixed and Kapcheptoror Girls in Ainamoi Sub-District which borders Kericho West Sub-County. A total of a hundred (100) respondents were involved in piloting. The assumption was that respondents in these schools had similar characteristics with those in Kericho West Sub-County. The questionnaires were tested for reliability by means of Cronbach's alpha method. Modification of the instruments was done by the researcher and the supervisors in order to achieve the desired level of reliability and attained a reliability coefficient of 0.7. Such a reliability coefficient was considered sufficient enough to confirm and reflect the internal consistency of the instrument (Mugenda & Mugenda, 1999).

### **3.7 Data Collection Procedures**

After the proposal was approved by the Graduate School, the researcher sought for research permit from the National Council for Science and Technology. Upon being granted the permit, the researcher proceeded to the District Education Office in Kericho West Sub-County to inform the District Education Officer (D EO) of the intended study and request for introductory letter to

the sampled secondary schools within his jurisdiction. The researcher then proceeded with an introductory letter from the District Education Officer to the sampled secondary schools and sought permission from the school's Principals to carry out the research in their schools. The questionnaires were distributed to the selected respondents who then filled them while the researcher waited. The completed questionnaires were collected by class teachers on behalf of the researcher. For interview schedule, the researcher booked an appointment with the Principals and Teacher Counselors. The data collection exercise lasted for four weeks.

### **3.8 Data analysis**

The quantitative and qualitative data obtained were organized, coded and analyzed with the aid of a computer programme Statistical Package for Social Sciences (SPSS) version 18 for windows. This is a comprehensive and integrated programme for managing, analyzing and displaying data (Borg & Gall, 1989). Data for all the objectives were analyzed using frequencies, percentages, tables and means.



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the findings and discussions of the study on early marriage, teenage pregnancy, poverty and high cost of schooling and guidance and counseling as factors affecting girl's enrolment and academic performance in secondary schools in Kericho West Sub-County. The data collected from the respondents was analyzed using the Statistical Package for Social Sciences (SPSS) version 18 for windows. Data analysis was guided by the following objectives:

- (a) To investigate the effects of the following factors on girls' enrolment in secondary schools in Kericho West Sub-County
  - (i) Early marriage
  - (ii) Teenage pregnancy
  - (iii) Poverty
  - (iv) Guidance and counseling
- (b) To investigate the effects of the following factors on girl's academic performance in secondary schools in Kericho West Sub-County
  - (i) Early marriage
  - (ii) Teenage pregnancy
  - (iii) Poverty
  - (iv) Guidance and counseling
- (c) To establish the strategies that schools have put in place to promote girls' enrolment and academic performance in secondary schools in Kericho West District

#### **4.2.1 Girls Respondents on Their type of School and Class**

The sample for the investigation consisted of three groups namely; Principals, Teacher Counselors and Girls. This section presents Girls' Respondents and Their Schools' Information. The samples consisted of 314 girls drawn from Form 2 and Form 3 students in 11 selected secondary schools in Kericho West Sub-County, 11 principals and 11 teacher counselors.

Girls respondent were asked to give the type of school they came from, their class, whether their fees was paid on time, whether their parents or guardians talked over difficult issues with them,

whether guidance and counseling services were provided in their schools and whether there were counselors in their schools, whether they discussed sex issues freely with their parent and whether they were free to consult teacher counselors. Their responses are presented in Table 4.

**Table 6: Girls Respondents Their type of School and Class**

<b>Respondents</b>			
Total Number			
		(f)	(%)
1. Type of school			
	Girls	129	41
	Mixed	185	59
2. Class			
	Form 2	185	59
	Form 3	129	41

From the information presented in Table 6.1, most of the girls came from mixed schools, that is 185 (59%) compared to 129 (41%) from girls schools. This may mean that they understood the relationship between early marriage, teenage pregnancy and school enrolment and performance as they come from mixed schools where the girls are vulnerable as most of the time they are approached by the boys. In most cases girls in those mixed school get involved in boy-girl relationships which derail them from academics. Girls in secondary schools also face adolescent challenges related to sexuality.

**Table7: Girls Response and Their Schools' Information**

	Responses			
	Yes		No	
	(f)	(%)	(f)	(%)
1. Timely fees payment	96	31	218	69
2. Parents and guardians talked talked over difficult issues	61	20	253	80
3. Provision of guidance and Counseling	42	14	272	86
4. Presence of G/C teachers	234	74	80	26
5. Parents discussing sex	92	30	222	70
6. Freedom to consult G/C Teachers	260	82	54	18

On the issue of timely school fees payment in Table 6.2, thirty-one percent(31 %) of the girls indicated that their school fees was paid on time while sixty nine percent(69%) indicated that their school fees was not paid on time. This may be the reason for the low enrolment of girls and their low academic performance. Because of non-payment of fees, a girl may stay at home until they drop out while those who continue in school may not perform well in their examinations as they spend much of their time at home looking for school fees (Oroje, 2007). Were (1983), notes that some children who come from poor families, broken homes and large families lack the necessary school fees, uniforms, books and other items that keep them out of school. This does not imply that, nonpayment of school fees was the only factors that make students stay at home as there are other factors responsible for that.

On the issue of parents and guardians talking over difficult issues with the girls, twenty one percent (21 %) of the girls confirmed they freely talk, while eighty percent (80%) said they did not. This may explain the reason for rampant teenage pregnancy and early marriage which forces girls to drop out of school or perform poorly in school. According to Oronje (2007), the cause of early marriage is ignorance of both parents and girls who are not aware of the girls' rights. It therefore means that, if parents and guardians do not discuss sex issues with their girls, then they remain ignorant and therefore fall into problems such as early marriage and teenage pregnancy which affects their schooling. The issue of parents not talking over issues with their girls is rooted in their culture.

Girls also revealed that, most schools did not offer guidance and counseling services and that, there are few qualified counselors in their schools. Qualified means somebody with training in counseling skills. Eighty six percent (86%) of the girls' respondents confirmed they did not get guidance and counseling services while fourteen percent (14%) confirmed they did. Seventy-four percent (74%) of the girls' respondents confirmed they did not have trained counselors while only twenty-six percent (26%) did. This may explain the reason why girls do not perform well in exams; some getting married early, low girl's enrolment and teenage pregnancy. If there was a functional counseling departments manned by trained personnel in schools, the above challenges facing school girls could be eradicated. According to Sindabi (1992) as cited by Ngeno (2003), majority of the teachers appointed to provide guidance and counseling in schools have no formal training and have not attended any in-service guidance and counseling workshops or seminars. According to Benaars and Otiende (1994), there is need for guidance and counseling in schools to help students adapt to various changes they pass through in their lives as they grow up.

Girls also confirmed that, parents did not talk about sex issues with them and that they are also not free to consult teacher counselors. This is confirmed by the fact that only thirty percent (30%) of the girls agree that they talked with their parents about sex issues while seventy percent (70%) did not. Only eighteen percent (18%) of the girls consult guidance and counseling teachers compared to eighty two percent (82%) that did not. This means that girls do not get any assistance from parents or teachers and therefore grapple on their own with the challenges associated with adolescence. This also means that parental level of education and general exposure of parents has a relationship with girl's enrolment and academic performance. In most

cases, educated and exposed parents tend to talk over sexual issues with their girls and therefore do not fall prey to pregnancy due to ignorance of sexual matters.

#### 4.2.2 Principal's and Teacher Counselor's Personal Information

The sample consisted of 11 Principals and 11 Teacher Counselors from 11 selected secondary schools. The personal information of the Principals and Teacher Counselors entailed their gender, position in employment, experienced in terms of years and the type of schools they came from in terms of gender.

**Table 8: Principal’s and Teacher Counsellor’s Personal Information**

Information		Principal	Teacher Counselor
Gender	Male	4	3
	Female	3	5
Position	Principal	7	8
Experience	1-2 years	4	3
	3-5 years	1	2
	6-8 years	2	3
School Type	Girls-	2	2
	Mixed-	5	5

From Table 7, most of the principals interviewed were male (4 males against 3 females) while most of the teacher counselors were females (5 females against 3 males). Furthermore, most of the principals and teacher counselors interviewed had served in their positions for 3 to 4 years, meaning they had a lot of experience in their work. This may mean that majority of them were senior enough and hence have had reasonable teaching and leadership experience. It is also clear that most of the principals and teacher counselors interviewed were from mixed schools (5 from mixed schools against 2 from girls' schools).

#### 4.3.1 Girls Responses on Effects of Selected Factors on Their School Enrolment.

The first research objective sought to establish the effects of early marriage, teenage pregnancy, poverty and inadequate guidance and counseling on girls’ enrolment. In order to answer this question, the researcher presented four statements to the respondents relating to each of the issue

of early marriage, teenage pregnancy, poverty and high cost of schooling and inadequate guidance and counseling. They were asked to respond by indicating their level of agreement, that is, Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD). Below were their responses.

**Table 9: Girls Responses on Effects of Selected Factors on Their School Enrolment**

Factors	Responses									
	SA		A		NS		D		SD	
	f	%	f	%	f	%	f	%	f	%
Early marriage	160	<b>51</b>	60	<b>19</b>	35	<b>11</b>	45	<b>14</b>	14	<b>4</b>
Teenage pregnancy	155	<b>70</b>	45	<b>14</b>	70	<b>22</b>	30	<b>10</b>	14	<b>4</b>
Poverty	155	<b>49</b>	95	<b>30</b>	6	<b>2</b>	45	<b>14</b>	14	<b>4</b>
Inadequate G/C	100	<b>31</b>	7	<b>22</b>	125	<b>38</b>	6	<b>2</b>	13	<b>4</b>

Results in Table 8, shows that 51 percent (51 %) of respondents strongly agreed that early marriage affects girls enrolment, while 19 percent (19%) agreed on the same. However, 11 percent (11%) of the participants were not sure whether early marriage affects girls' enrolment, while 4 percent (4%) disagreed and another 4 percent (4%) strongly disagreed. It is therefore clear that majority of the respondents, (70 percent) agreed that early marriage affects their enrolment in secondary school education. Early marriage denies a girl-child the opportunity to attend school. In some rural homes, parents still arrange some marriages for their children and once it is done, the girl, however young she may be, will have to abandon her schooling. According to Nzembi (1996), some girls are forced by their parents in to early marriage, yet others at a certain age, disappear from school in order to get married as expected by the community. This happens mostly when girls reach puberty and they undergo initiation rites which is a gateway to adulthood and subsequent marriage. According to UNESCO (2005), once a girl reaches puberty, she is forced in to marriage to bring bride wealth to the family.

While 70 percent (70%) and 14 percent (14%) strongly agreed and agreed respectively that teenage pregnancy affects girls enrolment, a mere 22 percent(22%) and 10 percent(10%) respectively were not sure and disagreed that teenage pregnancy affects girls enrolment. A mere

4 percent (4%) however strongly disagreed that teenage pregnancy affects girls' enrolment. Thus in terms of overall perception or view, majority of the respondents (84 percent) agree that teenage pregnancy affects girls' enrolment in secondary schools. In Kenya, girls who become pregnant usually face a lot of ridicule from their fellow school mates, to the extent that it would be difficult for them to return to school after giving birth. Though the government and Non-Governmental organizations have been very supportive to such girls and even given them a leeway to join schools of their choice to recover from the pregnancy stigma, this has born little fruit, an indication that it is a serious stigma that require psychological interventions. According to Ndalania, (1998), high dropout rate is attributed to pre-marital pregnancies as it causes a significant number of girls to terminate their secondary school education.

On poverty and high cost of schooling affecting enrolment, 49 percent (49%) and 30 percent (30%) of girls strongly agreed and agreed respectively that it affects their enrolment. However, 2 percent (2%) and 14 percent (14%) were not sure and disagreed respectively while 4 percent (4%) strongly disagreed. Thus, 79 percent (79%) agree that poverty affects enrolment. Economically stable parents are able to meet the basic needs of their children such as school uniforms, food, learning materials and sanitary towels for their daughters. However, poor parent may not afford all the basic needs hence make the girls miss or completely drop out of school. In Kenya, the Free Day Secondary Education that was introduced in 2003 only caters for tuition and basic learning materials and not uniforms, food and sanitary towels among other needs for girls. This may be the reason why despite the introduction of Free Day Secondary Education, gender disparities are still observed in performance and enrolment. From the responses, it seems that most girls are compelled to withdraw from school prematurely because their parents are unable to meet high cost of education. According to Sessional Paper No 1 of 2005, 30% of girls drop out of school due to poverty. Nzemi (1996) argues that schools have poor enrolment because most parents are poor and cannot afford school fees. From the results, it can be concluded that poverty and high cost of schooling is a major contributing factor to girls' low enrolment in secondary schools.

On guidance and counseling, 31 percent (31%) and 22 percent(22%) of the respondents strongly agree and agree respectively that inadequate guidance and counseling affects girls' secondary school enrolment. 40 percent (40%) and 2 percent (2%) were not sure and disagree respectively

while 4 percent (4%) strongly disagreed. Therefore, a total of 53 percent (53%) of girls' respondents agree that inadequate guidance and counseling affect girls' enrolment. Therefore, it can be concluded that inadequate guidance and counseling play a major role in determining girls' enrolment. This is because girls facing challenges rarely get adequate assistance. In conclusion, and as per the respondents, teenage pregnancy (84%) is the major cause of low enrolment of girls' in secondary schools, followed closely by poverty (79%) and then early marriage (70%) and lastly inadequate guidance and counseling (53%). The issue of teenage pregnancy, poverty and early marriage should therefore be addressed urgently by schools, parents and all other educational stakeholders if the girl-child is to take her rightful place in society.

#### 4.3.2 Principals and Teacher Counselors Responses on Effects of Selected Factors on Girls' Enrolment

The Principals and Teacher Counselors were asked to what extent, early marriage, teenage pregnancy, poverty and high cost of schooling and inadequate guidance and counseling affect girls' enrolment. In order to answer this question, the researcher presented four statements to all respondents relating to the issue. They responded by indicating their level of agreement, that is Very Much (VM), Not So Much (NSM) and Not At All (NAA).

**Table 10: Principals and Teacher Counsellors Responses on Effects of Selected Factors on Girls' Enrolment.**

Factors	Principals						Teacher Counselors					
	VM		NSM		NAA		VM		SM		NAA	
	f	%	f	%	f	%	f	%	f	%	f	%
Early marriage	5	<b>71</b>	2	<b>28</b>	-	-	5	<b>63</b>	3	<b>38</b>	-	-
Teenage pregnancy	4	<b>57</b>	3	<b>43</b>	-	-	6	<b>75</b>	2	<b>25</b>	-	-
Poverty	4	<b>57</b>	3	<b>43</b>	-	-	6	<b>75</b>	2	<b>25</b>	-	-
Inadequate G/C	4	<b>57</b>	3	<b>43</b>	-	-	6	<b>75</b>	2	<b>25</b>	-	-

Results in Table 9, indicate that most of the Principals (71 %) and Teacher Counselors (63%) agreed that early marriage affects girls enrolment very much while (28%) and 38(%) of Principals and Teacher Counselors respectively were of the opinion that it did not affect so much. This agreed with girls' response where majority of them (70%) were of the opinion that



early marriage was the main cause of girls low enrolment in secondary school. On the effects of teenage pregnancy, 57% and 75% of Principals and Teacher Counselors respectively agreed that it affects enrolment very much while 43% and 25% respectively were of the opinion that it did not affect so much. Majority, that is, 74 percent (74%) of the girls also agreed with the principals and teacher counselors that teenage pregnancy was another serious cause of low girls enrolment in secondary schools while 57% and 75% of principals and teacher counselor respectively also agreed that poverty and inadequate guidance and counseling affects enrolment very much while 43% and 25% respectively were of contrary opinion. On this, girls are also in agreement that poverty, teenage pregnancy and inadequate guidance and counseling also play a big role in girls' low enrolment in secondary schools. From the above, it is clear that girls enrolment is adversely affected by early marriage, teenage pregnancy, poverty and inadequate guidance and counseling. However, the major factors are early marriage and teenage pregnancy and principals, teacher counselors and the girls agreed on this. Therefore, something should be done urgently by all the stakeholders to ensure that girls are no longer affected by the same.

#### 4.4.1 Girls Responses on Effects of Selected Factors on Their' Academic Performance

The second research question sought to establish the effects of early marriage, teenage pregnancy, poverty and inadequate guidance and counseling on girls academic performance in secondary schools within Kericho West Sub-County. To address this, four statements were given to all respondents. They were suppose to respond to each item by indicating if strongly agreed, agreed, not sure, disagreed and strongly disagreed.

**Table 11: Girls Responses on Effects of Selected Factors on Their Academic Performance in Kericho West Sub-County**

Factors	Responses									
	SA		A		NS		D		SD	
	f	%	f	%	f	%	f	%	f	%
Early marriage	131	<b>41</b>	52	<b>17</b>	93	<b>30</b>	20	<b>6</b>	18	<b>6</b>
Teenage pregnancy	198	<b>63</b>	101	<b>32</b>	7	<b>2</b>	2	<b>1</b>	6	<b>2</b>
Poverty	82	<b>26</b>	166	<b>53</b>	41	<b>13</b>	19	<b>6</b>	6	<b>2</b>
Inadequate G/C	82	<b>26</b>	82	<b>26</b>	42	<b>13</b>	26	<b>8</b>	25	<b>8</b>

Results in Table 10 shows that early marriages affected girls' academic performance in Kericho West Sub-County. This is seen from the fact that 41 percent (41%) and 17 percent (17%) of the girls strongly agree and agree respectively to this, while 30 percent (30%) of them were not sure. On the other hand, 6 percent (6%) and another 6 percent (6%) disagree and strongly disagree respectively. On teenage pregnancy, the percentage of those who either strongly agree or agree was quite high (95 percent). Only 2 percent (2%) and one percent (1 %) were not sure and disagreed respectively while only 2 percent (2%) strongly disagreed. It is therefore clear that teenage pregnancy affects girls' academic performance. This happens especially when a pregnant girl goes home to deliver the baby and comes back to continue with her schooling as in line with government policy of re-admission to school of girls who get pregnant while in school (GoK, 2007). In most cases, they do not catch up with their studies and therefore perform poorly in examination. According to Koech (1996) teenage pregnancy is common as the issue of sex education has been taken lightly or is not handled at all in schools in Kenya.

Also on the issue of poverty and high cost of schooling, 26 percent (26%) of the respondents strongly agreed, while 53 percent (53%) agreed, totaling 79 percent (79%). From the table, 13 percent were not sure while a total of 8 percent disagreed. This means that poverty affects girls' academic performance. Were (1983) notes that children who come from poor families lack the necessary school fees, uniforms, books and other items that keep them out of school and therefore affect their academic performance. On the issue of inadequate guidance and counseling, 52 percent (52%) of the respondents strongly agreed and agreed that inadequate guidance and counseling affected girl's secondary school performance while 13 percent (13%) of the respondents were not sure, 8 percent disagreed and another 8 percent strongly disagreed. This means that when there is no adequate guidance and counseling of young people, they are overwhelmed by the challenges associated with adolescent period and therefore cannot perform well academically. According to Miringa (1998), when students are not guided and counseled, they deviate from their goals. Makinde (1983) argues that most girls underperform in school because of lack of guidance and counseling. From the above responses, it can be concluded that teenage pregnancy (95%) mostly affects girls' academic performance followed by poverty and high cost of schooling (79%) and then early marriage (58%) and finally inadequate guidance and counseling (52%).

#### 4.4.2 Principals and Teacher Counselors Responses on Effects of Selected Factors on Girls' Academic Performance

The researcher sought to find out the extent to which early marriage, teenage pregnancy, poverty and high cost of schooling and inadequate guidance and counseling affect girls academic performance. Four statements were presented to all respondents. They responded to each item by indicating their level of agreement as follow: very much (VM), not so much (NSM) and not at all (NAA).

**Table 12: Principals and Teachers Counsellors' Responses on Effects of Selected Factors on Girls' Academic Performance**

Factors	Responses												
	Principals						Teacher Counselors						
	VM		NSM		NAA		VM		NSM		NAA		%
	f	%	f	%	f	%	f	%	f	%	f	%	
Early marriage	4	57	3	43	-	-	8	-	100	-	-	-	-
Teenage pregnancy	5	71	2	29	-	-	8	-	100	-	-	-	-
Poverty	5	71	2	29	-	-	5	-	63	3	37	-	-
Inadequate G/C	4	57	3	43	-	-	5	-	63	3	37	-	-

Table 11 shows that most of the principals (57%) and all the teacher counselors (100%) interviewed agreed that early marriage affect girls' academic performance very much while only 43% of the principals were of the opinion that it did not affect so much. The reason for this disparity could be that teacher counselors are closer to students than principals and therefore understood the challenges facing the students. On the same note 71 % and 100% of principals and teacher counselors respectively agreed that teenage pregnancy affect girl's academic performance very much while only 29% of the principals thought it did not affect so much. Poverty and high cost of schooling also affects girls' academic performance very much as is agreed upon by 71 % and 63% of principals and teacher counselors respectively. Only 29% and 37% of principals and teacher counselors respectively were of the opinion that it did not affect very much. 57% and 63% of the principals and teacher counselors respectively agreed that inadequate guidance and counseling affects girls academic performance very much, while 43% and 37% of the principals and teacher counselors respectively thought it did not affect so much.

It can therefore be concluded that early marriage, teenage pregnancy poverty and high cost of schooling and inadequate guidance and counseling seriously affect girls' academic performance and therefore there is an urgent need to address them.

#### **4.5.1 Girls Responses on Strategies put in place to promote Their Enrolment and Academic Performance**

The third objective sought to find out the strategies that have been put in place to promote girls enrolment and academic performance .Girls interviewed were asked to give some of the strategies put in place by their schools to promote their enrolment and academic performance in Kericho West Sub-County. Strategies they gave are tabulated below:

**Table: 13: Girls Response on Strategies put in place to Promote Their Enrolment and Academic Performance**

<b>Girls views on Strategies</b>	<b>Number of Respondent</b>	
	<b>(f)</b>	<b>(%)</b>
Provision of guidance and counseling	80	25
Issuing sanitary towels to girls	34	11
Provision of panties	16	5
Provision of scholarships	17	5
Provision of textbooks	56	17
Formation of group discussions	16	5
Paying school fees on time	18	6
Fostering positive attitude among students	15	5
Motivation of students by school administration	13	4
Increasing the number of teachers by the government.	20	7

From the above responses in Table 12, it can be said that most schools after realizing the need to counsel students to help them overcome the problems of early marriage, teenage pregnancy and other challenges associated with the youth, have put in place guidance and counseling departments to assist in promoting enrolment and good academic performance. This is in line with Lutomia and Sikolia (2002) that guidance and counseling is important because of many pressures of civilization which have made the youth to have many problems. The youth face problems emanating from parents, peer group and the society at large (Lutomia & Sikolia, 2002). It is also noted from the above responses that scholarships are now being provided to the girls by various bodies such as Government through Constituency Development Fund, Parastatals and Non-Governmental Organizations.

#### **4.5.2 Principals' and Teacher Counselors' Responses on Strategies put in place to Promote Girls' Enrolment and Academic Performance**

The 11 principals and the 11 teacher counselors interviewed were asked to give some of the strategies their schools have put in place to promote girls enrolment and academic performance. Their views were tabulated as follows:

**Table 14: Principals' Response on Strategies put in place to Promote Girls' Enrolment and Academic Performance**

Principals views on Strategies	Number of Respondents	
	(f)	(%)
Proper and effective guidance and counseling	5	22
Re-admitting girls who become mothers to school	2	9
Sensitization of parents	4	18
Single sex schools	2	9
Scholarships	2	9
Protecting girls	2	9
Opening up of day schools	1	5
Issuance of sanitary towels to the girls	1	5
Lowering admission cut marks for the girls	1	5
Introducing peer mediation programmes	1	5
Parental involvement in academic issues	1	5

According to most principals in Table 13, guidance and counseling has been put in place in schools and also parents have been sensitized because they play a big role in the upbringing of their children and impartation of values.

Some principals also revealed that scholarships have been given to girls to avoid dropping out of school and performing poorly due to challenges occasioned by poverty and high cost of schooling.

**Table 15: Teacher Counsellors' Response on Strategies put in place to Promote Girls Enrolment and Academic Performance**

Teacher Counselors views	Number of Respondents	
	(f)	(%)
Introducing foster parenting in school	1	5
Providing girls with basic necessities	2	9
Scholarship given to needy girls	3	13
Training more guidance and counseling teachers	2	9
Effective counseling in schools	5	22
Inviting motivational speakers to talk to girls	5	22
Expanding existing girls schools	1	5
Prosecuting those impregnating girls	1	5
Peer counseling encourage in schools	1	5
Video shows or barazas have been encouraged	1	5
Accepting girls back to school after drop out	1	5

From Table 14, it is clear that effective counseling is being done in schools and motivational speakers invited to talk to the girls. With time, his will reduce school dropout and poor academic performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary, conclusion and recommendation of this study as per its research findings. .

#### **5.2 Summary of the Findings**

The following can be considered as the summary of the findings of the study:

- i) As far as objective one is concerned, early marriage, teenage pregnancy, poverty and Inadequate guidance and counseling affect girls' enrolment within Kericho West Sub-County. Early marriage make students drop out of school to get married while teenage pregnancy forces girls to drop out of school to nurse their children. Poverty makes girls drop out of school because they lack school fees and in most cases, parents give priority to boys when it comes to fees payment. Poverty makes parents incapable of paying school fees, buying school uniform, books, stationary and providing the girl with other critical needs. Inadequate guidance and counseling also affect girls as they drop out of school because they are not guided on behavior, academics and other life issues.
  
- ii) As far as objective two is concerned girls academic performance is adversely affected by early marriage, teenage pregnancy, poverty and inadequate guidance and counseling. This is because a girl who is thinking about marriage will not concentrate on her studies and as a result cannot perform well academically. Teenage pregnancy also affects performance because girls tend to think of relationships with the opposite sex at the expense of their studies. Sometimes, after giving birth, girls are re-admitted to school and such girls' rarely perform well in school due to psychological instability. Poverty also makes girls perform poorly in academics because they spend most of the time at home due to lack of school fees and also lack the necessary school requirements like books, pens and others which boost academic work. Inadequate guidance and counseling also affect performance because students with weaknesses in academics do not get the necessary assistance to enable them perform well. In schools where guidance and counseling is provided, students are guided on



the best study methods and therefore are able to apply in their studies and they rarely drop out of school and perform well academically.

- iii) As far as objective three is concerned, strategies that schools have put in place to promote girls enrolment and academic performance include; employment of more teachers, provision of guidance and counseling services, issuing sanitary towels to girls, provision of panties, offering scholarships to needy girls, provision of enough books, formation of group discussions in schools, payment of fees on time, providing good learning facilities, fostering positive attitude and motivation of students by rewarding those who perform well in examinations.

### **5.3 Conclusions**

From the research done in Kericho West Sub-County, the following form the conclusion as per the objectives of the study:

- i) The study established inadequate guidance and counseling as a leading factor affecting girls enrolment. This is closely followed by teenage pregnancy, then early marriage and lastly poverty. This means that there is close relationship between guidance and counseling and low enrolment. Therefore girls need to be guided and counseled to be able to overcome teenage pregnancy and early marriage and to know the best way to handle the issue of poverty without engaging in unacceptable behavior. Unless something is urgently done, as far as these factors are concern, girls' education will continue to be retarded and will decline with time. The result will be adverse consequences for the female population and the entire society both now and in the future.
- ii) The study has also revealed that inadequate guidance and counseling affects girls' academic performance followed closely by early marriage, teenage pregnancy and poverty and high cost of schooling. This therefore means if they are not guided and counseled, they may not be able to handle academic challenges such as poor study method and this in turn affect their performance. Therefore all the stakeholders must actively participate in encouraging guidance and counseling in schools to enable the girls perform well academically and compete with the boys favorably.

iii) That most Schools, the Kenya Government, Non-Governmental Organizations and parents through Parents and Teachers Associations have put up strategies in their own capacities to promote girls' enrolment and academic performance in secondary schools. At school level, guidance and counseling services, provision of enough text books, formation of group discussions, fostering of positive attitude and motivating students has been done. On the other hand, the Government and NGOs have employed more teachers, issued sanitary towels and panties to girls and offered scholarships to needy girls. Parents and Teachers Associations have ensured payment of fees in time .All these are strategies put in place to promote girls enrolment and academic performance so as to enable the girl to progress academically and therefore contribute to the development of the nation at community, regional, national and even international levels.

#### **5.4 Recommendations**

Considering the findings of this study, it is clear that inadequate guidance and counseling, early marriage, teenage pregnancy and poverty in one way or the other affect girls' enrolment and academic performance. The following recommendations are made:

(i) The Government, Community Based Organizations, Non-governmental Organizations, Parents, Teachers, Counselors and girls' learners should try in their own capacity to eliminate these factors that affect girls' girls enrolment. Specifically, female role models who are well educated and successful should come out to talk to the girls to encourage them to pursue education consistently and work hard for better grades. They should also guide and counsel them on matters affecting them like boy-girl relationships, teenage pregnancy which is known to derail most girls during adolescent stage. The government must also be gender sensitive and embrace affirmative action especially on issues affecting girls. Civil society that is (NGOs, CBOs and churches) must also take an active role to promote girls enrolment. Counter-productive practices such as early marriage and pregnancies, preference for boys' education and child labor must be eradicated. To deal with school fees problems; the Ministry of Education should ensure that all schools stick to fees guidelines recommended by the Government as this would prevent schools from charging high school fees. This will bring down the cost of education and girls from poor families would be able to continue with schooling. School principals should also come up with modalities which enable parents to pay school fees in installments. This will enable poor parents

to educate their children. The Government should also allocate more bursary funds to cater for bright and needy girls in secondary schools.

(ii) To deal with factors affecting performance, the Government should ensure that guidance and counseling services are introduced in all schools. Guidance and counseling services should be strengthened by organizing in-service courses for guidance and counseling teachers to ensure that they provide high quality guidance and counseling services. For teacher counselors to be motivated to do their work the Government should award them salary increment and if possible the Government should employ full time counselors in schools. The Government should also impose heavy penalties on men who impregnate and marry school girls. Such men should be fined heavily for the offence by the law courts. Parents should also educate girls on biological changes in their bodies and they should also inform them of the consequences of pre-marital sex.

(iii) All schools in Kenya should embrace the strategies that the sampled schools have employed to promote girls enrolment and academic performance which include; proper and effective guidance and counseling and training of counselors, re-admitting girls who become mothers to school, sensitization of parents, establishment of single sex schools, offering scholarships to needy girls, giving protection to girl so that they are not misused by boys and prosecuting those impregnating girls, issuing sanitary towels to girls, lowering admission cut marks for girls, introducing peer mediation programmes, parents to get involved in academic issues of their children, introducing foster parents in school and providing girls with basic necessities among others.

### **5.5 Suggestions for Further Research**

The results of this study may help shed light on the issues affecting girls' enrolment and academic performance in Kericho West Sub-County and other similar regions. Since this study is not exhaustive, the researcher suggests the following:

- i) Other studies be undertaken on the same problem, but nationwide in order to ascertain whether the investigation shows similar results.

- ii) A research on the magnitude of education wastage resulting from poor academic performance in Kericho West Sub-County be done, as the fate of girls who perform poorly in exams is not known.

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## **APPENDICES**

### **APPENDIX A**

#### **LETTER TO THE RESPONDENTS**

Dear respondent,

I am a student at Egerton University currently doing a masters degree. I am doing research as part of the requirement for the course. This questionnaire is designed to find out your view on Effects of selected factors on girls' enrolment and academic performance in secondary schools within Kericho West Sub-County.

In answering this questionnaire, please bear the following in mind.

- a) The questionnaire is not a test. The only right answers to the questions are those which best explains your situation or express your views.
- b) Your individual identity will not be known. The information you will give will be used for study purposes only and will be treated with confidentiality. Information will be reported only in statistical summaries. Some questions ask you to check only one answer yet others ask you to list, state, or describe. Please indicate the correct option as honestly and correctly as possible by putting a tick on any of the provided option. For the item that requires your opinion, please fill in the blank spaces provided (.....). You are kindly requested to attempt all items.
- c) Don't indicate your name anywhere on this questionnaire.

THANK YOU.

**Evaline Chelangat Koech**

## APPENDIX B

### INTERVIEW SCHEDULE FOR PRINCIPALS AND TEACHER COUNSELLORS

#### PART A

##### PERSONAL INFORMATION

1. Principals/Counsellor \_\_\_\_\_
2. Your position \_\_\_\_\_
3. Your years of experience as a head teacher/teacher counselor \_\_\_\_\_
3. Boys/Girls School. \_\_\_\_\_

#### PART B

5. To what extent do the following factors affect girls' enrolment in secondary schools in Kericho West Sub-County?

##### Response Key

- a) **Very Much (VM)**
- b) **Not So Much (NSM)**
- c) **Not At All (NAA)**

	<b>Factors</b>	<b>VM</b>	<b>NSM</b>	<b>NAA</b>
i.	Early marriage			
ii.	Teenage pregnancy			
iii	poverty			
iv.	Inadequate guidance and counseling			

6. To what extent do the following factors affect girls' academic performance in secondary schools within Kericho West Sub-County?

	<b>Factors</b>	<b>VM</b>	<b>NSM</b>	<b>NAA</b>
i.	Early marriage			
ii.	Teenage pregnancy			
iii	poverty			
iv.	Inadequate guidance and counseling			

7. Which strategies have schools in Kericho West Sub-County put in place to promote girls enrolment and academic performance?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

*Thank you for your willingness to participate in this process and for your honest responses.*

## APPENDIX C

### QUESTIONNAIRE FOR GIRLS IN THE SELECTED SECONDARY SCHOOLS IN KERICHO WEST SUB-COUNTY

#### PART A

#### PERSONAL INFORMATION

1. Type of school

Mixed

Girls

2. Class

Form 2

Form 3

3. Is your school fees paid in time?

Yes  No

4. Do your parents or guardians talk with you over some difficult issues in your life?

Yes  No

5. Does your school provide Guidance and Counseling services?

Yes  No

6. Do you have trained Guidance and Counseling teachers in your school?

Yes  No

7. Do you discuss with your parents issues to do with sex?

Yes  No

8. Are you free to consult your teacher counselor anytime you have a problem?

Yes  No

#### PART B

9. The following factors **mostly** affect girls' enrolment in secondary schools within Kericho West Sub-County. (Tick your response)

#### Response Key

- a) Strongly Agree (S)
- b) Agree (A)
- c) Not Sure (NS)
- d) Disagree (D)

e) Strongly Disagree(SD)

	<b>Factors</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
i.	Early marriage					
ii.	Teenage pregnancy					
iii.	Poverty					
iv.	Inadequate guidance and counseling					

10. The following factors **mostly** affect girls' secondary school academic performance in schools within Kericho West District.

	<b>Factors</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
i.	Early marriage					
ii.	Teenage pregnancy					
iii.	Poverty					
iv.	Inadequate guidance and counseling					

11. What strategies have schools put in place to promote girls enrolment and academic performance in secondary schools within Kericho West Sub-County?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

*Thank you for your willingness to participate in this process and for your honest responses.*

**APPENDIX D**

**MAP OF KERICHO WEST SUB-COUNTY**



## APPENDIX E

### SAMPLE SIZES FOR DIFFERENT POPULATION SIZES

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	85	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

N = population size; S = sample size

Source: Kathuri, N.J & Pals, D.A 1993