

**INFLUENCE OF SELECTED SOCIO ECONOMIC FACTORS ON ACADEMIC  
PERFORMANCE OF GIRLS IN PUBLIC MIXED SECONDARY SCHOOLS IN  
AINAMOI DIVISION, KERICHO COUNTY**

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**EGERTON UNIVERSITY**

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## DECLARATION AND RECOMMENDATION

### Declaration

This project report is my original work and it has not been presented for degree, diploma or other award in this or any other university.

Signature .....

Date

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### Recommendation

This project report has been submitted for examination with my approval as the University supervisor.

Signature .....

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## **DEDICATION**

To my daughter Karen,  
For her love of success, concern and patience over my study period, the crown for this work  
is a true realization for her long cherished wish.

## **ACKNOWLEDGEMENT**

I thank the Almighty God for guiding me through this work. I would like to appreciate Egerton University for giving me the opportunity to pursue higher education. My gratitude goes to my supervisor Prof. Aggrey M. Sindabi for his support in this work. His inspirational advice made this work look simple. I also thank all my lecturers and staff at Egerton University, department of psychology for their support and guidance throughout the writing of this project. All my colleagues are also appreciated for the teamwork. I would like to recognize the contribution of everyone who, in one way or the other, assisted to accomplish this work. I am immensely forever grateful to you all. Finally, my family members richly deserve my gratitude for their timeless support.

## ABSTRACT

Kenya government has made tremendous gains in increasing female participation in education since 1960's. These gains have been achieved through measures such as harambee's, free primary and secondary education by expanding access and cost of education. Despite these efforts the gains have not been matched by gains in girls' academic performance nor retention. The concern of this study is that whereas government's heavy investment in education sector has realized high initial enrolment in secondary schools, girls' academic performance has remained low. Consequently, the low academic performance by girls in Kenya National Examinations is undermining the empowerment pace of female gender. The focus of this study was to establish the role of selected socio economic factors play in influencing academic performance among girls in public mixed secondary schools in Ainamoi Division, Kericho County. The study used survey research design. The accessible population was 924 form three girls, 260 teachers, 14 principals, and 49 teacher counselors from the fourteen secondary schools in the division. A sample comprising of 6 principals, 60 teachers, 11 teacher counselors and 218 girls was selected using simple random sampling technique. The sample was used to investigate the influence of selected socio economic factors on academic performance among girls in public mixed secondary schools. The research instruments were four sets of questionnaires, which were administered to the respondents. The instruments were piloted in two schools in Kipkelion Division and its reliability tested using Cronbach Alpha formula. The data collected was subjected to qualitative analysis with the help of Statistical Package for Social Sciences (SPSS) version 20. Frequency distribution tables and percentages were used to present data. The findings showed that girls' academic performance in the examination has been declining due to social economic factors that cut across the family environment, school and individual characteristics. The study showed that the secondary school girls are distracted by issues encountered from their families, the society they belong and the learning institutions they attend. The findings call for a lot of effort from the girls with the help of guidance and counseling in the schools to improve on their academic performance with the aim of passing their national examinations. The study also recommends that government should equip all secondary schools to give equal chances for females and males in order to address the imbalances that have existed in academic performance over the years. An improvement in academic performance among girls will have a positive contribution to the affirmative action era of addressing imbalances between boys and girls that have long existed in our society due to history, traditions and customs.

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## **LIST OF ABBREVIATION AND ACRONYMS**

**UNESCO:** United Nations Educational, Scientific and Cultural Organization

**UNICEF:** United Nations International Children's Fund

**FAWE** : Forum for African Women Educationalists

**G.O.K** : Government of Kenya

**KCSE** : Kenya Certificate of Secondary Education

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background Information**

The world can no longer afford not to invest in women education. This is because of significant increases in women's empowerment due to education as demonstrated by outcome of *Mahila Samakhya* education program on female empowerment in India (Kandpal, Baylis & Arends-Kuenning, 2012). The program resulted to increases in women's rights such as access to outside employment. In addition, their ability to leave home without permission and political participation was enhanced. These rights are associated with higher levels of bargaining power. Thus, the high private and social returns to investment in women and girl's education cannot be ignored. As such, the right to basic education for every citizen has taken centre stage as guiding policy for education world over. The universality of basic education became was emphasized during the World Conference on Basic Education for all, held in Jomtein, Thailand in 1990, (UNESCO, 1996). As a result, there was sudden increase in enrolment, especially of girls, in most countries in the recent past.

Education, in general, contributes towards national development through provision of appropriate human resource that helps to spur productivity and eliminate poverty, disease and ignorance (Republic of Kenya, 2005). Girl's education, in particular, empowers by allowing female gender to reach their full potential, to improve their political and social participation, and to believe in their own capabilities. Thus, it is only through education that gender empowerment can take place with important ramifications for the rest of the household; empowered women have fewer children and higher child survival rates healthier and better-fed children and a generally greater allocation of resources to children (Kandpal, Baylis & Arends-Kuenning, 2012). The main implication is that education contributes to the various aspects of national economy such as increased productivity, family health and nutrition, reduced fertility rates and related child mortality rates (Psacharopoulos & Patrinos, 2004). In addition, benefits of post primary education for girls' extend beyond the girl, affecting her family and the society as a whole. Benefits to society include enhanced economic development, education for the next generation, healthier young girls and families and fewer maternal deaths (UNICEF, 2004). The essence of education for a girl and society can be explained by the effect that education has on empowering girls to acquire and use new personal, social and economic behavior that, in turn, motivates societal change (Likimani,

1995). Due to these benefits, Ayodo (2010) observed that the quest for the provision of quality education for girls is currently a matter of concern to both consumers and providers.

Despite the benefits of education to female gender, it is the concern of this study that girls do not perform well in national examinations compared to boys. This is in spite of education statistics in Africa indicating that tremendous gains have been made in increasing female participation in education since 1960's (Likimani, 1985). For instance, despite the high enrolment, only three out of ten students enrolled join secondary level of education globally are girls (FAWE, 1995). In Africa, this scenario is evident particularly in Mali, Liberia and Ethiopia where seven out of ten girls fail to accomplish secondary education. But those girls that go through to completion of their secondary education end up scoring low grades in their examinations. This has limited their upward mobility to higher education levels (G.O.K, 2007).

Women empowerment is particularly hard to achieve within a generation. This is because the empowerment is driven not only by information about choices, but also by the acceptability of these choices. But information about choices among communities as Kandpal, Baylis and Arends-Kuenning (2012) argue are often governed by strict social norms, which can both be driven by and drive the choices traditionally made by women in the village. If the social stigma associated with working outside the home or using contraceptives is prohibitive, then mere access to education or birth control may not change empowerment outcomes. In view of this, concerns by various scholars have been raised on girl's performance in national examinations in various parts of the world, noting that, gender inequality exist in the results of their academic performance and that there are persistent constraints that continue to hinder girls from attaining good grades in education at all levels (G.O.K, 2007). A number of theories have been advanced to explain why girls are performing poorly in academic examinations. These theories point at 'genderization process' that begins at home and ends at the world of work. Socio-economic factors and probably the interactions between these factors and the wider community impinge and influence the school system (Lubenga, 2003).

The Kenya government Sessional Paper number 1 of 2005 (Republic of Kenya, 2005a), entrenched through the affirmative action bill in 2007 and the constitution of Kenya (2010), chapter 8 article 100(a) and 197(a), call for affirmative action to enhance women participation in education and other areas of employment. As a consequent reports for example, the Education for All Global Monitoring Report (UNESCO, 2003a), indicate that,

Kenya has virtually attained gender parity in enrolment at both the primary and secondary education levels. However, the concern of the researcher is that, close scrutiny reveals existence of serious gender disparities in enrolment between regions in favor of males, with regard to completion, performance and transition. This scenario was explained by Koech Commission (G.O.K, 1999) pointing out that, conditions such as lack of parental reinforcement observed in poor families and parents who do not motivate their children to take interest in school negatively influenced girls' performance. But other studies indicate that girl's performance as such is hampered by unique problems caused by complex interplay between social, economic and cultural factors. These factors have not been well explored especially in Ainamoi Division where academic performance of girls compared to boys in National Examinations is low as shown in table 1.

**Table 1:** : Grade 'A' KCSE Results Distribution per Gender in Ainamoi Division 2009-2013

Year	Boys				Girls			
	N	%	A's	%	N	%	A's	%
2009	2073	59.01	42	2.03	1439	40.99	2	0.14
2010	2664	66.70	96	3.60	1330	33.30	8	0.60
2011	3851	64.72	116	3.01	2099	35.28	6	0.29
2012	1043	63.68	84	8.05	595	36.32	9	1.51
2013	3447	63.36	102	2.96	1993	36.64	8	0.40

It can be observed from table 1 that girls who scored grade 'A' in 2009 were 2(0.14% of the girls that sat for the national exam) compared to boys who were 42(2.03% of boys that sat for national exam). Similar trend is observed in 2013 where girls who scored grade 'A' were 8(0.40% of the girls that sat for the national exam) compared to boys who were 102(2.96% of boys that sat for national exam). The results show consistency in both enrolment and performance in national examination. The enrolment of girls has remained at averagely 36% while that of boys is 64%. But grade A obtained by boys has remained at an averagely 3% while that of girls is averagely 0.5% of those that sat for national examination. These grades are not proportionate to percentage enrolment of either gender. The significance of the low grade A results obtained by girls compared to boys is that the access of girls to degree programs where they will have higher bargaining power is limited.

Ainamoi Division which houses Kericho Municipality is expected to perform better than neighboring divisions yet analysis 2012 and 2013 revealed that the division had only one girl ranked among the top 100 students nationally. According to the Republic of Kenya (2005b),

the high expectations for better academic performance in Ainamoi Division were due to the fact that it has better infrastructure and generally affluent society with high level of literacy. Based on the data in this background, it was conceived that there was a need for a study to establish the role selected socio-economic factors play in influencing academic performance among girls in national examinations in this division.

### **1.2 Statement of the Problem**

Despite the gains in enrolment of girls in education, girls' performance in national examinations is still lower than that of boys. Several measures have been put in place to reverse this trend. Some of these measures, for example in Kenya, include the introduction of free primary and secondary education, promotion of "District schools" to "County level schools", "County level schools" to "National levels schools" as a means of expanding access and reducing cost of education to parents. These measures have led to increased school enrolments in public day secondary schools. Concern of this study is that the growth in girls' enrolment and status of schools has not been matched by gains in girl's performance or retention. Despite government heavy investment in education sector, a persistent dropout of a significant number of girl students undermines the high initial enrolment in secondary schools. The focus of this study was to establish the role selected socio economic factors play in influencing academic performance among girls in public mixed secondary schools in Ainamoi Division, Kericho County.

### **1.3 Purpose of the Study**

The purpose of this study was to determine the influence of selected socio economic factors on academic performance among girls in national examinations in public mixed secondary schools in Ainamoi Division, Kericho County.

### **1.4 Objectives of the Study**

This study was guided by following objectives;

- (i) To determine the influence of cultural belief on academic performance of girls in public mixed secondary schools in Ainamoi Division.
- (ii) To determine the influence of economic environment on academic performance of girls in public mixed secondary schools in Ainamoi Division.
- (iii) To determine the influence of individual characteristics on academic performance of girls in public mixed secondary schools in Ainamoi Division.



- (iv) To determine the influence of guidance and counseling programs on academic performance of girls in public mixed secondary schools in Ainamoi Division.

### **1.5 Research Questions**

The study was guided by the following questions;

- (i) How does a cultural belief influence academic performance of girls in public mixed secondary schools in Ainamoi Division?
- (ii) How does economic environment influence academic performance of girls in public mixed secondary schools in Ainamoi Division?
- (iii) How do individual characteristics influence academic performance among girls in public mixed secondary schools in national examinations in Ainamoi Division?
- (iv) How does guidance and counseling programs influence academic performance of girls in public mixed secondary schools in Ainamoi Division?

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

This study sought to investigate the influence of selected socio economic factors on the academic performance of girls in public mixed secondary schools. The information obtained would be used by school management and parents to determine suitable ways of improving the performance of girls in public mixed secondary schools.

The study would also be important to parents and communities in general to appreciate the problems facing girls in schools and come up with ways of solving their problems so as to improve the performance of girls in public mixed secondary schools. The study would also yielded information useful to policy makers in education and especially the Kenya Institute of Education in their efforts to improve the quality of education in Kenya in developing a curriculum that would strengthen guidance and counseling not only in secondary schools but also in other public institutions.

### **1.7 Scope of the Study**

The scope of the study was socio economic issues surrounding a girl child pursuing education in Kenya. Only public mixed secondary schools in Ainamoi Division were considered for the study. School heads, class teachers, teacher counselors and form 3 girls were targeted in this study because they have been in school for a longer period of time and have done various examinations, thus it was possible to predict their performance. The form four girls were considered busy due to preparation for their KCSE examinations.

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

The limitation of the study was;

- (i) The study findings could be generalized to other girls in public mixed secondary schools within Kericho County with caution.

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

The study was carried out on the basis of the assumption that;

- (i) The participating schools had adequate teaching and learning materials that were accessible to the girls.

### 1.10 Definition of Terms

The following terms are operationally defined as used in this study:

**Academic Performance** : Refers to outcome of education. That is, the extent to which a student has achieved their education goals. In this case the final achievements in Kenya Certificate of Secondary Examinations.

**Cultural Beliefs:** The sum of attitudes, customs and beliefs that distinguishes one group of people from another. In this case, it refers to influence of language, material objects, ritual, institutions and art transmitted from parents and community to girl.

**Economic Environment** : The totality of economic factors such as employment, income, inflation, interest rates, productivity and wealth that influence the buying behavior of consumers and institutions hence influencing employment rates and living standards of a people. In this paper, it refers to how these factors influence a girl's ability to pay for fees and care enabling her to achieve her academic goals.

**Guidance and Counseling:** This refers to a helping service given to enable a person make appropriate choices from given options and or decisions that will improve his or her life.

**Individual Characteristics:** Refers to a person's personality, traits and behaviors that influence how they respond to cultural beliefs, economic influence and their net reactions.

**Public Mixed Secondary Schools:** These are secondary schools under direct control of the government. The schools offer academic programs to both boys and girls in the same environments. However the programs are only offered during the day and all the students go back to their homes in the evening to come back in the morning the following day.

**Socio-economic factors** : The factors linking behavior of people, how they interact with one another or family structures and peoples income and finances. The linking of financial and social issues.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

In this chapter, the literature on the selected socio economic factors that influence academic performance of girls was reviewed. The review focused on the influence of education in empowering girl child, influence of cultural beliefs surrounding girl child, influence of socio economic environment surrounding girl child, influence of individual student characteristics and influence of guidance and counseling services on girl child. The theoretical framework for the study was then discussed and the conceptual framework for the study developed.

#### **2.2 Influence of Education in Empowering Girl Child**

Education is regarded as the key factor in overcoming the barriers that women face (Murtaza, 2012). Thus education is the basic tool for empowering women and bringing them into the main stream of development. Not only does it provide knowledge and skills to improve health and livelihoods, but it empowers women to take their right place in society and in the development process. By so doing, it gives women status and confidence in decision making. In addition, education of women plays key role in reducing poverty. In view of this, education of women is emphasized all over the world. Sharma and Sharma (2004) is quoted to emphasize the need for help in education for women as follows:

*One of our greatest needs is to spread education among our women. As a matter of fact there is room for the extension of education even among men. The condition of women's education is, however, such that any attempt at its spread deserves help and encouragement from all quarters (Sharma & Sharma, 2004, pp. 43).*

The implication of Sharma and Sharma (2004) plea is that education of women faces challenges. Yet women empowerment is a tool of development not only of women's families but also of whole community and thereby a nation. Pandit Jawaharlal Nehru said, "To awaken the people, it is women who must be awakened; once she is on the move, the family moves, the village moves and the nation moves" (Nabanita, 2016, pp. 184). This awakening only occurs through improved women participation in wage employment. As a result, there will be higher productivity. According to Ndunda (2001), education leads to different forms of economic mobility such as higher output, higher wages and changes in distribution of earned income between the rich and the poor. This will lead to faster growth of Gross National Product through higher family income (Psacharopolous & Wood, 1992).

Despite the economic advantages arising out of education of girls, its major challenge is gender disparities in literacy and academic performance (Republic of Kenya, 2001). This is because, although school enrolment at secondary level for girls and boys are almost at par, there is a difference in performance in national examinations. The 2017 KCSE results demonstrate this disparity in national examinations as shown in table 2.

**Table 2 :2017 KCSE Results Summary**

Gender	KCSE RESULTS SUMMARY												
	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X
Y	Girls												
315	85	30	0										
	Boys												
405	302	63	41	8									
				Total		3765	3	5	51	88	195	284	153
558	768	836	617	148	71	8							

### 2.3 Influence of Cultural Beliefs Surrounding a Girl Child

Traditional customs and practices in the Kipsigis society like female circumcision, bride price and early marriages tend to inhibit the education of girls. According to Langat (2006), initiation rite of both boys and girls among the Kipsigis marks as a stage in which one shifts from the status of a child to an adult. Once initiated, girls are inducted into adulthood without due regard for their education. In this transitional period, Menishc, Bruce and Grene (1998) observed that girls are given more household responsibilities, such as taking care of younger siblings or manage the household in their mother's absence. Traditionally, the kitchen is a girls place and it does not require formal education. This negative attitude towards girls' education can affect a girl's, academic performance. Equally, due to bride price, girls are viewed as of high economic value. These traditional beliefs put together can lead to girls entering school system beyond the officially prescribed age. The belief of maturity as a result of initiation brings with it its own problems making them more susceptible to sexual exploitation and pregnancy while still in school (Ferguson, 1998).

Even then, the belief according to Kopytoft and Miers (1977) as quoted in Cornwall (2005), that educated woman filled with her own importance will result in an arrogant wife who disobeys her husband, quarrels with co-wives with whom she may have to live with or refuse to do subsistence farm work. A fear is thus held that an educated woman could drive away a son in-law whose allegiance the family has cultivated. Belief is therefore held that education

for girls interferes with elders control over a girl left in school for prolonged period or possibility of unwanted pregnancy. It is therefore held that it is better for girls to pursue a few years of education only for forging ties with men with connection to the civilized world who can give them money or potential assistance.

Due to these cultural beliefs and activities that are tilted in favor of boys are according to Eshiwani (1995) responsible for girls' poor performance in national examinations. Due to these activities, there is a high push-out/drop-out rate of girls from school due to early/unwanted pregnancies or others marry soon after circumcision. This affects girls more than boys since boys marry and continue with education while the girls end up being young mothers. This confirms the assertion that girls are given a raw deal by the education system (Ferguson, 1988). Pregnancy contributes to a girl's dismissal from school. Pregnancy though should not have been a factor to discontinuation of a girl from schooling rather, but it is the sexist societal attitudes manifested in gender insensitive pregnancy policies that include permanent or temporary expulsion of pregnant girls from school, absence of re-entry policies, lack of preventive and support services for pregnant girls and lactating adolescents (Njau, Rademy & Mugenda, 1992). Research data indicates that there is a close relationship between girls' pregnancy and the incidence of female academic performance (FAWE, 1995).

Girls' education in Africa and elsewhere has long been plagued by a pedagogy of difference by way of educating that stresses the difference between boys and girls, between men and women, rather than the similarities (FAWE, 1997). Such pedagogy of difference start at home and in the community, parents educate their girls differently from boys because the parents, relatives and neighbors perceive girls to be radically different from the boys. In Africa, the educational status puts less emphasis on the role of women as producers as compared to men, although this is an integral aspect of female role in most traditional societies (Duncan, 1989; Boserup, 1970).

#### **2.4 Influence of Socio Economic Environment Surrounding Girl Child**

Socio economic environment surrounding a girl child has the ability to provide both support and inhibitions that could easily influence academic performance. Some practices and constraints that arise out of socio economic environment enumerated by Nabanita (2016) include gender discrimination, lack of proper educational programme, female infanticide, atrocities on women, child marriage and dowry system, financial constraints, patriarchal order and the subordinate status of women, lack of health care and safety, professional

inequality, particularly workplace harassment and inequality in sharing the burden of household work. These form the socio economic environment in which a girl child operates. In addition, this environment forms the background which currently subjects women to disadvantages as compared to men in terms of literacy rates, labour participation rates and earnings (Nabanita 2016). Furthermore, a UNDP, 2013 on Human Development Indicators, report that women constitute 48% of the population in the world yet they are only 29% of national work force with 26% of them having access to formal credit.

The selected socio economic environment surrounding a girl child reviewed includes the family environment and school environment.

#### **2.4.1 Influence of Family Economic Environment Surrounding Girl Child**

The exploration of self and work roles is a process; it begins early in life. This process is highly influenced by the home. The family provides a child with the first social experience. Parents, siblings and significant others who regularly come together at home provide models with which the child identifies. According to Lubenga (2003), children emulate their parents because parents are constantly transmitting identity traits, attitudes and values specific to roles. A study by Kasente (1996), indicated mothers' characteristics contribute a lot towards girls' education. Some of these characteristics include financial capacity, support to meet educational requirements and their being available to offer effective guidance. Apart from gender of parent, the number of children in a family also plays a vital role on who should be sent to school.

According to Ndunda (2001), a large capital requirement is a major barrier to children's access to educational opportunities, particularly at secondary school level. This situation has forced parents to make choices on who is to be educated (Ndunda, 2001). Wanjiku (1994) agrees with Kasente (1996) that, when resources are limited, education for boys comes first. Girls have been socialized to accept this and usually pave way for the benefit of their brothers. Kelly (1998) study further revealed that when parents are confronted with constraints of limited resources, they generally favor the education of male children. Due to patriarchal nature of almost all Kenyan communities Mutinda (2002), claim that a male child is viewed as the one who will perpetuate the family lineage and as such, he is encouraged to acquire more knowledge. In addition, Udo (1979) claimed that parents put more emphasis on boys because, in many communities, a boy is seen as a vehicle of continuity of family lineage while the girl is on transit. Equally, boys are favored in property inheritance, social

recognition and therefore empowered early compared to girls (Udo, 1979). Mothers according to Psacharopoulos and Wood (1985) play a major role in complicating the matter through favours for boys due to their perception that sons provide their insurance for old age. This is what in the end may lead to a difference in academic performance between boys and girls in national examinations.

Wangai (2001) noted that, because of poverty, students are sent home to collect school levies for holiday tuition or school trips, hence, missing lessons. Morbidity and poor nutritional status has been associated with children starting late, retarding at one grade, dropping out and generally underachieving (GOK, 2005). Family poverty induces girls not only to drop out of school but often drop out in favour of their brothers.

Juma (1994) investigated the factors that determined female participation in Kwale and Taita Taveta counties in the coast province. His findings revealed that, educational experience and outlook of the parents are transmitted to their offspring. There is a direct relationship between parental level of education and girls' enrolment and performance in examination. Learned parents do provide their children with good learning environment. For example, they easily provide all the necessities of the school and pay extra tuition fees, hence encouraging access and better performance of girls because they understand the value of education and benefit to the child.

A study done by Cornwall (2005) on gender in African families showed that, among the most difficult barriers to a girls education is her own family ambivalence. Although most school girls maintain high educational and career aspirations for themselves, their families' perception of their potentials are less clear. In the past, family opinion was largely negative. According to Cornwall (2005) , there was an attitude that parents did not want to pay the education expenses of girls because they felt that the girl was going to grow up to be a house wife and so did not want to waste resources on her, unlike the boy who could get a job after he got education. Equally, families see a daughter as underwriting her brothers' education by her work in the home especially by marrying early and marrying a man who will help her brothers who wish to attend school. This ambivalence belies a more basic view of women and marriage as currency for patron/client hierarchies.

Due to prevalence of incidences of sexual harassment in the society today, leading at times to rape and unwanted pregnancies in mixed secondary schools, many parents fear enrolling



their female children in mixed schools far away from home. Where single sex schools are not available, girls end up missing education (Mutinda, 2002).

Lack of economic alternatives in the labour market even when they complete schooling is another factor that influences academic performance among girls. According to Likimani (1985), many girls perceive marriage as an escape from family poverty and mistakenly believe that pregnancy will help them “hook” husbands. Unfortunately more often than not, pre-marital pregnancy does not result in marriage, instead, girls end up ruining their school careers and life chances becoming socially and economically dependent on families and prostitution becomes an option.

#### **2.4.2 Influence of School Environment of a Girl Child**

The school influences career choice in a variety of ways. School is an important agent of socialization; therefore its goals and values can have a significant effect. The school offers the individual a wide and new range of experiences through its formally organized curricular and co-curricular activities and through informal interaction with peers, teachers and career officers. The nature of the school and how the curriculum is designed are important. These shapes the goals of those who pass through it and it can influence the kind and range of information children receive about the world of work (Lubenga, 2003).

Throughout many regions of the world, commentators notes irrelevancy of schools for existing economic opportunities (Stetsenko, 2002). In keeping with trends in many parts of the world, Stetsenko (2002) has reported that, 60% of Russian youths leave before acquiring literacy skills. In the latter, continuation to higher levels of education is often associated paradoxically with a greater likelihood of unemployment. He reported that the youth did not feel that their education prepared them for the workplace. This situation may not be different in developing nations nor in Ainamoi Division. The dismal performance by students is believed to reflect the lack of connection between school credentials and employment (Welti, 2002).

Hopkins and Stanley (1981) noted that, in order for school curriculum to be affected as intended, there should be a high degree of commitment and transparency on the part of teachers, students and parents over the activity that socializes both boys and girls thus encouraging the students to equally work hard in their academic endeavor in school. Interference in running most of these schools by political leaders and sponsors brings poor administration and this may lead to indiscipline in the schools. According to Morris (1970),

for a school to be effective, it should be led by someone with a deeper understanding of what has to be done in running a school as compared to the other members. Competent principals are transferred and replaced by incompetent ones. This results in strikes and the end result is indiscipline leading to poor academic performance as students no longer concentrate on studies.

Dryfoos (1990) asserts that, low academic achievement results from an array of forces, many of which are outside the control of the child. The quality of the school is of course, a major factor. Schools have policies delineating whether or not a student will be retained in a grade or be promoted. Falling behind one's peers in school is strongly predictive of poor performance thus for a girl, she will either decide to drop out or seek transfer to a new school where she will be accepted to the new class because of her age, eventually this girl may not get good results in her final exams. In many regions of the world, school systems are appreciably worse in rural than in urban areas. Welti (2002) reported that in rural areas students are deprived of good learning environment, poor infrastructure and absence of qualified teachers for a long period.

In September 2000, 189 nations ratified UN Millennium Declaration, an ambitious document affirming the right of every human being to develop and laying out a path towards freedom from want for every woman, man and child, (UN MD General Assembly, September, 2000). This declaration explicitly recognizes that the unequal rights and opportunities of women and men must be accrued, it therefore acknowledged about gender belief in every society and how it can have a major impact on development, helping promote it in some cases while seriously retarding it in others. The declaration called for an end to disparities between boys and girls at all levels of education. Nammadu (1992) was of the view that there is great need to make education system sensitive to both male and female requirements in order to reduce gender imbalance.

## **2.5 Influence of Individual Student Characteristics**

A study by Duncan (1989), found out that, although structural aspects of the society and school environment have a powerful impact upon gender related patterns on academic performance and staying in school, motivation of students themselves also play an important role. Girls and boys actively construct their own identity and future in line with their perceived opportunities and ability. Kasente (1996) asserted that, girls internalize at an early age, the belief that women are physically frail, emotionally unstable and mentally inferior to

men. Girls are often trivialized and depicted as objects that are for the pleasure of men and to bear children (FAWE, 1997). This unjustified notion could eventually affect performance of girls in their national examinations. Students experiencing social and emotional adjustment have no confidence in themselves (Mutie & Ndambuki, 1991).

Sindabi (1992) asserted that, sudden change in the attitude towards school may find an explanation. Lack of interest may lead to low achievement in academic work. Students with low expectations for future schooling are not involved in school activities and have friends of similar patterns of behavior with no interest in academic work. Many of them argue that they will not secure employment while others are influenced by peers who happen to have landed on a silver platter and are leading good lives even after failing in school. These students may eventually leave school to look for casual jobs such as touts, tea picking, house helps or venture into small businesses.

According to (Bolt, 1996), a salient problem among the poor students, especially those who come from poor families is constant ailments. Kenya Demographic and Health Survey (KDHS) claims that at least 34% of Kenyans are aged between 10-24 years while those between 10-19 years make up to 25% of the total population (Mse & Ouma, 2006). Youths therefore are more likely to be infected with HIV /AIDS. The result is that many may fall sick and fail to sit for their national examinations. Others will absent themselves from school to attend to their sick parents at home. HIV/ AIDS pandemic threatens to undermine achievements of literacy and Education for All (E.F.A) goals, while at the same time increasing failures in the number of poorly educated children and the number of working children.

Bennars, Otiende and Bolsvert (1994) and Hoffman (1996), observed that common problem among adolescents includes drug abuse, disillusionment, boredom, conflicting academic problems, choice of future careers or vocation, lack of understanding and communication between generations- parents and children, the youth and adults. Their other related problems, include those of early maturation, relationships with the opposite sex and delinquent tendencies. This is supported by Onyango (1993), who identified such factors as, smoking bhang, rape of girls in schools and outside, homosexuality and strikes in schools as also common. These students suffer from unequal access to education facilities and therefore failure in classroom. They question the teacher's authority to punish or give orders (Cosin, 1977).

## **2.6 Influence of Guidance and Counseling services on Girl Child.**

Guidance and counseling is a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have as a form of systematic assistance in achieving satisfactory adjustment to school and life in general, (Mutie & Ndambuki, 1991). Peterson (1977) cited in Mutie et al. (1991), defined guidance and counseling as a term referring to a broad area of educational activities and services aimed at assisting individuals in making and carrying out adequate plans and achieving satisfactory adjustment in life.

Importance of guidance and counseling services in our schools need not to be emphasized. The ever-growing complexity of the society, coupled with social problems such as HIV/AIDs and the rapid development of science and technology, places heavy demand on students. As a result, the Kenya government is strengthening guidance and counseling services through the Ministry of Education with an aim of helping develop the individual's intellectual, social, physical and spiritual capacities. As such, Wangai (2001) recommended that guidance and counseling teachers be trained under a crash program both by public and private sectors. This was urgent as Singh (2005) noted, to be fully effective, guidance should be continuous. Not only should help be provided to all who need it when they need it but there should be continuity about it. This would ensure that at each step students are conscious of main features of what took place before and of the fact that it will go on and that it is never completely finished. In secondary schools, guidance and counseling should aim at making students adjust to new situations, school discipline, school requirements, learning techniques, career choice and development and make them holistic individuals to be relied upon by the society. Sindabi (1992) asserted that, sudden change in attitude towards the school may result from social and emotional adjustment. Guidance and counseling therefore should be geared towards making students fully functioning individuals.

Guidance and counseling need to address emotional problems. These problems arise from the increase in size and sexual impulse among the youth. Singh (2005) identifies physical needs such as fatigue, lowered vitality, apparent laziness and lethargy often mistaken for laziness and awkwardness due to unequal growth of different parts of the body and physiological changes that often result from these conditions. Since many girls are affected by these changes in adolescence, guidance and counseling will help them deal with the resultant emotions associated with these changes. Dryfoos (1990) asserts that, most secondary students

are in their adolescence stage, which is characterized by identity crisis. Guidance and counseling will therefore help the students deal with physiological changes which affects their academic performance. According to Sindabi (1992), the need for guidance and counseling has increased due to social-economic development and growing sophistication in the society. These social-economic advancement and sophistication brings about conflicts among the students resulting into poor academic performance, the solution therefore can be found in guidance and counseling. Drugs and substance abuse in schools are on the increase, with age of the first user steadily dropping to age eight (GOK, 2005; Wangai, 2001). Most cases of antisocial behaviors are attributed to this vice hence need to develop and integrate substance abuse prevention education in the curriculum.

Punishment may not do a miracle of reversing these behaviors as expelling these students give them even better chances of accessing these drugs at ease. Mutie and Ndambuki (1999) suggested that, if students with problematic behaviors are abandoned, they develop feelings of rejection as well as low-self esteem. Singh (2005) says that, a student in school faces problems connected with learning. These challenges are likely to lead to poor academic performance hence the need for guidance and counseling. This is supported by Mutie and Ndambuki (1999), who says that educational guidance and counseling make an individual identify his or her own weakness. Guidance and counseling will thus help students work towards developing their potentialities (Bennars et.al, 1994). Such students will be saved the agony of performing poorly and discontinuity for further studies. Bennars, Otiende and Bolsvert (1994), argues out that guidance and counseling helps in the total development of the student. With the same strength, GOK (2005) found out that guidance and counseling can increase the rate of performance among students by 60%.

## **2.7 Theoretical Framework**

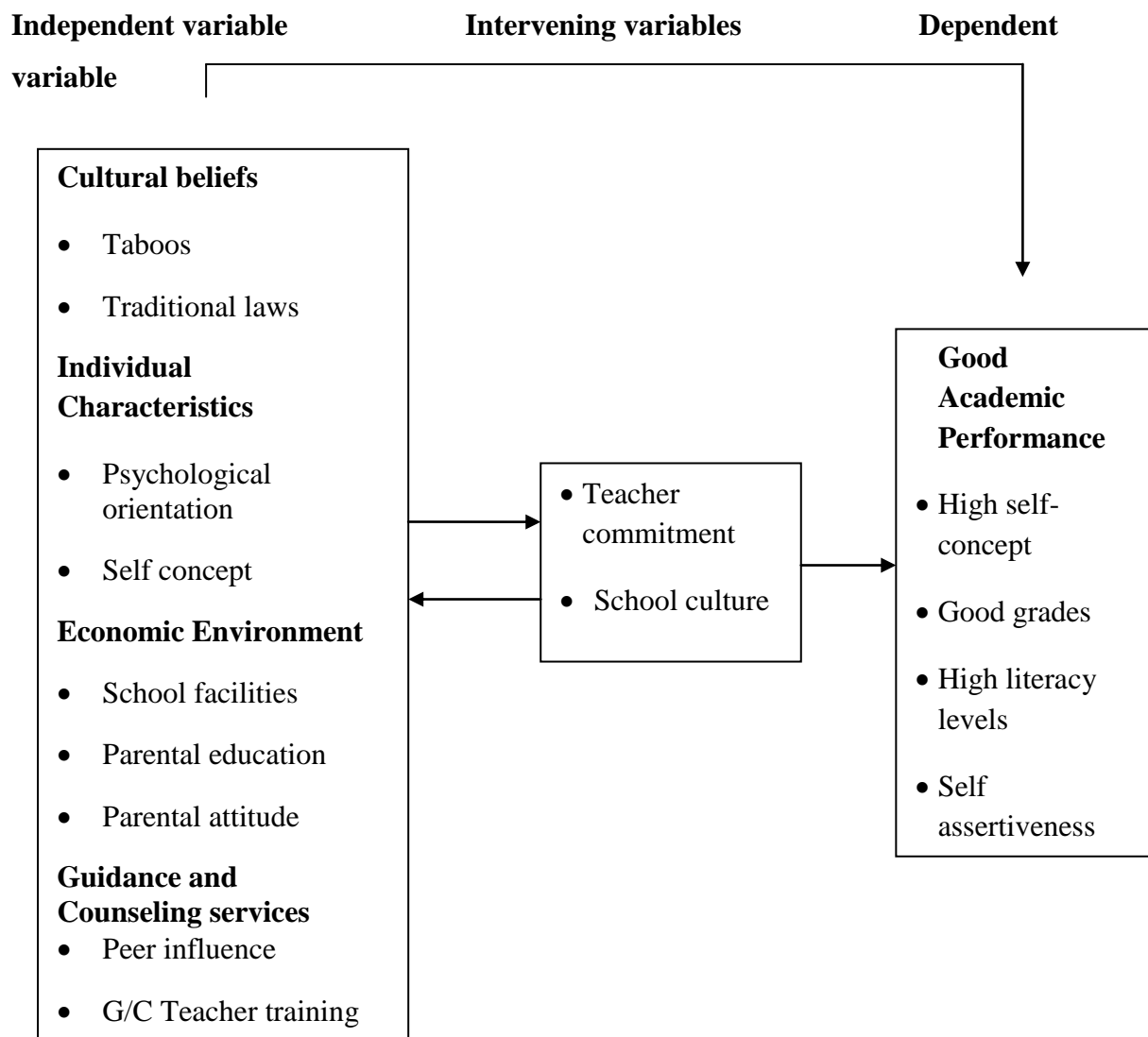
This study was based on a theoretical model of equality of educational opportunity developed by Chinapah (1984).The model emphasizes the rights to education of a child irrespective of age, gender, socio-economic and regional origins and equal access to different types and levels of education. It argues that, all children should have equal treatment in terms of access to education and instruction in order to say schooling has taken place. The model identifies school inputs such as school facilities, adequacy of teaching materials and resources as well as administration as vital factors in academic performance of a learner.

The model summarizes the way the home and school environmental characteristics and processes interact to influence a child's academic performance. The home and societal characteristics such as social-cultural practices and family values, influences parental beliefs and practices as well as attitude towards girls' and boys' education. These characteristics, influences the stereotype that exists which will influence the fears of the parents and the girls and boys ambition as well as pre-occupation. The parental socio-economic status and home possessions influence the home processes such as parental support to the school in terms of paying fees and buying books.

The school characteristics such as the school type, peer influence and inadequate facilities will directly affect the academic performance of students in secondary education level. It will determine the teacher's morale and interest in teaching as well as the quality of teaching and learning in the school. The home processes such as parental economic support of school needs, influences the physical facilities that exists and the teaching aid that are available to the teachers and learners. The home and school characteristics as well as home and school processes are intertwined, hence, play concurrent roles in influencing academic performance of a child.

## **2.8 Conceptual Framework**

Figure1 shows the conceptual framework of this study based on the influence of selected factors on academic performance among girls in public mixed secondary schools in Ainamoi Division.



**Figure 1 : Selected Factors Influencing Academic Performance of Girls in Secondary Schools**

The dependent variable in this study was academic performance in national examinations which was measured in terms of good grades attained, self-concept, high literacy and self assertiveness. The independent variables in this study were the cultural beliefs, economic environment, individual characteristics and guidance and counseling services. The relationship between independent and dependent variables was further influenced by intervening variables. These are variables which are likely to affect the outcome of the dependent variable. In this study the intervening variables included teacher commitment and school culture.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter presents the research design, the location of the study, sample size and sampling procedure, instrumentation, data collection procedure and data analysis.

#### 3.2 Research Design

The study adopted a survey research design. This research design is appropriate as it allows an exploration of conditions from a similar group and attributes it to a previous group that was involved (Mugenda & Mugenda, 2003). The design was ideal as it was non-experimental on the given variables (Kothari, 2004). In addition, the design was also selected because it was easy to apply research questionnaires, allowing for the collection of data from a large number of respondents in a relatively short period.

#### 3.3 Location of the Study

This study was carried out in Ainamoi Division of Kericho County. The division is located on the east of Kericho town. The location was purposively selected since it consisted of fairly large number of public mixed secondary schools. In addition, the schools are located in a fairly affluent environment and practicing almost same culture.

#### 3.4 Population of the Study

The study accessed 14 schools, 924 form three girls, 260 teachers, 14 principals and 49 teacher counselors. This accessed population was drawn from a target population that comprised of 14 secondary school 3216 girls, 260 teachers, 14 principals and 49 teacher counselors in all public mixed secondary schools in Ainamoi Division, Kericho County. Table 3 shows the accessible population.

**Table 3: Accessible Population for the Study.**

	Schools	Girls	Teachers	Principals	Teacher Counselor
Total					
Accessible Population	14	924	260	14	49

1261



### 3.5 Sample Size and Sampling Procedure

The population of the study was heterogeneous. Thus the population was stratified into categories of schools, girls, teachers, principals and teacher counselors. The purpose of stratification was to ensure that the sample selected was representative of the population and the entire Ainamoi Division. The sample that participated in the research was then selected using simple random sampling technique.

A sample frame for each category of population was obtained from Kericho County Education office and the selected schools. Using sample frame from the education office, the sample of schools was selected. While using sample frame for teachers, teacher counselors and students obtained from selected schools, the remaining samples were selected.

To obtain a large sample as possible, the number of schools selected was 40% of the accessible population. The principals selected were purposively tied to the simple random selection of schools that were to participate in the study. This was to allow for the principals to respond to a questionnaire about the students being interviewed. The population of teachers, students and teacher counselors selected for the study was proportionate to their individual populations forming the accessible population for purposes of each population being a representation of each group. Kathuri and Pals (1993) table (Appendix E) was used to arrive at the total sample for the study. Using the proportions of each group of the accessible population, the sample of the study was distributed as shown in table 4.

**Table 4: Distribution of Sample for the Study**

Category	Schools						Total
	1	2	3	4	5	6	
Form Three Girls	46	41	37	33	32	29	218
Teachers	13	11	10	9	9	8	60
Principals	1	1	1	1	1	1	6
Teacher Counselors	2	2	2	2	2	1	11
Total sample	62	55	50	45	44	39	295

### **3.6 Instrumentation**

The study used four different sets of self administered questionnaire as the principal tool in collecting data. The questionnaire contained structured and open ended questions. According to Mugenda and Mugenda (2003), questionnaires are commonly used to obtain important data about a population. The first set, in appendix A, was a questionnaire for teachers structured into four sections. The first section requested the background of the respondent. The second section requested teacher's views on influence of the background of student. The third section requested teacher's views on influence of school environment on academic performance of student. The fourth section requested teacher's views on influence of socio-cultural factors on academic performance of student.

The second set of instrument in appendix B, was a questionnaire for students structured into six sections. The first section requested the background of the respondent. The second section requested student's views on influence of her family factors on her academic performance. The third section requested student's views on influence of individual characteristics on her academic performance. The fourth section requested student's views on influence of school environment on her academic performance. The fifth section requested student's views on influence of socio- cultural factors on her academic performance. The sixth section requested student's views on influence of guidance and counseling on her academic performance.

The third set, in appendix C, was a questionnaire for head teachers structured into four sections. The first section requested the background of the respondent. The second section requested head teacher's views on influence of the background of student. The third section requested head teacher's views on influence of school environment on academic performance of student. The fourth section requested head teacher's views on influence of socio- cultural factors on academic performance of student.

The fourth set, in appendix D, was a questionnaire for teacher counselor structured into two sections. The first section requested the background of the respondent. The second section requested teacher's views on influence of school environment on academic performance of student

#### **3.6.1 Validity of the Instruments**

The instruments for the study were developed by the researcher. To ensure that the instruments accurately measured the variables of interest in the study, expert opinion and advice of the supervisors from the department of Psychology, Guidance and Counseling and

Education Foundations of Egerton University in the area of study was sought during the adoption process of the instruments in realigning the items to the objectives of the study. This was necessary since the validity measures the degree of accuracy of the research instruments and hence accuracy of the results obtained from the data to represent the phenomenon under study (Mugenda & Mugenda, 2003).

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

A measuring instrument is reliable if it provides consistent results or data after repeated trial (Kothari, 2004). To ensure consistency of the questionnaires, the instrument in appendix B for students was pilot-tested in two schools in Kipkelion Division which had similar characteristics with the schools under study. The internal consistency of the items from the parallel form items was determined by use of Cronbach Alpha formula. According to Nunally and Bernstein (1994), if an Alpha Coefficient of between 0.7 and 0.9 is established, it will be an indication of strong item reliability. Concurring with Nunally and Bernstein (1994), George and Mallery (2003) also provided the following rules of thumb to be used with Alpha Coefficient:

“  $\alpha > .9$  – Excellent,  $\alpha > .8$  – Good,  $\alpha > .7$  – Acceptable,  $\alpha > .6$  – Questionable,  $\alpha > .5$  – Poor, and  $\alpha < .5$  – Unacceptable”

The results of the pilot study showed the reliability index to be 0.71 Cronbach Alpha Coefficient which was greater than 0.7, thus the instrument was adopted for the study.

### **3.7 Data Collection Procedure**

The researcher obtained a letter from the University in order to obtain a research permit from the National Commission for Science, Technology and Innovation (Attached in the Appendices). The researcher then sought authority from the County Education office, in order to administer the questionnaires with the selected respondents. The researcher visited selected schools using earlier obtained sample frames. The selected sample of principals, girls, teachers and teacher counselors were invited according to each category separately. Each category of respondents was put in a room, each provided with a set of questionnaire and each respondent requested to complete the questionnaire.

### **3.8 Ethical Consideration.**

To avoid the respondents in a given group influencing each other, the respondents in a given group were put in a room at the same time and then allowed to fill out the questionnaire. In addition each respondent was explained to the purpose of research and their rights and

protection. The respondents were explained to the level of confidentiality and limitations involved. The data was then collected in a free atmosphere.

### **3.9 Data Analysis**

After the field work, before analysis, all the questionnaires were adequately checked for completeness. The information was coded and entered into a spreadsheet and analyzed using Statistical Package for Social Sciences [SPSS]. The data was checked to ensure that the output was free from outliers and the effect of missing responses was at minimum. Quantitative analysis involved generating descriptive statistics. The descriptive statistics included frequency tallies and their corresponding percentage scores. The findings were presented by using tables and charts as found appropriate. Qualitative analysis involved categorizing of data from interviews into common themes and presented using frequency distribution tables and charts.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the results of the research from the data collected. The results are presented and discussed in four sections according to objectives as follows; The influence of cultural beliefs on academic performance of girls, the influence of school environment on academic performance of girls, the influence of economic environment on academic performance of girls, the influence of individual characteristics on academic performance of girls and the influence of guidance and counseling programs on academic performance of girls in public mixed secondary schools in Ainamoi Division.

#### **4.2 The Influence of Cultural Beliefs on Academic Performance of Girls in Public Mixed Secondary Schools in Ainamoi Division.**

Data collected on the influence of cultural beliefs was analyzed according to different groups of respondents. The data of each of these respondents was analyzed independently as follows:

a) Students' Views on Influence of Cultural Beliefs

Students were requested to give their views regarding the influence of cultural beliefs on their academic performance. The data collected was analyzed and the results were presented in table 5.

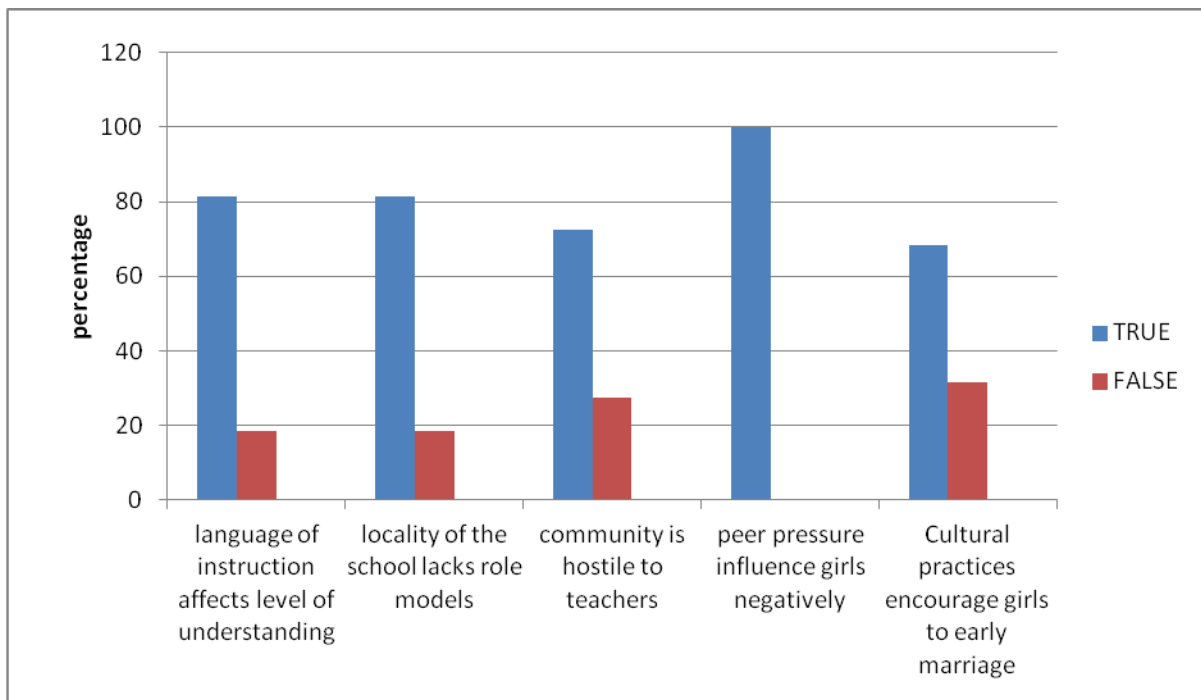
**Table 5: Students' Views on Influence of Cultural Beliefs**

No.	(n=167)	
	True	False
	%	%
Majority of female students perform poorly in KCSE due to influence 99 from friends in school and community	59.3 68	40.7
The community talks well of our school 53	31.7 114	68.3
If the community could be supporting the school, the environment 121 for learning could be conducive	72.4 46	27.5
Pursuing further education for girls is difficult as girls are discouraged 118 by the community	70.7 49	29.3
Girls are viewed as ripe for marriage once they reach high school 118	70.7 49	29.3

From table 5 it can be observed that the community does not support girl education (72.4%) and that pursuing further education for girls is difficult as girls are discouraged by the community (70.7%). The girls also reported that girls were viewed as ripe for marriage once they reached high school (70.7%). From table 6 it can be revealed that cultural constraints operate to limit education for girls. Eshiwani (1993) observed that the socio-cultural inhibitions include the belief that education will make girls discontented and immoral and that it interferes with her cultural authenticity and to the dismay of men. This attitude therefore does not encourage education for women, let alone aspirations for a better place in society. This in the end may affect the academic performance of the girl students.

#### b) Class Teachers' Perspective on Influence of Cultural Beliefs

Class teachers were requested to give their views regarding the influence of cultural beliefs on girl's academic performance. The data collected was analyzed and results presented in figure 2.



**Figure 2: Class Teachers' Views on Influence of Cultural Beliefs**

From figure 2 it was revealed that cultural beliefs hinder girls from performing well academically. The findings revealed that cultural practices encourage girls to early marriage (68.3%). In addition, 70% said that the community is hostile to teachers. The findings further revealed that (100%) of the reported that peer pressure has negative influence on girls academic performance. In addition, 81% of teachers were of the view that the surrounding community lacked role models for girls in academic performance. As such, Lubenga (2003), claimed that the community is responsible in providing models with which the students identify with. Thus lack of role models, affect girls vision and prospects for future life. This in turn reduces girls' interest to participate or achieve high academic performance. The implication is that positive attitude of the community on education enhances girl student academic performance.

#### **4.3 Influence of Economic Environment on Academic Performance of Girls in Public Mixed Secondary Schools in Ainamoi Division.**

This objective was subdivided into two fronts namely; the family economic environment and school economic environment.

### 4.3.1 Family Economic Environment Surrounding Girl Child

This objective was investigated among students and teachers. Students were investigated in four main areas; family demography, parent’s education, ability to pay fees and mode of transport to school. The results of the data collected are presented in the same order.

- a) Students’ Views on Influence of Family Economic Environment Surrounding Girl Child

**Table 6: Family Size of the Girls**

Family size	Frequency	Percent	Cumulative Frequency	Cumulative Percent
single child	3	1.8	3	1.8
2-3	30	18.0	33	19.8
4-5	76	45.5	109	65.3
above 6	58	34.7	164	100.0
Total	167	100.0		

The results in table 6, show that 76 (45.5%) of the respondents have family sizes of 4-5 while 58 (34.7%) have family sizes above 6. This is an indication that many girls (80.2%) come from families with many children. Kasente (1996) reported that, the number of children in a family played a vital role on who should be sent to school. This is because such parents face problems in meeting financial obligations especially at secondary school level. The implication is that many girls are most likely to face financial problems.

Similarly, the data on education level of girl’s parents was collected, then analyzed and results presented in table 7.

**Table 7: Parents’ Level of Education**

	None	Primary	Secondary	University	Total
Mother		11 (6.59%)	56 (33.53%)	81 (48.50%)	19
(11.38%)	<b>167 (100%)</b>	Father	9 (5.39%)	48 (28.74%)	82 (49.10%)
28 (16.77%)	<b>167 (100%)</b>				



The results presented in table 7, shows that, 56 (33.5%) of the mothers while 48 (28.7%) of fathers attended primary level of education only. But at secondary, this trend reverses with majority of fathers (49.1%) compared to (48.5%) of mothers having attended secondary education. Similar trend is also observed with 16.77% of fathers compared to 11.38% of mothers having attended university education. This shows that more mothers than fathers have lower education. But since girls look at the mothers as role models, the education level of mothers may affect their desire for higher level of education. According to Juma (1994) educated parents are more likely to impart a positive view of school among their children. This is because parental level of education, occupation and income levels are important as it provides ability to meet the basic household and school needs.

In addition the data on persons responsible for fee payment of the girls was collected, then analyzed and results presented in table 8.

**Table 8 :Persons Responsible for Fee Payment**

	Frequency	Percentage
Father	96	57.5
Mother	43	25.7
Guardian	14	8.4
Mother and Father	11	6.6
Sponsors	3	1.8
Total	167	100.0

The results presented in table 8 shows that 96 (57.5%) of girls fees is paid by fathers, 43 (25.7%) of mothers pay fees for their daughters while 3 (10%) have guardians and well wishers to pay for them. Eshiwani (1993) argued out that patriarchal societies are affected by patriarchal systems, which give preference for investment in schooling to be made by fathers only. But because of large families and hard economic situations, mothers' participate in fee payment in spite of their low income dictated by their low level of education.

Finally, the data on different modes of transport girls used to school was collected, then analyzed and results presented in table 9.

**Table 9 :Persons Responsible for Fee Payment**

**Means of Transport to School**

	Frequency	Percent
Motorbike	6	3.6
Matatu	11	6.6
Foot	98	58.7
Not applicable(boarders)	52	31.1
<b>Total</b>	<b>167</b>	<b>100.0</b>

The results in table 9 show that 98(58.7%) of girls walked to school every day 11(6.6%) used matatu while 6(3.6%) used motorbike. The high percentage of girls who walk to and from school every day implies that by the time they reach school they are physically and mentally exhausted. In addition, they get distracted on the way by other people who are not interested with school for example ‘piki piki’ boys and village idlers. The girls’ concentration in class-work activities will be affected as they will be tired and their thoughts distracted. The impact of exhaustion and distraction may lead to drop out from school or irregular school attendance. This eventually affects the number of the girls who eventually sit for KCSE examinations and or their performance.

b) Teachers’ Views on Influence of Economic Environment Surrounding Girl Child

The class teachers were requested to give their views regarding family environment on academic performance. The data collected was analyzed and results presented in table 10.

**Table 10: Teachers' Views on Economic Environment Surrounding Girl Child**

Teachers' Views on Economic Environment Surrounding Girl Child	Percent(n=6)	
	Agree	Disagree
Students in school have enough study materials	50.0	50.0
Study materials at home contribute positively to academic performance in school	66.7	33.3
Parents provide students with the required facilities for learning	33.3	66.7
Many students are sent home for fees	83.3	16.7
Girls from high socio-economic background perform better in KCSE as compared to those from low socio-economic background	50.0	50.0
Girls from broken families tend to perform poorly in KCSE and are generally absent	83.3	16.7
Girls under care of guardians tend to perform poorly than those under actual parents	66.7	33.3
In most cases, girls absent are associated with financial problems	66.7	33.3
Household chores contribute highly to failure in finishing school assignments among girl's students	50.0	50.0
Family size and parental aspirations greatly influence the performance of a girl and career in later life	100.0	0.0
Most parents don't follow up the academic progress of their children and are always absent when called upon to address the progress of the learners	66.7	33.3

The results in table 10 show a multi-response analysis of responses regarding the economic background influencing the academic performance among girls in secondary schools. The findings concur with findings from the students' perspective, that is, family size and parental aspirations greatly influence the performance of a girl and career in later life (100%), many girls are sent home for fees (83%), girls from broken homes tend to perform poorly in KCSE and are generally absent (83%). In other factors, the respondents agreed (66.7%) that, study material at home contribute positively to academic performance at school. Also, 66.7% said that, parents provide students with the required facilities for learning; Girls under the care of

guardians tend to perform poorly than those under actual parents. In most cases, girls absent are associated with financial problems, and most parents don't follow up the academic progress of their children and are always absent when called upon to address the progress of the learners (66.7%). The results indicate that, rarely do household chores, social economic background and study material in school influence the academic performance of girls (50%). According to Menishc et. al. (1998), all these factors seemingly insignificant but, put together affect a girl's academic performance.

#### **4.3.2 The Influence of School Economic Environment on Girls Academic Performance**

Data collected on the influence of school economic environment was analyzed according to different groups of respondents. The data collected from each group of respondents was analyzed independently as follows:

a) **Head Teachers' Views on Influence of School Economic Environment on Girl Child**

The head teachers were requested to give their views on several selected items that form school economic environment most likely to affect academic performance of girls. The data collected was analyzed and the results were presented in table 11.

**Table 11: Head Teachers' Views on School Economic Environment**

	Percent(n=6)	
	Agree	Disagree
Parents pay school fees promptly	0.0	100.0
All fees defaulters are financially unable	33.3	66.7
Parents provide all essentials for their female students	33.3	66.7
Parents support fully school initiated projects	66.7	33.3
Repetition of class is common among girls in this school	33.2	66.7
Entry marks of many girls are below 300 marks at KCPE	66.7	33.3
Lack of books and shortage of trained teachers influence students' performance	100.0	0.0
Poorly equipped laboratories and classrooms leads to poor academic performance	66.7	33.3
Girls waste a lot of time between home and school	33.3	66.7
Most learners are not given essential items needed in school by parents/guardians	100.0	0.0
Most parents have many children in school and they come requesting for bursaries and aid	33.3	66.7
Many parents are poor and see education to their children as burden	66.7	33.3
At times, parents keep their girls at home to assist them	66.7	33.3
Most mothers, education is low thus have very low academic expectations on their girls	66.7	33.3
Most parents don't provide good study time environment for their girls at home	100.0	0.0

The results indicate that, the five top most school factors influencing the academic performance of girls are; failure of parents to pay fees promptly; lack of books and shortage of trained teachers; failure of parents to provide essential items for their daughters and failure of parents to provide good study environment for girls at home (100%). Other factors contributing also include; poorly equipped classrooms, laboratories and large family sizes

becoming a burden to many parents and low academic expectations on girls by mothers with low education (66.7%).

The results of the table 11 indicate that, fee defaulters are not financially unable (66.7%). Arguably, it brings out a clear picture of parental preference for boys at the expense of girls in payment of fees even when the money is there. This deprives girls the desired support needed to perform well in their academic learning.

b) Teachers' Views on Influence of School Economic Environment on Girl Child

The class teachers were requested to give their views on several selected items that form school economic environment most likely to affect academic performance of girls. The data collected was analyzed and the results were presented in table 12.

**Table 12: Teachers' Views on School Environment**

	Percent(n=6)	
	Agree	Disagree
I always attend all my lessons as per the time table	100.0	0.0
Girls utilize the available learning resources including time efficiently	66.7	33.3
Sending girls to collect school fees from home affects performance terribly	50.0	50.0
In most day schools repetition and dropping out is rampant	66.7	33.3
Entry points of students determine the final grade in KCSE	83.3	16.7
Teaching/ learning environment in a day school is very de-motivating	50.0	50.0
If I could attend refresher courses, I would be more efficient	50.0	50.0
Shortage of trained teachers, poorly equipped classrooms and laboratories, directly influence academic performance	50.0	50.0

The results of table 12 indicate that, teachers attend all their lessons (100%), entry points of the students determine the final grade in KCSE (83.3%), in most day schools repetition and dropping out is rampant (66.7%). This shows that, girls whose grades would have been improved as they join secondary schools end up repeating classes or end up dropping out.

According to the class teachers' view, teaching/learning environment in a day school is very de-motivating (50%), due to lack of well equipped laboratories or classrooms.

c) Teacher Counselors' Views on Influence of School Economic Environment on Girl Child

Teacher counselors were requested to give their views on several selected items that form school economic environment most likely to affect academic performance of girls. The data collected was analyzed and the results were presented in table 13.

**Table 13: Teacher Counselors' Views on School Environment**

	Percent(n=6)	
	True	False
The school has guidance and counseling provision	100.0	0.0
Do students seek guidance and counseling services?	71.4	28.6
Does school cater for students' needs?	57.1	42.9
Do counselors have counseling rooms?	100.0	0.0
Do you get support from administration?	85.7	14.3
Does the school have a policy of re-entry of pregnant teenagers and lactating mothers?	28.6	71.4

The results of table 13 indicate that, the schools provided for counseling services (100%) and that counselors had counseling rooms (100%) to operate from, this shows they get support from the administration (85.7%). The findings also indicate that, girls do seek guidance and counseling services (71.4%) but rarely are their needs catered for (57.1%) as the school does not have a policy of re-entry of pregnant girls and lactating mothers (28.6%). Udo (1979) observes that lack of positive policy environment and structure for girls' education, including a lack of co-ordination between the education sector and other social sectors, inhibits girls' achievement in education. Juma (1994) concurs with Chapman (2004); he observes that the absence of policy to promote education for adolescent girls is a hidden obstacle to achieving in academics gender equality.

d) Students' Views on Influence of School Economic Environment on Girl Child

The sample students were requested to give their views on several selected items that form school economic environment most likely to affect their academic performance. The data collected was analyzed and the results presented in table 14.

**Table 14: Students' Views on School Environment**

No.	(n=167)	
	Agree %	Disagree No. %
In a term I am sent home for fees at least twice 97	58.1	70 41.9
Since I began secondary education I have repeated at least once 127	24.0	40 76.0
Our teachers are friendly and encouraging 133	79.6	34 20.4
Girls drop out of school because of early pregnancy 119	71.3	48 28.7
Teachers in our school are hardworking and attend all their classes 109	65.3	58 34.7
Teachers complete syllabuses in time 88	52.7	79 47.3
Most teachers come to teach unprepared and this makes it difficult for 39 me to understand	23.4	128 76.6
Lack of enough books, labs, library and other teaching facilities 101 greatly affects my performance	60.5	66 39.5
Generally I am comfortable in my school and given the chance to 103 transfer i will decline	61.7	64 38.3

The results of table 14 show that teachers are friendly and encouraging 133 (79.6%). Girls drop out of school because of early pregnancy 119 (71.3%). Teachers are hard working and attend to all the classes 109(65.3%). Girls are sent for fees at least twice (58.1%). 52.7% agree that teachers complete syllabus in time. 39% agree that lack of enough books, laboratory, library and other facilities affects their performance. 24% agree that, since they

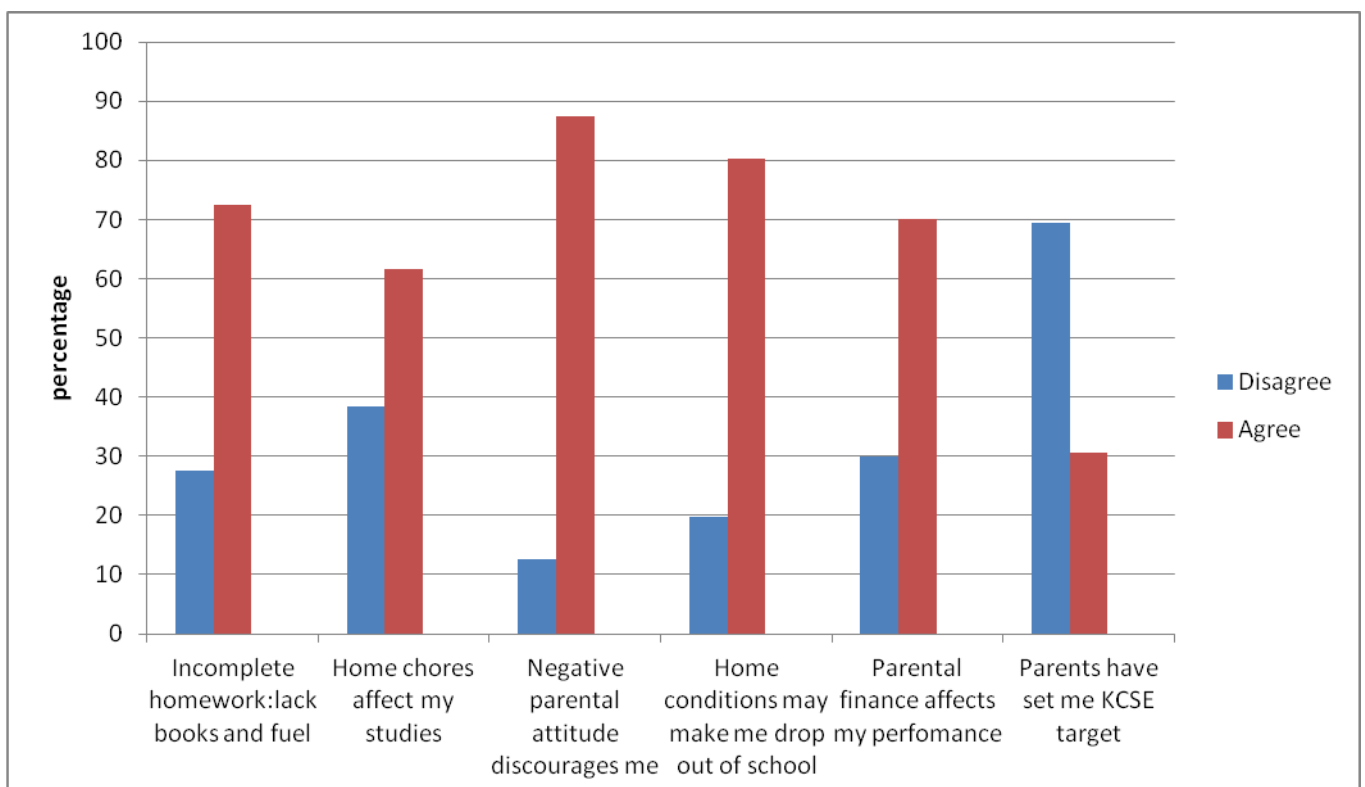


began secondary education they have repeated at least once. But 23% said that most teachers come to teach unprepared and this makes the lesson difficult to understand.

The results of data collected from students are similar to those from class teachers. That is, both respondents point out that girl’s drop out of school because of early pregnancy (71.3%) and those girls are sent home for fees (58.1%). These results agree with Wangai (2001), who found out that because of poverty students are sent home to collect school levies, this makes students to miss lessons, some end up repeating at one grade, others dropping out and generally under achieving. Similar findings have been supported by GOK (2005) saying that, family poverty induces girls not only to drop out of school but often drop out in favor of their brothers.

#### 4.4 The Influence of Individual Characteristics on Academic Performance of Girls in Public Mixed Secondary Schools in Ainamoi Division.

Students were requested to give their views regarding individual factors influencing their academic performance. The data collected was analyzed and the results were presented in figure 3.



**Figure 3: Students’ Views on Individual characteristics**

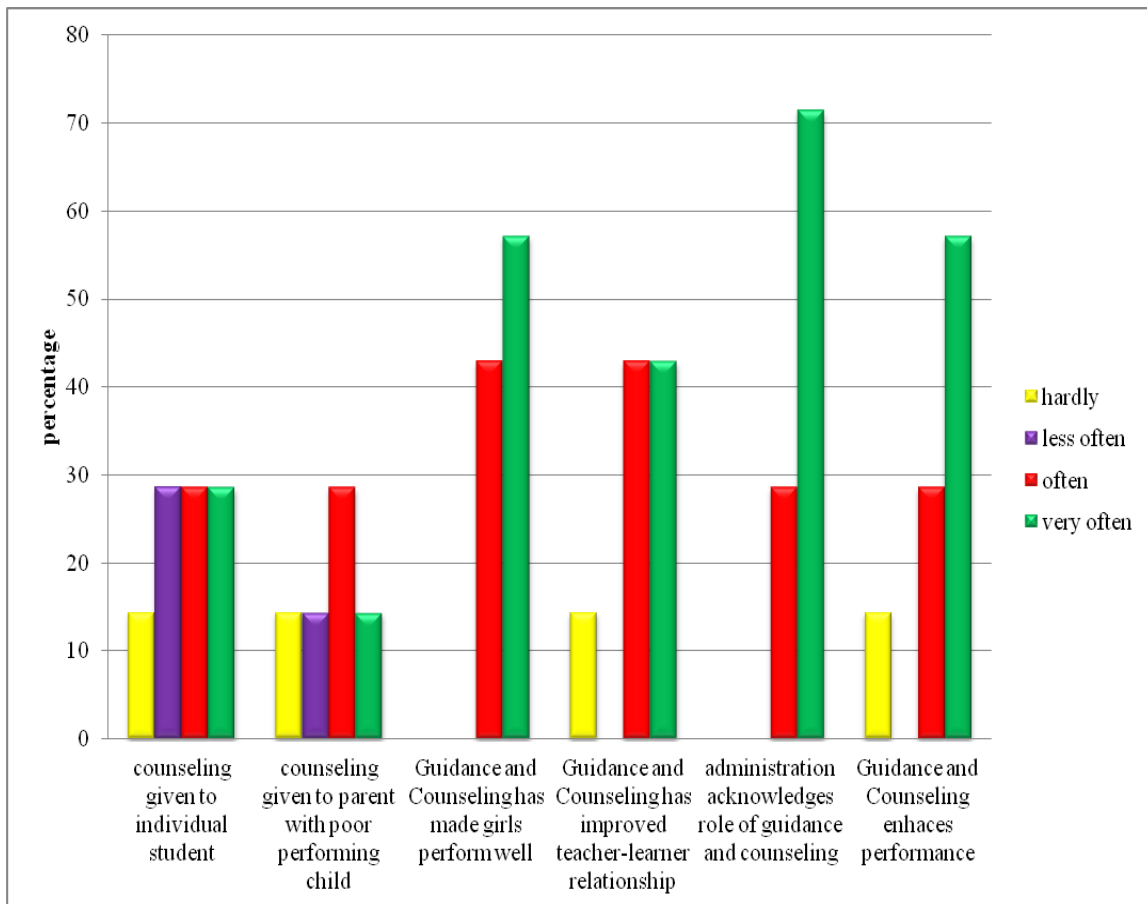
The results in figure 3 show that most girls responded that they were discouraged by their negative parental attitude (87%). The findings concur with those of Chege and Sifuna (2006) who claimed that parents have a tendency of encouraging boys and not girls. As such, parents deny girls chances to socialize freely with others who may be better in class for example boys. Due to this, girls miss out on assistance they would have gotten from others to improve their performance. In addition, over 80% reported that, home conditions are not good enough to favor their performance. This is because lack of books and home chores consuming much of their time for studies hence make them not to complete homework. The over-burdening of girls with household chores and income generating activities according to GOK (2007) may lead to repetition and eventual drop out from school or poor performance in school.

#### **4.5 The Influence of Guidance and Counseling Programs on Academic Performance of Girls in Public Mixed Secondary Schools in Ainamoi Division.**

Data collected on the influence of guidance and counseling programs on academic performance of girls was analyzed according to different groups of respondents. The data of each of these respondents was analyzed independently as follows:

##### **a) Teacher Counselors' Perspective**

Teacher counselors were requested to give their views on how guidance and counseling programs are addressing issues of academic performance among girls in mixed public secondary schools. The respondents gave varied opinions in regard to this. The data collected was analyzed and the results were presented in figure 4.

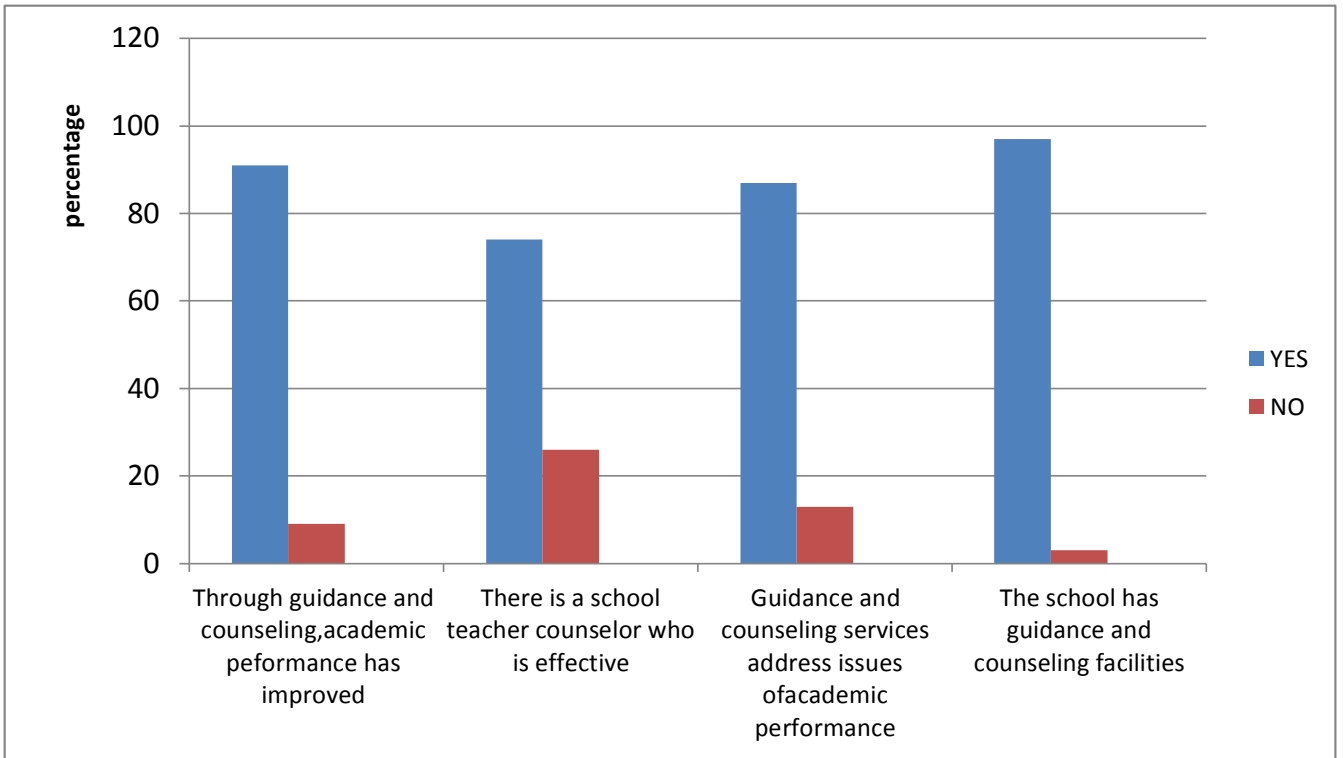


**Figure 4: Teacher Counselors' Views on Counseling Programs**

According to the results of figure 4, the administrations acknowledge the role of guiding and counseling that it enhances performance. However the results of figure 4 indicate that, from the teacher counselors' perspective, less than 30% of the girls seek for individual counseling. A similar percentage of parents with poor performing girls receive this service. This result support the earlier results showing that those parents whose daughters are poor in academic performance don't bother making a follow up to help these girls to improve.

b) Students' Perspective

Students were requested to give their views on how guidance and counseling programs are addressing issues of their academic performance. The data collected was analyzed and the results were presented in figure 5.



**Figure 5: Students’ Views on Guidance and Counseling Programs**

According to the results in figure 5, 97% of the girls’ unanimously agreed that, guidance and counseling services were offered in their schools. The services were addressing issues like academic performance, career awareness and development. As such, the girls believe, through guiding and counseling services academic performance has improved (90%). The findings also indicate that 74% of the girls agreed that there is a school teacher counselor who is effective.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter presents the summary, conclusions and recommendations based on objectives of the research study. Recommendations of the study were discussed and suggestions for further studies made.

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

The study was guided by four objectives. The summary is therefore presented according to the objectives.

##### **5.2.1 The Influence of Cultural Beliefs on Academic Performance of Girls in Public Mixed Secondary Schools in Ainamoi Division.**

The objectives were studied on the basis of the variables namely, family, school and general community. This is because each of these variables on their own forms a cultural group which influences the child.

The researcher found out that, parental influence (100%), plays a key role in the academic performance of girls. Cultural impediments do provide them with less exposure to the information that allows individuals to develop self-efficacy hence it makes girls loose morale for school since girls would traditionally depend on men. The findings also revealed that, societal values and expectations of the girl child where society wants girls to marry early (60%) hinder girls from doing well in school. Girls have to stay longer in school if they have to pursue professional courses. Attitudes and beliefs in the society have a very great impact on most female's achievement in academic performance.

The study revealed that the community cultural beliefs do not support girl child education making pursuing further education by girls a difficult task. On the contrary, the girls are viewed as ripe for marriage once they reach high school. This revelation by the study is in line with Eshiwani (1993) observation that the socio-cultural inhibitions include the belief that education will make girls discontented and immoral and that it interferes with her cultural authenticity to the dismay of men. These cultural beliefs in the end hinder girls from performing well academically. Instead the beliefs according to the findings revealed that cultural practices encourage girls to early marriage. The community has stamped its authority in this regard by being hostile to teacher's contrary influence. In addition, it was observed

that peer pressure has negative influence on girl's academic performance. As such, lack of positive attitude of the community on education plays major role in girl student academic performance. This finding agrees with Lubenga (2003) that the community is responsible in providing models with which the students identify with. Lack of role models affects girl's vision and prospects for future life. This in turn reduces girls' interest to participate or achieve high academic performance.

### **5.2.2 The Influence of Economic Environment on Academic Performance of Girls in Public Mixed Secondary Schools in Ainamoi Division.**

The study revealed that more mothers than fathers have lower education. But parental level of education, occupation and income levels are important as it provides ability to meet the basic household and school needs. This is because the level of education is associated with better economic income, hence the financial ability of parents. The number of children in a family as the study revealed play major role in determining school attendance by girls. This finding agrees with Juma (1994) observation that educated parents are more likely to impart a positive view of school among their children. Even then, due to large families and hard economic situations, mothers' participate in fee payment in spite of their low income dictated by their low level of education. Mothers offer immediate role models to their daughters but from the findings, few mothers attained higher education. This implies that, girls will often be discouraged from learning and will subsequently lower their aspirations for higher education. But since girls look at the mothers as role models, the education level of mothers may affect their desire for higher level of education. This is in line with Kasente's (1996) study that the number of children in a family played a vital role on who should be sent to school.

The study further revealed that high percentage of girls walk to and from school every day. This according to the study exposes girls to distraction by 'piki piki' boys and village idlers on the way. Thus girls' concentration in class-work activities is affected. This may lead to drop out from school or irregular school attendance and or their performance.

In addition, the study revealed that failure of parents to pay fees promptly, lack of books, failure of parents to provide essential items to girls and failure of parents to provide good study environment for girls at home play major role in influencing student performance. These results agree with Wangai (2001), who found out that because of poverty students are sent home to collect school levies, this makes students to miss lessons, some end up repeating

at one grade, others dropping out and generally under achieving. Similar findings have been supported by GOK (2005) saying that, family poverty induces girls not only to drop out of school but often drop out in favor of their brothers.

### **5.2.3 The Influence of Individual Characteristics on Academic Performance of Girls in Public Mixed Secondary Schools in Ainamoi Division.**

The study made a finding that negative attitude by parents discouraged girls in pursuing academic work. This stems from parental belief that girls have weak character. As such they are denied chance to academically socialize freely with others. With time, girl students have build negative attitude on themselves discouraging them from performing well in school. The findings also reveal that, home conditions and domestic chores play some role in discouraging girls from performing well. Some families are poor and have no money to buy needs for their girls for example sanitary towels, fuel, books and others. This makes home conditions not conducive enough to favor their performance.

### **5.2.4 The Influence of Guidance and Counseling Programs on Academic Performance of Girls in Public Mixed Secondary Schools in Ainamoi Division.**

The researcher found out that, guiding and counseling services are offered in majority of the schools. However, majority of the teacher counselors have not been trained to do the job and therefore lack necessary counseling skills. This means that the students are not well guided on career development and psycho-social problems so as to realize good academic results. In addition, guidance and counseling department lacked policies on re-entry of pregnant teenagers and lactating mothers. The implication is that the dreams of teenage mothers are shattered. As such, they often lack opportunities to re-enroll in the formal education system. This has lead to persistent low literacy level among women which in turn affect girl child academic performance.

## **5.3 Conclusions**

1. This study has shown that, secondary school girls are destructed by issues they encounter right from their families, the society they belong, to the learning institutions they attend. A further critical look at the findings of this particular study reveals that the student's attitudes and parents attitudes have a close relationship and strong impact on student's performance. In other words, student's attitudes are reinforced by parent's attitudes either negatively or positively. A female student who is discouraged by either peers or society can still make it in

her examinations if parents sustain a positive attitude towards her schooling. Cultural factors in almost all circumstances depict girls as inferior to boys, a factor that demeans girls and indeed impedes girls' aspirations in life. They even fail to consider education as the best investment in good life free from poverty, slavery, ignorance and diseases. The consequence of which is laxity and negative attitude towards education. This lowers girls' morale and eventually low academic performance.

2. It emerged that, most girl students could do better than they were scoring if education facilities both at home and school could be adequate for learning. Inadequacy of facilities forces girls to either share or improvise and this venture is never liked by girl students who finally give up and relax for nature to take its course. The availability of physical and instructional facilities has significant influence on girl student performance, they attract and motivate students to work hard and complete their education.

3. Stereotypes were also reported for example, girls consider boys to be brighter and therefore should not compete with them. Cultural impediments do provide them with less exposure to the information that allows individuals to develop self-efficacy hence it makes girls loose morale for school since girls would traditionally depend on men.

4. The study revealed that guidance and counseling has been observed to reverse the impact of some of these factors. This is in spite of the guidance and counseling personnel not being well equipped in terms of skills.

#### **5.4 Recommendations**

1. Promotion of gender sensitivity at home, at the community level and at school: Parents should be gender sensitized, learn to treat boys and girls equally, distribute work load between boys and girls equally or encourage crossover of roles. This intervention by parents can begin in the short term with help of parents. Improving economic status: This should facilitate parents to increase material support to girls. Parental support can take several forms for instance sending their daughters for holiday programs where extra help in academic problems is offered, providing conducive study environment at home, buying them reading materials and giving enough pocket money. Girls should be given more time for revision at home. Support is not possible without improving economic status. Through poverty alleviation programs for example, income generating activities, the families should get money and pay school fees in time and avoid girls being sent away from school. In this way girls will not be left behind in academic performance. This is a long term intervention which



is possible with involvement of parents and the government. Parents attitude towards girls education and performance should be positive, tell them that they are as good as boys in every respect. This should be an immediate or medium term intervention.

Changing negative attitudes at the community level: The community has a negative attitude towards girls who have exceptional academic performance. This must be changed in the short term through sensitization seminars involving the community. The mass media can be used in this respect. Increasing community support: Increased community support for girls who perform well in school is recommended. This can be done in variety of ways: for instance, putting in place facilities, helping with schools fees and building good schools. Female achievers should rise up as role models and encourage their fellow young females. This can be done through exhibitions where, girls/females from the locality are exposed to society as being successful performers in national examinations. This intervention can be implemented in the long term with the help of local leaders and the female role models themselves who can mobilize resources for the exhibition.

For mixed schools: Apart from teachers being gender sensitive, boys also should be gender sensitized and encouraged to develop a value system of respect and love for other students. Girls should be sensitized about their behavior towards fellow girls and attitudes towards female teachers (role models). Let all parties at school develop a cooperative, participative spirit, respect and tolerance. These recommendations can be implemented immediately with the help from teachers and the school management.

2. Improvement of career guidance and counseling services: Schools should have a well trained career masters teachers who should emphasize girl issues, advice on equality, and counsel girls to change attitudes derived from culture and on their weaknesses and strengths, career development, social and school-wide psycho-social problems and on academic performance. This recommendation can be implemented immediately through administrative means by head teachers so as to meet the needs of the ever-growing student populations. There is need to train and deploy more teachers in secondary schools to bridge the gap of high teacher turn over. This intervention can be implemented in the long term with help from the government.

3. Poor previous performance: This should be reversed by encouraging girls to put in extra efforts, learn to do what they want and stand by their decisions, and compete with boys favorably. This is possible by calling on their inner motivation immediately. Psychological

approaches: Recommendations here center around improvement in social skills to increase social competence, self assertiveness and enhancing self esteem. This should be done by trained guidance and counseling teachers. Increased social interaction among boys and girls in seminars should lead to dispelling such academic performance stereotypes. Lack of concentration due to developmental problems should be dealt with through offering counseling.

### **5.5 Suggestions for Further Study**

This study has explored the influence of some selected factors at family, social-cultural, school and individual student based levels on academic performance among girls on national examinations. Unexpected findings including high teacher turn over, presence of guidance and counseling teachers being associated with declining academic performance should be investigated further.

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**APPENDICES**  
**APPENDIX A**  
**TEACHER QUESTIONNAIRE**

The purpose of this questionnaire is to gather information on the factors influencing academic achievement among girls in your school. The information in this questionnaire is for research purpose only and will remain confidential. Please tick in the box provided and write down your responses in the spaces provided. Thank you in advance for your co-operation.

**SECTION I: Bio Data**

1. Gender                      Male ( )              Female ( )
2. Teaching experience 0-3yrs ( )    4-6yrs ( )              7-9yrs ( )              above 10yrs ( )
3. Level of training                      Diploma ( )              Degree ( )              Masters ( )
4. Period you have taught in your current station 1-2 yrs ( )    3-4yrs ( )              above 5yrs ( )

**SECTION II: Family Based Factors**

Use the following scale to respond to the statements given.

SA – Strongly Agree,    A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree

	SA	A	U	D	SD
5. Students in the school have enough study materials required					
6. Study materials at home contribute positively to academic performance in school					
7. Parents provide students with the required facilities For learning					
8. Many students are sent home for fees					
9. Girls form high socio-economic background perform better in KCSE as compared to those from low socio-economic background					

10. Girls from broken families tend to perform poorly in KCSE and are generally absent.					
11. Girls under care of guardians tend to perform poorly than those under actual parents.					
12. In most cases, girls absent are associated with financial problems.					
13. Household chores contribute highly to failure in finishing school assignments among girls' students.					
14. Family size and parental aspirations greatly influence the performance of a girl and career in later life.					
15. Most parents constantly follow up the academic progress of their children and are always present when called upon to address the progress of the learners.					



**SECTION III: School Based Factors**

16. How many lessons are you allocated per week?      0-16 ( ) 17-24( ) above 25 ( )

17. What is the ratio of students to books in the school? 1:2 ( ) 1:3 ( ) 1:4 ( ) 1:5 ( ) above 1:6 ( )

18. Use a tick (✓) to indicate your level of agreement to the following statements.

	SA	A	U	D	SD
a) I always attend all my lessons as per the time table.					
b) Girls utilize available learning resources including time efficiently.					
c) Sending girls to collect school fees from home affects performance terribly.					
d) In most day schools repetition and dropping out is rampant					
e) Entry points of students determine the final grade at KCSE.					
f) Teaching/learning environment in a day school is very de-motivating.					
g) If I could attend refresher courses, I would be more efficient.					
h) Shortage of trained teachers, poorly equipped classrooms and laboratories, directly influence academic performance of students.					

19. What measures do you take to make sure that there is gender sensitivity in class?

- a) Distribution of books equally                      Yes                       No
- b) Equal opportunities in entry                      Yes                       No
- c) Separate classrooms for boys and girls      Yes                       No

20. How has been the performance of girls in your school for the last three years?

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**SECTION IV: Social-cultural Factors**

	True	False
20. The language of instruction affects the level of understanding of the learner.		
21. The locality of the school lacks role models in education and in most cases learners interact with school dropouts and matatu touts.		
22. The community within which the school lies is very hostile to teachers and this makes the teachers to often give insincere approval or support.		
23. Peer pressure at home and members from the community influence girls negatively.		
24. Cultural practices encourage girls to early marriage.		

**APPENDIX B**  
**STUDENT QUESTIONNAIRE**

I am collecting data on the factors influencing academic performance among girls in national examinations. The information you provide will be useful in dealing with these issues influencing academic performance in your school. The information will be strictly confidential. Read all instructions carefully before responding.

**SECTION I: Bio Data**

Please tick in the box appropriately as possible.

1. Gender      Male                       Female
2. Form 1       2       3       4
3. Entry marks at KCPE below 250       250-300       above 300
4. KCPE Year \_\_\_\_\_.

**SECTION II: Family Based Factors**

5. Parent/ guardian occupation: Employed ( )      Not Employed ( )
6. a) Father's level of education. None ( )      Primary ( )      Secondary ( )      University ( )
- b) Mother's level of education. None ( )      Primary ( )      Secondary ( )      University ( )
7. What is the size of your family?
- Single child       2-3       4-5       above 6
8. How far is school from home?
- Within 500m       1Km       above 2Km
9. If you are a day scholar, how do you reach school every morning?
- By bicycle       motorbike       Matatu       By foot
10. Who pays school fees?
- Father       Mother       Guardian       Others specify

**SECTION III: Individual characteristics**

Use the scale of 1 -5 to respond to the following statements as sincerely and honestly as possible.

1- Uncertain, 2 – Strongly Disagree, 3 – Disagree, 4 – Agree, 5 – Strongly Agree.

	1	2	3	4	5
11. I often fail to complete my homework because I lack books and fuel.					
12. The work at home e.g. Shamba, cooking, fetching water, taking care of sick parents or young children greatly affects my private studies at home.					
13. My parents’ attitude towards my academic progress discourages me so much.					
14. The conditions at home may make me to consider dropping out of school					
15. My parents’ financial burden on academic budget greatly affects my performance in school examinations.					
16. My parents have set me a target in KCSE.					

**SECTION IV: School Based Factors**

	1	2	3	4	5
17. In a term I am sent home for fees at least twice					
18. Since I began secondary education I have repeated at least once.					
19. Our teachers are friendly and encouraging					
20. Girls drop out of school because of early pregnancy					
21. Teachers in our school are hardworking and attend all					

their classes					
22. If teachers miss lessons they make up for them during preps or any other time					
23. Teachers complete syllabuses in time					
24. Most teachers come to teach unprepared and this makes it difficult for me to understand.					
25. Lack of enough books, labs, library and other teaching facilities greatly affects my performance.					
26. Generally I am comfortable in my school and given the chance to transfer I will decline.					

**SECTION V: Social-cultural Factors**

Use the following scale to respond to the following statements.

1 – Very true, 2 – True, 3 – Uncertain, 4 – False

	1	2	3	4
27. Majority of female students perform poorly in KCSE due to influence from friends in school and community.				
28. The community talks well of our school.				
29. The language of instruction in school makes understanding difficult.				
30. If the community could be supporting the school, the environment for learning could be conducive.				
31. Pursuing further education for girls is difficult as girls are discouraged by the community.				
32. Girls are viewed as ripe for marriage once they reach high school.				

**SECTION VI: Role of Guidance and Counseling**

33. Please tick where appropriate in the following statements.

	Yes	No
a) Guidance and counseling services are offered in our school.		
b) There is a school teacher counselor who is effective.		
c) Guidance and counseling addresses issues like academic performance, career awareness and development.		
d) Through guidance and counseling services academic performance has improved.		

34. Do you think Guidance and counseling plays a role on enhancing academic performance.

Yes

No

## APPENDIX C

### QUESTIONNAIRE FOR HEAD TEACHERS

The purpose of this interview is to gather information on the factors influencing academic achievement among girls in your school. The information in this questionnaire is for research purposes only and will remain confidential. Please answer all the questions as honestly as possible. All the information obtained will be treated as confidential and will only be used for this study.

#### SECTION I: Bio Data

1. Gender                                      Male ( )                      Female ( )
2. Teaching experience 0-5yrs ( )              6-10yrs ( )              above 11 yrs ( )
3. Level of training                              Diploma ( )              Degree ( )              Masters ( )
4. Administration experience 0-5yrs ( )              6-10yrs ( )              above 11 yrs ( )

#### SECTION II: School Based Factors

Use a tick to indicate your level of agreement as it relates to the following statements.

SA – Strongly Agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree.

	SA	A	U	D	SD
5. Parents pay school fees promptly					
6. All fees defaulters are financially unable.					
7. Parents provide all essentials for their female students.					
8. Parents support fully school initiated projects.					
9. Repetition of class is common among girls in this school.					
10. Entry marks of many girls are below 300 marks at KCPE.					
11. Lack of books and shortage of trained teachers influence students performance.					

12. Poorly equipped laboratories and classrooms leads to poor academic performance.					
13. Girls waste a lot of time between home and school.					

**SECTION III: Family Based Factors**

Use the following scale to respond to the statements given.

SA – Strongly Agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree.

	SA	A	U	D	SD
14. Most learners are not given essential items needed in school by parents/ guardians					
15. Most parents have many children in school and they come requesting for bursaries and aid.					
16. Many parents are poor and see education to their children as a burden.					
17. At times, parents keep their girls at home to assist them.					
18. Most mothers, education is low thus have very low academic expectations on their girls.					
19. Most parents don't provide good study time environment for their girls at home.					



**SECTION IV: Socio-cultural Factors**

Use the following scale to respond to the statements given.

SA – Strongly Agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree.

	SA	A	U	D	SD
20. The community around the school is hostile					
21. Cultural practice and customs are a hindrance to girl's education.					
22. Most school leavers and dropouts idle around the school neighborhood interacting with students.					

23. Is performance of girls in your school very low?

Yes

No

24. If yes, could the following be reasons of poor performance. Use a 'tick' or 'x'

- a) Pregnancy ()
- b) Boy-girl relationship ()
- c) Sickness ()
- d) Truancy ()
- e) Cultural practices ()
- f) Teacher- girl relationship ()
- g) School fees ()
- h) Poor study habits,\poor attitude towards education. ()
- i) Early marriages ()

25. Does the school have guidance and counseling facility?

Yes

No

26. Do you think guidance and counseling has helped enhance academic performance among girls?

Yes

No

27. What do you think the school can do to maintain girl survival in school? \_\_\_\_\_



**SECTION II: School Based Factors**

Part I

10. Issues of poor academic performance among girls are brought about by the following. For each question put an 'x' in the column that most applies.

	Not at all	Rarely	Sometimes	Often	Very Often
a) Are issues of poor academic performance among girls common in your school?					
b) Do parents come to check progress of academic performance of their children?					
c) Are students sent home for school fees in the term?					

Part II

Put an 'x' in the column that most applies. Put an 'x' only in each row.

SA – Strongly Agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree.

	SA	A	U	D	SD
1. The school has guidance and counseling provision					
2. Do students seek guidance and counseling services voluntarily?					
3. Does the school cater for student needs?					
4. Do counselors have counseling rooms?					
5. Do you get support from the administration?					

6. Does the school have a policy of re-entry of pregnant teenagers and lactating mothers?					
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7. What are the main causes of poor academic performances? Use the scale below to indicate whether you SA – Strongly Agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree.

	SA	A	U	D	SD
a) Lack of school fees					
b) Pregnancies					
c) Boy –Girl Relationships					
d) Truancy/ relationships					
e) Drugs and substance abuse					
f) Teacher – Student relationship					
g) Early marriage					
h) Sickness					

8. How often do guidance and counseling address the following issues in your school? Use the following scale, 1– Very often, 2– often, 3– Less often, 4 – Hardly.

	1	2	3	4
a) Giving counseling to individual students with learning problems				
b) Counseling a parent whose child's academic performance is gradually declining				
c) Guidance and counseling has made girls perform well.				
d) Guidance and counseling has improved teacher-learner relationship in school.				
e) The administration acknowledges role of guidance and counseling in influencing academic performance of girls.				
f) Guidance and counseling enhances academic performance of girls.				

**APPENDIX E**  
**SAMPLING TABLE**

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	192	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	86	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

**Source:** Kathuri & Pals, (1993).