

**HOME BASED FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF
HIGH SCHOOL GIRLS IN IN KENYA IN MACHAKOS SUB COUNTY**

BY

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DECLARATION

This research project is my original work and has not been presented for award of a degree in any other University.

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SUPERVISOR'S DECLARATION

I confirm that this research project report has been presented for examination with my approval as the University of Nairobi supervisor

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DEDICATION

To my lovely sons, Patrick, Michael and Winson, I dedicate this work.

APPRECIATION

I wish to appreciate my colleagues especially Joyce Ngei and Khadijah Iman whose words of encouragement kept me going. May God bless you forever.

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ABSTRACT

The main aim of all girls once they are enrolled at high school is usually to excel, however they encounter certain hindrances that interfere with their desired academic outcome. Based on the available data on academic outcome, girls academic performance at Kenya Certificate of Secondary Education (KCSE) in almost all the subjects offered has been low in Machakos Sub County raising a great concern. However, the major factors attributed to this trend of girls' academic performance have not been clearly understood by various stakeholders in the education sector, therefore limiting the ability of educational stakeholders to put in place measures and facilitate the formulation of policies aimed at improving girls' performance at KCSE. The purpose of this study was to investigate the household aspects that have a bearing on girls' educational performance at high school in Machakos Sub County. A descriptive research design was adopted in the study to establish the influence of parental-level of education on girl student performance, as well as determine the correlation between family income and girl student performance and examine the influence of family structure on girl student performance in Machakos Sub County. Teachers at management level were purposively sampled because they are instrumental in the implementation of the curriculum and supervision. The study adopted purposive sampling where the girls who participated in the study were sampled using stratified sampling technique by randomly picking ten girls in all classes in each school. A total of thirty students from every school were chosen. The figure of thirty students was used to ensure validity of the data. The study participants included; Class leaders, school prefects and top performers. A total of 210 students and 70 teachers from 7 schools were therefore selected to take part in the study. T Statistical Package for Social Sciences (SPSS) Version 23.0 computer software was used by the researcher in the process of data analysis. The data was then presented in frequency tables, bar graphs and pie charts to answer the research objectives and questions in relation to the research topic. Findings revealed that socio-economic and socio-cultural factors affected academic performance of girls in the Sub County. It also revealed that school based factors like teacher shortage among others contributed to poor academic performance among girls. Based on the results of the study, it was concluded that home-based factors such as size of the family, family economic and social status as well as household chores affected girls' performance in the KCSE examination. Based on the findings, it was recommended that the schools should be provided with the needed facilities and resources to facilitate the learning process for girls. It was also recommended that education should be provided to communities on the importance of educating girls as well as sensitized on the general importance of education.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The correlation between female students' academic achievement and home environment is attributed to numerous variables. These measurable variables include inter alia family size, parent-income level and parental education level. The present study poses a question: Can these variables impact upon female students' performance? While the association between academic accomplishment and aspects of home-setting has been considered in other parts of the world, they have not been so studied in Kenya to provide indicators of the impact which the home has on the girl's academic achievement. It is therefore necessary to explore the home environment factors that appear to majorly influence in this regard.

The most dominant informal learning situation is the home setting in which the family whereby parents act as teachers and counselors to pupils. As noted by Taylor (1984), the household is where the every human experience occurs especially for the young people. According to Bloom (1984) whatever the parents do at home have a significant impact on the learning and development processes of their children. It goes without saying that lack of learner motivation, communication in mother tongue and absence of activities at home will lead to a reduction in the effectiveness of home as an environment of learning.

Value Teaching is key to the provision of the right human resources for socio-economic production areas that facilitate the creation of wealth and improves the standards of living (Abdullah, 2011). As indicated by the department of international Development's report of 1998, countries consider the provision of education as a key determinant for their overall socio-economic growth and consequently assign a substantial amount of money in their budgets to support education. In particular, girls' education has key contribution to several aspects of girls' lifestyle like health and nutrition, increased levels of productivity, reduced rates of fertility as well as related infant death rates (Psacharopoulos and Patrinos, 2002).

Studies undertaken around the worlds have shown that the education of women, compared with that of men, is significantly related to their increased desire to ensure that their children get high quality education (Behrman, 1990). For example, in Nicaragua, Malaysia, Brazil, Malaysia, Peru and the Philippines, increased participation of children in matters education has been linked to the education levels attained by their female parents. In Botswana, households in rural areas that are headed by females were found to have a higher likelihood of enrolling children in primary schools since women were in full control of both the family decision-making and resources owned by the family. In the Republic of Tanzania, household headed by women were established to save their income with an aim of paying school related expenses for the children in the households, findings also indicated that the women heading the households encouraged the children to study at home and adequately prepare for their examinations. On the other hand, the findings showed that male headed households did not have children who were fully supported in matters relating to education as most males who headed the households resorted marrying

several women with the intention of increasing the levels domestic labour as well as their social status in the society. Generally, dominant roles are played by women in financing the education of their offspring (Floro and Wolf, 1990). The argument by Lavy (1992) in this context shows that a mother's level of education significantly influence the academic achievement of her children. On the other hand, father's level of education also determines the level of children enrollment in schools as well as academic performance, particularly among girls, as indicated by Lavy (1992), the influence of a mother's education level is a significant factor in the academic achievement of girls.

In Nigeria, Callaway (1980) in his study established that a major factor influencing girls' academic achievement was the increased contact outside the confines of their households or homes and the opportunity to discover social reinforcement enhancing positive self-development as well as aspirations. However, the study indicated that gender dimensions in education continue to face various hurdles which range from low female participation rates, transition and educational achievement. As a result, there has been a continued benefit among men in activities that are highly productive leaving women behind, this correlates directly with the traditional feminization of the domestic arena.

Studies conducted by Eshiwani (1983), Ayoo (2002), UNESCO (2001) and Kitavi (2005) show that issues encountered by children during the daily life as they attend schools usually influence their academic achievements. According to Marjoribanks (1972:109), the existing relationship between home environment and students' academic achievement are relevant to both teachers and parents. Advice maybe provided by teachers to parents concerning the aspects of the home which influence girls' academic achievement in one way or another. Fullard (1985:69) argues that knowledge of home background can enable

parents to effectively guide their daughters and sons through improvements in the home environment as a way of enhancing the academic achievement of the girls.

1.2 Statement of the problem

Home environment forms the initial setup for a person and therefore becomes the first school. In this study attention was focused on home environment. The study wants to find out what parents do in the home environment to prepare and promote the academic achievement of female students. The background study indicates that the home climate determines to a large extent the academic performance of senior secondary school female students.

Majority of girls in public secondary schools and their families do not enjoy the essentials like balanced diet, medical/health services, and facilities required for recreation. These factors may directly affect the academic achievement. Girls whose parents are of low socio-economic status tend to perform poorly compared to the girls whose parents are well off. The children from high income families usually find everything they need while schooling and as a result they perform better in school.

Based on the observations made by Ayot and Briggs (1992), while a primary school leaving certificate is important, in this day and age secondary certificate is something that any individual must have. This is because the world has become so competitive. Candidates with high higher KCSE grades therefore stand better chances of securing opportunities to pursue better courses in the prestigious tertiary institutions both locally and

internationally. This shows that poor performance of students leads to limited opportunities in some parts of the countries compared to others. In relation to this, poor performances in KCSE among girls in Machakos Sub-County have been persistently recorded since the inception of the 8.4.4 system of education.

Some factors that contribute to low academic achievement of girls include parents' socio-economic status, highest level of education attained by parents, how students utilize their holidays, involvement in household chores and the structure of family among others. In 2013, poor performance of girls at KCSE was observed in Machakos Sub-County as compared to that of boys. Therefore, there was need to examine the impact of home based factors on girls' academic achievement in the region.

1.3 Objectives of the Study

The objectives of the study was to investigate the home based factors affecting the academic performance of high school girls in Machakos Sub-County, draw possible solutions to any gaps identified and educate the public on strategies to employ to improve girl child performance at high school. The study came out with recommendations to be used by stakeholders to improve academic performance for girls at high school .

1.4 Main Objective

To investigate home based factors affecting the academic performance of high school girls in Machakos sub-county.

1.5 Specific Objectives

The following objectives guided the study.

- i. To establish the influence of highest level of education attained by parents on girls' performance in, Machakos Sub County.
- ii. To examine the influence of family income on the performance of girls in Machakos Sub County.
- iii. To establish how family structure influence the academic performance of girls in Machakos Sub County.
- iv. To determine the existing relationship between gender roles and the performance of girl student in Machakos Sub County.

1.6 Research Questions

- i. Does the education levels attained by parents influence the academic performance of girls in Machakos Sub County?
- ii. What is the correlation between family income and female students' academic performance in Machakos Sub County?
- iii. What is the influence of family structure on the academic performance of girls in Machakos Sub County?
- iv. What kind of relationship exists between gender roles and girls' academic performance in Machakos Sub County?

1.7 Justification of the Study

There was the identification of various home based factors affecting girls' performance at high school and came up with viable policy recommendations which can be adopted by various stakeholders such as, Ministry of Education, County governments communities and parents in developing policies and advocacy programmes for helping in improving academic performance of girls in high school. Additionally, findings of the study will inform the communities and other interested parties in advocating for quality education for all children to enable them develop their socio-economic welfare in line with the Kenya Vision 2030 and the SDGs.

The study findings may be used by scholars and researchers to further research on home-based factors affecting the performance of girls at different levels in their examinations.

The study may inform parents on the role they need to play at home to ensure that their daughters excel in academics. The study will also facilitate individual researchers to identify gaps in the current research and carry out further researches aimed at filling the identified gaps.

1.8 Limitations of the Study

Data collection was through questionnaires despite there being other methods of data collection such as interviews and observation. Interviews would have allowed the data collector to probe the interviewees further for clarifications and additional information.

This was not possible due to constraints of time.

Poverty situation at home may not be an issue to declare very honestly and therefore respondents may shy away from giving factual information for fear of being embarrassed or discriminated against. This would definitely lead to biased findings.

1.9 Study Limitations

First the study was delimited to public secondary schools in Machakos Sub County. Secondly, samples of teachers at management level were used for the study. Because of time and other constraints teachers below class teachers, members of the BOG and the PTA did not participate in the study. Thirdly, a result of financial and time constraints, the study focused only on home-based factors. Aspects like students entry behaviour, challenges due to school infrastructure which have a bearing on education were not examined by the study.

1.10 Assumptions of the Study

1. That the KCSE examination is an acceptable instrument for evaluating the student's academic performance.
2. Truthful, accurate and honest responses were given by respondents.
3. The outcome of the study was factual, valid, reliable and reasonable.
4. The research instruments used in the study were valid and therefore the findings adequately answered the study objectives.
5. The sample size used in the study had adequate representation of the entire study population allowing for the findings to be generalized.

6. The use of appropriate sampling technique, data collection methods and analysis procedures will yield adequate valid results.

1.11 Definition of Terms Operational

Gender – Refers to the cultural distinction of male and female. The distinction is defined using identities, roles and relations.

Gender Equity- Refers to a situation where equal opportunities, resources and control are offered to girls and boys without any form of discrimination.

Gender disparity- Refers to a situation where fair and equal treatment of boys or girls does not exist. In this case, one gender is given priority and preference over the other.

Home based factors- These are factors associated with the home environment influencing students' academic performance.

Parental involvement- This refers to a situation where parents are actively involved in the education process of their children by providing them with resources needed for school, paying school fee, following up children's performance and checking their books.

Public school- Refers to a school that is fully supported by the government

KCSE Performance- This is the mean grades obtained by the students at Kenya Certificate of Secondary Education (KCSE).

Family Structure- Refers to the way the immediate family is constituted.

Family Income- Refers to the maximum amount of money that a family can raise from employment, business and other economic activities.

Genders roles- Refers to the undertakings and responsibilities that are certainly allocated to children in the societal setting.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews literature relevant to the study and in line with the research objectives. The review subheadings include: parents' level of schooling, parents' revenue, gender duties and household composition. The section further discusses the theoretical and conceptual framework.

Socio-economic status is regarded as a strong determinant of student achievements since Coleman's (1966) landmark study on *Equality of Educational Opportunity*. According to Coleman (1966), the effect of student's socio-economic background was greater than any other school related factor. In the United States of America, poverty is indeed a significant determinant of academic achievement among children. A study titled *Luxembourg Income Study*, done by Rainwater and Speeding (1995) in 18 nations revealed that in 1990s, there was lower real income of families in the United States more than in almost every other nation in the globe.

According to U.S. Census Bureau (2001), in 1999, age of people less than 18 years dropped from 16.9% to 16.2% in 2000, however, children in the US remained the poorest population age group. Out of 12 million kids, a third is in extreme poverty in families whose levels of income are under 50% of the poverty line. In Louisiana, the child poverty rate is second highest in USA (Hoff, 2002) while in the South it is at 29% (Bennett and Lu, 2000). In

1998, the per capita income in Louisiana was only 82% of the U.S on average, and for the school district according to the study was only 69% on average in USA. This implies that a greater proportion of kids live in poverty in addition to the total number of children facing constraints socio-economically at the time of the study.

Socio-economic status and its link to the achievement of pupils in school is more complex when a comparison is made to the report done by Coleman's (1966) that was earlier shown. First, exploring the link can be conducted at various unit levels, from national level, districts, schools, classrooms and individual students. According to Payne and Biddle (1999) as they commented on the data that was found from the Second International Mathematics Study (SIMS), noted that if America had been represented only by its school districts that had poverty levels that were very low, the rank for United States of America would have been second out of the total number of twenty three nations that were under consideration. Research findings by Binkley and Williams' (1996) supported a similar comparison between socio-economics status of students/families and their reading literacy. Among the 32 other countries considered, the low poverty fourth-grade group in USA fared better compared to other groups. The group considered of high-poverty recorded a score which was below the group considered to be of low poverty, it was however not below the international average.

Lutomia and Sikolia (1999) while looking at the poverty issue and its impact on educational achievement assert that, students in boarding secondary schools need to be supported with finances by their parents for purchase of personal effects and for any emergencies that

come up at school. Lutomia and Sikolia (1999) further indicate that a greater proportion of secondary school students are usually affected when the schools' administration send them home for schools fees. While conducting a research to examine poverty and its impact on the performance of students, Onyango (1983) noted that poverty was a significant determinant of the performance of students in Kenyan secondary schools. Onyango (1983) in his study established that a greater proportion of poor families in Kenya were usually large families that are made up of six to over ten children. In these families, parents are small scale farmers or are engaged in small and medium economic activities such fishing, running shops and selling second hand clothes. For these families to succeed in meeting the basic needs of their children they have to work extremely hard and many times it is not usually easy for them to meet all the needs of their school going children considering the fact that they have several children to take care of. Students coming from such families are frequently sent home due to school fees arrears and never find adequate time to concentrate in class compared to those hailing from economically stable families. This frustration and challenge distracts students from being focused on learning. This kind of frustration may result to students being subjected to depression as well as pushing them to vices such as stealing, prostitutions or even drugs which lead to poor academic performance.

2.2 Home Based Factors Influencing the Academic Performance of Girls

2.2.1 Highest Level of Education Attained by Parents

The economic and social status of a household does not sufficiently explain the differences in the attainment of schooling by both girls and boys. Hereditary behaviors of the

homesteads are basically linked to educational accomplishment. The traditional resource that is people's talents, knowledge, and education level influence individual's status in the society, a position that is transferred from one generation to another. In other words, siblings are provided with the information and the approaches necessary for achieving their learning and work-related accomplishment by parents (Passeron and Bourdieu, 1990). Sociologists widely use the concept of cultural capital particularly while exploring the relationship between the education level of parents and children's educational, occupational choices as well as achievement.

Anders Bakken (2003) presents a summary of the mechanisms underlying the correlations between parental education, socio-economic status and the academic achievement of girls: educational valuation; families with non-similar socio-economic status put different values on education and the outcomes of school; girls coming from different socioeconomic backgrounds do not have similar access to school related inputs and books; teachers have higher expectations on pupils from families that are higher achievers in academics. Pupils may be induced by higher levels of expectation from parents to exert additional efforts; this may encourage teachers to record and note positive academic achievements among their students. Regardless of the education levels, it is usually established that the education levels of parents greatly influences the educational achievement of girls. For instance, in a study conducted by Bakken (2003) a significant positive link was established between the socio-economic status of parents and academic achievement of girls at lower and upper secondary school levels. On the other hand, Huang (2007) established a positive correlation

between the education levels of parents and the extent to which girls are motivated to participate in education as well their achievement at upper secondary school.

In a study conducted by Hansen (2001) in Norway, it was established that social foundation affects educational success as well as career choice of students. The study established that girls raised by families with higher levels of educational achievement tend to perform better than those raised by families having low educational achievement. Hansen (2001) went ahead to explain this in terms of the level of awareness of the importance of education and networks with other families or friends who are educated. Additionally, Hansen and Mastekaasa (2006), longitudinal study reported that a variation in academic performance at different levels of education fields is influenced by cultural capital level. For instance, a student originating from a household whose main economic activity is peasant farming shows the lowest levels of educational achievement. On the other hand, students who came from households where education is valued performed better in school compared to those from households where educational matters are never discussed at home. Social class origin has been established by various studies to determine access in the labour market (Munk 2000; Hansen 2001a); trust in financial institutions and systems (Fekjaer 2000); financial rewards for people having similar levels of education (Hansen 2001b), and elite position attainment particularly for families without any form of tertiary education (Mastekaasa 2004).

2.2.2 Family Structure

The moral, psychosocial and spiritual foundations are laid by a girl's family. While overemphasis cannot be made on the role played by a mother in this, research studies on the relationship between the father and the child indicates that fathers' presence in home significantly influence the development of a girl both psychologically and socially. For this reason, parenthood is a responsibility that requires the full coordination of both mother and father who must fully monitor the improvement process of the girl (Agulanna 1999).

Basically, a family can be regarded as intact or broken. In this context, a broken family is regarded as one that is not basically intact as a result of separation or divorce, death of either parent which at this point, the family was considered as incomplete (Conkline 1996).

The necessity of this is the fact that living as a single parent is a big challenge for both the parent and the child. Challenges of diminished financial resources, assumptions of new roles, responsibilities and reorganization of routines and schedules, establishment of new patterns in intra-familial interaction face such families (Agulanna 1999). A condition that is totally not conducive in effective parenting. This is because single parents are overburdened by responsibilities as well as by their own emotional reaction to their situation and as a result they are often impatient, irritable and insensitive to children's needs (Nzewunwah 1995).

Literature indicates that female students raised in families headed by single mothers usually perform poorly compared to the girls from family composed of two parents (Amato and Keith, 1991); Waldfogel et al, 2010; Bachman et al, 2009). Research suggests that a greater proportion of girls from single parent families especially where the head of

the household is the mother and the father is non-existent are faced by various challenges while attending school, although the gap in academic performance in school between the students from single parent homes or those girls who have been raised by single mothers and those raised in families where both parents exist is apparent for both genders (Zimiles and Lee, 1991). Being the largest sub-group of families where both parents exist (Heuveline et al., 2003), single parent families particularly those headed by single-mothers attract much attention.

As argued by Magnuson and Berger (2009), students with single parents particularly those who are being raised by single-mothers usually perform poor in academics especially in subjects like mathematics and reading when compared to students with both parents in the same age category. According to Amato and Keith (1991), custodial mothers who are single parents may “underestimate” (p. 33) the challenges faced by their children. Perhaps poor performance in school is perpetual among students from single parents as a result of low levels of parental attention on school matters, psychosocial needs of the children and also the financial needs of the children.

Generally, students from single parents tend to lack text books and other school needs unlike children from families having both parents (Hampden-Thompson, 2009; McLanahan and Sandefur, 1994). It has been noted in the literature that separation of parents is usually the major factor that result to homes being headed by single mothers (Heuveline et al., 2003). According to Jeynes’ (2006), students from single parent are more

likely to undergo depression as a result of the separation and this may adversely affect their academic achievement.

Pong (1998) notes that once other family background factors are under good control, a student can still record excellent academic achievement, however, no research has exclusively revealed that girls from single parents' homes record poor academic achievement. Similarly, Marsh (1990) particularly indicated that students from single-mother families, either a boy or a girl may not perform poorly in school due to the nature of the family as compared to students from families that have both parents.

Despite the fact that various studies have shown that students from one parent families particularly those headed by single-mothers families face challenges while schooling compared to their counterparts from families having both parents, some other studies have disputed this research finding. Further comparative study is required to compare the academic achievements of specific subgroups of students raised in families where both parents exist and that of students from families headed by single parents either male or female. Similarly, students brought up in homes headed by single mothers, and students raised in homes headed by single fathers tend to experience poor academic achievement when compared to students raised in homes with both parents (Amato and Keith, 1991).

The findings of a study by Zimiles and Lee (1991) showed that girls' academic performance is usually poor as compared to the performance for boys raised by single-father families. Along with poor scores in mathematics and science subjects, the general

low academic achievement of girls from families with single-fathers was linked to psychosocial issues, depression, and poor access to health care services (Leininger and Ziol-Guest, 2008). An interesting fact is that there were similarities in the findings regardless of the families' level of income or social economic status. Higher risks of alcohol and drug abuse were also associated with male students' from families where only the father was present as compared to families with both parents and families with single-mothers (Jenkins and Zunguze, 1998).

2.2.3 Parents'/Guardians' Level of Income

In the western world as well as African countries, a family's socio-economic status is usually associated with parents' academic achievement, level of income and the occupation of parents. A study by Ford and Harris (1997) surveyed this logic in an examination of the parents' influence on African American school environment focusing on specific social and economic factors such as the highest level of education achieved by parents, marital status, and the level of family income.

Girls from families of high and middle economic status usually have excellent environment that is conducive for learning since they are provided with adequate facilities needed for their learning process. The resources kept by the household may be understood to be linked to social and economic status. On the other hand, students who had access to computers both in school as well as back at home exhibited significantly higher score in science compared to those who only had access to computers while in school (Flemin and Thompson, 2003).

There is no access to extra learning facilities for girls coming from families of low socio-economic status and hence, the opportunity to reach at the top of their educational ladder maybe hindered. According to Drummond and Stipek (2004) a small fraction of these parents reported that they could only afford to meet a small percentage of basic the needs of their children. Girls from families of low social and economic status usually face challenges in meeting their own basic needs as well as taking care of their younger siblings, their caregivers on the other hand spend several hours working compared to their peers who come from families that are stable socio-economically, as a result, they are unlikely to engage in after school activities and they spend less time playing outdoors. Unfortunately, girls would not get the model for developing desirable emotions and character. The failure to establish good relationships with age mates and peers inflicting negative effects (Wainwright, Bost and Szewczyk-Sokolowski, 2005).

Other than aforementioned, there are more issues apart from socio-economic factors that were found to promote the educational activities among students in other researches done in the past. Children brought up in a household where parents were not available at home most of the time, were found to be at the risks of exposure to mental exploitation, physical abuse, starvation, illness, teenage parentage, family tension and failure to complete studies.

Studies have shown that low socio-economic standing have a correlation with a variety of indicators of the welfare of adolescents, as well as students' academic success (Beauvais and author, 2003). Poverty contributes towards learning failure, not essentially as a result of unfortunate students are all "customarily unfortunate", however their welfare and

biological process standing is insufficient to grant them most mental development for them to comprehend their potential educationally (Birch and Gussow, 1979). Youngsters from poorness stricken homes usually portray deficiency in development that typically begins even before they're born. In this regard, Birch and Gussow (1979) indicated the need for society to seriously think about issues that contribute to learner failure in academics.

2.2.4 Gender Roles at Home

When particular roles are assigned to a specific gender, then gender based labour is experienced. In this case, women are viewed as the right domestic workers; this widely affects the educational achievement of girls. In Kenya, most girls suffer from the effects of child domestic labour. The situation of poverty has resulted to domestic child workers, some starting at a very young age. Save the Children Kenya (2007) conducted a child labour survey and found that the child labor is a major challenge faced by girls in Nairobi. Based on the survey report, it was clear that girls aged between of 9-10 years were often taken from in Kayole slums in Nairobi County to engage in domestic work at the neighboring estate in the eastern areas of Nairobi. The report further revealed that these child labourers also get exploited as many work without getting paid even a penny, and often dismissed if they complain. The children do massive work and are sometimes abused sexually in the places where they work. Denying women accesses to income generating activities negatively affect their children especially the girls.

According to Sen and Grown (1998), if the sustainable development goals are made up of improved living standards, eradication of poverty, improvement in the living standards, access to employment opportunities that are dignified as well as the reduction in the societal socio-economic inequalities, then it would be important to focus on the socio-economic development of women first since they are key to this.

As noted by Sen and Grown (1998) women's work is important in enabling the survival and ongoing reproduction in the society specifically in healthcare and upbringing of children. Children of socio-economically disadvantaged women are usually affected in one way or another; however, children benefit greatly when their mother secure right to access the existing means of production. According to Koos (2000), societal cultural as well as religious norms may hinder women from effectively executing their roles in the society. He further asserts that in such cases, women tend to lack the necessary economic and political rights.

Lack of employment and poverty among women in Kenya is a factor that has contributed to the increase in the number of street children as well as child abuse such as child labour, child prostitution among other challenges. Further, as pointed out by Koos (2000), gender inequality among women usually begin at childhood at the point the girl child fails to find the opportunity to pursue education, she doesn't becomes adequately competitive in the job market. According to Mukhopadhyay (2001), evidence suggests that economic activities controlled by the male heads of households never contribute necessarily to the well-being of women and their children. Mukhopadhyay (2001) also argues that

independent resource ownership by women can be considered important in the promotion of the wellbeing of a family.

2.3 Empirical Review of Home Based Factors Influencing the Academic Performance of Girls in Kenya

In a study by Murugi (2008), it was established that more than one million children of school going age are not attending school in Kenya as a result of poverty. A greater proportion of the children have been forced out of school to raise income for their families because of rising levels of poverty. This has been further worsened by post-election violence which keeps recurring in Kenya every electioneering year.

Adu (2007) conducted a study in Meru which established high rate of child labour in cash crop growing areas of Central Kenya region. Inadequate alternative economic activities in the region were attributed to the high rate of girls' drop-out of school. Many girls tend to consider early marriages as an escape route from poverty that exists in their respective families (Wamahiu, Opondo & Nyagah 1992). As established by Wanjiru (2007), girls at very younger age sometimes resort to working as house helps with a goal of raising funds for their siblings' education. Further, the system of education in Kenya has failed to address the fate of children involved in child labour. It is worth noting that even with the government's efforts to subsidize fees in public schools, parents are still responsible for the provision of the learning materials for students and other school requirements (MOE, 2008). It is believed that investing in boys' education is important than in girls' education, the girls tend to drop out of school at a very high rate (Wamahiu, Opondo & Nyagah 1992).

In another study by Brigeon (2005) on making school safety for girls in Rift valley, it was established that girls and their families may find little reason to attend school if they are in low paying employments or occupations traditionally associated with women. The study indicated that Kenya being a developing economy has high level of gender discrimination which occurs in public schools, making girls to shy away from technical subjects such as Mathematics and Sciences. Practices during teaching for instance giving boys more opportunities than girls to actively participate in various class activities, giving only boys the opportunities to lead groups and use learning materials may not encourage girls when it comes to academic activities.

2.4 Theoretical Framework

The study was anchored on the Pearson's gender relations theory hypothesized by Pearson (1995), the theory argues that, in the society, activities undertaken are viewed based on interactions and social roles of women and men. Ultimate authority exists in the society on the specific nature of the roles that women and men actually perform, and their real contribution to production which always turns out to be biased against women.

Pearson's gender relationship concept was highly suitable for this research study since it puts emphasis on the various socio-cultural and economic norms. The norms highlighted in the theory influence the academic achievement of girls in one way or another. Traditionally, the family usually is usually headed by an individual parent, mostly, this position is held by the male parent leading to dominant male controlled ideology. There is narrow definition of the roles that women are assigned. There is usually an expectation that

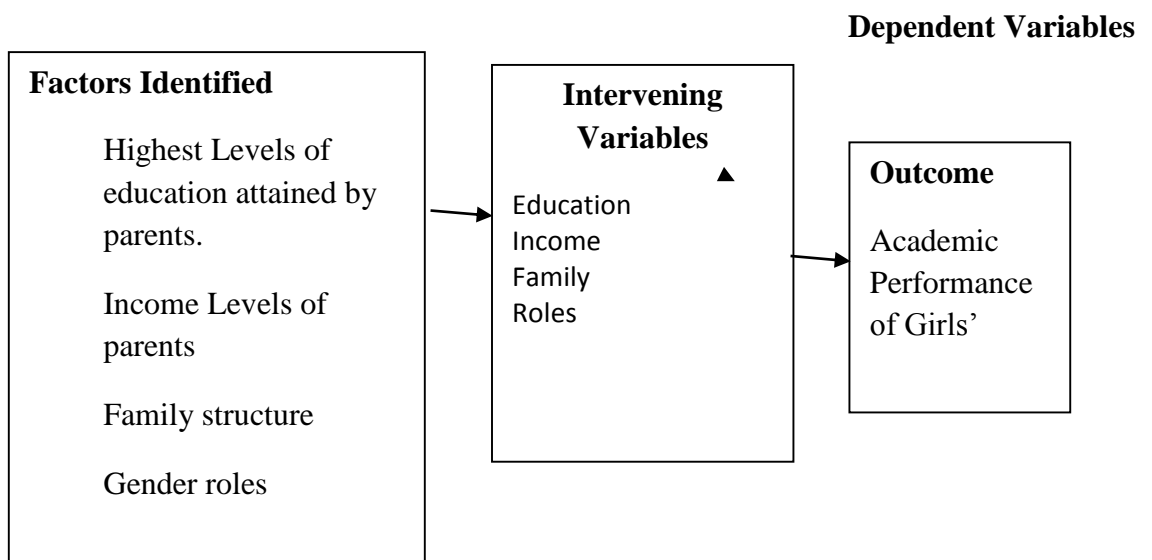
women must be good mothers to the children as well as good wives to their husbands. Similarly, girls are considered less superior in the society and their education is not prioritized like that of the boys. Research studies reveal that discrimination against girls has its foundations even before girls are born as a result of parents' negative attitude coupled with societal norms and beliefs that place a lot of value on the boy child (Wamahiu, 1995 and Heneveld 1995).

The advantages realized in ensuring that girls are educated can be explained by the evidence on the impact of education on the academic achievement of girls. Educated young women acquire and effectively apply their new personal, socio-economic behaviours that in the long run influence change in the society (Moulton, 1997). As gender becomes the critical factor influencing the education of children (Psacharopoulous and Woodhall, 1985) before parents decide, family priorities are considered. Majorly, girls face more challenges within the home and school unlike boys. These obstacles are linked to socio-cultural and economic factors such as the highest level of education attained by parents, parents' occupation or source of income, size of the family, traditional division of labour, parents' negative perception when it comes to the education of the girl child, early marriages etc. All these issues have a bearing on the academic achievement of girls.

2.5 Conceptual Framework

Figure 2.1: Conceptual framework showing socioeconomic factors affecting the performance of students in examinations

Independent Variables



Four key variables affects the performances of girls in high school are presented in the conceptual framework. They include: The education levels of parents, Parents' level of income, structure of the family and gender roles. This undoubtedly influences the girls' performance in classroom and national examinations which is the output in this particular study.

2.6 Summary of the Literature

The link that exists between the educational achievement of girls in school and their socio-economic status is well documented in the empirical review. While the best way to perfectly measure the socio-economic status has been under dispute, most studies have revealed that girls from poor families tend to exhibit poor performance in school as compared to girls from families with high levels of socio-economic status (Graetz, 1995). Most studies, however, compare students across socio-economic backgrounds and conclude that socio-economic status influences the educational outcomes of girls. The other key factors, include the ones determining the educational outcome within specific socio-economic groups and by a range of other factors that are considered individual, family as well as contextual.

From the researcher's point of view, a decent home is a requirement for excellent performance in academics, since home is the first learning environment for any child. Physical, social, educational and economic orientation starts from the home. The home is therefore regarded as the foundation of any adventure without which a child may not fully take part in any meaningful academic activity.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that was adopted by the research to undertake the study.

3.2 Research Design

Descriptive research is a research method that was adopted for the study as it provided data from the population on the ground, within the boundaries of the research. The researcher could not fully control the research variables. Quantitative survey design describes data and characteristics of the population under study. The questions answered by descriptive study include the questions such as when, where, what, who and how (Mugenda and Mugenda, 2003). The descriptive research design was appropriate for this study since the objectives were aimed at providing a description which was systematic that would very factual and accurate. The number of times a phenomenon relating to academic achievement occurred was provided by the study.

3.3 Target Population and study area

As argued by Orodho (2014), a study population is a totality of all subjects, elements, or members having a specific set of one or more common characters defining it. In this study, the target population was all girls enrolled in public secondary schools within Machakos Sub County.

In Machakos County, Machakos Sub County is its headquarters. Machakos Sub County borders Nairobi to the west and is home to important industrial and residential towns such as Athi-River and Mlolongo. The Sub County is highly cosmopolitan and has a population characterized by varied social status. It was also selected for the study since it has recorded the worst and second highest number of poor female student performance in the 2014 KCSE examination. This therefore justifies the selection of the Sub County as a case study.

3.4 Sample Size and Sampling Procedures

A sample size is a small proportion of a target group whose selection is done through systematic procedures (Mugenda and Mugenda, 2003). The study purposely selected class teachers since they are instrumental in teaching and the implementation of the curriculum. They were therefore considered to have excellent understanding of the social and economic factors influencing the academic achievements of girls. In the selection of girls to participate in the study, purposive sampling was used in sampling girls in form four. In total, 210 students and one class teacher participated in the study for each of the schools. Purposive selection was done for both head teachers and teachers since they were the people in close contact with students and could provide accurate data and information for the research study. The sample of the study is summarized in Table 3.1 below.

Table 3.1: Sample Size

Category of Respondents	Target	Sample Size (n)	Sample size %
Schools	7	7	100
Principals	7	7	100
Teachers	140	70	50
Girl Students	400	210	52.5
Total		128	

N=128

3.5 Research Instruments

Self-administered questionnaires and document analysis were used in the study for data collection. The development of two questionnaires was done by the researcher, one research questionnaire was meant for the teachers while the other research questionnaire was meant for the students. The questionnaires had two sections A and B. Section A of the questionnaire was designed to capture data relating to the background and demographic profile of the respondents while Section B was designed to capture data relating to the socio-economic factors influencing girls' academic achievement. KCSE examination results for the target population were also obtained from the national examining body which is The Kenya National Examinations Council (KNEC).

3.6 Validity of Data Collection Instruments

As noted by Nachimias and Nachimias (1976) the validity of data collection instruments can be determined by expert judgment. In this study the researcher took two main precautions to make sure that the research instruments designed to collect data measures are really what it is supposed to measure for the exploitation of the data rationality. The drafts of the instruments were given to the experts in educational research so as to check their validity.

Two schools participated in the pre-test study and the two were excluded in the final study. The pre-trial schools were located within the study area so as to ensure accurate information on the girls' performance. Pilot testing provides feedback on the clarity and suitability of the instruments. The testing included among other things checking of variables, methods, language, content and quality of responses given by the respondents. This helped in identifying items in the questionnaires that were ambiguous. Deletion or revision was done for the ambiguous items in the instruments.

3.7 Reliability of Instruments

Ogula (1998) asserts that reliability of a research instrument refers to the extent to which the instrument yields measures which are consistent every single time the research instruments is administered to the same respondents. According to Kombo & Tromp (2018), the questionnaires are reliable if a test is administered on a subject twice and the same results are obtained. Split half method was used in this study to determine reliability.

3.8 Data Collection Procedures

A research permit was obtained from NACOSTE before commencing the study. Copies of the research permit were presented to each of the schools participating in the study by the researcher. The participating schools were then visited by the researcher for the purposes of introduction, familiarity and the administration of the questionnaires to the respondents who were sampled for the study. The investigator managed the survey forms with the help of two field work supervisors. The researcher also sought authority from the

Chief Executive Officer, Kenya National Examinations Council to use the 2013 KCSE examination results in the study.

3.9 Data Analysis Techniques

Data analysis involves uncovering the underlying structures, extraction of key and important variables, and detection of any inaccuracies or anomalies as well as testing any assumption that may be underlying. After collecting data, cross-examination of data was done by the researcher to ascertain completeness, accuracy and uniformity. Quantitative data was analyzed using descriptive statistics while the qualitative data was arranged into themes and narrated. The presentation of the analyzed data was done in pie charts, tables and bar graphs while answering the research objectives in relation to the research topic. In conducting data analysis, Statistical Package for Social Sciences (SPSS) software was used and further analysis was done including chi-square test.

CHAPTER FOUR

RESEARCH FINDINGS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis and interpretation. Interpretation was done on the responses provided in the questionnaires based on the fundamental assumption underlined in each question. Data cleaning and verification was done on the data before being coded into SPSS and MS Excel.

4.2 Response Rate

A total of 205 students responded to the questionnaire out of the targeted 210 which was a turn-out rate of 97.7%. From the response, it can be concluded that the response rate was good enough thus giving credence to the study findings.

4.3. Demographic Information of the Students

The respondents` background data collected included age, gender and highest level of education of the parents. Graphical presentation was used to summarize the study findings as shown below. The sample used for this study had the above attributes that were represented in the tables below with their frequency, percentages and brief explanatory notes.

4.3.1 Students' Age Distribution

This part presents the age distribution of the respondents. The results are as presented in the table below:

Table 4.1: Age Distribution of the Students

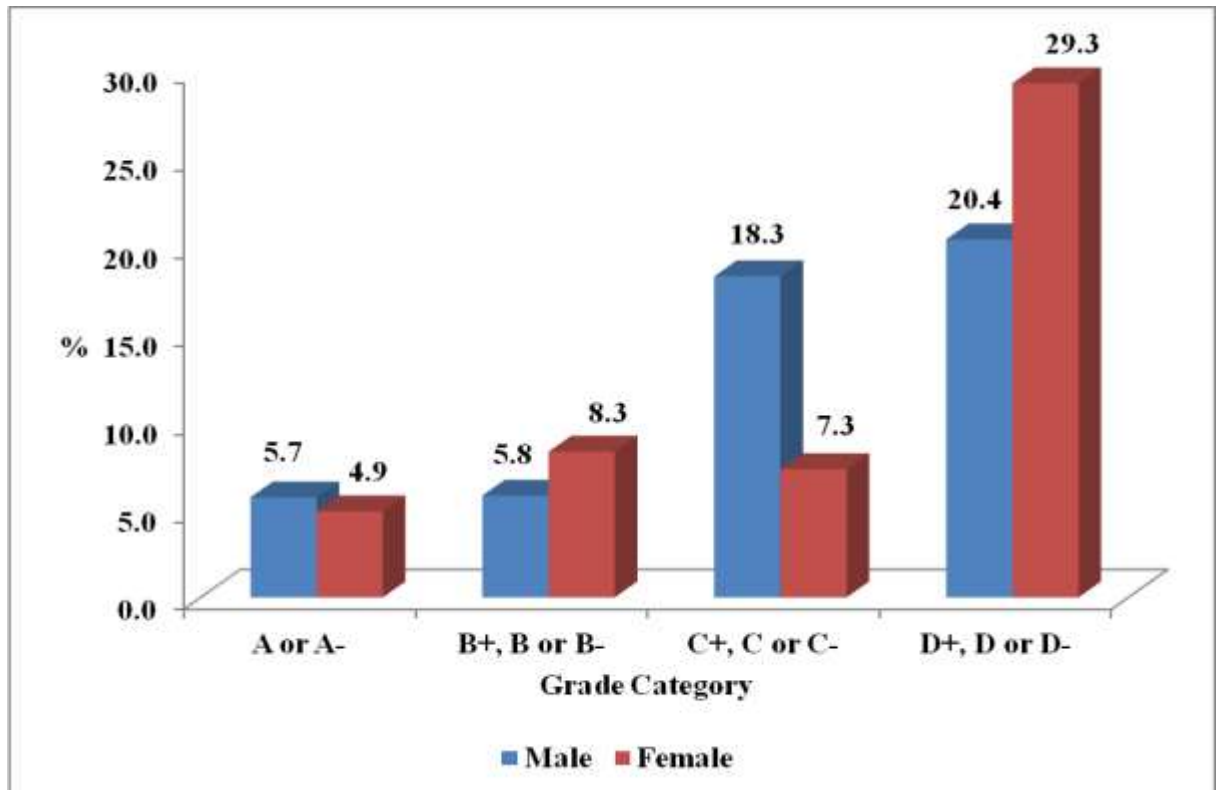
Ages	No.	%
17 Years	15	7.3
18 Years	82	40.0
19 Years	49	23.9
20 Years	44	21.5
21 Years	15	7.3
Total	205	100.0

From the data on table 4.1, 7.3% of the students were aged 17 years, 40.0% were aged 18, 23.9% were aged 19, 21.5% were 20 years while only 7.3% were aged 21 years. The findings imply that the researcher obtained accurate and reliable information that was needed for the study since a greater proportion of the students were aged above 18 years and could therefore identify the factors influencing girls' performance.

4.3.2 Academic Performance versus Students' Gender

The study aimed at establishing the respondents' gender distribution and the KCSE index number. The index numbers were later used to establish the mean grade obtained in the 2014 KCSE examination. The results are as presented below:

Figure 4.1: Academic Performance by Gender

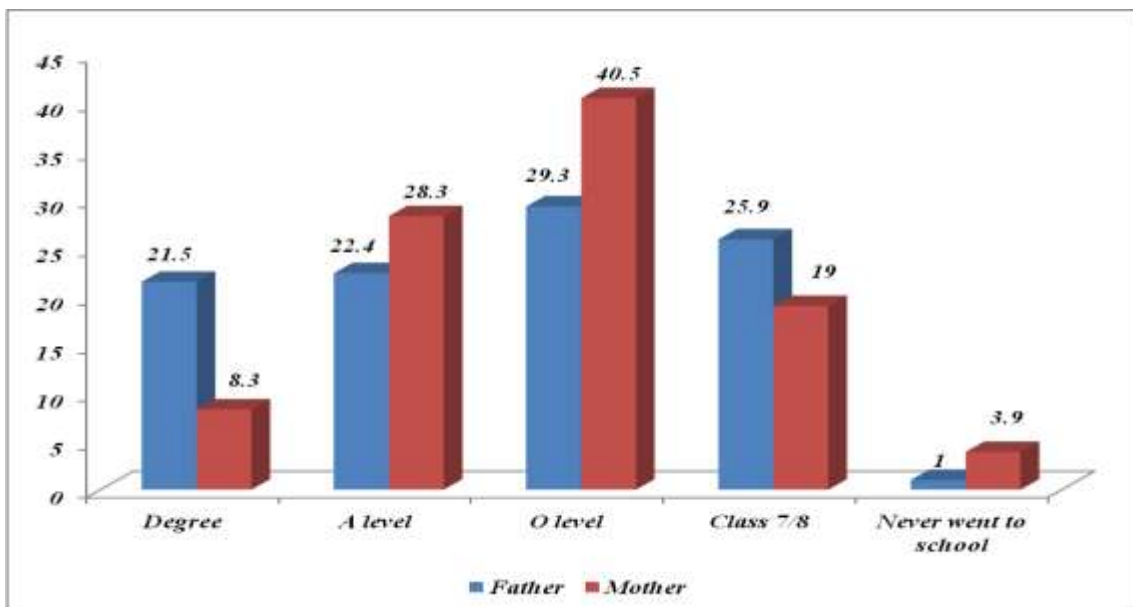


The graph demonstrates distribution of academic performance by gender whereby 29,3% of girls scored between D- and D+ mean grade as compared to 20,4% boys who got the same grade . This is followed by 18,3% boys who scored between C and C+ as compared to 7,3% girls who scored the same grades. Further, only 4,9% of girls attained either a mean grade above A- in the 2013 Kenya Certificate of Secondary Education examinations. Majority of the girls who scored D+, D or D- came from families whose backgrounds were humble. These findings validate the assumptions of this study which attributes the dismal performance of girl students to the highest education levels attained by parents, level of income or economic status, structure of the family as well as gender roles. The implication of these findings is that girls are more likely to be affected by home environment factors than boys thus impacting negatively on their studies.

4.3.3 Father and Mother Education Level

Regarding the highest education levels attained by parents, the respondents` were asked to indicate the education level of their father and mother. The presentation of the results is shown on figure 4.2 below.

Figure 4.2: Education Level of Father and Mother

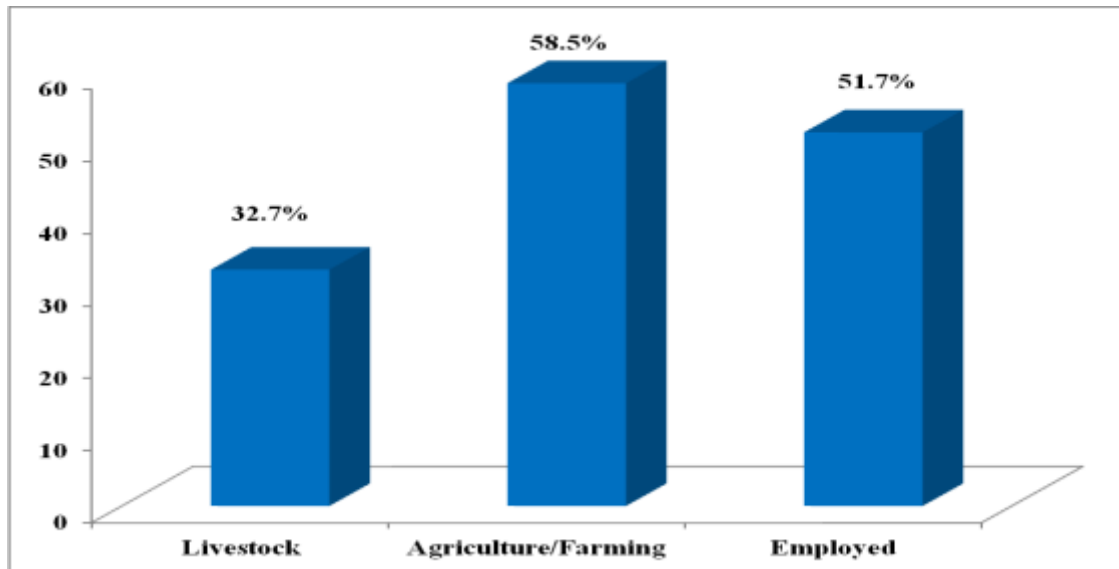


The highest levels of education attained by parents and guardians have a very important role to play when it comes to the academic achievement of the students. The researcher sought to determine the role of education level of parents on the academic performance of students and in these case girl students. Based on the data, 21.5% of the fathers were degree holders compared to 8.3% of the mothers, 22.4% of the fathers had attained A-level compared to 28.3% of the mothers. 3.9% of the mothers had no formal education; therefore majority of parents knew the value of educating girls. Girls whose parents had acquired at least an ordinary level certificate of education had a quality grade in the KCSE

examination. The interpretation is that parents who had high education levels had positive influence of good performance of their girl children.

4.3.4 Main Source of Income

Figure 4.3: Family Main Source of Income



The study aimed at establishing the key sources of family income. Based on the data presented on figure 4.3, half of the respondents (51.7%) indicated that their parents' major source of income was formal employment while 58.5% indicated farming/agriculture as the main source of family income. The findings imply few parents had formal employment and therefore were more stable economically to afford supporting educational needs of their children. Students whose parents were engaged in agricultural activities posted average to dismal results meaning that their parental income and a direct bearing on their education. Agriculture and livestock farming may not generate adequate income to support education of children in school.

4.3.5 Family Information

The study aimed at determining the respondents' family information. Respondents' were asked to provide information on various parameters about their family. Table 4.2 shows the results.

Table 4.2: Family Information

Family Information		No	%
Are all parents alive	Yes	174	84.9
	No	31	15.1
	Total	205	100.0
Number of wives does your father have	1	183	89.3
	2	13	6.3
	3	9	4.4
	Total	205	100.0
Number of meals per day	1	4	2.0
	2	55	26.8
	3	114	55.6
	4	26	12.7
	5	6	2.9
	Total	205	100.0
Perception of large family size as a problem to student's academic performance	Yes	155	75.6
	No	50	24.4
	Total	205	100.0

The data presented on table 4.2 show the family information. The results show that, 84.9% had all their parents alive while 15.1% were either full or partial orphans. Regarding family status, 89.3% were from monogamous families while 10.7% were from polygamous

families. Regarding the number of times the students ate, 55.6% reported that they ate at least three times a day, while 26.8% reported that they ate 2 times a day. 75.6% of the students reported that the size of their families affected their academic performance. The findings imply that family related factors such as number of children, number of parents alive and nature of the family (either monogamous or polygamous) influenced secondary school girls' academic achievement. The mean family size was 5 children.

4.4 Factors Affecting Academic Performance of Girls

4.4.1 Home based factors Affecting Academic Performance of Girls at KCSE Examinations

The study sought to examine the home based factors influencing girls' performance at KCSE Examinations. Table 4.3 below presents the findings.

Table 4.3: Home based factors Affecting Academic Performance of Girls at KCSE Examinations

Highest Educational Levels attained by parents		
	No.	%
Yes	97	47.3
No	95	46.3
Don't know	13	6.3
Total	205	100.0
Occupation of parents		
	No.	%
Yes	140	68.3
No	62	30.2
Don't know	3	1.5
Total	205	100.0
Domestic chores		
	No.	%
Yes	84	41.0
No	110	53.7
Don't know	11	5.4
Total	205	100.0

The study showed that home based factors that affected the academic performance of girls at KCSE examinations were parents occupation (47.3%), parents education (68.3%) and engagement in domestic chores (41.0%) which was a clear indication of effects on the girls' performance as shown in the table above.

4.4.2 To which extent socio-economic and socio-cultural factors affecting the performance of girls

Table 4.4: Extent to which Socio-economic and socio-cultural factors affect girls' performance

	Very great extent		Great extent		Undecided		Little extent		Very little extent	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Parents level of education	67	32.7	32	15.6	15	7.3	56	27.3	35
Parents occupation	79	38.5	32	15.6	10	4.9	50	24.4	34	16.6
Domestic chores	69	33.7	68	33.2	5	2.4	32	15.6	31	15.1
Early marriage	88	43.6	30	14.9	35	17.3	8	4.0	41	20.3

It was found that, 17.1% of the students reported that parents' education level influenced academic performance to very little extent, 38.5% indicated that parents' occupation influenced their academic performance to a great extent, 33.7% felt that duties assigned to them while at home negatively affected their academic achievement while 43.6% reported that early marriages had an impact on the academic achievement as shown in table 4.4.

4.4.3 Home Facilities

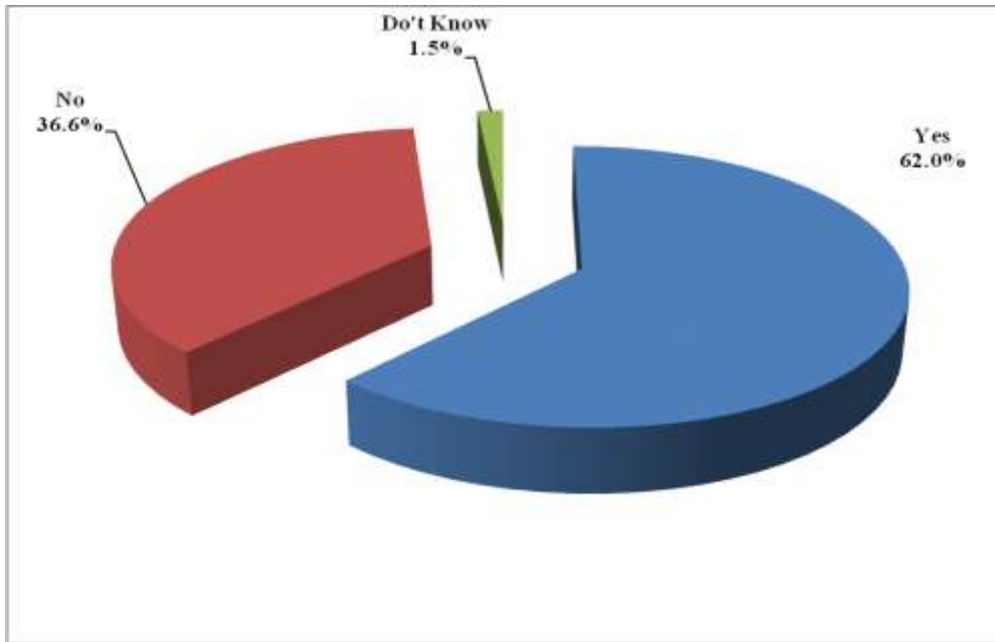
Table 4.5 below shows at which extent home facilities influenced girls' performance at KCSE examinations.

Table 4.5: Home Facilities

Facilities	Yes		No		Total	
	No.	%	No.	%	No.	%
Tap water	111	54.1	94	45.9	205	100.0
Electricity	119	58.0	86	42.0	205	100.0
Reading room	101	49.3	104	50.7	205	100.0
Library books	19	9.3	186	90.7	205	100.0

Table 4.5 above shows the research findings on the facilities that the girls have at home, based on the data, 54.1% reported that they had tap water, 58.0% reported that they had electricity, 49.3% reported that they had a reading room while 9.3% reported having library books. The findings imply that a significant number of girls lack adequate facilities back at home and this influenced their academic achievement.

Figure 4.4: Effects of Home Environment on Academic Performance



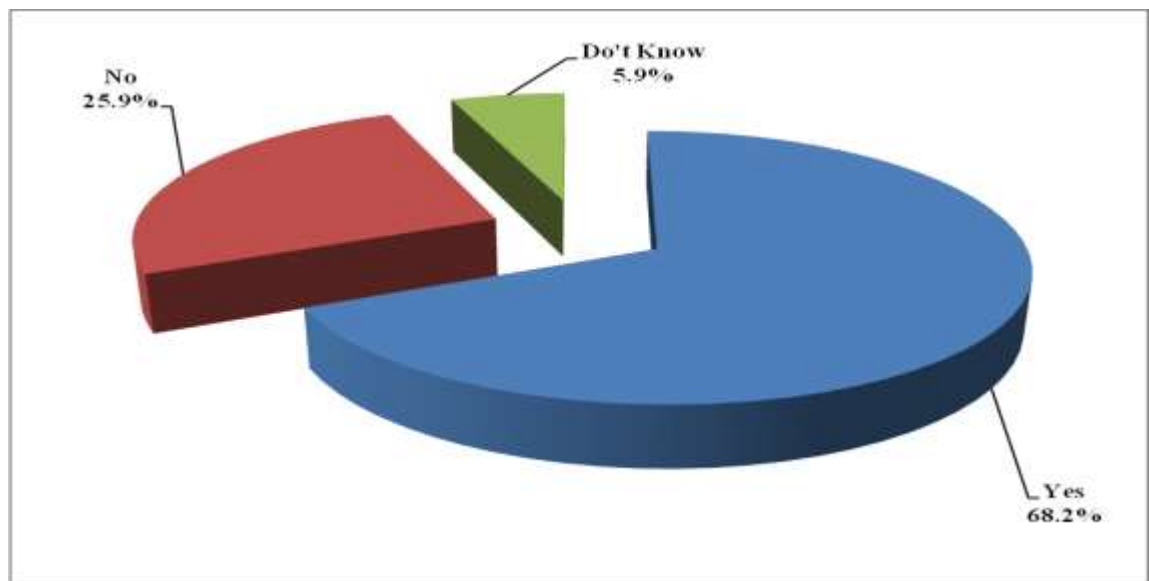
Further, the study sought to establish the effects of home environment on the academic secondary schools. performance of girls in public se, Based on study data as shown in 4.4 above, 62.0% of the respondents said that home environment affect their academic performance, 36.6% of the students said that home environment does not affect their academic performance while 1.5% of the students were skeptical that home environment influenced their academic performance.

Table 4.6: Holiday Spending

Duties during Holidays	Yes		No		Total	
	No.	%	No.	%	No.	%
Looking after livestock	36	17.6	169	82.4	205	100.0
Help in the family business	51	24.9	154	75.1	205	100.0
Help family in domestic chores	95	46.3	110	53.7	205	100.0
Reading/ Revising	99	48.3	106	51.7	205	100.0

The researcher sought to establish the duties that the students engage in during holidays, based on the data presented on table 4.6, 17.6% reported that they looked after cattle, 24.9% reported that they helped in their family businesses, 46.3% reported that they helped in domestic chores while 48.3% reported that they revised during the holidays. The findings imply that a significant number of girls are engaged in various activities at home which give them limited time to revise or study hence affecting their academic performance.

Figure 4.5: Effects of Holiday Spending Styles on Academic Performance



The figure above shows the students' responses on whether the way they spent their holidays affected their academic performance, based on the data, 68.2% reported that the way they spent their holidays affected their performance, 25.9% reported that the way they spent their holiday did not affect their performance. The findings indicate that activities that students engage in during holidays had a great impact on their academic performance.

Figure 4.6: Parents' Life Style

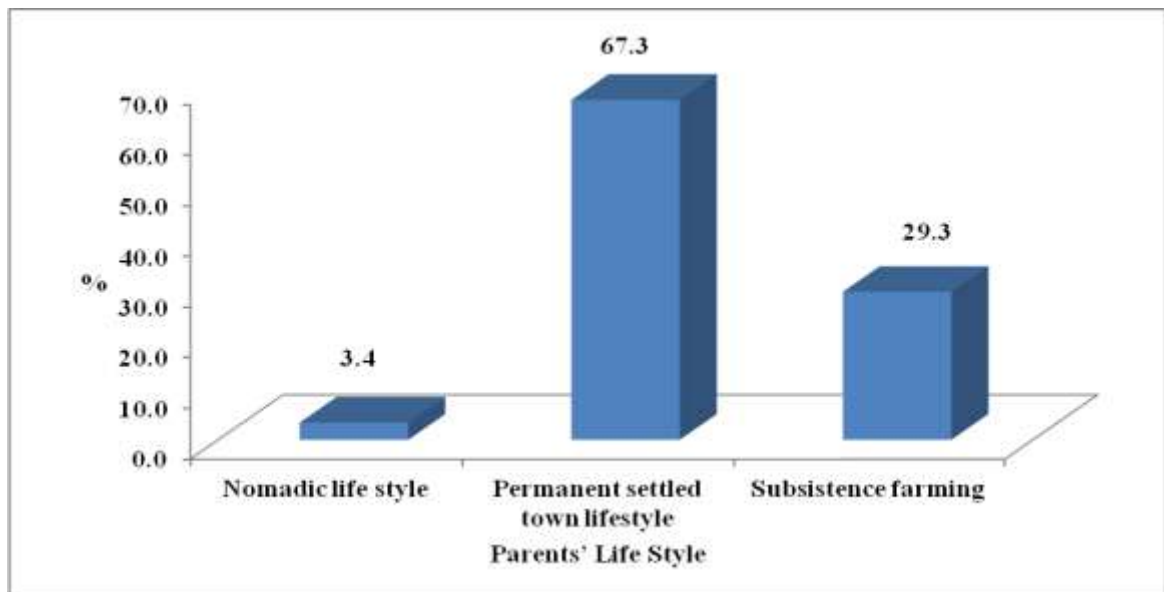


Figure 4.6 shows the findings on parents' lifestyle, based on the data, 29.3% reported that their parents practiced subsistence farming, 67.3% reported that their parents lead a permanently settled down lifestyle while 3.4% led a nomadic lifestyle.

Figure 4.7: Effects of Parents' Lifestyle on Girls' Academic Performance

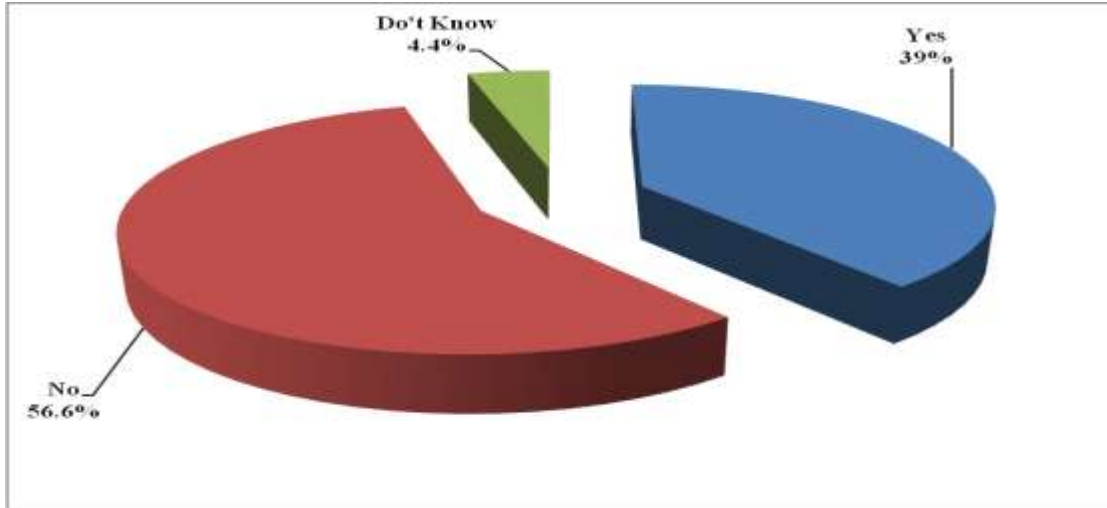


Figure 4.7 above shows the findings on whether parents' lifestyle affects the performance of girls at high school. Based on the findings, 39% reported that the parents lifestyle affected their performance, 56.6% reported that the parents' lifestyle did not affect their performance.

Table 4.7: Frequency with Which Parents Perform Their Duties

Duties		Alway s	Occasionall y	Rarel y	Never done at all	Total
Frequency of missing school within the term	No.	2	41	81	81	205
	%	1.0	20.0	39.5	39.5	100.0
Number of time parents check home work while at home	No.	57	66	40	42	205
	%	27.8	32.2	19.5	20.5	100.0
Frequency of parents' discussion on future career	No.	69	77	29	30	205
	%	33.7	37.6	14.1	14.6	100.0
Frequency of withdrawal from school due to failure to pay school fees	No.	0	51	96	58	205
	%	.0	24.9	46.8	28.3	100.0

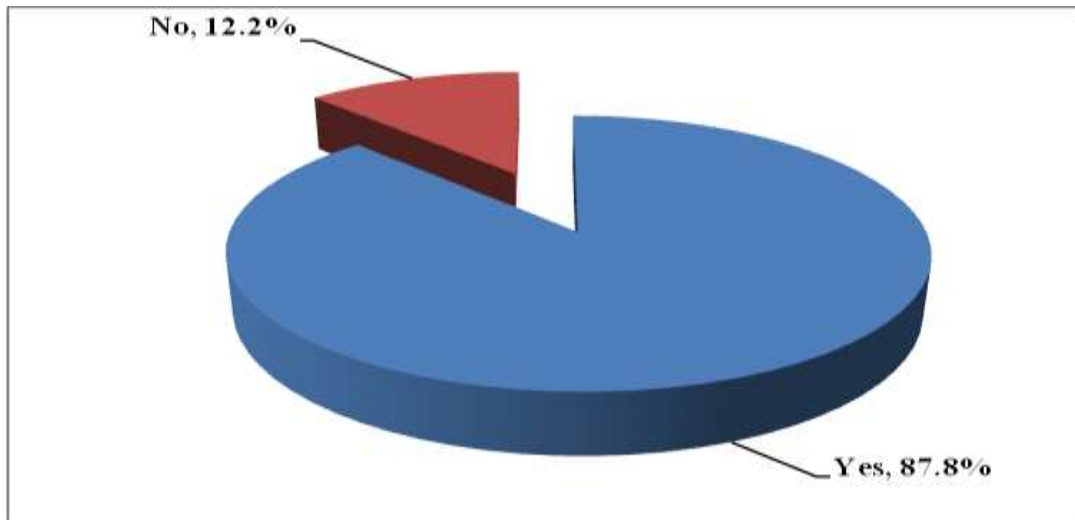
Table 4.7 presents the results of responses as indicated. The results that were obtained from the four items shows that 40% of parents rarely or never checked the home work of their daughters at home. Students whose home work is not supervised by parents at home are likely to post poor grades in examinations. It was also noted that a significant number of girls (24.9%) occasionally missed school for failing to pay fees in time. Failure to attend school occasionally was noted to have been as a result of low incomes by families.

Table 4.8: Parents' Roles

Roles	Always		Occasionally		Rarely		Never done at all	
	No.	%	No.	%	No.	%	No.	%
Exercise books are inspected by parents	19	9.3	34	16.6	52	25.4	100	48.8
Parental quarrels lead to withdrawal from school	0	.0	8	3.9	28	13.7	169	82.4
private studies at home disturbed by parental quarrels	9	4.4	20	9.8	26	12.7	150	73.2
Parents' marriage problem led to poor performance	1	.5	20	9.8	21	10.2	163	79.5
Parents' quarrel led to physical injuries	5	2.4	15	7.3	10	4.9	175	85.4

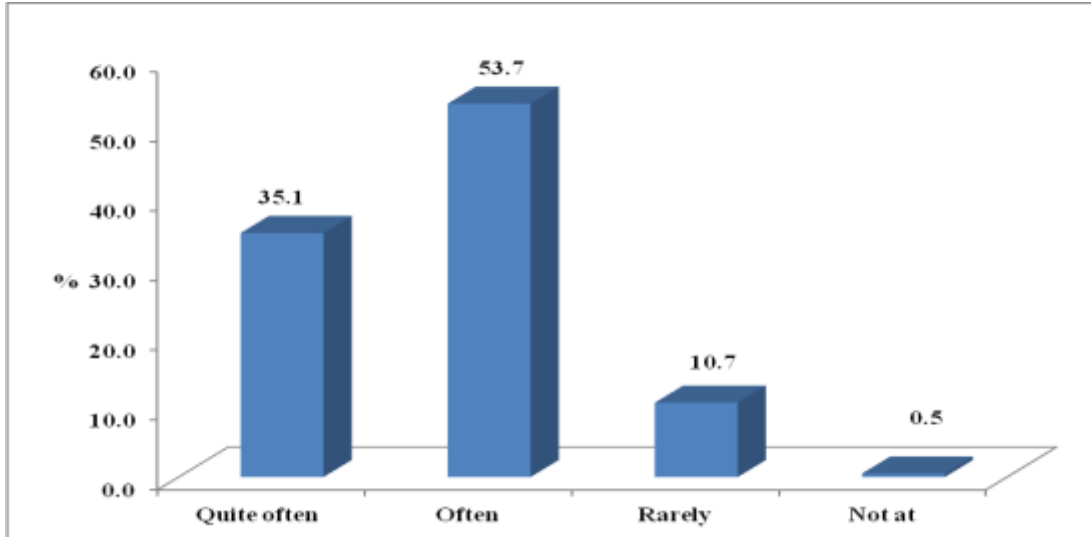
The data presented on table 4.8 above shows the parents' roles. From the summary it is noted that, 48.8% of the students reported that their parents never inspected their exercise books, 82.4% reported that they never withdrew from school because of quarrels with parents, 73.2% reported that the parents never disturbed their private studies at home, 79.5% reported that they had never performed poorly because of parents' marital problems while 85.4% reported that they had never been injured because of parents quarrel.

Figure 4.8: Girls' Dropout



The researcher sought to determine if some girls had dropped out of school. Based on the data presented on **figure 4.8**, 87.8% reported that fellow girls had dropped out of school while 12.2% reported that fellow girls had not dropped out of school. The findings reveal that there are various challenges faced by secondary school girls that contributes to high dropout rates.

Figure 4.9: Frequency of Guidance and Counselling for Girls by Teachers



From the figure 4.9 above regarding the frequency of guidance and counseling for girls by teachers, 35.1% reported that they received guidance and counseling quite often, 53.7% received guidance and counseling often, 10.7% rarely received it while 0.5% reported that they did not undergo guidance and counseling at all as shown in the figure above.

Figure 4.10: Personalized attention to Girls Regarding Academic Performance

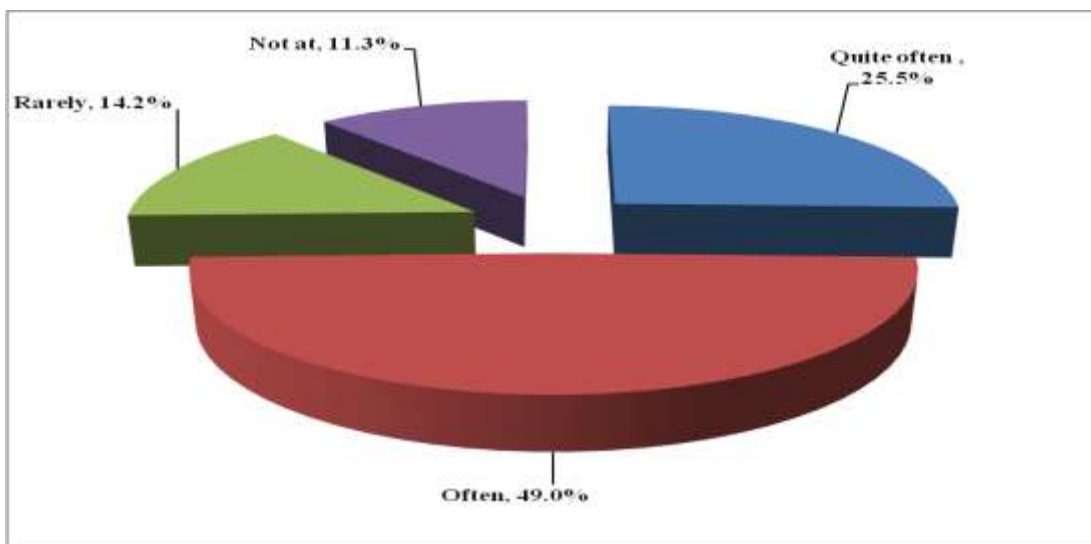


Figure 4.10 summarizes the frequency at which the girls were provided personalized attention regarding academic performance by teachers. Based on the findings, 25.5% reported that they were provide personalized attention quite often, 49.0% reported that they were provide personalized attention often, 14.2% reported that they were provided personalized attention rarely and finally 11.3% reported that they were not provided personalized attention at all.

4.5 Correlation between various Factors that Affect Students’ Performance

Table 4.9: Correlation between Parents Education, Occupation, Domestic Chores and Early Marriage and Students’ Performance

Parental Characteristics	Students’ Performance	
	Pearson Chi-square	***Significant Level (p-value)
Parents Education	17.535	0.123
Parents Occupation,	12.101	0.438
Parents Domestic Chores	11.194	0.512
Domestic Chores and Early Marriage	10.065	0.610

***Significant probability measured at (p-value) ≤ 0.05 at 95% Confidence Interval.

The table above shows the correlation between students’ performance based on the mean grades they attained and the difference parental characteristics (parents education (0.123), occupation (0.438), domestic chores (0.512) and early marriage (0.610) which was greater

than the expected less than 0.05). This means that these characteristics could be associated with the performance of the student.

Table 4.10: Correlation between Holidays Spending, Lifestyle by Students' Performance

		Mean Grade Categories							
		A or A-		B+, B or B-		C+, C or C-		D+, D or D-	
		No	%	No	%	No	%	No	%
Will their lifestyle likely to affect your academic performance?	Yes	12	5.9	23	11.2	51	24.9	95	46.3
	No	1	.5	5	2.4	12	5.9	6	2.9
	Total	13	6.3	28	13.7	63	30.7	101	49.3

***Significant probability measured at (p-value) ≤ 0.05 at 95% Confidence Interval.

The study also establishes that the performance of the students based on mean grades was not affected by how the students spent their holiday's p-value (0.389) but there was an association on students' lifestyles (0.050). This is an indication that students' performance at KSCE had an effect depending on the way holidays were spent by students as presented on table 4.10 above.

Table 4.11: Relationship between school attendance; homework by parents and withdrawal from school due school fees versus mean grade

	Mean Grade Categories							
	A or A-		B+, B or B-		C+, C or C-		D+, D or D-	
	No	%	No	%	No	%	No	%
Frequency of missing school in a term								
Always	5	2.4	6	2.9	17	8.3	52	25.4
Occasionally	3	1.5	3	1.5	16	7.8	30	14.6
Rarely	4	2.0	16	7.8	24	11.7	9	4.4
Never done at all	1	.5	3	1.5	6	2.9	10	4.9
Total	13	6.3	28	13.7	63	30.7	101	49.3
Checking of homework								
Always	5	2.4	4	2.0	7	3.4	22	10.7
Occasionally	5	2.4	9	4.4	28	13.7	46	22.4
Rarely	3	1.5	15	7.3	27	13.2	15	7.3
Never done at all	0	.0	0	.0	1	.5	18	8.8
Total	13	6.3	28	13.7	63	30.7	101	49.3
Withdrawal from school due to fees								
Always	0	.0	1	.5	8	3.9	5	2.4
Occasionally	9	4.4	18	8.8	30	14.6	54	26.3
Rarely	2	1.0	7	3.4	23	11.2	25	12.2
Never done at all	2	1.0	2	1.0	2	1.0	17	8.3
Total	13	6.3	28	13.7	63	30.7	101	49.3

As presented on table 4.11 above, there was evidence that when the students missed school within the term (0.000), it significantly had a very strong impact on their performance. Their performance also was very much associated with how often their parents check their homework (0.000). That means those students whose parents were keen in reviewing their homework performed well. There was an interesting finding that the grades of the students were not affected by withdrawal from school due lack of school fees (0.122) which in most cases was expected to have an impact on the students KCSE performance.

Table 4.12: Relationship between Home Based Factors and Students' Performance

	Mean Grade Categories							
	A or A-		B+, B or B-		C+, C or C-		D+, D or D-	
	No	%	No	%	No	%	No	%
Inspection of books by parents								
Always	5	2.4	5	2.4	11	5.4	29	14.1
Occasionally	4	2.0	10	4.9	22	10.7	35	17.1
Rarely	1	.5	10	4.9	16	7.8	33	16.1
Never done at all	3	1.5	3	1.5	14	6.8	4	2.0
Total	13	6.3	28	13.7	63	30.7	101	49.3
Poor performance due to parents' marital issues								
Always	2	1.0	1	.5	2	1.0	16	7.8
Occasionally	3	1.5	2	1.0	7	3.4	11	5.4
Rarely	7	3.4	15	7.3	36	17.6	41	20.0
Never done at all	1	.5	10	4.9	18	8.8	33	16.1
Total	13	6.3	28	13.7	63	30.7	101	49.3
Injury resulting from parental fights								
Always	2	1.0	3	1.5	4	2.0	10	4.9
Occasionally	1	.5	5	2.4	8	3.9	22	10.7
Rarely	5	2.4	14	6.8	37	18.0	23	11.2
Never done at all	5	2.4	6	2.9	14	6.8	46	22.4
Total	13	6.3	28	13.7	63	30.7	101	49.3

As shown in the table 4.12, the study established that some home based factors significantly influenced girls' academic performance. Data collected showed that parents role in inspecting their children's exercise books (0.022), withdrawal from school due to parents quarrel (0.005) and injuries caused as a result of parents' quarrel (0.002) contributed significantly on the way they performed. Two home based factors: disturbance from private study at home by parents quarrel (0.920) and performing poorly because of parents' marriage problem (0.91) had no negative impact on the students' performance as observed.

Table 4.13: Correlation between dropping from school, counselling and teachers personalized attention by students' performance

	Mean Grade Categories							
	A or A-		B+, B or B-		C+, C or C-		D+, D or D-	
	No	%	No	%	No	%	No	%
School drop out of girls								
Yes	11	5.4	19	9.3	48	23.4	82	40.0
No	2	1.0	9	4.4	15	7.3	19	9.3
Frequency of counselling students								
Quite often	3	1.5	4	2.0	11	5.4	16	7.8
Often	6	2.9	19	9.3	35	17.1	70	34.1
Rarely	1	.5	4	2.0	15	7.3	5	2.4
Not at all	3	1.5	1	.5	2	1.0	10	4.9
Personalised attention by teachers to students								
Quite often	7	3.4	10	4.9	31	15.1	47	22.9
Often	6	2.9	11	5.4	18	8.8	39	19.0
Rarely	0	.0	7	3.4	12	5.9	7	3.4
Not at all	0	.0	0	.0	2	1.0	8	3.9

Further analysis based on the KCSE students mean grades performances showed that the way teachers provided personalized attention to students regarding their academic performance (0.014) had a positive effect on their achievement in examinations. On

guidance and counseling by teachers (0.057) students indicated that did not make any difference in their performance at the KCSE as shown in the table above.

4.6 School Teaching Staff and their General Involvement in Students Academic Performances

Table 4.14: KCSE Examination Syllabus Coverage

A total of 6 principals out of 7 were interviewed, 9 head of departments and 40 teachers were also interviewed to evaluate their role and perception of students KCSE performance

		No.	%
Coverage of the required examination syllabus before your students sit for any examination	Yes	51	77.3
	No	15	22.7
	Total	66	100.0
To what extent do you cover the syllabus before the examination	Very Great Extent	8	53.3
	Great Extent	7	46.7
	Total	15	100.0

The researcher sought to establish whether teachers had prepared the student well enough ahead of the KCSE and if that affected the students' performance. According to the findings above, 77.3% reported that they completed the syllabus, 22.7% reported that they did not complete the syllabus. 53.3% of the teachers who did not complete the syllabus before the commencement of KCSE examination while 46.7% reported that they covered the syllabus to very great extent as shown above.

Figure 4.11: Professional Documents Prepared by Teachers

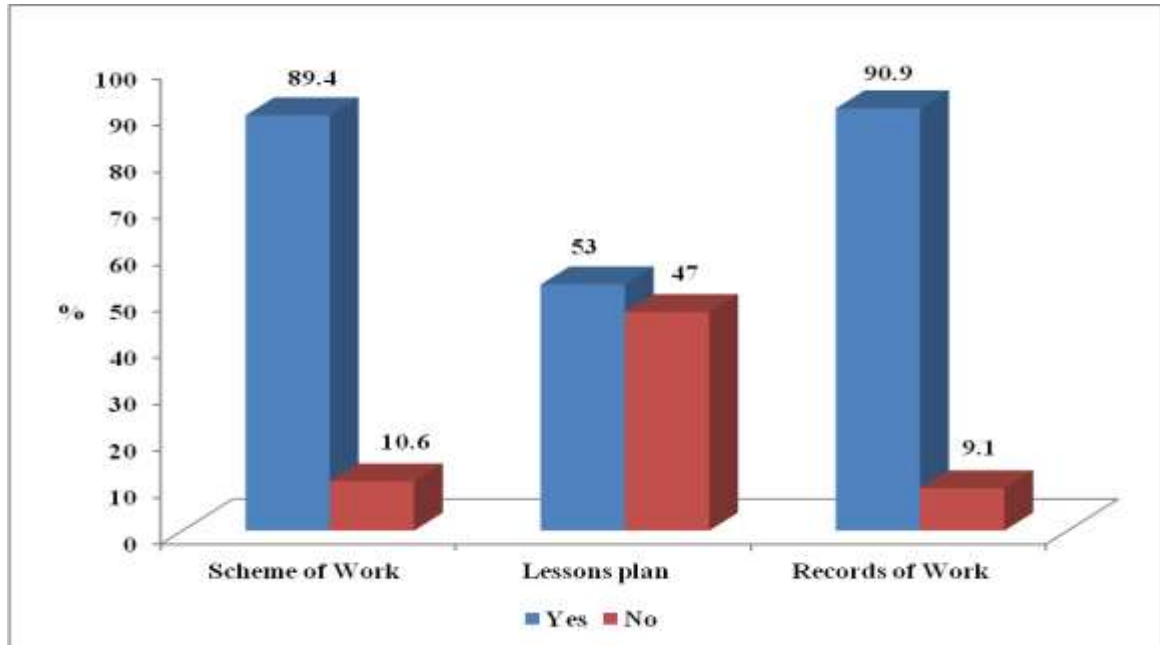


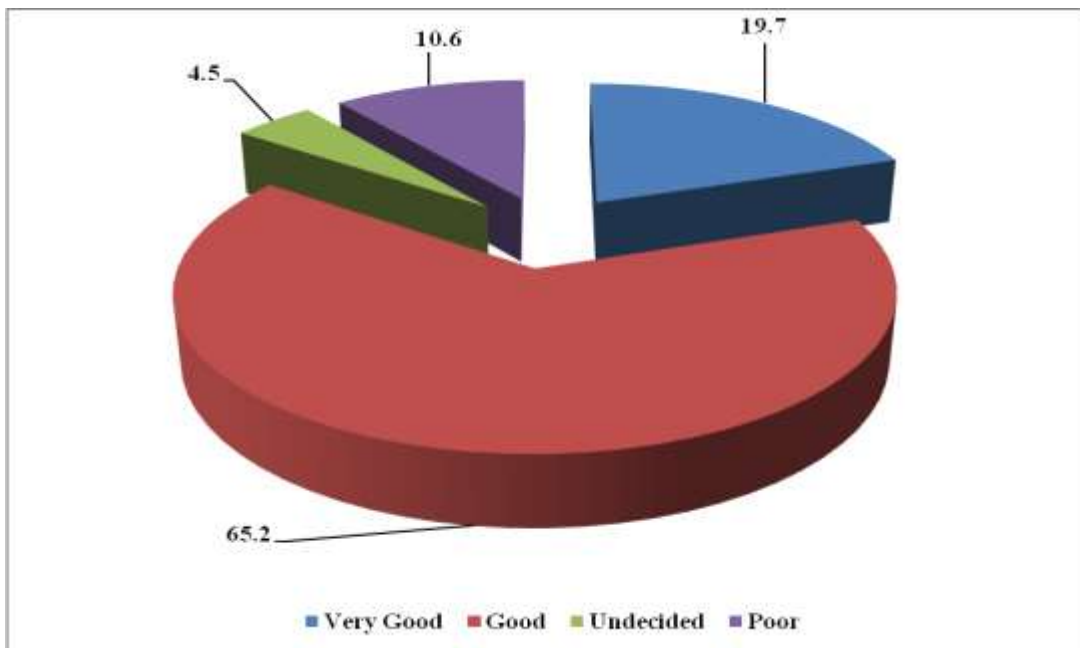
Figure 4.11, gives a summary the professional documents prepared by the teachers sampled. 89.4% of the teachers reported that they prepared schemes of work, 53.0% lesson plans and 90.9% reported that they prepared records of work. The results show that majority of teachers were undertaking their duties professionally by adhering to the requirement to prepare professional documents.

Table 4.15: Teachers' Complaints and Parental Involvement

Response	Complaints		Parental Involvement	
	No	%	No	%
Yes	53	80.3	60	90.9
No	13	19.7	6	9.1
Total	66	100	66	100

The findings on the table above gives a summary of responses on complaints teachers received from parents and parental involvement on students' academic performance. 80.3% reported that they received complaints, 19.7% reported that they did not receive complaints. On parental involvement on students' academic performance, 90.9% reported that parents were involved while 9.1% reported that parents were not involved which indicates a good support to teachers by parents which generally influences girls' academic performance positively.

Figure 4.12: Parent/guardian Participation



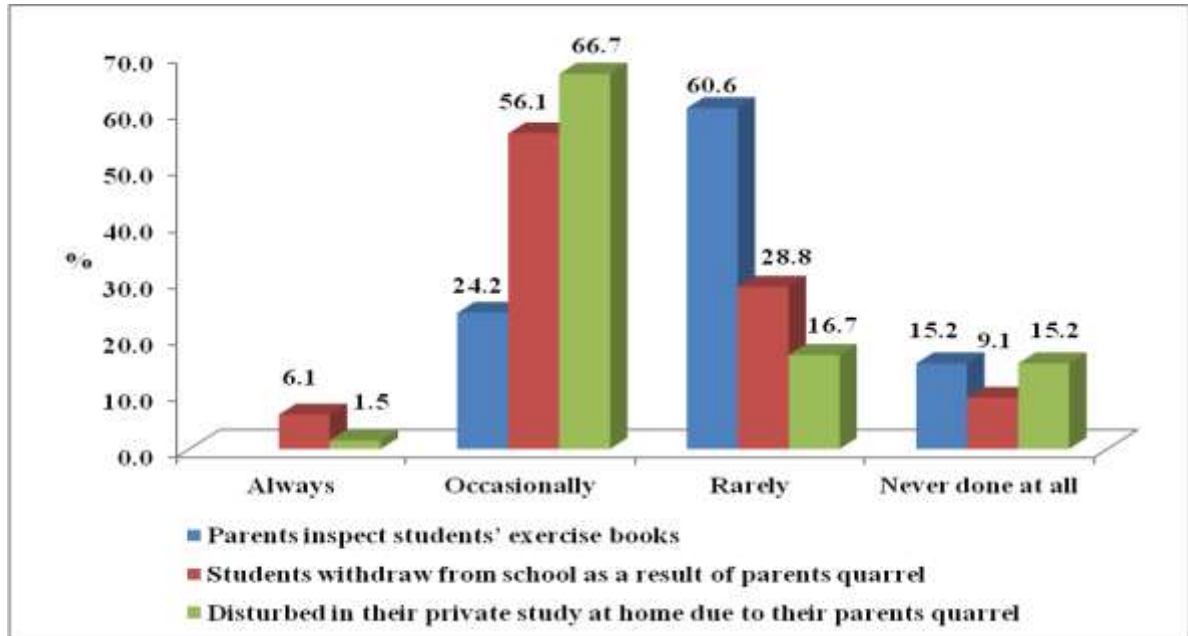
Regarding guardian participation, 65.2% reported that the parental/guardian participation was good, while 10.6% reported poor participation of parents/guardians as shown above.

Table 4.16: The extent to which socio-economic and socio-cultural factors are affecting academic performance

Factors	No.	%
Parents level of education		
Very great extent	30	45.5
Great extent	23	34.8
Little extent	1	1.5
Very little extent	12	18.2
Total	66	100.0
Parents occupation		
Very great extent	19	28.8
Great extent	40	60.6
Undecided	4	6.1
Little extent	3	4.5
Total	66	100.0
Domestic chores		
Very great extent	31	47.0
Great extent	23	34.8
Undecided	1	1.5
Little extent	11	16.7
Total	66	100.0
Early marriage		
Very great extent	29	43.9
Great extent	8	12.1
Undecided	6	9.1
Little extent	6	9.1
Very little extent	17	25.8
Total	66	100.0

Parents' level of education (80.3%) affected the performance, 95.4% reported that parents occupation influenced girls' academic performance 81.8% reported that domestic chores affected girls' performance while 66.0% reported early marriages affected girls performance at very great extent.

Figure 4.13: Family Life



Based on the findings presented in the figure 4.13 above, 60.6% of the teachers reported that parents rarely inspected the students' exercise books, 56.1% reported that students occasionally withdrew from school due to parents quarrel while 66.7% reported that students were occasionally disturbed in their private studies because of parents quarrels.

Table 4.17: Other Factors Affecting the Performance of Girl Students

		No.	%
School policies/rules	1	19	28.8
	2	17	25.8
	3	8	12.1
	4	22	33.3
	Total	66	100.0
Economic welfare for the girls	1	1	1.5
	2	13	19.7
	3	5	7.6
	4	32	48.5
	5	15	22.7
Total	66	100.0	
Cultural challenges	1	10	15.2
	2	7	10.6
	3	8	12.1
	4	19	28.8
	5	22	33.3
Total	66	100.0	
Psychosocial challenges	1	1	1.5
	2	7	10.6
	3	7	10.6
	4	16	24.2
	5	35	53.0
Total	66	100.0	
School curriculum	1	2	3.0
	2	22	33.3
	3	15	22.7
	4	26	39.4
	5	1	1.5
Total	66	100.0	

Key: 1=Very Little Extent; 2=Little Extent; 3=No opinion; 4=Great Extent; 5= Very Great Extent

Based on the data presented on Table 4.17, findings revealed that factors that contributed to very or great extent combined were economic welfare for the girls (71.1%), cultural

challenges (62.1%) and psychosocial challenges (77.2%). School polices and rules had very or little extent (33.3%) and school curriculum (40.9%) as shown above.

Table 4.18: Socio-cultural Factors Affecting the Academic Achievement of Girls (N=66)

Factors		No.	%
Parents level of income	1	13	19.7
	2	4	6.1
	4	22	33.3
	5	27	40.9
Educational background of parents	1	15	22.7
	2	15	22.7
	4	27	40.9
	5	9	13.6
Acculturation level into target society and mainstream culture	1	7	10.6
	2	30	45.5
	3	19	28.8
	4	8	12.1
	5	2	3.0
Lack of guidance and counseling	1	3	4.5
	2	13	19.7
	4	33	50.0
	5	17	25.8
Some teachers had low expectations on girls performance	1	9	13.6
	2	13	19.7
	3	10	15.2
	4	23	34.8
	5	11	16.7
Male teachers making bad jokes about girls when they fail in their subjects	1	7	10.6
	2	34	51.5
	3	16	24.2
	4	3	4.5
	5	6	9.1
Cultural attitudes from the community that impact on girls to hate certain subjects	1	14	21.2
	2	32	48.5
	3	12	18.2
	4	4	6.1
	5	4	6.1

The study finding as shown above regarding socio-cultural factors affecting the academic performance of girl students to very or greater extent were parents level of income (74.2%), educational background of parents (55.%), lack of guidance and counseling (75.8%) and some teachers having low expectations on girls performance (50.0%).

Table 4.19: Interventions to Ensure the Girl Students Perform Better

Interventions		No.	%
Creation of opportunities that enable girls to undertake discussion relating to their academic challenges with teachers	2	12	18.2
	3	13	19.7
	4	36	54.5
	5	5	7.6
	Total	66	100.0
Involvement of community and in facilitating the bridging of the home-school gap	1	2	3.0
	2	15	22.7
	4	42	63.6
	5	7	10.6
	Total	66	100.0
Support and activity services to girls and their families	1	2	3.0
	2	15	22.7
	3	5	7.6
	4	17	25.8
	5	27	40.9
	Total	66	100.0

There was a need for interventions to ensure the girl students perform better as it was evidence that the interventions put in place had average impact as shown in the table above. The researcher hypothesis according to the findings were to a greater extent confirmed that the performance of students in their KCSE examination were very much positively related to the study objectives as discussed in the next chapter.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings, conclusions from the major findings of the study, summarizes the recommendations and suggests areas for further research. Essentially, this particular study investigated the influence of home based factors on girls' academic performance. The study was guided by the following specific objectives: To determine the extent to which the highest level of education attained by parents influence the performance girls in public secondary schools; To establish the influence of family income/socio-economic status on the academic performance of girls in public secondary schools; To examine the extent to which family structure influences girls' academic performance; and to determine correlation between gender roles and the academic achievement of girls' attending public secondary schools.

5.2 Discussion

5.2.1 The Influence of Parental Level of Education on Girl Student Performance

It was found in the study that there is a strong relationship that exists between the fathers' levels of education and pupils' academic achievements in public schools. This implied that parental education significantly predicts the academic achievement of their children in public schools. This is in line with the findings of Bourdieu and Passeron (1990) which revealed that parental education is a factor that affects children's educational aspirations as well as achievement in school.

It was also found that students whose parents had attained high levels of education usually performed better in school.

It was established that girls whose parents had greater involvement in school matters and activities performed better in schools. The study also revealed that management of homework and leisure time especially during school holidays greatly determined the academic achievement of girls. Parents whose girls performed well had good communication with the teachers and school administration. They also assisted the children in learning after school hours. Parents who did not show keen interest in management of learning programmes and failed to open up avenues of communication with the school had the academic achievement of their children negatively affected.

5.2.2 The Influence of Family Income on Girl Student Performance

Parental and societal well-being and having position of influence enables parents to pay fees, purchase and provide food, buy uniforms, books, stationery and provide the girl with necessary materials to improve and motivate them to concentrate and hence improve academic achievement. A strong relationship between parents' levels of income/socio-economic status and the academic achievement of the girls was established in the study. This was in agreement with the findings of Birch and Gussow (1979) which linked poverty to poor academic achievement. Drummond and Stipek (2004) found that poverty stricken pupils record poor academic achievements due to lack of resources, effective psychosocial support as well as facilities a phenomenon that has been confirmed by this study.

5.2.3 The Influence of Family Structure on Girl Student Performance

Single-parents compared to other type of family structure found it hard to pay for children's fees due to limited financial resources, were not keen on education matters, rarely participated in school-matters, had poor communication with the school staff and had no time to supervise children activities, more especially when doing homework after school-hours. Children from this family set up posted poor grades in examinations. This finding was in line with that of Agulanna (1999) who established that parents' responsibility in their daughters' education influence their development greatly. Also, Conkline (1996) established a strong correlation similar to this when he established negative effects of divorce on the academic performance of the children of the parents involved in divorce matters. Supporting the findings, Amato and Keith, (1991), Waldfogel et al., (2010) and Bachman et al., (2009) found out in their studies that the children of single mothers perform poorly when compared to the children coming from homes with both parents. To support the findings of this study further, Magnuson and Berger (2009) established that children from households headed by single mother scored poorly in sciences and mathematics compared to other children from the traditional family settings or units.

5.2.4 The Influence of Gender Roles on Girl Student Performance

The study established that practices like undertaking household chores assigned to the girls and low expectations of the girls affected academic performance of the girls. Parental attitudes towards girls and counter-productive practices such as preference of boys' education at the expense of the girl child education also impacts negatively on the education of girls. School based factors such as learning and teaching materials, physical

facilities and furniture according to the findings of this study affects girls' academic performance.

The findings of this study compare with the findings by Save the Children Kenya (2007) which established that female students are usually engaged in domestic work and child labour which in turn affects their performance in school. Besides, Wanjiru (2007) in agreement with this study, argues that the tendency of making girls undertake most of the domestic chores in order to raise money for school, limits them from effectively pursuing their academic ambitions, as a result, boys usually tend to have more opportunities in academics more than girls. The study also agrees with the findings by Hedges & Nowell (1995) which established a significant link between differences in cognitive abilities of middle school students to gender of the students.

Based on the KCSE results data, it was revealed that when the students missed to attend school within the term, they performed poorly in examinations. This could be due to their psychological and emotional feelings which could have an effect on the levels of concentration in academics. The study concluded that there was increased performance especially if parents checked pupils' homework. This means those students whose parents were keen in reviewing their homework performed well.

Although the education of students is supported by parents, the parents do not guide and supervise children as explained by Nancy and Lorraine (2004). This emphasizes supervision and making follow-up on children performance in school by parents. It was

evident that teachers provided personalized attention to students regarding their academic performance, as a result of school culture and policy. The existence of excellent channels of communication between pupils, teachers and other personnel within the school environment, provision of assistance in matters relating to academic activities while the pupils are at home as well as the attendance of school events by parents positively influenced girls' academic performance. The findings show that majority of teachers were undertaking their duties professionally by adhering to the requirement to prepare professional documents.

It was confirmed from the findings that factors relating to culture greatly influenced girls' academic achievement. Socio-cultural attitudes as well as the way society perceive girls greatly affect their schooling of girls. For instance some cultures regard girls as a weaker gender and are only supposed to engage in certain activities at home. In schools some teachers especially those who are male sometimes make negative comments about girls which lower their self-esteem hence affecting their performance.

In conclusion, it was evident that socio economic factors such as income, parental occupation which was a major factor in stability at home and other related home factors had an adverse effect on girls' academic achievement

5.3 Conclusions

In conclusion, the highest level of education attained by parents had significantly affects in the academic achievement of girls in Machakos County. It can also be concluded that

parents do play a significant role in the educational achievement of girls despite the level of education achieved by them. And regardless of the level of education attained by parents, the parents attended educational days, paid schools fees and provided the basic needs for their children to facilitate their participation in academic activities. Parents' level of income as well has a significant impact on the pupil's academic achievement, due to the fact that there is a significant link between parents' level of income or socio-economic status and girls' academic performance.

Based on the findings, it can be concluded that family structure greatly affects girls' academic achievement in public schools. The findings of the study also revealed that the occupation of parent as well as the parental-involvement in their children's education influenced the performance of girls.

The occupation of parents was also found to influence academic performance of the pupils at secondary school level. It was clear that children whose parents were in professional occupations such as in the health sector and education among other professional jobs performed better compared to the children whose parents were in non-professional occupations. This shows that the parents involved in professional occupations are usually highly educated and therefore are much concerned about the education of their children compared to those parents who engage in non-professional occupations.

5.4 Recommendations

The recommendations made based on the results of the study include:

- i. All children irrespective of their gender should be enrolled in school and deliberate efforts made to ensure that they successfully complete their education.
- ii. Government should upscale advocacy and awareness to give girls equal education opportunities as boys. This should be cascaded down to the devolved units
- iii. Active roles should be taken by the Ministry for Education, County Governments and other non-state agencies to promote the education of girls in Kenya.
- iv. The government should streamline the bursary award system so that the monies benefit the deserving children and especially girls whose parents cannot afford secondary education fees .This will ensure that less privileged children in the society get access to basic education.
- v. Parliament should enact a legislation to effectively deal with parents who fail to prioritize the education of their children.

5.5 Suggestions for Further Research

From the findings, stakeholders should seek to conduct a comparison on the trend of the academic achievement between girls and boys in other regions or counties. Since this study was not exhaustive, the researcher suggests the following:-

- i. Other studies need to be undertaken to find out the other factors influencing girls' academic performance.
- ii. A research to establish the link that exists between homes based factors and the performance boy child in academics.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR STUDENTS

APPEDIX I :QUESTIONNAIRE FOR STUDENTS

This questionnaire is designed to gather data about yourself and your school to be used in the study of Factors affecting academic Performance of girls in examinations. You are kindly requested to tick (✓) the appropriate response or respond as indicated by using the 4-point likert scale to rate the items given in the tables. Do not put your name or any other form of identification as all response is required to be anonymous. The information you give will be confidential and will only be used for academic purpose. Please kindly fill this questionnaire in the best of your knowledge.

Section A: Demographic Information

1. School

2. What is your age?

3. Current Class

Form 1

Form 2

Form 3

Form 4

4. Educational qualification of parents

Parent	Father	Mother
Degree		
A level		
O level		
Class 7/8		
Never went to school		
Other (specify)		

5. What is the source of income to your family? Please tick as many as appropriate.

1. Livestock 2. Farming / Agriculture
3. Employed 4. Any other _____

6. Are all parents alive?

- Yes No

7. How many wives does your father have?

8. How many children does your father have?

9. How many times do you eat a day?

10. In your opinion, is large family size a problem to students high academic performance?

- Yes No

MAIN QUESTIONNAIRE: FACTORS AFFECTING ACADEMIC PERFORMANCE OF GIRLS IN EXAMINATIONS

11. Does the parental level of education affect academic performance of students in your school?

1. Yes 2. No 3. Don't know 4. Undecided

12.. In your opinion does the parents occupation affect academic performance?

1. Yes 2. No 3. Don't know 4. N/A

13. In you opinion does engagements in domestic chores affect your academic performance in your school?

1. Yes 2. No 3. Don't know 4. N/A

14. Please indicate with a tick (✓) your view regarding the extent to which the following socio-economic and socio-cultural factors are affecting your academic performance.

	Very great extent	Great extent	Undecided	Little extent	Very little extent
Parents level of education					
Parents occupation					
Domestic chores					
Early marriage					

15. Please indicate by ticking which one of the following list of items you possess at home.

1. Tap water () 2. Electricity () 3. Reading room () 4. Library books ()

16. In your opinion, is your home environment likely to affect your academic performance?

1. Yes 2. No 3. Don't know 4. N/A

17. If your response in (b) above is yes, please list the factors within your home that you think will likely affect your academic performance.

18. How do you spend your holiday?

Looking after livestock	
Help in the family business	
Help family in domestic chores	
Reading/ Revising	
Others (specify).....	

19. In your opinion, will the way you spend your holiday likely to affect your academic performance?

1. Yes 2. No 3. Don't know 4. N/A

20. Please tick one of the following about the lifestyle your parents lead.

Nomadic life style	
Permanent settled town lifestyle	
Subsistence farming	
Others (specify).....	

21. Will their lifestyle likely to affect your academic performance?

1. Yes 2. No 3. Don't know 4. N/A

22. Kindly use the following 4-point likert scale to rate each of the item given in the table below:

1=Always 2=Occasionally 3=Rarely 4=Never done at all

Variable	1	2	3	4
How often do you miss to attend school within the term?				
How often do your parents check your home work at home?				
How often do your parents discuss your future career with you?				
How often do you withdraw from school for failure to pay school fees?				

23. Kindly use the following 4-point likert scale to rate the items given in the table below:

1=Always 2=Occasionally 3=Rarely 4=Never done at all

Variable	1	2	3	4
How often do your parents inspect your exercise books?				
How often do you withdraw from school as a result of parents quarrel?				
How often have you been disturbed from your private study at home by your parents quarrel?				
How often have you performed poorly because of parents marriage problem?				
How often have you been injured as a result of your parents' quarrel?				

24. Are there fellow girl students who have dropped out of school?

Yes No

25. If yes, what are the major reasons for them dropping out?

26. How often do you have guidance and counseling by your teachers?

Quite often Often Rarely Not at all

27. How does guidance and counseling for girls affect your general academic performance?

28. How often do teachers provide personalized attention to you regarding your academic performance?

Quite often Often Rarely Not at all

THANK YOU

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

(This questionnaire is to be filled by teachers at the level of principal, deputy principal, HOD or class teacher)

This questionnaire is designed to gather data about your school to be used in the study of Factors affecting academic Performance of girls examinations. You are kindly requested to tick (✓) the appropriate response or respond as indicated by using the 4-point likert scale to rate the items given in the tables. Do not put your name or any other form of identification as all responses are required to be anonymous. The information you give will be confidential and will only be used for academic purpose. Please kindly fill this questionnaire in the best of your knowledge.

Section A: Demographic Information

School:	Questionnaire Number:		
Date of filling questionnaire:	Date:		
SECTION A: DEMOGRAPHIC INFORMATION			
1	How old are you		
2	Gender?	Male	1
		Female	2
3	Education (Indicate your highest level of education)	Secondary (Form1-4)	1
		Tertiary college	2
		Bachelor's Degree	3
		Master's Degree	4
		PhD	5

4. Which position do you hold at your school?-----

5. For how long have you been a teacher in the current school?

1-5 years 6-10 years 11 - 15 years 16 - 20 years 20 - 25 years

6. What is the size of your school?

Single stream Double stream Three streams Four streams

MAIN QUESTIONNAIRE: FACTORS AFFECTING ACADEMIC PERFORMANCE OF GIRLS

7. Does the school have shortage of teachers? Yes () No ()

8. How do you rate the teaching loads of teachers in your school?

- 1) Very heavy () 2) Heavy ()
3) Fairly heavy () 4) Not heavy ()

9. How many times are you inspected by your immediate supervisor?

- 1) Once a month () 2) Twice in a month () 3) Once a term ()
4) Twice a year () 5) Never () 6) If any specify)

10. (a) Do you cover the required examination syllabus before your students sit for any examination?

- Yes () No () Don't know () N/A ()

(b) If No, to what extent do you cover the syllabus before the examination?

- 1) Very great extent () 2) great extent () 3) Undecided ()
4) Little extent () 5) Very little extent ()

11. Please indicate whether you prepare the following professional documents. Tick as many as appropriate.

- 1) Scheme of Work () 2) Lessons plan ()
3) Records of Work ()

12. (a) Do you receive complaints from girls on issues regarding challenges they face at home?

- Yes No

(b) If your answer is yes in 12a(above), please mention the issues girl students complain about

13. a) Do you involve the parents / guardians in the academic welfare of the children?

Yes () No () Don't know () N/A ()

b) If yes, how do you rate the parent / guardian participation in their childrens' academic work?

1) Very Good () 2) Good () 3) Undecided ()

4) Poor () 5) Very Poor ()

14. (a) Are there cases of girl students dropping out?

Yes No

(b) If yes in 15a (above), how often do they drop out?

Quite often Often Rarely Not at all

15. In your opinion does syllabus coverage in various subjects affect academic performance?

Yes () No () Don't know () Undecided ()

17. Please indicate with a tick (✓) your view regarding the extent to which the following socio-economic and socio-cultural factors are affecting academic performance.

	Very great extent	Great extent	Undecided	Little extent	Very little extent
Parents level of education					
Parents occupation					
Domestic chores					
Early marriage					

Section D: Family Life

18 .Kindly use the following 4-point likert scale to rate the items given in the table below:

1=Always 2=Occasionally 3=Rarely 4=Never done at all

Variable	1	2	3	4
How often do parents inspect students' exercise books?				
How often do students withdraw from school as a result of parents quarrel?				
Have you had cases of students having been disturbed in their private study at home due to their parents quarrel?				
Do you think students perform poorly because of parents marriage problem?				
Do you get reports of students having been injured as a result of students' parents quarrel?				

19. Please indicate with a tick (√) the extent to which the following factors affect the performance of girl students:

1-Very little extent, 2-Little Extent , 3-No opinion 4-Great Extent, 5-Very Great Extent

Factors	1	2	3	4	5
1 School policies/rules					
2 Economic implications for the girls					
3 Cultural challenges					
4 Psychosocial challenges					
5 School curriculum					

20. To what extent do the following factors affect the academic performance of girl students?

1-Very little extent, 2-Little Extent , 3-No opinion 4-Great Extent, 5-Very Great Extent

	Factors	1	2	3	4	5
1	Parents level of income					
2	Educational background of parents					
3	Degree of acculturation into mainstream culture and target society					
4	Lack of guidance and counseling					
5	Some teachers have low expectations on girls performance					
6	Male teachers make bad jokes about girls when they fail in their subjects					
7	There are cultural attitudes from the community that impact on girls to hate certain subjects					

21. To what extent do you use the following education interventions to ensure the girl students perform better.

1-Very little extent, 2-Little Extent , 3-No opinion 4-Great Extent, 5-Very Great Extent

	Factors	1	2	3	4	5
1	Focus on individuality of each girl					
2	Creating opportunities for girls to discuss their academic challenges with teachers					
3	Curriculum representation on a visual degree and knowledge degree					
4	Family and community involvement to facilitate the bridging of the home-school gap					
5	Activities and support services to girls and their families					

THANK YOU

APPENDIX III: INTRODUCTION LETTER FROM THE DEO MACHAKOS

MINISTRY OF EDUCATION

Telegrams: "SCHOOLING" Machakos
Telephone: Machakos (044) 21800
Fax: Machakos (044) 20646
Email – officemachakos@yahoo.com
When replying please quote
Our Ref: MKS/GA/60/A/264



SUB-COUNTY EDUCATION OFFICE
P.O. BOX 28,
MACHAKOS.



26th June , 2016

The Principal,
Machakos Girls
Katoloni Secondary School
Katheka Kai Secondary
Kyambuko Secondary
Mikuini Secobndary
Kiteini Secondary
Rev. Kitonyi Secondary
Kaliluni Secondary

RE: AUTHORITY TO COLLECT DATA
MR. STANELY M. KIMEU ID/NO,13639944

The above named person is an officer with Kenya National Examination Council, who is currently taking his Masters Degree. This office has given him the authority to collect data for his post graduate Research Project from your school.

Please accord him ~~the necessary~~ assistance.


The official stamp is circular with the text "DISTRICT EDUCATION OFFICER MACHAKOS" around the top and "29-00100 MACHAKOS" around the bottom. The date "6 JUN 2016" is stamped in the center.

RICHARD MIDAMBA
SUB COUNTY DIRECTOR OF EDUCATION
MACHAKOS SUB COUNTY

APPENDIX IV: KCSE RESULTS FROM 7 SCHOOLS

BY ERS		DATE: 23 - 4 - 2015	THE KENYA NATIONAL EXAMINATIONS COUNCIL										TIME: 9:52:26 AM	PAGE 1 of 26						
2014 KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE) EXAMINATION RESULTS																				
MACHAKOS DISTRICT																				
12301702																				
CNO	GE	MG	AGP	CANDIDATE S NAME	101	102	121	231	232	233	311	312	313	441	442	443	451	501	565	
001	F	A	81	NZUKI BREDAH MUSILI	A-	A-	A	A	A	A	A	A	A	A	A	A	A	A	A	A
002	F	A-	78	ZEYNAB SHEIKH ALI HUSSEIN	B+	A-	A	A	A-	A	A	A	A	B+	A	A	A	A	A	A
003	F	A-	78	KITAVI LINDA MWENDE	B	B+	A	A	B+	A	A	A	A	A	A	A	A	A	A	A
004	F	A-	78	NGENDOYA MARY MUTHIU	B+	B+	A	A	A	A	A	A	A	B+	A	A	A	A	A	A
005	F	A-	76	ONSARE KEMUNTO MARIIGN	B+	A-	A-	A	C+	B+	A	A	A	A	A	A	A	A	A	A
006	F	A-	78	PAUL MITCHELLE KAMENE	B+	A-	A	A	B+	A-	A	A	A	A	A	A	A	A	B+	A
007	F	A-	75	MUENI STELLAMARIS	B	A-	B	A	B+	A	A	A	A	A	A	A	A	A	A	A
008	F	A-	80	MATHEKA MUTAVE	B+	A	B+	A	B	A	A	A	A	A	A	A	A	A	A	A
009	F	A-	76	MWANGANGI E MWELU	B	A-	A	A	A	B+	A	A	A	A	A	A	A	A	A	A
010	F	A	82	MUTINDA BRIDGIT KANINI	A	B+	A	A	A	A	A	A	A	A	A	A	A	A	A	A
011	F	A-	76	MWIKALI MIRRIAM SALIKO	B	A-	A	A	B	B+	A	B+	A	A	A	A	A	A	A	A
012	F	A	81	NANGALAI IVY RENI	B+	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
013	F	A	82	KIDKO MULUMI LILIAN	A-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
014	F	B+	72	MBITHI ROSEMARY NGII	B	A	A	A	B	B	A	A	A	A	A	A	A	A	A	B+
015	F	A	82	MUOKI BETH MWONGELI	B+	A	A	A	B+	A	A	A	A	A	A	A	A	A	A	A
016	F	A-	78	MUSYOKI IMMACULATE MWELU	A-	A-	A	A	B+	B+	A	A	A	A	A	A	A	A	A	A
017	F	A-	80	MUTUA SOFIA KANINI	A-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
018	F	A-	77	MUNYAO CECILIA NDUKU	B	A	A	A	C-	B+	A	A	A	A	A	A	A	A	A	A
019	F	B+	70	JOSEPHINE NDITI	B-	B+	B	B+	C+	B	A	A	A	A	A	A	A	A	A	A
020	F	A-	74	KISDI MERCY WANGAI	B-	B	A	A	B	A	A	A	A	A	A	A	A	A	A	A
021	F	A-	79	MUTUKU MELISA ZAWADI	B+	A-	A	A	A	B+	A	A	A	A	A	A	A	A	A	A
022	F	A-	77	KIOKO R KALEKYE	B	B+	A	A	A	A	A	A	A	A	A	A	A	A	A	A
023	F	B+	72	MUTUA FAITH KILOKO	B+	A-	A	A	B-	B+	A	A	A	A	A	A	A	A	B+	A
024	F	A	82	MUTINDA MWELU	A-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
025	F	B	65	LANGAT CYNTHIA CHERCHUMBA	B-	B+	B	A	C-	B	B	A	A	A	A	A	A	A	B+	A
026	F	A-	79	MBINDYO MIRRIAM KALAU	B+	A	B+	A	C-	A	A	A	A	A	A	A	A	A	A	A
027	F	B+	73	MAINGI BETTY MWANDILE	B+	B+	B+	B+	C+	B+	A	A	A	A	A	A	A	A	A	A
028	F	A-	79	MUSYOKI MERCELLINA NDUKU	B+	B+	A	A	A	A	A	A	A	A	A	A	A	A	A	A
029	F	A-	75	MUTISO HARIET MBINYA	A-	A	C+	A	A	B+	A	A	A	A	A	A	A	A	A	A
030	F	A-	76	MUKONZA MWENDE	B	A	A	A	A	B	A	A	A	A	A	A	A	A	A	B+
031	F	A-	80	MUENDO MARY MWENDE	A-	A	A	A	B	A	A	A	A	A	A	A	A	A	A	A
032	F	A-	75	MAWU MIRRIAM SYOMBUA	B	A-	A	A	B+	A	A	A	A	A	A	A	A	A	B	A
033	F	A-	76	MUSYOKA MARY MUTANU	B+	A	B	A	A	B+	A	A	A	A	A	A	A	A	A	A
034	F	A-	75	KIOKO S REBECCA	B	A	A	B+	C	A	A	A	A	A	A	A	A	A	A	A
035	F	A-	78	KARIUKI RACHEL WANJIRU	A-	A	B	A	B+	A	A	A	A	A	A	A	A	A	A	A
036	F	A-	74	MAITHYA FAITH MUTHIU	B+	A	A	B+	B	B+	A	A	A	A	A	A	A	A	A	A
037	F	A-	75	MWOLLOLO FAITH MUENZI	B	A	A	A	C	B+	A	A	A	A	A	A	A	A	A	A
038	F	B+	72	MUTUKU MERCY MBITHE	B+	B+	A	A	C-	B	A	A	A	A	A	A	A	A	A	A
039	F	A-	75	MATHEKA ZILPHAR MBULA	B	B+	A	A	B+	A	A	B+	A	A	A	A	A	A	A	A
040	F	B+	73	MUSAU MICHELE MUSENI	B+	B+	B+	A	B	A	A	B+	A	A	A	A	A	A	A	B+