FACTORS INFLUENCING THE ACADEMIC PERFORMANCE OF GIRLS IN SECONDARY SCHOOLS: A CASE OF EMBAKASI DISTRICT, NAIROBI COUNTY, KENYA

BY:

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DECLARATION

This research report is my original work and has not been submitted for any academic award in any other University.

Sign …… Date: ……

Margaret Wahito Kimondo,
L50/68831/2011

This research report has been submitted for an examination with my approval as University supervisor

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DEDICATION

This researchwork is dedicated to my father Mr. Joseph Kimondo Kingori and my mother Mrs. Ruth Nyambura Kimondo who have been my source of strength and joy. They have provided great source of encouragement throughout my study and done everything within their ability to make things happen.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
D.E.O	District Educational Officer
FAWE	Forum for Africa Women Educationist
HIV	Human Immune – deficiency Virus
K.C.S.E.	Kenya Secondary School Education
(PMS)	Premenstrual syndrome
SC	Social Culture
UNICEF	United Nations International Children's Emergency Fund

ABSTRACT

The purpose of this study was to explore the factors that influence the academic performance of girls within Nairobi County, Embakasi District. Despite the fact that girls in Nairobi are doing better than those in other counties their performance is not as good as that of boys thus the need to explore the factors influencing their performance so that there is gender streamlining in the K.C.S.E results achieved yearly.The researcher has identified factors that affect the academic performance of girls. They include cultural factors, availability of mentors, sexuality and family background.The research design that was employed in the study was descriptive survey research which is a method of collecting information by interviewing or administering questionnaires and observation guides. It also incorporated both qualitative and quantitative analysis of data. . The target population consists of 331 female students as well as 148 teachers within Embakasi District both private and public schools. The questionnaires were dropped in fifteen schools and three research assistants administered the questionnaires. Each research assistant was covering five schools. The DEO's office provided the researcher with documents for analysis. The data coded was later analyzed through SPSS and percentages obtained were used to examine how the mentioned variables influence the academic performance of the girls. The findings of the study were that the girl child's academic performance in Embakasi is influenced by cultural factors, availability of mentors, sexuality and family background. The study therefore recommends that the society should be enlightened on the need of educating the girlchild; the society should ensure that they are good role models to the girls. The parents should ensure that they are keen on what their children are watching and reading as it has great influence on their personality/ shaping of their character. The government and the society should take issues of sexual harassments among the girl child seriously and punish the perpetrators heavily to reduce the incidences, the parents should also practice family planning so that they are able to provide for their children this will reduce the rate of child labor and facilitate the parents in providing their children with the appropriate learning environment they require to enablethem perform in schools. The study has also suggested other areas of studies which are: factors affecting the academic performance of girls in other counties, factors examining how availability of role models influences performance either negatively or positively and how sexuality influences performance of both girls and boys

CHAPTER ONE
INTRODUCTION

1.1 Background of the study

Education is perceived as a cornerstone of economic development, social development and principal's means of improving the welfare of an individual (Orodho,2000). In the economic and political development, education is perceived to have positive impacts on making informed decisions and choices and contributes to formulation and implementation of sound economic and social policies by promoting good governance and evolution of a civil society through community and natural capacity building (Orodho1997; world bank report 1990). Education is a vital entry into all initiatives for establishment of civilized social systems. It provides the tool for struggle against poverty, ignorance, diseases and other vices (Okumbe, 2001).

Education is one of the determinants of economic growth. "Education …. Is the seed and flower of development" Harbison and Myers all agree that "the single most important key to development and poverty alleviation is education". It can be used as a measure or indicator of development in a particular area. Through education there increased productivity due to acquired knowledge and skills. The human capital theory (Schultz, 1961) stipulates that education is an investment that yields returns for the individual and for the society at large. In fact the economic benefits of education derive not just from increases in non-cognitive abilities as reflected by changes in a person's ideas, perceptions and altitudes (Colclough, 1982)

Women's participation in formal education reflects their economic position and related factors in the society (Fatuma and Daniel, 2006). Although enrolment rates of boys and girls in secondary school have leveled off in some regions, girls' chances of reaching the highest level of education are considerably less than those of boys (Abagi,1997) when money is scarce to higher levels due to the anticipated returns. In addition parents worry about wasting money on the education of girls who are likely to get pregnant or married before completing their schooling.

The governments in many parts of Africa are aware of the benefits of female education (Kiteto, 2002) notes that gender inequalities and bigotry in education have continued to play a significant role in the slow development.

There is a strong belief that once married, girls become part of another family and parental investment is lost once the girl child gets married (Fatuma and Daniel, 2006). All secondary schools, the proportionate loss of girls in each successive year of schooling is greater than boys (Obura, 1991). Education could thus be the difference between lives of grinding poverty and the potential for a full and secure one; between a child dying from preventable disease, and families raised in healthy environments; between orphans growing up in isolation, and the community having the means to protect them; between countries ripped apart by poverty and conflict, and access to secure and sustainable development" (World Bank, Undated). It is equally believed that all nations have to educate their citizens, male or female to achieve a meaningful sustainable development. Therefore, there is no gainsaying the fact that education opens doors to economic and social prosperity to a given nation, spurred by a dynamic workforce and well-informed citizenry able to compete and co-operate in the global arena (World Bank, undated).

High girl child participation rate in education is crucial in a modern society. This is because education is one of the most effective instruments a nation has at its disposal for promoting sustainable social and economic development (Republic of Kenya, 1999). It leads to increased productivity of the educated as a means of human resource development for communal benefit (Republic of Kenya, 2002).Moreover her education contributes directly to the general improvement of health and living standards (Karani, 1987).

Many countries have made progress towards achieving gender equality in education (Hyde, 2001) girls continue to face many obstacles that impede their path of learning. Some of the factors include cultural factors, availability of role models, sexuality and family background. They are also discriminated on the basis of gender, unequal rates of investments, ladies are not given any inheritance by parents in some communities and several hardships while undergoing through the education process (Hyde, 2001).

In Kenya, girl – child education is elusive (Mwangi, 2004) wrote that a combination of poverty, disease and backward cultural practices continue to deny the girl- child her rights to education. UNICEF education chief in South Africa, (Wamahi, 2008) said quality education was not about how well a child was performing in school but a number of factors that enrich the wellbeing of a child in school. She cited the issues of administration of discipline,

corporal punishment, sexual harassment, child abuse and child labor as some of the things that lead to exclusion of groups of students from accessing quality education. United Nation statistics, national reports and studies initiated by non-governmental organizations in 2005 repeatedly showed that girls, as a group, had lower literacy rates, receive less health care, and more impoverished than boys. Today we are in a revolution and this will be reflected in teaching, research and community work, which will help the girl child to fit into the global society (Chibiko, 2009)

1.2 Statement of the problem

This study explored the factors that affect the academic performance of girls within Nairobi County, Embakasi District. The researcher decided to focus on Embakasi district since its performance was the poorest among the districts within Nairobi County. Despite the fact that the girls' performance in Nairobi County is better than that of the other counties, a gap exists between the performance of boys and girls. The boys are performing better than girls thus the need for further research to close the gap. According to data collected from a quality assurance officer located in the ministry of education the entry of females who sat for K.C.S.E exams in year 2012 was 6,791 and their mean score was 5.382 while the boys' entry was 8,975 with a mean score of 5.551. The entry of girls was 43.1 % while the boys' entry was 56.9 %. This means that the enrolment of girls sitting for their K.C.S.E exam was low and the performance of those who sat for the exam was not as good as that of the boy child. The girls are discriminated upon by the society. They are not given equal opportunities, there is preference of educating the girl child, some communities do not give their girls property thus making it difficult for girls to assess loan facilities which empower them economically. Among the top one hundred girls in the country there were thirty two girls and sixty eight boys. That implies that the girls' performance is lagging behind.

1.3 Purpose of study:

The purpose of study was to examine the factors influencing the academic performance of girls in secondary schools within Nairobi county Embakasi district.

1.4 Objectives of the study

The objectives of the study include:

1. To establish the influence of culture on the performance of girls within Nairobi County, Embakasi district
2. To determine the influence of availability of mentors on the performance of girls within Nairobi county Embanks district
3. To determine how sexuality influences the performance of girls within Nairobi County, Embakasi District.
4. To establish the influence of family background on the academic performance of girls in Nairobi county Embakasi District

1.5 Research Questions:

1. How does culture influence the academic performance of girls in Nairobi County, Embakasi District?
2. How does availability of mentors influence the performance of girls in Nairobi County, Embakasi District?
3. How does sexuality influence the performance of girls in Nairobi County, Embakasi District?
4. How does family background influence the academic performance of girls in Nairobi county Embakasi District?

1.6 Significance of the study

The afore mentioned data revealed that despite the fact that Nairobi County is trying to bleach the gap between the performance of boys and girls there is need to put in more effort to achieve the desired results. This study is important to education stakeholders such as parents, religious bodies, teachers, school administrators, nongovernmental organizations and the community. They will benefit from the findings of the study as they will be able to make informed decisions that are based on findings thus enabling them to improve the performance of girls and making them be as competitive as boys. The policy makers and Education planners will gain insights on the areas that need to be amended or implemented in policies. The study will also form a basis for further research.

1.7 Delimitations of the study

There were challenges in obtaining data from various parties involved. Some schools were unwilling to respond to the questionnaires as they said that it was not allowed by the board. Some respondents also took a lot of time before submitting their questionnaires while others were not comfortable in sharing their views despite explaining the purpose of the study.The research only based its findings on the respondents who were willing to cooperate for its success. Some schools within Embakasi District were inaccessible due to poor infrastructure however the researcher used motorbikes to access such places. The research used sampling method to obtain the desired data.

1.8 Limitations of the study

According to (Best & Kahn 1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. It was difficult for the researcher to be able to detect false information from the actual. There are girls who were affected by the factors been examined and their contribution would have been of great use however they dropped out of school or they had already finished their form four.

1.9 Assumptions of the study

The study assumed that the a fore mentioned factors affect the academic performance of girls in Nairobi county, the information obtained was accurate and tools used were valid and reliable to obtain information needed for the study.

1.10 Definition of significant terms used in the study

Child Abuse - Physical, sexual, or emotional mistreatment or neglect of a child.

Culture - refers to the cumulative deposit of knowledge, experience, beliefs, values, and attitudes.

Girl child is a biological female offspring from birth to eighteen (18) years of age is the before one becomes a young adult.

Mentor a wise trusted counselor / teacher.

Poor Academic Performance is a performance that is adjudge by the examinee and some other significant as falling below an expected standard

Role model- is an individual who is looked up to and revered by someone else. A role model is someone who other individuals aspire to be like, either in the present or in the future. A role model may be someone who you know and interact with on a regular basis, or may be someone who you've never met, such as a celebrity. Common role models include well-known actors, public figures such as police men or political officials, teachers or other educators, and parents or other family members.

Sexuality: The condition of being characterized and distinguished by sex that can be used to define whether you are male or female.

1.11 Organization of the study:

The study is organized in five chapters. Chapterone has outlined the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study, assumptions, definitions of significant terms as used in the study and organization of the study.

Chapter two contains the literature review section where the factors affecting the performance of girls have been discussed globally, regionally and locally. The objectives of the study have also been discussed in details. The conceptual frame work of the study was also included in the chapter.

Chapter three contains the research methodology which comprised of the introduction, research design, target population, sample size, sampling technique, research instrument, data collection procedures, validity and reliability, data analysis and ethical considerations.

Chapter four contains data presentation, analysis and interpretations of the findings while chapter five contains the summary of the findings, discussions, conclusions and recommendations of the study and suggestions for further study.

CHAPTER TWO
LITERATURE

2.1 Introduction

This chapter reviews the literature on the factors that influence the affecting the academic performance of girls in secondary schools both globally and locally through history to contemporary times. A conceptual frame work has also been included in this chapter.

2.2History of girl - child education and the Global perspective

Sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002UNICEF (2003). Of the 25 selected countries studied, fifteen (15) were in sub-Saharan Africa. The criteria studied were: low enrolment rates for girls; gender gaps of more than 10 percent in primary education; countries with more than one million girls out of school; countries included on the World Bank's Education For All Fast Track Initiative and countries hard hit by a range of crises that affect school opportunities for girls, such as HIV/AIDS and conflict.

The fifteen countries included Chad, Nigeria, Sudan, Tanzania, Eritrea, Ethiopia and the Democratic Republic of Congo. The worst hit is Southern Sudan, which has been seriously affected by civil war for decades. UNICEF said to wait for an end to the conflict would be to dismiss the rights of generations of children. UNICEF noted that in the area, as few as 15 percent of primary school-aged children were in school and girls represented only one quarter of the number. By the time the upper primary level was reached, there were hardly any girls left in school and at the territory's foremost secondary school. Only 560 of the 8,000 teachers in southern Sudan are women, which was merely seven percent (Nduru, 2003).

Introduction of free primary education, access to education is still remaining a wide dream to many Kenyan children despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reason (Mwangi, 2004).These reasons are: demands for their labor in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, sexual harassment and abuse, death of mother, lack of role models and looking after the sick member of the family(Mwangi,

2004). Some of the girls are given to marriage against their wish and when some of the girls are given to marriage against their wish, when they refuse, they are threatened with death thus the children are given for marriage at a tender age in quest of dowry from the husbands (Chibiko, 2009)

Some parents justify the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy (Chibiko, 2009). Others believe that women who are at the same level of education as the men are a disgrace to the community because more often than not, they will not get married and if they do, it will be to foreigner. For such parents, early marriage is the best way to prevent this and at the same time preserve traditions (Chibiko, 2009). Government in many parts are aware of the female education but (Kiteto, 2002) notes that gender inequalities and bigotry in education have continued to play a significant role in the slow development of Africa economy. Disregard for and discrimination against 50% of the population females contribute to slow and poor performance in most African countries. This is despite the fact that education of females has a profound effect on national development as lack of their education has been linked to low birth weight, poor health and high fertility rates, poor family nutrition, low life expectancy, poor family nutrition, low life expectancy, poor sanitation and high illiteracy rates (Ikua, 2012)

2.3 Cultural factorsthat influences the Academic Performance of the girl child

The high status accorded to marriage and motherhood in many communities impact negatively on female participation in education (Cammish and Broch,1994). Cultural expectations and values also play an important role in influencing the pattern of women's participation in secondary schools (Fatuma and Daniel, 2006). There are regions where parents wish to protect their daughters from contact with foreign cultures (Fatuma and Daniel, 2006).In regions where there is acceptance of the importance of education of education for women, some religion or people discourage girls from becoming highly educated as they will encounter some difficulties in finding husband (Fatuma and Daniel, 2006).Others claim that educated women are not co-operative and they are extremely independent thus making marriages impossible.

Western education according to them leads to certain unacceptable innovations which alter the accepted view held by male members of the society of an ideal wife and bring about changes in the prescribed roles of women, which have been rigidly defined by religion and custom (Fatuma and Daniel, 2006).They tend to see an ideal woman as submissive, obedient and content to enjoy the status of her husband (Kaggia, 1985). The teachers influence at school has also been found to be a hindrance to girls opting for science and mathematics (Fatuma and Daniel, 2006).Studies has shown that teachers tend to carry the societal expectation of girls into the school and therefore treat boys differently from girls (Whyte, 1984). Some teachers are said to actually discourage girls by uttering statements such as "Mathematics and science are not meant for girls" (Wamahiu and Nyagah, 1992).

(Abdo, 2001) points out that while the strength of a nation depends on the quality of its educational systems, the systems can only be as good as the qualifications and levels of motivation and commitment by the teachers and these are directly dependent on the social culture (SC). In schools with strong culture, teachers are motivated and tend to be more committed, hardworking, loyal to their schools and students and satisfied with their jobs (Sergiovanni and Starrat, 1993). They also point out that motivated teachers have positive impact on learners learning thus being able to create an appropriate classroom atmosphere, have reasonable control of their work activities are willing to accept responsibility and are personally accountable for outcomes (Sergiovanni and Starrat, 1993).

(Vail, 2005) asserts that teachers are the group who can have the single most significant influence on culture and learners' achievements and it is important to note that a teachers' altitude whether good or bad filters down to the norms such as discipline, hard work, issue – based research problem solving and equality. (Vail, 2005) carried out a research on two schools to find out how culture influences the performance. The two schools were Umzamo and Fundiseka. Umzamo's culture was that of independent thinking, there was no ownership thus no feelings of belonging or pride in the school on the other hand in Fundiseka there were feelings of belonging, trust and pride in the school and each other and the determination to do best to preserve these and the name of the school.

Fundiseka engaged more in extra- curriculum activities more than Umzamo. Fundiseka referred their teachers as 'our teacher' and 'our students' while in Umzamo they referred their teachers as 'The teacher' and 'The Student'. In conclusion Fudiseka's performance was

much better than that of Umzamo. There was no comparison between the two schools in terms of performance and discipline. That implies that when the culture of a particular institution can affect the performance.

Ethnographic studies suggest that parents have very different expectations for girls and boys in that the sons are uniformly expected to live with or near parents, provide long term support and succeed in education, career or other income generating activities on the other hand girls are supposed to stay at home and learn the domestic chores so that they can become good wives in the future and acquire just basic education to facilitate them manage their homes (Croll, 2006). According to (declaration, 1996) discrimination in girls access education persists in many area due to altitudes that boys should be educated first and that since girls get married and take care of the children, homes, priority to education comes second. Family preference for boys' education and the need for children's labor service within and outside the household often limit the education of girls (Beneria and Bisnath, 1996).

(Husain, 1999) has studied that most adults and school girls pointed that women think more about becoming good wives and mothers and should get concerned with home management and not professional career. Such mentality really affects the girl- child performance as they do not give their best in schools. The same study established that most of the adults, local officials, elderly people and religious leaders indicated that parents prefer not to invest so much on the girl- child education compared to that of boy- child.(Sengupta and Guha, 2002) note that in many regions, girls are married off at a young age. Their education is viewed as a poor investment, because it yields no long –term benefits to their natal families. Sometimes education may instill 'no-conformist' behavior in girls thus not being able to get spouses or sustain marriages (Sengupta and Guha, 2002). (Heeden, 1995) this study notes that some fathers, particularly in rural areas and slums, do not attach much value to education. They regard schooling for girls as necessary and a waste of money because girls would in any case stay at home after marriage to attend to their children and household. Boys on the other hand should be earning money from an early age so as to sustain their families.

It has also been reported in (BBC News, 2006), that African patriarchal society viewpoint, favor boys over girls because boys maintain the family lineage. Additional reasons why girls

do not have adequate access to education in Africa include the fact that many have to stay home to nurse relatives within HIV/AIDS. In Ethiopia the girl child is married off at a very tender age and they face early pregnancy, assigned responsibilities of taking care of their children and thus rarely go to school or attend classes (Beneria and Bisnath, 1996).Their husbands don't allow them to mix with other men thus limiting them to accessing education especially where the schools available are mixed schools and the demand for girl- education is very low thus affecting the performance of the girls who are privileged to attend schools. The resources are scares and environment for studying is very hostile as the practice is not acceptable (Beneria and Bisnath, 1996).

2.4Availability of Mentors as a Factor that influences the Academic Performance of the Girl- Child

The traditional notion of mentorship frequently invokes the positive image of an older, wiser adult providing compassionate guidance to a young individual. Indeed, the modern-day version of mentorship continues to emphasize the importance of a supporting relationship between an adult and adolescent. However, increasingly, mentoring is being seen as an essential component in the enhancement of an adolescent's educational, social, and personal growth (Brody, 1992).Sadly, these naturally occurring relationships are not available to every developing adolescent which leads to poor performance in schools. Caring and supportive adults who help develop natural mentoring relationships are few in high-risk areas, as the familial, educational, and community structures are unstable for at-risk youth (Darling, Hamilton and Hames, 2002). Many different individuals in an adolescent's life provide guidance, encouragement, and emotional support. "Natural" mentoring occurs when an adult voluntarily offers guidance, encouragement, and emotional support, as part of a young person's normal life course, and usually occurs between parents or related individuals and children (Beam, Chen, and Greenberger, 2002; Darling, Hamilton and Hames, 2002) These types of positive relationships, it is argued, lead an adolescent to adopt positive behaviors and acquire specific skills (Darling, Hamilton and Hames, 2002).

According to (Amania H, 2003), students drop out of schools or take education less seriously due to lack of role models within the community and immediate family cycle. She further asserts that children especially girls in Malawi drop out or take education less seriously not necessarily because of poverty but because they see no tangible benefits of

continuing with school or putting much effort in their studies. (Guha and Segupta, 2003) say that lack of female teachers, female doctors, pilots, female leaders or women who've made it in life as a result of acquiring education makes women not value education as they ought to. Research shows that certain behaviors and environmental circumstances are valid predictors of poor performance achieved in schools (Brown, 2008). Poor academic achievement and anti-social behaviors are mainly caused by lack of role models and mentors in schools (McCord, 1992).

The women who've made it as a result of acquiring education are fewer and they face a lot of challenges before making it. According to gender policy in education of 2007 released by education secretary of Kenya, Professor George Godia points out that lack or female teachers or a shortage of the same acts as an obstacle to girls' success as they do not have role models to look up to. This problem is also observed where there are no educated women in the society or community. Role models in communities mainly do the simple jobs like cooking and serving food, selling in the markets or by the road side. That has a great influence on the girl child in such communities as they believe that these women with less education earn money and are well off thus making them not perform as they ought to. These factors adversely affect the demand for education. (Ayoo, 2002) observed that learning among young children occurs through modeling which is determined by relations in terms of sex as cherished by parents, teachers and fellow children. According to a study done by (Holmund and Sund, 2005) girls out performed boys in subject areas where women teachers outnumbered their male counter parts. Teachers are therefore seen as role models for the students and if students identify themselves more with the same sex role models, it is possible that performance will be enhanced when students have a teacher of their own gender. (Grossman and Rhodes,2002) did a survey to find out how effective mentors are and they found out that adolescents who were in mentor relationships that lasted less than three months suffered feelings of lower self-worth and less feeling of achieving academic success contributing to poor performance in schools. Adolescents in relationships longer than 12 months reported increased feelings of self-worth, social perception, and belief in achieving academic success, and had better relationships with parents and peers. Their performance was very outstanding.

(Swainson, 1995) notes that the assigning of roles and development of skills are defined socially and culturally on the basis of gender. From an early age children develop behavior

that is appropriate to their sex roles by imitation of parents and other role models. He further argues that girls for example in rural areas and slums experience some kind of alienation in view of the many overlapping relationship within as well as outside the family. As such teachers treatment of boys and girls in classroom reaffirms gender in accordance with cultural norms which defines masculinity and femininity (Kitetu, 1998)

2.5Sexuality as a Factor that influences the Academic Performance of the Girl- Child

Sexual abuse of children generally need not cause injury; any sexual act performed on a child can be considered abuse (Ahearn and James, 2003). Similarly, state statutes categorize as child abuse as any neglect of a child that places the child at risk, regardless of whether the child is actually injured (Ahearn and James,2003).Poor performance of girls is attributed to per- marital pregnancies (Fatuma and Daniel 2006). Most girls sit for their exams when they pregnant or when they are fulfilling their responsibilities as mothers thus making them have divided attention leading to poor performance. A research carried out indicated that the most overwhelming data in girls' problems in their schooling is the high rate of teachers having love relationship with students (Fatuma and Daniel 2006).Over 85% of the students reported that teachers try to have love relations with students ……all of whom are male teachers dating female students (Fatuma and Daniel 2006) such behavior disrupts the learning process.

The girls are given high marks in their class assessment tests but when it came to the final exam poor performance is experienced (Fatuma and Daniel, 2006).The motivating factors of this relationship include money, gifts, high marks or 'leakage' of the class exams which discourage pro- active reading and class participation resulting to poor performance (Fatuma and Daniel, 2006). Most girls experience divided attention as they spend most of their time trying to look their best and worrying about petty things like looking good which greatly affects their academic performance.

There are cases where teachers preying on female students, threatening to fail them or publicly humiliating them to probe them into sexual relationships ((Fatuma and Daniel, 2006). In such cases the girl's performance goes down due to fear and low self-esteem resulting to poor academic performance. A study has shown that secondary school girls who

have been pregnant are twice more likely to report poor health than those with no history of pregnancy (Youri, 1993). The probability of such a girl who is still going to school and has a young one to take care misses lessons as a result of poor health leading to poor academic performance. Girls usually experience cramps as well as mood swings due to the effects of menstruation. There are some times when the pain is very sharp and the girl child may not attend school/lessons resulting to poor performance. The mood swings can also affect the performance of the girl child as it may disrupt the normal learning processes resulting to poor performance.

Some girls and women find that they feel sad or easily irritated during the few days or week before their periods. Others may get angry more quickly than normal or cry more than usual. Some girls crave certain foods. These types of emotional changes may be the result of premenstrual syndrome (PMS) (Mary L. Gavin,2010) .PMS is related to changes in the body's hormones. As hormone levels rise and fall during a woman's menstrual cycle, they can affect the way she feels, both emotionally and physically (Mary L. Gavin, 2010) which can greatly affect the performance of the girl child.. Some girls, in addition to feeling more intense emotions than they usually do, notice physical changes along with their periods — some feel bloated or puffy because of water retention, others notice swollen and sore breasts, and some get headaches (Mary L. Gavin, 2010) which may result to absenteeism during specific days of the month resulting to poor performance.PMS usually goes away soon after a period begins, but it can come back month after month (Mary L. Gavin, 2010)which may constantly lead to poor performance.

The most outrageous case involving girls who have been violated or defiled was in July 1991 at the St. Kizito mixed secondary school in Tigania, Meru District, where 71 girls were raped and 19 died after being attacked by their male colleagues (Fatuma and Daniel, 2006). That was followed by several other rape cases in schools country wide. At the micro – level it is fair to argue that the society's moral decay seems to contribute largely to culture of violence and hence fear and resentment in girls country wide especially the ones who are victims (Fatuma and Daniel, 2006).The victims get traumatized, are not able to concentrate fully in their class work, they recent schools resulting to poor academic performance (Fatuma and Daniel, 2006). Girls are not only defiled by their male teachers but also by their biological fathers, male siblings, male relatives and the society as a whole which greatly affects their performance in schools.

According to a report from human rights watch 2001, if left unchecked, sexual violation in schools has negative impact on education and emotional needs of girls and acts as barrier to attaining education. (Nieuwenhuys, 1999) shows that sexual relations between teachers and school girls in sub- Saharan Africa were common even in the 1950's. It has been made more common place by the bias and prejudice that exists against women. A survey carried out indicates that eight in ten young men believe that women were responsible for causing sexual violence and three in ten thought that women who were raped 'asked for it' (Human Rights Watch, 2001).Adolescents also get involved in sex due to certain reasons. According to a (Kaiser family foundation, 2007) study of US teenagers 29% of teens reported feeling pressure to have sex, 33% of sexual active. Teens reported 'being in a relationship where they felt things will be moving 'sexually' and 24% had done something they didn't really want to do. The imposition of school fees which include tuition, uniforms and text books charges, forces girls whose parents cannot afford to educate their offspring or who are expected to be financially independent by virtue of their student status to acquire older sexual partners. The partners include the 'sugar daddies' or 'sponsors' they give girls money for sexual favors (Bledsoe, 1990; Odaga and Heneveld 1995; Meekers and Calves, 1997).

(Lulu Hassan, 2012) a presenter in Citizen TV showed a programme called 'Stolen Innocents' where girls in Mombasa are forced to engage in prostitution to be able to pay their fees, buy school resources and sustain their families. Parents are unlikely to provide informative guidance to girls on sexual development and safe sex, or on interpersonal aspects of sexual relationships (Mturi and Henniker, 2005). Parents who did raise issue with daughters were likely to do so in a subjective, moralistic and protective context. Furthermore, most parents felt discomfort and embarrassed in discussing sexual issues (Mturi and Henniker, 2005). In part, this was a reflection of cultural taboos in discussing sexual issues, but evident was the belief of fathers that providing sexual education would endorse premarital sex and promote promiscuity. In addition, parents felt that they did not have adequate knowledge, skills or vocabulary to discuss sexual issues (Mturi and Henniker, 2005).He further says that girls do not have tactic to negotiate on sex and that sex education needs to be included in the curriculum in additional to adequate training for teachers in delivering sex issues.

Sexual behavior can have undesirable consequences such as sexually transmitted infections including HIV/AIDS; unplanned pregnancy leading to drop out or interrupted learning; high risk of pregnancy complication; illegal abortion; child abandonment and high mortality rate of children born to the teenage mothers (Nyatuka and Wasongo, 2010). Reports by the forum for Africa women educationist (FAWE) indicate that more than 12,000 girls drop out of Kenyan schools yearly due to pregnancy. Hostile environment for girls discourage students from attending lessons which greatly affects their academic performance.

2.6 Family Background as a Factor that influences the Academic Performance of the Girl- Child

(Wanjiku, 1994) observes that where resources are limited, education of boys comes first. Girls have been socialized to accept this and usually dropping out of school or not attending classes regularly for the benefit of their brothers. When parents are confronted with constraints of limited opportunities or resources for schooling, they generally favor the education for male children(Kelly, 1998). The argument that the socio-economic background of students tend to influence the performance is advanced by supporters of the 'good home' theory (Tyler, 1997). Parents who are educated tend to provide an enabling environment that facilitates the acquisition of education (Ayoo, 2002). The children are enlightened by their parents of the need to acquire education; they are also able to purchase the proper learning materials that will facilitate them perform better thus achieving better grades in schools (Ayoo, 2002).

Studies that have been carried out in developed countries have shown that performance of boys and girls was significantly related to the social- economic background of their parents (Duncan, 1989). The economic status of parents determines the type of school the child will go to. Those who go to public schools have a higher chance of not accessing all the facilities required to facilitate them get good grades. The girls who go to public schools may lack the instruments needed for practices thus leading to poor performance in practical subjects which include Physics, biology and chemistry. Studies conducted in Kenya reveal that the distance from home to school has direct influence on performance in examination (Bunyi and Okelmo, 2000) cited in (Ayoo, 2002) carried out a research on the influence of distance on education of girls. The study established that distance has a strong effect on the retention rates and regular attendance of school which affects the performance of the girl child. In

most cases girls who are affected are the poor as their parents cannot afford to pay for school bus services. They trek for long distances thus increasing the probability of getting to class late, getting to class while tired which might make the student dose in class or reduce the concentration span of the girl child.

The distance may also demotivate the students which might make the student lose interest in school thus dropping out in school or making them attend their classes once in a while thus affecting their academic performance. Globally, 150 Million children currently enrolled in school may drop out before completing primary and secondary schools and 100 Million of these are girls. Menstruation for girls without the access of sanitary towels affects the performance of girl child greatly. Girls from poor families use cotton wool or pieces of clothes which make them uncomfortable and unsettled as they fear that they might end up staining their garments making them the laughing stock of the school. Kenyan primary and secondary schools have at least 1.5 Million menstruating girls miss four or five days of school per month due to lack of funds to purchase sanitary towels and underwear combined with inadequate sanitary facilities at their schools (GCN and MOE, 2007).

3.5 Million Girls lose learning days each month which impede their ability to complete in classroom and which leads to low self-esteem hence affecting the performance of the girl – child (Muthui, 2012). In slums girls usually use cotton wool or they collect used sanitary towels in dumping sites they wash them and reuse which can cause diseases thus affecting the performance of the girl child. Most girls from poor families are used as sales ladies so that they can generate income for the family. They sell pea nuts, simsim, bananas and engage in street hawking which eats their study time thus affecting their performance. Some parents are not able to provide food for their school going children. Children who are hungry are not able to concentrate thus they are forced to skip lessons or classes so that they can go to look for food. They are also not able to read at night because of lack of electricity and lamps to read at night. Most girls living in the slums are not able to read during the day because of noise. The houses they live in are very crowded and during the day there is a lot of noise which discourage them from active reading hence resulting to poor performance in schools.

Undeniably, the number of child laborers in Kenya is on the increase (Eliab, 2010). Most Kenya children work due to poverty, to supplement household budgets, to assist the parent,

pay rent, pay school fees and meet basic needs like food and clothes (Eliab, 2010). In poor homes, there is a high dependence on children's contribution towards household labor and income greatly challenging the elimination of child labor that affects performance of most girls. The children act (2001) states that a child is any one below 18years section 56 (2) of the employment act is subject to abuse since there is no regulation of what is light work or not therefore there is need for review so that the right of children are protected.

The relationship between work and schooling is complicated by the fact that there are factors that affect both a child's ability to go to school and her need to work and factors that affect one or the other. Moreover, working affects the ability to attend and succeed in school, while failure in school may lead to a child (Offorma, 2009). Girls are an important source of income for their families, and the need for additional house hold income often takes priority over education (Cammish and Brock, 1994)

In many communities child labor is critical for survival of households and schooling represents a high opportunity cost to those sending children to school (Fatuma and Daniel, 2006). Although child labor for agriculture, domestic and marketing tasks cut across both genders lines when it comes to child care, girls are more likely to involve than boys. (Fatuma and Daniel, 2006) say that it greatly affects the performance of girls in secondary schools as they do not get enough time to balance their studies and tasks allocated to them by their parents or guardians. Rapid growth in urbanization has also increased the demand for domestic labor. Poor households have responded by sending their daughters into the domestic labor in exchange for regular cash or income.

Some school going girls work as domestic workers during the weekends and holidays. This leaves them with little or no time left to work on their assignments or read through the content taught by teachers thus affecting their performance. The act draws the young girls away from schools. Their parents receive payments for their services which acts as a motivating the factor for the parents leaving the girl child with little or chance of going back to school (Fatuma and Daniel, 2006) .Such girls rarely attend their classes they just sit for their exams for the sake of getting certificates thus affecting their academic performance

House hold chores can greatly affect the performance through undertaking heavy household chores the girls child sleeps late and tired thus when they attend their classes they are not

able to concentrate fully. They mostly sleep in class or their abortion capacity is very low thus integrating little or no content. A young daughter's domestic labor may substitute that of her employed mother, while parents who have an urgent need of income for subsistence or debt repayment, may exchange or sell their daughter directly or inadvertently into occupations that can be hazardous and exploitative (Croll, 2006). Poor performance by females in schools especially in marginalized areas is attributed to a greater demand imposed on female children to assist in household chores such as fetching water, cleaning, cooking and taking care of young siblings as well as the sick relatives(Karani, 2006).

According to a study by (Guha and Sengupta, 2002) the necessity of a girl to work, in order to supplement family income, reduced by a third her chance of ever attending school and raised five times the probability of dropping out. (Mwiti, 2006) psychological effects include learning disabilities, extreme depression, sense alienation and emotional breakdown and distrust, feeling of rejection, fear and confusion. Socially abused children tend to exhibit low self-esteem lack of confidence and slow intellect (Eliab, 2010).The center for domestic training and development 2009 one in two of the estimated 2.3 M households in the capital city of Nairobi alone engage the services of a domestic worker. Four out of every five of these are female and 84 % of those workers are children who have no prior education, have dropped out of school or are still in school but frequently miss classes thus affecting their performance.

The nation's divorce rate is increasing, it is estimated that about 60 percent of all children spend at least some of their childhood in a single-parent family, the researchers reported (Sheila Fitzgerald Krein and Andrea H. Beller, 2012).Single parents families have typically fewer resources as compared two- parent families the resources include time and money. 'Educational advancement is one route out of poverty, but the children in these families get significantly less of it," the report said. "Thus, this lower level of education will have long-term consequences for the economic well-being of the future family of this young adult."(Sheila Fitzgerald Krein and Andrea H. Beller reported)

2.7Conceptual Frame work

This is a schematic diagram showing the relationship between independent, dependent, moderating, intervening and extraneous variables. Independent variables are variables that

are postulated to explain other variables while dependent variables are the variables that are being explained by use of independent variables.

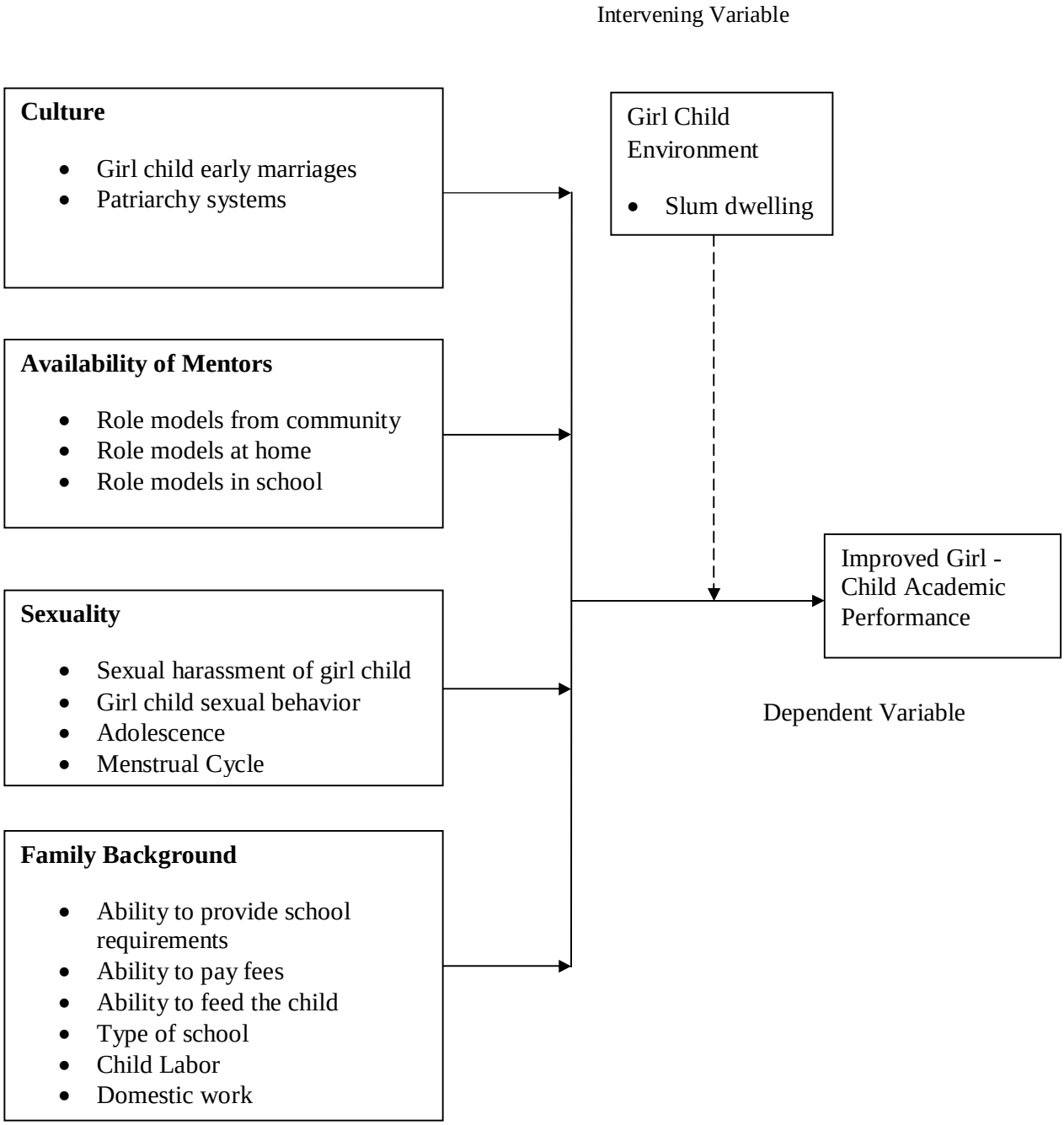

Figure 1: Conceptual framework

2.8 Summary of chapter two

This chapter has reviewed the literature on the factors that affect the academic performance of the girl child locally and globally. The factors mentioned greatly affect the academic performance of girl child thus education stakeholders such as parents, religious bodies, teachers, school administrators, nongovernmental organizations and the community need to address those concerns so that they can be able to eliminate the discrepancies in the performance of girls and that of boys. By doing so they will benefit by being able to make informed decisions enabling them to improve the performance of girls and making them be as competitive as that boys. The policy makers and Education planners should keep in mind the mentioned factors while coming up with policies and school curriculum to enable them come up with policies or a curriculum that are effective, appropriate and functional to the girl child.

CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology used in the study. It describes the research design, the target population, the sample size, the sampling technique, research instruments, data collection procedures, validity and reliability, data analysis and ethical considerations.

3.2 Research Design

This study used descriptive survey research. Descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals (Rodeo, 2005). It also incorporated both qualitative and quantitative approach. (Orodho, 2005) observes that descriptive design is used preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret them for purpose of clarification. The use of descriptive survey design in this study was therefore the most appropriate for the investigation of the factors influencing girl - child academic performance in Nairobi County. The method mainly focused on the objectives of the study.

3.3 Target Population

(Mugenda and Mugenda, 2003) define population as the entire group of individuals, objects having common observable characteristics. This study was carried out in 15 schools out of 30 secondary schools in NairobiCounty, Embakasi District as shown in appendix vi. The fifteen schools were derived at trough simple random sampling. The figure wasderived from systematic random samplingtargeting mainly girls in Embakasi District.

3.4 Sample size

A sample size is a subset of the total population that is used to give the general views of the target population (Kothari, 2004). As per the DEO's office records there were thirty Secondary schools in Embakasi District. Each school had an average of eighty girls in form four. 80*30= 2,400. According to Krejcie and Morgan sample size table on Appendix x, 2,400 population size, corresponds to a sample size of 331 girls. As for the teachers there are approximately 8 teachers per school 8 * 30 = 240 population size which corresponds to a sample of 148 teachers. That means that per school 22 questionnaires for students and 10

questionnaires for teachers were distributed. The formula used to derive the mentioned sample is as follows:

$$s = X^2 NP (1- P) \div d^2(N- 1) + X^2 P (1- P).$$

s = required sample size.

X^2 = the table value of chi – square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size

P = the population proportion (assumed to be .50 since this would provide maximum sample size).

d = the degree of accuracy expressed as a proportion (0.5)

3.5 Sampling technique

Sampling is a procedure of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kembo, 2005).The sample used was drawn using systematic sampling where every k^{th}element in the sampling frame was selected after the first observation had been picked randomly (Schwarz, 2011). 15 schools from the 30 schools in Embakasi District were selected by systematic sampling where the first school was randomly chosen and the others were chosen after every second school. To attain a sample of 331, 22 students were chosen from each of the 15 schools in Embakasi District and 148 teachers were chosen from a population size of 2,400.

3.6 Research Instruments/ Data Collection instruments

(Borg and Gall, 1993) defined research instruments as “tools for collecting data”. There are several instruments that a researcher can use depending on the nature of the study, kind of data to be collected and type of targeted population. Questionnaires and interview schedules and documentary analysis were used in this study.

3.6.1 Questionnaires

This instrument is appropriate since it is a convenient tool as it facilitates quick and easy derivation of information (Napa, 2007). He also states that the use of questionnaire is very

popular method of data collection in education and behavioral sciences. This is due to the relative ease and cost effectiveness is due to the relative ease and cost effectiveness with which they are constructed and administered.

3.6.2 Interview Schedules

This is usually appropriate for participants who are busy to fill in the questionnaire. The researcher used it in interviewing the head teacher, DEO or busy teachers. The researcher made the necessary arrangements prior to the interview so as to enable the researcher focus on the main objectives of the study.

3.6.3 Documentary Analysis

This involved reviewing documents containing the relevant data or information. The information was obtained from the DEO's office, Embakasi District. It included the list of schools within Embakasi District and copies of previous performance which helped the researcher understand the trend. Appendix VI, VII, VIII and IX are the samples of the data that was collected from the DEO's office.

3.6.4 Observational Schedules

An observation schedule was used as a follow up instrument to gather data on the observable features of the schools visited in the study. The observable features enabled the researcher analyze the observable situations on the ground so as to facilitate in examining the factors affecting the academic performance of the girl child.

3.6 Data collection Procedures

The researcher distributed 331 questionnaires for students and 148 questionnaires for teachers to fifteen schools. Each school was given 22 questionnaires for students and 10 questionnaires for teachers. Three research assistants were hired to cover five schools each. The research took two weeks and a half. The first week was for dropping the questionnaires and seeking permission from the relevant authorities. The other week was for picking up the questionnaires. There were those schools that handed over their questionnaires within the first week while the others they dropped the questionnaires and were advised on when to pick them up.

3.7 Validity and Reliability

Validity refers to the extent to which a research instrument measures what it intends to measure (Oso and Onen, 2008).Validity can also refers to the appropriateness, correctness and meaningfulness of the specific references which are selected on research results (Frankel and Wallen, 2004).Validity of the data collection instruments in this study was done by piloting the questionnaire and interview schedules to selected participants not sampled for the study. This facilitated the researcher identify whether the instrument prepared is able to capture the data that is required. It also facilitated the researcher know whether the respondents understood the instrument to facilitate in further modification. The researcher was able to know the length of time required to answer the questionnaire which acted as a guide when booking an interview.

Reliability is the measure of the degree to which the research instrument yields the same results of data after repeated trials, (Mugenda and Mugenda, 2003). The researcher used the split-half technique whereby two-halves of a test from a pilot sample were used there after the researcher calculated a correlation coefficient for the two sets of scores. Where the same results were derived from the two halves the instrument was proved be reliable. The reliability coefficient is calculated using the Spearman-Brown prophecy formula whereby according to Brown et al (2004) a correlate on coefficient value above 0.70 is generally considered sufficient and reliable. From the reliability statistics in Appendix IV, results revealed that the instrument was reliable at 0.765.

Reliability of the overall test

$$= \frac{2 \times \text{reliability for } ½ \text{ tests}}{1 + \text{reliability for } ½ \text{ tests}}$$

3.8 Data Analysis

The data was analyzed systematically, edited accurately, consistently and uniformly in order to obtain the relevant information. The data generated was analyzed using Statistical Package for Social Scientist SPSS.

3.9 Ethical Consideration

The research got permission from the relevant authorities before collecting any data. The researcher ensured that the respondent understood the aim of the study and also informed the responded that the exercise was voluntary. The researcher will assure the respondents that any information given will be treated with utmost confidentiality.

3.10 Operationalization of variables

This framework shows how objectives are manifested and measured as well as how data is to be collected and analyzed. The frame work is shown in the figure.

Table 3.1: Operational definition of variables

Objectives	Variables	Indicators	Measurement	Scale	Data Collection Method	Tool of analysis
To determine the factors influencing academic performance of girl child in Nairobi County	Dependent Variable: Academic Performance	Gender Disparity in performance	Gender disparity in performance of previous exams	Ordinal	Questionnaire & Interview	SPSS
To establish how girl performance is influenced by Sexuality	Independent Variable Girl- Child's sexuality	Girl dropping out of school due to pregnancy Absenteeism in classes due to menses	No of girls who have dropped out of school due to pregnancy/menses	Nominal	Questionnaire and interview	SPSS
To establish how girl performance is influenced by cultural factors	Independent variable cultural background	Preference of the boy child over the girl child's Education	No of girls in schools as compared to boys	Ordinal	Questionnaire	SPSS

Objectives	Variables	Indicators	Measurement	Scale	Data Collection Method	Tool of analysis
To establish how family background influences the academic performance of girls	Family background • Poverty • Domestic Chores • Level of parents' education • Age of the parents	The uniform Books School fees balance Incomplete assignments by girls as compared to those of boys Absenteeism by the girl child	Tattered uniforms No uniforms & shoes Resources Available Fee balance Absenteeism incomplete assignments as compared to boys.	Ordinal	Questionnaire Interviews Observation	SPSS
To establish how availability of role models influence performance of the girl-child	Availability of role model	• Indiscipline cases • Absence of guidance & Counseling department • High dropout rate • Low motivation	• Poor response to the bell • Lack of career aspirations • Few female teachers	Ordinal	Questionnaire Interviews Observation	

CHAPTER FOUR:

DATA PRESENTATION, ANALYSIS & INTERPRETION

4.1 Introduction

The purpose of this chapter was to present, analyze and interpret the data. Five questions were formulated to guide the study. The research questions sort to examine the below:

1. How does culture influence the academic performance of girls in Nairobi County, Embakasi District?
2. How does availability of mentors influence the performance of girls in Nairobi County, Embakasi District?
3. How does sexuality influence the performance of girls in Nairobi County, Embakasi District?
4. How does family background influence the academic performance of girls in Nairobi county Embakasi District?

4.2 Questionnaire return rate

Data sample was collected from 331 girls and 104 teachers out of 331 girls and a target of 148 teachers. This implies that the return rate for the students' questionnaires was 100% since the population was vast but as for the teachers 70 % of the teachers responded this was as a result of the shortage of teachers in schools.

4.3 How culture influences the academic performance of girls

4.3.1 Gender Enrolment

To facilitate the researcher answer the above question the respondents were to indicatethe number of girls and boys in each class. The table below indicates the findings of the respondent.

Table 4:1: Gender enrolment in schools

Variable	Frequency	(%)
Boys and girls equal in class		
Yes	13	3.8
No	318	96.2
Total	**331**	**100**
Median number students (IQR)		
Boys	21	15-22
Girls	19	14-28

Those who said that the number of boys and girls in classes was equal were 13 and those who said they weren't were 318 girls. The average number of boys was slightly higher (median of 21) compared to the girls (median of 19) in form four. From this finding, the number of boys enrolled was higher than that of girls.

4.3.2 Evaluation of performance

The respondents were indicate their thoughts on which of the genders performs better than the other. The table below is an analysis of the feedback given by the respondents.

Table 4.2: Evaluation of performance

Variable	Frequency	%
Who performs better		
Boys	170	51.4
Girls	137	41.5
Either	24	7.1
Total	**331**	**100**

More than a half (51.4%) of the girls believed that boys performed better than girls, 41.5 % believed that girls perform better while 7.1 % said that both genders were capable of performing thus their performance was competitive. From the findings above the boys are believed to perform better than the girls while a small proportion of the respondents believe that both genders had equal chances of performing.

4.3.3 Schools tradition and routines:

Therespondents were also supposed to give their thoughts on whether their school's tradition and routines facilitate in achieving of good performance in girls. The girls' feedback is shown in the table below:

Table 4.3: Routines that reinforce school's academic and social standards

Variable	Frequency	%
Traditions and routines available		
Yes	134	40.5
No	197	59.5
Total	**331**	**100**

A small proportion (40.4%) of the respondents thought there are traditions and routines that reinforce academic performance in schools while 59.5 % felt that there are no traditions and routines that reinforce performance in schools. This implies that the traditions and routines in schools were not significant in influencing schools academic and social standards in schools which will intern influence performance.

4.4 How availability of mentors influences performance of the girl child

4.4.1 Number of teachers in schools

The respondents were to give the number of female teachers and those of male teachers. The researcher got the feedback shown in the table below from the teachers in all the 15 schools visited.

Table 4.4: Gender distribution of teachers

Variable	Frequency	%
Gender		
Male	66	63.9
Female	38	36.1
Total	**104**	**100**

The number of male teachers was more than the female teachers. Of the respondents interviewed 63.9 % were male teachers while 36.1 % were female teachers. This implies that majority of the teachers were male.

4.4.2 Pursuing further education

The respondents were to indicate the highest level of education that they would like to attain. The girls' feedback pertaining to the mentioned is as follows:

Table 4.5: Level of education

Variable	Frequency	%
Highest level of education you like to attain		
University level 1st degree	233	70.5
Other	97	29.5
Total	**331**	**100**

A high proportion (70.5%) of the girls wanted to attain university education. On the other hand, 29.5% did not look forward to pursuing their education up to university level. This implies that majority of the respondents looked forward to pursue higher learning while 30% of the girls did not look forward in pursuing their education to higher level.

4.4.3 Motivation from role models and mentors

The students and the teachers were supposed to give their thoughts on whether they think that the parents and teachers are good role models. The girls were supposed to also rank the sources of inspiration from top to bottom. The findings gotten from the respondents are indicated in the below tables:

Table 4.6: Students' view on role models

Variable	Frequency	%
Teachers and parents good role model		
Yes	203	61.4
No	128	38.6
Total	**331**	**100**

Table 4.7: Teachers' view on role models

Variable	Frequency	(%)
Parents and teachers are role parents		
Yes	87	83.7
No	17	16.3
Total	**104**	**100**

Table 4.8: Source of inspiration

Variable	Frequency	%
Parents	161	48.6
Media	96	21.6
Famous person	90	19.9
Teachers	18	5.5
Neighbor	15	4.4
Total	**331**	**100**

A substantial proportion (38.6%) of girls said their teachers and parents were not good role models while the teachers view on role models was that (83.7 %) of teachers think that the teachers and parents are good role models while (16.3 %) think that they are not.Source on inspiration for the students was mainly parents (48.6%) while media and famous people inspired 21.6% and 19.9 % respectively. The teachers and neighbors were ranked among the last and the findings were 5.5 % and 4.4 % respectively. The above findings imply that the parents and the media play a very big role in shaping the character of their children while the teachers and the neighbors do not influence much in character development of the girls.

4.5 How Sexuality influences the academic performance of girls.

Sexuality that is the characteristics that define as male of female can affect the academic performance in schools.

4.5.1. Absenteeism of girls in schools

The respondents were to give a feedback on how frequent they usually go to school late and the teachers were to give feedback of their experiences of absenteeism in classes.Both the

teachers and the students feedback in regards to the two questions posed are indicated in the below tables

Table 4.9: Lateness in schools – students' opinion

Variable	Frequency	(%)
Do you come to school late?		
Yes	132	39.8
No	199	60.2
Total	**331**	**100**

Majority (60.2%) of the girls did not have a history of lateness when attending schools while (39.8%) had experienced lateness. The above findings imply that a quarter of the respondents go to school late while 60 % of the respondents make it to class on time.

Table4.10: Absenteeism in schools teachers' opinion

Variable	Frequency	(%)
Experience some absenteeism in class		
Yes	78	75.0
No	26	25.0
Total	**104**	**100**

Three-quarters (75%) of the teachers had experienced absenteeism in their classes. This means that majority of the girls in secondary schools have a history of lateness.

4.5.2 Sexual Harassment in schools

The teachers and the students were to give feedback on whether there are cases of sexual harassments in schools and also give their opinion on whether the society and the administration of the school is doing anything to stop it.The girls' and the teachers' response in regards to the two queries has been combined and reflected in the table shown below

Table 4.11: Sexual harassment in schools

Variable	Students n (%)	Teachers n (%)
Are there cases of sexual harassment?		
Yes	51 (15.3)	49 (47.2)
No	280 (84.7)	55 (52.8)
Total	**331 (100)**	**104 (100)**
Administration or society do something to stop sexual harassment	159 (48.1)	66 (63.9)
	172 (51.9)	38 (36.1)
Total	**331 (100)**	**104 (100)**

A small proportion (15.3%) of the girls said there was sexual harassment in schools and 51.9% thought that the administration and society was not doing anything to stop sexual harassment. However, according to the teachers, sexual harassment cases were at 47.2% with 36.1% of them thinking that the administration and society is not doing anything to stop it. The above findings imply that there are cases of sexual harassment in schools and little is done to stop it.

4.6 How family background influences the performance of girls

The family background can greatly affect performance. In cases where the resources are scares the girl child education is usually compromised. The kind of domestic chores and assignments assigned to students by parents also influences performance.

4.6.1 Domestic chores assigned to the girl child

The respondents were to give a feedback on whether the domestic tasks assigned to them affect their performance. The girl's response in regards to the mentioned is indicated in the table below:

Table 4.12: Domestic chores among girls

Variable	Frequency	(%)
Domestic chores affect academic performance		
Yes	136	41.0
No	192	57.9
Missing	4	1.1
Total	**331**	**100**

According to 41% of the girls, domestic chores affect their academic performance, 57.9 % of the girls reported that it doesn't while 1.1 % were not sure. The above findings imply that a quarter of the girls are affected by domestic chores assigned to them while more than half of the respondents are not affected by the domestic chores assigned to them.

4.6.2 Lack of school fees

The teachers were to give a feedback on the number of students sent home for school fees and also on the dropout rate of students yearly.The girls were also supposed to give information on the number of siblings they have in high school and also give a feedback on whether they are usually sent home for lack of fees. The teachers and the students response in regards to the mentioned is shown on the tables below.

Table4.13: Students being sent home for lack of fees& yearly dropout rate

Variable	Frequency	(%)
Usually sent home for school fees		
Yes	181	54.6
No	150	45.4
Total	**331**	**100**
Drop out of students in the course of the yr.		
Yes	58	55.6
No	46	44.4
Total	**104**	**100**

54.6% of the students are usually sent home for lack of school fees and 55.6 % of the students drop out of schools yearly. The above findings imply that more than half of the respondents are sent home for lack of fees while the teachers reported that more than half of the girls usually drop out of school on a yearly basis thus the yearly dropout rate is high.

Table 4.14: Presence of siblings in high school and frequency of their absenteeism

Variable	Frequency	(%)
Have siblings in secondary school		
Yes	147	44.3
No	184	55.7
Total	**331**	**100**
Are there days the siblings are absent from school (n=147)		
Yes	116	79.0
No	31	21.0
Total	**147**	**100**

A substantial proportion (44.3%) of the girls had other siblings in school and majority (79%) said there were days when the siblings were absent from school. The above findings imply that a quarter of the respondents had siblings who are still schooling and more than three quarters of the respondents siblings are sent home for lack of fees.

4.7 Overall analysis of all the variables that affect the performance of girls

The respondents were to analyze all the mentioned factors that affect the performance of girls and rank the factors that affect performance on a scale of 1 – 10.Both the teachers' and the students' response is shown in the two tables below

Table 4.15: Factors influencing girls' performance in school – students' feedback

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)	Not sure (5)	Median
Culture	60 (18.0)	121(36.6)	52 (15.8)	25 (7.7)	72 (17.0)	2
Domestic chores	72 (21.9)	98 (29.5)	56 (16.9)	22 (6.6)	83 (25.1)	2
Sexuality	116 (35.0)	87 (26.2)	20 (6.0)	16 (4.9)	92 (27.9)	2
Lack of role models	47 (14.2)	65 (19.7)	67 (20.2)	54 (16.4)	98 (29.5)	3
Poverty	114 (34.4)	92 (27.9)	29 (8.7)	16 (4.9)	80 (34.0)	2

Girls were, in average, more agreeable to the fact that culture, domestic chores, sexuality and poverty (median score of 2) influence negatively on their performance in school. More

than 50% of the girls thought the above factors influence performance of girls in school. However, they disagreed with lack of role models as a factor that can influence performance (median score of 3).More than a half thought lack of role models did not have impact on performance of girls.

Table 4.16: Factors influencing performance according to the teachers

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)	Not sure (5)	Median
Culture	26 (25.0)	0 (0.0)	46 (44.4)	9 (8.3)	23 (22.1)	3
Domestic chores	26 (25.0)	46 (44.4)	17 (16.7)	3 (2.8)	12 (11.5)	2
Sexual harassment and abuse	20 (19.4)	55 (52.8)	12 (11.1)	3 (2.8)	14 (13.5)	2
Lack of role models	14 (13.9)	49 (47.2)	20 (19.4)	9 (8.3)	12 (11.5)	2
Poverty	40 (38.9)	43 (41.7)	0 (0.0)	12 (11.1)	9 (8.7)	2

On the contrary, teachers did not identify culture to be an impediment to academic performance. However, domestic chores, sexual harassment, lack of role models and poverty were mentioned as possible contributors to poor performance in school.

Table 4.17: Teachers' ratings on the reasons associated with poor performance in girls

Variable	Mean	Rating (%)
Early pregnancy	4	40.0
Taking care of sick relatives	3	30.0
Male child preference	4	40.0
Sexual harassment and abuse	4	40.0
Lack of fees	7	70.0
Lack of role models and mentors	6	60.0
Lack of sanitary towels	5	50.0
Lack of proper lighting and poor environment for learning at	6	60.0
home	5	50.0
Early marriages	6	60.0
Household tasks or domestic activities assigned to girls	7	70.0
Society's attitude towards education of girls		

A hundred and four (104) teachers were interviewed from the selected schools and they were asked to rate in a scale of 1 to 10 the reasons for poor performance among girls. Lack of school fees and societal attitude towards girls' education rated the highest (70%) as contributing to poor performance in girls. Other factors that showed a more than 50% rating were lack of models and mentors, poor conditions at home which include improper lighting and poor learning environment and also household chores assigned to girls at home. Lack of sanitary towels was also rated as a significant factor that contributes to poor performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction:

This chapter presents the researchers summary of findings, discussion of the findings,conclusions, recommendations and suggested areas for further study that are in line with the research questions of the study. The summary of the finding of each variable that is said to affect the performance of the girl child is analyzed in this chapter.

5.2 Summary of the findings

According to this research the researcher was to evaluate the variables that affect the performance of girls. The variable that were been examined were how culture affects performance of girls, how availability of role models affect the performance of girls, how sexuality affects the performance of girls and finally how family background affects the performance of girls.

The researcher posed three questions to the respondents to examine whether culture affects the academic performance of girls. The first question was gender enrolment and it was found out that 3.8% of the girls said that the number of girls are equal in schools while 96.2 % reported that the number of girls and boys is not equal in schools. The other question was to evaluate the performance of girls and that of boys. 51.4% of girls said that the boys performed better than girls while 41.5% of the girls said that the girls performed better and finally 7.1 % of the students said that either of the gender is capable of performing better than the other. The last question was to evaluate how school tradition and routines reinforces performance of girls. 40.5 % of the girls reported that the schools traditions and routines facilitate in achieving of good grades while 59. % reported that the routines and traditions of the school do not promote the achievement of good grades in girls.

The researcher posed four questions to be able to evaluate whether the availability of role models and mentors influences performance. The first question was supposed to help the researcher identify the number of female teachers and that of the male. 69.9% of the teachers were male while 36.1% of the teachers were female. The second question was facilitating the researcher find out the highest level of education they would like to attain.

70.5% reported that they would like to pursue their education up to the university level while 29.5 % mentioned others. The third question was to facilitate the researcher find out from the students and the teachers whether they think that the parents and teachers are good role models.61.4% of girls reported that both the parents and the teachers are good role models while 38.6 % said that they are not. 83.7 % of the teachers reported that the teachers and parents are good role models while 16.3 % reported that they are not. The fourth question was to facilitate the researcher find out the main sources of the girl's motivation. 48.6 % reported that their parents were their source of motivation, 21.6 % reported that that it came from the media while 19.9 % famous people,5.5% teachers and finally 4.4 % neighbors.

The researcher wanted to find out how sexuality influences the performance of the girl child thus she posed four questions to facilitate in evaluating the mentioned. The first question was to inquire on the frequency of absenteeism in class from the girls and the teachers.39.8 % reported that they had a culture of reporting to schools late while 60.2 % reported that they made it on time. 75.0 % of the teachers reported cases of absenteeism in schools among girl while 25.0% of the teachers did not experience absenteeism. The second question was to evaluate whether there are cases of sexual harassment in schools and whether the schools administration and society is doing anything to stop it. 15.3% reported that there are cases of sexual harassment while 47.2 % teachers reported that there are incidences of sexual harassment and 52.0 % of the teachers did not experience such incidences. 48.1 % of the students felt that the relevant authorities are doing something to stop it while 51.9% felt that there isn't much that is being done to stop on the other hand the 36.1 % of the teachers felt that not much is being done and 63.9% felt that the relevant authorities doing their best to curb it.

The researcher wanted to evaluate on how family background influences on performance. The first question posed was to find out if domestic chores affect performance of the girl child. 41.0 % of the girls reported it does while 57.9 % reported that it doesn't influence performance. The second question was to find out from the teachers the number of students sent home for lack of fees and yearly dropout rate. The teachers reported that 54.6 % of the students were being sent home for fees while 45.4 % weren't. 55.6 % of the girls dropped out of school yearly while 44.4% finished their form four. The last question was to inquire whether the girls have siblings in schools and whether they are usually sent home for fees.

44.3 % of the girls had siblings and 79.0 % were being sent home for fees while 21.0 % were not being sent home for fees.

5.3 Discussion of the finding

According to the descriptive research carried out it was found out that culture influences performance of girls. The enrollment of boys was more than that of girls a similar finding was established by (Unicef, 2003). Some of the reasons attributed to low enrolment of girls were cultural factors where the parents did not see much value in enrolling their girls as they would later become assets to other families once they are married. The findings are similar to those of (Fatuma and Daniel, 2006) and (Abagi, 1997) mentioned in the literature review. Their parents also felt that enrolling girls into schools would make the girls not become good future wives as they would be empowered to become independent and self-sufficient posing dangers in marriages, the findings are in line with (Fatuma and Daniel, 2006) and (Chibiko, 2009) findings. The parents saw no need of enrolling girls as they were natured to be homemakers the mentioned is in line with (Husain, 1999) findings. Some girls were also married off while very young. More than a half (51.4%) of the girls believed that boys performed better than girls. Those who thought boys were performing better said that they were known to be hardworking, did not have many responsibilities such as domestic chores, were enduring, were not tied by backward culture that does not promote girl child education, personally guided and share ideas amongst themselves and were intelligent. That also implies that the confidence levels and self- esteem in girls was quite low.A substantial proportion (40.4%) of the girls thought there are traditions and routines that reinforce academic performance in schools. The girls highlighted such school norms as having academic days, celebrating school pioneers and rewarding best performers, having Christian morals and insisting on discipline, having motivational speakers and visiting other schools to learn from them. Those findings are similar to (Brody, 1992). In addition to that the girls felt that when one enrolls in schools where the performance is good there is a probability of the girl's performance being good and vice versa which is in line with (Brown, 2008) findings. Institutions that had values such as hardworking teachers/students, worked as a team, disciplined and highly motivated teachers and students performed best. Those findings are in line with(Brown, 2008).(29.5 %) of the respondents did not look forward to pursuing their education up to the university level as theylinked their achievements with culture they reported that they had to get married early thus pursuing university education depended on their future husbands/future in laws. The findings are in line with (Fatuma and Daniel 2006).

The descriptive analysis conducted revealed that availability of mentors and role models influences performance of girls which is in line with (Brody, 1992) and (Beam & Greenberger, 2002) findings. The number of male teachers was 63.9 % that implies that the girls did not have adequate mother figures to look up to as the number of female teachers was less. A similar finding was derived at by (Nduru, 2003) According to the records collected from the ministry education Embakasi district was ranked last among the other district and availability of mentors was one of the reasons attributed to poor performance in schools. 29.5 % of the girls did not look forward to attaining a first degree some of the reasons the girls gave was the fact that the women in their society were doing very low profile jobs thus there was no need of struggling to that level thus they would rather get a secondary certificate and join their parents in their businesses that is in line with (Guha and Sepupta, 2003) findings. Others reported that there were very few successful women in the society all good jobs and high posts are given to the men. Such kind of reasoning influences performance as the girl child has very low confidence in themselves and thus affecting their academic grades. A substantial proportion (38.6%) of girls said their teachers and parents were not good role models. According to the girls, abuse of alcohol and other drugs, lack of guidance from them due to demanding jobs, false accusations and laziness were some of the reasons that made their parents not to be role models. The finding contrasts that of (Vail, 2005) and (Sergiovanni and Starrat, 1993) who states that the teachers play a very major role in shaping the personality of students.Other girls felt that their teachers were not good role models because they were rude, gossipers, do not take time to motivate, were not qualified to teach and were lazy thus did not attend lectures on time. 83.7% of the teachers believed teachers and parents were role models for their children.Source of inspiration for the students were mainly parents (48.6%) while media and famous people inspired 29% and 27.3% respectively. The feedback reveals that parents are playing a big role in the ensuring that the children they bring up are future leaders of tomorrow. That finding is in contrast with (Muturi and Henniker, 2005), however there is a great concern because the teachers are supposed to be the second parents to the students they teach but statistics reveal that they do not have a major input in the wellbeing of students. The media and famous people play a bigger role which should not be the case.

Sexuality that is the characteristics that define male and female affects the performance of girls according to the respondents interviewed. 39.8 % of the girls reported that they were

usually late for classes as they were the ones playing the role of a mother figure in the family, those findings are similar to those of (Karania, 2006). They are the ones who prepare their siblings, prepare breakfast and carry out the domestic chore that a woman ought to carry out every morning thus making them late for classes. A similar finding was derived at by (Beneria and Bisnath, 1996). The other reasons that prompted the lateness were long distance from home to school, transport difficulties, poor environmental conditions like rainy seasons and poor infrastructure, insecurity issues that do not allow them to leave for school too early since they are an endangered species.The finding is in line with (Ayoo, 2002) findings. 75.0 % of the teachers reported on cases of absenteeism in schools the teachers informed the researcher that most girls did not attend their lessons especially when they having their menses. They lacked sanitary towels thus found it more appropriate to miss their lessons rather than embarrass themselves among their peers. They also reported that some girls were moody and had very low concentration span especially when they are going are having their menses thus affecting their performance.A small proportion (15.3%) of the girls reported that there were cases of sexual harassment in schools and at home which is in line with (Fatuma and Daniel, 2006) finding. The fact that they are girls they are more vulnerable to sexual abuse compared to boys. Most girls revealed that their teachers and other males in the society were abusing them in exchange of favors, money, good grades and exam linkages. They admitted that the mentioned demotivates them and makes them feel demolished thus affecting their grades as they live under fear and intimidation.51.9% thought that the administration and society was not doing enough to stop sexual harassment. This was so because many reported cases are still pending and most perpetrators are walking freely. 47.2 % of the teachers reported that there were cases of sexual abuse reported to them by the girls. They reported that those girls that had gone through such violation their performance was poor and most of them ended up dropping out of school or even committing suicide when the issue is not dealt with appropriately the findings are in line with (Fatuma and Daniel, 2006). 36.1 % felt that not much was being done as the cases are recurrent and on the increase, the penalties are not heavy thus the perpetrators are still walking freely and the corrupt nature of our police force as the perpetrators always end up buying their justice.

According to the descriptive survey carried out family background was considered to be one of the factors that influence performance. The findings are similar to those of (Kelly, 1998). Most girls in Embakasi came from very poor families. 41.0 % of the girls reported that

domestic chores affect their performance as they wake up very early and sleep very late while doing the domestic chores involved leaving them with very little time for study those findings are similar to (Beneria and Bisnath, 1996).Some girls claimed that at times they missed their classes because they have to look after their young siblings or sick relative when their parents cannot afford to pay nannies or nurses. Some girls claimed that they had to work as domestic workers during weekends to supplement their parent's income. Some girls reported that they had to assist their parents in street hawking after school making them sleep very tired and thus no time or energy for study. Others reported that they are usually hired on weekends to wash for people clothes which greatly interfered with their study time. They did so to be able to supplement their parents' income. The teachers reported that 54.6% of the girl's dropped out of schools because of lack of fees and the yearly dropout rate was 55.6 % the findings are similar to those of (Abagi, 1997).This means that the highest % of girls who drop out of school is as a result of lack of fees.Theother reasons given for the drop out were early pregnancy, child laborand drug abuse amongthe children. 44.3 % of students reported that they had siblings in the same school and that 79% of the siblings were being sent home for fees. This reveals that the family background greatly affects the performance of girls thus resulting to poor grades in schools. According to the observation guide that the researcher was analyzing most schools did not have adequate teachers and reading materials, proper lighting, good sanitation, water and their clothes were not in good shape. Some of the girls did not even have the proper uniforms. The findings are in line with (Chibiko, 2009).

5.4 Conclusion of the study

According to the findings of this study the researcher concluded that culture is one of the factors that affect the performance of the girl child.The average number of boys was slightly higher (median of 21) compared to the girls (median of 19) in form four. Some parents do not find the need of enrolling the girls to schools. They consider them being liabilities rather than assets because when they are married off they become an investment of another family thus the preference of girl child education where the resources are scarce. They also belief that educating a girl could lead to breaking of marriages or make a girl not find a spouse due to the much education acquired. Some parents believe that when the girl child gets educated they learn how to be independent and self-sufficient thus making them view themselves as men or become had headed leading to divorce. They also believe that women who are

highly learned they are feared by men thus proving to be difficult to find spouses. The academic performance of boys was better than that of girls. That was so because the boys' education is held in high esteem, they did not engage in domestic chores, were not victims of early marriages and early pregnancies. Majority of the students reported that the school routine and tradition did not facilitate in achieving of good grades in schools. That was so because the teachers were lazy thus did not attend most of the lessons or get to class on time, they did not provide them with good learning environment and resources. The laboratory was an equipped as well as the library. Most of them complained of not being able to complete the syllabus contributing to poor grades. Some girls mentioned that pursuing of further education was solely based on their husband's opinion or the in laws thus affecting their performance.

The researcher concluded that the availability of role models and mentors was also one of the factors that contribute to poor performance in girls. Most of the schools were dominated by male teachers. The students lacked role models in schools and even in the society leading to low grades. Some students mentioned that many women earn very little as they do very shoddy jobs and there are very few women who made it to power or even hold high ranks in the society. This demotivates them and makes them not aspire to get more thus taking education less serious which affects their performance. A significant number of girls said that the parents are not good role models because they are lazy, they abuse alcohol and other substance they do not have time for mentorship as they are too busy looking for money. The teachers were not good role models because they were lazy, rude, gossipers, do not take time to inspire and motivate, did not attend lectures on time and that they were under qualified to teach thus skipped most difficult topics. In regards to sources of inspiration for students the teachers and the neighbors were ranked last. This causes a great alarm as the teachers are the ones who mingle most with the students they are like the second parents.

The findings of this study can be concluded that sexuality is a factor that affects the performance of girls. The rate of absenteeism, dropout rate and lateness in girls was high this was so because of the domestic chores assigned to them, early pregnancies, lack of sanitary towels, ailments associated with menses, sexual abuse from the male teachers as well as the male members in the society, insecurity issues that do not allow them to leave their homes early as they are more vulnerable. The other factors mentioned include poor road conditions, transport difficulties and long distances from home to classes. Both the

teachers and the girls felt that the school administration was not doing much to curb the cases of sexual harassment. The reasons given were recurrent cases and increase in crime rate , the penalties were not heavy thus the perpetrators were still walking freely and the corrupt nature of our police force as the perpetrators always end up buying their justice.

According to the findings of this study family background can be concluded to be one of the factors affecting the academic performance of girls. That is so because most the girls reported that domestic chores affected their studies. The dropout rate of girls was also very high as a result of lack of fees and a significant number of girls reported that they had siblings who were frequently absent from school because of lack of fees. Most girls reported that they were working as domestic workers during their weekends to supplement their parent's income. Some students also reported that their parents made them miss school so as to look after their sick relatives or young siblings especially when they could not afford to hire house helps or enroll their siblings for day care.

5.5 Recommendations of the study

The researcher recommended that the parents and the community should ensure that they take their children to school regardless of the gender. They should ensure they attain the highest level they can because education is a vital entry into all initiatives for establishment of civilized social systems. It provides the tool for struggle against poverty, ignorance, diseases and other vices. (Okumbe, 2001).Parents and relative as well as the society at large should discourage early marriages and child labor.The government should come up with policies safeguarding the rights of children and very harsh penalties to all the perpetrators.

The researcher recommended that the teachers and neighbors should ensure that they become good role models to all the children around them as the study revealed that they were the ones who had the least positive impact on the growth and development of the girl child. The parents should also create time to mentor their children regardless of the nature of their jobs. The parents should ensure that they are keen on what their children watch on the television sets since television seems to have a great impact in shaping the character and vision of most students. The teachers in all schools should have a guidance and counseling department that has competent guidance and counseling teachers. They should also ensure that every teacher has a responsibility of mentoring all students so that they are able to shape their character and personality.

The studies also revealed that intuitions and parents are not doing enoughto reduce the rate of sexual harassments. There is need to revisit this issue as the problem exists and its seriously affecting the performance of most girls. The government needs to pass very serious disciplinary measures against the perpetrators of such crimes. The government should also team up with non-governmental organization to raise or create funds consistently for purchasing sanitary towels for the less fortunate girls. The parents, guardians, teachers and the society as whole should take cases of sexual harassment with the weight it deserves so as to ensure that they curb such incidences.

The parents should ensure that they are able to provide for their children and that they should practice family planning so that they can bring up their children without much struggle. This will solve the problem of child labor where the girl child is expected to work so as to supplement the parent's income. According to the observation guide used in the study the environment of most schools were not appropriate for active learning process. Some schools were located near pubs and restaurants, jua kali sector and bus stops where so much noise was emanating. Locating schools near pubs and lodgings could also be of a negative influence to the girl child it might even expose the girl child to sexual violence/ harassment. The government, non-governmental organizations and the administrators should ensure that the learning environment is conducive.The government, non-governmental organizations and the administrators should ensure that the children have the relevant resources required, good lighting and sanitation.

The observation guide revealed that three to four children were sharing the same text books in classes. There was poor lighting and sanitation in schools which could have very serious out come on performance of the girl child. The government should also come up with sponsor ship programs to assist the needy students. The government should make primary education "free" as it's said to be free while there so many charges involved which bits the purpose of calling it free education .This greatly affects the enrolment of girls in secondary schools. The government ought to employ more teachers as the teacher student ratio is very high. They should hire more teachers to teach in girls' school as the female teachers play the role of mother figure in schools which would facilitate in improving the performance of girl.

5.6 Suggested areas for further study

This study was examining the factors that affect the academic performance of the girl child. The researcher recommends that other studies of similar nature be carried out in different area. The other suggested areas of study include:

1. Factors affecting the academic performance of girls in other counties.
2. Factors examining how availability of role models influences performance either negatively or positively
3. How sexuality influences performance of both girls and boys

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APPENDIX I: QUESTIONAIRE FOR FORM FOUR TEACHERS

Instructions

The purpose of this questionnaire is to investigate the factors that influence the academic performance of girls in Nairobi County, Embakasi District. Kindly respond to the following questions. Be truthful and honest to the best of your knowledge. The answers you will give will only be used for educational purpose only. Do not write your name in this questionnaire. Please put an [X] in the most appropriate box.

1. What is your gender?

   Male [ ] Female [ ]

2. How many female teachers do you have?
3. Do you experience some absenteeism in your class?

   Yes [ ] No [ ]

4. Please indicate the number of girls and boys in your class

   Boys [ ] Girls [ ]

4b. If the number of boys in Q.4 is more, give reasons

……
……
……
…….

5. Are there students who have dropped out of school in the course of the year?

   Yes [ ] No [ ]

5b. please indicate the number of the boys and girls who dropped last year up to date?

Boys [ ] Girls [ ]

6. On a scale of (1- 10) what do you think are the main reasons that are associated with the poor performance of girls in schools?

   a. Early Pregnancy [ ]
   b. Taking care of sick relatives [ ]
   c. Male child preference at the expense of girls [ ]
   d. Sexual harassment and abuse [ ]
   e. Lack of fees [ ]
   f. Lack of role models and mentors [ ]
   g. Lack of sanitary towel [ ]
   h. Lack of proper lighting and poor environment for learning at home [ ]
   i. Early marriages [ ]
   j. House hold tasks or domestic activities assigned to girls [ ]
   k. The societies altitude towards education of girls [ ]

7. Are there cases of sexual harassment in schools or at home?

   Yes [ ] No [ ]

8. If yes by whom?

   .....

9. In your opinion does the administration of the school or guardians do anything to stop it?

   Yes [ ] No [ ]

10. Do you think the teachers and the parents are good role models to the students?

    Yes [ ] No [ ]

11. Give reasons for the above

    a. ……
    b. ……
    c. ……

12. Are there students who come to class late as a result of domestic chores assigned to them by their guardians?

    Yes [ ] No [ ]

13. The items below are thought to be the factors influencing the academic performance of girls in K.C.S.E. Indicate how you agree or disagree. The below is the key that you will use to facilitate you answer the below:

Strongly Agree	SA
Agree	A
Disagree	D
Strongly Disagree	SD
Not Sure	NS

	SA	A	D	SD	NS
a) Culture					
b) Domestic chore					
c) Sexual Harassment & Abuse					
d) Lack of role models					
e) Poverty					

Thank you very much for your varied contributions

APPENDIX II: QUESTIONNAIRE FOR FORM FOUR STUDENTS

Instructions

The purpose of this questionnaire is to investigate the factors that influence the academic performance of girls in Nairobi County, Embakasi District. Kindly respond to the following questions. Be truthful and honest to the best of your knowledge. The answers you will give will only be used for educational purpose only. Do not write your name in this questionnaire. Please put an [X] in the most appropriate box.

1. Is the number of boys and girls equal in your class?

   Male [ ] Female [ ]

2. If No in Q2 please indicate the number

   Boys [ ] Girls [ ]

3. Who performs better between boys and girls?

   Boys [ ] Girls [ ]

4. Give three good reasons why you think that the above mentioned gender performs better

……
……

……
……

……
…….

5. Do you come to school late?

   Yes [ ] No [ ]

6. If yes give the reasons for coming late?

……
……

……
……

……
……

7. Do domestic chores given to you affect your academic performance?

   Yes [ ] No [ ]

8. If yes, how does it affect?

……
……
……

9. Are you usually sent home because of fees?

   Yes [ ] No [ ]

10. Are teachers and parents' good role models and mentors?

    Yes [ ] No [ ]

11. If No give reasons

……
……

.....
.....

12. Which is the highest level of education would you like to attain?

    Secondary education [ ]

    College Level [ ]

    University level first degree [ ]

    Any other specify…….

13. If Secondary education, what will make you not continue with college or University education.……
    ……
    ……

14. What would you like to become in the future?

.....

15. Give reasons?

……
……
……
……

16. Who inspired you?

a) Parents [ ]
b) Teachers [ ]
c) Neighbor [ ]
d) Media [ ]
e) A famous person who has excelled in the same field [ ]
f) Others specify……..

17. In your opinion do you think boys and girls are given equal chances for schooling?

Yes [ ] No [ ]

18. Give reasons

……
……
…….

19. Do you have any siblings in secondary schools?

Yes [ ] No [ ]

20. Are they boys or girls? (Specify)……

21. Are there days when they are absent from school?

Yes [ ] No [ ]

22. If yes give reasons for their absence

……
……
……..

23. Between you and your siblings, who is frequentlyabsent from school?

……
……

24. Give reasons for the above question

……
……
……
……
……..

25. Are there cases of sexual harassment?

Yes [ ] No [ ]

26. If yes, by who? …….

27. In your opinion does the administration of the school or the society do anything to stop it?

Yes [ ] No [ ]

28. Give suggestions/ recommendations of what can be done to ensure the performance of girls is as good as boys

……
……..…
……
…….……
……
…….

29. The items below are thought to be the factors influencing the academic performance of girls in K.C.S.E. Indicate how you agree or disagree. The below is the key that you will Use to facilitate you answer the below:

Strongly Agree	SA
Agree	A
Disagree	D
Strongly Disagree	SD
Not Sure	NS

	SA	A	D	SD	NS
Culture					
Domestic chore					
Sexual Harassment & Abuse					
Lack of role models					
Poverty					

30. How do your teachers and parents encourage you to perform better?

……
……
……

31. Does your school have traditions and routines build from shared values that honor and reinforce the school's academic and social standards?

Yes [ ] No [ ]

32. What are they?

……
……
……
……

Thank you very much for your varied contribution

APPENDIX III:OBSERVATION SCHEDULE

Activity	Appropriate	Not Appropriate
a. Response to bell		
b. Students work checked by teachers		
c. Reading materials available in classes		
d. The condition of the uniforms of students		
e. Students with proper school shoes or no shoes at all		
f. The physical appearance of the student		
g. Empty chairs in classes		

APPENDIX IV: INSTRUMENT RELIABILITY TEST

The researcher conducted the reliability test based on 4 items extracted from the questionnaire that was developed to investigate factors influencing academic performance of girls in secondary schools. The four items were identified as follows:

1. Do domestic chores given to you affect your academic performance?
2. Are you usually sent home because of fees?
3. Are there cases of sexual harassment in schools or at home?
4. Are there students who have dropped out of school in the course of the year?

Respondents were asked to respond to each item according to the following scale:-
YESorNO.

For data analysis on SPSS, these responses were converted to scores of either (1) or (2), where 1 represented YES and 2 represented NO.

The following is the tabulated data scored on 34 respondents in response to the 4 items.

	Items			
Respondents	**1**	**2**	**3**	**4**
1.	2	2	2	1
2.	1	2	2	1
3.	2	2	2	1
4.	1	2	2	1
5.	2	2	2	1
6.	1	1	2	1
7.	1	2	2	2
8.	1	2	1	1
9.	2	2	2	1
10.	2	2	2	2
11.	1	2	2	1
12.	1	1	2	1
13.	1	2	2	1
14.	1	2	1	1
15.	1	2	2	2
16.	2	2	2	1
17.	1	2	2	1
18.	1	1	2	1
19.	2	2	2	1
20.	1	2	2	1
21.	1	2	2	1
22.	1	2	2	1
23.	1	2	2	2
24.	1	2	2	1

25.	1	2	2	1
26.	1	1	2	1
27.	2	2	2	1
28.	1	2	1	1
29.	1		2	1
30.	1	2	2	1
31.	1	2	2	1
32.	2	2	2	1
33.	1	2	2	1
34.	1	2	2	1

The **SPLIT HALF** model for reliability analysis was conducted and the results of reliability revealed that the equal length of the Spearman – Brown coefficient had value of 0.745. This is an inference of reliability of the entire scale, which according to Brown et al (2004) a correlation value above 0.70 is generally considered sufficient and reliable.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.712
		N of Items	2[a]
	Part 2	Value	.738
		N of Items	2[b]
		Total N of Items	4
		Correlation Between Forms	.740
Spearman-Brown Coefficient		Equal Length	.765
		Unequal Length	.765
		Guttman Split-Half Coefficient	.713

a. The items are: item1, item2.

b. The items are: item3, item4.