

**FACTORS INFLUENCING ACADEMIC PERFORMANCE OF GIRLS OF DAY
MIXED SECONDARY SCHOOLS OF BUMULA SUB-COUNTY BUNGOMA
COUNT.**

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DECLARATION

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

Sign.....

Date.....

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L50/84227/2012

This research report has been submitted for examination with my approval as the university supervisor.

Sign.....**Date**.....

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KAKAMEGA EXTRAMURAL CENTRE

DEDICATION

This project report is dedicated to my wife Irine Nakhungu and my parents John Simon Wamuta and Leah Nafula who encouraged and supported me both materially and morally towards my research. I also dedicate it to my principal Katira secondary school Mr. Kudaka Clement who gave me enough cooperation and good working environment as well as permission to leave school for research regularly. This piece of work is also dedicated to the **DEO's** office Bumula District who gave me direct access to its information systems during my research.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District educational officer
KNEC	Kenya national examinations council
GAD	Gender and development
WID	Women in development
MOE	Ministry of education
CSA	Central statistics authority
TSC	Teachers service commission
MHRC	Malawi human resource commission
SES	Socio economic status
UN	united Nations
DSSG-	Day Secondary School Girls
EGSCE	Ethiopian General School Leaving Certificate
FAWE	Forum for African Women Educationalist
FDRE	Federal Democratic Republic Ethiopia
SNNPR	South Nations Nationalities and Peoples Region
UNESCO	United Nations Educational Scientific and Cultural Organization
WB	World Bank
FEMSA -	Female Education in Mathematics and Science Association
JICA -	Japanese International Corporation Agency
SES-	socio-economic status
ANOVA	analysis of variance

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ABSTRACT

This study looked into the factors influencing academic performance among girls in mixed day secondary schools of Bumula sub-county. The researcher tried to establish how the independent variable 'factors' influence the dependent variable 'academic performance' of the independent variable girls of mixed day secondary schools in Bumula sub-county. The study was guided by the following objectives: To determine the influence of family economic background on academic performance of girls in mixed day secondary schools of Bumula sub-county, to determine the influence of cultural on academic performance of girls in mixed day secondary schools in Bumula sub-county, to determine the influence of peer groups on academic performance in girls of mixed day secondary schools in Bumula sub-county and how school environment affect academic performance of girls in mixed day secondary schools of Bumula sub-county. To ascertain these, the researcher reviewed the literature of other researchers in the same field and found out that most researchers had described the factors based on either pure boy schools, pure girl schools and/or mixed boarding. They Based much of their studies on enrolment and what women became latter in the society but in this study, factors affecting academic performance of girls in day secondary schools were studied.

In this research a total of 20 day secondary schools were studied. a target population of 1,760 of which 185 respondents were sampled for the study. This involved the principals, 25 teachers and 150 students in the 10 sampled schools. Descriptive survey design was employed in this study with both quantitative and qualitative aspects adopted. Data collection was by use of questionnaires and interview schedules. The data obtained was coded and recorded in frequency and percentage tables. To answer the research questions, data was collected by the researcher from teachers, students and principal's questionnaires whose validity and reliability was established first as the research findings were presented and analysed in tables. The researcher went on and drew a conclusion on individual factors under study. It was found that family socio-economic factors were playing a big role in poor academic performance for. Similarly, it was concluded that both cultural factors and peer group influence were among the key factors that were pulling down girl child performance. In addition, the researcher found out that school factors such as teaching methods, learning environment and physical facilities were negatively impacting on the girl's academic performance. Based on this conclusions, the researcher laid down some of the recommendations that educational practitioners ought to follow in an act of mitigating the poor girl child academic performance.

CHAPTER ONE INTRODUCTION

1.1 Background of the Study

Girl child education is an issue that ought to be embraced by everybody in this male dominated society. Most communities prefer educating their boys than their girls for reasons to be established by this study. Obanya (2005:15) stated that an educated female is likely to become a more competent and knowledgeable mother, a more productive and better paid worker, an informed citizen, a self-confident individual and a skilled decision maker. King and Hill (1993) argue that educating females yields far-reaching benefits for girls and women themselves, their families' and their societies in which they live. The benefits of investing in human capital are especially pertinent for women in developing countries where gender equity in education is often lagging behind. Without educating women, national endeavours and aspirations can be less effective and the efforts of women are weaker. Equal opportunity of education for both sexes is equally important.

Tadesse S.D (2009) reports that nearly a billion of school age children cannot read and write in the world and 300 million of school age children are not in school. Two-thirds of those who cannot read and write are women, 60% of children not in school are girls. Many countries still do not provide basic education for all children. Numerous students are not in school and those lucky enough to be enrolled in primary schools dropout before completion and the level of achievement students attained is often low. These problems affect girls more than boys. Zewide (1994); UNESCO (1994); Margaret (1999); confirmed that in most regions of the world, access to any education level is more readily available to male than female.

Studies done in India also show how poorly educated their females are. Rachel Williams(2013) says that it is girls and marginalized groups such as the very poor and the disabled, who are often left behind. While girls attend primary school in roughly equal numbers to boys, the gap widens as they get older and more are forced to drop out to help with work at home or get married. Of the out-of-school children in 2008, 62% were girls; they make up two-thirds of illiterate 15- to 24-year-olds. And two-thirds of that not in

school were from those lowest in the caste system, tribal groups and Muslim communities, despite those historically oppressed groups making up only 43% of India's children. (Rachel Williams, 2013)

In China, the authors found equally high educational aspirations and similar mathematical performance for male and female only children. They suggest that this gender equality in education is an unintended consequence of the one-child-per-family policy and that under China's current social and economic conditions, girls are better off living in one-child.

In Afghanistan, they have simply been barred from school under the Taliban regime (Ming T 2002). According to Guttmann (a UNESCO courier journalist), customs, poverty, fear and violence are there that is why girls still account for 60% of the estimated 113 million out-of-school children, and majority live in sub-Saharan Africa and South Asia. Families in the big cities of modern China (Ming T 2002)

In Africa For instance, girls' primary enrolment accounts for only 57% of the school-age population, compared with 75% to boys (Adetunde and Aksina, 2008:338). Seged, (1991) in his research based in Ethiopia pointed out that girl's low level of School attainment corresponds with low levels of literacy, political integration, and economic productivity. A study on one of women's education in one of Zambian settlement village expressed the opinion of women saying:

"I wish I could have been given a chance to be born a boy because by that may be I would become someone in the society. I believe I was born bright but my parents have never allowed me to attend school beyond the lower primary grades while they chose to educate my younger brother because he was a boy. The thing I hate the most was my brother was a very slow learner compared to me so he did not progress on through support was given to him" (Dangarembegs, 1988:49).

The effect that sex has on student performance has been debated for and heavily researched over the past several decades (Chambers and Schreiber 2004, Eitle 2005) Research has shown that millions of girls do not have access to school despite the concerted effort to push the cause forward. Okeke, Nzewi and Njoku (2008) identified child labour, poverty and lack of sponsorship, quest for wealth, bereavement, truancy, broken home, engagement of children at home as factors or the clogging the wheel children's access to education in the

UNICEFA Field made up of Abia, Akwa Ibom, Anambra, Bayelsa, Benue, Cross River, Ebonyi, Enugu, Imo and River states of Nigeria. In Nigeria, the same problem is seen in that there is high enrolment in boys than girls across pre-primary, primary and secondary schools in the country, for instance in secondary schools female entry was 43.46% whereas male entry was 56.54% (refer to appendix IV.) According to World Bank (2003), More than 350 million people, over half Africa's population, live below the poverty line of one dollar a day. This implies that poverty, too, excludes children, including the girl-child, from school. In Ethiopia, girls are sometimes abducted for marriage when they are no more than eight Years. In West Africa; they are recruited from poor rural families to work as domestic Servants in coastal cities or even neighbouring countries.

In South Africa, the centre port by Human Rights Watch warns that sexual violence and abuse are hampering girls' access to education. Most of the factors that militate against the girl-child access to education are socio cultural. Many countries on the African continent rank among the poorest in the world.

The on-going HIV/AIDS epidemics, over-crowding in cities, tribal warfare and despotic Governments have contributed to the degeneration of the beautiful African land into a Human rights catastrophe. At the centre of the devastating situation is the girl-child. The Girl-children appear to be the most vulnerable and most undervalued members of the world society. (Prof. Grace CH. F. 2009). In Uganda, Birungi (2008) cited the rampant rains in schools as examples of the gaps in implementation of the girl-child education. She noted that the previous year's flood in eastern Uganda left many schools in disrepair and these were seen as forms of exclusion.

Children in Bundibugyo district cannot access schools during the rain season and 'Government has done nothing to alleviate the problem'. In many developing countries, the participation of women in education is characterized by low enrolment and poor performance (Herz, 1991; King and Hill, 1993; Odaga and Heneveld, 1995). Geiger (2002:3) indicated that the benefits of education relates to more or less in all aspects of development. Education empowers people to participate in the public and political life. The potential benefits of education are always present but females' education often has stronger and more significant impact than males' education (King, 1990).

In Kenya, girl-child education is elusive. Mwangi,(2004) wrote that a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Even with the 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 reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, death of mother, and looking after the sick member of the family.

Some of the girls are given to marriage against their wish and when they refuse, they are threatened with death. The children are given to marriage at a tender age in quest of dowry from the husbands. According to the KNEC results 2011 and 2012 subject analysis, it was evident that girls are performing poorly than boys in the Kenyan case (see appendix V) apart from subject performance, girls in Kenya were beaten by their boys counterparts in achievement of best grades for instance there were 698 female students and 1277 male who scored mean grade A in 2012 which was also similar in the year 2011 where 1315 male students and 615 female students were able to score an A plain.

Girls in Sub-county too perform poorly in comparison with their male counterparts in that male had a mean score of 34.0418 while girls had 30.0689 in the last 2012 examination analysis and the same is evident in each zone as seen in appendix VI

1.2 Statement of the Problem

Majority of women suffer from all forms of structural injustices including access to education and training. (Welch 1992:118) Seyoum (1986:16) mentioned that religious outlooks and certain traditional attitudes limit the role of females as mothers and homemakers, especially in the rural parts of a country. This also contributes to the low participation of female students. In addition to low participation in education, even those female students who have managed to be in schools experience different difficulties. The problems manifest in hindering their academic performance. For instance a study done in Ethiopia by Tadesse SD (2009) reveals that there is need to do Gender re-education since according to him, Some cultures belittle girls as intellectually deficient and doom them to

eventual failures. These early negative influences can, in course of time, accumulate and cripple their ambitions. Backwardness and harmful practical thinking have effects on female students' academic achievement. It may contribute to self-esteem and lower aspirations on female students. Rothstein (2000) argues that; learning is not only a product of formal schooling but also of communities, families and peers. Socio-economic and socio-cultural forces can affect learning and thus school achievement. Here in Kenya, there are a few women in strategic positions in government and large organisations despite the fact that the new constitution demands one third female representation in everything. Secondary schooling systems in Bumula Sub-County can be classified into pure single sex boarding schools, mixed boarding secondary schools, mixed day and boarding secondary schools and mixed day secondary schools. It is evident from the DEOs office that mean-scores in the past five years i.e 2008, 2009, 2010, 2011 and 2012 that mixed day secondary schools appear to give decimal performance among other school categories (appendix viii (a)). Further research into this mixed day secondary schools reveal that even though these institutions perform poorly girls perform poorer than their boys counterparts. That is to say, even under the same conditions of being with boys in mixed day schools, girls are still tailing in Bumula sub-county. This demonstrates how urgent it is for the researcher to study the factors influencing academic performance among girls in mixed day secondary schools of Bumula county and make necessary recommendations to mitigate this scenario. This female empowerment can only be addressed satisfactorily if and only if education amongst them is promoted and adhered to the latter.

1.3 Purpose of the study

The purpose of the study is to determine the factors influencing academic performance among girls of mixed day secondary schools of Bumula sub-county

1.4 Objectives of the study

The study adopted the following objectives;

1. To determine the influence of Family socio-economic background on Academic Performance among girls in mixed day secondary schools of Bumula sub-county, Kenya

2. To determining the influence of cultural factorson Academic Performance among girls in mixed day secondary schools of Bumula sub-county, Kenya
3. To determining the influence of peerpressureon Academic Performance among girls in mixed day secondary schools of Bumula sub-county, Kenya
4. To assess the effect of schoolfactorson Academic Performance among girls in mixed day secondary schools of Bumula sub-county, Kenya

1.5 Research questions

This study was based on the following research questions.

1. How does Family socio-economic background affect Academic Performance among girls in mixed day secondary schools of Bumula sub-county, Kenya?
2. What is the influence of cultural factorson academic Performance amonggirls in mixed day secondary schools of Bumula sub-county, Kenya?
3. How does peer pressure influence academic Performance among girls in mixed day secondary schools of Bumula sub-county, Kenya?
4. How do school factors influence the academic performance among girls in mixed day secondary schools of Bumula sub-county, Kenya?

1.6 Significance of the study

This study is vital to the dependent variable, mixed day secondary school girls' performance in Bumulasub-county. It is important since it will seek to determine the factors affectingacademic performance among mixed day secondary school girls and how each factor manifests itself in performance as well as their relationship. The education office in the Sub-county will find its results useful so that education standards are improved.

The parents to the mixed day secondary school girls in this region and other places of similar circumstances will find this research significant since they will be able to provide conducive environment for their children. Female Education in Mathematics and Science Association (FEMSA), Japanese International Corporation Agency (JICA)

who have all along been interested in the performance in Sciences and Mathematics will use findings from the research to make its decisions in its areas of aid. Universities involved in teacher training may find this research important in designing curriculum for its trainees.

1.7 Basic assumptions of the study

The researcher assumed that the respondents will give the true information so that it can be used in the analysis. The researcher also assumed that both girls in day schools that are single sex and those in mixed school have similar scenarios that influence their performance.

1.8 Limitations of the study

The study was carried out in both private and public mixed day secondary schools within the boundaries of Bumula Sub-county Bungoma County, Kenya.

This involved teachers whom the researcher believed that they know a lot about girls in these respective institutions as well as principals who head them. The research also involved students themselves to shed some light on their own scenarios in an attempt to establish factors influencing their academic performance. The researcher only dealt with students in mixed day secondary schools.

1.9 Delimitations of the study

The research took place in Bumula Sub-county. It is located in Bungoma county, western Kenya. To its north is Sirisia sub-county and south is Matungu Sub-county of Kakamega County. It also borders Nambale sub county of Busia from the west and to the east is Kanduyi Sub-county of Bungoma County. It has which has 30 secondary schools of which 20 schools qualified to be involved in the research. Both private and public secondary schools were studied. The study focused on the factors affecting academic performance in girls of mixed day secondary school a case of Bumula Sub-county Bungoma County, Kenya.

1.11 Definitions of terms

Academic performance	–Ability to grasp and contain knowledge skills and attitudes within a formal school setting.
Poor academic performance	–Scores below C (plain)
Girls	–Female students of any age at secondary school level
Mixed day school	- A formal education centre with both male and female students learning together.
Environment	-The physical, social, cultural and economic surrounding to the educational wellbeing of a girl child.
School environment	-Factors within a school that have direct influence Onacademic performance of a student.
Initiation	–Any rite of passage in a given community
Kusunga mwana	-Usually the younger sister of the wife.

1.12 Organization of the study

This research project was organized into five chapters Chapter one which consisted of; background information, statement of the problem, purpose of the study, objectives, research questions, significance of the study, theoretical framework definition of significant terms and the basic assumptions of the study. Chapter two that adopted review of the related literature following the objectives as developed in chapter one. In chapter three, the researcher embarked on research methodology which included: introduction, research design, target population, sample size and sampling procedure, research instruments, data collection procedure, data analysis techniques and finally operational definition of variables. Chapter four discussed findings and discussions where as chapter five focused on summary, discussion conclusions and recommendations of the entire document.

CHAPTER TWO.

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed related literature of what other researchers and scholars have mentioned about the topic. This was reviewed globally, in Africa, regionally and then locally in the Kenyan context based on the objectives of this study which are: determining the influence of Family socio economic environment on Academic Performance among mixed day secondary school girls of Sub-county of Bungoma county, Kenya, determining the influence of cultural environment on academic Performance among mixed day secondary school girls of Sub-county of Bungoma county, Kenya, determining the influence of peer groups on academic Performance among mixed day secondary school girls of Sub-county of Bungoma county, Kenya and to assess the effect of school environment on academic performance among mixed day secondary school girls in Sub-county of Bungoma county, Kenya.

2.1 The influence of economic factors on Academic Performance

The family's economic status influences the daughter's educational performance. The manifestation is that the financial and moral support provided to girls for schooling is limited as compared to boys (Teshome, 2003:5). In poor families decision to send a girl to school relies on parents' commitment and their willingness. Poorer parents prefer their daughters to stay at home to help them in domestic work. Most of the research reports underline that resources, work and various opportunities are not equally allocated among family members. For a Parent to get additional income for their household subsistence and to secure daily demanding basic need, women spend more time on income generating activities and domestic chores. The most clearly noticeable gender inequalities are visible in the societies where women are confined to the home (UNESCO, 2003:12).

Freijo(2006) argues that various aspects of the family economic, social and cultural conditions have a consistent impact on the literacy performance of students in all countries. Students whose parents have better jobs and higher levels of educational attainment and who are exposed to more educational and cultural resources at home tend of have higher levels of literacy performance. Educational systems face the challenging

task of compensating students from less advantaged backgrounds, for the deficit in economic, social and cultural capital they experience at home. Expanding students' knowledge of occupational choices and increasing their occupational aspirations may help them to become more motivated learners. Caro (2009) posited *Journal of Education and Practice* that the relationship between family SES and academic achievement is referred to in the literature as a socioeconomic gradient because it is gradual and increases across the range of SES or as a socio economic gap because it implies a gap in academic achievement between students of high and low SES families. Scholars according to Caro have shown that a socioeconomic gap in the early school years has lasting consequences. Particularly, as low SES children get older their situation tends to worsen. Because of their relatively poor skills, they are prone to leave school early and are less likely to be assigned to the college preparatory track. In the longer term, they are less likely to enter the labour market successfully or pursue post secondary education. School fees, cost for books and stationary; indirect cost for transportation, uniform, lodging and board and house rent matters schooling girls. The economic opportunity loss also affects families productive or business activities use labour, mostly the girl child. Families may assume that the costs of schooling of their daughters do not exceed the expected economic return unless parents do not want to send their daughters to school because education as an investment becomes unattractive to parents. Only to the extent that parents are willing to accept low economic return, daughters will be educated (King and Hill, 1993:24; Adetunde and Akesina, 2008:339; Glick, 2008:1623).

As a result of this, girls do not perform well in schools.

As indicated in many researches women education is a necessity for greater economic independency, equality, social autonomy for women; and for improving the socio-economic status of their families and community at large (Adetunde and Akesina, 2008:338). But to everybody's surprise this has not been emphasized strongly enough by many governments.

Asikhia (2010) noted that family educational background and socio-economic status influence the academic performance of students; that these two are lumped together because they are related and one may rightly say that they are married and hence should not be 'divorced'. He suggests that socio-class or status could be defined more

objectively by using such indices as occupation, income and education. Wealth is strongly correlated with education and occupation and when socio-economic status is measured these other factors are usually included. Schulz (2005) contended that socio-economic status (SES) is an important explanatory factor in many different disciplines like health, child development and educational research. Research has shown that socioeconomic status is associated with health, cognitive and socio-emotional outcomes.

In general, educational outcomes have been shown to be influenced by family background in many different and complex ways. For example, the socio-economic status of families has been consistently found to be an important variable in explaining variance in student achievement. Socio-economic background may affect learning outcomes in numerous ways: From the outset, parents with higher socio-economic status are able to provide their children with the (often necessary) financial support and home resources for individual learning. They are also more likely to provide a more stimulating home environment to promote cognitive development. At the level of educational providers, students from high-SES families are also more likely to attend better schools, in particular in countries with differentiated educational systems, strong segregation in the school system according to neighbourhood factors and/or clear advantages of private over public schooling.

Chen (2009) studied the effects of family background, ability and student achievement in rural China. Parental education is found to be key determinants of student achievement, but the roles of father's education and mother's education differ across child gender and levels of ability. For example, father's education has significantly positive effect on academic achievements for both boys and girls, while mother's education only matters for girls. The effect of father's education matters for lower ability children, while mother's education matters for higher ability children. OECD/UNESCO (2003) alleged that family characteristics are a major source of disparity in students' educational outcomes. More family financial resources, which are associated with parents' occupation and educational attainment, often imply increased learning opportunities both at home and in school. Better-educated parents can contribute to their children's learning through their day-to-day interactions with their children and involving themselves in their children's school work. Parents with higher occupational status and

educational attainment may also have higher aspirations and expectations for their children's occupation and education, which in turn can influence their commitment to learning.

Khan and Jemberu (2002) studied the influence of family socio economic status on educational and occupational aspirations of high and low achieving adolescents. The sample consisted of 80 students, selected from four groups – middle status / high achieving, middle status / low achieving, lower status / high achieving and lower status / low achieving occupational and educational aspiration scales were administered for data collection and data were analysed by means of ANOVA. Results showed that the impact of socio economic status on education aspiration was minimal, its influence on occupational aspiration was larger. Achievement highly influenced educational aspirations, but its impact on occupational aspiration was insignificant.

Devi and Mayuri (2003) worked on the study of family and school factors that affect the academic achievement of residential school children studying IX and X classes. The sample consisted of 120 children of Hyderabad city. An interview schedule was developed by the investigator to study the family factors, the questionnaire administered to the teachers was developed by the second author to study school factors. The result indicated that girls were superior to boys. Family factors like parental aspirations and socio economic status significantly contributed to academic achievement.

2.2 influence of cultural factors on academic performance among girls.

Like any other society in the world, Malawi is governed by a culture whose beliefs, values, customs, and a host of social practices have a powerful influence on community life. Culture is very important for national identity. Each nation has some ways of life that are unique to it. Culture is also important for national development. As it is rightly argued, people without a culture are like a tree without roots. Culture is at the root of national development, and for that development to be sustainable that culture must be vibrant. At the same time it is worth noting that, some elements of culture can be obstacles to development. (Malawi Human Rights Commission) the MHRC (2005) instituted an investigative research into the existence of cultural practices that are harmful to the girl child in Kasungu District. The research found that the initiation of girls aged 12 to 15 years who have attained puberty, takes place in the areas of T.A Lukwa and T.A

Kaomba. Over a period that may be as long as 2 weeks, the girls are counselled by anamkungwi on the developments taking place in their bodies and how they should take care of themselves. The research established that during the counselling sessions the girls are taught how to dance Chisamba before they are presented to the community as young women. The MHRC found that the girls are taught this dance as a way of preparing them for their role of satisfying their husbands in bed. The girls dance bare-breasted in a very explicit manner as they are being presented to the whole community. The MHRC observed that the initiation practice and Chisamba impinge on a number of rights of the girl child such as the right to **education**, the right to health, and the right to personal liberty and dignity.

Gibson (2004:8) claims that; the vulnerability of girls often becomes more when girls are adolescent and approaching secondary school. At this level girls' sexual maturity can cause parents to be more anxious about their daughters' safety at school and girls' risk of pregnancy and HIV/AIDS. For instance menstruation in the absence of appropriate facilities and supplies, girls in Zimbabwe miss an average more than 60 days per year for this reason. Attitude of education is eminent in patriarchal societies since it is believed that education has no role of preparing women to be good house wives and mothers. Traditionally, women are given to the role of a wife, a mother and a house keeper whereas men are a bread winner, protector and supporter. Women dominated by the societal attitude to accept and behave accordingly. When compared to men and women regardless of the socio-cultural influence on their success men can move from one place to another in search of facility; whereas women are constrained socio-culturally as they glued to their families (Liglitin, 1976)

MOE (2004:23) expresses that families tend to influence the upbringing of their daughters based on the cultural values and religious norms. At early age girls are taught to be quiet shy and most importantly obedient, hence, their inability to express themselves and interact with teachers and students in class make them isolated. Likewise, many students face difficulties in adapting the environment they are learning in which at the end causes poor academic performance. Females are encouraged to get married and establish families at a very early age. In fact, early marriage and abduction are the major cultural problems hindering females' education.

As narrated by the Central Statistical Authority (CSA, 2007) of Ethiopia, women constitute half of the Ethiopian population. They should have constituted significant proportion of the work force and contributed to economic, social and political development of the country. From the school age population of female students in the country, there was very low proportion at secondary level. Not only women are low in number but also poorly performing at the level with particular reference to grade 10 (Ten) national examination. Mamo (2002) suggested that dropout and attrition rate has been a serious problem in each level in the country. Odaga and Heneveld (1995:12) indicated that in Ethiopia more girls than boys repeat and dropout. Low participation and poor academic achievement of female students at secondary level particularly in grade 10 (Ten) national examination indicates pertinent problems that need investigation. Though the analysis of girls not being in school is important, however, participation has been well researched and there is a separate concern on how girls and why are in school perform poor relative to boys, and this is the focus of the rest of this research.

Oxfam (2005:1) and Adetunde and Akesina (2008:338), says that political Commitment is an important factor for promoting girls' schooling. Governments are unwilling or unable to change their policies and priorities to achieve equal access to education for girls and boys, as expected in the third Millennium Development Goal. Glick (2008:1624) considers two basic types of policies ("gender-neutral" and "gender-targeted"). This writer conducted econometric analysis of schooling demand by administering survey. "Gender-neutral" policies do not target girls based on schooling returns and costs in relation to boys. "Gender-targeted" policies attempt to alter the costs and benefits of girls' schooling in relation to boys'. This indicates that political involve participation in their own education.

Ntata and Sinoya (1999) examined customary law and the UN Conventions on Women and Children's rights and found that there were more cultural practices that contradicted or were in conflict with CEDAW and CRC than those which complemented the related to marriage such as kusunga mwana among the Yao by which when a wife leaves home for some protracted period, elders choose a girl (usually the younger sister of the wife) to have sex with the man.

Status based on socio-economic factors represents one of the major systems of stratification. Social stratification arises out of the recognition that in all societies, people are ranked or evaluated at a number of levels. Social class is common to most societies, ancient or modern. Following the idea of Maxweber, socio-economic status is usually determined by wealth, power and prestige. Generally, when comparing and evaluating people we rank those who are wealthy in terms of material possessions, type and size of house, area of residence, and number of cars, quality of clothes etc.

Wealth is strongly correlated with education and occupation and when socio-economic status is measured these other factors are usually included. Hence in any society, there is social stratification that is the organization of society in hierarchical order which deals with inequality in society in terms of services, obligation, power and prestige (Morrish, 1977).

Women's Voice (2000) investigated traditional practices and their effects on women and children's rights and found that a number of cultural practices account for gender disparities in Malawi. It found that gender discrimination starts right from birth. It quotes women of T.A. Chindi, in Mzimba as having said that: When a boy is born there is nthugururu (ululation) in the room where the child is born. The attendants are too happy because he is the owner of the land (King). When a girl is born there is only information. A girl's birth does not go with nthugururu ...and they only say that "mwanakazimunyithuwababika" (our fellow woman is born). Women's Voice also looked at how traditional practices impact on women and children.

2.3 The influence of peer groups on academic performance of girls

When children move out from the family to child care centres, school, and the community at large, they start to form relationships, and friendships through their play. Even infants and toddlers are seen reacting to other infants by touching them, by crying when others cry and later by offering nurturance or comfort. By about age three, early friendships begin to form and children's peers begin to have a more lasting influence (Barbour, Barbour & Scully 2002). These children begin to think and act like their friends and they begin to see that there are other opinions, values, and rules besides those set by their parents.

Peer socialization is the effect of existing social relationships on the formation of social norms. With socialization, the group accepts an adolescent based on shared characteristics. To be accepted, the adolescent takes on the attitudes and behaviours of the group (Evans, Powers, Hersey, and Renaud 2006). Peer socialization can be overt, as in peer pressure, or perceived, where the adolescent accepts or changes attitudes and behaviour based on perceived group norms that may or may not be actual. Socializing processes that facilitate the uptake of adolescent smoking can also discourage use (Stanton, Lowe, and Gillespie 1996).

Peer group influence plays an important role in the academic achievement of adolescents. It is well recognized that the extent to which an adolescent succeeds in meeting the schools expectations has an important and direct bearing upon his status in the peer group (Carter &McGoldrick, 2005). The peer group of an adolescent constitutes a world of its own with its customs, traditions, manners, and even its own language. Peers can exert extraordinary influence over each other particularly in regard to academic aspirations and attitudes towards school (Gara& Davis, 2006). Peer group influence upon secondary school students' attitudes towards school.it can be supportive of the formal organizational norms concerning the importance of academic achievement. The more cohesive the peer group is, the greater the influence on its members (Dougherty &Hammack, 1990).

Lindgren (1980) observed that, individuals need to relate to their peers for they are dependent on their attitudes, feelings, and expectations to help them construct their own views of the world. Farmer (2010) also affirms that peers are not inherently positive or negative, they can be both good and bad. He further said that, peer friendships, group interactions, and influences are a part of positive development. Young people learn to evaluate themselves through the eyes of their peers, they get feedback on their personal characteristics, they gain social skills and confidence and they learn how to defer personal gratification to group goals. Young people also learn how to make themselves more attractive and interesting to others, they learn to control their aggressive reactions in the interest of fitting with others. And that peers can also offer an opportunity to develop various social skills, such as leadership, teamwork and empathy.

But Burton, Ray, & Mehta (2003) noted that these peers pose an influence that is a common source for negative activities for students like experimentation with drugs, drinking, vandalism and stealing. It was noted that some students often perceive the school as another symbol of adult authority, full of restrictions and rules, and quite often they decide to drop out (Namugembe, 1999). It is worth mentioning that individual students who hold negative views towards school and opt to drop out of school bring emotional frustration and shatter the expectations people had in them for their future success. Lindgren (1980) further observed that individual's attitudes towards school initially tend to be positive; learning becomes an exciting adventure as new skills are discovered and vistas open, but later something happens. Perhaps learning tasks are increasingly repetitive, teachers become less supportive and permissive, or perhaps children themselves develop goals and motives that are in conflict with those of the school. It is at this stage that peer group influence begins to set goals that compete with those of the school. The school becomes less interesting and attractive, and negative peer group influence sets in.

2.4 The influence of school factors on academic performance.

2.4 .1 Learning Environment

Alexanders (1978), says that the unconducive atmosphere of our secondary schools' learning environment also contributes to the poor academic performance of students. Our secondary schools are experiencing astronomical increase in population to the extent that some classes use 3-5 registers for a class having up to 250 students. In such situations, teacher student ratio is 1:250. The recommended 1:50 ratio has gone into oblivion. Knowing students by name is no longer in vogue in Nigerian secondary schools. The problems of too large population of students in classroom do not create a good condition for learning which can lead to poor academic performance of students. Simmons and Alexanders (1978), stated that institutional factors which have primary importance in policy decisions determine the allocation of resources in terms of teachers' quality, student-teacher ratios, class-size, and the availability of teaching materials. Institutions or learning environments within which female students' learning condition thus determine girls' enrolment and performance. MOE (2004: 14) stated that

“the learning environment is a determining factor for students’ performance and survival at any given educational level.”

Other factors related to institutions and learning environment are:

1. Level of awareness and sensitivity of staff about gender issues that affect girls education
2. Existence of policies that protect the right of individuals from sexual harassment
3. Rules and regulations that protect the safety and security of female students
4. Rules and regulations that govern teachers code of conduct
5. Availability of support systems for both sexes in the form of guidance and counselling
6. Establishment offices of support of women’s education within secondary level

2.4 .2 Physical facilities

The importance of these to a successful academic achievement cannot be overemphasized; where the school is located determines to a very large extent the patronage such a school will enjoy. Similarly, the entire unattractive physical structure of the school building could de-motivate learners to achieve academically. This is what Isangedighi (1998) refers to as learner’s environment mismatch. According to him, this promotes poor academic performance. Students from non-metropolitan areas are more likely to have lower educational outcomes in terms of academic performance and retention rates than students from metropolitan areas (Cheers, 1990; HREOC, 2000).

Despite an adequate number of educational facilities in rural and remote Australia, school children from these areas remain disadvantaged by other factors. Issues affecting access to education in regional areas include costs, the availability of transport and levels of family income support.

In addition, inequity exists with regard to the quality of the education that rural students receive, often as a result of restricted and limited subject choice.

Furthermore, students may also have limited recreational and educational facilities within their school (HREOC, 2000: 12)

Lower educational attainment has also been found to be associated with children living in public housing compared to those in private housing (Sparkes, 1999). This may be due to the effects of overcrowding, poor access to resources and a lack of social networks, and in this sense, housing type may also be a measure of neighbourhood influence. A recent Australian study based on 171 Year 12 students from 10 state schools, found that neighbourhood effects were an important influence on students educational plans to continue further post-secondary education, after controlling for a range of individual and family socioeconomic characteristics (Jensen and Seltzer, 2000: 23)

2.4.3 Teachers' Method of Teaching

The means or strategies employed by teachers in an attempt to impart knowledge to the learner are referred to as methodology. Osokoye (1996) sees teaching method as the strategy or plan that outlines the approach that teachers intend to take in order to achieve the desirable objectives. It involves the way teachers organize and use techniques of subject matter, teaching tools and teaching materials to meet teaching objectives.

2.5 Theoretical frame work

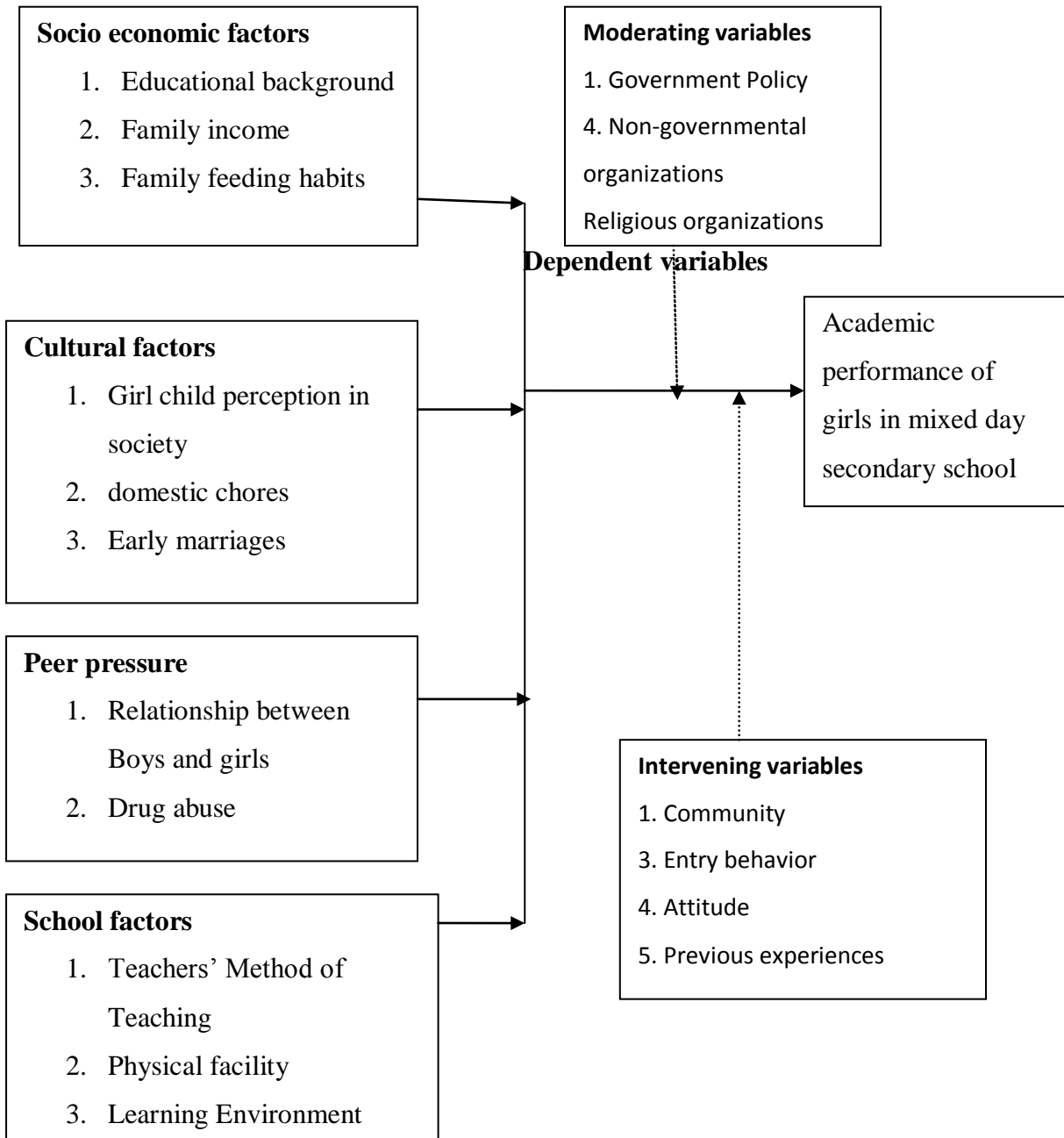
This research was based on Gender and Development (GAD) approach to development. The Gender and development approach originated in the 1980s by socialist feminism. It serve as a transitioning point in the way in which feminist have understood development. It served as a comprehensive overview of the social, economic and political realities of development. Its origin relates back to the Development Alternatives with Women for a New Era (DAWN) network, when it was first initiated in India. The DAWN program was then officially recognized in 1986 during the 3rd UN conference on women in Nairobi. The conference brought about activists, researchers and development practitioners globally. As the conference discussed about the achievements made from the previous decade's evaluation of promoting equality among the sexes, and a full scope of the obstacles limiting women's advancements, especially in the developing world. The forum discussed about the effectiveness of the continuous debt crisis and structural adjustment program implemented by the IMF and the World Bank, and how such concept of neoliberalism tend to marginalize and discriminate women more in the developing

countries. The diversity of this approach was open to the experiences and need of women in the developing world. Its two main goals were to prove that the unequal relationship between the sexes hinders development and female participation. The second, it sort to change the structure of power into a long-term goal whereby all decision-making and benefits of development are distributed on equal basis of gender neutrality. The GAD approach is not just focused on the biological inequalities among sexes: men and women, however on how social roles, reproductive roles and economic roles are linked to Gender inequalities of: masculinity and femininity. This was done as an alternative to the Women in Development (WID) approach. The two perspectives aimed to create gender equality, tackling the subordination of women in the home and in the public sphere. WID was introduced in the late-1970s, when it was realised that women were often overlooked and underrepresented in development issues, and that this exclusion was in fact undermining the achievement of development goals (Escobar, 1995: 13, 178). Unlike WID, which tends to examine women “in isolation” (Miller &Razavi, 1995: 12), GAD looks at the female gender role as created and maintained by, and interrelated with many facets of society, such as the state, the community, the economy, and not least of all men.

This research is based on this theory in that the researcher wasable to analyse data related to the academic performance of female students in preparation for the establishment of a gendered society.

2.6 Conceptual Frame Work

Independent variables



The conceptual framework above represents a pictorial view of the variables that the researcher is interested in as well as other factors that may affect the goal objectives.

Family socio-economic background, cultural factors, peer pressure influence and school factors were the main items of research in which the researcher established their influence and manifestation in academic performance of girls in mixed day secondary schools of Bumula sub-county.

2.7 knowledge gap

1. Mwangi,(2004), UNESCO, (2003:12), Freigoet *al*(2006) emphasized that combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education but does not bring out clearly why those who are already in school are still not performing higher than their male counterparts.
2. Cheers (1990), HREOC (2000) and Isangedighi (1998) all agree on the fact that students from rural schools tend to perform poorer than those in urban schools forgetting omitting the fact that some schools in rural areas record higher mean scores than some in urban areas hence need to further analyse the fact of poor performance in schools separately since they are from different environments.

2.8 Ethical considerations

The researcher's relationship with the respondents is paramount since it affects the kind of responseshe gets. Furthermore, individual rights accorded to everybody was not violated in this research for instance the researcher used the research permit given by the University of Nairobi to ascertain that his research is purely for academic purpose and not for any other reason what so ever. This won respondents confidence in his work. The information was treated with high level of confidentiality and no names appeared anywhere in the document to point at the source. Respondents were allowed to pull out of the research at will and no measures were be taken in case one decides so. This is what Ng'ang'a et al (2009) describes as the appropriateness of researcher's behaviour in relation to the rights of those who become the subjects of the research work, or are affected by it.

CHAPTER THREE.

RESEARCH METHODOLOGY

3.1. Introduction

The chapter justifies and describes the approaches and the research methodology in line with the themes. These included: research design, target population, sample size and sampling procedures, research instruments, data collection procedures, data analysis technique and operational definition of variables.

3.2 Research design

The study adopted survey research design involving both quantitative and qualitative approaches. Quantitatively, the data obtained from correspondents in each school sampled using questionnaires was summarised numerically as it appears in the filled questionnaires. In this approach counted aspects of research were covered. On the other hand, qualitative techniques were applied in this survey through inferring non quantifiable aspects of the research for instance ones opinion in that the results from this analysis were used to make decisions. To enable wide area data collection within a short time, interview schedules were used so that the researcher can probe deeper for maximum results. This enabled the researcher to obtain information as per the present situation so that policy makers in education can access and use it much easily.

3.3. Target population.

This study had atarget population of 1, 770 since the Sub-county has a total of 20 schools with an average of 200 day secondary school students in each school translating to 4000 students (boys and girls). Among these, there are 1500 girls who are the study population. For this study, academic performance inmixed day secondary school girls is well understood by teachers, principals and students themselves in these schools making researcher's target group. There are 250 TSC teachers and 20 principals 1500mixed day secondary schoolgirls in this sub-county constituting 1, 770 as the target population.

3.4. Sample size and sampling procedure

This section presents sample size and sampling procedures as follows:

3.4.1. Sample size

In this research, the sample consisted of principals, teachers and students. The sample size was determined based on Mugenda and Mugenda, (1999) who suggests that for a large sample 10% to 30% can be used to represent the study population.

a) Secondary school girls in mixed day schools

Where

N = total number of girls in mixed day secondary schools

S = sample population

$$S = 10/100 \times 1500$$

$$= 150 \text{ students}$$

b) Principals

$$S = 50/100 \times N$$

Where

N = total number of principals in mixed day secondary schools

S = sample population

$$S = 50/100 \times 20$$

$$= 10 \text{ principals}$$

c) Teachers

$$S = 10/100 \times N$$

Where

N = total number of TSC teachers in mixed day secondary schools

S = sample population

$$S=10/100 \times 250$$

$$= 25 \text{ teachers}$$

The sample population

$$S= 150 \text{ students} +10 \text{ principals}+ 25 \text{ teachers}$$

$$=185$$

In this case the researcher used 185 as sample population.

3.4.2. Sampling procedure.

Sampling is a process of selecting the number of individual for a study in such a way that the individual selected represent the large group from which they were selected (Mugenda and Mugenda, 1999). This study adopted random sampling techniques. The researcher randomly sampled 10 schools in the District which is 50% of the total number of schools. 25 teachers and 150 mixed day secondary school girls from the selected schools were used as the respondents for the research.

In summary, the study used simple random sampling to sample out the 10 schools where the names of the 20 schools were assigned numbers (codes) on small pieces of papers and placed in a can then shuffled to ensure proper mix up. One sheet was picked, recorded and replaced in the container. The shuffling was repeated 15 times to ensure representativeness of the sample.

3.5. Research Instrument

The research instruments employed by the researcher in the study to collect data were the questionnaire forms and interview schedules.

3.5.1. Questionnaires

The questionnaires designed had both closed and open ended questions which were issued to respondents for data collection on the factors influencing academic performance among girls of mixed day secondary schools of Bumula Sub-county. Questionnaires were sub-divided into two sections I and II. Section I outlined specific

information of the research while section II focused on general information for the respondents. This research instrument was used since it is easy to use and able to access information within a very short time.

3.5.2 interview schedule

In-depth information was obtained from this instrument since different aspects of academic performance among girls are well understood by the girls themselves and hence interview schedules helped the researcher to acquire as more information as possible. The schedule probed for answers within the school, among themselves and their homes.

3.6. Piloting of the instruments

Before the instruments were used to collect the data for the study, a pilot study was conducted in one of the schools. This to ensure that the researcher gets the intended information from the questionnaires. The pilot study also helped to identify the problems that respondents were likely to encounter while filling them. A pilot study also provides data for making estimates of time and the cost for completing various phases of the research (Gall and Borg, 1996). The number of respondents for the pilot study should be between 9% - 10% of the sample population (Gall and Borg, 1996). In this study a total of 24 respondents from school Bumula secondary school were used for the pilot study, since the total sample population was 240. These results used to improve the instrument on both reliability and efficiency as well effectiveness after the mini-study.

3.7 Validity of the research instruments.

Mugenda and Mugenda, (1999) defines validity as the degree to which results obtained from the analysis of the data actually represent the phenomena under study. The validity of the instruments was judged in reference to how they were able to collect information and if the information collected would be answering the research questions. This was ascertained by the researcher's supervisor who gave conscience on the validity of the research instrument before and after the pilot for greater accuracy.

3.8 Reliability of the instrument

Reliability of data to be obtained is determined at the design stage (Dachartargh, 2002) and therefore different research designs family socio-economic background adopt different reliability tests. Mbwesa (2006) defined reliability as the degree to which a

measure supplied consistent results after repeated trials. SPSS methods of data analysis used to test the reliability of the data collected from the pilot study before being used in the field. The relationship between the results of the test retest in the study is compared using the Pearson product moment correlation coefficient (Goetz and Le Compte, 1984). It was determined by the use of Cranarch's Alpha a general form of Kinds-Richard)k-R) 20 formulae according to Mugenda and Mugenda, (1999) to see if consistency is reliable enough. Correlations coefficient of about 0.75-0.89 was accepted in this case.

3.9. Data collection procedure.

The researcher wrote a letter to correspondents introducing himself and what he was up to through stating the purpose of the study and its significance convincingly. The researcher made a fall up to ascertain the cooperation of the respondents through physical visiting to each of the sampled correspondents in a pre-visit prior to the real data collection day. The researcher undertook a pilot study in schools that are in the district but were not sampled to test the research instruments' validity. The researcher wound up the exercise by collecting the data, analyzing it and interpreting it as preparation of the research report was done concurrently before submitting it to the University for Consideration for the award of a Masters Degree in Project Planning and Management.

3.10. Data analysis.

The data collected was edited, coded and analyzed using frequency tables and percentage tables. The data collected from open ended questions and interview was analyzed using inferential statistics. The quantitative data obtained from the closed ended questions was analyzed using descriptive statistics to meaningfully describe the distribution of measurements of the phenomena under study. This involved use of measures of distributions (frequencies and percentages) and presentation of analyzed information was done in tabular form.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATIONS AND ANALYSIS

4.1. Introduction.

This chapter presents the raw data for analysis presentation and interpretation of the findings collected by the researcher. The study was conducted in 10 schools out of 20 with sample population of 185 out of total population of 1770 respondents. Out of the sample size picked, that is, 185 respondents 100 questionnaires were filled and 80 interviews done. Interviews were conducted 80 students as the remaining 70 students filled the student's questionnaire. Principals and teachers sampled filled their respective questionnaires.

4.2. Questionnaire response rate.

The 100 questionnaires were issued for the respondents to be completed with relevant information only 90 were filled and returned; the 80 interview schedules were conducted and filled successfully. Therefore there was 90% questionnaire return rate and 100% interview schedule filling. The findings were then presented in tabular form using frequency distribution tables and percentages. The data was then analyzed using frequency tables and percentage tables.

4.3. Demographic characteristics of respondents.

The study focused on the female students in mixed day secondary schools in Bumula sub-county. Other characteristics that the research was interested in were Entry behavior, Attitude, Previous experiences, Government Policy, Non-governmental organizations, and the role of Religious organizations.

The respondents gave out their responses as follows in frequency distribution tables. Student's responses were tabulated first followed by teachers and finally principals.

4.3.1 Gender of teachers involved in the study.

Table 4.1 showing the number of teachers involved by gender.

	F	%
Male	11	44
Female	14	56
Total	25	100

The study involved 25 teachers who were Heads of departments of which 44% were male where as 56% were female.

4.3.2 Gender of principals involved in the study.

4.2. Table showing the number of principals involved by gender.

	F	%
Male	7	70
Female	3	30
Total	10	100

70% of the sample population under this Category of principals was male while 30% were female

4.3.3 Zones involved in the study.

4.3. Table showing the number of zones involved in the study.

Zones	Number of schools (f)	%
Bumula	3	30
Siboti	2	20
Kabula	3	30
Kimaeti	2	20
Total	10	100

Bumula and Kabula zones had 3 schools each contributing in the sample population with the highest proportion of 30% each where as Siboti and Kimaeti had 20% each since they are relatively smaller in size. Each of these schools had 10 students in form four class were sampled for the study.

4.4 Results from the respondents.

4.4.1: The influence of family economic back ground on academic performance of girls.

The study resorts to find out the influence of family economic back ground on academic performance of girls in mixed day secondary schools. The findings are presented in the Table as follows.

4.4.1.1 The influence of Parents' educational back ground on academic performance of girls.

The researcher wanted to investigate the influence of academic level of parents on their children's performance so as to use this data to advise for better results among.

Table 4.4: a table showing the influence of economic back ground on academic performance of girls in mixed day secondary schools.

parent Level of Education	student academic performance													
	F	Below D-		D- to D+		C- to C+		B- to B		B+ to A-		A (pain)		
		f	%	f	%	f	%	f	%	f	%	f	%	
Illiterate	44(29.3%)	15	34	21	48	5	11	2	5	1	2	0	0	
Basic literacy (read and write)	32(21.33%)	12	38	14	43	4	13	1	3	0	0	1	3	
kcpe certificate holders	29(19.33%)	13	45	10	35	2	7	1	3	1	3	2	7	
KCPE +KCSE certificate holders	36(24%)	10	28	19	52	4	11	2	6	1	3	0	0	
Attended middle level college	7(4.67%)	2	29	1	14	3	43	0	0	1	14	0	0	
Attended university education	2(1.33%)	1	50	0	0	1	50	0	0	0	0	0	0	
Total	150(100%)													

The results revealed that majority of the parents 44(29.33%), 32(21.33% and 29(19.33%) have poor educational background with certificates below O level educational experience. 36(24%) of the parents have at least accessed secondary education and have KCPE certificates. Among these sampled subjects, approximately 6% were lucky enough to have post-secondary education with only 7(4.67%) trained in middle level colleges and 2(1.33%) reaching university.

Despite this varied scenario in parental educational background, the researcher did not find any link to girls' academic performance for instance 15(34%) of the students with illiterate parents performed poorly just like 1(50%) of a student with a parent who accessed university education. On the other hand, 2 students representing 5% of the sample population were found to perform 'good' even though their parents were illiterate as none could be found to perform 'good' among those whose parents were highly learned. This has been reported by earlier studies, for instance, Eweniyi (2005) who

observed that different factors are capable of influencing the academic performance of a child or student. Such factors may be the child's internal state (intelligence, state of health, motivation, anxiety etc.) and their environment (availability of suitable learning environment, adequacy of educational infrastructure like textbooks and well-equipped laboratories). Investigation of these factors has produced several findings by researchers. For example, Clemens and Oelke (1967) and Emeke (1984) have attributed the cause of poor academic performance to a combination of personal and institutional factors. This research has ruled out the relationship between students' performance and parental educational background.

4.4.1.2 The difference in fees payment of girls and boys in schools.

The researcher used the principals questionnaire to find out the rate of fee payment for boys and girls so as to establish both parental perception on education of their children and their economic stability. The researcher found out that most parents prefer paying for boys than girls since 20% of the boys had their fees half cleared as compared to girls with 0%. 40% of the boy's school fees had been quarter way paid while only 10 % girls payment had been done. Further analysis showed that 40% of the girls had fees balances below quarter of but only 20% of the boys were found in this category. Many parents committed themselves to pay latter for the girls as represented by 50% as a few promised to pay latter for the boys, 2(20%) as seen in table 4.5. It was evident that even though the rate of fee payment for both cases was low that of girls was lower than the rest. In their comments, some principals lamented on poor performance being attributed to fees payment since students who fail to pay are sent home every fourth week of the month and some parents take advantage of that to pay for boys as girls remain home to help them in domestic chores.

Table 4.5 a table showing fees payment among boys and girls in different schools.

Fees paid	Boys		girls	
	f	%	f	%
Whole year	0	0	0	0
More than Three quarter	0	0	0	0
Half fees paid	2	20	0	0
Quarter fees	4	40	1	10
Less than a quarter	2	20	4	40
None but promised to pay	2	20	5	50
None and not promised	0	0	0	0
Total	10	100	10	100

4.4.1.3 The number of times meals are taken in relation to students performance.

Table 4.6 a table showing the relationship number of times meals are taken and academic performance.

number of times meals are taken	student academic performance													
			Below D-		D- to D+		C- to C+		B- to B		B+ to A-		A(pain)	
	F	%	f	%	f	%	f	%	f	%	f	%	f	%
un predictable	20(13.33%)		10	50	6	30	4	20	0	0	0	0	0	0
once a day	5(3.333%)		3	60	2	40	0	0	0	0	0	0	0	0
twice a day	100(66.67%)		20	20	35	35	38	38	5	5	1	1	1	1
thrice a day	25(16.67%)		3	12	6	24	11	44	3	12	2	8	0	0
Morethan three times a day	0(0%)		0	0	0	0	0	0	0	0	0	0	0	0

From the above results it's clear that students from families whose meals are taken twice a day registered the highest number with 66.67% as those who eat once gave a projection of 3.33%. The academic performance was found to be directly proportional to the availability of meals to these students. For instance 50% and 60% of the students showed poor performance for having meals unpredictably and once a day respectively. This leads to lack of concentration in class due to hunger and anxiety as to whether they will eat or not. Such students when probed into reported that they are enable to survive on empty stomachs and hence bank on school days where by they are atleast sure of lunch given that they will not be send away for fees. The same scenario is statistically evident from in ability to get high grades as compared to their counter parts who are sure of two and three meals registering low percentages under the very poor and poor categories as they score higher frequencies in the fair category 38% and 44% respectively.

4.4.2 The influence of cultural factors on academic performance of girls in Bumula sub-county.

4.4.2.1 Perception of girls in society

The researcher wanted to establish the value of a girl child in society. He advanced self and public perception parameters as seen in table.4.7, 70(46%) of the respondents agreed that they do have female role models while 80(53) declined to have female role models giving reasons ranging from preferring successful men in society as role models and not seeing it as important. To the researcher, this meant discrediting their fellow women in society by not appreciating them through wanting to be like them a phenomenon interpreted as lack of self confidence in their gender poor thus poor perception of themselves indirectly. The teachers interviewed also reported that there are more male teachers in schools than female a phenomenon that gives girls a small margin to choose from 60 students representing 40% of the study population reported that their parents are willing to support them in academic matters as opposed to the larger group of 90(60%) who laments on their parents' unwillingness to support them with respect to their boy's counterparts.

Many girls declined the fact that they have been sexually harassed, raped or kidnapped for any reason as seen by 146(97.3)

Table 4.7 Table showing self and public Perception of girls in society

self and public perception parameters	f	Total	%	Total
Those with female role models	70		46.7	
Those without female role models	80	150	53.3	100
Parents willing to support	60		40	
Parents unwilling to support	90	150	60	100
Kidnaped/ raped /sexual harassment	4		2.67	
never been kidnaped/ raped/sexually harassed	146	250	97.3	100

In addition, the researcher used questionnaires for principal to get information on the attitude of the community towards girl education and found out that 80% said the attitude is poor as only 20 advocated that it is fairly good.

Table 4.8 a table showing principals' views on the perception of girl child education in their schools.

Attitude	f	%
Poor	8	80%
Fairly good	2	20%
Good	0	0%
Very good	0	0%
Total	10	100%

The researcher also wanted teachers' and principals' opinion on factors they thought were derailing academic performance of girls in their respective schools. The findings clearly showed that poor perception of the girl child education was leading with 15(42.9%) followed by family economic background at 28.6% as peer group influence and cultural practices were last with 14.3% each.

Table 4.9 a table ranking of factors that affect girl child education in schools of Bumula sub-county.

Factors affecting girl child education	f	%
Poor perception of girls in community	15	42.9
Family economic background	10	28.6
Peer group influence	5	14.3
Cultural practices	5	14.3
Total	35	100

4.4.2.2 The influence of domestic chores on academic performance of girls

Teachers registers indicated that at least 120(80%) of the respondents missed school every month. An inquisitive interview into the cause of this absenteeism revealed that it was as a result of domestic chores advanced by parents to them as only 30(20%) were present five days a week every month. This was found to be even more pronounced willingness to carry out domestic chores after school and during the weekend when 140(93%) claimed that they are given a lot of work at home at the expense of their studies as boys are left to continue with their studies as observed in table 4.10. Generally domestic chores were found to be a thorn in flesh since it resulted into absenteeism, child abuse and child labour.

Table4.10 a table showing the causes of absenteeism from school by most girls.

	F	TOTAL	%	TOTAL
Absenteeism from school doing domestic chores	120		80	
never been absent from school doing domestic chores	30	150	20	100
Heavy household duties after school	140		93.3	
a few household duties after school	10	150	6.67	100

4.4.2.3The influence of early marriages on academic performance.

The researcher also looked into the fact that some girls in school have gone through a lot making them not to perform and among these issues were willingly trying to get married, being pregnant at one time of schooling and being coerced by their parents or relatives to get married.

In the sample, 30(20%) Of the girls were once married while 120(80%) have never been in marriage. 34 of the girls admitted to have become pregnant representing 22.7% of the study population while the majority 77.3% declined to have been pregnant. A very small number4(2.67%) were at one point forced to marry but 97.3) indicated that they have never been forced to marry.

Generally, early marriages were not found to be so prominent in this sub-county since it had a very low number of respondents who admitted it.

4.11 A table showing The influence of early marriages on academic performance.

	F	Total	%	Total
Willingly Attempted marriages	30		20	
never been marred	120	150	80	100
Pregnancy cases	34		22.7	
never been pregnant	116	150	77.3	100
Forced marriages	4		2.67	
never been forced to be marred	146	150	97.3	100

In nutshell all students and teaching staff asserted that the reason for poor academic performance of female students was the lack of female role model teachers in teaching profession in the region in each level that refrain female students' from being encouraged, building self-confidence and future prospective chances. In addition, they stated that it is clear that if there is significantly low number of female model teachers in the areas. This may hinder females not to be motivated to learn as well as to perform well. Even if parents have enough resources their support and involvement in education matters for female students was poor. Also their parents' are unwilling to support females' schooling beyond primary level due to girls' safety and vulnerability to being kidnapped on their journey to school and from the school compound by young men to a small extent. This was severe, especially at the puberty stage of females. Their parents' are worried about girls' when becoming sexually active. Therefore, parents are reluctant to send their grown up daughters to distant school in order to protect them from such misfortune. Their responses explicitly indicated that almost all respondents agreed that females experienced more absenteeism than boys. The consensus for the reason of absenteeism that girls' is attendance affected by the high demand for domestic work and for helps their mothers' in house chores. The security problem in sexual harassment as well as abduction, and the home-school distance were also the major problem explaining factors for girls' absenteeism.

4.4.3 The influence of peer group influence on academic performance of girls in day mixed secondary schools.

4.4.3.1 Boy girl relationships

In this research, the researcher was interested in the opinion of teachers on how they rate the relationship between boys and girls in their schools as well as rates of drug abuse.

Table 4 .14 a table showing the relationship between boys and girls in mixed day secondary schools.

Number of boy girl relationships reported	f	%
None	1	4
Between 5-10	2	8
Between 11-20	17	68
Don't know	5	20
Total	25	100

Many of the respondents rated the relationship of boys and girls in their schools as unhealthy with cases between 11-20 in the respondent's schools forming(68%) where as 20% of the respondents had not taken a keen look at their **relations**. Only 8% viewed the relationship as fairly good and a very low percentage (4%) saw a healthy relationship among their students since they had no case of boy girl relationship reported to them. Almost all of the 38% attribute their perception of their students' performance on boy girl relationship.

4.4.3.2 The extend of Drug abuse.

4.1 A table showing incidences of drug abuse in schools

incidences of drug abuse reported	f	%
None	20	80
A few (less than 5)	5	20
Many (more than 5 but less than 20)	0	0
Very many (more than 20)	0	0
Total	25	100

The results revealed that 80% of do not involve themselves in drug abuse with only 20% found to have at one time found with alcohol. The study revealed there is no serious drug abuse in this region.

4.4.4 The influence of school factors on academic performance of girls.

4.4.4.1 The influence of Teaching methods on academic performance of girls.

Table 4.11 a table showing the influence of teachers' teaching method on academic performance of girls.

Teaching method used in sciences	f	%
Lecture	19	76
Practical	2	8
Demonstration	1	4
Group discussions	2	8
Others	1	4
Total	25	100

The data above show that majority of the teachers in science use lecture method of teaching represented by 79% where as other teaching methods such as group

discussions and practical were found to be in use by a few teachers represented by only 8%. Demonstration and others (use of e-learning) were the least used since only 4% of the sample population was found to use it.

4.4.4.2 The influence of facility on the academic performance of girls.

4.12 Table showing the influence of facility on the academic performance of girls

Facility availability	f	%
3 Laboratories, less than 40 students per stream, three Toilets per stream, Library books in all subjects in the ratio of 1:2 all Plays fields.	0	0
2 Laboratories, more than 40 but less than 50 students per stream, two Toilets per stream, Library books in all subjects in the ratio of 1:5 all Plays fields.	3	12
1 Laboratories, over 50 students per stream, two Toilets per stream, Library books in all subject in the ratio of 1:5 all Plays fields.	22	88
Have non	0	0
Total	25	100

From the above results it was clear that most schools in this study region lack facilities to aid learners and teachers in the teaching learning process as indicated by 22(88%) only a few teachers suggested that their schools have fairly equipped facilities represented by 3(12%). none of the teachers argued that his or her school did not have any of the classified facilities and neither of them claimed they had it all.

4.4.4.3 The influence of learning environment on academic performance of girls.

Table 4.13 a table showing the influence of learning environment on academic performance of girls.

Learning environment	f	%
clean school compound (presence of a grounds man), well clean well maintained black walls in class, clean water, away from sources of noise eg grinding mills and market centers.	0	0
clean school compound but cleaned by students themselves, well clean well maintained black walls in class, clean water, away from sources of noise eg grinding mills and market centers	1	4
-untidy school compound, poorly maintained black walls in class, clean water, a way from sources of noise e.g. grinding mills and market centers.	10	40
-untidy school compound, poorly maintained black walls in class, untreated water, school closer to sources of noise e.g. grinding mills and market centers	14	56
Total	25	100

As none of their respondents ascertained his or her school's learning environment was good only 4% of the sample population felt like the learning environment was satisfactory, 40% claimed that it was poor and majority represented by 56% complained of very poor learning conditions.

From the results above, it is evident that the information was captured from all spheres of girl child education hence the results can be used for the entire study population.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 DISCUSSION

5.1.1 Family economic background.

The from the researcher's findings, the level of education for parents was found to have no bearing on their children's performance opposed to what the researcher thought initially. feeding habits were found to influence academic performance in the sense that students who had stable meals with a frequency of eating two times a day preformed better than those who had one meal a day a phenomenon that was inline with the researcher's thought. This was also concluded by Teshome (2003:5) who agued that family's economic status influences the girls' educational performance he adds that the manifestation is that the financial and moral support provided to girls for schooling is limited as compared to boys.

5.1.2 Cultural factors

Different aspects of culture were seen in this research to negatively impact on girls' education. For instance domestic chores were found to be rampant on female sex in many homes as compared to male. In addition, the perception of a girl child in society was found to be poor. They are seen as lesser human being in comparison with boys. It was clear that even parents preferred educating boys over girls. This was also reported by Women's Voice (2000) who investigated traditional practices and their effects on women and children's rights and found that a number of cultural practices account for gender disparities in Malawi.

To the researcher's surprise, early marriages and other rights violation were found to be of low magnitude. this is what Gibson (2004:8) claims that; the vulnerability of girls often becomes more when girls are adolescent and approaching secondary school. He emphasizes that at this level, girls' sexual maturity can cause parents to be more anxious about their daughters' safety at school and girls' risk of pregnancy and HIV/AIDS.

5.1.2 Peer pressure

Peer pressure was found to a large extent causing alarming rates of boy girl relationships due to the fact that the two genders are in the same environment. The researcher did not find substantive prove of drug abuse among girls of this area. He attributed this to cultural guidelines that allows male to indulge in alcoholism as their women take a participatory role in the preparation and not often allowed to take.

5.1.2 School factors

Teachers teaching methods were found to be teacher centered. This was attributed to the large extend of the curriculum that teachers are expected to pass through the learners in a period of only four years. This incapacitates learners in the course of acquisition of knowledge and skills as required by the ministry of education objectives.

Physical factors such as classrooms, laboratories play grounds etc were found to be insufficient in most schools. Learning environment was found to be unpleasant and not conducive for learning in most schools. Most chalk walls were unmaintained, walls unpainted, water cleanliness not monitored etc scenarios that not only led to poor academic performance but also posed a threat to the students' health.

5.2CONCLUSION.

From the results in discussed in chapter four, the researcher came up with the following conclusions.

The family economic background was found to be poor. This was rated based on the following aspects: educational background of the parents. The researcher did not find any relationship between parents' educational level and their children's performance. Though parents were found to be poor economically as seen in poor fees payment, the researcher established that they were regular and more willing to pay for the boys so that they are retained in school than their girls counterparts. In this study, the researcher also used the ability of families to provide sufficient meals to their kids. It was evident that most girls had only two meals a day of which the first meal was school lunch and then supper at home. In the researcher's perspective, lack of break first contributed to

their poor academic performance since they lacked concentration during morning lessons a condition that should be an advantage since morning lessons are perceived to be fit for students since they are fresh.

Generally there is poor perception of girl child education in the district. This was seen when girls reported a very low number which claimed that they have female role models as a large percentage totally lacked role models. Principals also gave an impression of poor perception of girl child education through ability for parents to pay school fees for boys preferably over girls. Though poor perception of the girls education was evident in this research, other indicators tested negative to a small extent for instance few cases of rape and forced marriages

It was also found that most girls are performing poorly as a result of too much domestic chore as propounded by the culture of this society. There were few cases of forced marriages and delivery while schooling an indicator of improving situation as compared to early researchers.

Peer group influence was also a factor to be considered if girl child education was to be improved. The research showed that a higher percentage of girls related poorly amongst themselves and the boys with habits ranging from back biting, jokes and worse of all boy girl relationships. In addition, the researcher did not find substantive evidence of drug abuse.

The researcher based on sciences to establish the most popular teaching methods amongst teachers and lecture method dominated all schools. This method was advocated for by many teachers claiming that the time given to complete the available syllabuses could practically not allow them to capitalize on any other method of teaching. The researcher therefore linked this poor method of teaching to the poor performance evident in the study population. Insufficient resources such as laboratories, libraries play grounds etc. was found to be unsatisfactory as compared to the growing population. In conjunction with this, the researcher rated this as poor teaching learning environment that attribute to poor performance of girls in this schools.

In conclusion, the researcher found out that the factors under study in some way had influence on girl child performance with poor perception towards girl child education leading followed by poor economic background as closely related factor of cultural believes supplemented the poor perception. Poor learning environment too substantively affected.

5.3RECOMMENDATION

The researcher came up with the following recommendations.

The government and non-governmental organizations should come up with sensitization forums to educate the public on the importance of girl child education. This will enable parents who value boy-child education to equitably pay school fees for girls and give them the necessary attention just like their boys counterparts.

Schools should come up with feeding programmes that favour students who can only have two meals a day. Introduction of milk tea at 10.00am will be of help or re-defining lunch hour to come as early as 12.00 pm could be of help to these students.

Careers department to be established in schools and a follow up made to ensure monitoring so that girls can also have a chance to decide what they want to be in future for them to choose their role models as early as possible. Guiding and counseling to be strengthened in schools to curb immorality propagated through unhealthy relationships among boys and girls in schools. This will reduce pregnancy cases.

Monitoring system should be established in schools to check drug abuse since schools only rely on chronic cases for instance addicts whose behavior must have taken time to take root. Therefore administrators should take a closer look into the matter of drug abuse.

The government and well-wisher should be encouraged to put up enough physical facilities to aid learning. This will promote the methods of teaching and an enabling environment for learning.

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APPENDICES

Appendix 1 principal's questionnaire **Factors influencing academic performance of girls in mixed day secondary schools** **of Bumulasub-county Bungoma County**

Dear Sir/Madam

The purpose of this study is to determine the causes of poor academic performance among mixed day secondary school girls in Sub-county. You are kindly requested to respond to the questionnaire. The information obtained will be treated with utmost confidentiality and only used for the purpose of this study. Therefore do not write your name on this paper. Please note that there are no correct or wrong responses to these items but what is only appropriate to you. Indicate what is appropriate to you by using a tick (✓) and a simple explanation where necessary.

Section 1

- 1) Indicate sex male female
- 2) School
- 3) Zone
- 4) **Section 2**

Based on your experience in this field, which of the following factors affect girl child education most in your school.

- Cultural practices
- Peer group influence
- Family economic background
- Factors affecting girl child education
- Poor perception of girls in community

- 5) Has your school employed a grounds man yes no
- 6) How often does the school treat its stored water.....
- 7) What is your school's student text book ratio.....
- 8) What is the average number of students per stream in your school.....

Appendix 11 students questionnaire
Factors influencing academic performance of girls in mixed day secondary schools
of Bumula sub-county Bungoma County

The purpose of this study is to determine the causes of poor academic performance among mixed day secondary school girls in Sub-county. You are kindly requested to respond to the questionnaire. The information obtained will be treated with utmost confidentiality and only used for the purpose of this study. Therefore do not write your name on this paper. Please note that there are no correct or wrong responses to these items but what is only appropriate to you. Indicate what is appropriate to you by using a tick (√) and a simple explanation where necessary.

Section 1

1. School
2. Zone

Section 2

1. Indicate your parents' level of education

Level of Education	Mother's	Father'
Illiterate		
Basic literacy (read and write		
Finished Primary Education		
Did not Finish Primary Education		
Did not complete secondary education		
complete secondary education		
Attended middle level college		
Attended university education		
Other (specify)		

2. What is your last terms mean grade?

3. How many meals do you have at home in a day? One two three
more (specify) unpredictable

4. a) Do you have a female role model yes no

b) If no please give reason.....

c. How do you compare parental support for you and your brothers?

Support my brothers more supports me more

5. Have you ever been kidnaped/ raped/sexually harassed? Yes no

6. Do you believe that females are equally competent with males in class? Yes
no

If no give reason

7. Do you think that people at home and school treat you the same as boys in educational matters

8. Do you attend class regularly? Yes No

If no please give reason.....

9. What activities do you perform more at home besides after the class?

.....
.....
.....

10. Have you ever been

- a. Lured to get married by anybody of your community? Yes no
- b. Pregnant for any bodyonyour own will? Yes no
- c. Married on your own will? Yes no
- d. Sexually harassed by anybody in your life? Yes no

Have you ever been

- a. forced to work at home or anywhere else ?Yes no
- b. do you feel overstrained by your domestic chores after school? Yes no
- c. absented from school by your parents to do domestic chores? Yes no

how do you rate your fees payment this year.(tick in the box)

a)	Whole year	
b)	More than Three quarter	
c)	Half fees paid	
d)	Quarter fees	
e)	Less than a quarter	
f)	None but promised to pay	
g)	None and not promised	

Appendix 111: teacher questionnaire
Factors influencing academic performance of girls in mixed day secondary schools
of Bumula sub-county Bungoma County

Dear Sir/Madam

The purpose of this study is to determine the causes of poor academic performance among mixed day secondary school girls in Sub-county. You are kindly requested to respond to the questionnaire. The information obtained will be treated with utmost confidentiality and only used for the purpose of this study. Therefore do not write your name on this paper. Please note that there are no correct or wrong responses to these items but what is only appropriate to you. Indicate what is appropriate to you by using a tick (✓) and a simple explanation where necessary.

Section 1

- 1) Indicate sex male female
- 2) Zone
- 3) School.....

Section 2

Among the following teaching methods, which method do you commonly use in your science class?

- Lecture
- Practical
- Demonstration
- Group discussions
- Others (please specify).....

Indicate the number of each of the following facilities

- Laboratories
- Class rooms
- Toilets
- Library books

Plays grounds

In your own opinion do you think the following school facilities are sufficient in your school?

Laboratory, class rooms, toilets, library books, plays grounds

All are sufficient

Most of them are

A few of them are sufficient

Have none

How do you rate the learning environment that your students are exposed to in the course of their studies?

Good

Satisfactory

Poor

Very poor

Please give reason

4) How do you rate the relationships among most of girls and boys from within and or without if any?

Very good good unhealthy don't know

Briefly explain your response.....

.....

How many incidences of drug abuse have you as a school come across this year

None

Very many (more than 20)

Many (more than 5 but less than 20)

A few (less than 5)

5) In general, what do you say about the academic performance of female students?

APPENDIX IV

2004 Enrolment by Gender from Pre-Primary to Secondary Schools

	PRE-PRIMARY	%	PRIMARY	%	SECONDARY	%
Male	937,997	51.13	12,273,046	55.12	1,567,011	56.54
Female	896,522	48.87	9,994,361	44.88	1,204,623	43.46
TOTAL	1,834,519	100	22,267,407	100	2,771,634	100

Source: FME: Basic and Senior Secondary Education Statistics in Nigeria, 2004 & 2005

APPENDIX V

A table showing the Kenyan case of poor academic performance among girls.

KCSE EXAMINATION CANDIDATES ANALYSIS, 2010 - 2011												
Subject Code & Name	2010*						2011*					
	All		Female		Male		All		Female		Male	
	No. Sat	Mean %	No. Sat	Mean %	No. Sat	Mean %	No. Sat	Mean %	No. Sat	Mean %	No. Sat	Mean %
English	357,426	40.4	159,393	40.4	198,033	40.5	410,585	40.8	182,089	40.8	228,496	40.9
Kiswahili	357,116	39.7	159,183	40.0	197,933	39.5	410,236	40.1	182,001	40.1	228,235	39.9
Mathematics	357,446	21.8	159,403	18.7	198,043	24.3	410,585	22.0	182,089	22.0	228,496	24.6
Biology	319,096	28.0	150,425	25.9	168,671	30.0	366,533	28.3	171,834	28.3	194,699	30.3
Physics	111,747	32.3	30,674	30.8	81,073	32.8	128,359	32.6	35,039	32.6	93,320	33.2
Chemistry	350,927	19.7	157,137	18.1	193,790	21.0	403,096	19.9	179,500	19.9	223,596	21.3
Biology for the Blind	56	19.0	23	14.5	32	22.3	64	19.2	27	19.2	37	22.5
History & Govt	224,823	47.2	97,020	43.3	127,804	50.3	258,246	47.7	110,827	47.7	147,419	50.8
Geography	120,150	40.1	47,825	35.1	72,326	41.7	138,012	40.5	54,631	40.5	83,381	42.2
CRE	231,275	44.1	125,696	44.3	105,580	43.9	265,658	44.5	143,584	44.5	122,074	44.3
IRE	9,658	49.9	3,398	46.1	6,260	52.1	11,094	50.4	3,881	50.4	7,213	52.6
HRE	6	62.0	2	70.3	4	57.8	8	62.6	3	62.6	5	58.4
Home Science	12,935	53.4	11,979	53.9	956	47.2	14,858	54.0	13,683	54.0	1,175	47.6
Art and Design	1,142	60.3	406	60.5	735	60.2	1,311	60.9	464	60.9	847	60.8
Agriculture	146,452	40.0	63,765	36.8	82,686	42.6	168,224	40.4	72,840	40.4	95,384	43.0
Woodwork	455	48.5	0		455	48.5	523	49.0	49.0	49.0	523	49.0
Metalwork	245	62.6		52.5	243	62.7	282	63.3	63.3	63.3	282	63.4
Building & Construction	209	51.6		43.3	202	51.8	240	52.1	52.1	52.1	240	52.3
Power Mechanics	147	58.4		60.4	144	58.4	169	59.0	59.0	59.0	169	59.0
Electricity	234	61.3		68.5	231	61.3	268	61.9	61.9	61.9	268	61.9
Drawing & Design	337	48.1		23.2	333	48.5	387	48.6	48.6	48.6	387	49.0
Aviation Techn.	73	62.9		43.9	70	63.8	84	63.5	63.5	63.5	84	64.4
Computer Stud.	6,401	49.6	2,613	46.2	3,788	52.0	7,352	50.1	2,984	50.1	4,368	52.5
French	2,324	51.6	1,588	51.2	737	52.5	2,670	52.1	1,814	52.1	856	53.1
German	403	65.9	266	65.4	117	67.1	463	66.5	327	66.5	136	67.7
Arabic	1,621	74.1	475	72.4	1,145	74.8	1,862	74.8	543	74.8	1,319	75.6
Music	1,572	48.3	920	48.6	652	47.8	1,806	48.8	1,051	48.8	755	48.3

Table 1.1.3 a) **OVERALL GRADE SUMMARY FOR 2012**

GENDER	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
MALE	1277	5947	11753	15962	18936	22180	27134	31582	35655	37694	26436	4263
FEMALE	698	3288	5977	9221	12174	16291	21771	27166	31548	35872	25997	3621
ALL	1975	9235	17730	25183	31110	38471	48905	58748	67203	73566	52433	7884
CUM. TOTAL	1975	11210	28940	54123	85233	123704	172609	231357	298560	372126	424559	432443
%AGE	0.45	2.12	4.07	5.77	7.13	8.82	11.21	13.47	15.41	16.87	12.02	1.81
CUM %AGE	0.45	2.57	6.64	12.41	19.54	28.36	39.58	53.05	68.46	85.32	97.35	99.15

Table 1.1.3 b) **OVERALL GRADE SUMMARY FOR 2011**

GENDER	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
MALE	1315	6322	11150	14793	18344	22474	27631	31955	34093	32995	23741	3684
FEMALE	615	2741	5240	8151	11771	16742	22334	26890	29760	31397	23532	2916
ALL	1930	9063	16390	22944	30115	39216	49965	58845	63853	64392	47273	6600
CUM. TOTAL	1930	10993	27383	50327	80442	119658	169623	228468	292321	356713	403986	410586
%AGE	0.47	2.2	3.99	5.58	7.33	9.55	12.16	14.33	15.55	15.68	11.51	1.6
CUM %AGE	0.47	2.67	6.66	12.24	19.57	29.12	41.28	55.61	71.16	86.84	98.35	99.95

Source; Kenya national examinations council.

Table showing analysis of performance by gender in Sub-county.

Zone	Mean scores	
	Male	Female
Bumula	37.5677	32.4356
Kimaeti	34.1223	29.0034
Kabula	30.4355	28.7678
Total	34.0418	30.0689

Appendix VI

BUDGET

Item	Quantity	Cost per item (Ksh.)	Total
Transport	-	-	5,000.00
Papers	2 rims	400.00	800.00
Printing	700 pages	10.00	7,000.00
Internet charges	1200 minutes	1.00	1200.00
Total			14,000

APPENDIX VII

Time frame

Activity	Time (days)
Collecting information required for the proposal writing	10
Writing of research proposal	60
Defending of research proposal	1
Correction of the research proposal	10
Supply of chemistry teachers questionnaires, Collecting of questionnaires and carrying out of questionnaire guided interview for lab technicians	40
Classification of questionnaire data and summarizing	10
Data analysis	30
Writing of the research project	30
Defense of the report	4 days
Submitting of the report for the award.	1 day

APPENDIX VIII

a). A table showing Mean scores for school categories in the past 5 years in Bumula sub county

Category	2008	2009	2010	2011	2012
boys boarding schools	6.4	6.3	6.2	6.1	6.3
mixed boarding secondary	5.8	5.9	5.8	5.6	5.8
mixed day and boarding	5.4	5.6	5.7	5.7	5.6
boarding girl schools	3.7	3.7	3.9	3.8	3.8
mixed day secondary schools	3.1	3.2	3.5	3.4	3.4

b) A table showing Mean-scores for both genders in the past 5 years in Bumula sub-county

Years	2008	2009	2010	2011	2012
Boys	3.8	3.6	3.9	4.2	4.0
Girls	3.3	3.4	3.1	3.0	3.6