

**HOME BASED FACTORS INFLUENCING GIRLS' PERFORMANCE AT
KENYA CERTIFICATE OF SECONDARY EDUCATION IN NYATIKE
DISTRICT, KENYA**

Teresa Atieno Otieno

**A Research Project Submitted in Partial Fulfillment for the Degree of
Master of Education in Educational Administration**

University of Nairobi

2012

DECLARATION

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

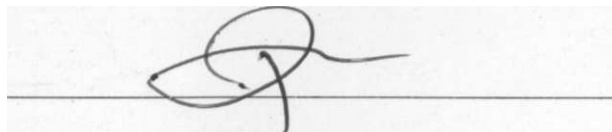
A handwritten signature in black ink, appearing to be 'Teresa Atieno Otieno', written over a horizontal line.

Teresa Atieno Otieno

This research proposal has been submitted for examination with our approval as the University supervisors.

Prof. Akala Winston

Department of Education Administration and Planning, University of Nairobi

A handwritten signature in black ink, appearing to be 'Dr. Matula Phyllis', written over a horizontal line.

Dr. Matula Phyllis

Lecturer

Department of Education Administration and Planning, University of Nairobi

DEDICATION

This work is exceptionally dedicated to my beloved husband John Datche and our treasured children Velma Adhiambo, Steve Bicko, Afya Maureen and Lizy Akinyi.

ACKNOWLEDGMENTS

I wish to most sincerely thank the Lord God Almighty who always cause me to triumph. May Glory be to him forever.

I wish to acknowledge a number of individuals for the role they played in making this work a reality. I would wish to acknowledge my supervisors Dr. Phyllis Matula and Professor Winston Akala for guiding and encouraging me with a lot of patience. Through their generous insights and ideas, this work has come to fruition. I am equally indebted to the District Education Officer Nyatike Mr. Siloma Kinayia.

I would like to register my gratitude to all course lectures and particularly Dr. Matula Phyllis who gave invaluable advice to me. I equally acknowledge all the principals, chairpersons of schools and students in Nyatike District who warmly received me in their schools and completed the questionnaires as I collected data for my research. I am indebted to my friends Jane Odhiambo, Monicah Nyambuoro and Joshua Achacha for their encouragement and immense moral, spiritual, financial, emotional support and their patience with me made the study duration both bearable and peaceful.

Last but not least, I would like to thank my late father for making me know how to be focused in life. God rest his soul in peace.

TABLE OF CONTENT

Content	Page
Declaration	ii
i/t.. DScficatif>n '•'''V Yn ,	iii
.....	iv
Table of content.....	vi
List of Tables.....	ix
List of Figures.....	xi
List of Abbreviations.....	xii
Abstract	xiii

CHAPTER ONE

INTRODUCTION

1.1	Background to the study.....	1
1.2	Statement of the problem.....	6
1.3	Purpose of the study.....	7
1.4	Objectives of the study.....	7
1.5	Research questions.....	7
1.6	Significance of the study.....	8
1.7	Limitations of the study.....	9
1.8	Delimitations of the study.....	9
1.9	Basic assumptions of the study.....	9

1.10	Definition of significant terms used in the study.....	10
1.11	Organization of the study.....	11

CHAPTER TWO

LITERATURE REVIEW

2.0	Introduction.....	13
2.1	Parents economic income.....	13
2.2	Parents' involvement improvisation of education requirements.	16
2.3	Home chores.....	17
2.4	The size of the family.....	19
2.5	Summary.....	20
2.6	Theoretical framework.....	21
2.7	Conceptual frame work.....	23

CHAPTER THREE

RESEARCH METHODOLOGY

3.1	Introduction.....	25
3.2	Research Design.....	25
3.3	Target population.....	26
3.4	Sample and sampling procedure.....	27
3.5	Research instruments.....	29
3.6	Instrument Validity.....	30
3.7	Instrument reliability.....	31
3.8	Data collection Procedure.....	32

3.9	Data Analysis Techniques.....	32
-----	-------------------------------	----

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1	Introduction.....	34
4.2	Questionnaire Return Rate.....	34
4.3	Demographic information.....	34
4.3.1	Gender of the school principal.....	35
4.3.2	Years of experience as a head teacher.....	35
4.3.3	Parents level of education.....	36
4.3.4	School's performance.....	38
4.3.5	Girls' school attendance.....	41
4.3.6	Constraint towards girls' education.....	44
4.4	Influence of family economic income on girls performance at K.C.S.E.....	45
4.5	Influence of parents' involvement in provision of learning requirements on girls performance at K.C.S.E.....	53
4.6	Influence of home chores on girls performance at K.C.S.E.....	62
4.7	Influence on family size and girls performance in K.C.S.E.....	64

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0	Introduction.....	73
5.1	Summary.....	73

5.2	Conclusion.....	75
5.3	Recommendations.....	76
	REFERENCES.....	78
	APPENDICES	
Appendix A	Letter of Introduction.	80
Appendix B	Principal's Questionnaire.	81
Appendix C	Students Questionnaire.	83
Appendix D	P.T.A Chairpersons Questionnaire.	85
Appendix E	Research Authorization.	86
Appendix F	Research Permit.	87

LIST OF TABLES

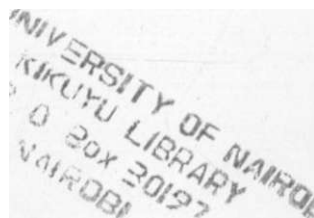
Table	Page
Table 3.1	Sampling frame and categories of sample schools. 28
Table 4.1	Years of experience as a head teacher. 36
Table 4.2.	Parents level of education.....37
Table 4.3	Main reasons for your school's performance in KCSE. . . . 38
Table 4.4	K.C.S. E performance over the last five years. 39
Table 4.5	General KCSE performance of Girls in your school. 40
Table 4.6	Performance of girls over the last five years.....41
Table 4.7	Main causes of absenteeism among girls in your school 43
Table 4.8	Constraint towards girls' education.....44
Table 4.9	Fathers' occupation.....45
Table 4.10	Mothers' occupation.....46
Table 4.11	Parents main economic activity.....47
Table 4.12	Roofing of the house. 48
Table 4.13	Material of the house wall. 49
Table 4.14	Main source of lighting in the house. 50
Table 4.15	Main source of drinking water for members of the Household 51
Table 4.16	Sleeping place.....52
Table 4.17	Person who provides the extra textbooks and other

	learning materials.....	55
Table 4.18	Parents' encouragement to work hard.....	57
Table 4.19	Checking of homework by family members.	58
Table 4.20	How often work is checked.....	59
Table 4.21	Person initiating interaction between parents and teachers concerning girls' performance.	60
Table 4.22	Tasks performed by children before or after school.	63
Table 4.23	Number of children in a household.	65
Table 4.24	Birth Order.....	67
Table 4.25	Persons girls stay with.....	68
Table 4.26	General KCSE performance 2011.....	69
Table 4.27	View of parents concerning girls'performance in this school.....	70
Table 4.28	Positive improvement in KCSE result.....	71

LIST OF FIGURES

Figure

- Figure 2.1 Conceptual framework
- Figure 4.1 Gender of the school principal
- Figure 4.2 Girls' school attendance
- Figure 4.3 Payment of levies
- Figure 4.4 Parents visit to school



LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
EFA	Education for All
FSE	Free Secondary Education
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
PTA	Parents Teachers Association
QAS	Quality Assurance & Standard
TSC	Teachers Service Commission
TTC	Teachers Training Colleges
UNESCO	United Nations Environmental, Scientific and Cultural Organization

ABSTRACT

The purpose of the study was to determine the influence of home based factors on girls' performance at K.C.S.E in Nyatike District. The study was guided by the following objectives. To established the influence of family economic income on girls' performance at KCSE, to determine the influence of parents' involvement in provision of learning requirements on girls' performance in KCSE, to establish the influence of home chores on girls' performance in KCSE and to determine the influence of family size on girls' performance. The study was guided by Maslow Hierarchy of needs theory (1954). The research study design was descriptive survey. The study targeted 33 secondary schools, of which 2 are purely girls and 31 were mixed schools. The researcher employed random sampling to select 24 schools. Stratified random sampling was used to ensure that all mixed schools were represented. Purposive sampling was used to ensure all girls were represented in the study. Simple random sampling was used to select 4 girls from form four to make a total of 96 girls. Purposive sampling was used to select 24 PTA chairpersons from the 24 participating schools. Questionnaire was appropriate for this study. Descriptive statistics were used to analyze the quantitative data obtained. The results of this study indicated that Home based factors and majorly economic incomes of parents influence their daughters' academic performance. Other home based factors influencing poor performance included parents lack of involvement in the girls' education which leads to low motivation among girls. Engagement of girls in home chores is another detriment to their academic work because girls can not get extra time for personal studies and for doing home work resulting to poor performance in K.C.S.E. From the study, it emerged that family size directly influence girls performance as they are faced with many challenges such as being unable to acquire personal effects like sanitary towels, school fees, textbooks for personal reading, clothing, food and good shelter. Trends observed on home based factors indicated that most parents are willing to educate their daughters but the above mentioned factors are barriers to provision of quality education to their daughters. However, it emerged that girls are willing to go to school for future employment and development. The following conclusions were drawn from the findings that the economic status of the family has a great impact on the academic performance of girls. It is evident that the family income determines the girls' involvement in education. Parental involvement adversely affects girls' performance. Majority of the parents are not able to pay school fees on time indicates that girls are often absent from school in search of school fees. Absenteeism and lack of text books and other learning materials are leading causes of poor performance among girls. Domestic chores have an effect on girls' performance. Girls performance is also affected by the family size, large families make it harder for the parents to supervise the performance of their girls and even give necessary attention. This can lead to poor performance because of lack of lack of basic requirements and motivation. From

ABSTRACT

The purpose of the study was to determine the influence of home based factors on girls' performance at K.C.S.E in Nyatike District. The study was guided by the following objectives. To establish the influence of family economic income on girls' performance at KCSE, to determine the influence of parents' involvement in provision of learning requirements on girls' performance in KCSE, to establish the influence of home chores on girls' performance in KCSE and to determine the influence of family size on girls' performance. The study was guided by Maslow Hierarchy of needs theory (1954). The research study design was descriptive survey. The study targeted 33 secondary schools, of which 2 are purely girls and 31 were mixed schools. The researcher employed random sampling to select 24 schools. Stratified random sampling was used to ensure that all mixed schools were represented. Purposive sampling was used to ensure all girls were represented in the study. Simple random sampling was used to select 4 girls from form four to make a total of 96 girls. Purposive sampling was used to select 24 PTA chairpersons from the 24 participating schools. Questionnaire was appropriate for this study. Descriptive statistics were used to analyze the quantitative data obtained. The results of this study indicated that Home based factors and majorly economic incomes of parents influence their daughters' academic performance. Other home based factors influencing poor performance included parents lack of involvement in the girls' education which leads to low motivation among girls. Engagement of girls in home chores is another detriment to their academic work because girls can not get extra time for personal studies and for doing home work resulting to poor performance in K.C.S.E. From the study, it emerged that family size directly influence girls performance as they are faced with many challenges such as being unable to acquire personal effects like sanitary towels, school fees, textbooks for personal reading, clothing, food and good shelter. Trends observed on home based factors indicated that most parents are willing to educate their daughters but the above mentioned factors are barriers to provision of quality education to their daughters. However, it emerged that girls are willing to go to school for future employment and development. The following conclusions were drawn from the findings that the economic status of the family has a great impact on the academic performance of girls. It is evident that the family income determines the girls' involvement in education. Parental involvement adversely affects girls' performance. Majority of the parents are not able to pay school fees on time indicates that girls are often absent from school in search of school fees. Absenteeism and lack of text books and other learning materials are leading causes of poor performance among girls. Domestic chores have an effect on girls' performance. Girls performance is also affected by the family size, large families make it harder for the parents to supervise the performance of their girls and even give necessary attention. This can lead to poor performance because of lack of lack of basic requirements and motivation. From

the findings, the study recommended that the government should provide girls from poor families with basic requirements such as sanitary towels and pay full school fees to retain them in school. Hence the parents should pay for their daughters school fees in time. Parents should be sensitized on the importance of girl child education the dangers of child labour. At the same time parents need to encourage, protect, and even value their daughters just as they do to boys. The government need to enhance sensitization on the importance of family planning for parents to give birth to children they can take care of without much constraints. Lastly, both the Government and parents should undertake immediate interventions to change the trend of girls' poor performance at K.C.S.E in Nyatike District.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

About a half of the human resources required for national development consists of women who are directly responsible for most of the productive activities especially in civil service, agriculture, trade and general family and community welfare. In pursuit of goals for the empowerment of women, government, development agencies and communities should be cognizant of the fact that education is the starting point for any kind of empowerment. In 1990, nations came together with inter governmental bodies and non- governmental agencies at the united Nations world conference on education for all (EFA) in Thailand to identify the trends, lessons learned, emerging concerns and priorities in the education of their children and all the participants made a commitment to ensure education for all with a particular dedication to girls thus ensuring access and quality education for girls became a global priority.

Education of girls is one of the criteria pathways to promote social and economic development (World Bank 1998). According to EFA global monitoring report 2003/4, "increasing the education levels of girls has a favorable impact on economic growth". Thus, redistributing school places towards achieving greater gender quality would raise the net ability levels of those at school and have a compounding effect on society's future stock of human capital.

Discrimination of girls in education persists in many parts countries due to customary practices, attitude, gender biased and stereotyped education systems. Lack of education affects other aspects of the life of a woman and that of her children. It is estimated that for every additional year of education a girl receives after grade five, child survival rates increases by roughly 5%. Yet some 18 million girls in Africa are without access to education and more than two thirds of Africa's 200 million illiterate adults are women.

Cultural factors and community attitude towards education have been the focus of good number of studies. In a study commissioned by the United Nation on the status and the role of women in Eastern Africa, it was argued that social- cultural factor, socio economic and the attitude of parents on girls education has not kept pace with modernity (United Nations Organization 1967).

In Kenya, as in many developing countries, a long history that dates right from the colonial period and possibly even earlier, present trends of gender inequality, not only in education but also in the labour market, political leadership and social and economic spheres. Since education is a key factor in determining development trends, particularly in contemporary world, national governments have embraced the idea of equal education for all as a matter of priority.

Discrimination of girls in education persists in many parts countries due to customary practices, attitude, gender biased and stereotyped education systems. Lack of education affects other aspects of the life of a woman and that of her children. It is estimated that for every additional year of education a girl receives after grade five, child survival rates increases by roughly 5%. Yet some 18 million girls in Africa are without access to education and more than two thirds of Africa's 200 million illiterate adults are women.

Cultural factors and community attitude towards education have been the focus of good number of studies. In a study commissioned by the United Nation on the status and the role of women in Eastern Africa, it was argued that social- cultural factor, socio economic and the attitude of parents on girls education has not kept pace with modernity (United Nations Organization 1967).

In Kenya, as in many developing countries, a long history that dates right from the colonial period and possibly even earlier, present trends of gender inequality, not only in education but also in the labour market, political leadership and social and economic spheres. Since education is a key factor in determining development trends, particularly in contemporary world, national governments have embraced the idea of equal education for all as a matter of priority.

Education is an investment whose returns are highly valued throughout the world. Worthens and Sanders (1987) observed that in most nations, education is increasingly reviewed as a primary means of solving social problems. Through education, people acquire knowledge, skills and attitudes necessary for sustainable economic growth and general development.

It has been observed that the general status of formal education and skills of girls has lagged behind compared to that of boys in Nyatike district based on Kenya Certificate of Secondary Education (K.C.S.E) result analysis for the last five years based on the source from the District Education Office. It is to this effect that girls should be encouraged to work harder in secondary schools because this prepares them for adulthood responsibilities (Republic of Kenya, 1998) and enable them to fit well and compete favourably in the Job market.

Girls who score good grades in K.C.S.E are sure of joining Universities, middle colleges and Certificate courses hence good performance is a measure of good returns to fit in the job market for self sustainability. On the other hand, poor performance in K.C.S.E makes girls to loose hope in life. Today's girl is tomorrow's woman, the relegation of women to lives of illiteracy, poverty and ill health should no longer be perpetuated. It is important therefore to equip girls with formal education and with functional literacy skills necessary for personal and national development.

The performance of girls in K.C.S.E is of great importance to the nation's socio-economic development and it shapes the whole destiny of a person hence a lot of value is attached to this examination. This calls for the participatory involvement of parents, teachers and other stake holders in enhancing girl child academic performance through provision of basic requirements which to a greater extent should come from the parents. Therefore effective communication between school and parents will lead to motivation of girl's performance in K.C.S.E.

It has been noted that economic family background can influence girl's performance negatively or positively besides other related factors. Parents are expected to provide the following to their girls; adequate teaching and learning facilities, protection against early pregnancies and marriages, personal effects like pads, less house work to enable them have ample time for school, homework, prompt school fee payment, clothing and nutrition positive motivation to change attitude, love and encouragement, proper career guidance, prevent them from peer influence, provide pocket money, visit them in schools especially on open days, education days and parents days, give them good accommodation at home especially to girls in day school and above all be role model in all actions and talks that parents portray.

It is a clear waste of resources if girls in the end do not learn and so do not acquire the skills they need to secure their social and economic well being. Education

therefore, must strive to attain the best results if it is to become a true engine of social transformation enabling each individual to realize her potential and live in dignity. Its importance in social and economic development makes it a basic right for every child without discrimination (UNESCO, 2000).

Education is a highly result oriented discipline in that the prospective candidate and employees are judged by grades on their certificates. Given the importance attached to examinations as a major determinant of joining institutions of higher learning. World Bank (1996), noted that the only way to reduce the disparities in women's involvement in economic activities is to invoke girls' education by developing "girls friendly" measures and packages which should include locating many school to the communities, waiving school fees, having locally based female leaders as role models and flexible school calendar that cater for girls domestic duties and responsibilities.

It has been noted by researchers that girls performance in KCSE is influenced by many other factors apart from home based factors and this includes the nature of the school in terms of physical facilities and adequate teachers, school culture and climate, academic ability and attitude of the girls and most important is school managerial system. This calls for participatory involvement of parents and teachers in enhancing girl child academic performance through provision of basic requirements for girls' survival in secondary school.

It is to this effect that it became a great concern to investigate on the performance of girls in K.C.S.E in Nyatike district which is comparatively lower than that of boys in both mixed schools and pure girl schools. This study therefore found out the influence of home based factors on girls performance in KCSE in Nyatike District and how the gap can be fulfilled.

1.2 Statement of the problem

There has been public dissatisfaction with girls' performance which is below average in secondary schools in Nyatike District. According to Eshiwani (1983), low performance leads to undesirable wastage through drop outs, repeaters and non achievement of educational goals stated in EFA report 2015 (Education for all). Nyatike District has consistently been achieving low examination mean scores in both K.C.S.E. and district based cluster examinations. The results have also been on a downward trend for the last four years which has raised concern amongst all stakeholders. This study therefore addressed the problem of poor academic performance by girls in Nyatike District by finding out the impact of home-based factors on students' academic performance. Home based factors like family economic income, parents' involvement in provision of learning requirements, motivation of students by parents, and home environment could impact on performance of the girls. The low performance has drawn attention of parents, the government, teachers and other stakeholders. There has been scanty information on home-based factors affecting girls' performance at KCSE. Hence

this problem requires an investigation to establish actual causes in order to rectify the situation. The current study on homebased factors affecting girl's performance at K.C.S.E in Nyatike District was carried out.

1.3 Purpose of the study.

The purpose of this study was to determine the influence of home based factors on girls' performance at K.C.S.E level in Nyatike District.

1.4 Objectives of the study

- a. To establish the influence of family economic income on girls performance at K.C.S.E in Nyatike District?
- b. To determine the influence of parents involvement in provision of learning requirements on girls' performance at K.C.S.E?
- c. To establish the influence of home chores on girls performance at K.C.S.E in Nyatike District?
- d. To determine the influence of family size on girls performance in K.C.S.E?

1.5 Research questions

- a) How does family economic income influence girls' performance at K.C.S.E level in Nyatike District?
- b) What is the influence of parents' involvement in provision of education to girls performance in K.C.S.E?

- c) To what extent does girls involvement in home chores affect their performance at K.C.S.E level in Nyatike District?
- d) What is the influence of family size on girls performance in K.C.S.E?

1.6 Significance of the study

These study findings could be valuable to the parents who may assess objectively how home based factors influence girls performance at K.C.S.E in order to realize the target of academic excellence at Nyatike District. The findings could benefit the principals of schools by providing information on how they could handle challenges facing girls at home and give the necessary advices to girls as a way of improving their performance.

The study provides data that may assist ministry of education to enhance the department of quality and standards assurance to look into issues affecting girls and to provide adequate learning resources in girls' schools. It is hoped that the findings of this study would assist national examination council to consider strategies of lowering grades in disadvantaged parts of the country for girls who joined public universities and middle colleges. Finally the study would contribute to the pool of knowledge which is vital for the present and future scholars in regard to home based factors influencing girls' performance at K.C.S.E

1.7 Limitations of the study

The researcher may not be in a position to control the attitude of the respondents as they will respond to the research instruments. Some schools in Nyatike District are located in areas with poor network and therefore transport during data collection was a problem especially during rainy seasons when some parts of the district were affected by floods.

1.8 Delimitations of the study.

The study aimed to include only public girls' schools and mixed secondary schools in the district. The research topic was concerned with the influence of home based factors on girls' performance at K.C.S.E in Nyatike district girls' performance in K.C.S.E IN Nyatike District. The researcher was to target form four students because they are being prepared for the examinations and they have also stayed in school for many years hence can be able to access the role of parents and how home based factors in general which influence their performance in K.C.S.E. Although there may be other factors influencing girls' performance such as principal's leadership styles, inadequate infrastructure, learning materials and teachers among other factors.

1.9 Basic assumptions of the study

The following assumptions were relevant to the study.

- i. That K.C.S.E was the standard measure to gauge the academic ability of the students and will be reflected in grading such as poor, good and excellent.
- ii. That all pure girls' schools and mixed schools were well staffed in terms of qualified professional teachers and the necessary learning facilities for proper implementation of the curriculum.

1.10. Definition of significant terms used in the study.

Academic Performance refers to the grade or total score that a student obtains in an examination.

Attitude refers to a feeling, emotion or mental position with regards to a fact or state.

Factors these are aspects affecting academic performance

Home environment this refers to the conditions at home including family socio-economic status, parental attitudes towards education, and parental involvement in school work of their children.

Home-based factors refer to aspects that relate to the home and affect a learner's academic performance.

Management refers working with and through people to achieve set goals/objectives.

Mean score refers to the average points showing individual or groups achievements in examination performance.

Motivation refers to general class of drives, desires, needs, wishes and related factors in which mobilize behavior towards their realization or satisfaction.

Performance refers to student's academic level of achievement in KCSE examination.

Population refers to an entire group of individuals, events or objects having a common observable characteristic. In other words, a population is the aggregate of all that conforms to a given specification.

School-based factors refer to aspects that relate to the school and affect a learner's academic performance.

Socio-economic status (SES) refers to education level of parents, number of children and dependants, as well as family wealth including income from employment, business and

1.11 Organization of the study

The study is organized into five chapters. Chapter one has introduction, background information of the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, the significance of the

study, limitations of the study, delimitations of the study, basic assumptions of the study and definition of significance terms used in the study.

Chapter two comprises of literature review on parents attitude, guidance and counseling, home environment factors, income of the parents, the size of the family, home chores and cost sharing policy. The chapter also has theoretical and conceptual framework for the study. Chapter three contains the research methodology, design, the target population, sample and sampling procedure, research instruments, validity of instruments and reliability of instruments. Chapter four consists of data analysis and interpretation. Chapter five has the summary of the entire study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The focus of this chapter is to find out how various scholars have looked at the problem of poor performance of girls at K.C.S.E level. Some of the issues to be addressed will be parents' economic income, parents' attitude towards education, home chores, size of the family and cost of education and cost sharing policy, conceptual frame work and theoretical frame work.

2.1 Parents economic income and girls performance at K.C.S.E.

Low income is a function of poverty. The level of the family income is one of the most influences on demand on secondary education and translates on performance (Psacharapoulos 1985 cited in Chepkenei, 2004). According to Republic of Kenya (1999) parents, especially poor parents increasingly neglect their daughters' demands when faced with household duties. Poor families will certainly find it difficult to pay fees for girls and even carter for pocket money besides the basics like sanitary towels, clothes among others. Poor families tend to have a large population of siblings as opposed to high income families (Chepkenei, 2004).

A study in Malaysia (Meerman, 1979 as cited in Chepkenei, 2004) concluded that effective demand at each educational level is a positive function of income. For example poor families also make considerable financial sacrifices to send their

daughters to secondary schools and be able to provide all the necessary requirements resulting in girls' poor performance at K.C.S.E. Psychologists have established that one's family background influences greatly the learning process of a child. When a child comes from a stable and happy family, such a child will be balanced psychologically and emotionally (Republic of Kenya, 1995). Malnutrition is due to poverty and has a direct influence on the health of a child which directly or indirectly affects her learning ability. The family practices related to later school achievement vary from within different social classes. The institution held by parents and their parenting practices in the home strongly predicted girls' performance in K.C.S.E. In low income homes parents rely on girls as sources of income. The poor living conditions where even basic needs like bedding, food, clothing, lighting systems among others are not provided, girls are likely to perform poorly in K.C.S.E and vice versa especially with girls who are day scholars.

Psacharopoulos (1978) notes that the family size, parent's level of education especially that of the mother and father influence girls' interest in a subject and hence her performance. Duncan (1989) noted a significant relationship between the girl's academic performance and the socio-economic background of their parents. His findings reveal that children from deprived homes, despite their mental potential, tended to go to cheaper, low performing schools while their

counterparts whose ability could be average go to well performing schools because their parents can afford to pay school fees and other requirements.

In addition, due to low income, families have had to restrict their provision of text books and other necessary materials which ensure good performance. Such girls take more days at home when sent for school fees hence will not adequately cover the syllabus, thus they stand a lower chance of excelling than their colleagues who could have been in school throughout the year hence the overall outcome has been poor performance of girls at K.C.S.E.

According to Mbai (2004), poverty levels have been increasing with time and (52%) of the population live below poverty line hence Mbai concludes that poor people tend to give priority to essential needs such as food, shelter, clothing and education is placed at a distance. This is because of declining income and escalating cost of educational materials which have made most of the parents unable to educate their children even though they may be willing to do so. Njeri and Orodho (2003), concur with the view when they say that high demand at household level make parents fail to sustain their daughters' demands in education hence this translates into poor performance in K.C.S.E.

2.2 Influence of Parents' involvement in provision of learning requirements on girls performance at K.C.S.E.

Writing in East African Std Njenga (Saturday, June 1999) notes that children who are frustrated by their parents by way of expectations are prone to drug abuse. Due to rapid expansion in education in Kenya, the government can not provide all the educational facilities to schools at all levels in Kenya (Otiende 1992) thus argues that a society has an obligation to support schools in order to achieve the common goal of education of students. Parents' involvement in both formal and informal education of their children helps to shape the children's attitude towards education and has an influence on performance in examination. This makes parents' attitude a major contribution to school development and stability and this eventually cuts down on poor performance Wochami (1986) agrees with Otiende (1992) that parents' attitude influence their children's attitude towards education. He further argues that girls from backgrounds without a tradition of education perform poorly due to ignorance of their parents to provide the necessities. In some homes parents prefer to luggage their children in some casual labour to subsidize the family income rather than going to school. This area has greatly affected girls as most of them are not given humble time to concentrate on academic work. Other parents are paying fees reluctantly for their girls because they are not enlightened on the social benefits of education and this eventually leads to poor performance in K.C.S.E.

Parental involvement has also been identified as a factor that affects students' performance. Parents of high achieving girls seem to take more interest in the girls schooling compared to those of low achievers, although this may not always be the case. Kathuri (1977) in his study of Nairobi Secondary Schools showed that children whose parents paid visits to schools to find out their children's progress did better academically than those parents who never appeared in school for follow up. Kapila (1976) and Ndiritu (1999) established that there was a positive association between parent's participation in the girls' school work and their academic performance.

2.3 Home Chores influencing on girls performance at K.C.S.E

According to Mutegi (2005), the convention of the rights of a child described a child as anyone below the age of 18 (African Convention for women, 1997). This group of under 18 are being involved in labour either paid or unpaid. This phenomenon adversely interferes with girls' participation in academic work especially in the rural areas thus it affects girls who are day schooling than the ones who are in boarding schools. In Nyatike District, girls are not only expected to contribute in household chores but also where possible to engage in productive and wage-earning activities to subsidize the meager income of the family. Girl child labour is witnessed almost in the whole district; from the beaches, market places, kiosks, gold-mining regions and in the homes hence their minds are ever preoccupied and this translates into poor performance.

Psacharopolous (1985) cited in Mutegei (2005) pointed out that girls are more affected than boys because they are more involved in the domestic activities and agriculture work in the rural areas. TIQET (1999) supports this view as they noted that agricultural and domestic labour constitute the hidden components of child labour which impacts disproportionately on girls. The opportunity cost of sending girls to school is therefore higher than that of boys.

Therefore, in Nyatike District, child labour may be a stumbling block to those students who may have wished to be in secondary school consistently and grasp the syllabus content in order to perform well in K.C.S.E. The argument that Socio- economic background of the girls tend to influence their performance is also advanced by supporters of the "good home" theory Tyler (1977). They maintain that students, whose parents are dedicated to education, tend to be provided with an environment that stimulates learning. They are also encouraged by their parents to study and read relevant books and literature.

It is assumed that the provision of good reading materials and intellectual environment motivate girls to learn better and eventually perform well in KCSE. Swaison (1994) in his study on the constraints to education in Malawi established that boys and girls participated in household tasks, but gender differences in the participation were substantial with girls performing more chores than boys. He also established that the situation was even more demanding for girls from poor

families. Consequently, girls experienced loss of concentration levels during lessons due to exhaustion and attend school more irregularly.

Wamahiu (1988) in her study in Kwale District, Coast Province of Kenya, concurs with Swaison's findings. She also found that girls performed more tasks and therefore had less time to do supplementary readings for schools as compared to boys. She further established that undertaking of traditional roles by girls led to their irregular attendance of school and consequently poor academic achievements.

2.4 The Size of the Family on girl's performance at K.C.S.E

According to West (1980) cited in Otunge (2004) large number of children in a family with limited income often results in overcrowding in the home and this may in turn have a deleterious effect upon behaviour. West further adds that parents in overcrowded accommodation cannot supervise their daughters' work as they may wish.

According to Rutter (1980) cited in Otunge (2004) large family size is quite strongly associated with socio-economic disadvantage, probably less intensive interaction and less communication between parents and their daughters because parents have to distribute their time and give attention to other siblings too. The large family size therefore limits parental involvement in the academic welfare of

each child. This leads to low participation of the girl in school activities and eventually affects performance. From the foregoing it is clear that the size of the family is a determining factor whether a girl will perform positively or negatively in K.C.S.E.

The sizes of families in Nyatike District are large. Hence most of the times parents enroll their sons in secondary school leaving girls back at home especially because of school fees in secondary school that is not paid fully by the government. This fact of not sending children to school because of direct cost is not surprising given the prevailing economic crisis in the region. Parents have to cover the shortfalls due to the fiscal crisis which has had a devastating impact on household incomes and educational systems (Kinyanjui, 1993). The trend to shift educational costs to parents in the name of cost-sharing coupled with poverty has impacted more negatively on girls than boys (Hussein, 2010).

2.5 Summary

The literature review has identified a number of home based factors influencing girls' performance in K.C.S.E. The factors are; economic income of the parents, parents attitude towards education, Home chores and the size of the family. The study is meant to investigate on the home based factors influencing girl's performance at K.C.S.E in Nyatike district and if possible come up with way forward on how girls can improve their performance in K.C.S.E.

each child. This leads to low participation of the girl in school activities and eventually affects performance. From the foregoing it is clear that the size of the family is a determining factor whether a girl will perform positively or negatively in K.C.S.E.

The sizes of families in Nyatike District are large. Hence most of the times parents enroll their sons in secondary school leaving girls back at home especially because of school fees in secondary school that is not paid fully by the government. This fact of not sending children to school because of direct cost is not surprising given the prevailing economic crisis in the region. Parents have to cover the shortfalls due to the fiscal crisis which has had a devastating impact on household incomes and educational systems (Kinyanjui, 1993). The trend to shift educational costs to parents in the name of cost-sharing coupled with poverty has impacted more negatively on girls than boys (Hussein, 2010).

2.5 Summary

The literature review has identified a number of home based factors influencing girls' performance in K.C.S.E. The factors are; economic income of the parents, parents attitude towards education, Home chores and the size of the family. The study is meant to investigate on the home based factors influencing girl's performance at K.C.S.E in Nyatike district and if possible come up with way forward on how girls can improve their performance in K.C.S.E.

2.6 Theoretical Framework

Maslow hierarchy of needs theory postulates that human beings have specific needs that must be met in order for one to be motivated and work harder to perform well. These are five levels of needs namely, Physiological, Safety and security, love and belonging, self esteem and self actualization.

To achieve expected objectives like performing well in KC.S.E, all the five levels of needs must be met in order of priority. Physiological needs are obvious for human survival. These needs are unlearned and include food, drinks, oxygen, sleep, protection from extreme temperatures. These physiological drives are directly concerned with biological maintenance of human beings and motivated by higher order needs. A student must eat balanced diet, drink clean water and sleep in a conducive environment for her to concentrate in school work for better performance.

Once the physiological needs are met, another set of needs called safety and security needs will ensure a reasonably degree of continuity, order, structure and predictability in one's environment. Security needs relates to a peaceful and stable environment. Girls need security all the time and if home environment is not safe, then fear will develop in their lives and this will automatically interfere with their concentration at school. This includes where they sleep at home and even their belongings. Love and affiliation constitutes the third level of needs and arise

when physiological and safety needs are satisfied. In home situation, it represents peer acceptance, parents love for the girls, a friendly supervision, guidance and counseling and the general concern for girls needs which translates into their motivation to work hard and strive for a better grade.

Human beings are social beings who must interact and feel accepted the way they are without being discriminated on the basis of age and gender. Self esteem is a very important level of needs to any human being. These are needs such as power, achievement, competence, recognition, status, confidence, personal strength, independence, adequacy and freedom. Girls want to feel that they are worthy, that others also recognize their ability however minimal it is. They want to be valued and encouraged at home and any correction to be done with caution to avoid creating stress which can interfere with their academic performance.

Esteem is the result of effort and it is earned. Involve girls in decision making at home and parents must avoid imposing things on them before consultation. Self actualization is the last need according to Maslow. This is the desire to become everything that one is capable of becoming. The need is distinctive in that it is never fully satisfied but appears to remain important to all human beings. This need correlates to the desire for excelling oneself in one's academic work to the best of her ability. Successfully getting good grade in KCSE and getting employment after training in any level which could be certificate course, diploma or degree and later leading a good life. Maslow states that a person will be

concerned with the next level of needs only when the proceeding level is fully satisfied. When Maslow theory of needs is applied at home, girls can be motivated and perform better in the KCSE just like boys do.

2.7 Conceptual Frame work.

The study shows the influence of community home based factors on girls performance at K.C.S.E level in Nyatike District. The conceptual frame work is presented in figure 2.9.

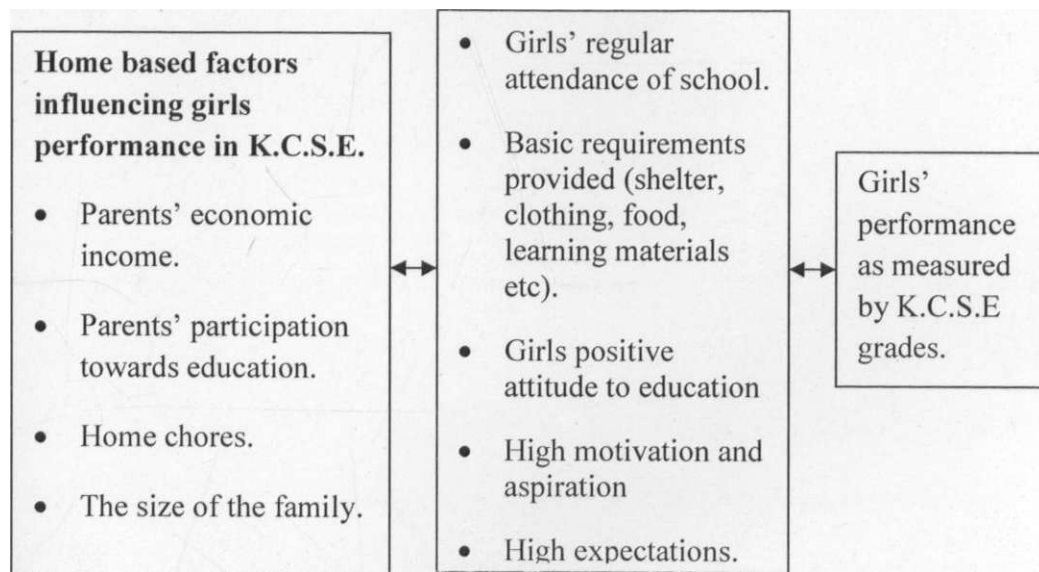


Figure 2.1 Conceptual framework

The conceptual framework was developed by the researcher after the review of factors influencing girls' performance at Nyatike district in KCSE. It shows the relationship between variables and the expected outcome which is girls'

performance as measured by K.C.S.E results. Depending on the level of provision and impact, home based factors can either be a hindrance or an advantage to girls' thus performance outcome in K.C.S.E.

The home based factors whether economic income provision of learning requirement involvement, of girls on home chores and even family size would influence girls' performance at K.C.S.E and these in turn leads to poor or good performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology used in the study. It described the research design, justification of the area of study, target population, sample size and sampling procedure, research instruments validity and reliability, data collection and data analysis techniques.

3.2 Research design

The research study design was descriptive survey. The method was chosen by the researcher because it was most appropriate in achieving the stated objectives. This type of design allowed collection of data from a relatively large sample of population.

Ogula (1995) describes research design as a plan structure and strategy of investigation conceived so as to obtain answers to research questions. It provides a framework for planning and conducting a study. The design for this study was survey. Mugenda and Mugenda (1999) noted that a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The researcher would like to determine the current status of girls 'performance in K.C.S.E in Nyatike District which was influenced by home-based factors. A survey research could be

descriptive, exploratory or involving advanced statistical analysis (Mugenda and Mugenda, 1999).

The researcher used purposive design because of the homogeneity of the two girls' schools in the district this would be followed by survey research method which involved asking a relatively large number of populations with the same set of standardized questions.

3.3 Target population

Mugenda and Mugenda (1999) defined target population as the group of individuals, events or objects which a researcher wants to generalize the result of a study. They defined a population as an entire group of individuals, events or objects having a common observable characteristic. In other words, a population is the aggregate of all that conforms to a given specification. Nyatike District has a total of 34 secondary schools, of which only two are pure girls' schools, only 1 is pure boy school and the remaining 31 are mixed secondary schools (Nyatike District Education Office 2012). The boys' school was eliminated from this study since the target population was girls only. Hence for the purpose of this research, the target population was as follows: 33 principals of public secondary schools, 33 PTA chairpersons, 3700 girls and one District Education Officer.

3.4 Sample size and sampling procedure

Sampling is a means of selecting a given number of subjects from a defined population as representative of that population. Orodho and Kombo (2002) define sampling as the procedure a researcher uses to gather people, places or things to study. Any statements made about the sample should also be true of the population. It was however agreed that the larger the sample the smaller the sampling error. Since the research cannot cover all the 33 public secondary schools in Nyatike District, a sample was selected to take part in the study. The 33 public secondary schools have 3700 girls' students.

Out of the 31 mixed secondary schools, the researcher used simple random sampling to select 24 schools. The 24 schools were (72 percent) of the target population, which was higher than the recommended minimum sample size of 10% (Gay, 1992). Simple random sampling was used to ensure that all mixed schools were represented. Purposive sampling was used to ensure that all the girls were included in the study.

The students to take part in the study were drawn from forms four. Form one, two and three students were not included because they had not know much about how their predecessors did not perform well. Out of the 12 schools for the study, 10 are mixed secondary schools and the 2 girls secondary schools. The researcher

targeted a sample size of 96 students from form four. From each of the 24 schools, random sampling was used to select 4 students from form four, giving a total of 96 students. In mixed gender schools, purposive sampling was used to ensure only girls were selected.

Purposive sampling was used to select 24 PTA chairpersons from the 24 participating schools. All the principals of the selected schools participated in the study. As such, the sample for the study comprised of 24 principals, 24 PTA chairpersons and 96 girls.

Table 3.1

Sampling frame and categories of sample schools

Categories of schools	Schools	Sample
Pure girl schools	2	2
Mixed secondary Schools	31	22
Boys school	1	0
Total	34	24

3.5 Research instruments

The research instruments used in this study are questionnaires and interviews schedules. The questionnaire was both close and open ended questions. The open ended questions were designed to facilitate individual opinion while closed ended questions were intended for specific information. The interview schedules were used to collect information from the district officers and the principals.

Principal's questionnaires were meant to gather information on the general performance of girls in K.C.S.E in their schools. The questionnaire for students was to give information on home based factors that influence girls' performance like parents economic income.

The questionnaire for PTA chairpersons determined whether parents are performing their duties of providing basic requirements which influence girl's performance at K.C.S.E level like adequate text books for their personal reading and humble time to do homework given by teachers.

Interview schedule was structured to gather information from the District Education officers concerning the general performance of girls for the last five years in K.C.S.E. This instrument is faster in gathering information and getting varied views from the respondent.

Observable schedule was used for verification of data and recording the condition of physical facilities such as classrooms, laboratories, kitchen, library among others which parents are to give support of putting them up in a school and will eventually influence girl's performance.

3.6 Instrument validity

Validity is the degree to which a test measures what it purports to be measuring. This is how well a test measures what it is intended to measure. Validity can also be said to be the degree to which results obtained from an analysis of data actually represent the phenomenon under investigation (Orodho, 2004). The researcher tested both face and content validity of the questionnaire. Face validity refers to the likelihood that a question was misunderstood or misinterpreted.

According to Wilkinson (1991), pre-testing a survey is a good way to increase the likelihood of face validity. The pilot study was thus used to identify those items that could be misunderstood, and such items were modified accordingly, thus increasing face validity. Content validity refers to whether an instrument provides adequate coverage of a topic. Expert opinions, literature searches, and pre-testing of open-ended questions help to establish content validity (Wilkinson, 1991). The researcher prepared the instruments in close consultation with her supervisors, and ensured that the items in the questionnaire covered all the areas under investigation. Best and Khan (1993), pointed out that content validity of the

research instruments enhanced through expert judgment. The researcher's supervisor, as an expert, helped to assess the validity of the instrument.

3.7 Instrument reliability

Reliability of the instruments enables the researcher estimate error and made corrections if any. This is because the larger the reliability the smaller the error and conversely, the larger the error, the smaller the reliability /(Mugenda & Mugenda, 1999).

The research instruments were tested in order to assess their reliability. The questionnaires were given to the respondents to fill in, and then after one week, the same questionnaires were again administered to the same respondents. To attest the reliability of the instruments, test-retest was used. After the two tests are administered, the Pearson's product-moment correlation was computed to determine whether the scores on the two tests correlate.

The formula for determining r is given below:

$$r = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum (X - \bar{X})^2 \sum (Y - \bar{Y})^2}}$$

Where, x is the score on test 1 while y is the score on test 2.

According to Mugenda and Mugenda (1999), a correlation coefficient r , of 0.7 is considered appropriate. The correlation coefficient for the principals questionnaire was 0.73, PTA questionnaires was 0.74 and students' questionnaires was 0.72 which were considered reliable.

3.8 Data collection Procedure

The data was collected by a questionnaire, interview guide and observational schedule. A research permit was obtained from the National Council of science and Technology Ministry of Higher education before going to the field. Permission to conduct the research in the community and schools was given. An appointment with the District Education Officer and PTA chairpersons was made in advance for their acknowledgement. The questionnaires were distributed to the respondent for filling in and were collected after two days from the day of distribution. Interviews and observational schedules were done on the day of distribution of questionnaires. The researcher recorded all the responses necessary for the study from the interviewees and observational schedules. To the District Education Officer, appointment was made so that the researcher could interview him/ her.

3.9 Data analysis techniques

The study yielded data that required both quantitative and qualitative analysis techniques. Qualitative data were analyzed by arranging the responses

thematically in line with the objective of the study. Descriptive statistics were used to analyze the quantitative data obtained. The statistics used frequency counts, means and percentages. Data analysis required the use of a computer spreadsheet, and for this reason the statistical package for Social Science (SPSS) version 17 were used Martin and Acuna (2002). The results of data analysis were presented using frequency distribution tables, bar graphs, pie charts and structured questions.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1. Introduction

This chapter presents an analysis of the data gathered in relation home based factors influencing girls' performance at Kenya Certificate of Secondary School Education in Nyatike District. Descriptive statistics was used in analyzing the data. The research highlighted the response rate, the demographic information, influence of family economic income on girls' performance at KCSE, parents' involvement in provision of learning requirements on girls' performance at KCSE, home chores on girls' performance at KCSE and influence of family size at girls' performance at KCSE.

4.2 Questionnaire Return Rate

The returned questionnaires were from 96 students translate to 100%. 24 (100%)principals and 24 (100%) PTA Chairpersons, hence the questionnaire return rate was good. The reason for a 100 percent questionnaire return was because the research dropped and picked the questionnaires after they were filled by the respondents.

4.3 Demographic information

The study sought to collect data on demographic information of the respondents.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1. Introduction

This chapter presents an analysis of the data gathered in relation home based factors influencing girls' performance at Kenya Certificate of Secondary School Education in Nyatike District. Descriptive statistics was used in analyzing the data. The research highlighted the response rate, the demographic information, influence of family economic income on girls' performance at KCSE, parents' involvement in provision of learning requirements on girls' performance at KCSE, home chores on girls' performance at KCSE and influence of family size at girls' performance at KCSE.

4.2 Questionnaire Return Rate

The returned questionnaires were from 96 students translate to 100%. 24 (100%)principals and 24 (100%) PTA Chairpersons, hence the questionnaire return rate was good. The reason for a 100 percent questionnaire return was because the research dropped and picked the questionnaires after they were filled by the respondents.

4.3 Demographic information

The study sought to collect data on demographic information of the respondents.

4.3.1 Gender of the school principal

School principals were required to show their gender. The responses were as shown below in figure 4.1.

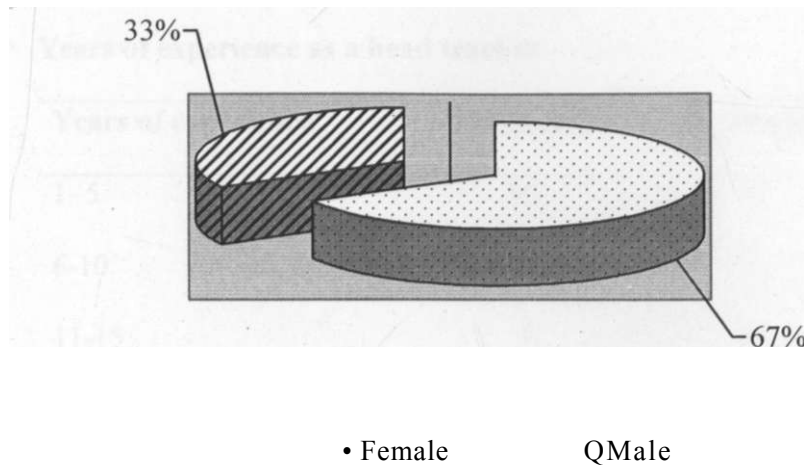


Figure 4.1: Gender of the school principal

From Figure 4.1 67 percent of the respondents were male and the rest were female principals. This implies that there were more male than female principals in this study. The findings show that there is no gender parity. Therefore girls may be lacking mentors to motivate them to work hard and perform well in K.C.S.E.

4.3.2 Years of experience as a head teacher

Table 4.1 Depicts the number of years the principals have been working as school heads. The years of experience were relevant in this study because it could give the principal an insight on how to handle girls and motivate them to compete

favourably with boys in achieving quality grades to further their education for a better future.

Table 4.1

Years of experience as a head teacher

Years of experience	Frequency	Percentage
1-5	10	42
6-10	5	21
11-15	3	12
Above 15	6	25
Total	24	100

4.3.3 Parents level of education

Parents level of education is of paramount importance because only parents with some level of education are able to assist their children with their homework or studies. The researcher was interested in collecting data to find out parents level of education and how it can influence girls' performance in K.C.S.E. The results are as shown in Table 4.2.

N

Table 4.25**Parents level of education**

Level of education	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Below class 7/8	18	18.8	30	31.3
Class eight	28	29.2	38	39.6
0 level	26	27.1	14	14.6
A Level	8	8.3	8	8.3
Degree	28	14.6	2	2.1
No education	2	2.1	4	4.2
Total	96	100.0	96	100.0

As shown in the Table 4.2 29.2 percent of the fathers had attained primary education. 39.6 percent of the mothers had attained primary education up class eight. There were more fathers than mothers who have attained degree levels. From the findings we can therefore observe that most of the respondents' fathers were more educated than the mothers thus from the study the researcher found out that girl performance is likely to improve if mothers acquired some level of education so that mothers can mentor their daughters to higher levels.

4.3.4 School's performance

The researcher was also interested in the school's performance in KCSE. Various reasons were given to justify respective schools' performance. The table 4.3 captures these reasons.

Table 4.3

Main reasons for your school's performance in KCSE

Reasons	Frequency	Percentage
Discipline of students	1	4.2
Good administration	1	4.2
Hard work of students	5	20.8
Hard work and cooperation of teachers	12	50.0
Poor syllabus	1	4.2
Syllabus coverage	2	8.4
Team work	2	8.3
Total	24	100.0

The findings indicate that majority of the principals reported that good performance could be due to the hard work and cooperation of teachers. Other reasons that were listed included; completion of syllabus, discipline of students, good administration, syllabus coverage and teamwork besides home factors that affect girls both indirectly and directly.

The principals were also asked to rate the trend in their KCSE performance over the last five years. From these findings, girls need to be motivated and provided with necessary requirements both at school and at home for them to score good grades at K.C.S.E.

Table 4.4

K.C.S. E performance over the last five years

K.C.S.E performance	Frequency	Percentage
Poor	2	8.3
Average	15	62.5
Good	7	29.2
Total	24	100.0

Further analysis was also done to elicit responses on the grades attained by the girls over a duration of the last five years. An indication of the performance of girls was given by the end of the previous terms results. From the table above (87.5%) of girls that sat for K.C.S.E in Nyatike District for the last five years have scored grade C+ and below a clear indicator that girls performance is wanting and requires immediate intervention.

However, some had good grades for future career development. This implies that the scores obtained by most of the girls cannot give them direct admission into

higher institutions of learning and a few will go for certificate courses while others will be wasted because of attaining poor grades in K.C.S.E.

The trends observed indicate that of the principals rated (29.2%) poor while (8.3%) rated good. It was noted that majority of the principals did not rate the average trend in KCSE performance as good over the last five years and this represents (62.5%) of the total population sample. Based on this study there is need to look into challenges that girls face at home and requires immediate intervention.

Table 4.5

General KCSE performance of Girls in your school

Overall performance	Frequency	Percentage
Below average	18	75.0
Average	6	25.0
Total	24	100.0

Data was also obtained on the overall performance of girls in the school. It was noted that majority of the girls (75%) recorded below average performance and about 25 percent rated average performance. This implies that the girls did not record above average performance in their examinations and this requires immediate intervention in girls education from Nyatike district if they have to compete favourably with people in job market.

Performance of girls

The researcher sought to know how girls performed for the last five years. The results are shown in Table 4.6.

Table 4.6

Performance of girls over the last five years

Year	Performance of girls over the last five years					
	A to A-	B+to B	C+ toC	D+ toD	E	Total
2006	6	54	193	191	40	404
2007	9	67	141	287	39	447
2008	5	52	161	194	55	467
2009	6	91	175	210	37	519
2010	8	74	213	160	13	468

From the table the figures indicate that very few girls are able to join public universities and middle colleges. More than half of girls who had sat for K.C.S.E for the last five years got wasted grades and this is a hindrance for the development of girl child in the job market and better life in future thus challenges facing girls should be addressed as a matter of agency.

4.3.5 Girls School attendance

The researcher also looked at the overall school attendance and the girls' school attendance to check on the frequency and consistency of attendance.

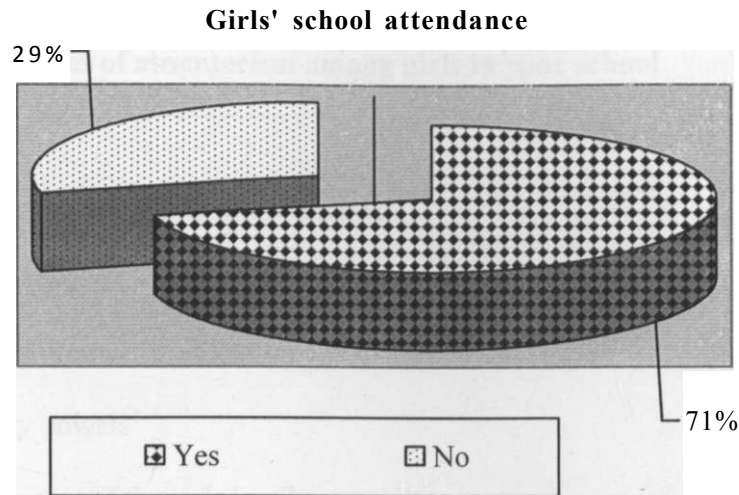


Figure 4.2: Girls' school attendance

When asked to state whether girls attended school regularly, most of the principals (71%) reported that the girls miss school more often compared to boys. This is a clear indicator that home based factors could be the driving force behind girls' absenteeism and this has impacted negatively on their K.C.S.E performance due to lack of adequate syllabus coverage. From this observation parents/guardians should be able to limit girls' engagement in home duties as a way of motivating them to work harder for good grades in K.C.S.E.

In this finding the highlight is that unexplained absenteeism among girls has also been found to be associated with poor performance.

Table 4.25**Main causes of absenteeism among girls in your school**

Reason	Frequency	Percentage
Lack of encouragement, from parents	1	4.2
Lack of fee	6	25
Lack of interest in education	2	8.3
Sanitary towels	2	8.3
To take care of the sick family members	7	50.0
Early pregnancy	1	4.2
Total	24	100.0

Further analysis on school absenteeism revealed that majority of the girls miss school when they are sick. The results indicate that half of the principals reported that girls miss school to take care of sick family members, 4.2 percent reported due to lack of encouragement from parents 25 percent reported that they lacked school fees, 8.3 percent miss school because they lack interest in education while another 8.3 percent indicated lack of sanitary towels. It was noted that half of the girls miss school to take care of sick family members while 4.2 percent reported that sometimes they miss school because of early pregnancies. This implies that household chores/ obligations and lack of school fees are the leading causes of absenteeism among school girls.

4.3.6 Constraint towards girls' education

Data was gathered on the constraints towards girls' education. Table 4.8 below indicates the responses.

Table 4.8 Constraint towards girls' education

Constraint towards girls' education

Constraint	Frequency
Poverty	12
Lack of interest on the girl child	7
Lack of interest of the child	15
Distance to school	9
Unavailability of sanitary facilities	5
Total	24

The results obtained indicate that twelve of the principals reported that poverty was a constraint to girl education; seven listed lack of interest on the girl child while majority (15) said lack of interest of the child. A good number of the principals (9) reported distance to school while 5 cited unavailability of sanitary facilities. It is clear from this table that lack of interest of the child remains the main constraint towards girls' education in the areas. A related main problem to girls' education was lack of interest in education of the girl child.

4.4 Influence of family economic income on girls performance at K.C.S.E

The first objective was to establish the influence of family economic income on girls' performance at K.C.S.E in Nyatike District. Socio-economic status is determined by an individual's achievements in: education, employment, occupational status, financial and material income and health. Data was collected on fathers occupation.

Table 4.9

Fathers' occupation

Occupation	Frequency	Percentage
Business	6	6.3
Director	4	4.2
Farmer	40	41.7
Mining	2	2.1
Principal	2	2.1
Security officer	2	2.1
Teacher	10	10.4
No response	30	31.3
Total	96	100.0

The data from table 4.9 below shows that 41.7 percent of the respondents' fathers were in farmers. The results shows that majority of the respondents indicated that

majority of parents in Nyatike district have low income per capita and this has direct influence on girls performance at K.C.S.E because parents are unable to provide adequate facilities for effective learning in schools. These results agree with Chepkenei (2004) who noted poor families will certainly find it difficult to pay fees for girls and even cater for pocket money besides the basics like sanitary towels, clothes among others. Poor families tend to have a large population of siblings as opposed to high income families. The researcher was interested in collecting data on mothers' occupation.

Table 4.10

Mothers' occupation

Occupation	Frequency	Percentage
House wife	10	10.4
Business woman	22	22.9
Doctor	2	2.1
Farmer	50	52.1
Instrumentalist	2	2.1
Mentor	2	2.1
Social worker	4	4.2
Teacher	4	4.2
Total	96	100.0

The majority of the mothers (52.1%) were farmers of the total population sample. Since the mothers were farmers this shows that the girls do not have mentors who can entice them to working hard to achieve higher levels of education than their mothers. Thus more mentors are required for girls to emulate as a motivator to good performance.

Main economic activity

The researcher asked the students to indicate their parents' main economic activity. The results are as shown in Table 4.11.

Table 4.11

Parents' main economic activity

Economic activity	Frequency	Percentage
Smallholder Farmer	52	54.2
Trader/Vendor	14	14.6
Clerical Worker	2	2.1
Skilled Jobs	10	10.4
Unskilled Jobs	16	16.7
Professional/Managerial	2	2.1
Total	96	100.0

In terms of the economic activities of the respondents it was observed that the main activity of the respondents was smallholder farming (54.2%). Other activities rated included unskilled jobs, traders, skilled traders, clerical workers and professional/ managerial. This implies that most of the families do not have stable income generating activities hence this can be the leading cause of delay in payment of school levies and other basic needs and lack of all these distract the attention of girls in their academic work leading to poor performance in K.C.S.E. These findings concur with Mbai (2004), poverty levels have been increasing with time and (52%) of the population live below poverty line hence Mbai concludes that poor people tend to give priority to essential needs such as food, shelter, clothing and education is placed at a distance.

The students were also asked the type of roofing of their house. The results are as shown in Table 4.12.

Table 4.12

Roofing of the house

Roofing	Frequency	Percentage
Grass/thatch	48	52
Corrugated iron/galvanized iron	38	37.5
Concrete/slate/tiles/asbestos	10	10.5
Total	96	100.0

The status and condition of the homes was also used to determine the economic status of the families. When asked to state what the roof of their house is made of 52 percent reported that they live in grass thatched houses, others lived in corrugated iron/galvanized iron sheets and others were in concrete/ slates/ tiles/ asbestos roofed houses. This implies that most of the respondents reside in grass thatched houses made of mud walls. This implies that most girls reside in very small houses with no private room for personal studies and home work and this affects their performance in K.C.S.E. This also shows the level of poverty the girls are living in.

Material of the house wall

Data was also obtained on the materials that make up the house walls. This was also used to determine the economic income of the families.

Table 4.13

Material of the house wall

Material	Frequency	Percentage
Mud	58	60.4
Unburnt bricks	20	20.8
Burnt bricks	14	14.6
Cement blocks	4	4.2
Total	96	100.0

The results obtained from the above table indicate that most of the houses were made of mud walls (60.4%), others were made of unburnt bricks and others lived in burnt bricks houses. This implies that majority of the families are not able to afford the expensive building materials like cement blocks and burnt bricks. The findings has revealed that parents economic income influences girls performance at K.C.S.E which can be positive or negative and this is an indicator that girls require good shelter that can favour private studies for quality results to be realized.

Main source of lighting in the house

The researcher collected data on the main sources of lighting in the houses.

Table 4.14

Main source of lighting in the house

Source of lighting	Frequency	Percentage
Fire	3	3.7 T
Candle	4	4.2
Paraffin	77	80.2
Electricity	12	12.5
Total	96	100.0

From Table 4.14 data obtained on the source of lighting indicates 80.208 percent use paraffin as the source of lighting. This implies that majority of the households

use paraffin as their source of lighting. The findings from the table above shows that majority of girls do not have reliable source of lighting system for their private study and for doing homework and this impact negatively on their academic performance at K.C.S.E level. Majority of girls reside in houses without electricity hindering private studies.

Main source of drinking water for members of the Household

As a home based factor data was collected on main source of water for the household.

Table 4.15

Main source of drinking water for members of the Household

Source of drinking water	Frequency	Percentage
Well inside the compound	8	8.4
Tap inside the compound/house	10	10.4
Communal tap/well/borehole	8	8.3
River/stream	70	72.9
Total	96	95.8

From Table 4.15 majority of the respondents (72.9%) used water from the river/stream. Hence it would have been okay if families have piped water it will save the girls' time hence they can be able to concentrate on their studies after school. The results indicate that girls consume a lot time fetching water from the streams

or rivers and this denies them time for personal reading leading to poor performance in K.C.S.E.

The researcher asked the respondents to indicate places where girls sleep were obtained.

Table 4.16

Sleeping place

Sleeping place	Frequency	Percentage
Inside the main house with my parents	16	16.7
In my bedroom	22	22.9
In our bedroom with other children	18	18.8
In a separate house with other children	22	22.9
In my own house	6	6.3
At my grandparents	12	12.5
Total	96	100.0

The sleeping arrangements at home have also been found to impact negatively on girls' private studies. Parents whose children sleep away from the main house tend to loose control over them and their school work goes unsupervised. The table above depicts the sleeping arrangements of the girls and it is evident that most of the girls (22.9%) have a bedroom and a good number of the girls sleep in their bedroom with other children, others slept inside the main house with the

parents. The remaining reported that they slept at their grand parent's house. This results lack of control of parents over their girls who may decide to sneak out of their homes at night to visit their boyfriends at night resulting to early pregnancies or early marriages hence poor performance This implies that a good number of the respondents sleep in their own houses and this can lead to loss of parental control over the children especially at night as they are largely unsupervised.

4.5 Influence of parents' involvement in provision of learning requirements on girls performance at K.C.S.E.

The second objective was to determine the influence of parents participation on girls performance at K.C.S.E level. Questions were put across to the school principal, the students and PTA members on parents participation on girls performance. In this study direct observations of homes were made in order to identify factors within the home that may impact on girls' education. In particular the researcher was interested in investigating how resources necessary for schooling were distributed to the girls. A question was put across to the students to elicit responses on whether their school levies were paid on time.

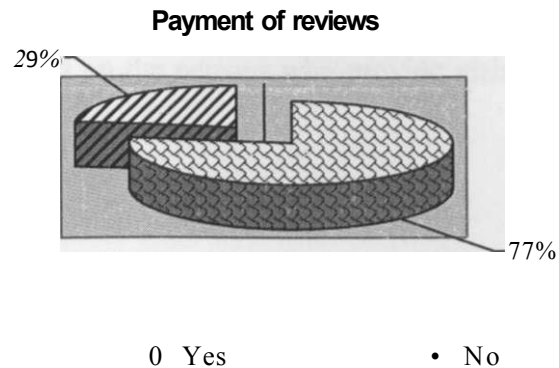


Figure 4.3: Payment of levies

The results of this study indicated (77%) that school levies were not paid in time. This implies that majority of the students could be sent home because they lack to bring back to school their schools. This would have a problem with their attendance since when they are sent home they will waste time and this will affect their performance both in class and also in the final examination.

Data also obtained from the PTA chairperson on issues affecting girl child education. The responses indicate that payment of school fees determines the smooth running of the school. Data obtained from the PTA chairperson indicates that (56.5%) of the parents pay fees when the students are sent for fees while the other (43.5%) reported that fees is paid in full at the beginning of every term. Late fee payment result to girls staying at home for long and are unable to adequately cover the syllabus in time resulting to poor performance at K.C.S.E.

Person who provides the extra textbooks and other learning materials

Data were collected on the persons who provide girls with extra textbooks and other learning materials.

Table 4.17

Person who provides the extra textbooks and other learning materials

Person providing textbooks	Frequency
Father	6
Mother	8
Brother	2
Relative	4
Guardian	2

The environment at home can reinforce what girls learn at School. Materials and resources found in the home can promote the learning of girls at home. The presence of reading materials in the home for example, reinforces reading skills acquired at school.

When asked if they had extra textbooks and other learning materials, majority (73%) of the students reported that they did not have extra textbooks and other learning materials and 23.0 percent of the students reported that they had extra

textbooks and other learning materials. This implies that the students are not in a position to reinforce reading skills acquired at school while at home.

A question was put across to the 22 students who reported that they had extra books and other learning materials to elicit responses on the person who provides the textbooks and other learning materials. The finding indicates that 6 reported that they got the books from their father, 2 listed their brother, 4 reported that their relatives provide the books while 2 listed their guardian. The remaining 8 indicated that their mothers had provided them with the extra text books and other learning materials. Lack of adequate learning materials like textbooks can be a barrier to girls' good performance in K.C.S.E hence parents should be sensitised to give priority to this material to enhance good performance.

Parents' encouragement to work hard

The researcher was interested in knowing whether parents encouraged girls to work hard.

Table 4.25

Parents' encouragement to work hard

Response	Frequency	Percentage
Yes	72	75
No	24	25
Total	96	100.0

When asked whether parents encourage them to work hard at school it was noted that majority (75%) of the students reported that their parents do not comment about their academic work. Parental involvement in monitoring girls academic performance has positive impact on their KCSE performance. This result agrees with Otiende (1992) who indicated that parents involvement in both formal and informal education of their children helps to shape the children's attitude towards education and has an influence on performance in examination.

Checking of homework by family members

Data was collected to find out whether homework is checked by family members while girls are at home. Table 4.19 shows the responses.

Table 4.25

Checking of homework by family members

Response	Frequency	Percentage
Yes	4	4.2
No	92	95.8
Total	96	100.0

In relation to supervision of school work at home, the results indicate that 95.8 percent of the respondents reported that members in their household do not check on their school work. It however emerged that 4.2 percent of the girls reported that their school work was checked by members of their family frequently. Monitoring on girls work is a motivator to girls performance in school work which results to good performance in K.C.S.E.

How often work is checked

The researcher was interested in how often school work is checked at home.

Table 4.25

How often work is checked

Ratings	Frequency
Once per week	4
Twice per week	24
Thrice per week	12
Every day	8
Not checked	47
Total	96

It was noted that 47 reported that their work was not checked and 24 indicated twice per week. This implies that the household members were not keen on the homework assigned to the girls. This would have a negative effect on students performance.

Thus children living with illiterate parents may not receive adequate support they need to practice what they have learnt in school. This was only possible in those households had a reasonable amount of education to enable them provide such support. Lack of frequent checks has led to laxity among most girls hence hard work is irrelevant to them impacting negative on their academic work thus poor performance in K.C.S.E.

Person initiating interaction between parents and teachers concerning girls' performance

Data was collected on girls to schoolboy parents.

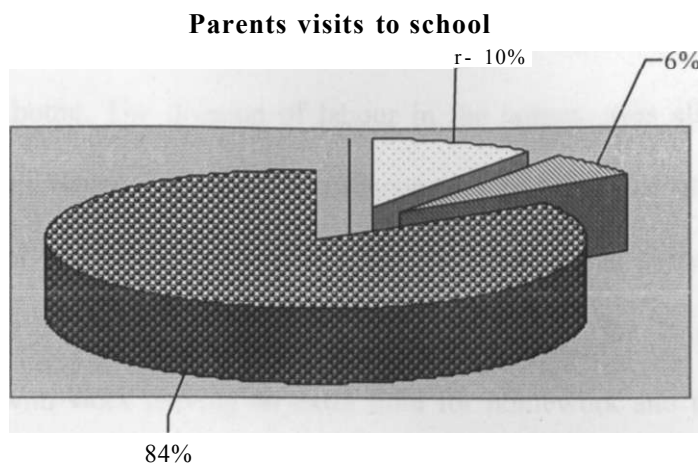
Table 4.21

Person initiating interaction between parents and teachers concerning girls' performance

Person	Frequency	Percentage
Parent	20	20.833
Teacher	28	29.167
Principal	44	45.833
Pupil	4	4.167
Total	96	100.0

From the table above very few parents visit the school voluntary to discuss their daughters academic performance and most of the discussions about girls concerning their work at schools are being initiated by the principles. Teachers also have interest in their classes and they do invite parents to school to discuss performance of their daughters while very few girls do get concerned about their academic and initiate the discussion between their parents and the school. From this finding lack of concern from parents about their daughters education has resulted to poor performance in K.C.S.E in Nyatike district.

Visit to schools to discuss girls' academic performance



- Initiated by parents
- Initiated by teachers
- (g Initiated by principal

Figure 4.4 Parents visit to school

The results revealed that 100 percent of the households had been invited by the school to discuss issues relating to the girls performance. When asked to state the person who initiated the visit, 83.7 percent cited the principal initiated, parent also initiated and others noted that they were initiated by the teacher. The principals initiating the parents' visits to the school shows that the principals wish to involve parents in their children learning. This involvement will encourage their children performance since they are able to share the challenges they encounter in class and may be the teachers and the parents can be able to come up with solutions of the same.

4.6 Influence of home chores on girls performance at K.C.S.E

The third objective established the effects of home chores on girls' performance at K.C.S.E in Nyatike District. Data was collected on the home chores and division of labour at home. The division of labour in the homes was also looked into because it can impact on school attendance and performance of girls since it consumes a lot of time for girls who could be interested in personal studies to improve their academic performance. These girls work for long hours and are overburdened with work leaving no extra time for homework and this impacts in poor performance at K.C.S.E.

The results below show that a higher proportion of girls than boys carried out domestic chores such as preparation and processing of food, fetching water and firewood, cleaning and washing and caring for others. On the other hand, boys were more likely than girls to be involved in carrying out activities such as cultivating, herding animals and fishing, running errands, playing and relaxing. Thus, girls were more likely to be engaged in tasks that centered on the home whilst boys' tasks were more frequently centered outside the home.

It was noted during the observations that girls carry out most of the work compared to boys. Very few households (only 4 in this study) shared the work equally between boys and girls. This is based on cultural belief that girls should always be working more in house duties than boys.

Tasks performed by children before or after school.

The researcher was interested in knowing the kind of duties girls perform at home. The results are as shown in Table 4.22.

Table 4.22**Tasks performed by children before or after school.**

Task	Girls %	Boys %	Both %
Work in the garden	4	2	94
Food preparation/cooking	48	36	16
Washing clothes	35	2	46
Sell farm produce	14	13	58
Go to grinding mill, Processing food e.g. pounding	35	6	42
Collecting firewood	63	2	21
Care for the sick	6	8	86
Care of livestock- Herding and looking after animals	4	63	20
Care of siblings	34	6	60
Hauling water	4	35	40
Drawing water	48	14	38
Cooking	48	10	42
Fishing	15	60	25
Weaving	32	13	55
Social activities e.g. parties, family gatherings, religious	10	8	82
Play/ relax			100

Tasks performed by children before or after school.

The researcher was interested in knowing the kind of duties girls perform at home. The results are as shown in Table 4.22.

Table 4.22**Tasks performed by children before or after school.**

Task	Girls %	Boys %	Both %
Work in the garden	4	2	94
Food preparation/cooking	48	36	16
Washing clothes	35	2	46
Sell farm produce	14	13	58
Go to grinding mill, Processing food e.g. pounding	35	6	42
Collecting firewood	63	2	21
Care for the sick	6	8	86
Care of livestock- Herding and looking after animals	4	63	20
Care of siblings	34	6	60
Hauling water	4	35	40
Drawing water	48	14	38
Cooking	48	10	42
Fishing	15	60	25
Weaving	32	13	55
Social activities e.g. parties, family gatherings, religious	10	8	82
Play/ relax			100

From Table 4.22 shows that tasks performed by both girls and boys after school. Majority (63%) of the girls and boys spend their time collecting firewood and caring for livestock respectively. 60% of the boys also spent their time weaving. Although boys and girls are involved in different tasks after school, more girls have to more tasks before and after school especially in the household. These included food preparation/ cooking, washing clothes, grinding mill, collecting firewood, care for siblings and drawing water. The researcher notes that more girls are involved in different household chores than their boys counterparts. This leads to exhaustion and lack of concentration in school work thus poor performance in K.C.S.E.

4.7 Influence of family size on girls performance in K.C.S.E

The fourth objective was to determine the influence of family size on girls' performance in K.C.S.E. The researcher took data on the number of children in a household

Table 4.23**Number of children in a household**

Number of Children	Frequency	Percentage
3.00	8	8.3
4.00	10	10.4
5.00	14	14.6
6.00	20	20.8
7.00	10	10.4
8.00	10	10.4
9.00	12	12.5
10.00	8	8.3
11.00	2	2.1
13.00	2	2.1
Total	96	100.0

Data obtained revealed that from the total population, 8.3 percent of the respondents came from a family where they were three children; 10.4 percent reported that they came from a family with four children; 14.6 percent reported that there were 5 children in their family; 20.8 percent reported that their family had 6 children; 10.4 percent of them indicated that their family had 7 children ; 10.4 percent indicated that they were 8 in their family; 12.5 percent reported that

their family had 6 children while 2.1 reported that their family had 11 and 13 children as indicated in the table above. The family with the highest number of children was thirteen and this may not be taken care of well because of poor economic income. Girls from this kind of families can not get all the requirements to facilitate their learning including basic needs, and in the end poor performance is the outcome.

The results indicate that the girls came from large families. It is evident that number of children in a family with limited income often results in overcrowding in the home and this may in turn have a deleterious effect upon behavior. In addition parents in overcrowded accommodation cannot supervise their daughters' work as they may wish and this can lead to poor performance at school.

The researcher was interested in collecting data based on birth order in a household.

Table 4.24**Birth Order**

Response	Frequency	Percentage
1 st born	14	14.6
2 nd born	20	20.8
3 rd born	28	29.2
4 th born	14	14.6
5 th born	10	10.4
6 th born	2	2.1
7 th born	6	6.3
8 th born	2	2.1
Total	96	100.0

Table 4.24 below indicates that most (27) of our respondents were 3rd born in their families while seven of them were the first born children in their families. Ten of the respondents indicated that they were the second born in their families; 14 reported that that they were third born; 7 were fourth born; 5 were fifth born; one listed sixth born while three of them reported that they were seventh born in their families. Girls who happen to be born late among brothers and sisters grow up when parents are already old or retired in service hence they are unable to provide their girls with all the necessities to support academic work leading to poor performance in class and finally at K.C.S.E level.

Table 4.25

Persons girls stay with

Person	Frequency	Percentage
Father	6	6.3
Mother	22	22.9
Both mother and father	38	39.6
Relative	16	16.7
Guardian	14	14.6
Total	96	100.0

As shown in table 4.25, shows that 39.6% of the students indicated that both mother and father. This implies there are students without either of their parents and had to stay with relatives and guardians.

The students were asked to indicate the general KCSE performance 2011 in mean scores. The results are as shown in Table 4.26.

Table 4.26**General KCSE performance 2011(mean grade)**

Grade	Frequency	Percentage
A [^]	6	6.3
B ⁺	8	8.4
B	6	6.3
B ⁻	10	10.4
C ⁺	10	10.4
	6	„ 8.4
C ⁻	12	12.6
D ⁺	26	27.1
D	16	16.7
Total	96	100

In relation to the performance of the girls, it can be observed that most of the students (27.1%) reported that the students in 2011 had attained a mean grade of D⁺ where 16.7 percent reported a mean grade of D; 12.6 percent said they had attained a mean grade of C⁻ while another 8.4 percent indicated that they had a mean grade of C plain. Table 4. depicts that 10.4 percent had a mean grade of C⁺ and B⁻ each while 12.6 recorded a mean grade of B⁺. From the results it is evident that only 6.3 percent rated a mean grade of A⁻ in the last years examination and this is very low compared to the percentage of girls who got

wasted grades ie C- and below and this needs immediate intervention so that atleast 40 percent girls who sit for examination every year should be able to join universities or middle colleges.

View of parents concerning girls'performance in this school

Research was done on the view of parents concerning girls performance in K.C.S.E.

Table 4.27

View of parents concerning girls'performance in this school

View	Frequency	Percentage
Fair	11	47.8
Good	12	52.2
Total	23	100.0

The results of this study indicate that at least slightly more than half (52.2%) of the parents view girls performance as good while 47.8% rated the girls performance as fair. In relation to funds for school development,the PTA members reported that most of the parents raise funds for school physical development however 26.1% indicated that parents do not raise funds for physical development. This gives an implication that girls can not do well because school

are poorly equipped with facilities that can favour girls academic work and this results to poor performance in K.C.S.E.

Positive improvement in KCSE result

Data was collected on girls improvement in K.C.S.E grades.

Table 4.28

Positive improvement in KCSE result

Response	Frequency	Percentage
Yes	5	21.7
No	18	78.3
Total	23	100.0

When asked to state if the school had shown positive improvement in KCSE result, it was noted that 78.3 percent of the PTA members reported that there had been no improvement in girls performance especially in mixed school even though boys performance have been improvig in some schools. However 21.7 percent reported that thier schools had not shown slight general improvement for both girls and boys in KCSE results. From the results it was also observed that most (73.9%) of the schools hold parent's day, education day and other consultative meetings with parents, teachers and students every year. However it

are poorly equipped with facilities that can favour girls academic work and this results to poor performance in K.C.S.E.

Positive improvement in KCSE result

Data was collected on girls improvement in K.C.S.E grades.

Table 4.28

Positive improvement in KCSE result

Response	Frequency	Percentage
Yes	5	21.7
No	18	78.3
Total	23	100.0

When asked to state if the school had shown positive improvement in KCSE result, it was noted that 78.3 percent of the PTA members reported that there had been no improvement in girls performance especially in mixed school even though boys performance have been improvig in some schools. However 21.7 percent reported that thier schools had not shown slight general improvement for both girls and boys in KCSE results. From the results it was also observed that most (73.9%) of the schools hold parent's day, education day and other consultative meetings with parents, teachers and students every year. However it

emerged that 6 of the schools do not hold parent's day, education day and other consultative meetings with parents, teachers and students every year.

5.0 Introduction

Data was collected from 24 schools, 100 teachers, 24 PTA chairpersons and 96 students. Ten of the schools were public, 10 were private and 4 were mixed schools, out of which 15 were both day and boarding schools. The main purpose of this study was to identify factors that affect girls' participation in K.C.S.E. in Nyanja District. These factors are: awareness, role of parents, parents' participation in their daughters' education, home climate and the role of the family.

5.1 Summary of Findings

From the findings it can be observed that the main activity of the respondents, parents were smallholder farmers, unskilled jobs, and casual wage earning. Most of these activities generate low income which impedes on girls' education especially because poor parents do not fully neglect their daughters' demands when faced with household duties. Families that have average and lower levels of income are likely to be in the productive labour force and the parents also tend to rely on the girls as their source of labour. For most poor families sending children to school can be a major cost because of the labour forgone. The opportunity costs of sending girls to school are said to be even higher primarily because the gender

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

Data was collected from 24 schools principals, 24 PTA chairpersons and 96 students. Two of the schools were pure girl schools and 22 were mixed schools out of which 18 were both day and boarding schools. The main purpose of this study was to identify Home based factors which influence girls' performance at K.C.S.E in Nyatike District. These factors are: economic income of parents, parents' participation in their daughters' education, home chores and the size of the family.

5.1 Summary of findings

From the findings it can be observed that the main activity of the respondents' parents were smallholder farmers, unskilled jobs, and small scale trading. Most of these activities generate low income which influences on girls education especially because poor parents increasingly neglect their daughters demands when faced with household duties. Families that have average and lower levels of income are likely to be in the productive labour force and the parents also tend to rely on the girls as their source of labour. For most poor families sending children to school can be a major cost because of the labour forgone. The opportunity costs of sending girls to school are said to be even higher primarily because the gender

division of labour that exists within homes leave the bulk of domestic chores to girls thereby decreasing their chances of attending school.

According to the responses obtained on parent participation, majority of the girls indicated that their school levies were not paid in time by their parents/guardians. This implies that the parents are not able to pay the levies on time. It was also noted that majority of the girls reported that they did not have extra textbooks and other learning materials hence they are not in a position to reinforce reading skills acquired at school while at home. However it was noted that the very few parents voluntarily visit the schools to check on the girls' performance and also check the girls' homework. The results indicate that the parents do not participate fully in the girls education as majority of the girls reported that they did not have extra textbooks and other learning material which implies that the girls are not in a position to reinforce reading skills acquired at school while at home. It was also reported that the household members were not very keen on the homework assigned to the girls even though some parents wish that their girls learn up to the university level.

On the effect of effect on domestic chores on performance, the results indicated that a higher proportion of girls than boys carried out domestic chores such as preparation and cooking food, fetching water and firewood, cleaning and washing and caring for the younger siblings. The findings depict that girls' schoolwork is

more disrupted with household chores due to increased responsibilities at home which impede on the time available for school work.

The study also focused on the influence of family size on girls performance. The results indicate that most of the students were staying with both parents however the students came from large families. It is evident that many children in a family often results to overcrowding in the house . In addition parents in overcrowded houses cannot supervise their daughters' work as they may wish and this can lead to poor performance at school.

Trends observed on parents' involvement towards girl education indicate that parent's preference for boys than girls' higher education because the parents view girls' education as expensive compared to that of boys.

5.2 Conclusions

The following conclusions were drawn from the findings.

From the findings on whether economic status of the family has a great impact on the academic performance of girls. It is evident that the family income determines the girls involvement in education.

Parental involvement adversely affects girls performance. Majority of the parents are not able to pay school fees on time hence resulting with majority of the girls

being absent from school in search of school fees. Absenteeism and lack of text books and other learning materials are leading causes of poor performance among girls. Hence there is need for parents to provide extra books for personal reading.

Domestic chores have an effect on girls performance. This is because girls school work is more interfered with by household chores at home. Hence girls are left to do household chores while boys attend school.

Girls performance is also affected by the size of the family. Large families make it harder for the parents to take girls to higher levels of education. This can lead to poor performance because of lack of basic requirements and motivation.

5.3 Recommendations

From previous research findings and from this present study, several recommendations are made for consideration by the government, teachers, parents and students (girls).

- There is need to improve on the family economic income for easier provision of basic requirements for girls to enable them concentrate on their school work. Hence the parents should pay for their daughters school fees in time. The government should provide full school fees, text books and sanitary towels for girls from poor families as a way of retaining them in schools for better performances.

- There is need to sensitise parents on the importance of girl child education and the dangers of child labour.
- Parents need to encourage, protect girl child and even value them just as they do to boys.
- The government needs to enhance sensitization on family planning education as a way of controlling family size which becomes a constrain when one has more children than the income of the family can take care and this impacts negatively on girls education.

REFERENCES

- Ayoo, S. J. (2002). Factors affecting students performance in Kenya certificates of Secondary education in public secondary Schools in Maseno Division. Unpublished M.ED. Thesis, University of Nairobi.
- Best, J. (1997). *Research in education 3rd Ed. Englewood Cliffs*. New Jersey Prentice Hall. inc.
- Bett, J (1986). A survey of the factors that influence performance in KCSE examination in Kericho District. Unpublished M.ED. Thesis, Kenyatta University.
- Borg, W. R. and Gall, M. D. (1989). *Education Research: An Introduction*. 4th Edition. Longman, New York.
- Chege, F. N. & Sifuna D. N. (1998). *Girls and women's education in Kenya gender perspectives and trends. The empowerment of women through functional literacy and education of the girl child*.
- Curt, D. and Court (1974). *Education Society and Development, New Perspective from Kenya*. Oxford University press Nairobi.
- Eshiwani, G.S. (1983). Factors influencing performance among Primary and Secondary schools in western province of Kenya. A policy study Bureau of educational Research, Kenyatta University, Nairobi, Kenya. *Improving access and mention of marginal groups within the schools system*. Basic education forum vol.13 Nairobi Basic education Resource Centre.
- Hussein, A. H. (2010). Determinants of the girl child participation in secondary school education in central division of Mandera East District, Kenya. M.Ed. Unpublished Theses, University of Nairobi.
- Kinyanjui, K. (1993). *Enhancing women's participation in the science based curriculum: Case of Kenya*. London. The university of Michigan press.
- Kombo, D. K. (1988). Factors influencing students poor performance in the KCSE Examinations among Harambee Secondary school in Kathiani Division of Machakos District, M.A Thesis, Kenyatta University
- Mbai, K. (2004). Influence of parental relationship and self concept on academic achievement of students. Nairobi University, Kenya.

- Meanglue. T. (1985). Investigation of factors influencing low performance in rural areas. A case study of Kisii. Unpublished PGDE report. University of Nairobi.
- Mugenda, O. M. and Mugenda, A. G. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Mutegi, R. (2005). Impact of school feeding programs on pupil retention in School. Nairobi Kenyatta University
- Njeri, A. and Orodho, D. (2003). *Gender and social economic impact of drought on residents*. Kenyatta University, Nairobi.
- Ogula, P. (1995). *A Hand book on educational Research Nairobi new Kemit publishers*.
- Okumbe, J.A. (1988). *Educational Management theory and practice*, Nairobi University of Nairobi press.
- Orodho, A.J. (2004). Techniques of writing Research Proposals and Reports in Education and Social Sciences. Masola Publishers: Nairobi.
- Orodho, J. A. and Kombo, D. K. (2002). *Research Methods*. Nairobi: Kenyatta University, Institute of Open Learning.
- Republic of Kenya, (1979). A manual for heads of secondary school in Kenya, Nairobi ministry of Education.
- Sharma, M. 1. (1979). *Education vital for peace and progress* Daily Nation, October, 2nd 1979 pg 12.
- Tyler, W. (1998). *The sociology of educational inequality* London, Methuen.
- Unesco (1998) *education for all: status and trends wasted opportunities, when school fail*.
- Report on the African conference held on 8th- 13th Sept 1996 Kampala, *Uganda foreign relations (July 25-26, 1996)*.

APPENDICES

APPENDIX A: INTRODUCTION LETTER

Teresa Atieno Otieno,
University of Nairobi,
Department of Educational
Administration and Planning,
P.O Box 92, Kikuyu.

The principal,
Secondary School,
Nyatike.

Dear Sir/Madam,

**RE: HOME BASED FACTORS INFLUENCING GIRLS' PERFORMANCE
AT K.C.S.E LEVEL IN NYATIKE DISTRICT.**

I am a post graduate student at the University of Nairobi, currently undertaking a research to investigate the girls' performance in K.C.S.E in Nyatike District based on the above topic. The questionnaires are designed for this research only and some of my respondents are within your school like students, PTA Chairperson and yourself.

Your identity will be treated with a lot of confidentiality.

Thanks for your co-operation.

Yours faithfully,

Teresa A. Otieno

APPENDIX B

PRINCIPALS QUESTIONNAIRE

This questionnaire seeks to collect data on girls' performance in Nyatike District as influenced by home based factors. You are kindly requested to provide answers to these questions as honestly and precisely as possible.

- 1. What do you consider as the main reasons for your school's performance in KCSE?**
- 2. How can you rate the trend in your KCSE performance over the last five years? •**
 - i. Poor** (.....)
 - ii. Average** (.....)
 - iii. Good** (.....)
 - iv. Excellent** (.....)
- 3. Through what means do you raise funds for your school whenever there is need?**
 - i. Harambee fundraising** (.....)
 - ii. PTA contribution** (.....)
 - iii. Organized raffles** (.....)
 - iv. Others (please specify)** (.....)

4. What is the general KCSE performance of Girls in your school?

i. Below average (.....)

ii. Average (.....)

iii. Above average (.....)

5. Complete the table below by indicating the No. of girls who scored specific grades in categories shown below.

Year	Number of girls who scored between grades				
	A- to A	B- to B+	C- to C+	D- to D+	E
2006					
2007					
2008					
2009					
2010					

6. Is the syllabus normally completed in time?

Yes () No ()

i. if no give reasons why

a

b

c

Thanks for your cooperation

APPENDIX C

STUDENTS QUESTIONNAIRE

This questionnaire is meant to collect data on girls' academic performance. It will find out the influence of home based factors which influence girls' performance in K.C.S.E in Nyatike District. You are kindly requested to provide information which is true and your identity will be with a lot of confidentiality. Please don't write your name on this questionnaire.

1. What is your father's level of education?
 - i. Below class 7/8 (.....)
 - ii. Class eight (.....)
 - iii. O level (.....)
 - iv. A Level (.....)
 - v. Degree (.....)
2. What is your mother's level of education?

i-	Below class 7/8	()
ii.	Class eight	()
iii.	O level	()
iv.	A Level	()
v.	Degree	()
3. What is your father's occupation? (.....)
4. What is your mother's occupation? (.....)
5. Are your schools levies paid in time by your parents/ guardian?

i. Yes (.....)

ii. No (.....)

i. (.....)

6. Does your parent (mother, father, relatives) readily provide you with extra textbooks and other learning materials?

i. Yes (.....)

ii. No (.....)

7. Do your parents encourage you to work hard at school?

i. Yes (.....)

ii. No (.....)

Thanks for your cooperation

i. **Yes** (.....)

ii. **No** (.....)

i. (.....)

6. Does your parent (mother, father, relatives) readily provide you with extra textbooks and other learning materials?

i. **Yes** (.....)

ii. **No** (.....)

7. Do your parents encourage you to work hard at school?

i. **Yes** (.....)

ii. **No** (.....)

Thanks for your cooperation

APPENDIX D

PTA CHAIRPERSONS QUESTIONNAIRE

The questionnaire seeks to collect data from PTA chairpersons on the home based factors which influence girls performance at K.C.S.E. you are requested to provide correct information to all the questions and your identity will be treated with confidentiality.

1. How prompt is school fees payment in the school?
 - i. When students are sent for fees ()
 - iii Payment is done by installment ()
 - ii. Fees are paid in full at the beginning of every term. ()(Tick where appropriate).
2. What is the view of parents concerning girls performance in this school?
 - i. Fair () Good ()
 - ii. Excellent ()
3. Do parents raise funds for school physical development (Infrastructure)
Yes () No ()
4. What are some of the steps parents need to take as a way of improving result in school?
5. Has school shown positive improvement in KCSE result?
6. Does the school hold parent's day, education day and other consultative meetings

Thanks for your cooperation

APPENDIX E: LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone 254-020-2213471, 2241349
254-020 310571, 2213123. =219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncs.ro.ke

P.O. Box 30623 00100
NAIROBI-KENYA
Website: www.ncst.go.ke

NCST/KCD/I 4/01 2/6,SS

28 May, 2012

I cresa Atieno Otieno
University of Nairobi
P.O BOX 40197-00100
NAIROBI

Re: RF.SF.AKCI1 AUTHORIZATION

Following your application for authority to carry out research on *"Home based factors influencing Kenya certificate of secondary education of girls in Nyutike District, Kenya"* I am pleased to inform you that you have been authorized to undertake research in Nyanza Province for a period ending **30th July, 2012**.

You are advised to report to the District Commissioner and the District Education Officer of Nyatike District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy of the research report/thesis to our office.

DU.M.K.RUGUTT, Deputy Principal
DEPUTY PRINCIPAL, SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Nyatike District

For the Secretary, NCST
(Signature) _____
Secretary, NCST

APPENDIX F: RESEARCH PERMIT

CONDITIONS

- You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
- Government Officers will not be interviewed with-out prior appointment.
No questionnaire will be used unless it has been approved.
 - Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
 - You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

GPk6Q55t3mtl 0/2011

(CONDITIONS-see back page)

FOR JICA WSC ^ I B S W ' t S W W C T W '
J f i h - f m i t f b • **COUSE**
PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Teresa Atieno Otieno
Of (Address) University of Nairobi
P.O BOX 40197-00100
NAIROBI

Has been permitted to conduct research in

	Location
Nyatike	District
Kyanza	Province

On the topic Home based factors influencing
Kenya certificate of secondary education of girls
In Nyatike District, Kenya.

PAGE 3
Research Permit No. **NCST/RCU/14/012/688**
Date of issue **28th May 2012**
Fee received **KSH.1000**



Signature

sSNLtei ^ ^

Secretary.-)

Applicant's
Signature

National Council for
Science and Technology

For a period ending: 30th July 2012

yjitch. r-M v-Ew.r •••••**" t x - v s s i**
te^inP.&ym^ *m wai^mimfii&w.
HP&y-ics t*Q-rszmc^Xt&YVAVdHAt
INSICIT **TECHNO** **VADAN**
KEXOR **JBBCAWA** **TECH** **VASCHIE**

Et-7oc AND TE&9IC&S
RUSCS AHf J feWZw&
«S»ENC«AII