

**FACTORS INFLUENCING GIRLS' PERFORMANCE IN KENYA
CERTIFICATE OF SECONDARY EDUCATION EXAMINATIONS IN
MIXED SECONDARY SCHOOLS IN LOWER NYOKAL DIVISION
HOMA - BAY DISTRICT, KENYA**

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**A Research Project submitted in Partial Fulfillment of the Requirements
for the Degree of Masters of Education in Educational Administration**

University of Nairobi

2012

DECLARATION

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



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This research project has been submitted for examination with our approval as university supervisors.

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I sincerely dedicate this work to my beloved husband Bernard Oketch Oloo, our loving children Asenath Akinyi, John Robert Ouko, Margaret Awuor, Beryl Apondi, Stephen Nyakwaka and Gift Hellen Amondi. It is also in memory of my late parents Fabian Obilo and Magdalene Obilo and late brother Albert Gaya Obilo who laid the foundation for my education.

ACKNOWLEDGEMENTS

First and foremost is my gratitude to God Almighty for granting me good health to undertake this study. Glory be to His Holy Name.

I wish to express my heartfelt gratitude to all the University lecturers who participated in the course of my study. Special thanks go to my project supervisors Dr. Okoth Ursulla and Mrs. Njagi Lucy, University of Nairobi, for their consistent guidance, understanding and encouragement.

My heart felt appreciation goes to my beloved husband Bernard Oketch Oloo for his concern both financial and moral support and his constant prayers not forgetting the hardship he underwent to ensure I completed my studies with ease. May God bless you abundantly. I am grateful to all my children for their constant prayers and understanding during my entire period when I was taking my studies may God be with you.

My sincere regards goes to the chairperson Department of Educational Administration and Planning University of Nairobi, Dr. Grace Nyagah and the entire staff for their priceless tips, stimulating lectures and discussions which opened my eyes and mind to issues pertaining to Educational Administration.

My sincere thanks goes to my classmates Joshua Achacha, Jane Akinyi and Meshack Obonyo who participated to my success through group discussions

and constant encouragement through out the whole course. My class members of group 26 have a special place in my heart for their cooperation.

I would also wish to thank the National Council for Science and Technology (NCST) for granting me the permit to conduct the study. Special thanks also to all principals, teachers and girl's students who spared their time to give responses to my research instruments, that enabled me to succeed in my research findings.

I am also greatly indebted to Asenath Akinyi, Raphael Ali and Dalmas Oguma for assisting me on the typesetting, and offering computer services.

To you all who made this work a success, I give you special thanks.

God bless you All.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
EFA	Education For All.
FAWE	Forum for Africa Women Educationalists.
FGC	Female Genital Cutting.
KESI	Kenya Education Staff Institute
MoE	Ministry of Education
KCSE	Kenya Certificate of Secondary Education.
MOEST	Ministry of Education Science and Technology.
NGO	Non Governmental Organizations.
QASO	Quality Assurance and Standards Officer.
UNESCO	United Nations Educational Scientific and Cultural Organization.
UNICEF	United Nations International Children's Emergency Fund.

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ABSTRACT

Education is an investment whose returns are highly huge throughout the world. Many studies have observed that in most nations, education is increasingly reviewed as a primary means of solving social problems. This study aimed at investigating the factors influencing girls' performance in KCSE examinations in mixed secondary schools in Lower Nyokal Division, Homa-Bay district. The poor performance of girls in mixed secondary schools in Lower Nyokal division has prompted the study on the factors that would have contributed. The research objectives were: determine effect of teaching and learning facilities, teaching methods used by teachers, socio-economic factors attitudes of girls towards class work, and effect of domestic chores on girls' performance in KCSE examinations.

The study adopted descriptive survey design and targeted 10 principals, 70 teachers and 135 girls in Lower Nyokal division, Homa-bay district. From this target population, a sample size of 10 principals, 59 teachers and 97 students were selected. Data were gathered using mainly principals' questionnaires, teachers' questionnaire, and students' questionnaires. The instruments were conformed valid by the supervisors after pre-testing was carried out by the researcher in three schools outside the study area. Person's product moment correlation coefficient formula was used to determine the reliability of the instruments and a coefficient of about 0.8 from each questionnaire indicated that the questionnaires were reliable in collecting data for the study. Data from questionnaires were then analyzed through descriptive statistics, frequencies and percentages.

The findings of the study indicated that in most of the mixed secondary schools in Lower Nyokal division, teaching and learning facilities were inadequate. Besides most teachers and students were for the opinion that schools be adequately equipped with teaching and learning facilities, parents be sensitized on the importance of quality education and girls be given conducive learning environment at home. Moreso, needy students were to be provided with bursaries. Established in this study also, was the fact that there is no one factor that is exclusively attributed to the poor performance of girls in KCSE examinations. Factors are varied, one influencing the other.

The study recommended that TSC employ more teachers, schools be equipped with adequate learning and teaching facilities and the MOE to re-vamp the bursary kit in schools to sponsor girls from poor families. Above all, a study should be conducted on the role of KESI in empowering teachers and principals in curriculum implementation for quality performance of students in national examinations.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is an investment whose returns are highly huge throughout the world. Many studies have observed that in most nations, education is increasingly reviewed as a primary means of solving social problems. Developed nations such as United Kingdom, United States of America and Australia provide free elementary and secondary education. Studies in developed countries have indicated that gender difference in examination performance are diminishing, for instance the United Kingdom, where most secondary schools are mixed and girls perform even better than boys. Similarly in United States of America, academic data shows that girls are achieving higher grades in class just like boys in mixed secondary schools. Girl child education raises economic activity, reduces poverty and fertility and improves health, nutrition and environmental management (World Bank, 2002)

Several factors influence girl child participation in education regionally. These factors include proximity to schools, the degree of motivation within schools, aspiration of the girls themselves, their empowerment prospects and their level of achievement. In Zimbabwe, for example, enrolment figures in secondary schools for girls have continued to decline in relation to that of boys (Graham, 2002). The rapid expansion of primary education in Kenya necessitated the expansion of secondary education in which both the

government and the local community have put a lot of resources. It was as a result of this expansion that most of the public mixed secondary schools were established in the country (Eshiwani, 1993). This has facilitated access to education to many girls from even low income families. Poor parents can negotiate with the principals of day mixed schools to be paying school fees by installments until their daughters complete secondary education. Low performance in KCSE examination therefore, undermines the students' chances of joining institutions of higher learning and consequently jeopardizing their opportunities for job placement, often reducing their active participation in nation development.

Non-governmental organizations (NGOs) carried out few studies on factors influencing girls' education in Wajir and Mandera Districts where they considered MOEST statistics and KNEC data. Their view being that the communities' perception of formal schooling of girls is problematic. Majority supporting cultural practices such as Female Genital Cutting (FGC) and early marriages.

Several studies have tried to unravel factors influencing the gap in education in Kenya. Obura (1991), examined textbooks used in Kenya primary schools, showed that books continue to portray stereotyped images of boys and girls. This affect the performance of the girls in the sense that their KCPE performance could be weak following the oversimplified text books they used in primary. This may have necessitated the low entry behavior in secondary

schools that would lead to weak performance. This is one of the reasons why girl's performance in mixed secondary schools in Lower Nyokal division has been discouraging. Girls' performance against boys in majority of mixed secondary schools is below average.

The factors influencing to under performance of girls in these mixed secondary Schools may include: inadequate teaching and learning facilities. Since most mixed Secondary schools are newly started and majority are run by the communities, they don't have enough learning resources like laboratories, libraries and enough relevant text books. Instructional techniques used by professionally unqualified and inexperienced teachers is another hindrance. These mixed schools have very few trained teachers and majority of them are school leavers who are Board of Governors employees that hardly stay in school for two years leading to the system of work being interrupted quite often.

Promptness in paying school fees is another snag, where most of students are often sent home for schools fees and may stay home for even two weeks and as a result a lot of class work is covered in their absence. Such students find it difficult to pass exams because of low syllabus coverage(MOEST, 2010). On the other hand, girls' attitude towards hard work in Mixed Secondary schools is low. They believe boys are naturally brighter and so they are reluctant in class work.

Domestic chores where girls are overloaded with numerous house duties when they go back home from school leave them with no time to concentrate on

their homework and private studies (Republic of Kenya, 1998). On the other hand, boys relax and have ample time to concentrate on their studies at home. Lack of motivation of girls by teachers and parents is another issue. Teachers tend to love boys more than girls, rewarding them for hard work but girls are neglected since they are not active in class. Most parents do not encourage their daughters for they see them as those who are going to get married away and they prefer investing in boys to girls. The girls lack aspiration and proper career guidance leading to them losing interest in education. (DQASO Homa Bay District, 2012) This is what prompted the researcher to study issues that contribute to girls' low performance in KCSE Examination in Mixed Secondary Schools in lower Nyokal division Homa Bay district. Table 1.1 is a record of KCSE examination performance in Mixed Secondary Schools in lower Nyokal division Homa Bay district for five years from 2006 - 2010, (DEO's office, Homa- Bay2012)

Table 1.1 KCSE examination mean grade in mixed secondary schools in Lower Nyokal division.

	2006	2007	2008	2009	2010
Boys	3.253	3.7583	3.1968	2.454	3.0615
Girls	1.643	1.6285	1.3965	1.534	1.2015
Difference	1.61	2.1298	1.8003	0.2	1.86

Source: DEO's Homa-Bay District 2012

Table 1.1 shows that girls performed poorly on average in K.CSE examination as compared to boys in all the five years. Some school based factors that contribute to girls' performance to include: quality of teachers together with their attitude towards female students which are negative, a reflection of the broader social vices about the role of women in the society and the academic capacity of girls (Nammudu, K. 1995).Female teachers need to be deployed in all mixed secondary schools for their presence provides girls with role model. They can do guidance and counseling especially on issues relation to their development.

Issues outside school include poor parents choosing not to send their daughters to school because of the direct cost which they cannot meet for their girls due to poverty like heavy shopping. Delay in school fees payment leading to girls being sent home for fee while the rest continue with learning in their absence resulting in such girls missing wide area in the syllabus.

Many mixed secondary schools in the division had a mean grade of below C+ in KCSE results and the girls performance were even much lower than the boys. To this effect, the DEO advised the principals of mixed secondary schools to recommend more girls students for bursary than boys. This study is therefore set to investigate issues that affect girls performance in Mixed Secondary Schools in Lower Nyokal Division, Homa-Bay District.

1.2. Statement of the Problem

Performance of girls in mixed secondary schools in lower Nyokal division is

poor. This has persisted despite the fact that there is government support in giving out grants of Kshs. 10,265 per student in all public secondary schools. The reason for this poor performance cannot be easily discerned without focused destinations. If the girls' performance cannot improve, then the division will continue lagging behind in both social and economic developments in the country. Survey in examination performance has shown that issues contributing to girls performance display teaching and learning facilities, instructional techniques used by teachers, regularity in school fee payment, girls attitude towards class work and domestic chores impact either positively or negatively on girls performance.

Poor performance spoils the name of the institution, demoralize the parents and discourage the students. Through personal observation parents do not allow their daughters to join poorly performing schools because they believe their efforts would go for a waste. The repercussion of poor performance is a total waste of resources and a great loss to both the government and the community. The problem of poor performance in examination is costly for any country since education is the major contributor to economic growth. (Atkinson, 1987).

Lower Nyokal division has consistently posted poor examination results.

Out of 10 schools, there is only one (1) which has performed better with a mean grade of 6.253. Three (3) other schools have a mean grade of 5.161 and 6 have below 3.810 in KCSE examination between 2006-2010, (DEOS office

Homa-Bay District, 2012). Although a number of studies highlighted on some of the factors contributing to girl's performance in Mixed Secondary Schools, none has been conducted in Lower Nyokal division Homa-bay district. This study will be undertaken to find out factors that contribute to girl's performance in mixed secondary schools in the division.

1.3 Purpose of the study

The purpose of this study was to investigate on factors that influence girls' performance in KCSE Examinations in mixed secondary schools in Lower Nyokal division, Homa Bay district.

1.4 Objectives of the study

The aim of the study is to achieve the following objectives:

- i. To examine the effect of teaching and learning facilities on girls' performance in KCSE examination in mixed secondary schools in Lower Nyokal division of Homa-Bay district.
- ii. To establish the effects of teaching methods used by teachers on girls' performance in KCSE examination in mixed secondary schools.
- iii. To establish socio - economic factors influencing girls' performance in KCSE examination in mixed secondary schools in Lower Nyokal division.
- iv. To assess the effects of girls' attitudes towards class work in their performance in KCSE examination in mixed secondary schools.
- v. To determine the effect of domestic chores on girls performance in

KCSE examination in mixed secondary schools in Lower Nyokal division.

1.5 Research Questions

The study was guided by following research questions:

- i. To what extent do physical facilities affect girls' performance in KCSE examination in mixed secondary schools in Lower Nyokal division?
- ii. How do teaching methods used by teachers affect girls' performance in KCSE examination in mixed secondary schools?
- iii. How do socio - economic factors influence girls' performance in KCSE examination in mixed secondary schools?
- iv. How do girls' attitudes towards class work affect their performance in KCSE examination in mixed secondary schools?
- v. To what extent do domestic chores affect girls' performance in KCSE examination in mixed secondary schools in Lower Nyokal division?

1.6 Significance of the Study

Ministry of Education (MoE) would use these findings to focus more on the girl child education in mixed secondary schools by providing more funds to cater for their full school fees and food. Provide more teaching and learning facilities favourable for girls and other necessary facilities like sanitary towels.

Kenya Education Staff Institute is going to use the findings to add more efforts to offer more refresher courses for the head teachers, deputy head teachers and

even teachers to improve on instructional supervision and methods of teaching.

Teacher trainers would use the findings to incorporate and train teachers on the best teaching techniques on the best teaching techniques to be used when teaching in mixed secondary schools. For instance, treating both boys and girls equally without favourism on any one sex. Teachers to inspire both boys and girls.

Girl child would use the findings to develop positive attitude towards class work and compete the boys for better performance. They may discover that education is not only for boys but also for themselves to have better future.

Future researchers would use the study in identifying priority areas and gaps on which to carry more research about mixed secondary schools.

1.7 Limitations of the study

Limitations of the study are the challenges anticipated or faced by the researcher. The data were from those students who had not yet done their KCSE exams and seemed not to be accurate in telling details of what yielded the results outcome. The research therefore, had to be carried out on students who were just about to sit for their KCSE exams, analysis was done and conclusions made after the results were out. This would make all the authorities know exactly what the problems are and ways of solving them.

1.8 Delimitations of the Study

The study confined itself to girl students, teachers and principals in mixed secondary schools within Lower Nyokal division Homa Bay district. The researcher paid special attention to community, and school based factors that influenced the education of girls in mixed secondary schools in Lower Nyokal division since their performance in KCSE examination was below average (MOEST, 2006).

1.9 Assumptions of the Study

The study was based on the following assumptions:

The respondents were conversant with English language to effectively respond to research questions.

All respondents would freely share their experiences with the researcher.

1.10 Definitions of significant terms

The following were the significant terms used in the study of issues contributing to girls' performance in mixed secondary schools.

Attitude refers to a feeling, emotion or mental position with regard to learning in class.

Examination refers to summative evaluation of education achieved by the student at the end of the four years continuous learning in secondary schools and a KCSE Certificate attained in completion.

Factors refer to one or several things that cause or influence something.

Gender refers to being a man or woman.

Learning refers to change of behavior in the desired direction.

Learning/teaching resources refers to materials and equipment that facilitate teaching and learning.

Mean Score refers to the average points showing individual or groups achievement in examination performance.

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

School Environment refers to everything within the school environment that has a direct or indirect influence on girls' education.

School Factors refers to variables of a school which may have a direct input on pupils to attend school or drop out of school.

Teaching refers to an activity of changing learners' behaviors or character in accordance with age, ability of pupils and in the desired direction.

1.11 Organization of the study

The study comprises five chapters. Chapter one contains background information of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definitions terms used in the study and organization of the study. Chapter two presents literature review of girls' achievement in KCSE examination in mixed Secondary Schools, Biological factors, environmental factors, attitude factors, importance of the teachers in effecting classroom achievement, critique on teaching methodology, grades and self confidence, gender disparity in education, factors influencing girls education,

physical facilities and resources and gender of teachers. The chapter also presents the theoretical perspective and conceptual framework for the study. Chapter three highlights methodology of the study. This includes: research design, target population, sample size and sampling techniques, research instruments, pre-testing the research instruments, validity and reliability of research instruments, data collection procedures and data analysis. Chapter four consists of data and interpretation. Chapter five comprises summary of the findings, conclusion and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents related literature that touches girls' performance in mixed secondary schools. Although this study focuses on girls' education, it considers boys and girls education because boys' achievement and participation levels in Lower Nyokal division (LND) continue to lag behind the national averages. However, in the division, girls register lower levels of performance compared with those of boys. The review gives information of girls performance in mixed secondary schools on school based factors, community based factors, theoretical framework and conceptual framework.

2.2 Historical perspective of girls' education in mixed secondary schools

An important survey called International Study of Evaluation of Educational Achievement (ISEA) (UNESCO, 2003) shows a gender gap in favour of boys in many countries of western and Eastern Europe, Asia and North America. While studies in developed countries have indicated that gender difference in examination performance are diminishing. For instance in the United Kingdom where most secondary schools are mixed and girls perform better than boys. Similarly in United States of America, academic data shows that girls are achieving higher grades in class just like boys in mixed secondary schools (World Bank, 2002). Such large surveys have not been conducted in African countries. But some small scale studies from African countries such as Kenya(Eshiwani, 1983), Nigeria(Jegede et al., 1996), South Africa(Truscot,

1994), Uganda and Tanzania(Mbilinyi at al., 1985), all show that girls under achievement exist in many African countries.

Konge's research 2002 analyses the Kenya Certificate of Secondary Education (KCSE) data for 1990 - 1996. The data shows that at both national and provincial levels the averages of examination scores for boys were higher than those of girls over the entire research period. In particular, the situation of girls is suspected to be worse in LND considering the LND rating in the national examination. This is therefore the serious need for the present study to determine the actual situation.

2.3 School based factors influencing performance

School based factors influencing girls' performance in mixed secondary schools include teaching and learning activities, teachers attitude towards girls student, lack of role models for girls, school administration and student related factors.

Teaching and Learning Facilities

The absence of adequate facilities for learning and teaching are cited to be the major hindrance to girls' performance in KCSE examination. For instance most secondary schools have few relevant text books and some of them are not gender friendly. There are also inadequate learning resources like laboratories. Laboratory rooms may be present but have no lab equipments. There is lack of required textbooks for students to read. However, there is

need for the government to put more funds to these public mixed secondary schools to equip them with enough adequate facilities. The parents should also work hard by contributing towards building good classrooms and providing the necessary facilities through donations and fund raising. They should supplement the provision of the government by buying relevant text books for their children. (DEO's Office Homa Bay district, 2010)

Teachers' attitude towards girls students

Teachers' attitude and teaching methods have significant implication on the girls' school performance (Wachira, J. 1980). Teachers' positive attitudes towards male students are a reflection of the broader societal biases about the role of women on the society and the academic capacity of girls. Evidence from Cameroon, Siera leonne, Malawi, Guinea and Rwanda indicates that both male and female teachers believe that boys are academically superior to girls (Borg, R. & Gall, M. D. 1997). Teachers pay more attention to boys than girls or completely ignore girls in class. From these findings it is clear that some teachers have negative attitudes towards their female students and this may contribute towards their low academic achievements and ultimately drop out.

Lack of role models

Girls also lack appropriate role models in mixed secondary because they only draw role models from immediate role experienced in the home and local community. These contrast their male counterparts whose role models are drawn from many national leaders (UNICEF, 2003). This apparent

disadvantage experienced by girls could be partly due to restrictions on their freedom of movement. Girls have very little leisure time for reading, exchanging ideas and playing games (UNICEF, 2003). Without role models, the process of chipping at girls' aspiration has little to counter through pedagogy at school levels. Following the statistics of female teachers as compared to male teachers in mixed secondary schools in lower Nyokal division, female teachers are the minority.

School Administration

Lack of vision in the management of schools often lead to imbalance in the allocation and use of resources. This is why Ayot and Briggs (1992) point out that poor results in education are related to the resources allocated to it. Head teachers are schools' chief executives' are charged with the task of managing teachers among other school resources. Towards this end, Ayot and Briggs(1992) are of the view that in put - out put studies should be done using learning achievement as seen from students' examination performance. The impact of school management is an essential element in such studies.

Student related factors

Girls themselves are shy and lack self confidence and self esteem which lead to their low value of education. The girls do not show seriousness in class work and majority lack patience and endurance especially when they fail in exams. They are easily influenced by their peers to think of marriage more than getting education and have been socialized to believe that education is for

boys. They are thus made to feel inferior and not worth investment of education. However, they shy off from class participation as a result of lack of aspiration (MOEST, 2004). The girls develop negative attitude towards mixed class because they see the boys of the same class favoured by teachers due to their participation and hard work. Due to high value placed on the boys by the community, they bully girls and boss them around in school, which makes the girls feel insecure. The insecurity makes girls' participation in education much lower than it should be. As a result the girls in the mixed class grow low in morale since they are not motivated. (District Education office, Homa Bay, 2011)

2.4 Community Based factors influencing girls' performance

Generally the enrolment rate of girls remains lower than that of boys and their drop out rate is higher. A number of factors have been pointed out as being responsible for the challenges facing a girl child's secondary school education achievement. Some of these factors are related to institutional policies and practices, society's customs, beliefs and attitudes. However, two factors are broadly discussed as related to the objectives of the study. These include Socio - economic and socio - cultural factors.

2.4.1 Socio- economic factors

These factors refer to the social and economic status of the households which include income or expenditure per household. These factors will determine the decision by parents on which to invest in. In this literature review the factors

that influence girls' performance in mixed secondary education are discussed as below:

School fees payment

Inability to meet school fees payment in time leads to sending the girl child out of school. Parents with low income also default in fees payment and hence their daughters are sent home (IJNICEF, 2003). Such girls lag behind in syllabus coverage and this leads to poor performance in KCSE examination. When fees is paid in time, the girl students feel certified and will concentrate fully in class work and performance improved. This has been the general complain by the mixed secondary schools principals in lower Nyokal division.

Direct cost of schooling

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. Peter, (2007) indicated that girls remain at home during menstruation period if they do not have proper sanitary protection and under clothes. This undermines the girls confidence on their return to school and ultimately contribute to early drop out due to poor performance.

2.4.2 Socio- cultural factors

Socio-cultural factors are the norms, beliefs, attitudes, values, skills and practices in a given society. These factors influence decision to enroll and withdraw girls from school, leading to their academic performance and grade

achievements (UNESCO, 2003). Due cultural beliefs, some parents prefer giving boy child preference especially when there limited resources. Traditionally, girls are viewed as inferior and discriminated right from back. (White, 1994 and Abagi, 1995) noted that discrimination against girls emanates from parental and partriarcal attitude which stress the value of sons against daughters. Girls are seen in term of marriage, taking development to other areas.

2.4.3 Domestic Chores

Numerous domestic chores that girls attend to when they go home from school have a lot of impact on their academic performance. Girls get involved in such household activities like fetching water, firewood, washing utensils, cooking and serving members of the family. In order to fulfill these roles, girls from poor households perform poorly and are the first to drop out of school. In this way they miss education and get training that could enable them to have better lives as future mothers. King and Hill, (1991).

2.5 Theoretical Framework

This study was guided by Structural Functionalism Theory. According to Emile Durkheim (1917), structural functionalism theory proposes that human society is like an organism and is made up of structures called social institutions. These institutions are specially structured so that they perform different functions on behalf of the society. According to this theory, all these structures are interrelated and interdependent and therefore one organ can

affect the others and ultimately the all. The whole can also affect one or all social institutions.

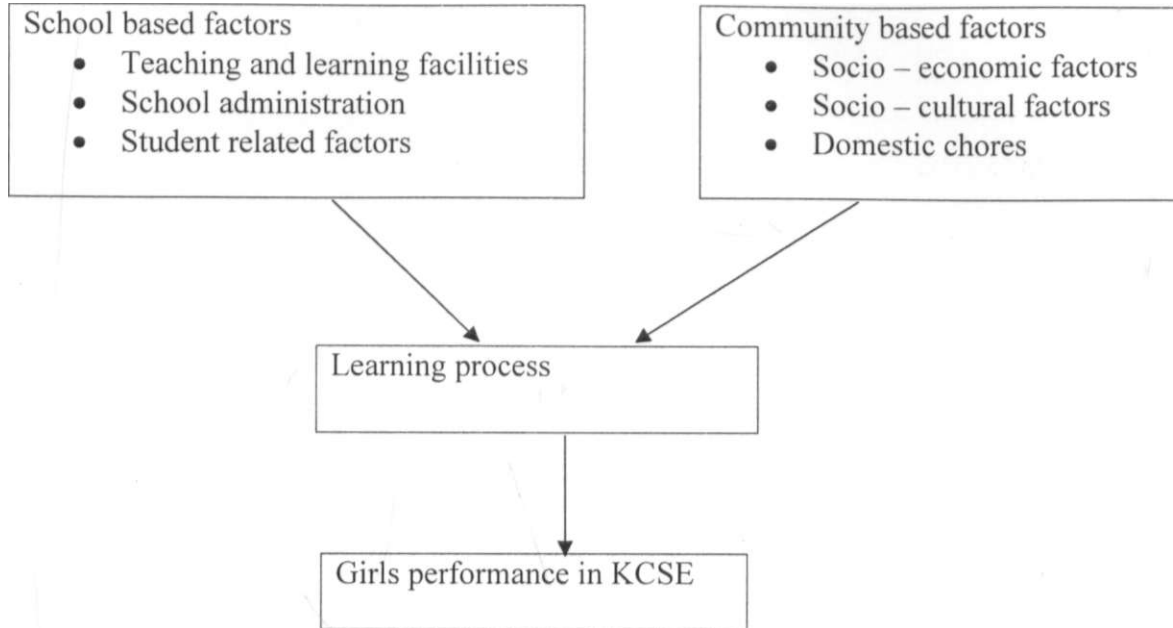
However a school is like an organism made up of various structures like the students, teachers, administration, parents and the community. All these structures perform different functions to make the school a success. The students, the teachers, the administration and the parents are interrelated and interdependent and must play their individual roles for the benefit of the school and one another. If the students do not work hard in class the school performance will deteriorate and both the teachers and parents get affected. If the administration do not provide adequate teaching and learning facilities at the same time the school management is not effective then the school achievement will be low and both the students and parents end up being affected. On the other hand, when the parents do not support the school in paying school fees and providing for other school infrastructure, then both the teachers and students are likely to be affected. The whole school community affects individuals in the school as much as individual members affect the school because they all depend on each other.

2.5 Conceptual framework

According to Ogula (1998) conceptual framework is a description of the main independent and dependent variables of the study and the relationship among them. Independent variables are conditions or characteristics that are manipulated to certain the relationship and observer's phenomenon.

Dependent variables are conditions that appear to change as the independent variables are introduced or removed and the dependent variable was performance in KCSE examination which is represented in Figure 2.1.

Figure 2.1 Factors influencing girls performance in KCSE examination.



Source; Adopted by MOEST (2006)

The conceptual framework examines the major factors which have an influence on the performance of girls in mixed secondary schools. Girls' performance fell below that of boys and there were factors in both the community and within the school that contributed to this in Lower Nyokal division. There are many models that had been put forward to explain how various factors influence girls' performance in mixed secondary schools, but this study has given a two factor model. The model constituted school based factors and community based factors. Each factor represents a complex system within it self though the factors are interwoven.

Figure 2.1 shows the interrelatedness of the factors influencing girls' performance in KCSE examination in mixed secondary schools. However, teaching and learning resources is the in put while the actual content delivery is the process and then outcome which is the result is the out put.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives the descriptions of the research design, target population, sample size and sampling procedures. It discusses the research instruments and techniques applied in data collection and analysis.

3.2 Research Design

This study adopted a descriptive survey, using both qualitative and quantitative approaches. A survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It is frequently used to collect information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho 2004).

A descriptive research design presents what is or what was, in a given social system (Abagi, 1995). The research intended to get the true picture of a situation, an individual or the community. This design was appropriate for this study since it involved interviews and administering questionnaires to a sample of head teachers, teachers and students to collect information about their opinions pertaining to issues that negatively affect education of girls in mixed secondary schools.

3.3 Target population

The study targeted 10 principals, 70 teachers handling form four classes and 135 form four girls from 10 mixed secondary schools in Lower Nyokal division. Information from Ministry of Education Science and Technology revealed that there are about 135 form four girls in public mixed secondary schools in lower Nyokal division in Homa-Bay district (DEO's Office Homa Bay, 2010).

3.4 Sample size and sampling techniques

Sampling is the process of selecting a number of individuals, places or objects from a population such that the selected group contains element representatives of the characteristics found in the entire group (Orodho and Kombo, 2002). The sample size was 10 mixed secondary schools, 97 girls, 59 teachers and 10 principals. To determine the sample size, a table designed by Krejcie and Morgan as quoted in educational and psychological measurement 1970 was used. The table gives the required sample size from various population sizes. The target population of 135 girls required a sample size of 97 girls. Schools that had presented candidates for KCSE examinations for five years were 10 in the division hence all participated. To ensure reasonable representation from all schools, stratified sampling method was used so that the sample size give out the characteristic found in the entire target population. Table 3.1 indicates both target population and sample size of the respondents.

Table 3.1: Sample Size for the respondents

Category	Target Population	Sample Size
Girls	135	97
Teachers	70	59
Principals	10	10
Total	215	166

Source: Krejcie and Morgan 1970

3.5 Research Instruments

The data was collected using questionnaires which were effective and good research instruments for the survey method (MOE, 2012). The questionnaires were constructed to address the objectives of the study pertaining to girls performance in mixed secondary schools. The questionnaire was preferred because the respondents always give honest answers since they remain anonymous and have adequate time to consult and think out. The researcher used both closed and open ended questions to help draw in quantitative and qualitative data. The respondents were treated almost at the same time to help bring down the biases resulting from personal characteristics. The questionnaires were developed by the researcher to collect data from the 10 mixed secondary schools. The questionnaires were in these categories.

Principals' questionnaire had section A on demographic data and section **B** on factors influencing performance.

Teachers' questionnaire had section A on demographic data and section B on factors influencing performance.

Girls' questionnaire had section A on personal information and section B on factors influencing performance.

3.6 Instrument validity

Validity is the degree to which a test measures what it is intended to be measuring (Orodho, 2003). The researcher did pre-testing of research instruments for validity and reliability which was carried out in three mixed secondary schools outside the study area. In this study, the researcher relied on the expert judgment of the University supervisors who were to comment on clarity of the measurements in terms of the language used and the content covered. Questions which seemed to confuse the respondents were either discarded or restructured.

3.7 Instrument reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after a repeated trial (Mugenda and Mugenda 2003). The test re- test method was used and it involved administering the same instrument twice to the same group of respondents. The initial condition were kept constant and after two weeks the instrument was administered a second time (Mugenda and Mugenda 2003). The scores from the two testing periods were then correlated. The Pearson's product moment correlation coefficient

formula was used to compute a correlation coefficient between the two scores.

$$\text{Persons coefficient correlation} = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

r = pearson's correlation coefficient

x = score for test 1

y = score for test 2

i = frequency

X - summation

The reliability correlation lies between zero (0) and one (1). Reliability of the instruments is high when the coefficient is close to 1, while the instrument is unreliable if the coefficient is close to 0. A coefficient of about 0.8 from each questionnaire indicated that the questionnaires were reliable in collecting data for the study (Orodho, 2004).

3.8 Data collection procedures

The researcher sought permission and authority to conduct the study from the District Education Officer Homa Bay. The researcher then set aside between one week or two weeks to visit the schools sampled for research and then administered questionnaires to head teacher, subject teachers and students. The questionnaires for both the teachers and students were administered and collected immediately they were filled. For confidentiality, the researcher

ensured that the respondents' names and the names of their schools were not written.

3.9 Data analysis techniques

Data were analysed qualitatively and quantitatively. Questionnaire were checked for completeness then coded and entered in computer using Statistical Package for Social Sciences (SPSS). Quantitative data were analyzed using descriptive statistics such as frequencies and percentages. Qualitative data mainly consisted of responses from interviews and open ended questions. Data were then put into various categories according to themes of study. Such categories comprised the recurring concepts, perspectives and words (Isaac, I. & Michael, W. B. 1992). Qualitative analysis complimented the statistical analysis to provide a comprehensive account of the problem under study. The responses then summarized and presented in tables and figures with frequencies and percentages.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings on questionnaire return rate and responses on factors influencing girls performance in KCSE in mixed secondary schools in Lower Nyokal Division Homa - Bay District., Kenya. This is based on the effect of teaching and learning facilities on girls' performance in mixed secondary schools, effects of teaching methods used by teachers on girls' performance in KCSE examination, establishing how socio - economic factors influence girls' performance, effects of girls' attitudes towards class work in their performance in examination and the effect of domestic chores on girls' performance in KCSE examinations. Data collected were analysed by use of SPSS computer programmes.

4.2 Questionnaire return rate

Three sets of questionnaires were used to collect data for this study; the principals', teachers' and girls' questionnaires. Table 4.1 shows the questionnaires received back dully completed.

Table 4.1: Questionnaire return rate

Respondent	Number expected	Number Returned	%
Principals	10	10	100.0
Teachers	59	53	89.0
Girls	97	96	99.0

The questionnaire return rate was considered reliable for the purpose of study. (Mugenda and Mugenda, 2003)The return rate for teacher's and girls' questionnaires was not 100.0% due to problems of absenteeism of the students and some teachers.

4.3 Demographic Information

To gather data on the principals' teachers' and girls' background information, the respondents' demographic information was necessary.

4.3.1 Principals' and Teachers' gender

Gender was a factor to be considered among principals and teachers in school because it would enable the researcher acquire information from both genders. The results are shown in table 4.2

Table 4.2: Principals' and Teachers' Gender

Gender	Principals		Teachers	
	F	%	F	%
Male	8	80.0	29	54.7
Female	2	20.0	24	45.3
Total	10	100.0	53	100.0

From table 4.2 it is evident that a higher proportional principals (80%) and teachers (54.7%) were male. These being mixed secondary schools, their was need for gender balance in teachers to give balanced guidance and cancelling

to both boys and girls. From the findings of the study, it evident that this gender balance is lacking.

4.3.2 Age of principals and teachers

Age of principals and teachers shows maturity and experience and this influence girls' academic performance at school. The researcher therefore find it necessary to ask the age of the respondents. Responses are shown in table 4.3.

Table 4.3: Distribution of the respondents by age

Age bracket	Principals		Teachers	
	F	%	F	%
Below 25 years	0	0.0	25	47.2
26 - 34 years	0	0.0	23	43.4
35 -44 years	3	30.0	3	5.7
45 years and above	7	70.0	2	3.7
Total	10	100.0	53	100.0

Table 4.3 indicates that principals in 45 years and above have enough experience in handling the girls and boys in mixed secondary schools which lead to better performance. Likewise teachers with 35 years and above are experienced enough in their teaching profession and know the best teaching methods to be used in teaching both boys and girls in mixed secondary schools that enable girls to perform just as good as boys in KCSE examination it is evident that age leads to experience.

Table 4.3 indicates that majority (70.0%) of the principals are 45 years and above. This shows that maturity and the experience they have in the management and administration of the school curriculum. Mature experienced principals could be well versed with the school plan to ensure good performance in KCSE examination. However, 47.2% of teachers below 25 years could mean that these were newly employed teachers who are still gaining experience in handling the teaching and learning approaches.

Girls most probably require mature teachers to ensure that the teaching-learning environment is conducive. They require constant guidance and counseling in their performance, that is, girls seemingly call for special attention in academics.

(KESI, 2010)

4.3.3. Principals' and teachers' academic qualifications

Academic qualifications of principals and teachers was also a factor that was considered while seeking data on what could be influencing the performance of girls in KCSE examinations. They were asked to state their academic qualifications and these are the results shown on table 4.4.

Table 4.4: Principals and teachers' academic Qualifications

Academic Qualification	Principals		Teachers	
	F	%	F	%
M.ED degree	5	30.0	3	5.7
B.ED degree	7	70.0	29	54.7
B.Sc/BA	0	0.0	9	17.0
Dip Ed	0	0.0	8	15.1
Total	10	100.0	53	100.0

Table 4.4 shows that majority of the principals (70.0%) and teachers (54.7%) were Bachelor of Education (B.ED) degree holders. Three principals (30.0%) and 3 teachers (5.7%) with Master of Education degree. Good performance requires trained teachers to design teaching and learning strategies and support girls in order to attain high grades. Kenya Education Staff Institute (KESI) to use the findings of this study to add more efforts to offer refresher courses for the principals, deputy principals and teachers to improve or instructional supervision and methods of teaching.

4.3.4 Girls' entry marks

Entry marks in Form One class influence the performance of students in examinations. High scores indicate good performance while low scores, indicate low performance that most probably calls for qualified teachers who can apply appropriate methods of teaching to enable the students perform.

Girls' performance in KCSE examination in mixed secondary schools in Lower Nyokal division, Homa-Bay district for five years from 2006 - 2010 have been low (DEO's office, Homa-Bay, 2012). The study sought to find out the entry marks of the girls in Form One in schools.

Table 4.4 shows the data findings of girls entry marks in form one from their previous KCPE results.

Table 4.5: Girls' Entry Marks

Entry Mark	Girls	
	F	%
100-150	0	0.0
151-200	2	2.0
201 -250	34	26.6
251 -300	48	51.6
Above 300	9	9.8
Total	93	100.0

From table 4.5, slightly over half (51.6%) of the girls had an entry mark in the range of 251 - 300 and only 9 girls (9.8%) had above 300 marks. The rest had 200 marks and below. The percentage is quite low and this could be one of the factors that make girls to perform poorly in KCSE examination.

How often the student is sent home to look for schools fees can greatly influence her studies. This was also one of the factors that the study sought to find out. Data were collected to determine whether girls' fees is paid on time. Table 4.6 shows the data findings of the rate at which girls' school fees is paid in mixed secondary schools in Lower Nyokal division.

Table 4.6: Whether fee is paid on time or not

Response	Girls		Teachers	
	F	%	F	%
Yes	15	16.1	6	11.3
No	78	83.9	47	88.7
Total	93	100.0	53	100.0

From table 4.6, girls responses show that fee payment for majority (83.9%) of the girls' fee was not paid on time. Majority of the teachers (88.7) also indicated that fee payment is a problem for most of the girls. This is a clear indication that most of the girls were being sent home for fees and most probably, some could take longer time at home before coming back to school. This could be one of the major factors that influence girls performance negatively.

4.4 Effect of teaching and learning facilities on girls performance in KCSE examination

Schools are expected to prepare their students well in all areas. The study sought to examine the relevance of education of girls by obtaining data on teaching and learning facilities that would help enhance their performance at schools.

4.4.1 Girls views on the availability of facilities

Girls were to indicate the availability of teaching and learning facilities and the results were tabulated as shown in table 4.7

Table 4.7: Girls views on availability of teaching - learning facilities

Facilities	Adequate		Inadequate		Not available	
	F	%	F	%	F	%
Text books	24	24.7	69	74.2	1	1.1
Laboratory materials and apparatus	17	18.3	72	77.4	4	4.3
Library	9	9.7	28	30.1	56	60.2
Desks	74	79.6	12	12.9	7	7.5
Chairs	77	82.8	16	17.2	.	.
Charts	20	21.5	37	39.8	56	60.2
Exercise books	59	63.4	33	35.5	1	1.1
Chalk boards	70	75.3	22	23.7	1	1.0

N = 93

The findings from the table indicate that essential teaching and learning facilities in most of the schools in Lower Nyokal division, Homa-Bay district were inadequate and even not available at all. Majority of the girls (74.2%)

indicated that textbooks were inadequate and 77.4% indicated that laboratory materials and equipment were inadequate. Another higher proportion percent (60.2%) of the girls responded that there were no library facilities in most of the schools. The inadequacy or even lack of these vital facilities in schools greatly affect the quality of education, hence poor performance. Kivuna Edward Kutivi (2004) also states that inadequacy and lack of teaching and learning facilities is one of the major drawbacks in performance of secondary education examinations. This could greatly influence girls' performance in these mixed secondary schools.

4.4.2 Principals' view on the adequacy of Teaching - Learning Facilities

The efficiency and effectiveness of any principal in steering the performance of students at school is judged by the quality of services offered in the school. In schools, the factor contributing to effective learning areas are viewed to be effective teaching and learning resources, and use of appropriate facilities. In this study, therefore, principals as the key implemented of schools curriculum to foster quality results were to indicate the adequacy of teaching and learning facilities in their schools. Data were gathered and tabulated as follows;

Table 4.8: Principals' view on the adequacy of teaching-learning facilities

Facilities & resources	Adequate		Satisfactory		Inadequate		Not available	
	F	%	F	%	F	%	F	%
School facilities								
Staffroom	4	40.0	1	10.0	5	50.0	0	0.0
Classrooms	5	50.0	4	40.0	1	10.0	0	0.0
Library	1	10.0	0	0.0	3	30.0	6	60.0
Laboratory	1	10.0	6	60.0	2	20.0	1	10.0
Teachers houses	1	10.0	1	10.0	4	40.0	4	40.0
Dining hall	0	0.0	1	10.0	2	20.0	7	70.0
Electricity	6	60.0	1	10.0	1	10.0	2	20.0
Teaching-Learning Resources								
Teacher's Reference books	3	30.0	5	50.0	2	20.0	0	0.0
Students' text books								
Wall maps	1	10.0	5	50.0	4	40.0	0	0.0
Laboratory chemicals	1	10.0	4	40.0	4	40.0	1	10.0
Library books	5	50.0	2	20.0	3	30.0	0	0.0
	1	10.0	3	30.0	6	60.0	0	0.0

Principals responded that the availability of some of the facilities and learning resources is very low. Majority (50.0%) indicated that staffrooms were inadequate, 60.0% indicated that libraries were not available, 70.0% stated that dining halls were not available, and 60.0% also indicated that library books were inadequate. The study, therefore, established that the availability of important school facilities and resources were inadequate. This might have

affected the performance of girls in mixed secondary schools in Nyokal division.

4.5 Effects of teaching methods on girls' performance in KCSE

Teachers' attitude and teaching methods have significant implication on the girls' performance in school. Teachers who teach with a negative attitude towards their female students may contribute towards their low academic achievements and ultimately drop out. (B.E.O's office, Homa Bay) There was need for this study to establish the effects of teaching methods used by teachers or girls performance. This is shown in table 4.9.

Table 4.9: Responses on Teaching Method

Responses	Principals		Teachers	
	F	%	F	%
Teaching method affect performance	10	100.0	31	58.5
Teaching method never affects performance	0	0.0	22	41.5
Total	10	100.0	53	100.0

The table findings indicate that majority (100.0%) of the principals and (58.5%) of the teachers were for the idea that the kind of teaching method used by the teacher affects the girls' performance in the KCSE examinations.

4.6 Factors Influencing Girls Performance in KCSE

There are so many issues around the academic progress and the background of the girl-child student that adversely influence their performance in KCSE

examinations either positively or negatively. In many cases, however, the girl-child students poor results, hence low grades obtained. There were a number of factors that the study sought to find out by obtaining data on respondents' profile and responses.

4.6.1 Principals' Response on Factors Influencing Girls' performance in KCSE Examinations.

Head teachers as the key implements of the school curriculum were asked in their opinion, to state the factors that influence girls' performance in KCSE examinations in their schools. The following were the principals responses.

Table 4.10: Principals' Responses on Factors Influencing Girls' Performance.

Factors influencing Girls performance	Principals	
	F	%
Peer pressure	2	20.0
Entry marks	1	10.0
Lack of guidance and counseling	1	10.0
Attitude to subjects	1	10.0
No parent/single parent	2	20.0
Syllabus coverage	3	30.0
Total	10	100.0

The distribution of opinions in the table 4.10 indicates that actually there are several factors that greatly affect the performance of the girl child student at school. These include syllabus coverage, peer pressure, no parental or single parenting, altitude towards class work and of guidance and counseling.

4.6.2 Teachers' Response on Factors Influencing Girls in KCSE Examinations

To get more information on what were the factors that influenced the girls' performance in KCSE examinations making them perform poorly, the researcher propped the teachers to state the factors. The responses were as presented in table 4.11.

Table 4.11: Teachers' Response on Factors influencing Girls' performance

Factors	Teachers	
	F	%
Peer pressure	7	13.2
Lack of sanitary towels	10	18.9
Fees problem	35	66.0
Gender disparity	1	1.9
Total	53	100.0

The results from the table show that majority (66.0%) of the teachers stated that girls had fees payment problems a factor, most probably, could have made

them stay home for long missing classes hence poor performance. A low percent of teachers also indicated that girls' poor performance in examinations was due to peer pressure (13.2%) and lack of sanitary towels (18.9%). Lack of sanitary towels indicates that girls remain at home during menstruation periods which undermines their confidence on their return to school and ultimately contribute to poor performance or even drop out of school.

4.7 Effect of Domestic chores on Girls Performance KCSE Examination

The study sought to find out further for the challenges facing a girl-child's secondary school education achievement. The study had to determine the society's customs, beliefs and attitudes that could have been the cause of the poor performance of girls in KCSE examinations in Lower Nyokal division, Homa-Bay district. Teachers and principals were propped further by the researcher so as to identify some of the challenges that girls experience at home that contribute to their poor performance compared to boys.

4.7.1 Teachers' Response to Girls' performance compared to Boys

The study sought to find out the performance of girls compared to boys in Lower Nyokal division. Teachers' responses were tabulated in table 4.12.

Table 4.12: Girls' performance compared to Boys'

Response	Teachers	
	F	%
Boys perform better than girls	38	71.7
Girls perform better than boys	15	28.3
Total	53	100.0

Table 4.12 shows that the performance of girls compared to that of boys it is very low (28.3%)/ the study had therefore to establish the cause of this low performance of girls compared to boys in mixed secondary schools in Lower Nyokal division, Homa-Bay district.

4.7.2 Girls' Response to Challenges at Home

Girls were to indicate the problems they experience at home that would have affected them to perform very low in KCSE examinations. The data collected were tabulated as shown in table 4.13.

Table 4.13: Girls' Responses to Problems at Home

Problems	Girls	
	F	%
Family chores	60	64.4
Single parent	14	15.1
Finance	14	15.1
Pregnancy	5	5.4
Total	93	100.0

The findings from table 4.13 indicate that majority (64.4%) of the girls were affected in their studies because of family chores. Numerous domestic chores that girls attend to when they go home from school or some of them are forced to stay home to be involved in family chores, impact a lot on their academic performance. These make them miss quality education to prepare them for better lives as future mothers. Other girls stay home because of single parenthood (15.1%), finance problems (15.1%), and due to pregnancy (5.4%).

4.7.3 Principals' and Teachers' Response to why Girls perform poorly

Teachers and principals, nevertheless, were to give reasons why they think girls performed poorly compared to boys in mixed secondary schools in Lower Nyokal division. The findings were then tabulated in table 4.14

Table 4.14: Principals' and Teachers' Reasons why Girls perform poor.

Reasons	Principals		Teachers	
	F	%	F	%
Girls given more work at home	4	40.0	25	47.2
Attention more to boys	3	30.0	20	37.8
Negative attitude towards class work	1	10.0	4	7.5
Pregnancy issues	2	20.0	4	7.5
Total	10	100.0	53	100.0

From table 4.14, it is evident that girls are given a lot of family chores (represented by 40.0% principals and 47.2% teachers) that impact on their academic work. Moreover, the community tends to shift more attention to

boys compared to girls. This is represented by (30.0%) principals and (37.8%) teachers. However, girls have no negative attitude to subjects represented by (10.0%) principals and (7.5%) teachers. Pregnancy issues (represented by 20.0% principals and 7.5% teachers) were minimal.

4.8 Suggested Possible Measures to improve the Performance of Girls in KCSE Examinations

After having determined and examined the factors that influenced the girls child's performance in academic work, the study sought to get principals', teachers' and girls' opinion on how to improve the performance.

4.8.1 Principals' suggested possible measures to improve Girls' performance

Principals being the key stakeholders in curriculum implementation in school, have to be on the forefront in search for and examine the alternative courses of action especially in making courses of action especially in making decisions to discover the most fruitful possibilities. The principal, being a mediator in the implementation of the school curriculum, has to ensure that adequate buildings are built, qualified teachers are employed and excellent supplies and equipment and provided. The principal also ensures that the school caters for the needs of parents as well as students. The study, therefore, sought to identify the principals' suggested possible measures to tap good results from girls mixed secondary schools in Lower Nyokal division, Homa-Bay district.

Table 4.15 gives possible measures the principles should take to improve girl's performance in mixed secondary schools.

Table 4.15: Principals' suggested possible measures to Girls performance

Suggested possible measures	Principals	
	F	%
Effective guidance and counseling to girls	3	30.0
Sensitizing parents on issues of girl-child	2	20.0
Giving equal opportunities to all students	3	30.0
TSC to employ more teachers	2	20.0
Total	10	100.0

The results from table 4.15 show that a highest proportion of the principals (30.0%) were of the opinion that effective guiding and counseling, and equal opportunities be given to girls to enable them perform well in academics. Almost equally the same, other principals represented by a lower proportion (20.0%) suggested that parents be sensitized on the importance of educating a girl-child in the society.

All the same, Teachers Service Commission should employ teachers to improve the academic performance in mixed secondary schools.

Table 4.16 are suggestions on possible measures that should be taken in order to improve girls performance in mixed secondary schools.

Table 4.16: Teachers' suggested possible measures to Girls' performance

Suggested possible measures	Teachers	
	F	%
Empowering girl-child through incentives	15	28.3
Offering bursaries to girls from poor families	18	34.0
Motivational speakers to inspire girls	20	37.7
Total	53	100.0

A fair distribution of the percentages in table 4.16 suggests that the opinions posed by the teachers were almost of equal proportion. However, the highest proportions (37.7%) of the teachers were for the opinion that girls be inspired in their academic by motivational speakers. The other fairly high proportion (34.0%) suggested that girls from poor families be supported in the academic by being awarded bursaries.

Another lower proportion of teachers (28.3%) suggested that girls be motivated through incentives. This could also enable them compete against boys and build confidence in their academic work.

Table 4.17 gives girls suggestions on what measures to be taken to improve their performance in mixed secondary school.

Table 4.17: Girls suggestions on what could be done to improve performance in KCSE

Suggested possible measures	Girls	
	F	%
Increase teachers	38	40.0
Provide adequate materials and facilities	36	38.7
Proper guidance and counseling	10	10.8
Remedial classes to low performers	3	3.2
Incentives to motivate in class work	6	6.5
Total	93	100.0

From the table, highest proportion (40.8%) of girls were for the opinion that there has to be more teachers to guide them in the studies well. Another fair proportion (38.7%) of the girls suggested that schools should have adequate materials and facilities to enable them carry out their studies well. However, others were in need of proper guidance and counseling for them to perform well in their academic work. Actually, if the girls' suggestions could also be considered, they carried equal weight to those of their teachers and principals. Put together, they could contribute highly to their academic work.

In summary, this chapter has given the findings on clear evidence of factors influencing girls' performance in mixed secondary schools in Lower Nyokal division. Detailed summary, conclusion and recommendations of the study are contained in chapter five.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a brief summary of the study, conclusions and recommendations of the study. The study also provides suggestions for further research

5.2 Summary of the study

The main purpose of this study was to investigate on factors that influence girls' performance in KCSE examinations in mixed secondary schools in Lower Nyokal division, Homa-Bay district. The study's main objectives targeted principals', teachers' and girls responses on the effects that could influence girls' performance, the socio-economic factors influencing girls' performance, girls attitudes towards class work, and the effect of domestic chores on girls performance. The research questions were formulated from the objectives stated.

The study was guided by structural functionalism theory where, main ideas were summarized in a conceptual framework that portrayed the link in the variables of their study. The research design of this study was descriptive survey design. The design was used to come up with principals, teachers and girls who took part in the filling in the questionnaires.

The study targeted 10 principals, 70 teachers and 135 form four girls from 10 mixed secondary schools in Lower Nyokal division. These numbers were then narrowed down to a sample size of 10 principals, 59 teachers and 97 girls using Morgan and Krejcie formula. The return rate was 10 principals, 53 teachers and 93 girls. Data from these questionnaires returned were analyzed descriptively and presented in form of frequencies and percentages. Thereafter, the findings were presented, conclusions drawn and recommendations made.

5.3 Summary of the findings

The summary of the findings are anchored on the research questions that were formulated from the research objectives of the study.

- i. To what extent do physical facilities affect girls' performance in KCSE examination.

The study established that teaching and learning facilities in most of the mixed secondary schools in Lower Nyokal division, Homa-Bay district were inadequate. A higher proportion (60.0%) of the principals indicated that staffrooms and library books were inadequate for the students. In most mixed secondary schools represented by (60.2%), library facilities were missing and if available, text books were inadequate.

- ii. How do teaching methods used by teachers affect girls' performance in KCSE examinations?

Basing on the teaching methods used by teachers the study established that effective teaching methods improve academic performance, whereas

ineffective teaching techniques used by teachers lead to girls poor performance in KCSE examination.

- iii. How do social economic factors influence girls' performance in KCSE examination?

Majority (66.0%) of the principals indentified fees a one of the factors, like dalliance in school fees payment as one of the hindrance on girls performance in KCSE examination in mixed secondary schools.

- iv. How do girls' attitude towards class work affect their performance in mixed secondary schools?

Principals and teachers identified girls' negative attitude towards class work to a lesser extend interfere with their performance in KCSE examination.

Girls believe that boys are more superior in class than girls.

- v. To what extent do domestic chores affect girls' performance in KCSE examination in mixed secondary schools?

Girls identified family chores (64.4%) to have affected them so much and teachers (47.2%) also pointed out that girls were really affected by family chores that made them perform poorly in KCSE examinations compared to boys who were given much attention in the community.

The study, more so, established that there was no one factor that influences the academic performance of girls in KCSE examinations, but the factors were interlinked and one influenced the other, hence impacting negatively on the girls' performance.

equipped with knowledge and skills for problem-solving, information gathering and interpretation to be able to compete globally.

There is no one factor that could be influencing the girls' performance in KCSE examinations. Teachers and principals as key implementers of schools curriculum suggested that girls be given equal opportunity to access quality education like boys because if denied, their future lives would be threatened. In addition, proper guiding and counseling of the girls should not cease in mixed secondary schools.

Besides, to critically examine factors that influence the girls' performance in KCSE examinations, there was need for the study to provide recommendations.

5.5 Recommendations of the Study

The following were recommendations of the study based on the findings and conclusions;

- i. The Teachers Service Commission (TSC) should deploy many qualified teachers in most of the mixed secondary schools to boost the performance of girls in KCSE examinations.
- ii. Principals should sensitize parents who load their girls with domestic chores that these would just impact negatively on the performance of the girl-child in examinations. In addition, parents should know that both girls and boys have to be given equal opportunities in academics.
- iii. The government should equip Mixed Secondary Schools should be equipped with adequate teaching and learning facilities like laboratory

equipment, libraries with adequate textbooks, and even computers for teaching and learning through discovery that would make girls confident in their studies. The government should also revamp the bursary kit in schools to enable girls from poor families complete their studies and more so, compete effectively with boys.

- iv. Non Governmental Organizations, like the plan international, should lend a hand in putting up infrastructures like adequate classrooms, libraries, laboratories, installing water tanks and good lighting systems in mixed secondary schools to improve performance in examinations.
- v. The Quality Assurance and Standards Officers (QASO) to put more efforts to improve on instructional supervision and methods of teaching in order to ensure proper curriculum implementation thus improving academic standards in mixed secondary schools thus better performance.

5.6 Suggestions for further research

The following are the suggested areas for further research:

A replication of the study should be carried out in other divisions other than Lower Nyokal division to explore more whether girls in mixed secondary schools in different divisions are exposed to the same challenges and to what extent they are affected.

The study focused on a rural setting in Lower Nyokal division. A similar research could be carried out in urban setting to give a balanced view of the

mixed secondary schools based on factors that affect girls' performance in public mixed secondary schools.

Other researches should carry out similar study on girls' performance in private mixed secondary schools in Homa-Bay district for comparison.

The role of Kenya Education Staff Institute (KESI) in empowering principals with skills of curriculum management that would enable them lead teachers and parents to realize good grades from girls.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

Obilo Benter Anyango,
University of Nairobi,
P.O BOX 30197-00100 GPO,
NAIROBI.

The Principal,

Mixed Secondary School,

Dear Sir,

**REF: FACTORS INFLUENCING GIRLS' PERFORMANCE IN
KENYA CERTIFICATE OF SECONDARY EDUCATION
EXAMINATION IN MIXED SECONDARY SCHOOLS IN LOWER
NYOKAL DIVISION HOMABAY DISTRICT**

I am a post graduate student in the above mentioned institution pursuing a Masters of Education degree in education administration course.

I am conducting a study on the afore-mentioned topic which I would like to carry out in your school with ten girls from form four and six teachers.

I hereby seek your permission to interview teachers and students through questionnaires from your school. The questionnaires is designed for the research purpose only. No names of respondents shall be written.

Thank you in advance.

Yours sincerely



Obilo Benter Anyango

APPENDIX II

PRINCIPALS' QUESTIONNAIRE

This questionnaire is divided into two sections, A and B. please complete this sections according to the instructions. Do not write your name or the name of your school to ensure confidentiality.

Section A demographic information.

Kindly respond to each item by putting a tick [] or explain as required.

1. Indicate your gender (a.) Male [] (b) Female []
2. What is your age bracket?
 - a) Below 25 years [] (b) 25 - 34 [] (c) 35 - 44 [] (d) 45 and above
3. What is your highest academic qualification?
 - a) M. Ed [] (b) BA/BSC [] (c) B.Ed [] (d) Others (specify).....[]
4. What is your professional qualification?
 - a) M. Ed [] (b) B. Ed Sc [] (c) B.Sc [] (d) Dip. Ed []

Section B Factors influencing performance.

For each item in this section, please put a tick [] against the appropriate response.

5. Please indicate the adequacy and conditions of the following facilities, resources and situation in your school in the table below;

A = Adequate I = Inadequate S = Satisfactory NA = Not

Available

School based factors	A	S	I	NA	Conditions
A. School facilities					
Staffroom					
Classrooms					
Library					
Laboratory					
Teachers houses					
Dining hall					
Electricity					
B. Teaching and learning resources					
Teachers' reference books					
Students text books					
Wall maps					
Laboratory chemicals					
Library books					

6. In your opinion, what are the factors that influence girls' performance in KCSE examination in your school?

7. a) What challenges do students face that hinder their performance in KCSE examination in school ?
 - b) What can be the remedy to these challenges?

8. a) In your opinion list any three community based factors that influence girl's performance in KCSE examination in your school.

- b) What can be the solutions to these problems?
9. a) How do girls attitude towards class work influence their performance in KCSE examination in your school?
- b) What can be the solutions to these problems?
10. In your opinion what can be the solutions to the above mentioned challenges?
11. How do teachers' methods of teaching affect girls' performance in KCSE examination?

APPENDIX III

TEACHERS' QUESTIONNAIRE

This questionnaire is divided into two sections, A and B. Please complete each section according to instructions. Do not write your name or the name of your school to ensure complete confidentiality. Kindly respond to all questions.

Section A

Respond to each question by putting a tick or explain as required.

1. What is your gender?

a) Male b) Female

2. What is your age bracket?

a) 25 years and below (b) 26-34 years (c) 35-44 years

d) 45 and above

3. What is your highest academic qualification?

a) KACE c) KCSE

b) KCE d) Others (specify)

4. What is your professional qualification?

(a) Dip. Ed (b) B.Sc (c) B.A (d) M.Ed

Section B

5. Is school fees payment adequate among students?

6. What do you say about the performance of girls as compared to that of boys in your school?

7. What reasons would you give to (6) above?

8. a) What problems do girls experience at home that interfere with their performance?

b) How do you think these problems can be tackled?

9. Are there problems that girls experience at school that may interfere with their performance?

a) Yes b) No

b) If yes, can you list three of the problems?

10. Are there enough classrooms for students in your school? Yes No

11. Do you have school library? Yes No

12. (a) Does the school have a laboratory? Yes No

(b) If Yes, does it have adequate materials? Yes No

13. (a) How do girls attitude towards class work influence their performance in KCSE examination?

(b) What can be the solution to these problems?

14. a) What are community based factors that influence girls' performance in KCSE examination in your schools?

b) What can be the solution to these problems?

15. How do methods of teaching influence girls' performance in KCSE examination?

APPENDIX IV

GIRLS' QUESTIONNAIRE

Kindly respond to all questions.

Section A Personal Information

1. Please indicate your gender Male Female
2. How many marks did you score in KCPE?
a) 100 -150 (b) 151-200 (c) 201-250 (d) 251-300 (e) Above
300
3. How many are you in class?
a) 10-20 b) 21-30 c) 31-40 d) 41 and above
4. What is the occupation of your parent or guardian?
a) Father
b) Mother.
c) Guardian
5. a) Is your school fees always paid on time? Yes No
b) If no, how has it affected your learning?

Section B

Factors that influence performance in KCSE examination.

Below is a list of teaching and learning facilities necessary for effective learning. Indicate adequacy by putting a tick against the most appropriate response.

Facilities	Adequate	Inadequate	Not available
Text books			
Laboratory materials and apparatus			
Library			
Desk			
Chairs			
Charts			
Exercise books			
Chalkboards			

7. Are there problems you experience at home that may affect your performance in KCSE examination?

Yes No

If yes specify

8. In your opinion how do you rate the KCSE performance in your school?

a) Very good b) Good c) Average d) Poor

9. How many hours do you spend in revising at home or at school in a day?

a) Up to 2 hours b) 2 - 4 hours c) Over 4 hours

10. a) What would you point out as factors influencing KCSE performance in your school? Kindly list them down.

b) Give suggestions on what could be done to improve (if poor) or maintain the KCSE performance (if very good) in your school.

APPENDIX V

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Institution
Benter Anyango Obilo
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

*Horn. Bay
tiyar.zj*

Location
District
PfOvtMu

on the topic: **Factors influencing the performance of Secondary Examinations in mixed secondary schools in Lower Nyokai Division, Homa Bay District, Kenya;**

for a period ending: **31 August, 2012.**

PAGE 3

Research Permit No. NCST/RCD/14/012/751
Date of issue 19th June, 2012
Fee received KSH. 1,000



**Applicant's
Signature**

[Handwritten Signature]
Secretary

**National Council for
Science and Technology**

(CONDITIONS)

1. 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
2. Government Officers will not be interviewed without prior appointment.
3. So questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
- ii. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

RESEARCH PERMIT

GP/055/3mt 10/2011

(CONDITIONS see back page)