

**FACTORS INFLUENCING PERFORMANCE OF GIRLS IN KCSE IN SECONDARY  
SCHOOLS: A CASE OF GARISSA COUNTY**

**BY  
MUTHUI SAMMY SAMU**

**A Research Project Report Submitted in Partial Fulfillment of the Requirement for the  
Award of Master of Arts Degree in Project Planning and Management,  
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**DECLARATION**

This Research Project Report is my original work and has not been submitted for examination in any other University.

Signature .....

Date .....

Muthui Sammy Samu

Reg. No: L50/61034/10

This Research Project Report has been submitted for examination with my approval as a University Supervisor.

.....

.....

Signature

Date

**Dr. Ann Aseeey**

**Lecturer**

**Department of Educational Studies**

**University of Nairobi**

## **DEDICATION**

This Research Project Report is dedicated to my wife, Catherine Kaari and my children, Anthony Kitonga, Rita Mukami and Salome Nkatha whose patience, moral and material support encouraged me to complete this Research Project Report.

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## **ABSTRACT**

The purpose of this study was to investigate factors influencing performance of girls in KCSE national examinations in Garissa County. All over the world females encounter problems as consumers and providers of education. By comparison with their male counterparts they under participate in formal education, tend to under achieve in post primary education (especially in science, mathematics and technology related subjects, and are under-represented in senior and promoted posts in education service, whose decision making bodies tend to suffer from the man-as-the norm syndrome.

A huge field of research known as psychology of sex differences has developed and vast numbers of studies have been conducted seeking to demonstrate how sex is linked to mental differences. The main objective was to determine the factors influencing performance of girls in KCSE in secondary school and also to determine appropriate measures to be taken to ensure girl's performance in KCSE examinations is improved. The scope of the study was students in six secondary schools and only school based factors were studied. The variables studied included presence of role models from female teachers, availability of teaching materials, teacher's competence, students' perception, availability of sanitary towels among others.

The study was descriptive in design. The target population was 1102 girls in the six secondary schools. A stratified sample of 243 students was drawn using stratified random sampling from the target population to represent all the students.

The findings included lack of enough teaching/learning materials, lack of external examinations and inadequate administration of internal examinations, dominance of youthful teachers who are not experienced and most of them form four leavers and qualified teachers on contact.

The recommendations included employment of qualified teachers, provision of enough teaching/learning materials and supply of sanitary towels. Frequent administration of examinations in schools is very important to gauge the progress in the performance of students.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

Education is perceived as a cornerstone of economic development and social development and principal means of improving the welfare of an individual (Orodho 1997, 2000). In the economic and political development, education is perceived to have positive impacts on making informed decision and choices and contributes to formulation and implementation of sound economic and social policies by promoting good governance and evolution of a civil society through community and natural capacity building (Orodho 1997; World Bank Report 1990).

Education is an essential tool for achieving the goals of equity, development and peace. It is a useful tool for addressing the religious and cultural impediments that deny girls access to education. Equal access to girl attainment of educational qualifications is necessary if more women are required to be the agents of change.

In 2000 the Kenyan parliament enacted the Children's Act that recognized education as a basic right to all children. The Act further indicates that every child shall be entitled to education, the provision of which shall be the responsibility of the government and the parent, (GOK 2001). The act therefore safeguards the girl child from being discriminated by the parent and the government

Bosire, (1986) said that although the number of girls in both primary and secondary schools continued to rise every year, a good number of them have been unable to acquire basic education. Worldwide, education is seen as the key to modernity and natural development. Many countries consider education as a basic human right essential for democracy and a prerequisite for economic growth.

Research reveals that investment in female education will lead to improved nutritional practices, proper hygienic practices and a good management of household's duties in the family. Educated women also contribute to increased earnings and economic productivity as well as improved quality of life for developing nations like Kenya. Education will also improve women ability to participate in decisions making at household and societal level. In addition education will enable

girls to function as useful and responsible members of their societies and equip them economically for independent life. It is therefore safe to say that educated women are an asset to the nation. From the above, it is evident that education of females is one of the critical factors which contribute positively to national economic and social development.

Duncan (1989), reviewing several studies undertaken in Africa concludes that there is inter-relationship between the socio-cultural and economic background of students and their academic achievements. This means that parental influence on the educational aspiration of their children varies in relation to their socio-cultural and economic status. Although the situation has to some extent changed due to the efforts made by the government and other stakeholders in sensitizing the community members on the importance of educating their girls, the Somali community from time immemorial used to sideline the education of girls even when it comes to religious schooling. This perception has contributed to the dismal performance of girls in KCSE national examinations as there are no role models in society to show them benefits of education.

The government introduced Free Primary Education in the year 2003 and has further extended this assistance by introducing subsidized secondary education in the year 2008 where the government contributes Ksh 10265 for every Kenyan student in secondary schools, an effort that the government intends to help every Kenyan child who qualified to join form one in schools admitted and does not stay at home because of lack of fees. However, still the education system has been characterized by gender disparities. Although the country has achieved near parity in the education of boys and girls at primary level, serious disparities exist in secondary and tertiary level of education (FAWE Report, 2002). The subsidized secondary education has not far improved the performance of girls in KCSE national examinations despite increase in enrolment and retention.

There is also a common belief in most Somali families that educating girls is a waste of resource because the knowledge and income gained from employment finally ends up to other families of their husbands once they get married. This is a clear message to the girls that they are prepared for marriage and mother hood life. This therefore discourages them from developing a creative mind and initiative to work hard and compete so as to excel in academic. Somali culture and

religious beliefs promotes practices of polygamy. Because of this, husbands are allowed to marry a maximum of four wives. It is therefore common in the community to see husbands with more than one wife. Experience has shown that a good percentage of the husbands show strong attachments to the younger wives and by extension their sons and daughters. In such situation older wives and their children are neglected and therefore struggle to survive on their own. A man contributes to older wives if any by paying fees for their sons. Girls are disregarded and therefore assist their mothers at home or look for part time jobs to boost family income. This has led to negative perception of girls in secondary school to education. They perceive this education to lack value and therefore do not strive to work hard in their academics. They see boys as the ones to benefit since those girls who perform well are always viewed negatively. They are seen as aggressive like men and most of them end up being not married later in life. Therefore, most girls lack role models from female teachers and those who are there do not come from the same community with them. This becomes a hindrance as religious beliefs do not allow them to interact freely with any person of a different faith.

There is also fear among parents that post pubertal girls left unmarried and allowed to go to school will end up getting pregnant out of wedlock. Given the value placed on chastity in Somali community, premarital pregnancy has implication for the acquisition of bride wealth where girls are valued primarily as commodities. Premarital pregnancies will bring shame to the family name and depreciates their 'market' value and hence the gift of the bride wealth that the family can expect to obtain/get diminishes.

It is against this background that the research focused on factors influencing performance of girls in KCSE in secondary schools.

## **1.2 Purpose of the Study**

This study aimed at exploring into the factors that influence performance of girls in KCSE in secondary schools in Garissa County.

The study will help the Ministry of Education to address gender imbalances in the provision of secondary education in the county and instruct the Kenya Institute of Education to develop curriculum that is girl child friendly.

The study will also assist managers of secondary schools in the county to understand school related factors affecting girl's education in the county and hence introduce possible measures to address them.

The education planners will also use the information to improve girl's access to and performance in secondary education. The study will equally add the growth of knowledge especially on the factors influencing performance of girls in KCSE in secondary school in Garissa County.

The study will further help future researchers in identifying areas in which to carry out more research on the factors influencing performance of girls in KCSE in secondary school in the county. It is also hoped that educational administrators will recognize the unique problems girls encounter in their effort to get high school education and compete favorably with the boy child in the job market

## **1.3 Statement of the Problem**

The family and the school are considered as most important agents of socialization (Evans, 1969). The students spend an extensive part of greatest time in school hence the school has the greatest opportunity to function as a socializing agent. Some of the available literature underscores the importance of a school to function as socializing agents. Indeed it is indisputable that well provisioned education can strengthen the process and the output of tertiary level of education. Ossrea, (1992) argues that the rate of social and economic growth depends largely on the quality of the country's human resources.

While there is no dispute that education improves the living standards of the individual and the economic development in totality, the performance of girls in KCSE in North Eastern Province and Garissa County in particular is becoming difficult. This in the long run will make it difficult for the government to achieve equality for all in the provision of education in the county. It is against this background that the researcher intended to establish the school related factors influencing performance of girls in KCSE in Secondary schools in Garissa County.

#### **1.4 Objectives of the Study**

This study was guided by the following objectives:

1. To establish whether availability of teaching materials and resources influences performance of girls in KCSE in secondary schools in Garissa County.
2. To find out the extent to which presence of role models from female teachers influences performance of girls in KCSE examinations.
3. To establish the relationship between teachers level of training and performance of girls in KCSE examinations in Secondary schools Garissa County.
4. To establish whether students' perception towards education influences performance of girls in KCSE in secondary schools in Garissa County.
5. To determine whether availability of sanitary towels and sexual harassment affects performance of girls in KCSE performance in Secondary schools in Garissa County.

#### **1.5 Research Questions.**

Does availability of teaching materials and resources influence performance of girls in KCSE performance in Garissa County?

1. To what extent does the presence of role models from female teachers' influences performance of girls in KCSE in Secondary Schools in Garissa County?
2. What is the relationship between teachers' level of training and performance of girls in KCSE examinations in Secondary schools in Garissa County?
3. Does students' perception influence performance of girls in KCSE examinations in Secondary schools in Garissa County?



4. How does availability of sanitary towels affect performance of girls in KCSE examinations in Secondary schools in Garissa County?

### **1.6 Delimitation of the Study**

This study only focused on girls in secondary schools in Garissa County. The researcher only focused on factors that influence girl's performance in KCSE in secondary schools in Garissa County. This is because of the dismal performance of girls in KCSE results when compared to boys and other regions in the country.

### **1.7 Limitation of the Study**

The major limitation of this study was financial constraints. Due to the inadequate financial resources at hand, the researcher was limited only to Garissa County. However, the findings were reliable.

The other limitation was time constraints. The time set for this research study was short and it was anticipated that the researcher might not be able to study a large sample. Nevertheless, the researcher used research assistants and showed commitment in order to come up with a well-researched paper.

### **1.8 Assumptions of the Study**

In the proposed study the researcher assumed that all the respondents will cooperate and provide reliable responses. The researcher also assumed that school based factors exist which still influence performance of girls in KCSE in secondary schools. Teachers using their professional knowledge and skills will help the students to overcome KCSE performance related constraints that obstruct their efforts to achieve academic excellence.

### **1.9 Operational Definition of Significant Terms**

**Access**                                -The right to and opportunities available for the girls to enter and complete the education cycle.

**Gender**                                -Socially constructed characteristics of men and women

**Girls Participation** -The chance and opportunities girls have for entering and competing within their education.

**School based factors** - A combination of factors that either limit or enhance performance in education within the school.

**Retention** -The ability to sustain students in school for the set period of time so that they finish their studies.

**Teachers' competence** -ability of a teacher to effectively deliver the intended work in the syllabus in a way that all learners are able to grasp the content.

**Student perception** -the manner in which a learner perceives his/her studies

**Teaching/learning materials and resources**-these are required items in the teaching/learning environment and includes textbooks, laboratory, library.

### **1.10 Organization of the Study**

This study is organized in five chapters. Chapter one comprises of background information to the problem, statement of the problem, purpose and objectives of the study, research questions, significance, delimitations, basic assumptions and operational definition of terms. Chapter two deals with literature review on factors that influence girls performance in KCSE in secondary schools in Garissa County.

Chapter three consists of research methodology focusing on research design, target population, sample and sampling procedures, research instruments, validity and reliability of the research instruments, data collection procedures and data analysis techniques. Chapter four constitutes data analysis and discussion of findings while chapter five deals with the summary, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature on factors contributing to girl child performance in national examinations in secondary education. Literature on both broad and specific factors that are responsible for girl child KCSE performance in national examinations in secondary education is examined, analyzed and discussed. Through literature review the researcher identified three sub-topics: International call for provision of Education For All, general trends of gender disparity in education and factors affecting girl child performance in national examinations

#### **2.2 International call for Provision of Education for All**

Education is one of the key sectors that have been adequately documented in literature for it serves as the spring board for social and economic change. The Universal Declaration of Human Right adopted in 1948 declared that “everyone has a right for education” This call is further supported by the World Conference of Education For All held in Jamtien, Thailand in 1990 where representation from 155 countries and 100 organizations pledged to provide education for all by the year 2000. The intentions of these country representations were that children, youth and adults would benefit from educational opportunities designed to meet their basic learning needs. The world declaration of education for all thus defined a bold new direction in education.

The Education for all decade which culminated at the World Education Forum from 26-28 April 2000 in Dakar, Senegal, adopted the Dakar framework for actors’ Education for All. This forum provided the opportunity to access the achievements, lessons and failures of the decade. The EFA 2000 assessment represented an unparalleled effort to take stock of the state of basic education in the world. It is included in National assessment of the progress achieved since the Jamtein conference attended by 183 countries. They highlighted the problem encountered and gave recommendations for future action.

The Forum produced a document, meeting our collective commitments, which committed governments to achieve quality basic education for all by the year 2015. Particular emphasis was put on girls schooling and a pledge from donor countries and institutions that no country

seriously committed to basic education would be thwarted in the achievement of this goal by lack of resources (World Education Forum 2000).

To achieve the EFA goals, the governments, organizations Agencies groups and associations represented at the forum pledged themselves to; mobilize strong national and international political commitment for education for all, develop national action plans and enhance significant investment in basic education. They also committed themselves to promote EFA policies within a sustainable and well integrated sector framework clearly linked to foster education and development strategies, implement and monitoring of strategies for educational development, develop responsive, participation and accountable systems of educational governance and management (World education forum 2000).

Since basic education is key for development of any country, it is necessary to acquire it. From independence in 1963, Kenya in particular has been on the move trying to ensure that education is provided to all the citizens. For example, in the 1963 elections when the Kenya National Union KANU became the ruling party, it published a Manifesto entitled “What a KANU government will offer you” which committed the party to offering a Minimum of seven years of free primary education (Sifuna 1990). In the 1969 (KANU) election Manifesto, the party again re-echoed its commitment to providing seven years of free primary education. A second presidential decree on 12 December 1973 during the celebration of the ten great years of independence claimed to have brought the country close to achieving “universal free primary education”. The directive provided free education for children in standard I-IV in all counties of the country.

In 1971 a presidential decree abolished tuition fees for county’s with unfavorable climatic conditions because the majority of the population in those areas was poor (Sifuna 1990). The aim of free primary education program was to provide more school opportunities, especially for the poor communities notably communities in the Arid and Semi-Arid Lands (ASALs). The argument was that the payment of school fees tended to prevent large proportion of children from attending school. The government also pledged to continue its programs to building primary and secondary schools so that every child in the areas which had below average enrolment, could get an opportunity to attend school. These areas included North-Eastern province, the counties of Marsabit, Isiolo, Samburu, Turkana, West-Pokot and Machakos

(Mwala) among others. After the directive, enrolments almost doubled in most counties except those in ASAL (Sifuna 1990).

During the 2002 general elections in Kenya, the party which formed the government, National Rainbow Coalition (NARC) made the provision of Free Primary Education part of its election manifesto. Following this announcement by the government an estimated 1.5 million children who were previously out of school reported to school (Daily Nation February 3<sup>rd</sup> 2003). The same move was done in 2007 and in 2008 the government started subsidized secondary education. Apparently the move considerably improved access due to mass enrolment but may have compromised the standards more particularly performance in national examinations.

### **2.3 General trends of gender disparity in education**

All over the world females encounter problems as consumers and providers of education. By comparison with their male counterparts they under participate in formal education, tend to under achieve in post primary education especially in science, mathematics and technology related subjects, and are under-represented in senior and promoted posts in education service, whose decision making bodies tend to suffer from the man-as-the norm syndrome. Until recently these problems had been neglected for reasons which include: Persistent confusion between sex and gender, the prevailing power of traditional assumptions, the invisibility of important evidence and pervasiveness of gender stereotyping.

The main question is how the education system should respond to gender disparity. There is widespread evidence that the education content, process and organization of formal education all tend to reinforce rather than counteract the gender stereotyping tendencies of society, the world of work and family life combining an awareness of the problems with a willingness to learn from successful experiments in different parts of the world. Education systems can overcome many of women's difficulties. Nowhere in the world do women participate equally with men. In the third world countries male enrolment out numbers female by a factor of two to three times (Eshiwani 1985) and later on the gap between the enrolments of each sex grows exponentially for each year of education. Where primary education is universal and free, girls tend to do as well as boys and sometimes better. However, once out of the primary school enrolment, females under-achieve in

a variety of subjects especially in physical science, engineering and technology related subjects (Eshiwani, 1985).

Differences due to gender should be stable and appear in all cultures if they are genuinely biologically determined; however gender differences vary widely from one culture to another. They may reflect, exaggerate or be quite independent of sex differences about gender stereotyping. Many western countries, for example, define the family in relation to its male members; a man is automatically assumed to be the head of the house hold and families are said to die out if there are no male heirs. Countries which preserve the mothers surname are unusual.

There is a widespread controversy over the evidence about sex differences in ability. A huge field of research known as psychology of sex differences has developed and vast numbers of studies have been conducted seeking to demonstrate how sex is linked to mental differences (Macoby and Jacklin 1997).

Environmental theories tend to attribute gender differences to consistently different treatment in early upbringing different pressures and expectations from the family and peer group and effects of stereotyping in society at large. There is evidence from all over the world that education systems exaggerate the effects of gender differences and do so in ways which limit the educational opportunities of females in particular. Educational delivery systems have largely been devised by men. It is hardly surprising that they suit typically male patterns of education and working life fairly well, while suiting typically female patterns rather poorly.

The most important single factor influencing women access to schooling is, whether suitable schooling is made available and accessible. Since that is a matter of public policy, it can be changed if the will is there. Women have received little attention in the history of educational thought. They have been denied the opportunity to understand and evaluate the range of ideals that educational thinkers of the past have held for them. Both Rousseau in his book *Emile*, and Plato in his book *Republic*, indicate that a gender sensitive educational ideal is required for women. A gender sensitive ideal would not imprison women in Gender.

Though research in this area is fragmentary, enough is known to establish that throughout most of the third world, females do not attend school at rates equivalent to those of males. This has been due to factors such as social background characteristic of women, cultural and religious

milieu, the level of nation's economic development, availability of schooling and the schooling types offered, stereotype vocational courses, and societal attitude.

## **2.4 Factors affecting girl child performance in KCSE national examination**

There are several factors that have led to low performance of girls in national examinations. These are as discussed below.

### **2.4.1 Institutional factors affecting girl child performance in national examinations**

The most significant factor identified was that of access to education by both genders. Girls either do not get a chance to attend school or they are pulled out first when circumstances dictate, for example to help with agricultural duties, household duties at home to care for younger siblings or older relatives (particularly in light of the HIV/AIDS pandemic) (UNESCO2003).

Barriers preventing girls from attending school deepen in emergency situations where it is the task of the government to receive refugees being traumatized and excluded from school. Girls in this situation are disadvantaged because many get pregnant, walk long distances to school, and in most of the emergency settings there is shortage of proper sanitation facilities for girls. Sexual harassment by boys and male teachers is also rampant all these have impact on national examinations.

### **2.4.2. Lack of role models**

According to AmmieChanika (2003), students drop out of school due to lack of role models within the community and immediate family cycle, Ammie (2003) further asserts that children especially girls in Malawi drop out of schools at early age not necessarily because of poverty but because they see no tangible benefits of continuing with school within county context or immediate family.

The school Child Rights Programs could try upgrading the programs and introducing peer models especially for girls and give the programs much publicity on local FM stations. This study will therefore seek to establish the extent at which lack of role models affects performance of girls in national examinations. The number of female teachers is less and much more the number of local female teachers which is supposed to give support to the girls.

### **2.4.3 Sexual harassment**

According to Ammie (2003), the sex harassment is prevalent in schools in Malawi; this is seen through teachers who consider the Childs Rights Clubs as eroding their authority. The study revealed that the school head is often seen as having absolute authority and therefore girls can do whatever they are requested to do by the head teacher including sexual advances, the study also revealed that disciplinary action is often arbitrary administered by teachers so girls are often more frightened than the boys of being punished, this makes them prone to abuse and in return they (girls) respond by seeking favours from the teachers by exchanging the favour with sex. This unbecoming behaviour by teachers is a cause of girls' poor performance in national examinations.

According to Emma Weisfield (2008), Sexual harassment, often known as "eve teasing", is a regular occurrence for the women and girls of Bangladesh. A study by the Bangladesh National Women Lawyers' Association, (BNWLA) showed that almost 90 percent of girls aged 10-18 have undergone the experience. The harassment can take a variety of forms and the perpetrators come from multiple walks of life; they are rich and poor, educated and uneducated; according to the BNWLA study, teenage boys, rickshaw pullers, bus drivers, street vendors, traffic police and often supervisors or colleagues of the working women had all been cited as "eve teasers". The study further revealed that Sexual harassment in Bangladesh increases girls poor performance in national examination.



#### **2.4.4 Government policies on girl child education**

The participation of Government of Kenya in the Jomtien Conference in 1990, and its subsequent endorsement of EFA Declaration, re-enforced the commitment Kenya has on the provision of education to its citizens. The events related to the development of education sector in the country following the Jomtien Conference exhibit how Kenya has tried to domesticate the EFA Declarations. This was raised in National Conference on Education for All held in Kisumu in 1992, and National Symposium on the Education of the Girl-Child held in Machakos in 1994. The participants in the two conferences who included the policy recommended for considerable expansion of educational opportunities during the period for both boys and girls. Consequently, the Government and other partners, including parents and communities, civil society, private investors, educationists and donors intensified efforts to reverse the declining enrolments and improve on quality and relevance of education and training. The provision of educational opportunities has been a standing objective of the Government of Kenya (GoK) since independence in 1963 for it is considered by different stakeholders in the country as an important vehicle for self-advancement, socio-economic and political development. It has also now become clear that when educational opportunities are opened to girls and women, such benefits are even greater.

#### **2.4.5 Sanitary towels**

Globally, 150 million children currently enrolled in school may drop out before completing primary school – at least 100 million of these are girls. Menstruation for girls without access to sanitary pads and underpants is a major contributor to girl's performance in examinations. Kenyan primary and secondary schools have at least 1.5 million menstruating girls, at least three-fifths, or 872,000 of whom miss four to five days of school per month due to lack of funds to purchase sanitary pads and underwear combined with inadequate sanitary facilities at their schools (GCN and MOE, 2006). These 3.5 million lost learning days each month impede their ability to compete in the classroom, and leads to low self-esteem hence affecting performance in examination.

On the other hand as a coping mechanism girls who lack sanitary pads often use crude and unhygienic methods, including using dry cow dung, or inserting cotton wool into their uterus to try to block the flow. In urban slums, girls are widely known to collect used pads from garbage dumps, and wash them for their own use. These measures often result in serious health complications which consequently affect their performance in examinations.

#### **2.4.6 Teachers' competence and qualifications**

The competence of a teacher in teaching a particular subject can be figured out and assessed under the following: academic qualifications of the teacher in college/university, mastery of content and fluency of delivery, Use of varied methodologies such as use of teaching aids, out of class lessons and practical work among others.

According to Mugenda, (2006), good teachers generally have sufficient knowledge of subject matter, skills, and varied methodologies and proper language of instruction. To achieve this, the teacher must have distinct academic and professional qualifications. Sidhu , (1982), asserts that, successful teaching and learning experience is a valuable asset because it helps the teacher acquire certain commendable characteristics such as; promptness, efficiency, adoptability and, ways of arousing and sustaining students' interest in the subject, coming up with adequate command instructional materials and the ability to face the class confidently. SMASSE advocates that the teacher should be in a position to utilize any resource within his/her reach, to infer accuracy and depth of knowledge to the students. In order for these resources to be effective, they should contain enough concepts to characterize the subject being represented (Mattern and Schau, (1997).

Eshiwani, (1981), points out that, inadequate physical facilities and teaching resources in a school, significantly contribute to poor performance of students in examinations

#### **2.4.7 Students' Perception**

The way a student rates his/her ability in a subject greatly affects the attitude of the student towards the subject. The Koech commission of 1999 found out that girls particularly feel that

they are disadvantaged in the study of sciences and mathematics. Boys, on the other hand, feel more comfortable in these subjects. Because of these, there has been clashing perceptions of students towards physics which in turn influences the attitude of the students.

Mayer and Koechler, (1990), found out that, girls remained unconfident in pursuing physics, even when they are generally doing well in the subject. This even worsens as they progress up the academic ladder, so that, by the time they get to college, their confidence and ability to do physics is totally uncorrelated with the actual ability. Jones and Wheatley (1990) found that, male students generally have a better perception towards sciences (especially physical sciences) than their female counterparts who are much inclined to the biological sciences. Furthermore, Baker and Leavy, (1995), found out that girls view biological sciences as more caring and relevant in day to day life than the physical sciences.

Generally, the researchers observed that boys had more capability of conducting experiments, carrying out demonstrations and manipulating equipment than girls.

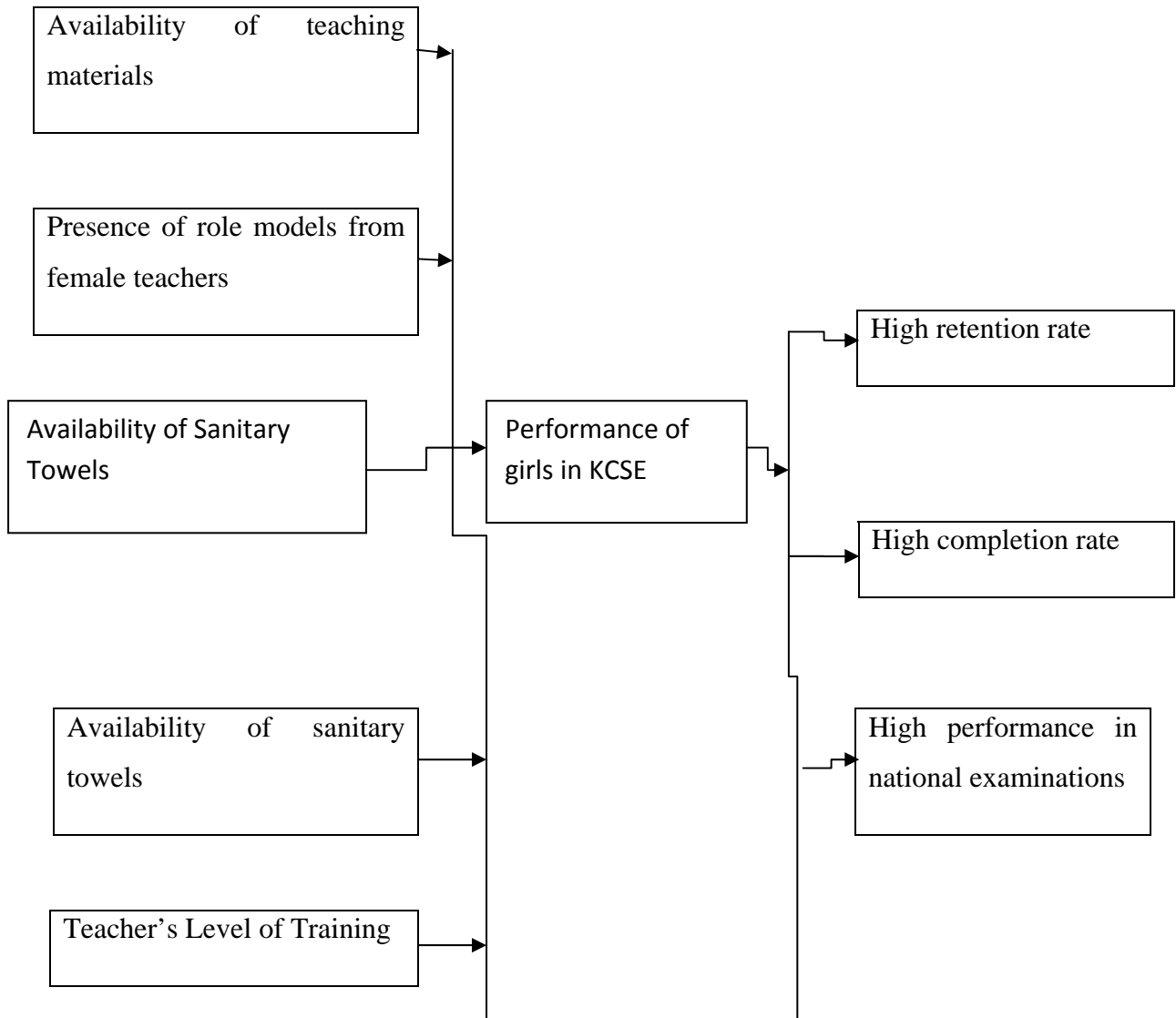
#### **2.4.8 Teachers' Attitude**

The attitude of students towards a subject can, to a great extent, be affected by the attitude of the teacher and his method of teaching. Studies carried out in the past indicate that the teacher's method of teaching, presentation and his/ her personality, greatly accounted for the type of attitude the students will have towards the subject. For instance, a teacher who lacks the interest and motivation puts very little effort when teaching the subject and the condition is induced to the students. The result is the cultivation of poor attitude by students towards the teacher and the subject.

It is therefore recommended that the teacher should develop positive relationship with the student's and stress a classroom activity that involves active teaching- learning process and which encourage student participation in class.

## 2.5 Conceptual Framework

According to Orodho (2003), a conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationship between variables in the study and shows the relationship graphically or diagrammatically



**Independent Variables**

**Dependent Variable**

**Indicators of the Performance**

**Table 2.1 Conceptual Framework**

**Figure 2.1**

shows that girl child performance in national examination is an interplay of many factors like Head teacher adherence to educational policies that protect girl child, provision of sanitary towels, sexual harassment of girls in school, lack of role models from the female teachers, teachers competence and availability of learning materials.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction.**

This chapter outlines the methodology that was used in the study. It describes the research design, the target population and sample selection, research instrument to be used and how it's going to be administered. It also explains how the data collected was to be organized and analyzed.

#### **3.2 Research Design.**

The research design was descriptive. According to Tokesh (1984) descriptive research study is designed to obtain pertinent and precise information concerning the status of phenomenal and where possible to draw valid general conclusion from the facts discovered. The design is applicable for instance to collect data on pupils or teachers opinion on variety of educational issues. Orodho (2004) observes that descriptive design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret them for purpose of clarification. The design was therefore found suitable for the investigation of the factors influencing performance of girls in KCSE in Secondary schools in Garissa County. The method is rigid and focuses on the objectives of the study.

#### **3.3 Target population**

The study targeted Garissa County. All the six girl's secondary schools both public and private schools are found in Central Division of Garissa County which is in Garissa town. Garissa town is the provincial headquarters and therefore accommodates almost all the secondary schools both boys and girls. It has a population of approximately eighty thousand people.

#### **3.4 Sample size and Sampling Technique.**

Sampling is a procedure of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kembo 2002). Based on the above definition the researcher selected six secondary schools in the county because the numbers of girl's secondary schools in the county

are few. The researcher sampled the only three public girls secondary schools and three mixed private secondary schools. The researcher sampled 365 (three hundred and sixty five) students using stratified random sampling with a ratio of 0.2. This means out of ten students a sample of two was selected and this represented 20%. All the six head teachers of the schools were included in the sample. The researcher also included twenty four class teachers representing the six girl's secondary schools. Four class teachers were randomly sampled in each school. This was because the class teachers interacted more closely with the students and had records of their performance since joining the school.

The criteria used to choose a sample students in the six selected secondary schools is as shown below.

$$X = [N/Total] * 0.2$$

Where X is Sample size

N is Target Population of students

**Table 3.1 Sampling Procedure for Students**

School	Enrolment	Sample Ratio	Sample size
NEP GIRLS SEC.	323	*0.2	65
UMU-SALAMA SEC	374	*0.2	75
IFTIN GIRLS SEC.	304	*0.2	60
KHADIJA SEC.	192	*0.2	38
AL- IMAN SEC.	239	*0.2	48
IKLAS SEC	393	*0.2	79
TOTAL	1825		365

### 3.5 Research instruments

Borg and Gall (1993) defined research instruments as “tools for collecting data”. There are a number of them which the researcher can select depending on the nature of the study, kind of data to be collected and type of population targeted. Questionnaires and interview guide were used to collect data. The questionnaires were structured with both open ended and closed ended questions. Closed ended questions aimed at getting quantitative data while the open ended questions aimed at getting qualitative data.

### **3.5.1 Questionnaire**

Nkapa (1997), states that the use of questionnaires is very popular method of data collection in education and behavioral sciences. This is due to the relative ease and cost effectiveness with which they are constructed and administered.

Three sets of questionnaires were developed to be filled by students, class teachers and head teachers. The questionnaires solicited demographic information and factors influencing performance of girls in KCSE in secondary schools in Garissa County. They were structured containing close ended questions and a few open ended questions.

#### **A) Questionnaire for Head teachers**

The questionnaire for head teachers solicited information on gender, age, level of education and years of experience. It also solicited information on the various school related factors that influence performance of girl's in KCSE in Secondary schools in Garissa County.

#### **B) Questionnaire for Class teachers**

The questionnaire for class teachers solicited information on gender, age, level of education and years of experience. It also solicited information on the various school related factors that influence performance of girl's in KCSE in Secondary schools in Garissa County.

#### **C) Questionnaire for Students**

The questionnaire for students solicited information on age, class and it also information on the various school related factors that influence performance of girl's in KCSE in Secondary schools. Students were expected to answer questions with the experience of their school environment.

### **3.5.2 Interview Guide**

This instrument was used for those principals and class teachers who were too busy to fill in the questionnaires. It had the same questions as those in the questionnaires. It solicited information on gender, age, level of education and years of experience. It also solicited information on the various school related factors that influence performance of girl's in KCSE in Secondary



schools. The researcher probed further on issues being addressed in the interview guide so as to obtain clear information on the various issues.

### **3.6 Instrument Validity**

According to Gay (1981) validity refers to the degree to which an instrument measures what it is supposed to measure for a particular purpose and a particular group. Validity as defined by Borg and Gall (1989) refers to the degree to which the sample of a test items represents the content that it is designed to measure. That is, the instruments measure the characteristics or traits for which it is intended. Kothari (2004) argues that validity is the most critical criterion of sound measurement and indicates the degree to which an instrument measures what it purports to measure.

This study adopted content validity which is the extent to which a measuring instrument provides adequate coverage of the topic under study. The researcher used content validity to examine whether the instruments answer the research questions (Borg & Gall, 1996). Adjustments and additions to the research instruments, consultations and discussions with the supervisor were done to establish content validity.

Kothari, (2004), states that, if the instrument contains a representative sample of the universe, the content validity is good. The study used a representative sample of 365 out of 1825 of the students in the six secondary schools. Pre-testing was conducted to assist in determining accuracy, clarity and suitability of the research instrument. The purpose of pre-test was to assist the researcher to identify the items which are inadequate so as to make necessary corrections and examining responses to determine the level of ambiguity of the questions. The feedback was therefore used to do revision and modification of the instrument thereby enhancing the validity of the instruments.

### **3.7 Reliability of the Instrument.**

To ensure a high degree of reliability of instruments in this study, the researcher personally collected the data and only in a few cases sought assistance from well-trained and motivated research assistants.

The researcher employed self-administration approach of data collection and monitored the process to ensure that the unintended people do not fill the questionnaire or are not interviewed. The questionnaires was filled and assistance provided where possible thus raising the reliability. This was assessed by the pilot study carried out through administering the questionnaire to sixty students in the six secondary schools. Later the items were modified and others discarded to improve the consistency of the items.

### **3.8 Data Collection Procedures.**

The researcher applied and obtained a research permit from the Ministry of Education before going to the field for data collection. A letter of introduction from the University of Nairobi was also obtained introducing the researcher and the intended purpose of the study. The researcher notified the District Officer about the study and went to each of the schools and requested for the permission to conduct the study from the head teachers. The researcher administered questionnaires and guaranteed the subjects that the information collected /produced will only be used for the purpose of the research and will be kept confidentially. By doing this, the researcher intended to solicit the full cooperation of the respondents to achieve successful completion of the exercise. The researcher also used trained and qualified research assistants to distribute questionnaires to other selected schools to ensure the exercise is conducted within a short period of time. In cases where was not possible to collect questionnaires immediately, arrangements were made to collect them at an agreed date. Those principals and class teachers who were too busy to fill in the questionnaire were interviewed face to face with the assistance of the interview guide that follows the format of the questionnaire for easy triangulation of data.

### **3.9 Data Analysis Techniques**

Analysis of data was based on research questions of the study. The data was edited; coded; summarized into frequencies, percentages and graphs using MS-Word, MS-Excel and SPSS. Cross tabulation was used to analyze data on age, years of experience and academic qualification. Qualitative data was transcribed and reported in frequencies and narrative reports. The summaries obtained through descriptive statistics were used to provide a general picture of the factors influencing performance of girls in KCSE in secondary schools in Garissa County.

### 3.10 Operationalization of Variables.

Objectives	Variables	Indicators	Level of scale	Tool of analysis
To establish whether availability of teaching materials and resources influences performance of girls in KCSE in secondary schools in Garissa County	Availability of teaching/learning materials	-Available -Not Available	Ordinal	Measure of central tendency
To find out the extent to which presence of role models from female teachers influences performance of girls in KCSE examinations	- Presence of role models from female teachers	-Number of male teachers at school  -number of female head teachers	Ordinal	Measure of central tendency
To establish the relationship between teachers competence and performance of girls in KCSE examinations in Secondary schools Garissa County	-Teacher's competence	-Very competent  -Competent  -low competence  -Very low competence	Ordinal	Measure of central tendency
To establish whether students perception influences performance of girls in KCSE in secondary schools in Garissa county.	-Students perception on examinations	-positive  -Negative	Ordinal	Measure of central tendency
6. To determine whether availability of sanitary towels and sexual harassment affects performance of girls in KCSE performance in Secondary schools in Garissa County.	-availability of sanitary towels  -sexual harassment	Available  -Not available  -Present  -Not present	Ordinal	Measure of central tendency

**Table 3.2 operationalization of Variables**

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents, data presentation, interpretation and discussion of findings. The presentation was done based on the research questions.

#### 4.2 Questionnaire Return Rate

Questionnaire return rate is the proportion of the sample that participated in the survey as intended in all the research procedures. Out of 395 questionnaires administered 394 were returned making questionnaire rate of 99% and this could not negatively affect the results of the study.

**Table 4.1 Questionnaire Return Rate**

Respondents	Number	Percentage
Questionnaires Returned	330	90.41
Questionnaires Not Returned	35	09.59

**The table 4.1 above indicates that 90.41% of Questionnaires were returned. This indicates reliability and validity of the research.**

#### 4.3 Demographic Information of Respondents

This sectors deals with the demographic information of the respondents who constitute the students and the teachers. The demographic information helped to establish the relationship between the respondent's characteristics and performance in education.

### 4.3.1. Distribution of Respondents by Gender

The respondents were asked to indicate their gender. This aimed at establishing if the study was gender sensitive and to establish the influence of gender on student's performance as well as to ensure that every individual was given a chance to give views regardless of the gender. The gender distribution of the respondents was as indicated in table 4.2 below.

**Table 4.2: Gender of the Respondents**

Category	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Principals	5	83	1	17
Class teachers	20	83.3	4	16.7
students	135	37	230	63

Table 4.2 indicates that there is gender imbalance among the principals and class teachers. This affects girls' performance because they think education is only for men. Female teachers are few due to poor performance and so they do not proceed to receive higher education. The percentage of girls is 63% as the study dwelt on girl schools mostly and mixed schools.

### 4.3.2 Distribution of the Teachers and Head teachers by Age

The respondents were asked to indicate their age. This is as shown in table 4.2

**Table 4.3: Distribution of the Teachers and Head teachers by Age**

Age	Frequency	Percentage
18-26	12	40
27-36	08	26.7
37-45	7	23.3
Above 46	3	10
<b>Total</b>	<b>30</b>	<b>100</b>

Table 4.3 shows that the teaching force is dominated by youthful teachers of age 18-26 years mostly who have cleared college and waiting to join permanent employment. They are hired to cushion the shortage of professionally trained teachers.

### 4.3.3 Distribution of Respondents by Professional Qualifications

The study also sought to establish the professional qualification of the teachers, they were asked to indicate their highest professional qualification.

**Table 4.4: Professional Qualification of Respondents**

Academic Qualification	Frequency	Percentage
Masters	<b>02</b>	<b>6.7</b>
B.Ed.	<b>14</b>	<b>46.7</b>
PGDE	<b>2</b>	<b>6.7</b>
Diploma	<b>2</b>	<b>6.7</b>
ATS	<b>2</b>	<b>6.7</b>
Untrained	<b>8</b>	<b>26.7</b>
<b>Total</b>	<b>30</b>	<b>100</b>

Table 4.4 shows that the teachers with bachelors in education dominate the teaching profession; surprisingly this group is followed by 26% of the untrained teachers. This dilutes the efforts made by professionally trained teachers hence affecting the performance of girls in school.

#### **4.4 Factors Influencing Performance of Girls in KCSE examinations**

The main objective of the study was to establish the factors influencing the performance of girls in KCSE.

##### **4.4.1 Category of the School**

The respondents were asked to indicate the category of the school in order to establish its influence on performance. The results are as in table 4.5 below.

**Table 4.5: Category of the School**

Category of School	Frequency	Percentage
Day	5	83
Boarding	1	17
Total	6	100

Table 4.5 indicates that 83% of the schools are day schools and therefore students do not get enough time to remain in school for meaningful learning.

##### **4.4.2 Availability of Teaching and Learning Materials in School**

The respondents were also asked to indicate whether the teaching materials are enough in schools, the results shows that 100% of the schools do not have enough teaching and learning materials. The public schools depend on funding from the Constituency Development Funds (CDF). This negatively affects the performance of girls in examinations.

The principals were asked to indicate the reason for inadequate learning and teaching materials in their school, they cited government delays in disbursing the funds for subsidized secondary education program and parents reluctance in buying the materials under the pretext that the government is paying for the same. On the side of the students they said that they lack enough books in their schools a sentiment that supports the principals' assertion that there are no enough materials in their school.

On the coping mechanisms concerning inadequate teaching and learning materials shortage, the principals' were asked to indicate how they deal with the matter, the responses are that they make students share them in groups and sometimes borrow from other schools and also make students buy on their own. The private schools lacked teaching and learning materials as students were required to purchase textbooks on their own. The economic background makes it difficult for parents to provide adequate learning materials.

On schools infrastructure the principals and teachers were asked to indicate the availability of reading space in their schools. The results are as in table 4.5

#### 4.5 The Availability of Reading Space

**Table 4.6: The Availability of Reading Space**

<b>Availability of Reading Space</b>	<b>Frequency</b>	<b>Percentage</b>
Enough	2	33
Not Enough	4	67

Table 4.6 shows that reading space is not enough in schools, these ranges from the classroom, the library and then laboratory. This results to congestion which hampers smooth learning activities hence affecting performance in examinations. The only school with all the resources is a boarding school and gets funding from various organizations operating in the region.

The coping mechanisms on less space for learning the teachers and teachers asserted that they organize students in groups when studying in the laboratory where they attend the classes in shift and on the side of library they just borrow books and read them from either class or home for the day scholars, however, for the classrooms, nothing is done about it meaning that the classes are highly congested sometimes affecting the teachers mobility to check the students work hence compromising quality of teaching. Most schools assisted by the CDF have small classrooms or even inadequate.



#### 4.6 Teachers Competence

The study also sought to establish whether teachers qualify to teach in secondary schools. The respondents were asked to indicate whether all teachers are trained on teaching methodology. The study revealed that 70% of the teachers have been trained on teaching methodology while 30% have not been taught on teaching methodology and this significantly affects the performance of students in examinations.

**Table 4.7: The Rating of Teachers' Competence**

Teachers competence	Frequency	Percentage
Very high competence	4	14
High competence	16	53
Low competence	7	23
Lowest competence	3	10
Total	30	100

Table 4.7 shows that 14% of the principals and teachers feel that teachers are very highly competent and 54% felt that teachers are highly competent. However, 23% of teachers and principals feel that teachers are lowly competent. This echoes the 26.7% of teachers who are not trained. The competence of teachers can be attested by utilization of professional records in time. The respondents were asked to state whether they prepare professional records in time, the results are that 50% said that they prepare them in time and an equal 50% said that they do not prepare them in time. The reason cited for not preparing them in time include, huge work load and no time to prepare, the Quality Assurance team is not vigilant as well as not seeing the need for the professional records.

#### 4.7 Influence of School Factors on Girl child Performance in National Examinations

One of the school factors that can affect student's performance in national examination is the continuous students evaluations by the teachers through internal examinations, the respondents were therefore asked to indicate whether they do internal examinations. The results are that 70% of the respondents said that exams are offered on termly basis; however there are schools that

give it every two weeks and others twice in a term at 10% and 20% respectively. None of the schools offer external examination apart from form four mock or inter-county examinations, which is sat for shortly before KCSE. On students' perception on examinations 70% of the respondents said that students have a negative attitude towards examination and another 30% have a positive attitude on examinations. The reasons given for negative attitude is that some teachers are not fair in marking whereby some favor students, results takes too long before being released to the students and also seen as wastage of time.

On the other hand the study sought to establish whether there are programs initiated in school to arouse the interest of students on academic matters. The respondents were asked to indicate whether there are such programs in schools. 60% of the respondents said that such programs are there and 40% of the respondents said that they do not have such programs. Among the 60% who said that there are programs of that nature cited programs such as inviting former students who performed well to give a talk on academic, inviting professionals to give a career talk, taking best performers for academic tour and giving prizes to the best performers.

#### **4.8 Sexual Harassment and Students' Performance**

Most girl schools in Garissa County have high percentage of male teachers compared to female teachers. Most of these male teachers are very young and unmarried. Their interaction with the students goes to an extend to exceed the limit. Some of those teachers tend to socialize too closely to students. This results to temptation by those young teachers to sexually harass the girls. Some students are psychologically affected, and this has direct negative impact on the students' performance.

#### **4.9 Sanitary Towels and Students Performance**

The study also sought to establish the influence of the availability of sanitary towels and students performance in examinations. The students were asked to indicate whether they are offered with sanitary towels in schools. The results are as in figure 4.4.

**Table 4.8 Availability of Sanitary Towels in School**

<b>Availability of Sanitary Towels</b>	<b>Frequency</b>	<b>Percentage</b>
Available	1	17
Not Available	5	83

Table 4.8 shows that only 17% of the schools that offer sanitary towels to girls in schools, the rest 83% do not provide sanitary towels. This severely affects girls' performance in schools because they fail to attend school when menstruating. Students were asked to indicate how they cope with the problem. Among the coping mechanisms include, use of dry cow dung, or inserting cotton wool into their uterus to try to block the flow, using rags from clothes. These measures often result in serious health complications. Some organizations like Womankind, Pastoral Girls Initiative, Arid lands, Unicef among others occasionally assist girls in secondary schools with sanitary towels. Not all girls in benefiting schools get them and the criterion for selecting the beneficiaries is not always laid down. Boarding schools are most favored by the assisting organizations and even their assistance does not meet the requirements of all students.

#### **4.9 Rating of Performance of KCSE in Secondary Schools**

Finally the respondents were asked to comment on the performance of KCSE in their schools. The results are as in figure 4.5

**Table 4.9 Rating of KCSE performance in Secondary schools**

<b>Rating of KCSE Performance</b>	<b>Frequency</b>	<b>Percentage</b>
Above Average	1	17
Average	2	33
Below Average	3	50

Figure 4.9 shows that 17% of the schools perform above average in KCSE and the performance of 33% of school have average performance. However, 50% of schools performance is below the average. This is attributed to factors like lack of enough and competent teaching force, inadequate infrastructure, inadequate teaching and learning materials.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.**

#### **5.1 Introduction**

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research.

#### **5.2 Summary of the Findings and Discussion**

The purpose of this study was to establish the factors influencing performance of girls in KCSE in secondary schools in Garissa County, it was guided by five objectives namely: To establish whether availability of teaching materials and resources influences performance of girls in KCSE in secondary schools in Garissa County, To find out the extent to which presence of role models from female teachers influences performance of girls in KCSE examinations, To establish the relationship between teachers competence and performance of girls in KCSE examinations in Secondary schools Garissa County, To establish whether students perception influences performance of girls in KCSE in secondary schools in Garissa county, To determine whether availability of sanitary towels and sexual harassment affects performance of girls in KCSE performance in Secondary schools in Garissa County.

The Literature review for the study addressed issues like, the international call for education for all, general trends of gender disparity in education and factors affecting girl child performance in education, The study applied survey research design; the target population included all public girls secondary schools in Garissa County, particularly focusing on the principals, teachers and students members. The data was collected by use of a questionnaire and document analysis. Through data analysis the study revealed that:

Males dominated headship of schools in Garissa County at 83% and females have 17%. This negatively affects girls' performance because they think education is only for men and therefore put little effort in education. The affirmative action taken by the government in employing 30% of women in all public sectors is not considered during promotions. There is also the factor of

low percentage of female teachers in the schools and majority of them have not attained the mandatory years of experience for promotion.

The study also revealed that the teaching force is dominated by youthful teachers of age 18-26 mostly who have cleared form four and waiting to join colleges. They are hired to cushion the shortage of professionally trained teachers and therefore lack training on teaching methodologies hence less competent to teach in secondary schools, this significantly affect performance of girls in national examinations. Other youthful teachers are fresh college graduates on contract employment and do not possess enough experience in the teaching of their respective subjects.

On the other hand, 100% of the schools do not have enough teaching and learning materials. This negatively affects the performance of girl. Inadequacy of teaching materials was attributed to government delay in disbursing the funds for subsidized secondary education program and parents reluctance in buying the materials under the pretext that the government is paying for the same. It was also revealed that in order to address the problem of shortage of materials students share the available materials in groups and sometimes borrow from other schools and also make students buy on their own. The CDF kitty mostly assisted in paying boarding fees and could not be used to buy textbooks and other teaching/learning materials.

On the other hand it was revealed that 70% of schools give internal examinations to students on term basis; however there are schools that give it every two weeks and others twice in a term at 10% and 20% respectively. None of the schools offer external examination apart from form four mock or inter-county examinations. The lack of weekly examinations was attributed to lack of printing machines in most schools which made administration of exams expensive. Printing exams outside school is a costly affair and those schools which manage to administer examinations twice a term they rely on more developed schools.

The other factor which features as the cause of poor performance is sexual harassment. This is attested by 65% of the respondents said that there are cases of sexual harassment especially in mixed schools where boys sexually harass girls as Eve teasing exercise. Girls in mixed schools are made to stay separately from boys in classrooms due to sexual harassment. These girls are often neglected by the boys during discussion groups hence performing poorly in examinations.

Sexual harassment is also reported between the students and male teachers, who sometimes favor some girls when awarding marks after exams. This is a scenario in private schools who mostly employ unqualified form four leavers who are not professional in their conduct. This kills the morale of the girls to pursue their studies. On the measures taken to curb the problem 80% of the principals interdicted the culprits and 20% said that they first give warning and offer guidance and counseling to the teachers as well as the students.

The other factor affecting the performance of girl in examination is lack of sanitary towels, the study revealed that 17% of the schools offer sanitary towels to girls in schools, the rest 83% do not provide sanitary towels, this severely affects girls' performance in schools because they fail to attend school when menstruating. The students asserted that in order to cope with menstruating problems they use dry cow dung, or inserting cotton wool into their uterus to try to block the flow. In urban slums, girls are widely known to collect used pads from garbage dumps, and wash them for their own use. These measures often result in serious health complications. Some organizations like Womankind, Pastoral Girls Initiative, Arid lands, Unicef among others occasionally assist girls in secondary schools with sanitary towels. Not all girls in benefiting schools get them and the criterion for selecting the beneficiaries is not always laid down. Boarding schools are most favored by the assisting organizations and even their assistance does not meet the requirements of all students.

### **5.3 Conclusions**

From the foregoing, discussion it is evident that there are several factors that influence the performance of girls in national examination. This means that if the matter is not addressed the government's efforts of achieving Millennium Development Goal on Education For All by the year 2015 will remain a futile dream. In order to address the factors affecting girls' performance in education there is need for all educational stakeholders to work together.

#### **5.4 Recommendations**

The government should employ more teachers who qualify to teach in secondary schools, this will help to improve the performance of girls in national examinations. Those on contract employment need to be confirmed for permanent employment so that they are motivated to work hard and improve the performance of girls in secondary schools in Garissa County.

The other recommendation is that is need to promote more female teachers, they will act as a role model to the girls hence improving their morale of working hard. There is need to award headship roles to female teachers and giving incentives to those who teach in hardship areas like Garissa County.

Educational stake holders should organize and provide more sanitary towels to girls. This will enable the girls go through menstruating period smoothly without chronic absenteeism, which is the case with many girls who fail to attend school during menstruation period. The head teachers need to buy sanitary towels on a termly basis for girls use to avoid absenteeism during menstruation period and also fear of interacting with boys and teachers in school.

The study also recommends that internal examinations be done regularly in order to make students develop confidence of handling examinations. Regular examinations will also encourage students to work harder hence making them read more. Schools need to write proposals to the many NGOs and parastatals in the town so that they get funds to buy printing machines for examinations purposes. The CDF kitty should also develop a kitty to provide schools with enough infrastructures to ensure learning runs smoothly.

#### **5.5 Suggestions for Further Research**

Based on the findings of the study the researcher makes the following suggestions for further research; A research need to be done on factors that influence girls' performance in examination in the whole country. This will address the uniqueness of every district and for generalization of the study.

A study should be carried purely on institutional factors affecting girls' performance in education this will help to explore all institutional factors in a detailed manner.



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## **APPENDIX I: Transmittal Letter**

P.O. Box 1197- 70100

Garissa.

Thro'

Department of Extra Mural Studies

Garissa Extra Mural Centre

University of Nairobi

P. O Box 30197

Nairobi

Dear Respondents,

### **RE: RESEARCH QUESTIONNAIRE**

I am a postgraduate student in the Master of Arts in Project Planning and Management of the University of Nairobi. As a part of my course requirement I am currently writing a research project in the relevant field..

Attached here is a copy of the questionnaire that I kindly request you to take some time and complete. The information you will provide in the questionnaire is for academic purpose and the results will lead to increased access and performance of girls in secondary schools in the county.

I thank you in advance for your co-operation and active participation to this academic effort.

Thank you.

Yours

**Muthui Samu Sammy**

## APPENDIX II: Questionnaire for the Head Teachers

### Section A: Demographic Information

1. Name of the school \_\_\_\_\_
2. Category of school  Day  Boarding
3. Number of streams \_\_\_\_\_
4. Please indicate your Gender  Male  Female
5. What is your age bracket?
  - Between 18-26
  - Between 27-36
  - Between 37-45
  - Above 46
6. Indicate your highest Professional qualification
  - i. Masters
  - ii. B.ED
  - iii. PGDE
  - iv. Dip.Ed.
  - v. ATS
7. What is your staff establishment Female teachers \_\_\_\_\_ Male teachers \_\_\_\_\_

### Section B. Factors influencing performance of girls in KCSE

8a). Does your school have enough teaching materials?

- Yes
- No

b). If no, give reasons why

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

c). If yes how do students utilize them?

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

9a). Is there a reading space within the school? Yes  No

b). If Yes what is its holding capacity .....

c). Do you feel they are enough Yes  No

d). If No what measures have you taken to address the problem

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

10a). Are all teachers trained on teaching/learning methodologies?

Yes  No

b). Explain your answer

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

12. How do you rate the teachers in terms of their competence?

- A. Very High Competence
- B. High Competence
- C. Low competence



D. Lowest competence

13a). Do teachers prepare professional records on time? Yes  No

b) if no Explain

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

14. How often are examinations administered in the school?

- A. Every week
- B. Every two weeks
- C. Every three weeks
- D. Every four weeks

15a). Do you acquire external examinations Yes  No

b). If Yes what is the teachers comment on their standardization

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

16. How do students perceive examinations in the school? Please comment

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

17a). Are there other programs in the school that are used to raise student's interest and academic performance? Yes  No

b). If Yes please list those programs and their importance.

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

18a). Have you ever witnessed a sexual harassment case      Yes       No     

b). If Yes how did you deal with it? Please explain your answer briefly.

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

19a). Does the school cater for provision of sanitary towels to all students?

Yes            No     

b) Explain your answer

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

20. Are there other programs in the school being supported by the government/NGOs/CBOs in the school. Please explain your answer.

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.....  
.....

21. Comment on KCSE performance in your school.

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.....  
.....

**THANK YOU FOR THE COOPERATION**

**APPENDIX III: Questionnaire for the Class Teachers**

1. Name of the school \_\_\_\_\_

2. Category of school Day  Boarding

3. Number of streams \_\_\_\_\_

4. Please indicate your Gender  Male  Female

5. What is your age bracket?

Between 18-26

Between 27-36

Between 37-45

Above 46

6. What is your highest Professional qualification?

Masters Degree

Degree

PGDE

Dip.Ed.

ATS

7a. Does your school have enough teaching materials?

a) Yes

b) No

b). If no, give reasons why?

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

8a). Is there a reading space within the school? Yes  No

b). If Yes what is its holding capacity? .....

c). Do you think they are enough? Yes  No

9a). How do you rate the teachers in terms of their competence?

- A. Very High Competence
- B. High Competence
- C. Low competence
- D. Very Low competence

10a). Do you prepare professional records on time? Yes  No

b. Explain your answer

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

11. How often are examinations administered in the school?

- A. Every week
- B. Every two weeks
- C. Every three weeks
- D. Every four weeks

12a). Do you acquire external examinations? Yes  No

b). If Yes what is the teachers comment on their standardization

13. How do students perceive examinations in the school? Please comment

.....  
.....

.....  
.....  
14a). Are there other programs in the school that are used to raise student's interest and academic performance?      Yes          No     

b).If Yes, please list those programs.

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

c) Comment on its effectiveness/role in improving academic performance

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

15a) .Have you ever witnessed a sexual harassment case in your class? Yes           

b). If Yes, how did you deal with it?

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

16. Does the school cater for provision of sanitary towels? Yes            No     

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

17. As a class teacher what do you perceive as your role in girls education?

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

18. Please give your comment as to how secondary schools administration system can improve the enrolment and participation of girls in secondary education.

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

**THANK YOU FOR YOUR CO-OPERATION**

**APPENDIX IV: Questionnaire for the Students**

1. Name of the school.....

2. Form/class \_\_\_\_\_

3a). Category of your school

Day

Boarding

b). If Day what distance do you cover to school? \_\_\_\_\_

4a). Does your school have a library? Yes  No

b). If yes is it well stocked with books? Yes  No

5. How does the presence/absence of the library affect your studies? Please explain your answer.

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

6. How many times do you sit for examinations in a school term?

A. Once

B. Twice

C. Thrice

D. Four times

E. Any other \_\_\_\_\_ -

7.a). Do these exams improve your grasp of the content? Yes  No

b). Explain your answer

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

8a). Do you have female teachers in the school? Yes  No

b). If Yes a how do you interact with them? Please explain your answer.

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

9. How do you rate the teaching in your school?

- A. Very good
- B. Good
- C. Not good
- D. Not sure

10. What level of education do you want to achieve?

- a) Certificate
- b) Diploma
- c) Degree
- d) Masters Degree
- e) PhD

11. How are examinations important to you?

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

12a). Do teachers in the school discriminate girls?      Yes       No

b). If Yes explain the form(s) of discrimination.

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

13a). Have you witnessed any cases of sexual harassment from fellow students or teachers?

Yes       No



b). Please comment how the cases are handled by the school administration.

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

14a). Does your school provide sanitary towels to students?    Yes        No   

b). If Yes how is it distributed?

- A. It is given to all students
- B. It is given to selected students
- C. I am not sure how it is done

c). Please explain your answer.

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

15. How has the government/NGOs contributed to ensure you perform well in examinations?

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

16. How does the school administration try to improve performance of students in the national examinations?

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

**THANK YOU FOR YOUR RESPONSE AND CO-OPERATION**

## **APPENDIX V: Interview Guide for Head teachers/Class teachers**

1. Name of the school
2. Category of school
3. Number of streams
4. Please indicate your Gender
5. What is your age?
6. How many years have you worked as a teacher?
7. What is your highest Professional qualification?
- 8a). Does your school have enough teaching materials? Probe for the various teaching/learning materials?
  - b). If no, give reasons why.
- 9a). Is there a reading space within the school?
  - b).If Yes what is its holding capacity. If no what measures have you put in place to ensure students study effectively?
  - c). Do you feel it is enough? Please explain what you feel should be done.
10. How do you rate the teachers in terms of their competence? Probe for their commitment.
- 11a). Are all teachers trained and qualified to teach in the school? Please feel free to comment.
  - b). Do you prepare professional records on time?
  - c). Do you involve external inspectors in checking the professional records and approved syllabus is implemented well? Comment briefly.
12. How often are examinations administered in the school? Give comment on them.
- 13a). Do you acquire external examinations?
  - b). If Yes what is the teachers comment on their standardization. If no give reasons and measures put in place to ensure students are tested.

14. How do students perceive examinations in the school? Please comment.

15a). Are there other programs in the school that are used to raise student's interest and academic performance?

b). If Yes please list those programs and how they have assisted. Probe for their continuity and introduction of other academic related programs.

16a). Have you ever witnessed a sexual harassment case in your class. Probe for students and teachers involvement in the vice.

b). If Yes how did you deal with it

17. Does the school cater for provision of sanitary towels? Probe for any assistance from other stakeholders like parastatals, Non-Governmental Organisations (NGOs), Community Based Organisations(CBOs) and religious groups.

18. As a head teacher/class teacher what do you perceive as your role in girls education.

19. Please give your opinion as to how secondary schools administration system can improve performance of girls in the school.

**APPENDIX VI: Garissa County Secondary Schools Enrolment 2012**

S/N	NAME OF SCHOOL	SIZE	APPROVED CBE	NO OF CLASSES	ENROLMENT			STAFFING		
					BOYS	GIRLS	TOTAL	MALE	FEMALE	TOTAL
1.	GARISSA	5	40	17	670	0	670	28	3	31
2.	NEP GIRLS	3	26	10	0	323	323	16	5	21
3.	COUNTY	2	28	13	522	0	522	20	4	24
4.	SANKURI	2	19	8	233	0	233	16	1	17
5.	BALAMBA LA	1	12	5	156	0	156	9	1	10
6.	UMU- SALAMA	3	19	10	0	374	374	11	4	15
7.	IFTIN	2	18	8	0	304	304	11	4	15
8.	BOYSTOW N	3	22	11	417	0	417	7	5	12
9.	TETU	1	10	5	146	0	146	11	1	12
10.	KHADIJA	1	10	4	150	42	192	8	2	10
11.	AL-IMAN	1	12	4	186	53	220	9	2	11
12	IQRA	2	18	8	319	74	384	15	3	18
	<b>TOTAL</b>				<b>2799</b>	<b>1170</b>	<b>3571</b>	<b>161</b>	<b>35</b>	<b>196</b>

Source: District Education Officer, Garissa District

**APPENDIX VII: Garissa County KCSE Analysis**

S/N	NAME OF SCHOOL	2006	2007	2008	2009	2010
1.	GARISSA	6.54	7.94	6.4	6.125	
2.	NEP GIRLS	4.82	6.22	5.079	3.56	
3.	COUNTY	5.128	5.66	4.069	4.295	
4.	SANKURI	5.31	2.54	3.684	4.259	
5.	BALAMBAL A	-	-	5.56	5.304	
6.	UMU- SALAMA	4.85	5.38	3.76	4.165	
7.	IFTIN	-	-	-	1.764	
8.	BOYSTOWN				4.738	
9.	TETU	-	-	-	-	
10.	KHADIJA GIRLS	-	-	-	-	
11.	AL-IMAN	-	-	-	-	

Source: District Education Officer, Garissa District