

**EFFECT OF SOCIO-CULTURAL DETERMINANTS ON GIRL CHILD  
PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY  
EDUCATION IN KENYA, THE CASE OF SABOTI DIVISION, TRANS-  
NZOIA COUNTY**

**Joyce Muyoka Kilwake**

**A research Project Submitted in Partial fulfilment of the requirement for  
the award of the Degree of Master of Arts in Project Planning and  
Management of the University of Nairobi**

**2014**

## **DECLARATION**

This research project is my original work and has not been submitted to any other University.

---

Kilwake Joyce Muyoka

---

**Date**

**L50/66388/2013**

This research project has been submitted for examination with my approval as University Supervisor.

---

**Mr. Patrick Cheben Simiyu**

---

**Date**

**Lecturer,**

**University of Nairobi**

## **DEDICATION**

To my father the late Julius Kilwake and lovely mum Beatrice, who invested heavily in my education, gave me moral support, prayed for me and encouraged me to get nothing but the best. Also to my son, Randy who is my source of inspiration.

## **ACKNOWLEDGEMENT**

I would like to acknowledge God, who gives wisdom, knowledge and understanding to all without conditions. I am grateful to the University of Nairobi, for having given me the opportunity to pursue this master's degree. My sincere gratitude and special thanks goes to my supervisor Mr. Cheben Simiyu for constant guidance and support throughout the research project writing process. I would like to thank all my family members and friends, colleagues and classmates Vincent and Sabina who were always by my side. I am also grateful to all my colleague students at the School of Continuing and Distance Education of the University of Nairobi Kitale for their cooperation in assisting me with vital information that was useful for this study

I would like to register appreciation for all respondents; students and teachers and head teachers in nine selected schools. Finally, I wish to extend my gratitude to Mr. Kevin for typesetting and printing my work.

God bless you all.

## TABLE OF CONTENTS

<b>DECLARATION .....</b>	<b>II</b>
<b>DEDICATION .....</b>	<b>III</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>IV</b>
<b>TABLE OF CONTENTS.....</b>	<b>V</b>
<b>LIST OF TABLES .....</b>	<b>VII</b>
<b>LIST OF FIGURES .....</b>	<b>VIII</b>
<b>ABBREVIATIONS AND ACRONYMS.....</b>	<b>IX</b>
<b>ABSTRACT .....</b>	<b>X</b>

### CHAPTER ONE

<b>INTRODUCTION .....</b>	<b>1</b>
1.1 Background to the study .....	1
1.2 Statement of the problem.....	3
1.3 Purpose of the study .....	3
1.4 Objectives of the study .....	4
1.5 Research questions .....	4
1.6 Significance of the study .....	5
1.7 Limitations of the study.....	6
1.8 Delimitation of the study .....	6
1.9 Assumptions of the study .....	6
1.10 Definition of significant terms .....	7
1.12 Organization of the study.....	8

### CHAPTER TWO

<b>LITERATURE REVIEW.....</b>	<b>10</b>
2.1 Introduction.....	10
2.2 Concept of Girl child education .....	10
2.3 Summary of literature Review .....	19
2.4 Theoretical framework .....	20
2.5 Conceptual Framework .....	22
2.6 Knowledge gap .....	23

### **CHAPTER THREE**

<b>RESEARCH METHODOLOGY .....</b>	<b>25</b>
3.1 Introduction.....	25
3.2 Research Design.....	25
3.3 Target Population .....	26
3.4 Sampling procedure.....	27
3.5 Data Collection Procedure.....	28
3.6 Piloting .....	29
3.7 Data Analysis Techniques .....	31
3.8 Ethical considerations of the study .....	31
3.9 Operational Definitions of Variables .....	33

### **CHAPTER FOUR**

<b>DATA ANALYSIS, PRESENTATION AND INTERPRETATION .....</b>	<b>35</b>
4.1 Introduction.....	35
4.2 Socio-cultural determinants on the academic performance of the girl child in Saboti Division.....	38
4.3 Academic performance of girl child.....	43
4.4 Data Analysis .....	44

### **CHAPTER FIVE**

<b>SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.....</b>	<b>48</b>
5.0 Introduction.....	48
5.1 Summary of the Study.....	48
5.2 Summary of major findings .....	50
5.3 Conclusion .....	53
5.4 Recommendations .....	54
5.5 Further Research .....	56
5.6 Summary.....	57
<b>REFERENCES .....</b>	<b>58</b>
<b>APPENDICES.....</b>	<b>64</b>
<b>APPENDIX 1 : TRANSMITTORY LETTER.....</b>	<b>64</b>
<b>APPENDIX 2: QUESTIONNAIRE FOR TEACHERS .....</b>	<b>65</b>
<b>APPENDIX 3: STUDENTS' QUESTIONNAIRE .....</b>	<b>69</b>
<b>APPENDIX 5: INTERVIEW SCHEDULE FOR HEADTEACHERS.....</b>	<b>74</b>
<b>APPENDIX 6 : LETTER FROM MINISTRY OF EDUCATION.....</b>	<b>77</b>

## LIST OF TABLES

Table 4. 1 : Sample Size.....	27
Table 4. 2: Operation Definition of variables .....	34
Table 4. 3: Questionnaire Return Rate.....	36
Table 4. 4: Highest academic qualification for the head teachers .....	36
Table 4. 5: Gender of the head teachers.....	37
Table 4. 6: Teachers length of stay in their school.....	37
Table 4. 7: Teachers' Sex.....	38
Table 4. 8: Responses on teachers' highest qualification .....	38
Table 4. 9: Influence of FGM on academic performance of girl child in KCSE .....	39
Table 4. 10: Influence of early child marriage on academic performance of girl child in KCSE.....	40
Table 4. 11: Influence of peer pressure on academic performance of girl child in KCSE .....	41
Table 4. 12: Influence of parental attitude on academic performance of girl child in KCSE.....	42
Table 4. 13: Influence of domestic chores on academic performance of girl child in KCSE.....	43
Table 4. 14: Trend of Academic performance of girl child in Saboti Division for the last five years.....	43
Table 4. 15: Model Summary.....	44
Table 4. 16: Summary of One-Way ANOVA results of the regression analysis between Academic performance in KCSE of girl child and predictor variables .....	45
Table 4. 17: Coefficients of Regression Equation.....	45
Table 4. 18: Percentage influence of independent variables on girl child academic performance .....	47

## **LIST OF FIGURES**

Figure 1: Conceptual framework.....	22
-------------------------------------	----

## **ABBREVIATIONS AND ACRONYMS**

**CAMFED:** Campaign for Female Education

**EFA:** Education for All

**FAWE:** Forum for African Women Educationalists

**FGM:** Female Genital Mutilation

**FPE:** Free Primary Education

**FSE:** Free Secondary Education

**KCSE:** Kenya Certificate of Secondary Education

**MoE:** Ministry of Education

**NCCS:** National Council for Children's Services

**NGOs:** Non Governmental Organizations

**SPSS:** Statistical Package for Social Sciences

**UNICEF:** United Children Education Fund

## ABSTRACT

This study sought to investigate the effect of socio-cultural determinants on girl child academic performance in Kenya Certificate of Secondary Education in Saboti Division, Tans-Nzoia County of Kenya. The research questions sought to find out to what extent FGM, early marriages, peer pressure, parental attitude and domestic chores influence girl child academic performance in KCSE. Although a number of studies have been done on factors affecting girl's performance in other parts of the country, no specific study has investigated the continued poor performance of girls in KCSE in Saboti Division in spite of free secondary education. The study adopted descriptive and ex-post facto designs. The dependent variable of the study was girl child academic performance in KCSE. Independent variables were FGM, early marriages, peer pressure, attitude and domestic chores. The theoretical framework that guided the study was Pearson's gender theory. The theory states that the society views all activities that are carried out to be based on social roles and interactions of men and women. The total population for this study was 1199 respondents which will consist of 200 teachers, 990 girl students and 9 head teachers, the sample size was 483 respondents. Nine schools were selected using simple random sampling. Data was collected using questionnaires and interview guide. Prior to the actual data collection, a pilot study was conducted to ascertain the reliability and validity of the instruments. The study gathered both qualitative and quantitative data. Quantitative data was analyzed using descriptive statistics including frequencies and percentages, t-test and multiple linear regressions were used to analyze the statistical data. Data was classified, tabulated and analyzed manually. Computation of percentages was done after which the findings were presented in tables. Analyzed data was interpreted and conclusions drawn. Findings indicated that FGM is still practiced in Saboti despite the fact that it is illegal in Kenya, and it has the highest influence on academic performance of the girl child (90.7%), followed by parental attitude (85%), peer pressure (72%), early marriages (65%) while domestic chores had least influence (20%). Head teachers in Saboti Division are male at 88.89% as compared to female at 11.11%, similar to the teachers female at 35% male at 65%. The study recommends a sensitization programme to change the attitude of those practicing FGM so as to stop it.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education is the process through which individuals are made functional members of their society (Ocho, 2005). Education has been described as the most important aspect of human development, a key to a successful living, especially girl-child education. (Michael 2011). United Nations (1993) and Children's Act (2001) recognize that education is a basic human right that every child must enjoy. The International Convention on Human Rights (1948), Article 26 as well states that everyone has the right to education and that education shall be free at least in the basic education. Further, it declares that basic education shall be compulsory. Evaluation of Education Achievements (EEA) shows a gender gap in favor of boys in many Western and Eastern Europe, Asian and North American countries.

The perception that education for girls is of little value is deep-rooted in most countries in Africa (Forum for African Women Educationalists FAWE, 1997). Africa lags behind the rest of the world in girls' education. Girls often become more vulnerable when they are adolescents and approaching secondary education. Campaign for Female Education (CAMFED) study showed girls in Zimbabwe missing an average of 60 days per year because of lack of appropriate facilities during menstruation. Forum for African Women Educationalists (FAWE) reached similar conclusions in Uganda. Research in Zambia showed that girls spend more time on productive work than any group

of adult men (Allen 1998 cited in Kane 2004). Africa (and Asian) girls traditionally provide care for younger siblings, where parents work and community child care is not available. In Kenya the case is the same or even more worse. Kinyanjui (1993), showed that there are gender disparities in educational opportunities and achievements, with females being disadvantaged. However, the education of girls and women is seen as essential to achieve equitable development.

Improving girls' academic performance, with the goal of attaining gender equality is a critical component of promoting development and meeting the Millennium Development Goals (2000) in Kenya and across sub-Saharan Africa. Kenya like other developing countries invests in education with the belief that an educated and skilled labour force is a necessary condition for sustainable economic growth (Ndiritu, 1999). Education at secondary level is supposed to be bedrock and the foundation towards higher knowledge in tertiary institutions. The role of secondary education is to lay foundation for further education and if a good foundation is laid at this level, there are likely to be no problem at subsequent levels.

In Africa, several countries established free basic education programs, in efforts to resuscitate the deteriorating participation in education. This was why the Republic of Kenya (2007) has been providing Free Primary Education (FPE) and Free Secondary Education (FSE) since 2003 and 2008 respectively. Despite the efforts made to improve girl-child education over the last six years, female students' performance is still low.

To address the low participation and poor performance by girls in national exams, the government has provided grants to some girls' schools and awarding bursaries to female students. But in spite of this, girls' level of performance remains significantly low (Ngware, 2008). "Kenyans worry over girls' performance in Kenya Certificate of Secondary Education "(Ndonga, 2010). A research gap seems to exist on determinants affecting girl child performance in Kenya Certificate of Secondary Education.

### **1.2 Statement of the problem.**

A critical analysis of girl child education in Kenya depicts a worrying trend, hampered by cultural practices which puts high premium on the usefulness of their labour, on domestic front, in caring for young siblings, cooking and fetching water and general cleaning (UNESCO 2005). This scenario is likely to affect girl child performance and more so those living in rural areas. Poor performance in national exams triggers a vicious cycle wherein poorly educated women are left ill-equipped to obtain well paid jobs, and this in turn reduces incentives for parents to invest in girls schooling. This study is interested in assessment of socio cultural determinants of girl child performance in Kenya Certificate of Secondary Education Saboti Division, Trans-Nzoia County.

### **1.3 Purpose of the study**

The purpose of the study was to investigate socio-cultural determinants of girl child performance in Kenya Certificate of Secondary Education in Saboti Division, Trans-Nzoia County.

#### **1.4 Objectives of the study**

The following objectives were used to guide the study;

- i. To determine to what extent FGM influence girl child academic performance in Kenya Certificate of Secondary Education in Trans-Nzoia County.
- ii. To determine to what extent early marriages influence girl child academic performance in Kenya Certificate of Secondary Education in Trans-Nzoia County.
- iii. To establish whether peer pressure influence girl child performance in Kenya Certificate of Secondary Education in Trans-Nzoia County.
- iv. To establish whether parental attitude can influence girl child performance in Kenya Certificate of Secondary Education in Trans-Nzoia County.
- v. To determine whether domestic chores influence girl child performance in Kenya Certificate of Secondary Education in Trans-Nzoia County.

#### **1.5 Research questions**

The study sought to answer the following research questions;

- i. To what extent do FGM influence girl child academic performance in Kenya Certificate of Secondary Education?
- ii. How do early marriages influence girl child academic performance in Kenya Certificate of Secondary Education?

- iii. To what extent do peer pressure influence girl child performance in Kenya Certificate of Secondary Education in Trans-Nzoia County?
- iv. To what extent does parental attitude can influence girl child performance in Kenya Certificate of Secondary Education in Trans-Nzoia County?
- v. To what extent do domestic chores influence girl child performance in Kenya Certificate of Secondary Education in Trans-Nzoia County?

### **1.6 Significance of the study**

Girl child education is very important to the well-being of the entire society. Educating a girl child is a commitment in empowering her in different social background which is the bedrock of our economic development at the grassroots. (Kianda Foundations, 2011). This implies that the girl child performance in national examinations needs to be improved in all institutions if we have to achieve all these. Therefore it is hoped that the study will shade light to the Ministry of Education (MoE) and Kenya as a whole in recognition that Education has a crucial role to play in addressing issues of gender.

It is important to note that after this study the MOE will have a way out in dealing with girl child issues that lead to improvement in academic performance of girl child in secondary schools. The government may use the findings to fill up the gaps, in order to improve on girl child academic performance in Kenya Certificate of Secondary Education. This study attempts to make some contributions to this under-research area. Efforts to boost female

education has been made by governments, international organizations and NGOs, however there is still a gender disparity in education.

### **1.7 Limitations of the study**

The researcher dug deeper into the culture of these people as they were not willing to talk freely about their culture therefore the researcher ask questions indirectly. The area was mainly a mix up of two tribes (Luhyas and Sabaots) therefore in some cases the researcher had to use a translator. Accessibility in some schools may was a problem hence used motorcycles and some places walked on foot due to the poor state of the road.

### **1.8 Delimitation of the study**

The study narrowed down to Saboti Division, Trans-Nzoia County academic year 2014. Since the researcher comes from and teaches in this area, she found it convenient in communicating to parent's mother tongue. Girl child performance in Kenya Certificate of Secondary Education, was not only affected by factors heightened in the objectives but by many other factors beyond reach.

### **1.9 Assumptions of the study**

In the study the researcher assumed the reasons for girl child academic performance were the ones enumerated in the objectives of the study. Other factors had negligible influence on the academic performance of the girl child in Kenya Certificate of Secondary Education.

### **1.10 Definition of significant terms**

This section consists of in the “context meaning” of various terms as used in the study.

**Academic performance** – This refers to the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge, and being able to think for yourself in relation to facts and being able to communicate your knowledge verbally or down on paper. The grades acquired by the girl child in Kenya Certificate of Secondary Education.

**Determinants:** factors that decisively affects the nature or outcome of the academic performance of girl child in Kenya Certificate of Secondary Education.

**Domestic chores:** daily or routine minor duties or tasks carried out by the girl child while at home. These duties deny the girl child an opportunity or enough time to learn leading to poor performance.

**Girl child:** Any girl undertaking secondary school education and is able to complete the secondary education thus sit for the Kenya Certificate of Secondary Education.

**KCSE Performance:** refers to quality of results achieved by a girl child in Kenya Certificate of Secondary Education. The performance can either be good or bad based on a certain set standard. It ranges from grade A to grade E.

**Kenya Certificate of Secondary Education:** is the Kenyan national examination undertaken at the completion of the four year secondary Education in the current 8-4-4 system of education.

**Peer pressure:** influence of age-mates on a girl leading to poor academic performance in Kenya Certificate of Secondary Education.

**Poor performance** – obtaining a mean grade of below C+ in Kenya Certificate of Secondary Education examinations by the girl child. It means not being able to achieve the set standard.

**Well performance** – obtaining a mean grade of at least C+ and above in Kenya Certificate of Secondary Education examinations by the girl child.

**Socio cultural** is the combination of both social and cultural factors. Issues that arise as a result of people's way of life and which have an influence on their values, attitudes and behavior patterns. For example FGM, parental attitude, peer pressure, early marriages, and domestic chores among others.

### **1.12 Organization of the study.**

This study was organized in five chapters. Chapter one dealt with the background of the study, statement of the problem, purpose of the study, and objectives of the research, research questions, significance of the study, assumptions of the study, limitations, delimitations and definition of the significant terms and chapter summary.

Chapter two consisted of literature reviewed organized according to the objectives of the study, theoretical and conceptual framework of the study.

Chapter three included research methodology which consisted of research methodology, research design, target population, sample size, sampling procedure, methods of data collection, research instruments reliability and validity, methods of data analysis, operational definition of variables and ethical issues. Chapter four included data analysis, presentation, interpretation and discussion. Chapter five dealt with summary of findings, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section consists of review of related literature. The section contained: introduction, girl child education, influence of Female Genital Mutilation (FGM), early marriages, peer pressure, parental attitude, and domestic chores on girl child academic performance in Kenya Certificate of Secondary Education, theoretical framework and conceptual framework. It examines what various scholars and practitioners have written about girl child education.

#### **2.2 Concept of Girl child education**

According to FAWE (2001), there is overwhelming evidence that there is a direct relationship between education and development and that girls' education directly contributes to sustainable development. They further argue that educating girls and women is an important investment that yields maximum returns for development. The infant mortality rate decrease, children have a higher probability of getting a good education and most important issue in any country is the number of girls that have access to education and the quality of education they receive as measured by levels of retention and performance (FAWE, 2001; Unicef, 2005).

United Nations Children Education Fund (UNICEF, 2003) indicates that as a tool for empowerment and sustainable development, education in particular can serve as a door to poverty reduction, with girls' education a key to unlocking

its transformative potential. This has been recognized in the Millennium Development Goals (MDGs) for education and gender which take up the Education For All (EFA) goals of eliminating gender disparity in primary and secondary education by 2005 and in all levels of education no later than 2015. In the United States of America (USA), performance of girls is commendable in elementary and secondary schools with gender gaps getting larger in the eighth and twelfth grades with a bias for girls. It is further noted that, in the Caribbean countries like Trinidad, Barbados and St. Vincent, girls have persistently out-performed boys at various levels of schooling within class and national examinations and, across the whole range of subjects. This is because girls in the developed nations are spared the worst cultural challenges encountered by girls in the developing world. In the developing nations such as Afghanistan, India, Ethiopia, Gambia, Nigeria, Tanzania, Uganda and Kenya, the literature indicates that cultural challenges persist and act against academic excellence of girls particularly at the secondary school level. These cultural challenges include: early marriages, family preference to educate boys instead of girls, and family obligations such as helping their mothers to participate in household chores. The developing world therefore has the challenge of overcoming negative culture in order to effectively improve the girl-students education.

### **2.2.1 Influence of FGM on girl child's academic performance in KCSE**

FGM is often referred to as female circumcision. Population council (2007:73) estimates that in the year 2003, thirty two percent of Kenyan women had been

genitally cut compared to forty percent in 1998. Save the children Kenya (2007:21) also adds value in this subject by pointing out that FGM is the most harmful cultural practice that contributes to early marriage. FGM as a gender issue in Kenya impacts negatively upon girl child. Girls in areas where FGM is practiced suffer common problems associated with it, such as early marriage, dropping out of school and other numerous physical and psychological types of sufferings. Gachiri (2001:147) reveals that female genital mutilation is practiced in more than that fifty percent of Kenyans district with tribes such as Samburu, Kenya Somalis, and Gabra circumcising 101 percent of the women. FGM remains a major gender issue affecting girl child in Kenya. More measures need to be taken to address the issue (Mwiti, 2006). It is further noted that, retrogressive cultural practices such as early marriages, cattle rustling and FGM tend to impact negatively on academic achievement of girl-students (Chiuri and Kiumi 2011)

### **2.2.2 Influence of early marriages on girl child's academic performance in KCSE**

Early marriage means marriage or cohabitation with a child or any arrangement made for such marriage or cohabitation (NCCS, 2007). This practice affects girl child in numerous ways UNICEF and GOK (1998) points out that child bride are common in Kenya. The child bride is denied the love and care of her family. The girl child in this situation is exposed to trauma causing sexual experiences and also after the break up with the child brides ends up destitute in the streets or as barmaids and possibly sex workers GOK & UNICEF

(2005), Mwiti (2006) laments that statistics indicate that girls in rural areas are more likely to be married by the time they turn 18 years, than their peers who live in urban areas. She correctly maintains that this practice is fully supported by some communities because of their tradition and cultural orientation.

Mwiti (2007) reveals that this cultural practice of early marriage is common in Kilifi, Busia, Kisumu and most part of North Eastern Kenya. Traditional belief of a woman as a wife and mother prevails in society. Hence the attitude that it is more beneficial to formally educate a boy than a girl and that a girl only need to be educated and trained in house chores to prepare them for marriage still persists. Girls are sometimes pulled out of school because of early marriages. Some men do not like very educated wives who will challenge their authority. This is according to research findings by Torto (1996); Extracurricular and out of school factors affecting girls' participation and performance in 1996. The girl-child academic achievement is influenced by cultural beliefs.

According to Beijing declaration (1996) discrimination in girls access to education persists in many areas due to customary attitudes that boys should be educated first and that since girls get married and take care of the children at homes, priority to education comes second. Therefore, they take both domestic responsibility and education resulting to poor performance. The National Council for children's services ( NCCS 2007) reveals some of the following as reasons for early marriage;-to preserve and ensure virginity before marriage, to control promiscuity, for economic reasons such as acquiring dowry or bride price and development of social status –especially for the father and the „old man“ marrying young girls.

Therefore, they take both domestic responsibility and education resulting to poor performance. Sengupta and Guha (2002) note that in many regions, girls are married off at a young age. Their education is viewed as a poor investment, because it yields no long-term benefits to their natal families. Sometimes education is withheld simply because it is felt that education instills 'non-conformist' behavior in girls, and makes marriage prospects difficult, for 'suitable' grooms cannot be found so easily. Girls are less cared for and more undernourished than boys and as a result, even if enrolled they perform poorly in school and tend to drop out early. This difference in educational opportunities and attainments is an important aspect of gender inequality itself, and is also a powerful instrument for perpetuating it.

### **2.2.3 Influence of peer pressure on girl child's academic performance in KCSE**

In analyzing the 1998 National Assessment of Educational Progress (NAEP) data on reading, this report concludes that: The peer effect is a particularly strong influence in academic achievement (Johnson, 2000). Research findings show that peer relationships are a significant contributor to understanding adolescent development (Brown, Clasen and Eicher, 1986; Carol A. Wong and Taylor, 1996). Studies on early risk behaviours in school setting show that aggressive behaviour in boys and learning difficulties in girls are the primary causes of poor peer relationships (Elizabeth, Susan and Suman, 2003).

A recent study (Dishion, Kavanagh, Schneiger, Nelson and Kaufman, 2002) found that placing high-risk youth in a peer group intervention resulted in negative outcomes. It is hoped that this research will explore the role that adults and positive peers can play in order to suggest ways of helping to avoid such outcomes in future peer group influence.

Once students are enrolled in school they interact and form peer groups. Wrigley (1995) observed that there is a simple relation between education and gender equality. Schools act as a site of pervasive gender socialization. This sometimes spurs students to think beyond the ideological limits laid on them. Wanyoike (2003) concurs with Wrigley and points out that the students peer groups if not guided can lead to devastating results like engage in drugs and substance abuse, early sex and then get to dangerous diseases like HIV and AIDS and early pregnancies. This can lead to poor performance or drop out of school, thus the study will seek to find out peer pressures that lead to poor performance among girls in KCSE.

Peer-group influences have been little studied, so far as the views of other girls are concerned. But some reports have been made of hostile or denigrating attitudes expressed by boys who are fellow-pupils. Here too, violence and sexual harassment may be a problem for girls (Sutherland, 1999). This could be reduced if girls were given sex education. In their study on sexual behavior in different countries, Hangreaves and Boler (2006) say that girls who had completed secondary education had a lower risk of HIV infection and practiced safer sex than girls who had only finished primary education.

#### **2.2.4 Influence of parental attitude on girl child's academic performance in KCSE**

According to Croll (2006), ethnographic studies suggest that parents have very different expectations for girls and boys, in that sons are uniformly expected to live with or near parents, provide long-term support and succeed in education, careers or other income-generating activities. Wanjiku (1994) observes that where resources are limited, education of boys comes first. Girls have been socialized to accept this and usually drop out of school for the benefit of their brothers. Kelly (1998) noted in his study that when parents are confronted with constraints of limited opportunities or resources for schooling, they generally favour the education of male children.

Husan (1999) has studied that most adults and schoolgirls pointed that women think more about becoming good wives and mothers and should get concerned with home management and not professional career. The same study established that most of the adults, local officials, elderly people and religious leaders indicated that parents prefer not to send their daughters to schools as compared to sons.

According to Wanjiru (2007) girls are socialized to know that their brothers' education is much more important than theirs and they are ready to drop-out of school for the sake of their brothers. Wanyoike (2003) concurs with Wanjiru and observed that the way the family foundations are laid down, it is difficult to erase the attitudes and behavior patterns that are formed about girls and boys. He further observes that the boys and girls are received differently at

birth thus attaching diverse value to them. Boys are valued to be superior to girls and hence even in education they are given a priority in some societies. A research study carried out by Wanjiru (2007) in Mombasa on factors contributing to school drop out in public secondary schools revealed that 52.4% respondents valued boys' education better than that of girls. Families which cannot easily afford to send both sons and daughters to school reckon that financial returns on the expenditure for girls' education are a good deal smaller than those of boys.

### **2.2.5 Influence of domestic chores on child's academic performance in KCSE**

In India, girls have continuously been involved in doing household chores and other types of Child labour. In a research done by Kruijtbosch, the Ministry of Labour indicates that there are 17 million child labourers, of which 2 million are engaged in hazardous occupations. In Kenya, girl-child education is elusive. Mwangi (2004) wrote that a combination of Poverty, disease and backward cultural practices continue to deny the girl-child her right to education. Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young Siblings; child marriage, doing household chores, death of mother, and looking after the sick member of the family. Some

of the girls are given to marriage against their wish and when they refuse, they are threatened with death.

There is greater need for girls' rather than boys' labour at home. Many parents keep their daughters at home whenever there are some chores (cooking, selling, farming, taking care of other siblings or sick members of the family, laundry, etc.) to do. Household work is often mentioned as occupying most of the girl child's time. A young daughter's domestic labour may substitute for that of her employed mother, while parents who have an urgent need of income for subsistence or for debt repayment, may exchange or sell their daughters directly or inadvertently into occupations that can be hazardous and exploitative (Croll, 2006). Further, Karani (2006) argues that poor performance by females in primary school-especially in the rural areas- is attributed to a greater demand imposed on female children to assist with household chores, such as fetching water, collecting firewood, helping with the cooking, and caring for the young. This work interferes with schooling and depresses female performance; it also may lead to wastage due to some children being withdrawn from school altogether.

In many societies remittances from daughters have increased because of the growing opportunities for factory work, domestic service and commercial sex work which can provide instant returns to meet immediate familial needs. Indeed, adolescent girls may find themselves supporting parents, siblings and extended family members especially, but not only, in times of hardship. This exerts a strong negative influence on their schooling opportunities. According

to a study by Guha & Sengupta (2002), the necessity for a girl to work, in order to supplement family income, reduced by a third her chance of ever attending school, and raised five times the probability of dropout.

In Kenya, Japanese researchers in Kisii Central District, in Mosoch Division (SMASSE,

2000), revealed that boys were engaged in such domestic tasks as feeding and milking cows whereas the girls performed such tasks as cooking, collecting of firewood and water. Some students involved in the survey said that engagement in such domestic tasks made them to sleep late and wake up early. Students also lamented that their participation in domestic tasks never left them with enough time for doing school assignments and also conducting private study (Nyatuka & Nasongo, 2010). Mbilinyi (2003) observes that most students, especially girls, are engaged in such activities as caring for their siblings when their parents are away, taking care of the sick, and attending to traditional rituals, funerals, and other celebrations. Karani (2006) argues that poor performance by secondary school-especially in the rural areas- is attributed to a greater demand imposed on female children to assist with household chores, such as fetching water, collecting firewood, helping with the cooking, and caring for the young.

### **2.3 Summary of literature Review**

From the literature review above it is clear that studies have been done regarding the performance of girl child in secondary schools exams. The independent variables discussed have been to affect girls' performance. Being

in a patriarchy society where the boy child is sighted as more important than the girl child, different studies have shown that the girl child is looked upon as the lesser gender by being destined to get married early and to look after the family instead of pursuing education. She is also overburdened by the heavy family responsibility of looking after her younger siblings when the mother is not available or too busy doing other chores as traditionally family roles are gender assigned. When the family members are sick she looks after them resulting in much absenteeism from school and henceforth poor performance.

#### **2.4 Theoretical framework**

This study was based on Pearson's gender relations theory, this theory was developed by Pearson (1995). This is where the society views all activities that are carried out to be based on social roles and interactions of men and women. The society seems to have ultimate authority on the precise nature of what women and men actually do, and their real contribution to production and reproduction which turns out to be prejudiced against women.

Pearson's gender relations theory was appropriate for this study because it emphasizes the various social, cultural norms and standards which must be considered for women to take the opportunities to participate in social activities such as education. These cultural and economic norms emphasized in the theory are the factors that affect Girl Students' academic performance in school. It was also a relevant theory for this study because it captures almost all the variables. In the traditional set up the family is headed by a house head, a position held by the male parent. The roles assigned to women are narrowly

defined. They are expected to be good wives and mothers, girls and women are seen as subordinates and education for them is less important. The problems for day student arose from a lot of work at home. A study by Desarrollo (2007) in Latin America outlined that secondary students with work at home, performed poorly in their national examinations. In Malawi according to Scharff and Brady (2006), girls are expected to help their mothers with labor-intensive house-hold chores before going to school and therefore arrive to class late and exhausted. Because of search responsibilities girls are less likely to perform well than boys (Scharff, 2007).

According to Mbilinyi (2003), most students especially girls are engaged in such activities as caring for their siblings when their parents pass away, taking care of the sick, and attending to traditional rituals, funerals and other celebrations. In Kenya Mensch and Lloyd (1997) found out that if girls have more domestic responsibilities than boys , they may have less time for homework, on the other hand, if girls are confined at home after school and boys allowed more freedom, girls may use some of their free time to do more homework thus performing better than boys. Long distances from schools to homes are a likely cause of under participation among rural communities in Africa where only few schools exist (Malenya 2008). According to De Jaeghere (2004), in Africa lack of formal secondary schools in close proximity to girls' homes prohibits their participation. Parents are always concerned about the safety of their daughters as they travel to and from school.

## 2.5 Conceptual Framework

The conceptual framework is presented in figure 1 shows the relationship between variables in the study and their relationships. The conceptual framework helps to point out the relationships proposed. It also tests the significance of the proposed relationships.

### INDEPENDENT VARIABLES

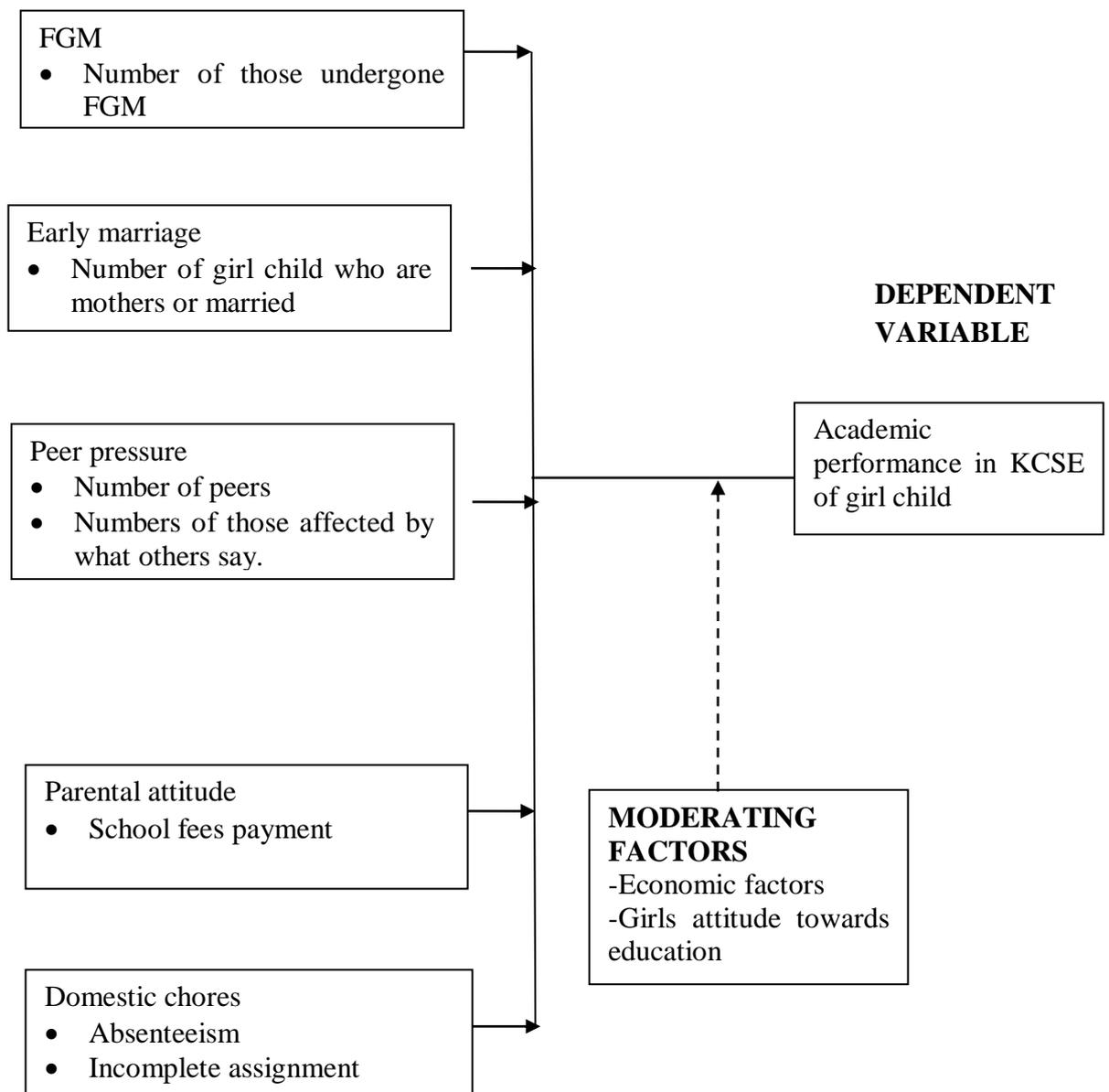


Figure 1: Conceptual framework.

The conclusion proposed after evaluating the literature is the need for all stakeholders to promote girls academic performance by addressing the challenges discussed. Failure to address these challenges could ultimately result in continuous poor academic performance of the girls, something that should be of great concern to the government and schools. The framework shows socio cultural girls academic performance eventually determines the girl's academic performance. However, girl child's academic performance is not determined solely by socio-cultural determinants but also by other many moderating variables as conveyed by the conceptual framework.

## **2.6 Knowledge gap**

Majority of the research conducted has focused on European American middle-class populations. Much less is understood about the relationships among peer influences, negative peer orientation and socio cultural practices of specific groups in African setting (Steinberg, Dornbusch, & Brown, 1992). The few studies that have been examined the role of peers in participation in education have primarily focused on the negative influences of peers (Ogbu, 1987; Fordham & Ogbu, 1986) but not the extent to which FGM, parental attitude, early marriages and domestic chores influence academic performance. There is therefore need for research to be done on how the positive features of peer groups may facilitate positive achievement. Efforts to boost female education has been made by governments, international organizations and NGOs, however there is still a gender disparity in education. This study will therefore be critical in providing information that is likely to influence policy

formulation on the impact of socio-cultural factors on girl child academic performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology that the researcher adopted in order to achieve the objectives of the study. According to Mugenda and Mugenda (2003), research methodology outlines the techniques, methods and tools used in data analysis. The Chapter highlights the research design, target population, sampling techniques, sample size, research instruments, reliability and validity of the instruments, data collection procedures and data analysis.

#### **3.2 Research Design**

A research design according to Zikmund (2003) is a framework for conducting the business research project. It details the procedures necessary for obtaining the information needed to structure or solve business research problems. A descriptive survey design involves asking a large group of respondents' questions about a particular issue (Mugenda, 1999). This design is ideal for gathering information regarding people's behavior, feelings and opinions about educational issues (Kombo & Tromp, 2006). Engelhart (1972) argues that the survey method is widely used to obtain data useful in evaluating present practices and providing basis for decisions. This is also stated by Borg (1989) who says that survey collects data about variables or subjects as they are found in a social system or society.

Descriptive research and ex-post-facto designs were used in this study. Mugenda and Mugenda (1999), observes that, descriptive research is appropriate because of its specific nature and fact that it facilitates a general understanding and interpretation of the problem. Ghauri and Granhaug (2002) agree that in descriptive research, the problem is structure and how well it is understood. The major purpose of descriptive is to provide information on characteristics of a population or phenomenon.

Kerlinger (2007) states that ex-post-facto is a systematic, empirical inquiry in which the researcher does not have direct control of independent variables because their manifestations have already occurred. According to Newman (1991), ex-post-facto design has limitations because the technique does not establish cause and effect in a relationship but it merely suggest it, and the results may not be easily reproducible.

### **3.3 Target Population**

Mugenda & Mugenda (1999) describes target population as a complete set of individual cases object with some common characteristics to which researchers want to generalize the results of the study. (Borg and Gall 2000) stated that target population is all members of real or hypothetical set of people, events or objects to which we wish to generalize the results of our research. The study was carried out in girls' homogenous and mixed secondary schools in Saboti Division Trans- Nzoia West County. The total population for this study was 1385 respondents which consisted of 200 teachers, 990 girl students and 9 school head teachers.

### 3.4 Sampling procedure

Sample size was determined by the use of Krejcie and Morgan (1970) table.

The sample size was tabulated as follows:

**Table 4. 1 : Sample Size**

<b>Categories</b>	<b>Target Population</b>	<b>Sample size</b>	<b>Percentage</b>
Teachers	200	132	27.3
Head teachers	9	9	1.9
Girl students	990	342	70.8
<b>Total</b>	<b>1199</b>	<b>483</b>	<b>100</b>

**Source: Own (2014)**

The study adopted stratified random sampling technique to select the study respondents. According to Mugenda and Mugenda (2003), in stratified random sampling, subjects are selected in such a way that the existing sub-groups in the population are more or less reproduced in the sample. Kerlinger (2007) observed that sample drawn randomly is unbiased in a way that no number of populations has any chance of being selected more than the other. Stratified sampling was used as it is suitable for studying a large group of students, by studying few of its members; it is also suitable when dealing with homogenous subgroups like schools which form several segments or stratas. In stratified sampling, the population is first subdivided into two or more mutually exclusive segments called strata based on categories of one or a combination of relevant variables simple random samples are drawn from each stratum and these sub-samples are joined to form complete samples (Orodho, 2005).

Random sampling is then selected from each stratum (Mugenda & Mugenda (2003).

In this study, there were two strata made up of girl's schools and mixed schools. Five schools will be selected out of the 20 schools. The selected schools were one girls' school and 4 mixed schools from the 20 secondary schools in Saboti Division, using stratified random sampling technique followed by simple random sampling from each stratum. From four class teachers, from one to four students were selected to give varied opinions.

### **3.5 Data Collection Procedure**

In order to address the research objectives and research questions, data was collected by use of interview schedule and questionnaires. Interviews provide an in-depth data which is not possible to get by using a questionnaire, (Mugenda & Mugenda, 1999). It is also possible to get more information using probing questions (Orodho 2005). According to Foddy (1994), a questionnaire is a research instrument consisting of a series of question and other prompts for the purpose of gathering information from respondents. Questionnaires are commonly used to obtain important information about the population. Each item in the questionnaire was developed to address a specific objective, research question or hypothesis of the nature of the information required, and so that it may not leave out important information required in the study the respondents' will be given an opportunity to think more about the requirements in the questionnaire. The question had both structured (close-ended) and open-ended (unstructured) questions.

The questionnaires were self-administered by the researcher by hand delivering them to the organization under study and collecting it after a few days. The advantage is that the researcher personally introduced the study to the respondents and clarified any doubts or questions that were raised. The questions were focused on the attitudes of girl students, teachers and community as a whole towards secondary education and performance in these secondary schools. Other variables included factors that prohibit good performance of girl's, local suggestions and mitigation measures for addressing these problems.

### **3.6 Piloting**

Piloting was done using test-retest method after writing the questionnaires and before starting the actual data collection. Two schools were selected through stratified random sampling procedure. The two strata included one girl's school and one mixed school. A total of 10 form four girls and 2 form four class teachers were used for piloting. Pre- testing was done to enable the researcher modify, restructure and eliminate any ambiguous items. The instruments were pre-tested in two schools in Saboti County. Piloting was done with the sole purpose of detecting any weakness and find out if the questionnaires were clear to the respondents. Problems and any unclear questions that arose during the pre-testing were sorted out by reframing the questions. This helped the researcher establish the validity and the reliability of research instrument.

### **3.6.1 Validity of instruments**

Validity is the degree to which results obtained from the analysis of data actually represents the phenomenon under study (Kerlinger, 2007). Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. According to Orodho (2005), validity refers to the extent to which an instrument measures what is was supposed to measure. The instrument were evaluated for content validity that is the extent to which the questionnaire contents which include the use of appropriate vocabulary, sentence structure and whether the questions are suitable for the intended respondents. According to Huck (2000), content validity is done by expert judgment. The instrument was scrutinized by my supervisors and lecturers in the department to determine whether the items in the instruments adequately address the objectives of the study and other questions were borrowed from previous studies which had been validated.

### **3.6.2 Instruments Reliability.**

Reliability according to Mugenda and Mugenda (2003) is the degree to which a research instrument can yield consistent results after repeated trials. Reliability of the questionnaire will be ascertained through a pilot study in which the questionnaires were pre-tested to a sample group similar to the actual sample. This was important in finding out any deficiencies in the questionnaire and rectifying them before the actual questionnaires were issued out. To establish the reliability, twelve questionnaires were given to a few respondents before the actual study. This was aimed at determining whether the respondents

understood the questions. The data collected was then analyzed with an aim of testing the research instruments to be used as well as the research questions to determine whether they achieved the desired objectives of the study.

### **3.7 Data Analysis Techniques**

Data collected was subjected to qualitative and quantitative analysis. Qualitative data comprised of answers to open-ended questions, while Quantitative data comprised of close-ended questions and categorized data. Quantitative data was coded and analyzed using SPSS (Statistical Package for Social Science) software and generated descriptive statistics such as percentages and frequency tables where applicable. This enabled the data to be presented in an organized and meaningful manner, and data simplified so that general trend could be seen (Orodho, 2005) while Qualitative data was categorized according to themes and objectives in relation to the opinion, views and perception of the respondents. This method is also faster when applied in analyzing transcripts of oral interviews and interview schedules as well as questionnaires which are the major instruments in data collections for the study. The qualitative data was analyzed by being very objective to ensure that there are no biases or subjectivity. Both multiple regression analysis and Pearson moment correlation coefficient for domestic chores, cultural practices, lateness to school and performance will be computed.

### **3.8 Ethical considerations of the study**

Participants were given the assurance that their identity would be anonymous in order to uphold privacy so as to avoid any repercussions that can bedevil any

of this study's respondent's private life. Therefore, they were asked not to write any of their names on the questionnaire. The participants were assured that all information obtained from them was confidential because it would only be handled by the researcher and such information would only be used for the intended purpose.

The researcher obtained a research authorization permit from the District Education Officer (DEO's) office in Trans-Nzoia County. A copy of the permit was submitted to the District Commissioner (DC) and the heads of schools in the 9selected schools. The researcher pre-visited all the 9schools to establish good rapport with the principals, and students before the actual data collection date. This was to make her familiar with the respondents to allay any fears. The questionnaires were personally administered by the researcher.

Adequate time was accorded to each respondent to obtain appropriate answers to the questions. The researcher requested one of the teachers in each of the selected schools to assist her in collecting the data from the students. Informed consent that is the personal right of choice of participation in the study was of paramount importance in this study. Therefore to ensure collection of unbiased data informed consent was emphasized through seeking of the participant's permission to participate in the study before administering the questionnaire to her.

### 3. 9 Operational Definitions of Variables

Objectives	Variables	Indicators	Measurement	Scale	Data collection method	Tool of analysis	Type of analysis
Establish how FGM influence academic performance of the girl child in KCSE	<b>Dependent variable:</b> academic performance	-Gender Disparity in Performance	Gender disparity in Performance of previous exams	Ordinal	Questionnaires and Interview	SPS S	Quantitative
Determine whether early marriages affect academic performance of girls in KCSE	<b>Independent variables:</b> Early marriages	Number of girls married or married before but at school	Number of girls in school as compared to boys	Ordinal and percent age	Questionnaires	SPS S	Quantitative
Determine whether peer pressure influence girl	Peer pressure	Relationship between girl child and her peers	Number of peers the girl child has	Nominal	Questionnaires	SPS S	Quantitative

child performance in KCSE			at school				
To establish whether parental attitude influence girl child performance in KCSE?	Parental attitude	Payment of school fees by the parent for the girl child	Number of girls in school	Nominal	Questionnaires	SPS	Quantitative
To determine whether domestic chores influence girl child performance in KCSE?	Domestic chores	- Absenteeism by the girl child. -Incomplete assignments by girls	Number of girls who are absent and who do not complete assignments	Ordinal	Questionnaires	SPS	Quantitative

**Table 4. 2: Operation Definition of variables**

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter covers data presentation, analysis and interpretation. This study sought to investigate socio-cultural determinants of girl child performance in Kenya Certificate of Secondary Education in Saboti Division, Trans-Nzoia County. The information gathered from head teachers, teachers and students was analyzed and laid out in form of tables. This was then followed by a detailed analysis of both multiple regressions and multiple correlation analysis. Data was analyzed using descriptive statistics, linear multiple regression and factor analysis methods using Statistical Package for Social Sciences (SPSS). Most girls had the following factors affecting their academic performance: cultural practices such as FGM and early marriage, peer pressure and lack of resources on the part of their parents to pay fees in good time.

##### **4.1.1 Questionnaire Return Rate**

Out of the 474 questionnaires dispersed to teachers and to girl students, 400 were returned while complete and only 44 were returned incomplete translating to 84.4% response. All the interview for the principals of the school were conducted at rate of 100%. Therefore the data collected was very reliable and acceptable as Mugenda & Mugenda (2003) a response rate of 60% is good and a response rate of 70% or more is even better for social research. The response rates and demographic characteristics of the study were first presented. This

was then followed by presentation of findings based on the objectives of the study.

**Table 4. 3: Questionnaire Return Rate**

<b>Categories</b>	<b>Sample size</b>	<b>Responses</b>	<b>Return rate</b>
Teachers	132	120	25.3
Girl students	342	280	59.1
<b>Total</b>	<b>474</b>	<b>400</b>	<b>84.4</b>

#### **4.1.2 Demographic characteristics of the respondents**

This section presents the demographic characteristics of the respondents in terms of age, gender, classes, category of schools, and how they perform in internal exams. It highlighted the major characteristics of the target population which includes principals, class teachers and students in the study which were necessary in shedding light on the school characteristics and their background.

**Table 4. 4: Highest academic qualification for the head teachers**

<b>Academic qualification respondent</b>	<b>Frequency</b>	<b>percentage</b>
Phd.	0	0.00
Masters	3	33.33
Degree	6	66.67
<b>Total</b>	<b>9</b>	<b>100</b>

Majority of the head teachers have a Bachelor of Education degree at 66.67% while 33.33% have a Masters degree.

**Table 4. 5:** Gender of the head teachers

<b>Gender of respondents</b>	<b>Frequency percent</b>	
Male	8	88.89
Female	1	11.11
<b>Total</b>	<b>9</b>	<b>100</b>

From the table it is clear that most of the head teachers in the Division are male at 88.89% as compared to female at 11.11%.

The study further investigated on teachers' length of stay in their stations. Their responses were captured in table 4.3

**Table 4. 6:** Teachers length of stay in their school

<b>Length (Years)</b>	<b>Frequency</b>	<b>Percentage</b>
Below 1 year	50	37.88
2-5 years	56	42.42
6-10 years	16	12.12
Above 10 years	10	7.58
<b>Total</b>	<b>132</b>	<b>100</b>

Table 4.6 reveals that the majority of teacher respondents 56(42.42%) had stayed in their station between 2-5 years. Most of these teachers below 1 year and between 2-5 years, are those who were newly recruited or transferred to their stations from other schools. The table further indicated that teachers who had stayed above 6 years were of small percentage, these are the teachers who had stayed enough to understand school working environment. From the findings most of the teachers are employed by the school Board of Management (BOM) as compared to those employed by the government.

**Table 4. 7:** Teachers' Sex.

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	86	65.15
Female	46	34.85
<b>Total</b>	<b>132</b>	<b>100.00</b>

The table reveals that the majority 86(65.15%) of the teachers involved in the study were males. The female comprised of 46(34.85%) of the teachers. This was attributed to the fact that most of the teachers in secondary schools in Saboti are males.

**Table 4. 8:** Responses on teachers' highest qualification

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Certificate	0	0.00
Diploma	50	37.88
B. Ed	74	56.06
Masters	8	6.06
Ph. d	0	0.00
<b>Total</b>	<b>132</b>	<b>100</b>

Table 4.8 shows that teachers with the highest qualification involved in this study had B. Ed. Most teachers who teach in secondary schools are holders of education degree hence their higher number of involvement in the study.

#### **4.2 Socio-cultural determinants on the academic performance of the girl child in Saboti Division**

This study sought to determine the influence that various socio-cultural factors had on the girl child academic performance in Saboti Division. All the respondents in the three categories of Head teachers, teachers and girl students

were asked to indicate the influence of these factors on girl child academic performance.

#### **4.2.1 Influence of FGM on the academic performance of the girl child in KCSE**

The study sought to establish the extent to which FGM influences on girl child academic performance in KCSE. Findings from table 4.2 below indicate that 88.0% of respondents strongly agreed that FGM influenced girl child academic performance 8.8% agreed that FGM influenced girl child academic performance, 0.3% of the respondents were undecided, while a total of 0.6% of the respondents disagreed and 2.3% strongly disagreed that FGM had influence on girl child academic performance. These findings reveal that FGM has influence on girl child academic performance in KCSE to a very great extent.

<b>Perception</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	301	88.8
Agree	20	8.8
Un-decided	1	0.3
Disagree	2	0.6
Strongly disagree	8	2.3
<b>Total</b>	<b>332</b>	<b>100</b>

**Table 4. 9:** Influence of FGM on academic performance of girl child in KCSE

#### **4.2.2 Influence of early child marriage on the academic performance of the girl child in KCSE**

The study sought to establish the extent to which early child marriage influences on girl child academic performance in KCSE. Table 4.10, 73.4% of

respondents strongly agreed that child marriage influenced girl child academic performance 3.8% agreed that child marriage influenced girl child academic performance, 3.5% of the respondents were undecided, while a total of 14.3% of the respondents disagreed and 5% strongly disagreed that child marriage had influence on girl child academic performance. These findings reveal that child marriage has influence on girl child academic performance in KCSE to a very great extent.

**Table 4. 10:** Influence of early child marriage on academic performance of girl child in KCSE

<b>Perception</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	251	73.4
Agree	13	3.8
Un-decided	12	3.5
Disagree	49	14.3
Strongly disagree	17	5.0
<b>Total</b>	<b>342</b>	<b>100</b>

#### **4.2.3 Influence of peer pressure on the academic performance of the girl child in KCSE**

The findings of the study in table 4.4 below indicated that 81.6% strongly agreed that peer pressure influenced girl child academic performance 11.7% agreed that peer pressure influenced girl child academic performance, 0% of the respondents were undecided, while a total of 5.5% of the respondents disagreed and 1.2% strongly disagreed that peer pressure had influence on girl

child academic performance. These findings reveal that respondents strongly agree that peer pressure has influence on girl child academic performance in KCSE.

**Table 4. 11:** Influence of peer pressure on academic performance of girl child in KCSE

<b>Perception</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	279	81.6
Agree	40	11.7
Un-decided	0	0.0
Disagree	19	5.5
Strongly disagree	4	1.2
<b>Total</b>	<b>342</b>	<b>100</b>

#### **4.2.4 Influence of parental attitude on the academic performance of the girl child in KCSE**

The study sought to establish the extent to which parental attitude influences on girl child academic performance in KCSE. From the findings in table 4.12 below, 86.8% strongly agreed that parental attitude influenced girl child academic performance 3.5% agreed that parental attitude influenced girl child academic performance, 0% of the respondents were undecided, while a total of 4.7% of the respondents disagreed and 5% strongly disagreed that parental attitude had influence on girl child academic performance. These findings reveal that parental attitude has influence on girl child academic performance in KCSE to a very great extent.

**Table 4. 12:** Influence of parental attitude on academic performance of girl child in KCSE

<b>Perception</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	297	86.8
Agree	12	3.5
Un-decided	0	0.0
Disagree	16	4.7
Strongly disagree	17	5.0
<b>Total</b>	<b>342</b>	<b>100</b>

#### **4.2.5 Influence of domestic chores on the academic performance of the girl child in KCSE**

The study sought to establish the extent to which domestic chores influences on girl child academic performance in KCSE. Findings from table 4.13 below indicate that 23.4% of respondents strongly agreed that domestic chores influenced girl child academic performance 29% agreed that domestic chores influenced girl child academic performance, 25.4% of the respondents were undecided, while a total of 22.2% of the respondents disagreed and 0% strongly disagreed that domestic chores had influence on girl child academic performance. These findings reveal that domestic chores has minimal influence on girl child academic performance in KCSE.

**Table 4. 13:** Influence of domestic chores on academic performance of girl child in KCSE

<b>Perception</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	80	23.4
Agree	99	29.0
Un-decided	87	25.4
Disagree	76	22.2
Strongly disagree	0	0.0
<b>Total</b>	<b>342</b>	<b>100</b>

### **4.3 Academic performance of girl child**

**Table 4. 14: Trend of Academic performance of girl child in Saboti Division for the last five years**

<b>Aspects</b>	<b>Mean</b>	<b>Std Dev</b>
Community perception	4.0357	.60194
Teacher qualification	4.0714	.59870
Resource availability (school fees)	3.8571	.69879

The study also sought to determine the trend of various aspects of academic performance in Saboti Division for the last five years. From the findings, majority of the respondents were of the view that community perception, teacher qualification and resource availability (school fees) in regard to academic performance of girl child in Saboti Division had improved as shown by a mean score of 4.0714, 4.0357 and 3.8571 respectively.

## 4.4 Data Analysis

### 4.4.1 Regression Analysis

In this study, a multiple regression analysis was conducted to test the influence among predictor variables. The research used statistical package for social sciences (SPSS V 21.0) to code, enter and compute the measurements of the multiple regressions.

#### 4.4.1 Goodness of Fit of the Model

**Table 4. 15: Model Summary**

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
0.903	0.815	0.617	0.97120

Table 4.8 above is a model fit which establish how fit the model equation fits the data. The adjusted  $R^2$  was used to establish the predictive power of the study model and it was found to be 0.617 implying that 61.7% of the variations in academic performance of girl child in KCSE are explained by influence of FGM, early child marriage, parental attitude and peer pressure contribution leaving 38.3% percent unexplained. Therefore, further studies should be done to establish the other factors (38.4%) affecting girl child academic performance in KCSE in Sabot Division.

#### 4.4.2 Analysis of Variance (ANOVA)

**Table 4. 16: Summary of One-Way ANOVA results of the regression analysis between Academic performance in KCSE of girl child and predictor variables**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.62	4.000	1.655	4.720	0.002
	Residual	32.61	191.000	0.351		
	Total	39.230	195.000			

From the ANOVA table, the regression model predicting the relationship between the dependent and independent variables is significant at F= 4.720 and P = 0.002.

**Table 4. 17: Coefficients of Regression Equation**

		Unstandardiz B	Standardiz Std.	Standardi Beta	T	Sig.
(Constant)		1.19	0.432		2.76	0.01
FGM	X <sub>1</sub>	0.80	0.108	0.146	7.46	0.01
Early child marriage	X <sub>2</sub>	0.64	0.141	0.126	3.88	0.02
Domestic chores	X <sub>3</sub>	0.41	0.125	0.145	4.90	0.02
Parental attitude	X <sub>4</sub>	0.71	0.124	0.112	2.55	0.03
Peer pressure	X <sub>5</sub>	0.61	0.127	0.114	3.56	0.02

Dependent Variable: Academic performance of girl child in KCSE

The established model for the study was:

$$Y = 1.193 + 0.806 X_1 + 0.648 X_2 + 0.413 X_3 + 0.716 X_4 + 0.616 X_5$$

The regression equation above has established that taking all factors into account (FGM, early child marriage, domestic chores, parental pressures and peer pressure) constant at zero Academic performance of girl child in KCSE will be 1.193. The findings presented also show that taking all other independent variables at zero, a unit increase in FGM would lead to a 0.806 increase in poor academic performance of girl child and a unit increase in early child marriage would lead to a 0.648 increase in the in poor academic performance of girl child. Further, the findings shows that units increase in domestic chores would lead to a 0.413 increase in poor academic performance of girl child.

In addition, the findings show that a unit increase in negative parental attitude would lead to a 0.716 increase in in poor academic performance of girl child and finally the findings show that a unit increase in peer pressure would lead to a 0.616 increase in in poor academic performance of girl child. All the variables were significant as their P-values were less than 0.05. In terms of magnitude, the findings indicated that FGM had the highest influence on academic performance of girl child, followed by parental attitude, followed by early child marriage, then peer pressure while domestic chores had the least influence on academic performance of girl child in Kenya Certificate of Secondary Education.

**Table 4. 18:** Percentage influence of independent variables on girl child academic performance

<b>VARIABLES</b>	<b>PERCEN</b>
FGM	90.7
Early child marriage	65
Domestic chores	20
Parental attitude	85
Peer pressure	72

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY**

#### **5.0 Introduction**

This chapter gives a summary of the findings of this study, discusses the findings, and gives the conclusion on the socio-cultural determinants on the girl child academic performance in Saboti Sub-County. It also outlines the recommendations for improved girl child academic performance in Saboti Sub-County and recommendations for further research.

#### **5.1 Summary of the Study**

This study sought to examine the socio-cultural factors that influence girl child academic performance in Saboti Division. This study sought to investigate the effect of socio-cultural determinants on girl child academic performance in Kenya Certificate of Secondary Education in Saboti Division, Tans-Nzoia County of Kenya. The research questions sought to find out to what extent FGM, early marriages, peer pressure, parental attitude and domestic chores influence girl child academic performance in KCSE. Although a number of studies have been done on factors affecting girl's performance in other parts of the country, no specific study has investigated the continued poor performance of girls in KCSE in Saboti Division in spite of free secondary education.

The study adopted descriptive and ex-post facto designs. The dependent variable of the study was girl child academic performance in KCSE.

Independent variables were FGM, early marriages, peer pressure, attitude and domestic chores. The theoretical framework that guided the study was Pearson's gender theory. The theory states that the society views all activities that are carried out to be based on social roles and interactions of men and women. The total population for this study was 1199 respondents which will consist of 200 teachers, 990 girl students and 9 head teachers, the sample size was 483 respondents. Nine schools were selected using simple random sampling. Data was collected using questionnaires and interview guide. Prior to the actual data collection, a pilot study was conducted to ascertain the reliability and validity of the instruments.

The study gathered both qualitative and quantitative data. Quantitative data was analyzed using descriptive statistics including frequencies and percentages, t-test and multiple linear regressions were used to analyze the statistical data. Data was classified, tabulated and analyzed manually. Computation of percentages was done after which the findings were presented in tables. Analyzed data was interpreted and conclusions drawn.

Findings indicated that FGM is still practiced in Saboti despite the fact that it is illegal in Kenya, and it has the highest influence on academic performance of the girl child (90.7%), followed by parental attitude (85%), peer pressure (72%), early marriages (65%) while domestic chores had least influence (20%). Head teachers in Saboti Division are male at 88.89% as compared to female at 11.11%, similar to the teachers female at 35% male at 65%. There is shortfall of women leaders in the areas as most leaders within vicinity of the schools and

the surroundings are men. Out of the nine head teachers only one is female and also teachers as the study has found out there are more male teachers than female teachers. This could lead to poor performance as girls view successful people as males and they lack role models.

The study recommends a sensitization programme to change the attitude of those practicing FGM so as to stop it.

## **5.2 Summary of major findings**

Findings indicated that FGM is still practiced in Saboti despite the fact that it is illegal in Kenya, and it has the highest influence on academic performance of the girl child (90.7%), followed by parental attitude (85%), peer pressure (72%), early marriages (65%) while domestic chores had least influence (20%). Head teachers in Saboti Division are male at 88.89% as compared to female at 11.11%, similar to the teachers, female at 35% male at 65%. There is shortfall of women leaders in the areas as most leaders within vicinity of the schools and the surroundings are men. Out of the nine head teachers only one is female and also teachers as the study has found out there are more male teachers than female teachers. This could lead to poor performance as girls view successful people as males and they lack role models. From the findings most of the teachers are employed by the school Board of Management (BOM) as compared to those employed by the government. There is lack of parental support in terms of girl child's education.

### **5.2.1 FGM influence on girl child academic performance in KCSE**

In reference to objective one which sought to determine the extent FGM influence girl child performance in Kenya Certificate of Secondary Education in Saboti Division; students, teachers and head teachers strongly believed that FGM influenced academic performance of the girl child, 90% of the girl students suggested that girls performance could be improved by abolishing FGM totally. 100% of the head teachers interviewed admitted that FGM was still practiced in the area though secretly, similar results were obtained from teachers. The study showed that those students who had undergone FGM performed poorly compared to their counterparts who had not undergone it.

### **5.2.2 Early marriages influence on girl child academic performance in KCSE**

In regard to objective two which intended to determine the extent early marriages influence girl child performance in Kenya Certificate of Secondary Education the head teachers, teachers and students agreed on great influence early marriages have on performance of the girl child. 80% of the head teachers strongly agreed that early marriages influence girl child's academic performance. Similar views were given by the teachers at 66% while students at 73.4%.

There are no clear cut out policies to guard girls against early marriages. Most parents from the area do not care about girls' education therefore their daughters are married but still go to school and the parents do not make a follow up. Most of the parents especially those with children in day schools are

rarely seen at school, they do not support their children's education this leads to poor performance. Majority of the school in Saboti are day schools therefore most head teachers complained of lack of parental support especially for the girls, some have to be forced to go to school. Some head teachers acknowledged that they don't even know the parents of most students despite little number of students.

### **5.2.3 Peer pressure influence on girl child academic performance in KCSE**

In an attempt to achieve objective three which sought to establish whether peer pressure influence girl child academic performance in Kenya Certificate of Secondary Education, students at 81.6%, head teachers at 100%, teachers at 80% agreed that girls academic performance was affected by their peers. Most head teachers felt that more influence comes from girls' peers and also parents than from themselves. They acknowledged that this influence could either be positive or negative.

### **5.2.4 Parental attitude influence on girl child academic performance in KCSE**

For objective four which sought to establish whether parental attitude influence girl child academic performance in Kenya Certificate of Secondary Education, it was found out from students 86.8% strongly agreed, teachers at 80% and head teachers at 60%.

### **5.2.5 Domestic chores influence on girl child academic performance in KCSE**

Finally in response to objective five which sought to determine whether domestic chores influence girl child performance in Kenya Certificate of Secondary Education, the students at 23.4%, teachers at 50% and head teachers at 40%. Majority of the teachers and head teachers felt that a student could perform as long as he or she plans for the available time therefore domestic chores had little influence on education. But of interest all respondents 100% strongly agreed that domestic chores could influence academic performance negative if they are many and based on gender favoring boys, the girl child suffers.

The findings of this study imply that despite the fact that FGM is illegal in Kenya, it is still practiced among the Saboti community and has negative effect on the academic performance of the girls.

### **5.3 Conclusion**

The extent and results of poor academic performance by the girl child in Kenya Certificate of Secondary Education, calls for a serious concern especially in Saboti Division. The more reason why this study turned a beam light on the subject matter.

In regard to objective one, the study linked FGM to poor academic performance by the girl child. Majority of the respondents strongly agreed that

FGM was still practiced and really affected performance leading to poor performance.

Most respondents reported that a man preferred to marry a girl who is not so much educated therefore this impedes hard work at school by the girls therefore leading to poor performance in Kenya Certificate of Secondary Education.

Allocation of too much domestic duties especially on basis of gender has been linked to poor academic performance by the girl child in Kenya Certificate of Secondary Education, since it limits the girl child's time to do school work.

It was therefore concluded that girl child academic performance in Saboti Division is influenced by all the factors mentioned. All these factors must be put in consideration when implementing initiative of addressing girl child academic performance. Educationists and the community at large should strive to reduce the impact of these factors if they desire the Division to improve the girl child academic performance.

#### **5.4 Recommendations**

In the view of the above findings, the following recommendations were made to help school girls in the Saboti community:

##### **5.4.1 Influence of FGM on the academic performance of the girl child in KCSE**

A sensitization programme to change the attitude of those practicing FGM so as to stop it. School girls who have undergone FGM should undergo intensive

guiding and counseling to enable them concentrate on their studies so as to perform well academically. Policies to remove constraints of girl child acquisition of education should be formulated and implemented by the Ministry of Education.

#### **5.4.2 Influence of early child marriage on the academic performance of the girl child in KCSE**

The government should put in place policies to safeguard students from early marriages; the culprits should be taken severe action especially in rural areas like Saboti. Putting girls in boarding schools will also reduce early marriages among girls, the government should provide boarding facilities to all secondary schools and subsidize girls education through scholarships and bursaries especially those from poor families.

#### **5.4.3 Influence of peer pressure on the academic performance of the girl child in KCSE**

Also teachers and parents should strive to encourage the girls by telling them the value of education so as not to be affected by negative peer pressure.

#### **5.4.4 Influence of parental attitude on the academic performance of the girl child in KCSE**

Parental attitude towards girl child education should change and not to be seen as if it's a waste of money to educate girl child. Parents who intentionally refuse to pay for their girls education in favor of boys should be taken a severe action.

#### **5.4.5 Influence of domestic chores on the academic performance of the girl child in KCSE**

Girls not to be overworked at home with domestic chores as this affect their academic performance.

More number of female teachers should be employed especially in secondary day schools to assist girls and to be seen as role models by giving them more opportunities especially in leadership.

#### **5.5 Further Research**

The research recommended that further research be conducted in the following areas:

1. The cause of resistance to change in communities that have traditions, beliefs, practices that have negative impact on girl child participation in Kenya for example FGM.
2. How deep-rooted religious beliefs influence girl child academic performance.
3. The effect of other socio cultural practices on the girls academic performance in KCSE.
4. An investigation into the motivating factors that contributed to the success of professional ladies from Saboti who had experienced

challenges such as FGM, parental attitude, domestic chores, and early marriage among others.

5. The performance of girls in KCSE in communities that initially practiced FGM and the success of alternative rites of passage if there.

## **5.6 Summary**

This chapter contained the summary, conclusion and recommendations for further study.

## REFERENCES

- American Psychological Association (2009). *Publication Manual of the American Psychological Association*, (6<sup>th</sup> Ed), Washington D.C, Author.
- Battle, J., & Lewis, M. (2002). *The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement*. *Journal of Poverty*,6(2),21.
- Borg & Gall (200). *Developing a diverse student population: USA*. Evin Jayner Publishers.
- Chiuri, L.W and Kiumi, J.K.(2005) *Planning and Economics of Education*. Ergerton University: Pangolin.
- Cotton ,Ann(2003) *CAMFED'S philosophy and Practice. A Briefing paper, EFA Monitoring Report*, Paris, UNESCO.
- Cowell, R. N and Holsinger D. B (2000). *Positioning Secondary School Education in developing countries* . Paris: UNESCO. IIEP.
- Croll, E.J., (2006). *From the girl child to girls' rights*.*Third World Quarterly*, 27(7), The politics of Rights Dillemas for Feminists 1285 Taylor & Francis.
- Engelhart, M.D (1972) *Methods of Educational Research*. Chicago: Rand McNally.

- FAWE, (2003). *Girls' education at the grassroots: Communities as agents of change* Nairobi: FAWE.
- Fant, E. K. (2008), *Education and Girl-Child Empowerment: The Case of Bunkpurugu/ Yunyoo District in Northern Ghana*
- Frempong, E. (2011), *Factors contributing to poor performance of students in the Basic education certificate examination in selected public junior high schools in effutu municipality*. Master's thesis from University of Education, Winneba, Ghana.
- Foddy W. (1994). *Constructing Questions and for Interviews and Questionnaires*. United Kingdom: Press Syndicate of the University of Cambridge.
- Gachiri, E. (2001). *Female circumcision*, Nairobi: Pauline Publication Africa
- Husain, A (1999) *Society Perspective on the status of women and its relationships to educational opportunities for women in Ethopia*. Author.
- Jagero, N.O (1999). *An Evaluation of the Factors Affecting the Quality of Education in Day Secondary Schools in Kenya: A case of Kisumu District*; M. Phil Thesis, Moi University, Eldoret.
- Johnson K. (2000). *The effect on Academic Achievement Among Public Elementary School Students*, Heritage Foundation, New York, NY: Plenum Press.

- Juma, M.N. (1994) *Determinants of Female Participation in primary Education: A study of Kwale and Taita taveta districts. Nairobi: Kenyatta University. Unpublished PHD Thesis.*
- Kelly R (1998). *Economic and Demographic Behaviour of Households in Kenya. Nairobi: Macmillan Publishers.*
- Kerlinger, F. (2007). *Foundation of Behavioral Research: Education and Psychological Inquiry. New York.*
- Kombo, K. D. and Tromp, A. L. (2006). *Proposal and Thesis Writing: An Introduction, Pauline Publications' Africa, Nairobi.*
- Konthari , C. R. (2004). *Research Methodology, Methods and Techniques New Delhi: New Age International Limited.*
- Lewis, M. A and Lockheed M. E (2006). *Social Exclusion and Girls Education. D.C : Center for Global Development.`*
- Lloyd, C.B., Mensc ,B.S. & Clarke W.Y. (2000) *.Effect of primary school quality on school dropout among Kenyan girls and boys. Comparative education review, 44, 113-147.*
- Mbilinyi, D.S (2003). *Equity in learning: The gender dimension. Daresalaam.*
- Menge, A.V. B. (2010). *Effects of socialization with regard to gender roles on student Academic achievement in secondary schools in Kisii Central district Kenya.*
- Mugenda, O.M. and A.G. Mugenda, (2003). *Research methods: Quantitative and Qualitative Approaches. Acts Press, Nairobi. Acts Press.*
- Mturi, A. J. & Henniker, (2005). *Culture health and sexuality .7 (2).29-143.*

- Mwangi,E.(2004). *News and views from Africa* retrieved from <http://www.newsfromafrica/Indices/Index 1707.html>.
- Mwendwa, J., Munene J. & For Ice berg Africa (2008).*Commonwealth Fund Kenya (CERFK)*.
- Mwiti G.K: 2006. *Child Abuse Detection, Prevention and Counseling*,Nairobi: Evangel Publishing House.
- NCCS (2007). *Training resource manual for Area Advisory Councils*, Nairobi: NCCS
- Ndiritu, A. W. (1999). *A study of factors which influences performance in KCSE in selected public schools in Nairobi and Central provinces in Kenya*. University of Nairobi: unpublished Masters of education thesis
- Nyatuka B. O. & Nasongo, J.W.,(2010) *Effects of socialization with regard to gender roles on Students' academic achievement in Secondary Schools in Kisii Central district, Kenya*.
- Ocho L.O (2005). *Issues and concerns in Education and life*. Enagu, Institute of Development Studies, University of Nigeria, Nsukka.
- Offorma G.C. (2009). *Girl Child Education in Africa*. Keynote Address
- Orodho, J.A (2005). *Elements of Education and Social Sciences Research Methods*. Nairobi: Masola Publishers.
- Oso, Y. & Onen, D. (2008).*A general guide to writing research proposal and Report*. A hand Book of beginning Researchers. Nairobi, Jomo Kenyatta Foundation.

- Pearson R. and Jackson C(1998). *Feminist visions of Development: Gender Analysis and Policy* London: Routledge.
- Republic of Kenya (1999). *Commission of inquiry into the education system of Kenya* (Koech Report), Nairobi: Government Printer.
- Republic of Kenya (1999). *Totally integrated quality education and training TIQET*. Report of the Commission of inquiry into the education system of Kenya (Koech Report) Nairobi: Government Printer
- Republic of Kenya (2007). *Kenya education sector support programme*. Nairobi: Government Printer:
- Republic of Kenya, (2007). *Ministry of Education, Gender policy*. Nairobi: Government Printer.
- Republic of Kenya (2012). *The new constitution of Kenya*, Nairobi: Government Printer
- Saxton, J. (2000). *Investment in education: Private and public returns*. Retrieved from <http://www.house.gov/jec/educ.pdf>.
- Sengupta, P.& Guha J. (1998). *Elementary Education for the girl child- A socioeconomic analysis (With Special Reference to West Bengal)*, Doctoral Dissertation, Department of Economics, Jadavpur University, Calcutta.
- Scharff, Xanthe, and Ashley Brady (2006). *Baseline study: Attitudes on Girls' Education in Malawi. The Advancement of Girls' Education Scholarship Fund*. Malawi Small Sample Techniques. *The NEA Research Bulletin*, Vol. 38 (December, 1960), p. 99.

- SMASSE, (2000) Analysis of baseline survey, Kisii Central District, SMASSE.
- UNESCO (United Nations Educational Scientific and Cultural Organization)  
*2003 EFA Global Monitoring Report (2003): Gender and Education For All: The Leap to Equality.* Paris.
- UNICEF. (2005). *Changing harmful cultural Practices: Female Genital Mutilation/ Cutting*, Nairobi: UNICEF
- Wanjiku, M. (1994). *The road to empowerment*, Nairobi: FEM NET.
- Wanjiru, N. (2007). *Factors Contributing to School Dropout in Mombasa District Kenya*. Unpublished M. Ed Thesis. Nairobi: University of Nairobi.
- Wrigler, Julia (1995). “*Gender and Education in the Welfare State*” in J. Wrigley , *Education and Gender Equality*, London: The Falmer Press, 1992.
- Zikmund W.G (2003) *Business Research Methods*, 7<sup>th</sup> Ed. Thomson, South-Western: Evin Jayner Publishers.

## **APPENDICES**

### **APPENDIX 1 : TRANSMITTORY LETTER**

**University of Nairobi,  
College of Education & External Studies,  
Department Of Extra Mural Studies,  
Private Bag,  
Nairobi**

#### TO WHOM IT MAY CONCERN,

I am a student of The University of Nairobi undertaking a research project on the effect of socio-cultural determinants on performance of the girl child in KCSE in Saboti Division, Trans – Nzoia County. You have been selected to participate in this study.

I therefore seek your permission to be allowed to visit your school and collect the necessary information. The information collected will be treated with utmost confidentiality and it will be used for educational research only.

Your participation in the study will be highly appreciated.

Thank you in advance.

Joyce Muyoka Kilwake

## APPENDIX 2: QUESTIONNAIRE FOR TEACHERS

I am undertaking a Master of Arts degree at University of Nairobi conducting research on the academic performance of the girl child in KCSE. Kindly assist me by responding to all items contained herein. The confidentiality of the information you will provide will be adhered to. Do not indicate your name anywhere.

### Section A: Background information

1 Name of the school .....

2 What is the type of your school?

Day [ ]

Boarding [ ]

3 What is your marital status

Married [ ]

Widowed/Widower [ ]

Single [ ]

Separated [ ]

(Please tick (√) one that applies)

4 Indicate your gender.

Male ( )

Female ( )

5 What is your age?

20-30 years ( )

31-40 years ( )

41-50 years ( )

Above 50 years ( )

6 For how long have you worked in this school?

Below 1 year ( )

2-5 years ( )

6-10 years ( )

Above 10 years ( )

7 What is your highest qualification?

Certificate ( )

Diploma ( )

B. Ed ( )

Masters (specify) ( )

PhD (specify) ( )

Any other(please specify).....

### **Section B: Status of the girl child**

1. How is the performance of girls in your class?

Excellent [ ]

V. good [ ]

Good [ ]

Fair [ ]

Below average [ ]

Poor [ ]

V. poor [ ]

2. What are the cultural practices that affect girls' performance?

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

3. What are the social factors that affect girls' performance?

4. (a) In your class do you know of any girl(s) who have undergone FGM?

Yes [ ]                      No [ ]

(b) If yes how is her/their performance?

Excellent            [ ]

V. good              [ ]

Good                 [ ]

Fair                  [ ]

Below average      [ ]

Poor                 [ ]

V. poor              [ ]

**Section C: Community perception of the girl child**

1 What is your perception regarding educating girls?

Positive            [ ]

Negative           [ ]

(a) Are the local community putting any effort to improve girls performance?

Yes                 [ ]                      No            [ ]

(b) If the answer to the above question is yes, how?

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

**Section D: Challenges and way forward**

1. What are the key challenges that prevent girls from doing well in KCSE?

2. In your own opinion, to improve performance of girls in KCSE what needs

to be done by:-

- a) Girls.....
- b) Teachers.....
- c) Schools .....
- d) Parents.....
- e) Community.....

Thank you

End .

### APPENDIX 3: STUDENTS' QUESTIONNAIRE

Please feel free to answer the questionnaire as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper. Please tick (✓) on the appropriate choice(s) which you think is the answer(S) or more correct response(s) to the questionnaire.

#### Section A: Personal data

Name of the school .....

What is the type of your school?

Day [ ]

Boarding [ ]

How old are you? .....

In what class are you?

Form 1 [ ]

Form 2 [ ]

Form 3 [ ]

Form 4 [ ]

What were your feelings upon receiving admission to this school?

Excited [ ]

Scared [ ]

Disappointed [ ]

Indicate your feeling about each of the statement by ticking (√) on any of the options SA-Strongly Agree, A-Agree ,U-undecided, D-Disagree

**Section B: Cultural practices and girl child academic performance**

	Statement	SA	A	U	D	SD
1.	Female genital mutilation affect performance of girls					
2.	Early marriages affect girls performance					
3.	Negative attitude towards girls education affect girls performance					
4.	“we undergo a lot of pain during FGM thereby missing class for a long time”					

**Section C: Information on domestic chores and girl child performance**

	Statement	SA	A	U	D	SD
1.	Domestic chores make girl students have no time for study					
2.	Domestic chores affect concentration of girls					
3.	Domestic chores make students tired					
4.	“we are given too much work at home. This denies us study time besides leaving us fatigued”					

**Section D: Information on parental attitude and girl child performance.**

	Statement	SA	A	U	D	SD
1.	parental attitude make girls tired					
2.	parental attitude affect punctuality of girls					
3.	parental attitude affect concentration of girls					
4.	“our parents delay/ do not pay school fees hence we are often at home for fees instead of being in class”					
5.	‘our parents deliberately refuse to provide us with sanitary towels keeping us off class”					

**Section E: Peer pressure influence girl child performance**

	Statement	SA	A	U	D	SD
1.	Peer pressure cause absenteeism among girls					
2.	Peer pressure affect discipline among girls					
3.	Peer pressure affect general academic performance of girls					

**Section F: status of the girls**

1. How many children are you in the family? .....

(a) How many of your brothers and sisters have gone to schools?

Brothers .....

Sisters .....

(b) If none give reasons

---

- (c) Out of your brothers and sisters how many completed form four?
- (d) Out of your sisters who sat for KCSE how many passed and how many failed?

Passed [ ] Failed [ ]

(Specify which schools, include day/boarding)

3. (a) How many girls do you know of from your village that performed well in their KCSE?

(b) Out of these how many have been affected by cultural practices such as FGM? If they are affected by other cultural practices specify?

.....

4. How many girls do you know who have undergone FGM?

i. In your village.....

ii. In your school.....

iii. If they are there how is her (their) performance

Excellent ( )

V.Good ( )

Good ( )

Fair ( )

Below average ( )

Poor ( )

5. Do you fail to complete your assignments or lack enough time to read because of domestic chores? Yes ( ) No( )

6. Does your parents treat you differently from your brothers? Yes( ) No( )

If yes in which way(s)?.....

7. How many peers do you have? ..... What do you like doing together? .... Do they(her) influence your decisions? Yes( ) No( )

6.In your opinion what needs to be done to improve girls performance by:-

- a) the girls.....
- b) the parents.....
- c) the school.....
- d) the community.....
- e) the government .....

Thank You

End



.....  
How does school administration influence girls performance in KCSE in your school.....

2. What steps are taken to improve girls' performance in KCSE in your school?.....

3. What challenges has the school encountered in trying to improve girl child's performance in KCSE?

.....  
In your own opinion what needs to be done to improve girls performance in KCSE by:-

- a) The girl child.....
- b) The teachers.....
- c) The parents.....
- d) Schools.....
- e) The government.....

Thank you

TABLE 19: *Table for Determining Sample Size from a Given Population*

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.

*S* is sample size.

*Krejci and Morgan (1970)*

**APPENDIX 6 : LETTER FROM MINISTRY OF EDUCATION**