FACTORS AFFECTING THE PERFORMANCE OF GIRLS IN MIXED DAY SECONDARY SCHOOLS IN GITHUNGURI DISTRICT, KIAMBU COUNTY

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DECLARATION

This is my original work and has not been presented to any other university or institution for the award of a degree.

_____ Date 28/11/2012

Ruth Wanjiru Kahuha

This project proposal has been submitted for examination with my approval as the university supervisor.

_____ Date 29/11/12

Dr. Wilfred Subbo

DEDICATION

I dedicate this project to my mother Agnes and to all the women who have recognised the value of education and struggled to educate their girls.

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ABSTRACT

. This study sought to investigate the factors that affect the performance of girls in mixed day secondary schools in Githunguri District, Kiambu County. The study focused on the socio-cultural and economic factors that affect that performance.

Data was collected using structured interviews, key informants focused group discussions and secondary sources. Quantitative data from structured interviews was analysed using SPSS computer software whereas qualitative data from key informants and focused group discussions was analysed thematically.

The findings suggest that, in general, performance of girls in mixed day schools is dependent on the socio-cultural as well as economic factors within the family and beyond. The evidence from this study suggests that socio-cultural factors that directly come from the households or families affect girls most. The main economic factor that affects girls' performance is fee payment. The study therefore recommends that the education fraternity should put in more effort to support girls since they are equally important as the boys are. This will ensure gender equity and equality.

LIST OF ABBREVIATIONS AND ACRONYMS

AEO	-	Area Education Officer
AIDS	-	Acquired Immunodeficiency Syndrome
CDF	-	Constituency Development Fund
DEO	-	District Education Officer
FAWE	-	Forum for African Women Educationalists
HIV	-	Human Immunodeficiency Virus
KCPE	-	Kenya Certificate of Primary Education
MDG	-	Millennium Development Goal
MOEST	-	Ministry of Education, Science and Technology
NGO	-	Non-Governmental Organization
TSC	-	Teachers' Service Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNICEF	-	United Nations Children's Fund

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

The factors which interplay and affect female education are limitless. Research has shown that factors within the classroom are not the only cause of gender imbalances in education and that home-based factors which include family size, household income, parents' education, cultural and traditional beliefs all contribute substantially to poor female enrolment in school (King & King, 1993; FAWE, 2005; UNESCO, 2005). Extracurricular and out-of-school factors play a big role in female education. Girls are pulled out of school and boys left in school when the family income dictates that all children cannot be educated. Girls miss school when there are chores to be done at home or there is a sick family member to nurse. Girls are taken out of school when they mature to prepare them for marriage or to help supplement the family income by selling, farming or performing other money earning activities.

Long distances from school, sexual harassment by classmates, teachers and males in the community and inefficient use of her time contribute to making attendance and performance in school poor. Finally, the girl child drops out of school when conditions at home, in school, on the way to school and in the community prevent her from having a meaningful and conducive learning environment.

In earlier years, little was said and even less was known about female schooling in Africa. Although it is no longer the case today, there are still important gaps in our knowledge base, particularly at the school level. Girls' enrolment, persistence and success in school depend, of course, on many factors beyond the classroom and the

school itself (Educational Research and Reviews, 2010) Studies in a number of African countries demonstrate the daughters' workloads, distance from home to school, discrimination against women in the job market, demand and supply issues as determined by established policies, the parents' level of education and their socio-economic status as well as political commitment (Mialaret, 1979).

Governments in many parts of Africa are aware of the benefits of female education. Education of females has a profound effect on national development as lack of their education has been linked to low birth weight, poor health and high mortality rates in children, high fertility rates, poor family nutrition, low life expectancy, poor sanitation and high illiteracy rates. The socio-economic importance of female education can thus not be over emphasised (UNESCO, 2005).

High girl-child participation rate in education is crucial in a modern society. This is because education is one of the most effective instruments a nation has at its disposal for promoting sustainable social and economic development (Republic of Kenya, 1999). It leads to increased productivity of the educated as a means of human resource development for communal benefit (Republic of Kenya, 2002). Girl-child education raises economic productivity, reduces poverty and fertility rates, lowers infant and maternal mortality, and improves health.

It is important to demonstrate through practical interventions what works in enhancing girls' education in sub-Saharan Africa (FAWE, 2005). Though great strides have been made in improving the participation of girls in education, challenges persist in terms of their access, retention and performance. Among the barriers that exist in the majority of sub-Saharan African countries are poverty, long-held negative attitudes and practices and their consequences such as early marriage, poor

management of sexual maturation, the impact of HIV/AIDS at household level, teenage pregnancy and the disempowerment of girls. In addition, gender insensitive school environments as well as the lack of gender-responsiveness in education delivery negatively affect girls' participation in education. This results in high rates of drop-out and repetition as well as poor performance for girls in all subjects and particularly in Mathematics, Science and Technology (FAWE, 2005)

Kenya's education system is dominated by examination-oriented teaching where passing examinations is the only benchmark for performance because there is no internal system of monitoring learning achievements at other levels within an education cycle. It is generally agreed that the most important manifestations of education have to do with literacy, cognitive abilities, performance and progression to higher levels of learning. There is a reliance on scores and transition rates as core measures of achievement. In Kenya, examinations are generally acceptable as valid measures of achievement (Maiyo, 2009)

Kenya Government has committed to enhancement of girl-child education despite their participation rate at secondary school level remaining notably low. Many studies on the girl-child education have concentrated in the rural populations with the assumption that the situation in the urban setting is nearly ideal (Odumbe, 2003). This was not the case as was evidenced in the period 2004-2007 whereby, mixed day secondary schools were averagely made up of only 43% girls. Head teachers as implementers of government policies are well placed to enhance girl child participation in mixed day secondary schools (MOEST, 2010).

Efforts to boost female education have been made by governments, international organisations and NGOs. However, there is still a gender disparity in education

(FAWE, 2005). Females still have low access to education, low participation and poor performance in many subjects. Many factors which are home, community and school based, continue to restrict developments in female education.

1.2 Problem Statement

Secondary education is critical given that it prepares both boys and girls for tertiary education, career choice, and for overall effective community roles, survival and development. Considerable evidence showed that nationally, there were more girls than boys at the on-set of schooling yet as they moved up the academic ladder, the number kept declining creating a notable gender disparity with regard to access, retention, and completion of the secondary school cycle (www.worldbank.org).

Education at secondary school is supposed to be the bedrock and the foundation towards higher knowledge in tertiary institutions. It is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in the country. The role of secondary education is to lay the foundation for further education (UNESCO, 2005).

Improving girls' access to education, with the aim of attaining gender equality is a critical component of promoting development and meeting the millennium development goals (MDGs) (2000) in Kenya and 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 sustained economic growth (MOEST, 2010).

The development of the education sector has been a long standing objective of the Government of Kenya since independence in 1963. Education is considered by

various stakeholders and players as a basic need and a basic right. Performance ranks high on the national agenda, with educators and policymakers focusing on testing, accountability, curriculum reform, and teacher quality, school choice and related concerns. Conspicuously absent has been an examination of how societal and school conditions affect performance, even though existing literature links school facilities to the quality of education and to teacher morale and teacher productivity (Schneider, 2003). This study has documented factors in school and in the community that affect performance of girls in mixed day schools.

The study was guided by the following questions:

i. What are the socio-cultural factors that affect the performance of girls in mixed day secondary schools in Githunguri District, Kiambu County?

ii. What are the economic factors that affect the performance of girls in mixed day secondary schools in Githunguri District, Kiambu County?

1.3 Objectives of the study

1.3.1 Overall Objective

To establish the factors affecting the performance of girls in mixed day secondary schools in Githunguri district, Kiambu County.

1.3.2 Specific Objectives

i. To describe the socio-cultural factors that affect the performance of girls in mixed day secondary schools in Githunguri District, Kiambu County.

ii. To find out the economic factors that affect the performance of girls in mixed day secondary schools in Githunguri District, Kiambu County.

1.4 Justification of the Study

Studies (King & King, 1993; World Bank, 1995; FAWE, 2005; UNESCO 1994) on girl child education have focused on access, retention and completion of secondary education by girls. A gap thus exists on factors that lead to poor performance of girls especially in the rural set-up.

The research will contribute to the body of knowledge by stating the socio-cultural and economic factors that affect the overall performance of girls in mixed day secondary schools within the rural set-ups. The study will provide MOEST, Girl Child Network (GCN), FAWE (K) and like minded stakeholders with information that can be integrated in their intervention strategies of in improving the performance of girls.

1.5 Scope and Limitations of the Study

The study was carried out in 10 mixed day secondary schools out of the 21 mixed day secondary schools in Githunguri District. The study has outlined how socio-cultural and economic factors affect performance of girls in mixed day secondary schools.

The small sample size of girls would not allow for generalization of findings. Based on the inclusion criteria, only form 3 and 4 girls participated thus boys and girls in lower forms did not participate. Experiences of girls in urban settings, boarding schools, girls' only schools and private schools were not captured.

The theory may not discuss individual factors that lead to poor performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The education of female is paramount to the development of a nation. Women are involved in all kinds of activities both at the community level and the regional level: Farming, trading, child bearing and general household chores are all associated with women. Hence there is an urgent need to make education accessible to them to enable them contribute meaningfully to national development. Numerous studies have shown that female education is a pre-requisite for greater social autonomy for women and for improving the socio-economic status of their families. Inequality in female access to education has continued despite commitments by various governments to the goal of formal education (King & King, 1993).

Another worthy point for emphasizing girls' education is the weak base from which it is developing. Indeed, notwithstanding sensitization programs, seminars, policy statements and so no, many of the good intentions to improve girls' education remain at theoretical rather than the implementation phase (http://unesdoc.unesco.org). The thinking of the rural man that the female's main office is the kitchen has contributed greatly to the low education of females in the country. However, it is noted that countries with smaller gender gaps in education have better indicators of social welfare. For instance, lower fertility rates, lower infant mortality rates, improved nutrition, increased life expectancy and better opportunities for their children in the next generation are social benefits that will arise if more females are provided with proper education (Mialaret, 1979).

The fact that girls tend to be marginalized in classroom has been documented in several studies. Classroom studies in the United States and France have shown that even when girls make up the majority of students, teachers pay less attention to them than to boys. It is fair to add here that boys sometimes get attention because they are being disciplined for bad behaviour while girls tend to be disciplined less because they are more reserved and timid. Studies also show that most teachers hold lower expectations on girls. The United Nations' Special Initiative for Africa (UNSIA) focuses on selected low-enrolments African countries in an effort to help them find pragmatic, sustainable solutions to the problems that have depressed female primary school enrolments for so long (http://unesdoc.unesco.org).

The Campaign for Female Education (CAMFED) is dedicated to fighting poverty and AIDS in rural communities in Africa by educating girls. These young women, among them doctors, lawyers, teachers and businesswomen-are now sharing the benefits of their education with their communities (http://unesdoc.unesco.org).

2.2 Socio-cultural factors

2.2.1 Gender discrimination and stereotyping

Educational stereotyping does reinforce existing oppressive gender relations and perpetuates women subordinate status in our society. Education is thus playing a very vital role in the social construction of women and men in the society through allocating gender specific packages which reinforce the oppressive gender relations. This factor contributes significantly to educational underdevelopment which in turn limits the country's ability to fully utilise all factors of production, particularly the human capital resource. Many structural factors influence whether women and men derive equitable benefits from educational processes. Education about our social

capacity to transform gender relations can take place in the home, the school, the community and the workplace. We can encourage people to create gender relations that are empowering rather than oppressive. The liberating effect of understanding gender as a social construction makes it possible to appreciate how the relationship is structured: attitudinally, socially, institutionally, politically and economically (Meena, 1996).

Cultural and social beliefs, attitudes and practices prevent girls from benefiting from educational opportunities to the same extent as boys. There is often a powerful economic and social rationale for investing in the education of sons rather than daughters, as daughters are perceived to less valuable once educated, and less likely to abide by the will of the father, brother or husband. In most countries, both the public and private sectors continue to be dominated by men, leading parents to ask themselves: why bother educating our girls if they will never make it anyway? (Plowmann, 2004).

2.2.2 Early marriage and pregnancy

Marriage before the age of 18 is a reality for many young women. In many parts of the world parents encourage the marriage of their daughters while they are still children in hopes that the marriage will benefit them both financially and socially, while also relieving financial burdens on the family. In actuality, child marriage is a violation of human rights, compromising the development of girls and often resulting in early pregnancy and social isolation, with little education and poor vocational training reinforcing the gendered nature of poverty (Unicef, 2005).

2.2.3 Violence against girls in schools

Another key issue around rights to and in education concerns the persisting violence against girls. Tragically, this issue is a daily reality for many girls around the world. The violence is not only a direct infringement of human rights as elucidated in the Convention on the Elimination of All forms of Discrimination against Women (CEDAW), but it also plays a role in denying girls the right to access education by being one of the major causes of drop-out among girls. Taken together with the ever-present scourge of corporal punishment and public shaming by school authorities and teachers, a cycle of absenteeism, low self–esteem and violence at home and in schools, this perpetuates those cycles of discrimination which education is supposed to challenge and break (Meena, 1996)

Schools fail to protect the basic rights and dignity of girls. Violence includes rape, sexual harassment, physical and psychological intimidation, teasing and threats. It may occur on the way to school or within the school itself, and is perpetuated by teachers, parents, persons of perceived authority and fellow students. Since the infamous St. Kizito incident where 70 girls were raped while 19 others lost their lives when their male peers descended on them during what was supposed to be a school strike; several other group sexual violations have occurred. The reaction from males in authority, on sexual violence targeting girls and women has sometimes been casual. For example, the St. Kizito Head teacher's explanation of his students behaviour in 1991 was that "the boys did not intend to harm the girls, they were just having fun" (Plowmann, 2004).

Schools who also fail to provide adequate physical facilities, such as toilets and running water, cause inconvenience to boys, but spell an end to education for girls before education has even begun (http://www.actionaid.org/main.asp).

Statistics about the prevalence of violence against girls are hard to find: it remains under-reported, misunderstood and largely unaddressed, both because of the difficulty of researching the issue, and because of the widespread cultural negligence and betrayal of those who have little or no rights in the first place (Plowmann, 2004).

2.2.4 Poor Role Modelling

The limited number of female teachers in both primary and secondary schools is a major constraint on girls' education. The presence of female teachers both makes schools more girl-friendly, and provides role models for girls.

It is also documented that there is an inseparable link between the well-being of mothers and the well-being of their children. Women who were educated in school frequently have fewer children, and are better able to provide health care and adequate nutrition for the children they do have. They are also more likely to send their children to school and keep them in a school system.

Despite most countries having age-old policies aimed at recruiting female teachers, so far none have managed to fill these quotas, "primarily because governments have consistently failed to guarantee the equal rights of women in teaching, failed to challenge cultural prejudice against female teachers, and often failed to develop effective incentives to encourage female teachers to work" in poor or rural areas (Meena, 1996).

2.3 Economic Factors

2.3.1 Inadequate Funding

Funding in girls' education is an important issue. No country has yet succeeded in rescuing girls' education from its continued status as the lowest budget priority and one of the least favoured areas in public policy.

"The direct costs of sending all children to school are usually too high for poor parents. While primary school tuition fees have now been abolished in many countries, nearly all developing countries still requires payment of various kinds; in many cases, these charges are far higher than direct tuition fees. They include: charges for books, stationery, exam fees, uniforms, contributions to 'building funds, levies imposed by the school management committees, informal tips to teachers and travel costs" (Aikma &Unterhalter, 2005).

Household poverty and the need to prioritize reduce educational opportunity for girls because they are the first to suffer. The opportunity costs linked to sending girls to school are significant on poor households. Girls' labour is frequently used to substitute for their mothers', e.g. by caring for siblings. The loss of girls' labour during school hours thus has a detrimental impact on such families' ability to raise their household income, either through food production or wage labour.

2.3.2 Child/Domestic Labour

Girls are usually 'needed at home' and/or 'need to earn money'. These are major reasons why poor girls drop out of school in most countries. Girls being employed as child labourers, bearing the main burden of housework and taking on the role of caring for younger siblings, are impacting girls' performance and attendance in

schools, and resulting in physical and mental fatigue, absenteeism and poor performance. "Opportunity costs refer to labour time lost to the parent when the child goes to school. The opportunity costs are usually much higher for girls than for boys, since girls are expected to do more domestic work than boys" (Aikma &Unterhalter 2005). While educating a boy is generally seen as a sound investment, sending a girl to school is frequently seen either as bringing no gain at all, or worse, as an actual waste of resources.

2.3.3 Distance to School

Ministry of Education planners do not always take girls' enrolment targets into consideration when determining how many new schools should be built, or the need to secure girls education. Such deceptions are allowed to flourish, either due to ignorance or simply to bad intentions, despite the fact that education is the one single investment that is most likely to break the cycle of poverty for the family and for society. The need to travel long distances to school is also one of the main barriers for girls, especially in countries where a cultural premium is placed on female seclusion. This is due to concerns for girls' safety and security, and consequently parents are usually unwilling to let their daughters walk long distances to school. (Aikma & Unterhalter, 2005).

2.5 Theoretical Framework

Social Cultural Change Theory

This theory was proposed by Trommsdorf (2002). The theory argues that the individuals are shaped and nurtured by the context and quality of the social environment in which they are raised. This theory argues that individual development takes place within distal (political) and proximal (income and family structure) contexts.

During the life course, different aspects of the environment are important for the social, emotional and cognitive development of the individual. Within the change contexts, the individual is expected to develop attachment (working model) self efficacy and problem solving abilities.

The family and peer group function as the social resource systems for the individual. Intergenerational transmission of socio-cultural values from parents to their children leads to acquisition and acceptance of those values. The parents are keen to create similarity in values between them and their children hence they emphasize them even though negative. The child actively participates in the socialization process by conforming and internalizing the values.

On the basis of Trommsdorff (2002) theory, individual development and well being are mediated by a range of socio-political, economical and individual. Individual behaviour is embedded in a social and cultural context. Individual differences thus depend on the social-cultural experiences of the person. These experiences thus influence individual behaviour and have an impact on the wider social environment.

Relevance of the theory to the study

The theory was interpreted both in terms of proximal (family and income/economic structures) as well as distal (political) and how they interplay as the resource systems of the girl child to affect performance. Social cultural change theory captures the various social factors that affect performance of girls. Embedded in the family factors are also economic structures within the family that interplay to affect the performance of girls. The theory explains how socialization interacts with other dimensions to affect the effective performance of girls in mixed day schools.

A balanced and positive interaction amongst the distal and proximal would possibly reduce the poor performance of girls. Based on the social cultural change theory, the researcher therefore considered how family, peer group and environment as the social resource systems for the individual affect performance.

2.6 Research Assumptions

The following were the assumptions made:

1. There are the socio-cultural factors that affect the performance of girls in mixed day secondary schools in Githunguri District, Kiambu County.
2. There are the economic factors that affect the performance of girls in mixed day secondary schools in Githunguri District, Kiambu County.

Definition of terms

(a) **Mixed Day secondary schools / government schools** – A school funded with tax revenue and administered by a government or governmental agency and the students go home every evening. It admits both boys and girls.

(b) **Performance** - The accomplishment of a given grade or marks as per the preset known standards of performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section describes the research site, design, population, sample and sampling, data collection methods and data analysis. The section finally presents ethical considerations that will guide this study.

3.2 Study site

The study was carried out in Githunguri District, Kiambu County. Githunguri District (Map 3.1) comprises 3 divisions namely: Githunguri, Ikinu, and Komothai. The town is located 40 Km from Nairobi. It covers an area of 61.3 square kilometres and has a total population of 58771 people: 29083 men and 29688 women (Census 2009). It is largely an agricultural area with products being tea, coffee and milk. The district has thirty (30) public secondary schools; twenty one (21) being mixed day secondary schools. The mixed day secondary schools have a total population of 5762 students: 2280 girls and 3482 boys (MOEST 2012).

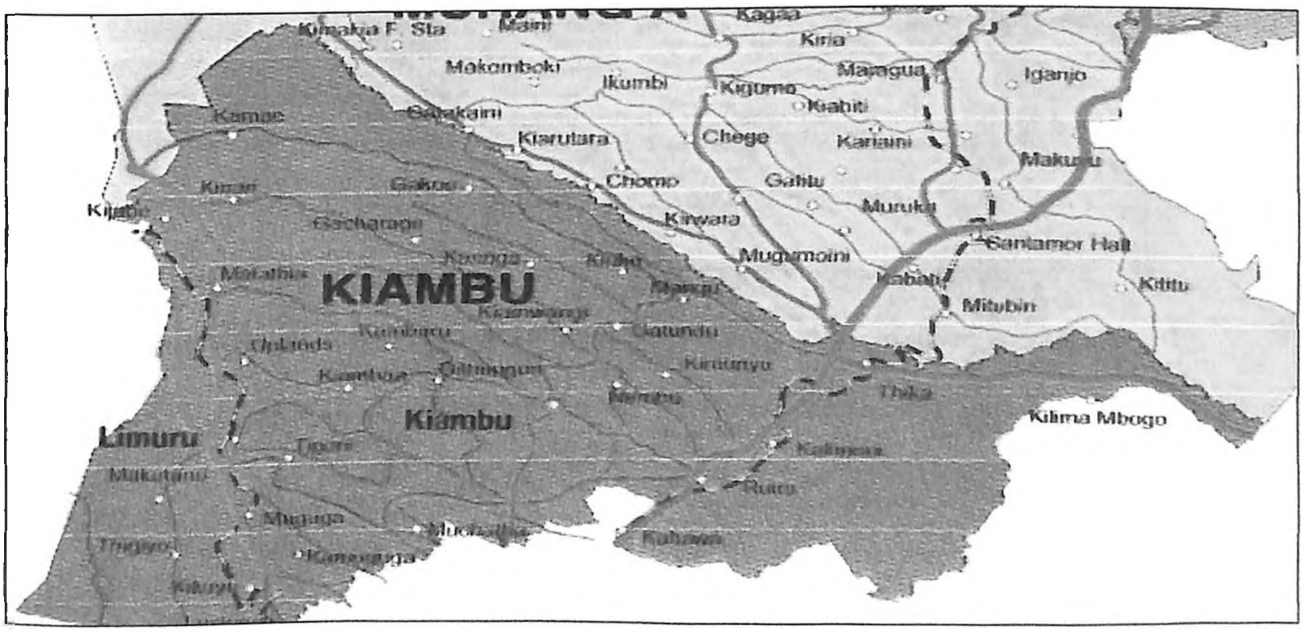

Fig 3.1 Map of Kiambu county *(Source: www.google maps .com)*

3.3 Study Design

This was a cross-sectional, descriptive study. Data was collected using qualitative and quantitative methods. Survey, focus group discussions and key informant interviews were used to collect data. Qualitative data was analysed thematically while quantitative data was analysed through SPSS and presented in graphs and frequencies.

3.4 Study Population

The study targeted girls enrolled in mixed day secondary schools in Githunguri District and they totaled to 2280 girls. The unit of analysis was the individual respondent.

3.5 Sample and Sampling

A hundred girls were selected for survey in this study. The girls were drawn from ten schools. The girls were selected using simple random sampling based on a sampling frame of school performance register for form 3 and 4. The girls were either perpetual poor performers or girls whose performance had been declining. Focused group discussants were purposively selected based on their interests to further discuss the issues raised in the study. Key informants were purposively selected based on their positions within the schooling system.

3.6 Data Collection Methods

3.6.1 Structured Interviews

A structured questionnaire was used to collect data from 100 girls across 10 schools. The questionnaire had both closed and open ended questions. (Appendix i).

3.6.2 Focused Group Discussions

Focused group discussions were conducted in three, out of the ten sampled schools. Each group comprised of 8 girls who were chosen purposively based on their interests to discuss the issues further. Permission was sought from the respondents for audio recording to be used. Guide questions were used (Appendix 2)

3.6.3 Key Informant Interviews

Three key informants were chosen purposively to give their expert opinion on the subject of study. They were: 1 dean of students from any school sampled, AEO/DEO and an officer from the Ministry of Gender and Children Services. The dean discussed the socio-cultural and economic challenges that manifest themselves within the school setup and how schools deal with them, the AEO/DEO discussed the school and community based challenges as well as interventions in place to improve girls' performance whereas the officer from the Ministry of Gender discussed the community driven challenges that make girls perform poorly. Guide questions were used (Appendix 3).

3.6.4 Secondary Sources

Documentary sources were used in forming the background and literature review section of this study. The secondary data was used in beefing up the discussion at the findings level. They had been sourced from books, journals and the internet.

3.7 Data analysis

Quantitative data collected through survey was analysed using SPSS for trends and patterns on factors. The findings were presented in graphs and frequencies. Qualitative data from Focused group discussions and key informants was analysed thematically. A descriptive approach was used, where verbatim, reinforcing thematic arguments were put alongside the themes.

3.8 Ethical considerations

Research permit was sought form the Ministry of Higher Education, Science and Technology. Clearance was sought from IAGAS. The local administration was informed about the research. Permission from the school authorities and students was sought.

I preserved the anonymity and confidentiality by use of pseudonyms for students and key informants and use of codes for schools. The informants were also aware of the research being carried out and its purpose. Assent was sought from the informants and they signed an assent form as they were minors.The informants had a right to consent or withdraw at any stage in the research. Findings were shared with MOEST

CHAPTER FOUR

FACTORS AFFECTING THE PERFORMANCE OF GIRLS IN MIXED DAY SECONDARY SCHOOLS IN GITHUNGURI DISTRICT

4.1 Introduction

This chapter shows the findings of the research study through use of frequency tables, bar charts and pie charts. It deals with two sections: Socio-cultural factors and economic factors.

4.2 SOCIO-CULTURAL FACTORS

4.2.1 Lack of Motivation

Majority of the respondents (58%) said that lack of motivation led to them performing poorly. 35% of the respondents said that lack of motivation did not contribute to poor performance in the school. 7% did not know if it affected their performance (Fig 4.1)

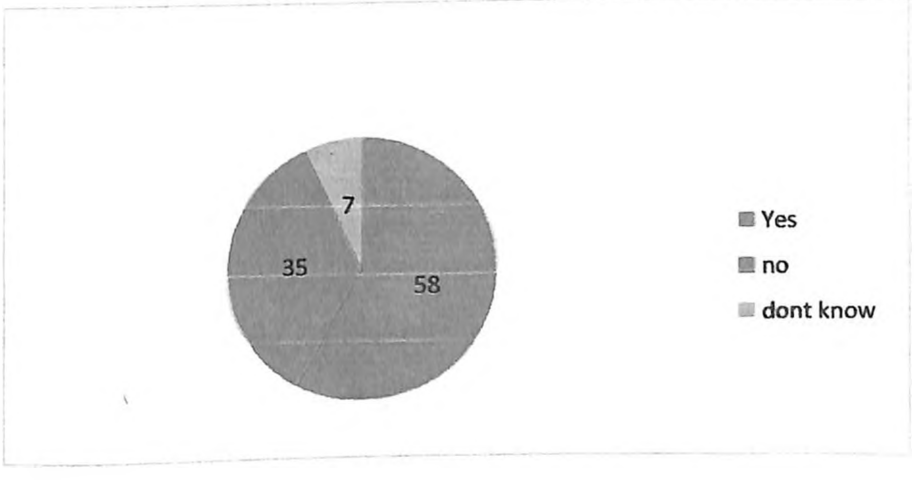

Fig 4.1: Influence of motivation on academic performance

Focused Group Discussion

Do you get motivation, support and encouragement as u study both from home and in school?

School A.

Student 1

From Home, that one can depend on an individual. Mine isn't the same as the other person.

Student 2

Mostly they (parents) don't because when I go home, I am just alone. I have my own key so I do my chores then I start to study.

What time do they come home? They (parents) come at around 7.30 p.m. we prepare supper, eat and go to bed so I just have to motivate and encourage myself.

Teachers motivate us and they are there for us.

School B

Student 1

No. when I have done well and improved I am not motivated. For example, if I move from a C to a B, I am not motivated. They want an A which is impossible because I have to move gradually from 1 to 2 not from 1 to 10.

Student 2

No. When I score high marks and tell my mother I have done well, she looks at my position and says I am not doing well e.g. if I am position 3 I am told that I am not doing well and if I am position maybe 4, she says I have failed.

Do you receive Encouragement from home?

Not always.

School C

Student 1

Yes. My dad always comes around to see what I am doing i.e. the homework and study or I am just sitting watching movies. My mum is pre-occupied with cooking so my dad is the one who monitors what my brother and I are doing.

Student 2

Yes. I get support from both parents and I am assisted in Mathematics and Chemistry because they are my weak subjects. My dad helps me in Mathematics though he is not a teacher. In chemistry, my cousin who scored an A helps me.

Student 3

No. When I am living with my mum, she asks me "will I go and look for your school fees or will I sit there and ask you what you are supposed to do?" She is never there for me to see what I am doing. To her it's all about paying school fees and that's all.

Student 4

They never motivate me. When I get home, the only thing I am told is the work pending e.g. cleaning the compound or washing utensils but they never bother to find out about school work. I finish my chores at about 9 p.m.

Student 5

I don't get support from my family. I live with my grandmother and when I get home, she asks me when we are closing school so that I can assist her with labour. My mother is a single mother and doesn't live with us. Grandmother therefore doesn't understand when I tell her to give me time to study. The duties I do are washing utensils, cooking, washing clothes both mine and the family especially on Saturdays. I do the duties up to 8 p.m. and when I sit down to read, grandmother says I am misusing the power and its time to go sleep.

Key informant interviews

Do you think that girls get enough motivation both at home and in school?

Key informant 1

We motivate girls by giving them presents, guidance and encouraging them to perform well. Parents do not really motivate their girls as some parents like their girls to stay at home.

Key Informant 2

It is not there completely. Looking at the position that girls have had from time immemorial, they have always had the second position from boys. So when it comes to motivation, boys will be motivated first. It is therefore a factor that should be looked into for girls to know the reason they are in school and have the urge to do better in school.

4.2.2 Lack /Absence of Teachers

Majority of the respondents (81%) said that a lack or absence of teachers was not a factor that contributed to the girls' poor performance. 16% of the respondents however attributed their poor performance to the lack or absence of teachers. 3% of the respondents did not know if the lack or absence of teachers led to the girls' poor performance. (Table 4.1)

	Yes	No	Don't Know	Total
Number Of Respondents	15	73	2	90
Percent %	16%	81%	3%	100%

Table 4.1: Impact of lack / absence of teachers on performance

Focused group discussions

Do you have adequate teachers in this school?

School A

No: there's a time when we didn't have a chemistry teacher and a mathematics teacher. We had to spend our time reading on our own. Other teachers encouraged us to read ahead during those lessons so that when the teacher comes, they would start from where we stopped.

School B

No. we don't have a computer teacher therefore we don't learn computers. In chemistry, since I joined form 1, we have been taught by more than 7 teachers. The teacher who left last month, where he stopped, it is now upon us to adapt to the new teacher which is difficult. Teachers are changed very often.

Key informant interviews

Do we have enough teachers in schools?

Key informant 1

We have a shortage of teachers. We have already reported to the TSC and told the Board of Governors to employ more teachers as we await teachers from TSC. We there have five (5) teachers employed by the board. The teachers in teach and don't miss classes.

Key Informant 2

There aren't adequate teachers. You go to some schools and find that they are completely lacking a teacher in a certain subject especially because of the subject combination. The principals are therefore forced to engage even people who are not

trained e.g. form 4 leavers. You find that the students are at a loss and this is a factor contributing to poor performance.

4.2.3 Inadequate Study Time

Among those interviewed, 56% said that inadequate time affected their performance in school. 42% of the respondents said that inadequate time was not a factor that led to their poor performance. 2% of the respondents did not know if inadequate was a factor affecting their poor performance. (Fig 4.2)

Fig 4.2: Impact of inadequate study time on performance

Focused Group Discussions

Do you have adequate study time in school and at home?

School A

For me, I have enough time for study because I do my study at break time. At home I find my mother and sister are not there so I also take that time to study.

School B

There's not enough time to study at home because the work is too much.

Key informant interviews

Do girls have adequate study time?

Girls have adequate time in school but at home they always complain that they have a lot of work to do. They have to do the home chores like cook for their young ones and

wash. This affects their performance and they complain that they don't have enough time to read and do their study in the evening.

4.2.4 Too Much School Workload

Majority of the respondents at 68% said that too much work load was not a factor that contributed to the poor performance of girls at the school. 24% of the respondents were of the view that too much work load did contribute to poor performance of girls at the school while 8% did not know if too much workload contributed to poor performance at the school. (Table 4.2)

	Yes	No	Don't Know	Total
Number Of Respondents	22	62	6	90
Percent %	24%	68%	8%	100%

Table 4.2: Influence of too much school workload on performance

4.2.5 Poor study Skills

Majority of the respondents interviewed at 77% said that poor study skills was a major that contributed to poor performance of girls at their school. 16% of the respondents interviewed said that poor study skills did not affect performance. 7% of the respondents said they did not know if poor study skills was a factor that contributed to poor performance.(Figure 4.3)

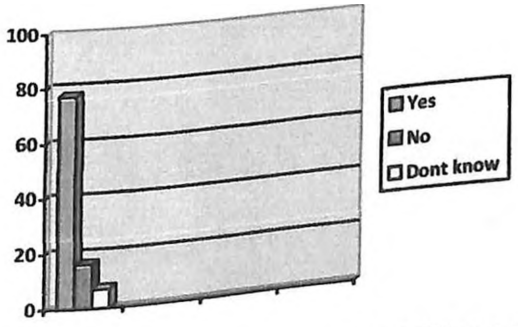

Fig 4.3: Influence of poor study skills on performance

Focused Group Discussions

School A

How do you study?

Student 1

When I am reading, I take short notes I take short notes so that I can remember even when reading for an exam.

Student 2

I have a timetable. When I go home, I follow it and make notes as I study and when the exam comes, I remember.

Everything?

No. Most of what I have read.

So if you read this well, what makes you not perform as well as you'd like to?

Student 3

Understanding – *ehe*- sometimes when the teacher is teaching, hey are too fast you do not understand.

Do you ask?

Yes.

And then?

The teacher tells you that you were not listening and so doesn't repeat.

Student 4

For me, it is forgetting.

Student 5

It also depends on an individual. There are those bright students who you only tell once and they understand. For me, I have to repeat three times to get it.

School B

How do you study?

Student 1

I have a timetable which I follow.

Do you understand after you read?

If the class is noisy and there is disturbance from other people e.g. someone shouting your name, you cant understand. The best time to study is in the morning because there is normally no noise when we arrive.

At home?

I cannot read at home because after the chores, it is normally at 10p.m. and I am so tired so I cannot read. I wake up at 4a.m, wipe my face and study for about an hour or 40 minutes then I prepare and come to school.

Student 2

Do you perform well after reading?

No.

Why?

It depends on attitudes towards subjects e.g. I hate Agriculture and therefore never revise for it. I therefore don't perform in Agriculture because of that negative attitude.

Student 3

Do you understand when being taught in class?

Sometimes.

Do you ask questions?

Yes and teachers help. When consulting friends it depends on the time e.g. if I want to ask my friend Agriculture and they are revising Mathematics, I cannot disturb them so I have to wait for them to finish revising Mathematics then ask.

School C

How do you read?

Student 1

I take a note book and summarize what I have written there and read such that even during exam time, I don't get confused wondering which book to read. Sometimes on Saturdays, we form groups of about five and discuss difficult concepts. We form mixed groups of both boys and girls.

Student 2

Whenever I take a book to read, I find I know what I am revising. Even when my mum wakes me up to read, I just wake up, take a book and see I know those things so I start watching movies. I have an attitude of "I know".

If you study well, why then the poor performance?

Student 3

Sometimes when you sit for an exam, you get what you never expected e.g. in Mathematics you get a zero yet you had read. The papers are returned before you finish the other exams. This really discourages you eve in the papers you haven't sat for.

Student 4

Poor attitude towards subjects also makes us not perform. For me, even if my father teaches me, I still say I cannot do that sum or if my friend tells me we revise Mathematics, will tell her I am revising something different. Another thing is hating teachers e.g. when the Mathematics teacher comes, you see everyone has started dosing and asking why the teacher has come. So for girls, that is the worst thing that happens.

Student 5

The attitude of girls also leads to poor performance. Girls want to do CRE and not Mathematics because it is tough so things like physics and mathematics are left to the boys.

4.2.6 Negative labelling

Among the respondents interviewed 44% said the negative labelling was a factor that led to poor performance among girls at school. 42% of the respondents interviewed said that negative labelling was not a factor that led to poor performance. 14% of the respondents did not know if negative labelling led to poor performance of girls at the school (Table 4.3)

	Yes	No	Don't Know	Total
Number Of Respondents	40	38	12	90
Percent %	44%	38%	14%	100%

Table 4.3: Effect of negative labelling on performance

Focused Group Discussions

School B

Do you ever experience negative labeling both in school and at home?

Yes, at home parents compare us to other people's children e.g. at home I am compared to a girl who is gifted in education. She reads upto 10 pm. Or even later and does no chores. When I get home, I find my grandmother who isn't interested in education. She tells me to fill up the water tanks and it takes up a lot of time. Many questions run through my head as I read and I ask why I have to do all these chores while the girl next door finds her mother having done all the work. I therefore urge parents/ guardians no to compare their children to other children because we all don't have the same / equal talent. They always look at that other girl as better than me.

Do you think boys are carried with more weight / seriousness than girls?

Yes. When I tell my mother I want to go and study, she tells me that my elder brother is more important because he is studying for his KCSE. I am made to do all the chores and if I fail in school, I am told that I have affairs with boys, those aren't my marks, that I am always playing with boys and that is why I don't perform.

Key Informant Interviews

Do girls experience negative labelling?

In school they do experience it. If girls do not like a particular girl, they gang up against her and label her and this affects the girl's performance.

4.2.7 Sexual harassment from male teachers

Majority of the respondents interviewed (81%) said that sexual harassment from male teachers was not a factor that led to poor performance among girls in school. 14% of respondents said that sexual harassment from male teachers was a factor that led to poor performance of girls. 5% of respondents did not know if sexual harassment from male teachers was a factor that led to poor performance of girls (Figure 4.4).

Fig 4.4: Influence of sexual harassment from male teachers on girls performance

Focused Group Discussions

Do you ever experience sexual harassment?

School A

Student 1

Yes.

From where?

From school.

Let's start from school

Especially in class, some boys come and start touching you everywhere and even when you abuse them they don't stop. Even outside class boys till touch us and speak to us using bad language. These bad things they tell us pollute our minds.

What about sexual harassment from teachers

No

School B

In school yes. You find a boy holding a girl but the girl isn't willing. It is difficult for the girl to go and tell the teacher since it will not be taken seriously since we are in a mixed school. We cannot be separated. Eventually, you find yourself going into that relationship which wasn't your will. First of all you were harassed and then you fell there.

School C

Student 1

Yes. Boys do harass girls. E.g. they just embrace you. In class, a boy comes from no where and starts holding you without caring what you feel. That boy is motivating others to do it and within a few minutes you see everyone is coupling whether you want it or not and this sometimes leads to love affairs.

Student 2

Yes. Boys harass us especially the language they use. I was with a boy discussing maths. He started telling me how sexy my eyes are. I told him to stop it but he asked me what was wrong with me. Sometimes, they use vulgar language where some words, they are the only ones who know the meaning but for us the girls, we keep asking what that means.

Student 3

As a girl you cannot live without talking to the boys since we are in a mixed school. Sometimes they take advantage and harass us by using vulgar language or even touching us. They never take us as women of substance.

Key Informant Interviews

Do you ever receive cases of from girls on sexual harassment by male teachers and other perpetrators?

Key informant 1

In school they usually talk of being harassed by some boys especially the naughty boys. Outside when walking home, they can get harassed as they walk home.

Key informant 2

By teachers, it is not rampant. However, we have cases in our office, but I don't know how teachers are able to convince the girls not to disclose to the authorities. The girls aren't willing to open up and confess that there is a relationship. They are defending the teachers. We can therefore not call it harassment but affairs between girls and teachers. Nothing has come out so well because when we do our investigations, girls aren't willing to tell us. Lately, we had a case in a certain school where a form 4 girl

is pregnant. She is opening up to her friends but when it comes to the authorities and parents, she is not ready to open up. These are more of consented affairs.

4.2.8 Low self esteem

Majority of respondents interviewed 76% said that low self esteem was a major factor that contributed to poor performance of Girls. 23% of respondents said that low self esteem was not a factor that contributed to poor performance. 1% of respondents did not know if low self esteem was a factor that led to poor performance (Table 4.4).

	Yes	No	Don't Know	Total
Number Of Respondents	68	21	1	90
Percent %	76%	23%	1%	100%

Table 4.4: Impact of low self esteem on girls' performance

Focused Group Discussions

School A

How do you feel about yourself?

Student 1

I am proud because I have both parents and a brother and they are there for me.

What about esteem in terms of education?

Student 2

Sometimes I feel bad. *Why?* Maybe you are doing something like a sum and someone comes and tells me they were shown that sum by their parent. ..i stay with my sister who dropped out in class 8 so she cannot assist me. At home I do have a problem and I have to wait to come to school and ask. At home I feel so low and bad.

Student 3

When you have a target e.g. B+ and you want to be at par with somebody else but you don't, you feel bad. If that person moves to an A and you are still in a B or C, you feel bad.

School C

How do you see yourself?

Student 1

I see myself high. I achieve my goals e.g. I had targeted a C+ and I got it. Even if the other students gossip me, maybe after seeing me talk to a male teacher, I keep my head high and go on. For me, to keep my self esteem, I must achieve grades because if I fail, I feel very, very low so my self esteem goes hand in hand with my performance.

Student 2

As girls, esteem goes with achievement. To some, having 10 boyfriends is achieving so it depends on what achievement we are talking about.

4.2.9 Time Wastage

Among the respondents interviewed the majority 78% said that time wastage was factor that contributed to poor performance among girls at the school. 20% of respondents said time wastage was not a factor that led to poor performance of girls at the school. 2% of the respondents did not know if time wastage was a factor that led to poor performance of girls (figure 4.5).

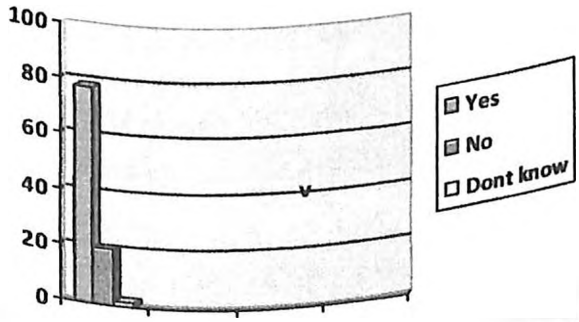

Fig 4.5 Impact of time wastage on performance

4.2.10 Wrong Peers

Majority of the respondents interviewed 61% said that wrong peers was a factor that contributed to poor performance of girls at the school. 36% of the respondents said that wrong peers were not a factor that contributed to poor performance of girls. 3 % of respondents did not know if wrong peers were a factor that contributed to poor performance of girls at the school (Table 4.5).

	Yes	No	Don't Know	Total
Number Of Respondents	55	33	2	90
Percent %	61%	36%	3%	100%

Table 4.5: Influence of wrong peers on performance

Focused Group Discussions

School B

Do you have right or wrong friends?

Student 1

Right friends are not many.

Student 2

Wrong friends

Why?

Some friends drink and smoke. They are in drug and substance abuse.

Student 3

Maybe you have a friend and when you are discussing, she doesn't discuss anything educational. She just tells you about her boyfriend and how she loves him.

Student 4

I had a friend who was addicted to pornographic material. When we would close school, I would go to visit her since her home was near my aunts place. She would

invite me to go and watch. I couldn't so I just told my mother I wouldn't go to my aunt's place again. I took a step and told her parents and she was assisted and she got over it. Friends can lead you to do things you don't want. Friends also influence your attitude towards things e.g. subjects.

Key Informant Interviews

What kind of peers do girls have and how does this affect their performance?

The kind of friends that girls involve themselves with either in school or outside is a determinant to good or poor performance. If the friends aren't interested in education, peer pressure is at work and the girl will not give much thought to education. Unfortunately, most girls have the wrong choice of friends.

4.2.11 Drugs and substance Abuse

Among the respondents interviewed 64% of the respondents said that drugs and substance abuse contributed to bad performance of girls at the school. 22% of the respondents said that drugs and substance abuse did not contribute to poor performance at the school. 14% of the respondents did not know if drugs and substance abuse was a factor that led to girls' poor performance (Fig 4.6).

Fig 4.6: Effect of drugs and substance abuse on performance

4.2.12 Love Affairs

Among the respondents interviewed 49% said that love affairs was a factor that led to poor performance of girls. 44% of the respondents said that love affairs were not a major factor that led to poor performance of girls at the school. 7% said they did not know if love affairs were a factor that led to poor performance of girls at the school (table 4.6).

	Yes	No	Don't Know	Total
Number Of Respondents	44	40	6	90
Percent %	49%	44%	7%	100%

Table 4.6: influence of love affairs and relationships on performance

Focused Group Discussions

School A

Are you in relationships? Do you have boyfriends?

Yes.

What type of boyfriends and for what purpose?

I have a boyfriend who encourages me to read. Especially when I came to this school which wasn't my choice; I wanted to go to a boarding school, he guided me that my parents don't have the money to take me to boarding school so I came here.

Is he in school?

Yes in form 4

School B

Are you in relationships and love affairs?

Student 1

Yes. Most of the time I need something and my parents cannot afford it so I have to have a boyfriend or my friend has a boyfriend who can support us.

So is the boyfriend working?

No he is a student like us.

So where does he get the money to but you things if he is in school?

I don't know.

Student 2

No I don't have. Most of the boyfriends we have just pretend that they want to assist you in your studies so it is very difficult to tell who is genuinely interested in your studies. In the process of reading, you find you've entered into parenthood. I prefer to consult my teachers and friends because boys are just .... I don't understand.

Are these boys of any help?

Student 3

Yes. They can help you in your studies and comfort you. For me, I feel good when I am talking to him. I feel appreciated as a woman. I feel important and I am able to confide in him my problems which I cannot tell my girlfriends or parents because I feel embarrassed.

School C

Are you in relationships and love affairs?

Student 1

Yes.

Why are you in these?

Right now, we are at puberty and the minute a boy starts explaining something to me, I see he is handsome and start making myself look good. The boy is also a human

being and we get into the relationship. He even comes and tells me we meet on Saturday and since I started it, I agree.

Are these relationships helpful?

Yes. Maybe you have a problem and you don't want to share with your mother. E.g. when I am at logger heads with my mum and im feeling down, I find someone I am close to and confide in. I am not close to my sister.

Why can you confide in a girl?

Once you tell a girl, the next minute, everyone knows. Boys are secretive.

Student 2

These relationships aren't helpful because sometimes when you are studying, you start fantasizing and you find yourself blank. Even if you close your eyes to recall, you find you have nothing. You are blank.

Student 3

These love affairs bring us down as girls e.g. if a teacher calls upon me to go forward and explain something to the class I cant go because I don't want to fail and embarrass myself infront of that boyfriend. I can't feel confident enough to go infront of the others. If I am brighter that him, eventually, he will pull me down because birds if a feather flock together.

Student 4

Love affairs also make us not perform well. Like now, we are in day school and maybe my boyfriend does something good which I keep on remembering he does me wrong I feel so bad. By the time I am reading, I can't concentrate as I am trying to figure out how to keep him. We can't cope with these love affairs!

Key Informant Interviews

Are girls involved in these relationships?

Key Informant 1

They are involved and it is rampant. Some have these relationships with boys in school while others it is outside school even with older men.

Key Informant 2

Coupling is a factor that is really affecting our girls in mixed day secondary schools. Depending on the statistics we get from the guidance and counselling department, we find that almost every girl has a boyfriend in that school and even if she doesn't have one in that school, outside, there she has one. The problem with ladies is that when it comes to love affairs, we love whole heartedly unlike men who do not take it that seriously. In class, concentration is affected. It has been proven by psychologists that love affairs affect women. This is a problem that as a district, we are trying to address through the guidance and counselling department by holding seminars with teachers and seeing how to talk to our girls not to involve themselves in these relationships.

4.2.13 Too Much work at home

Among the respondents interviewed 42% said that too much work at home was a factor that led to poor performance of girls at school. 51% of respondents said that too much work at home was not a factor that led to poor performance at school (fig 4.7).

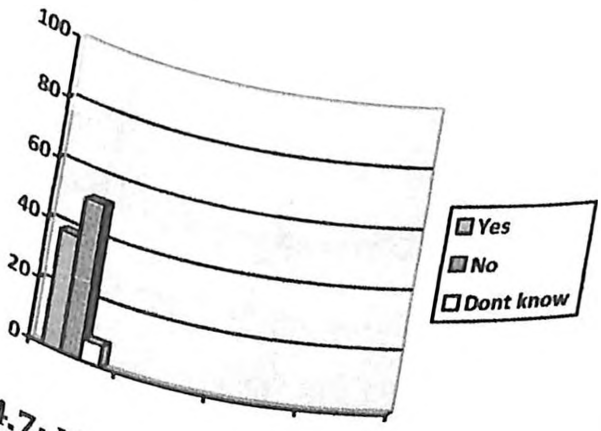

Fig 4.7: How too much work at home affects performance

Focused Group Discussions

Is there too much work at home? What do you do when you go home?

School A

Student 1

When I go home, there are chores I am meant to do like light the jiko, cook for the family and then do my homework.

What time do you start your homework? I can even start doing my homework at 9 p.m. so by the time I finish I am so tired so I study in the morning.

What time do you wake up to study? 3 a.m.

Student 2

I fetch water from the borehole, polish my shoes then start my homework.

Student 3

I wash my clothes when I get home and on Saturdays I wash for my aunt because I stay with her, my uncle and my cousins.

School B

What duties do you do when you get home?

Student 1

When I get home, I assist in household chores e.g. cooking, fetching water, cleaning the house, washing utensils that were used during the day, cutting nappier grass for the cows and feeding them, washing my clothes and those of my brothers and sisters who are younger.

So when do you study if you have to do all these duties?

After doing the chores, I sit down to study but they (parents) are watching television and I am told I cannot study because its their time to watch TV.

What about studying from the bedroom?

Most of the time you are so tired you just sleep.

When do you do your homework?

In school during the 4 o`clock prep.

What if you do not finish during prep time?

The next morning.

School C

Student 1

How do you recover the study time spent doing chores?

To counter the time spent doing chores, I come to school early and do my studies. I arrive by 6.00 a.m. and its quiet. The noisy group arrives at 6.30 a.m. so I have 30 minutes to study quietly.

Student 2

I wake up at 4 a.m. and study up to 5 a.m. sometimes, even when you come early, there is a lot of noise in school and I also come from far.

Student 3

I wake up at 3 a.m. and study. I sleep at 10 p.m.

4.2.14 Lack of Family support

Majority of the respondents at 60% said that lack of family support was not a factor that led to poor performance of girls at the school. 30% of the respondents said that lack of family support was a major factor that led to poor performance of girls in school. 10% of the respondents did not know if lack of family support played a major part as regards poor performance (table 4.7).

	Yes	No	Don't Know	Total
Number Of Respondents	27	54	9	90
Percent %	30%	60%	10%	100%

Table 4.7: Effect of lack of family support on girls' performance

Key Informant Interviews

Do girls ever experience lack of family support?

This is experienced a lot in the day schools especially because of the free secondary education. Parents take it that it is the government's responsibility so they don't pay even the lunch money. This is more so with parents whose children did not make it to the schools they wanted them to go to; so they take the day school as a second option. They aren't bothered with what goes on in school or what their children are doing in school. Due to girls being sent home, they lose so many lessons and this is a contributing factor to their poor performance.

4.2.15 Violence at Home

Majority of the respondents interviewed 60% said that violence at home was a factor that led poor performance of girls at school. 32% of respondents said that violence at home was not a factor that led to poor performance of girls. 8% of the respondents did not know (Fig 4.8).

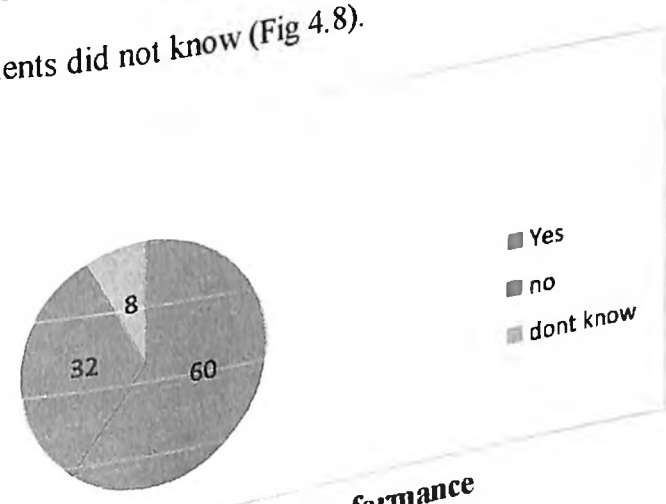

Fig 4.8: Impact of violence at home on performance

Focused Group Discussions

Do you ever experience violence at home?

School A

When I was admitted to this school, I was living with my mother who used to quarrel with my father. When I was in class 8, before they started quarrelling, I would even attain 400/500 marks but when they started quarrelling, I started dropping and even had to move and live with my sister. Now my father is jailed because he hurt my mother. This violence affected me.

School B

Student 1

Ukitoka shule unaenda nyumbani unaaza kufanya kazi yako (After school, you go home and start doing your work). My father comes drunk and starts abusing me and my mother who at that time is cooking. He uses filthy language to me and my mother. It is very hurting because even the neighbours are listening and even kids under 10 years are listening. Sometimes you can't even concentrate in class. You are just seeing the teacher there but you cannot concentrate because your mind is just remembering what happened.

So after he abuses you does he give you peace and let you stay in the house?

There is no peace throughout. Sometimes you even sleep outside in the banana plantation and its very uncomfortable.

Student 2

I have a friend who is not straight but I try to guide her. Whenever my mother sees me with her, she abuses me "*wewe ni Malaya, kwanini mnatembea na huyo?*" (You are a harlot, why are you keeping company with her?)

School C

My dad passed on some years ago but he used to come home drunk and start beating everyone in the house from my mother to the youngest and fighting for nothing.

When he was given food, he would say that the food belongs to the dogs. When we were sent home for school fees, he would say that he cannot educate prostitutes (girls). This led to me dropping out of school and staying at home for some years. I would be in the university by now. He caused our downfall. We only had one brother who ran away when the problems started so the girls are the ones who suffered a lot.

4.2.16 Friends who have no interest in Education

Majority of respondents at 66% said that friends who have no interest in education were a major factor that contributed to poor performance of girls in school. 28% of respondents said that friends who have no interest in education were not a factor that led to poor performance of girls in school. 6% of respondents did not know if friends who have no interests in education led to poor performance of girls in school (fig 4.9).

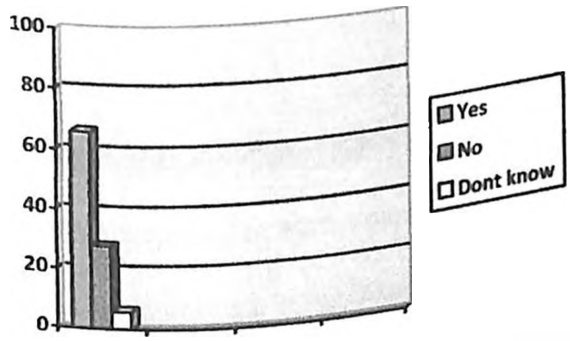

Fig 4.9: Influence of friends who have no interest in education on performance

4.2.17 Friends in Drug and substance Abuse

Among those interviewed a majority 58% of the respondents said that friends in drug and substance abuse was not a factor that led to poor performance of girls at the school. 30% of the respondents said that friends in drug and

substance abuse were a factor that led to poor performance by girls at school (Table 4.8).

	Yes	No	Don't Know	Total
Number Of Respondents	27	52	11	90
Percent %	30%	58%	12%	100%

Table 4.8: influence of friends in drug and substance abuse on performance

4.2.18 Lack of Encouragement from Peers

Majority of the respondents, 53% said lack of encouragement from peers was a factor that let to girls poor performance. 42% of respondents interviewed said that lack of encouragement from peers was not a factor that led to poor performance at school. 5% of respondents did not know (Fig 4.10).

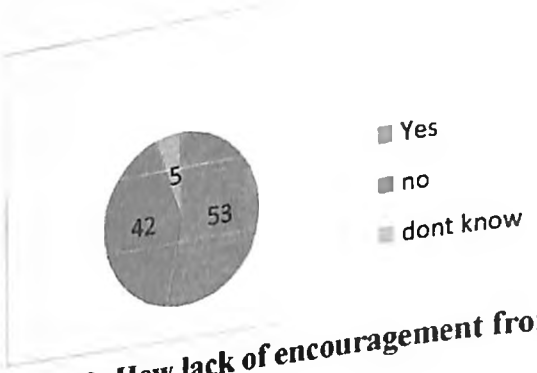

Fig 4.10: How lack of encouragement from peers affects performance.

4.2.19 Lack Role Models

Among the respondents interviewed 34% of respondents said that lack of role models was a factor that led to girls performing poorly. 58% of respondents said that a lack of role models was not a factor that led to poor performance in school. 6 % of respondents did not know the effect of lack of role models to girls at the school (table 4.9).

Is lack of Role models a factor that leads to poor performance of Girls at school	Number Of respondents	Percent
YES	31	34%
NO	53	58%
DON'T KNOW	6	8%
TOTALS	90	100

Table 4.9: Impact of lack of role models on performance

4.2.20 Sexual harassment from community members

Among the respondents interviewed a majority 69% said that sexual harassment by community members was a factor that led to girls poor performance in the school. 21% of respondents interviewed said that sexual harassment from community members was not a major factor that led to the girls' poor performance in school (table 4.10).

Is sexual harassment from community members a factor that leads to poor performance of Girls at school	Number Of respondents	Percent
YES	50	69%
NO	38	21%
DON'T KNOW	2	0%
TOTALS	90	100

Table 4.10: Effect of sexual harassment from the community on girls' performance.

Focused Group Discussions

Do you experience sexual harassment from the community?

School C

Student 1

Yes from the villagers. I come from far and I have to walk to school. Sometimes I hike a lift. Once an old wrinkled man gave me a lift and he started talking about love. When I take a *matatu*, the tout holds me tight and when I look at him, he looks at me those ones of "what's wrong with you don't you know what is happening?" if you ask

him, he will talk to you so badly that even other passengers will be left wondering *what is wrong.*

Student 2

It happens in the society when an old man or even a young man greets you. He tickles you and *unasisimkwa na mwili* (you get a shrill down your spine). Then he looks at you and tells you that you have very sexy eyes and you look very smart. He then tells you he wants to talk to you and when you ask him what he wants to talk about, he tells you its supposed to take place in a private place.

4.2.21 Early marriages and pregnancies

Among the respondents interviewed 56% of respondents said that early marriages and pregnancies was a factor that led to poor performance of girls in school. 42% of respondents said they were not a major factor that led poor performance of girls in school. 2% of the respondents did not know (Fig 4.11).

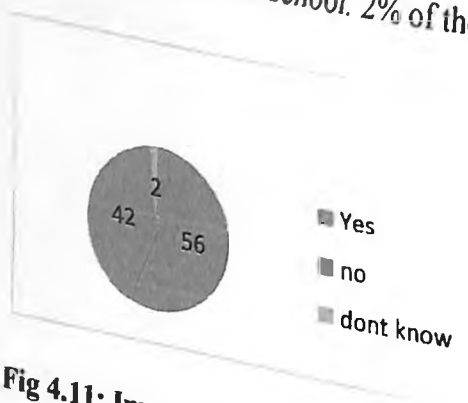

Fig 4.11: Impact of early marriages and pregnancies on performance

Focused group discussions

School A

When we talk of early marriages and pregnancies, are they in existence?

Student 1

Yes.

Tell us more.

Like someone has a boyfriend and likes him very much. The person starts performing poorly and instead of continuing with school, the person sees that marriage is the best thing and drops out and gets married.

Student 2

When parents don't have enough money to pay for our fees, you drop out and get married.

When parents don't have enough money to support us, you get into a relationship with a man who gives you money and eventually you end up getting married to him.

Student 3

I had a cousin who lived with my grandmother. She was in standard 6. When grandmother died, her parents didn't have enough money to take her to school so she became a housemaid. Eventually, she became pregnant and got married.

School B

What brings about early pregnancies and marriages?

Student 1

Pregnancies come from ..mmm.. assume now you have a boyfriend who has dropped out of school. He comes and tells you to drop out of school and have children. You do it. Another thing is when parents stress you at home. You go and get married – looking for peace.

Student 2

When you go visiting your friend and then come home late, you find your parents angry and they tell you to go back to where you were /came from. You just say you were with your boyfriend and go back there and get married.

School C

Are early marriages and pregnancies a reality in this school?

Yes. Many girls especially in this school drop out because of pregnancies especially between form 1 and form 3. the worst case was a girl in form 1. some go out and get babies. Those who weren't pregnant go out and get married. Those who get babies may come back after some time.

Key informant interviews

Are these early marriages and pregnancies a reality in this region?

Key Informant 1

Early marriages aren't very pronounced but pregnancies are. This is especially with girls in Forms 2 and 3. They drop out and some never come back to complete schooling after having the babies.

Key Informant 2

Girls drop out because of these early pregnancies. Despite the government having a policy that after a girl delivers and even stays at home for a year breastfeeding, she can re-enroll in school and continue, most parents are not willing because that still have an attitude. Most wonder why they should enroll her back to school yet she is an embarrassment. Most girls end up never going back to school.

If a girl is pregnant during her final year (Form 4), she will only come to sit for her examinations. During all this time she may be away, she may not be revising and doesn't attend class and this leads to her poor performance.

4.2.22 Girls education not Treasured

Among the respondents interviewed 48% said that girls education not being treasured was not a major factor that led poor performance of girls in school.

41% of respondents said that girls education not being treasured was a major factor that led to poor performance by girls in school (fig 4.12).

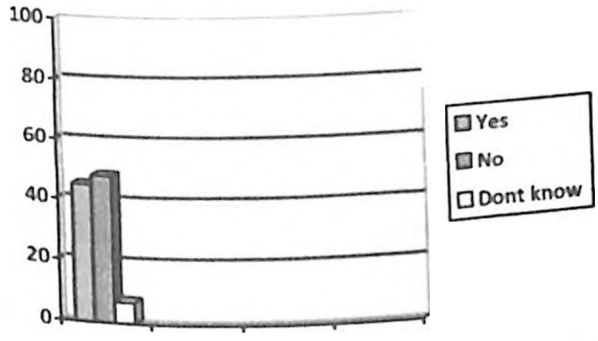

Fig 4.12: Influence of girls education not being treasured on performance

4.3 ECONOMIC FACTORS

4.3.1 Lack of Books And Learning Materials

A majority of respondents interviewed 58% said that lack of books and learning materials was not a major factor that led to girls poor performance in school. 38% of respondents interviewed said that the lack of books and learning materials was a major factor that led to the girls poor performance. 4% of the respondents did not know (table 4.11).

Is The lack of books and learning materials a factor that leads to poor performance of Girls at school	Number Of respondents	Percent
YES	34	38%
NO	52	58%
DON'T KNOW	4	4 %
TOTALS	90	100

Table 4.11: Effect of lack of books and learning resources on girls' performance

Focused Group Discussions

School A

Are there enough books both text and exercise in school?

Yes

Is there money to buy you books at home?

No – my parent is a casual labourer and can't afford to buy me books e.g. an encyclopaedia costs Ksh 500/= and she can't afford this due to her low pay. She can't pay school fees and buy me the resources therefore I have to rely on other students in school who have been bought for. So for me, there is no money to buy me books at home.

School B

Are there enough books both text and exercise in school?

Student 1

Text books are not enough. We share one between two but we'd like to each have their own because of homework. The teacher gives homework which is checked the next morning and even in the other class, they have work so you cannot do the work.

What do you do?

You copy the work from a friend's book the next morning.

Do parents buy you books?

Student 2

Some.

Why?

Because of the income. If they have money they buy and if they don't have money they don't buy.

Key Informant Interviews

Are there enough books and other learning resources in schools?

Key informant 1

We have enough books but there is no library. The computer lab is well equipped but there is no teacher at the moment. We have a shortage of laboratories as we only have one laboratory instead of two or even three; for each science.

Key Informant 2

The book ratio in most of the schools is either 1:2 or 1:3. However, the intention of the government was to acquire a 1:1 ratio five years after implementation of free secondary education. Some day schools have a poor ratio of 1:4 or even 1:5. Due to this, the students have to share the books and since it is mixed schools, the boys mostly dominate in keeping the book most of the time and using it whereas the girls suffer. Other boys demand favours from the girls for them to get the book. The poor book ratio can be attributed to theft in schools and also schools putting a lot of emphasis on physical development at the expense of buying books.

4.3.2 Lack of Sanitary Pads

Among the respondents interviewed a majority 51% said that the lack of sanitary pads was not a major factor that led to poor performance among girls. 37% of the respondents said that the lack of sanitary pads was a major factor that led to girl's poor performance in school (table 4.12).

	Yes	No	Don't Know	Total
Number Of Respondents	33	46	11	90
Percent %	37%	51%	12%	100%

Table 4.12: impact of lack of sanitary towels on performance

Focused group Discussions

School B

Are you bought for personal effects e.g. pads at home?

Student 1

No. I am not bought from so I have to borrow from friends here in school.

A whole packet?

No. it becomes very painful because if I borrow from one girl, she goes telling everybody that you see so and so, today is her red day ....such things and so that day I cannot concentrate.

So why don't parents buy? Do you tell to buy?

Sometimes when I am telling them, there is no money or when I am on my periods, there is no money.

Does the school have a kitty for sanitary towels?

Student 2

They have but its not enough. There are times you go and you are told they haven't budgeted for it or the money they had wasn't enough. If you do not get, you have to go borrow from students each one and if you don't get you have to use tissue paper which is not healthy.

Do you ever miss school because of periods?

Student 3

Yes.

And stay at home?

Yes

Your parents see you there and they know you have missed school for lack of towels?

Yes.

What do they say?

When it comes to negative things, parents aren't interested in talking.

4.3.3 Preferential Fee payment

Among the respondents interviewed 41% said preferential fees payment was major factor that led to girls' poor performance in school. 49% of respondents interviewed said that preferential fees payment was not a major factor that led to girls' poor performance in Githunguri. 10% of respondents interviewed did not know (fig 4.13).

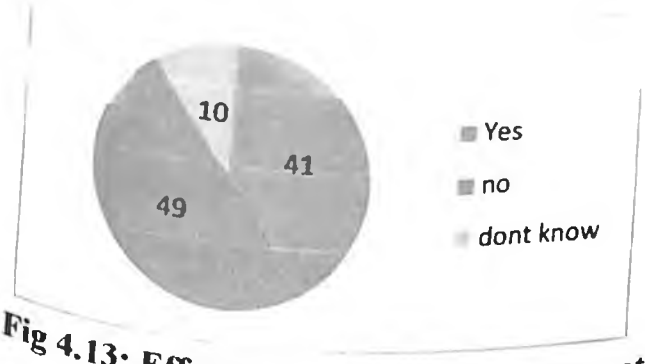

Fig 4.13: Effect of preferential fee payment on girls' performance

Focused group discussions

School C

Do you ever experience preferential fee payment?

Student 1

We have several boarders (those in boarding school) at home. They are given the best shopping, pocket money and paid for full school fees. For me, I am told *"tuko na wewe hapa usijali"* (we are with you here, don't worry). That I should just understand because the parent has paid for the others.

Student 2

I was in a boarding school before I came to this day school. My dad was living in Dubai and sending money for school fees then he stopped. In my family, the children

are divided; there are those for the mother and those for the father. I belong to the father so every time I was sent home, my mother would tell me to wait for my dad to send money but he wouldn't. I had a very hard time and in form three, after term 1 mid-term, I never went back to boarding school. My brother is in an academy together with my cousin and my mother pays for them. She prioritizes their education and that is how I came to this school. This stresses me so much.

Key informant interviews

Is the payment of school fees satisfactory or do we have cases of preferential payment?

There is a problem in payment because parents prefer to pay for those in boarding schools and neglect those in day schools.

With the free secondary education, the bursary for ministry of education is purely for boarding schools and not all the students. It is pegged on the performance of the students and the fee balance. In day schools, it is CDF that gives them the bursary. Since CDF wants to please everyone, they do not consider performance. You therefore find students receiving 1000/= shillings or even less and this cannot help much.

We may therefore have girls suffering, especially the bright ones who never went to schools of their choice due to their parents financial inability. These parents cannot afford development fees or even the feeding program in school.

4.3.4 Delayed Fee payment

60% of the respondents interviewed said that delayed fee payment was a major factor that led to girl's poor performance in schools in Githunguri.

40% of the respondents interviewed said that delayed fee payment was not a major factor that led to girls' poor performance (table 4.13).

	Yes	No	Don't Know	Total
Number Of Respondents	54	36	0	90
Percent %	60%	40%	0%	100%

Table 4.13: Impact of delayed fee payment on girls' performance

Focused Group Discussions

School A

Is your fee paid in full and in good time i.e. before you re-open school?

No. it depends on parents earning e.g. my mother earns 5000/= shillings therefore she will only pay 1000/= shillings out of the 3000/= fee as we reopen and the other money will be used in the household. She will then pay the rest slowly in installments.

School B

Is your fee paid in full and in good time?

Student 1

No it depends on the earning. E.g. my parent is a casual labourer and 3 of us are being educated. One is in university, the other one college and I am the third one and in secondary. They value those in higher institutions than me. Most of the time, I am sent home for school fees and stay for even 2 weeks. This makes me low. Sometimes, the fee is there in full but the parent says she will pay half then half the next time. They don't value secondary education like higher education. My brother must travel everyday to Nairobi to the university and his fare is there everyday.

Student 2

Parents don't value secondary education especially students in day schools because the community doesn't value students in day schools. My brother was in a boarding school and he was provided with adequate shopping and his fee used to be paid in full through the school bank account and in time because they would see that he still need

to travel back home and it was counted as a loss but me, being in a day school i just walk so it is not a loss and this is very painful.

Student 3

Some parents are very ignorant. My dad, when it comes to matters of school fees, he says that he first uses ¾ of the money in business to make profit. Unfortunately, the business makes a loss and I am sent home.

When you are sent home, do they pay immediately?

Student 4

No, you have to stay home because they believe that unless you are sent home, they won't pay the fees.

Student 5

Some parents normally say "you were sent home many of you" so you have to stay at home. Even if your balance is 1,000/= shillings and that of your neighbour is 2,000/= or more, the parent says you stay at home and go back to school at the same time with the neighbour.

School C

There is difficulty in payment of school fees. When I am sent home, I can stay for even three weeks because my father does not have the money. I then sneak back to school without being noticed. Sometimes, we are sent home and I sneak back the same day. There is not enough money so my father first pays for my brother and tells me to go to school and tell the teacher he will pay. When I am at home, my father normally tells me it is okay, we go and pick tea.

4.3.5 Lack of pocket money

Majority of respondents interviewed with 66% said that lack of pocket money was not a major factor that led to girls poor performance in school. 26% of respondents interviewed said that lack of pocket money was a major factor the led to girls poor performance. 8 % of the respondents did not know (table 4.14).

Is The lack of pocket money a major factor that leads to poor performance of Girls at school	Number Of respondents	Percent
YES	23	26%
NO	60	66%
DON'T KNOW	7	8%
TOTALS	90	100

Table 4.14: Effect of lack of pocket money on performance of girls

Focused Group Discussions

School B

Are you given pocket money?

Student 1

No! God… they normally tell me that instead of sitting at home over the holidays, I should have gone to work and gotten money. They always have an answer to deny you money.

What if you need money to buy something, where do you get the money?

You just leave it like that.

Student 2

You steal if they keep their bags in the "wrong places".

Student 3

If I am sent to the shops with maybe 500/= shillings and there is change of lets say 50/= shilling, I just keep it and don't say there is change.

Student 4

If I ask my father for money and he doesn't give me, I tell him that we had been asked for something in school e.g. a four figure mathematical table. When he gives me the money, he doesn't follow to see what I bought so I take advantage and buy what I wanted.

Student 5

What I normally do, I know there are activities that take place in school. I ensure I am in that group e.g. music. When the time for competition comes, I say we are paying e.g. 500/=shillings for fare and participation although the school caters for everything. That 500/= shillings, I will be using little by little like 100/=, 10/=.

Student 6

When we close school, we are normally given a circular with the fee structure for the next term. I normally say I have forgotten mine in school. If we are paying 3500/= shillings, I will tell my father that we are paying 4000/= and since he cant come to school to ask because he is working, he will give me 4000/=. We pay through the bank so I deposit 3500/=. I don't take the receipt home and when I am asked, I normally say I left it in school because sometimes they are asked for in school / we can be told to produce the receipt in school.

Student 7

When I need money, I go to the neighbour's farm and dig. I am paid about 200/= or 300/= so I go home and tell my parents, I have this much so please give me some more. They tell me I don't need a lot of money e.g. 1000/= since I am a student and so I should just have little money and study.

Student 8

When we are left at home, there are cabbages, kales and potatoes on the farm. I pick them and sell them since that is my time. There are people who come and buy to sell from their shops. I cut 10 cabbages and each is 10/=; that is 100/=. For the potatoes, I put my hand in the soil and pull one, one potato; I don't uproot. I will sell to my neighbour and my parents won't know.

4.3.6 Inadequate Medical Care

Majority of the respondents i.e. 61% interviewed said that inadequate medical care was not a major factor that led to girls poor performance in school in Githunguri. 31% of respondents said inadequate medical care was a major factor that led to girls poor performance in school. 8% of the respondents did not know (table 4.15).

Is inadequate medical care a factor that leads to poor performance of Girls at school	Number Of respondents	Percent
YES	28	31%
NO	55	61%
DON'T KNOW	7	8 %
TOTALS	90	100

Table 4.15: Impact of inadequate medical care on performance

4.3.7 Lack of Food at home

80% of the respondents interviewed said that lack of food at home was not a major factor that led to girls poor performance. 11% of respondents said that lack of food was a major factor that led to their poor performance in school. 9% of respondents interviewed did not know (table 4.16).

Is lack of food at home a factor that leads to poor performance of Girls at school	Number Of respondents	Percent
YES	10	11%
NO	72	80%
DON'T KNOW	8	9%
TOTALS	90	100

Table 4.16: Influence of lack of food at home on girls' performance

4.3.8 Do you do casual labour to supplement family income?

Among the respondents interviewed a majority 78% said that doing casual labour to supplement family income is not a major factor that leads to girls poor performance in school. 17% of respondents interviewed said that doing casual labour to supplement family income was a major factor that led to girls poor performance in schools in Githunguri. 5% of the respondents said they did not know (Fig 4.14).

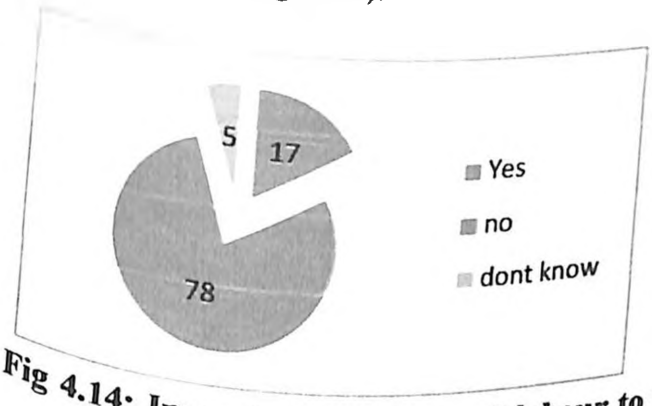

Fig 4.14: Impact of doing casual labour to supplement family income on girls' performance

4.3.9 Parents are Casual workers

Among the respondents interviewed 40% said that their parents being casual workers was a major factor that led to the girls poor performance in school. 47% of respondents said that their parents being casual workers was not a factor that led to poor performance in school. 13% of respondents interviewed did not know (Fig 4.15).

Fig 4.15: Influence of parents being casual workers on girls performance

4.3.10 Dependence on relatives

59% of respondents interviewed said that dependence on relatives was not a factor that led to girls poor performance in Githunguri. 25% of respondents said that dependence on relatives did in fact lead to poor performance among girls in the area. 16% of respondents did not know (table 4.17).

	Yes	No	Don't Know	Total
Number Of Respondents	23	53	14	90
Percent %	25%	59%	16%	100%

Table 4.17: influence of dependence on relatives on performance

School B

Student 1

Are there relatives whom you depend on to assist in your upkeep?

Yes I am normally assisted by my aunt but she teels me *"juu mimi nakusaidia sana, unakuja kwangu, unafanya kazi ndio mimi nakulipia school fees"* (Because I help you a lot, you will come to my place, work and then I will pay your school fees.)

Student 2

I have an aunt who gives me money to go shopping or she does my shopping and when I tell her thank you, it is over.

4.3.11 Parents Income is minimal

60% of the respondents interviewed said that parents' income being minimal was a major factor that led to poor performance among girls in school. 27% of respondents said that parents income being minimal was not a major factor the led to poor performance in school. 13% of respondents did not know (table 4.18).

	Yes	No	Don't Know	Total
Number Of Respondents	54	24	12	90
Percent %	60%	27%	13%	100%

Table 4.18: Effect of parent's income being minimal on girls' performance

4.3.12 Helping in domestic chores as my parents work

Among the respondents interviewed 80% said that helping in domestic chores was not a major factor that led to girls poor performance. 13% of respondents interviewed said helping with domestic chores was a major factor that led to their poor performance (table 4.19).

	Yes	No	Don't Know	Total
Number Of Respondents	12	72	6	90
Percent %	13%	80%	7%	100%

Table 4.19: Influence of helping in domestic chores as parents work on performance of girls

Focused group Discussions

School B

Are you left at home to work while parents go to work / substitute their income?

Yes. When I am sent home for school fees, my parent has to go do casual work so I am told to stay at home and feed the cows so that my parent can go work.

4.3.13 Walking long distances due to lack of fare

Among the respondents interviewed 34% said that walking long distances due to lack of fare was a major factor that led to poor performance. A majority 58% said that walking long distances due to lack of face was not a major factor that led to poor performance (table 4.20).

	Yes	No	Don't Know	Total
Number Of Respondents	31	52	7	90
Percent %	34%	58%	8%	100%

Table 4.20: Effect of walking long distances for lack of fare on performance.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the key findings of this study. The study was done to find out the factors that lead to poor performance of girls in mixed day schools. The study was based on two important guiding questions: what are the socio-cultural factors that lead to girls poor performance and what are the economic factors that lead to girls poor performance in mixed day schools. The questions have been answered and the objectives of the study met.

The chapter is divided into two major sections. The first section gives a conclusion to the study while the second section gives recommendations.

5.2 Conclusions

This project has given an account of the factors that affect the performance of girls in mixed day secondary schools in Githunguri District, Kiambu County. The study sought to describe the factors that interplay and affect female education in terms of performance. These factors are both within and outside school. Though much has been done to improve girl child education and performance, there are still glaring challenges that keep impeding performance.

The study set out to explore how socio-cultural and economic factors affect performance of girls in mixed day schools. These two factors have in a big way contributed to poor performance of girls since they have a lot of content intertwined within them. Socio-cultural factors from the family as well as societal setup have in a big way affected the performance of girls. Economic structures within the family setup also play a big role in determining the performance of girls.

The findings suggest that in general, performance of girls in mixed day schools are dependant on the socio-cultural as well as economic factors within the family and beyond. The most prevalent socio-cultural factors that affect the performance of girls are: inadequate study time at home, poor study skills, drug and substance abuse, lack of family support, violence at home, friends who have no interest in education, lack of encouragement from peers, sexual harassment from the community and early marriages and pregnancies.

The socio-cultural factors that did not affect their performance are: lack/absence of teachers, too much workload from school, negative labeling, sexual harassment from teachers, love affairs / relationships, friends in drug abuse, lack of role models and girls education not being treasured.

Economic factors that were cited to affect the performance of girls are: lack of books and learning resources, preferential fee payment, delayed fee payment and parent's income being minimal. The other factors did not affect the performance of girls.

The evidence from this study suggests that socio-cultural factors that directly come from the households/ families affect girls most suggesting that the socialization that girls get affect their performance most. Though sexual harassment from male teachers was not cited by the girls, reports show that it exists in the form of consented relationships between male teachers and the female students. However, there is rampant sexual harassment from the boys yet it goes unaddressed. The girls were also not willing to divulge information of their indulgence in drug and substance abuse though they cited it as a major factor that affected their performance.

The main economic factor that affects girls' performance is fee payment: whether delayed or preferential. This is because girls end up being sent home thus missing out on learning. It was observed that girls are not given pocket money but they have devised unorthodox ways of ensuring they have the money they need.

The study has only examined ten mixed schools and one hundred girls only. The study also outlined how economic and socio-cultural factors only affect performance of girls. There are however other factors beyond these two. Since the study was based in the rural setting, experiences of girls in urban settings, boarding schools, girls' only schools and even private schools were not captured. Boys' performance was also not considered.

The current findings therefore add substantially to our understanding of the major factors contributing to girls' poor performance and how they can be remedied.

5.3 Recommendations

The study has established that a number of remedies can be implemented to improve the performance of girls in mixed day schools. The researcher suggests that the following can be done to improve the challenges identified in this study:

The education fraternity should put in more effort to support girls since they are equally important as the boys are. This should be done through implementing policies that are already in existence. Some of these policies are provision of sanitary towels which the government had committed itself to provide. The enforcement of girls re-enrolling back to school after delivering babies should also be implemented. This is because some schools reject these girls terming them as bad examples to the rest.

The school management boards should also give more priority to buying books so as to ease the problem of book sharing. The board should aim to tally with the five year strategic plan that was set at the onset of free secondary education that every school should have a book ratio of 1:2 and where possible1:1 by the end of the first five years of free secondary education.

Parents should also be educated and sensitized that the government is not fully responsible for payment of levies i.e. the government only caters for tuition fees and thus parents have to come in and pay the development fee as well as feeding program fees. This will avert the controversy that parents are being charged levies whereas education is free.

Girls should be continuously motivated by teachers, parents and even professional motivational speakers. This will teach them and emphasize the importance of education. These speakers should also be coupled with counsellors who will guide the girls on good morals and teach them how to interact with various persons respectfully in the society.

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APPENDIX 1: QUESTIONNAIRE

NAME (Optional) .....

School .....

Form .....

KCPE marks.....

Last term's grade .....

What was your target grade last term? .....

What factors may have made you not achieve this grade?
.....

What are some of the major factors that lead to girls' poor performance in this school and other day schools around this area?

Socio-cultural factors (Tick as appropriate)

	Yes	No	Don't know
Lack of motivation			
Lack / absence of teachers			
Inadequate time			
Too much workload			
Lack / poor study skills			
Negative labeling			
Sexual harassment from male teachers			
Low self esteem			
I don't give it my best			
Time wastage			
Wrong peers			
Drug and substance abuse			
Love affairs			

Too much work at home			
Lack of support from family			
Lack of motivation / encouragement			
Violence at home			
Friends who have no interest in education			
Friends in Drug and substance abuse			
Lack of encouragement from peers			
Negative labelling			
No role models			
Sexual harassment from community members			
Early marriages			
Girls education not treasured			

How can the above challenges be overcome?

.....

.....

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Economic factors

	Yes	No	Don't know
Lack of books and learning resources			
Lack of personal effects e.g. sanitary towels			
Preferential fee payment			
Delayed fee payment			
Lack of pocket money			

Inadequate medical care			
Lack of food at home			
I do casual labour to supplement family income			
Parents are casual labourers			
Dependence on relatives for upkeep			
Parents income is minimal			
I stay at home helping in domestic duties as my parents work			
I have to walk long distances to school due to lack of fare			

How can the above challenges be overcome?

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Thank you for your participation.

APPENDIX 2: FGD GUIDE QUESTIONS

Group .....

Social cultural factors

(a) Do you get motivation, support and encouragement from parents and teachers in your academics?

(b) Are there enough teachers in your school? Do they teach or do they miss classes?

(c) Do you have enough time for study both in school and at home?

(d) Do you have too much workload at home? How does this affect your study and performance?

(e) How do you study? Do you consider those as good study habits and if yes, why aren't they reflected in your performance?

(f) Do you experience negative labelling e.g. name calling at school, at home and even within the community?

(g) Do you experience sexual harassment? If yes from who and when?

(h) How do you view yourself (Self esteem)?

(i) Are you involved in love affairs / relationships? If yes with who: students/non students and why?

(j) Do you ever experience violence at home? If yes, from who?

(k) Do you have role models?

(l) Are early marriages and pregnancies a reality in this school? Explain?

Economic factors

(a) Do you have adequate books and learning resources in this school? Mention some of the resources you have and those you lack.

(b) Do you have a stable supply of personal effects e.g. sanitary towels, oil? Who buys them for you?

(c) Is your school fees paid in time and in full? If no why?

(d) Do you receive appropriate medical care form your parents?

(e) Is there enough food at home and in school? If no why?

(f) Do you ever work to earn money? If yes why?

(g) Are there relatives who assist in your upkeep? If yes elaborate.

(h) What means of transport do you use to get to school? If you walk for long distances why?

Remedy

- How can the above challenges be overcome?
- Give any other comment.

Thank you for your participation.

APPENDIX 3: KEY INFORMANTS INTERVIEW GUIDE QUESTIONS

INFORMANT……

Social cultural factors

i. Do girls get motivation, support and encouragement from parents and teachers in academics?

ii. Are there enough teachers in school? Do they teach or do they miss classes?

iii. Do girls have enough time for study both in school and at home?

iv. Do girls have too much workload at home? How does this affect their study and performance?

v. Do girls experience negative labelling e.g. name calling at school, at home and even within the community?

vi. Do girls experience sexual harassment? If yes from who and when?

vii. Are girls involved in love affairs / relationships? If yes with who: students/non students and why?

viii. Do girls ever experience violence at home? If yes, from who?

ix. Are early marriages and pregnancies a reality in schools? Explain?

Economic factors

x. Are there adequate books and learning resources in school? Mention some of the resources you have and those you lack.

xi. Is school fees paid in time and in full? If no why?

Remedy

- How can the above challenges be overcome?
- Give any other comment.
- Thank you for your participation.

REPUBLIC OF KENYA

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Our Ref:
NCST/RCD/14/012/1463

Date:
26th October 2012

Ruth Wanjiru Kahuha
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority dated *10th October, 2012* to carry out research on "***Factors affecting the performance of girls in mixed day secondary schools in Githunguri District, Kiambu County,***" I am pleased to inform you that you have been authorized to undertake research in **Githunguri District** for a period ending **31st December**, *2012.*

You are advised to report to **the District Commissioner and the District Education Officer, Githunguri District** before embarking on the research project.

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

DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Githunguri District.