

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background of the Study**

Education has been cited as one of the most important determinants of economic growth. It is both an indicator, and an instrument, of development. Education increases labour productivity in both urban and rural sectors, and economic returns to investment in education are typically high. The human capital theory (Schultz, 1961) stipulates that education is an investment that yields returns for the individual and for society at large. In fact, the economic benefits of education derive not just from increases in cognitive skills, but to a far greater extent from the increase in non-cognitive abilities as reflected by changes in a person's ideas, perceptions and attitudes (Colclough, 1982). Furthermore, it is regarded by many as an instrument for gender equity and success in life (Oigara, 2001). Many economic and sociological theories predict that education increases women's participation in the labour force. This prediction is based on the notion that education favourably affects women's willingness and ability to enter the labour market. It provides them with the necessary credentials for employment and therefore it is a strong inducement to enter the labour market (Floro and Wolf, 1991).

Governments in many parts of Africa are aware of the benefits of female education. But Kiteto (2000) notes that gender inequalities and bigotry in education have continued to play a significant role in the slow development of African economies. Disregard for and discrimination against 50% of the population (females) contributes to slow and poor performance in most African countries. This is despite the fact that 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. Therefore, Improving girls' access to education, with the goal of attaining gender equality, is a critical component of promoting development and meeting the Millennium Development Goals (MDGs) in Kenya, across Sub-Saharan Africa and around the world (Torto, 1985). In fact, apart from Universal Primary Education (UPE), Goal 3 of the MDGs aims to eliminate gender disparity in primary and secondary education by 2005 and at all levels of education by 2015.

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). Moreover, her education contributes directly to the general improvement of health and living standards (Karani, 1987). Though many countries have made progress towards achieving gender equality in education (Hyde, 2001), girls continue to face many obstacles that impede their path to learning. Factors include discrimination on the basis of sex, unequal rates of investments by governments, political conflicts, and hardships as barriers to girls' educational attainment.

In most developing countries, more boys are educated than girls (UNICEF, 1998). In the UK there is more outstanding performance of girls as compared to boys which could be attributed to emphasis on elevating the women's issues. Evidence for this 'feminisation' is identified in the fact that the majority of primary teaching staff are female who make up a majority of the primary teaching force, and that in recent years there has been a decline in the number of men entering the sector, for example, in 2002 female primary teachers outnumbered men by 5 to 1 (Skelton, 2002). On a similar note, according to Arnot and Philip (2004), not only has the gender gap in entry and performance at 16 and 18 closed but now new gender gaps have opened up: girls are now outperforming boys: in 2001, 56.5 percent of girls achieved 5 or more GCSE or equivalent passes at grades A - C, compared to 45.7 percent of boys.

In France since the 1970s, more girls than boys have been achieving the baccalaureate (Cacouault and Euvrard, 1995). Likewise in Germany, it is reported that girls obtain better school marks than boys, repeat classes less often, and gain school leaving certificates more successfully (Bundesministerium, 1998). Japanese girls have become slightly more likely than boys to proceed to upper secondary education (Kameda, 1995) also in Jamaica, for 20 years now, there has been concern about "the low academic achievement of boys in relation to that of girls" (Evans, 1998).

In India, girls have continuously been involved in doing household chores and other types of child labour. In a research done by Kruijtbosch, the Ministry of Labour indicates that there are 17 million child labourers, of which 2 million are engaged in hazardous occupations. These estimates leave out more than 80 million children who are out of school and mostly

engaged in agriculture work or supplementing family labour either on a full-time basis or helping in routine domestic work and or assisting in income-generation activities (Wazir, 2000). Furthermore, a considerable proportion of girl children are often found in 'non-paid' activities, domestic as well as non-domestic, like looking after siblings, cooking, cleaning, washing, fetching water, gathering dung, fodder and firewood, accompanying their mother to the market place, grazing cattle, and so on.

UNICEF serves as the lead agency for the United Nations Girls' Education Initiative (UNGEI), a group of partners dedicated to achieving gender parity and equality targets in education. Launched by former UN Secretary-General Kofi Annan at the World Education Forum in Dakar in 2000, UNGEI has set a platform for action and a partnership framework for the global girls' education movement. Ever since, UNICEF and UNESCO among many other bodies have sponsored affirmative moves, research and conferences within Africa on the education of girls. One such conference was the pan-African one held at Ouagadougou, Burkina Faso in March/April of 1993. At this conference it was observed that Africa was still lagging behind other regions of the world in female access to education. Kitetu (2000) says that gender disparity has existed in education generally and that there is need to identify and eliminate all policies that hinder girls' full participation in education.

According to Chiegwe, Okojee and Opokumu (1996) in most sub-Saharan Africa, enrollment rates of girls lag behind those of boys at all levels of education. The same study shows that generally, attendance rates are higher in urban areas whereas in most rural parts majority of women have never been to school. The gender imbalances in attainment have been attributed to family factors, society factors such as early marriages and quality of schools. In Nigeria, research has shown that millions of girls do not have access to school despite the concerted efforts to push the cause forward. It has been identified that child labour, poverty and lack of sponsorship, quest for wealth, bereavement, truancy, broken home, engagement of children as house helps, as factors or the clog in the wheel of children's access to education ( Hallman & Grant, 2003 &2004).

In Kenya, girl-child education is elusive. Mwangi (2004) wrote that a combination of poverty, disease and backward cultural practices continue to deny the girl-child her right to education. Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find

themselves out of school owing to a number of reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young Siblings; child marriage, doing household chores, death of mother, and looking after the sick member of the family. Some of the girls are given to marriage against their wish and when they refuse, they are threatened with death.

Sexual harassments to the girl-child by their male counterparts can lead to unwanted pregnancies or early marriages. In a culturally embedded patriarchal society, for any sexual offence committed either by consent or forced, the girl stands to loose as she is likely to be judged more harshly than the counterpart and this affects the confidence that the girls would need to excel in education matters. The African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN, 2000) surveyed 501 children, in both rural and urban areas, regarding child abuse and children's rights. A total of 7.6 % of children were reported as having been 'sexually abused'. Despite the increased number of teenage pregnancies in the developing world, few studies focus on the prevalence of Schoolgirl pregnancy and its relationship to prior school experiences and subsequent educational attainment (Mensch et al. 2001; Eloundou-Enyégué, 2004). In particular, one study by Eloundou- Enyégué (2004) found that although pregnancy was not the source of all dropouts among girls in Cameroon, it was the greatest contributor to the gender gap in educational attainment, particularly at the secondary level.

In 1991 in the first sex survey of its kind, the National Survey of Sexual Attitudes and Lifestyles (NATSAL) revealed that one in six girls under 16 and a quarter of boys under 16 were sexually experienced and the Department of Health revealed that 12% of girls aged 16-19 and 13% of men aged 20-24 were infected with the STI Chlamydia. Similarly, according to the information from the 2003 Demographic and Health Survey, about 23% of Kenyan girls aged between 9 and 13 years are or have been pregnant. Research by the forum for African women education (FAWE), suggests that 13,000 Kenyan girls drop out of school due to pregnancy each year. This is evidence enough that these girls have been involved in sexual intercourse at an early age.

The girl child's academic achievement has also been adversely affected by the water and sanitation in secondary schools. Despite the Kenyan government's abolition of user fees, more than 800,000 children continue to miss out on education, particularly girls. A CEF

partner, the Girl Child Network (GCN), investigated why girls were still out of school despite free education. A key finding pointed out that during menstruation, girls refused to go to school because there were no appropriate or adequate sanitation facilities (Mwendwa et al, 2008).

Kwale County is situated on the Southern side of Mombasa. Kinango district which is in Kwale district is one of the poorest regions characterized by long dry spells and a sparse population scattered across the region. Likewise, the secondary schools across the region are scattered. According to demographic data collected from the DEOS office, there are 14 schools all of which are mixed boys and girls apart from two homogenous ones where one is girls' only day school and the other is the boys' only boarding school. There has been a gender disparity in performance with the girls performing poorer with a difference of an average of 1 point from the year 2007-2011 in KCSE (Kenya Certificate of Secondary Education) (Data from DEOS office Kinango).

## **1.2 Statement of the Problem**

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. The government of Kenya through the Ministry of Education has developed a gender policy through collaborative effort to underscore its commitment to advancing the status of women. However, gender disparities in performance in national examinations are evident. According to the Kenya National Gender Policy and Development of Education of 2007, boys tend to perform better in key subjects such as English, Mathematics, Biology, Physics and Chemistry. These disparities need to be addressed in order to achieve social equality and empower women as there are benefits that accrue from investing in educating women.

The Commission of Inquiry into the Education System of Kenya (Republic of Kenya, 1999) noted that gender inequality exists in certain areas and that there were persistent constraints that continued to hinder girls from effective participation in education to all levels. Girls in Arid and Semi-Arid areas and those with special educational needs remained disadvantaged. In addition, drop out for girls was higher than for boys in most areas. The attention of the commission was drawn to gender stereotypes in the attitudes, behaviour and teaching

practices that have a direct bearing on girls' performance, persistence and achievement in education.

Considerable evidence has shown that nationally, there are more girls than boys at the on-set of schooling yet as they move up the academic ladder, the number keeps declining creating a notable gender disparity with regard to access, retention, and completion of the secondary school cycle (World Bank, 1995).

It seems that gender issues need to be tackled from different fronts. One such front is the policy level; another could be at the ground level (the school and community) where these gender issues are directly experienced and lived while much has gone on at the policy level in Kenya, only a little has been done at the school and community levels to establish why there is still a significant gender difference in enrolment, access and retention and performance of girls in academics. There have also been lots of gender programs that have been carried out, but not much research has been done within the schools in Kenya. There is also a cultural angle in studies of social practices. As such, there is need to conduct studies within Africa, particularly in Kenya and specifically at the grassroots level where implementation of policies and programs occur (FAWE 2003a).

According to Kiteto (2000), it is clear from examination performance of girls and boys and also from the few classroom research studies done that all manner of gendered identities are constructed in the classroom. Therefore, issues of gender in education can not be righted by simply getting the enrolment figures right i.e. equal for boys and girls. It therefore requires researchers and teachers in Africa to continue monitoring policies, classroom practices, and more so the cultural gendered practices which have so much influence on the gendered happenings of the classroom. This study is based on factors influencing girl child performance in Kinango district for the problems connected with girls' school participation and performance differs from region to region, and between different groups of people, it is therefore necessary to identify problems in an area specific way, so that appropriate intervention programs may be initiated.

Education at secondary school level 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 (Aremi, 2000). Inability to secure places in the limited government-maintained girls' secondary schools on account of poor KCSE scores force many girls to lose hope and get married due to frustrations thus limiting their chances of ever getting out of the vicious cycle of poverty. If a child is barred from performing well by some factors, then she is not likely to join a higher institution for learning and may either get married not out of choice but out of circumstances and therefore get enslaved in child bearing with no economic support and helping in extending the poverty lineage (Asikhia, 2010).

The quality of the secondary school one attends is a significant determinant of how well one will learn and perform in various learning achievement assessments. Most girls in SSA are enrolled in rural and urban day often community supported secondary schools that are characterized by poor infrastructure which is often deficient in basic requirements such as science laboratories and equipment, appropriate toilets and menstruation management facilities; sexual harassment and gender-based violence which predisposes girls to pregnancy and early marriages; inadequate few female teachers to serve as role models for the girls; and girls unfriendly, male dominated school governance and management that is often resistant to gender responsive policies such as the re-entry policy for girls who become pregnant while still in school (Griffin, 2007; Forum for African Women Educationalists [FAWE] 2004a). The consequence is that such schools are not attractive to girls, and a good proportion of those girls who enter drop out midstream or fail to do well in matriculate examinations whether these are the end of secondary level exams or special entrance exams for higher education institutions. Consequently, few females attain high enough marks to compete on an equal footing with their male counterparts for the limited places especially in SMT programs in colleges and universities (Bunyi, 2008).

In Kenya, good performance in national examinations is the key to assured access to institutions of higher learning and eventually to securing gainful employment. The persistence of mass failures in national examinations observed in Kwale District over the years is worrying to students, parents, teachers and other stakeholders in the education sector (Yeya, 2008). Table 1.1 is a summary of KCSE performance from the year 2007-2010.

**Table 1.1: Kinango District secondary schools KCSE performance from the year (2007-2010)**

S/NO	SCHOOL	2007(mean)			2008(mean)			2009(mean)			2010( Mean)		
		B	G	Av.	B	G	Av.	B	G	Av.	B	G	Av.
1.	Samburu	4.52	4.22	4.37	4.53	3.67	4.09	5.23	3.00	4.12	5.27	3.09	4.18
2.	Taru	5.30	4.16	4.82	3.52	3.04	3.39	3.80	2.98	3.56	4.38	3.80	4.25
3.	Kinango	4.96	4.47	4.21	4.28	3.74	4.01	4.10	3.20	3.65	3.69	3.13	3.40
4.	Mnyenzi	-	-	-	-	-	-	3.27	2.58	2.94	4.00	2.60	3.30
5.	Mackinnon	-	-	-	-	-	-	-	-	-	3.68	3.00	3.54
6.	Mwavumb	3.51	2.79	3.15	2.47	2.33	2.40	2.83	2.73	2.79	3.34	2.83	3.14
7.	Mazeras B.	-	-	-	4.23	-	4.23	3.80	-	3.80	3.86	-	3.86
8.	Mazeras G	-	3.69	3.69	-	2.62	2.62	-	2.75	2.75	-	2.68	2.68
Av. Mean		4.00	3.86	4.28	3.80	3.08	3.67	3.84	2.87	3.37	4.03	3.02	3.54
<b>Disparity [Boys less Girls mean points]</b>		<b>0.2</b>		<b>0.72</b>			<b>0.97</b>			<b>1.01</b>			

Source: DEOs office Kinango District

Gender disparity in performance of KCSE in Kwale District is clear from Table 1.1 with the girls lagging behind with an average of one point and also widening as years go by. The question therefore is: what is the cause of the gender disparity in academic performance of the girl child in Kinango District? Is the fault entirely that of cultural influence, burdening them with household chores, lack of role models, sexual harassments or have school location and quality influenced girls' participation in schoolwork and therefore in performance in exams? The present study therefore sought to find the factors influencing girl child academic performance in Kinango District, Kwale County.

### 1.3 Purpose of the Study

The purpose of this study was to investigate the factors influencing the academic performance of the girl child in Kinango District, Kwale County. The study focused on the girl child only.

### 1.4 Objectives of the Study

The following were the objective of the study:

- 1) To establish the influence of cultural beliefs and practices on girl-child's academic performance in secondary schools in Kinango district, Kwale County.
- 2) To determine the influence of household chores on girl-child's academic performance in secondary schools in Kinango district, Kwale County.
- 3) To examine the influence of role models on girl-child's academic performance in secondary Schools in Kinango district, Kwale County.
- 4) To investigate the influence of sexual behaviour and harassments on girl-child's academic performance in secondary schools in Kinango district, Kwale County.



- 5) To establish the influence of school location and school quality on girl-child's academic performance in secondary schools in Kinango district, Kwale County.

### **1.5 Research Questions**

The following were the research questions:

- 1) Do cultural beliefs and practices influence academic performance of the girl child in secondary schools in Kinango district?
- 2) Do household chores influence the academic performance of the girl child in secondary schools in Kinango district?
- 3) Do girl child role models influence academic performance of the girl child in secondary schools in Kinango district?
- 4) Do sexual behavior harassments influence the academic performance of the girl-child in secondary schools in Kinango district?
- 5) Do school location and quality influence academic performance of girl child in secondary schools in Kinango district?

### **1.6 Hypothesis of the study**

The study was based on the following hypotheses:

H<sub>0</sub>: Cultural beliefs and practices do not influence secondary school girl child academic performance.

H<sub>1</sub>: Cultural beliefs and practices influence secondary school girl child academic performance.

H<sub>0</sub>: Domestic chores do not influence secondary school girl child academic performance.

H<sub>1</sub>: Domestic chores influence secondary school girl child academic performance.

H<sub>0</sub>: Role models do not influence secondary school girl child academic performance.

H<sub>1</sub>: Role models influence secondary school girl child academic performance.

H<sub>0</sub>: Sexual behaviour does not influence secondary school girl child academic performance.

H<sub>1</sub>: Sexual behaviour influence secondary school girl child academic performance.

H<sub>0</sub>: School location does not influence secondary school girl child academic performance

H<sub>1</sub>: School location influences secondary school girl child academic performance

### **1.7 Basic Assumptions of the Study**

The study assumed that the factors mentioned affect girls' academic performance, and that the respondents provided the required information honestly without fear or intimidation.

### **1.8 Significance of the Study**

Education stakeholders such as parents, religious bodies, teachers, school administrators, communities and Non governmental organizations will benefit from the results of the study and see how they can improve the girls' performance in exams. Likewise, the policy makers and Education planners will be able to gain insight on areas that can be implemented in policy in regard to gender parity in education and finally the research may form a basis for further research.

### **1.9 Delimitations of the study**

These are boundaries of the study and can be controlled. The study will investigate the factors influencing girl child academic achievement in Kinango District, Kwale County. Accessibility to the schools is likely to be a problem due to poor infrastructure but suitable means like motorbikes were used to access the place, there was also constraints of time and resources which were overcome by sampling to represent the large population targeted by the study.

### **1.10 Limitations of the Study**

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The respondents may not be honest in giving the information or may simply give incorrect information to please the interviewer. The study only focused on the performance of a girl child who is continuing with schooling yet there are those girls outside school who finished school and their KCSE performance may have been affected by the same factors therefore could have provided valuable information. It was also conducted in a rural area therefore the findings are not likely to be applied in an urban center.

### **1.11 Definitions of Key Terms**

**The Girl-Child** is a biological female offspring from birth to eighteen (18) years of age is the before one becomes a young adult. This period covers the crèche, nursery or early childhood

(0-5 years), primary (6-12 years) and secondary school (12-18years) (Offorma, 2009).For the sake of this study only the girl child in secondary school was considered.

**Education** is the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, spiritually, politically and economically.

**Access to Education** simply means the right to education. It is also the opportunity provided for the girl child to be educated. Access deals with the availability, convenience and ability to be educated.

**Poor Academic Performance** according to Aremu (2003) is a performance that is adjudged by the examinee and some other significant as falling below an expected standard.

**Teenage years** are the period between 13-19 years and represent in many societies a transition towards physical, psychological and social maturity.

**School quality** in this study is seen in the conditions of physical facilities, such as buildings amenities and sanitation facilities. (Williams, 2000)

**Patriarchy** is defined as “a set of social relations with a material base that enables men to dominate women” It is a system of stratification and differentiation on the basis of sex which provides material advantages to the males while simultaneously placing severe constraints on the roles and activities of females (Koenig and Foo, 1985).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This review of the literature assisted the researcher to understand better the topic; Factors affecting girls' academic performance. It therefore focused on the following pertinent areas; cultural beliefs, role models, sexual violence and behavior, household chores and school location and quality. The literature review is to provide for a conceptual framework showing relationships among the variables to guide the study.

#### **2.2 Review of Related Literature**

Academic achievement or (academic) performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment. In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. A myriad of factors have been blamed for both girls' and boys' low academic achievement, especially in mixed day secondary schools in the developing countries. Some of the major factors include domestic chores, biased upbringings that portray boys as superior to girls in all aspects of maturation, poor schools environments and insensitive teaching methods that disregard the students' needs (FAWE, 2003b). This study aimed to establish the influence of some of these factors to the academic performance of the girl child in Kinango District.

##### **2.2.1 Cultural Beliefs**

The girl-child academic achievement is influenced by cultural beliefs. According to Croll (2006), ethnographic studies suggests that parents have very different expectations for girls and boys, in that sons are uniformly expected to live with or near parents, provide long-term support and succeed in education, careers or other income-generating activities. According to Beijing declaration (1996) discrimination in girls access to education persists in many areas due to customary attitudes that boys should be educated first and that since girls get married and take care of the children at homes, priority to education comes second. Therefore, they take both domestic responsibility and education resulting to poor performance. Family preferences for boys' education and the need for children's labour services within and outside

the household often limit the education of girls in rural communities (Beneria & Bisnath, 1996). Wanjiku (1994) observes that where resources are limited, education of boys comes first. Girls have been socialized to accept this and usually drop out of school for the benefit of their brothers. Kelly (1998) noted in his study that when parents are confronted with constraints of limited opportunities or resources for schooling, they generally favour the education of male children.

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

Similarly in societies of South and East Asia expectations of practical and ritual support from sons have meant that daughters who marry out are not expected to contribute to the support of their parents. Thus sons are preferred, perceived as an asset and the recipients of long-term investment, while daughters frequently are deemed a burden or liability and a 'double loss' in that they move out on marriage and are not expected to contribute to the support of parents. Where daughters do contribute to the support of their families before marriage, these contributions are often dismissed as short-term reimbursement for the expenses of their upbringing and certainly deemed a less significant contribution than that of their brothers.

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

Heeden (1995) in his study notes that some fathers, particularly in rural areas, do not attach much value to school education. They regard schooling for girls as unnecessary and a waste of money because girls would in any case stay at home after marriage to attend to their children and household. Boys, on the other hand, should be earning money from an early age

rather than be an expense. This traditional belief still prevails in some societies. Hence the attitude that it is more beneficial to formally educate a boy than a girl and that, girls only need to be educated and trained in house chores to prepare them for marriage still persists. In some communities, religious and traditional norms dictate that girls are to be married at a certain age and when they are still in school with no prospects of marriage when they mature, it puts the family in disgrace. The girls are therefore pulled out of school as soon as they reach maturity to prepare them for marriage. Some men do not like very educated wives who may challenge their authority. When such men, especially the rich, want to marry a girl, the parents prefer to pull her out of school since marriage would also solve some of the family's financial problems. The right to education, therefore which is a fundamental human right is frequently denied to girls in some Africa countries.

Allied to parents' traditional expectations for their daughters is the fear that when daughters move away from parental supervision in order to attend school, they will become pregnant (Gordon 1998; Walker et al. 1998). They have further noted that the risk of pregnancy is in fact real with many girls dropping out from school, or may be compelled by official regulations- as in Zimbabwe until 1997, and in some other countries- to leave school when they become pregnant, without the possibility of re-entering (Gordon 1998) even if, occasionally, girls of higher social class may be enabled to surmount this problem (Njau & Wamahiu, 1994).

According to Eshiwani (1985) some preference persists for educating boys, reflecting traditional limitations on women's roles, customary patriarchy inheritance systems and perceptions that boys will have greater prospects for modern sector employment. Moreover, in rural areas, the opportunity cost to parents of educating girls seems higher. Consequently, the gender roles that a society assigns to its children will have a determining effect on their future such as schooling, labour force participation and status in relationships (Nyatuka & Nasongo, 2010).incident

It has also been reported in BBC News (2006), that African patriarchal societal viewpoint favours boys over girls because boys maintain the family lineage. Additional reasons why girls do not have adequate access to education in Africa include the fact that many have to stay home to nurse relatives with HIV/AIDS. That their mothers were not educated is another reason that makes them feel that their daughters do not need education. Furthermore, some families do not believe in education of girls. In Ethiopia child brides face early pregnancy,

responsibilities to their children and in-laws, and reticence of their husbands, who are usually much older, to let them out of the house.

### **2.2.2 Girl-child Involvement in Household Chores**

Academic achievement of the girl child is likely to be affected by the girl child undertaking heavy household chores. Household work is often mentioned as occupying most of the girl child's time. A young daughter's domestic labour may substitute for that of her employed mother, while parents who have an urgent need of income for subsistence or for debt repayment, may exchange or sell their daughters directly or inadvertently into occupations that can be hazardous and exploitative (Croll 2006). Further, Karani (2006) argues that poor performance by females in primary school-especially in the rural areas- is attributed to a greater demand imposed on female children to assist with household chores, such as fetching water, collecting firewood, helping with the cooking, and caring for the young. This work interferes with schooling and depresses female performance; it also may lead to wastage due to some children being withdrawn from school altogether.

In many societies remittances from daughters have increased because of the growing opportunities for factory work, domestic service and commercial sex work which can provide instant returns to meet immediate familial needs. Indeed, adolescent girls may find themselves supporting parents, siblings and extended family members especially, but not only, in times of hardship. This exerts a strong negative influence on their schooling opportunities. According to a study by Guha & Sengupta (2002), the necessity for a girl to work, in order to supplement family income, reduced by a third her chance of ever attending school, and raised five times the probability of dropout.

Sibling care giving is similarly understudied and unacknowledged, except in agrarian societies (Zukow-Goldring, 1995). To the extent that children's household labor and sibling care have been examined, it is known that girls perform more work overall, and teenage girls carry the largest share, doing twice as much housework as boys (Blair, 1992; Goldsheider & Waite, 1991; Thiede Call, 1996). For example, Aronson et al. (1996) found that girls spent almost 14 hours per week caring for younger siblings, more than twice as much as boys (Thiede Call). Similarly, Miller, O'Connor, and Sirignano (1997) point out that, older siblings provide 39% of afterschool care, second only to mother care in low-income families using multiple care. Household work is often mentioned as occupying most of the girl child's time.

Nieuwenhuys (1999) mentions in her study on children's life worlds (in Kerala) that in accordance with the ILO's assumption, these girl children work under parental guidance and are therefore protected from exploitation, thus presupposing that exploitation can only take place in a direct employer-child relation. Therefore, they are ignored by international agencies like the ILO as well, as they do not constitute 'worst form of child labour' working under 'intolerable circumstances'.

In Kenya, Japanese researchers in Kisii Central District, in Mosoch Division (SMASSE, 2000), revealed that boys were engaged in such domestic tasks as feeding and milking cows whereas the girls performed such tasks as cooking, collecting of firewood and water. Some students involved in the survey said that engagement in such domestic tasks made them to sleep late and wake up early. Students also lamented that their participation in domestic tasks never left them with enough time for doing school assignments and also conducting private study (Nyatuka & Nasongo, 2010). Mbilinyi (2003), observes that most students, especially girls, are engaged in such activities as caring for their siblings when their parents are away, taking care of the sick, and attending to traditional rituals, funerals, and other celebrations.

### **2.2.3 Role Models**

Girl child performance in education is likely to be influenced by role models. According to Guha and Segupta (2003), the lack of girls' schools and female teachers, is of basic, an important constraints for them. Similarly, according to Gender Policy in Education of 2007 released by Education Secretary of Kenya, Professor George Godia, there is lack of women teachers (especially for SMT subjects) to act as positive role models for girls. Mbilinyi (2003) also notes that lack of the role model for the girl child has been a great obstacle in girl child academic achievement; this problem is also observed where there are no educated women in the communities. Role models in villages mainly do simple jobs like cooking and serving food, selling in the market or by the road side, etc. and have a great influence on the young girls in the community who believe that these women, with no formal education, earn money and are well off. They therefore do not see the need or importance of a formal education. These factors adversely affect the demand for education. Further, Ayoo (2002), Machyo (1995), Umbima (1993) and Young (1985) observe that learning among children occurs through modeling which is determined by relations in terms of sex as cherished by parents, teachers and fellow children.



According to a study done by Holmund & Sund (2005), girls outperformed boys in subject areas where the women teachers outnumbered their male counterparts. Teachers are therefore seen as role models for the students and if students identify themselves more with the same sex role models, it is possible that performance will be enhanced when students have a teacher of their own gender.

Swainson (1995) notes that the assigning of roles and development of skills are defined socially and culturally on the basis of sex. From an early age, children develop behaviour that is appropriate to their sex roles by imitation of parents and other role models. He further argues that girls, for example, in rural areas possibly experience some kind of alienation in view of the many overlapping relationship within as well as outside the family. As such, teachers' treatment of boys and girls in classrooms reaffirm gender in accordance with cultural norms which define masculinity and femininity (Kitetu, 1998).

During the late elementary school years and middle school years are the times when the values of adolescents' peer groups begin to supersede the values of their parents and families and, according to many educators, the peer group focus shifts from academic to nonacademic activities and has a significant influence on students' beliefs and behaviours about school and academic achievement (Steinberg, Brown, & Dornbusch, 1996). In fact, academically successful African Americans and Latinos have acknowledged the implicit and explicit support of their immediate peer groups, "near peers" (those who may not necessarily have been close to them in age but were still of their "generation"), and mentors (Walker, 2006).

Therefore, peer influence determines academic achievements (Carpenter & Hayden 1987) say friends' plans are directly affected by the sex composition of the school: Girls in girls' schools are more likely to have friends who plan to go to college. Mother's education is also a significant predictor of friends' plans, even when the sex composition of the school is controlled. Indeed, these results suggest that the educational level of a girl's mother has powerful influences on the type of school a girl attends, on the encouragement she receives to obtain a level of education akin to her mother's (directly or via single-sex schooling), and on her association with friends who have similar educational plans.

According to Gibson (1982) in a study done among Crucian girls, girls usually misbehave with friends in class, but usually discreetly. Girls could be observed mimicking teachers when the teachers were not looking. They ate in class, but usually made sure the teacher did

not care or would not see them. They even did deliberate demonstrations of disrespect for teachers just to disrupt the learning atmosphere for example a girl sat in class putting on fingernail polish. Furthermore 30% of the girls studied presented teachers with sufficient frustrations due to the uncontrolled behavior which prevents teaching and learning from taking place. They may make noise giggle, chat among friends, eat in class, or go out of class to drink water or to the wash rooms therefore disrupting learning.

#### **2.2.4 Girl-child Sexual Behaviour and Harassment**

Education achievement for girls is highly affected by sexual behaviour and violence. According to a report from Human Rights Watch (2001), if left unchecked, sexual violence in schools has a negative impact on the educational and emotional needs of girls and acts as a barrier to attaining education. Rape and other forms of sexual violence place girls at risk of contracting the HIV/AIDS virus which has in turn taken its toll on the educational system and disrupted education especially for girls.

Sexual violence in schools is not a new phenomenon. Niehaus (2000) shows that sexual relations between teachers and schoolgirls in sub-Saharan Africa were common even in the 1950s. It has been made more common place by the bias and prejudice that exist against women. A survey carried out indicated that eight in ten young men believed that women were responsible for causing sexual violence and three in ten thought that women who were raped 'asked for it' (Human Rights Watch, 2001). In most sub-Saharan African countries a women's virginity is linked to her family honor. A woman can either be forced to marry her attacker or killed by brothers or fathers for such an embarrassment.

According to Mensch & Lloyd (1998) considerable harassment of girls of both sexual and nonsexual nature takes place in Kenyan schools. Periodic reports of mass rapes of schoolgirls are further evidence of the existence of nonconsensual sexual activity within schools. A national survey of nearly 10,000 secondary schoolgirls indicated that, of the one-third reporting sexual activity, approximately 40 percent said that their first encounter was forced or that they were "cheated into having sex" (Youri 1994; Mensch et al. 1998). Such encounters have occurred in transit to or from school.

Adolescents also get involved in sex due to certain reasons according to a Kaiser Family Foundation (2007) study of US teenagers, 29% of teens reported feeling pressure to have sex,

33% of sexually active teens reported "being in a relationship where they felt things will be moving "sexually", and 24% had "done something sexual they didn't really want to do". The expansion in schooling may have led to increased rates of sexual activity among girls in sub-Saharan Africa for yet another reason. The imposition of school fees, which includes not only tuition but also uniform and textbook charges, may force girls whose parents cannot afford to educate all their offspring or who are expected to be financially independent by virtue of their student status to acquire older sexual partners. Such "sugar daddies" or "sponsors" give girls money for school expenses and other needs in exchange for sexual favors (Bledsoe 1990; Odaga & Heneveld 1995; Meekers & Calves 1997).

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

Wesley, Barbra, and Clark (2001) say that the rapid expansion of education in Kenya has led to an increasing association in the public mind between premarital sexual activity, childbearing, and schoolgirl dropouts. Indeed, in drawing attention to the rise in premarital fertility, policymakers and researchers describe the situation in terms of increasing levels of "schoolgirl pregnancy" (Ferguson 1998; Meekers 1994; Njau and Wamahiu 1994; Meekers et al. 1995; Meekers and Ahmed 1999). Parents' discussions about sexual issues (mostly with girls) typically focused on the avoidance of sexual behaviour, using religion, social consequences or the unwanted outcomes of sexual behaviour (i.e., pregnancy or HIV) as deterrents. Mturi & Hennink (2005) say that parents are unlikely to provide informative guidance to girls on sexual development and safe sex, or on interpersonal aspects of sexual relationships. Parents who did raise sexual issues with daughters were likely to do so in a subjective, moralistic and protective context. Furthermore, most parents felt discomfort and embarrassment in discussing sexual issues. In part, this was a reflection of cultural taboos in discussing sexual issues, but also evident was the belief of fathers that providing sexual education would endorse premarital sex and promote promiscuity. In addition, parents felt

that they did not have adequate knowledge, skills or vocabulary to discuss sexual issues (Mturi & Hennin, 2005). He further says that girls do not have tactics to negotiate on sex and that sex education needs to be included in the curriculum and adequate training for teachers in delivering sex done appropriately.

Sexual behaviour can have undesirable consequences, such as sexually transmitted infections, including HIV/AIDS; unplanned pregnancy, leading to school drop-out; high risk of pregnancy complications; illegal abortion; child abandonment; and a high mortality rate of children born to teenage mothers (Meekers 1994). Grant & Kelly (2006) say that despite the declining proportion of women across sub-Saharan Africa who become adolescent mothers, as more young women remain in school past puberty more students are exposed to the risk of becoming pregnant. According to a study by Eloundou- Enyégué (2004) although pregnancy was not the source of all dropouts among girls in Cameroon, it was the greatest contributor to the gender gap in educational attainment, particularly at the secondary level. Reports by the Forum for African Women Educationalists (FAWE) indicate that more than 12,000 girls drop out of Kenya's schools yearly due to pregnancy. Such a hostile environment discourages parents from sending their daughters to or pulling them out of school and pupils lose interest in education and, if pregnant, are kicked out of the school system altogether.

On a similar note, Sexual harassment is downplayed in most communities. Harassment of girls by males in the community including family members, teachers and boys can have a drastic effect on the girls' education and result in her dropping out of school. Many times complaints of sexual harassment of girls are ignored and many girls do not report incidences which occur. Some girls withdraw and become reclusive when they are disturbed by sexual harassment. Once girls start withdrawing from people, their performance in school goes down. When the person sexually harassing the girl is along the way to school or in school, she begins to skip school in order to avoid him. This may also lead to dropping out of school (Sutherland 1999).

From the discussion above, it is evident that sexual behavior and abuse could highly affect the academic achievement of the girl child. In schools where sexual violence against girls is the norm, the education system itself may increase a girl's chances of dropping out, interrupting her studies, experiencing an unintended pregnancy or becoming infected with HIV. The act of aggressive and intimidating behavior as well as unsolicited physical contact

such as grouping and touching, coercive sex and rape are all forms of abuse. Such behaviour exploits the teacher's position of authority and betrays their duty of care.

### **2.2.5 School Location and Quality**

Girls' achievement in academic performance is easily affected by the accessibility of the school and also its quality. Gibbison & Murthy (2003) argue that School location might be an important factor in determining school attendance. Parents from rural areas have a poor preference of the school; therefore, their choice is determined by proximity and resources available. They will only place them to a boarding school if they can afford to pay otherwise their children have to travel greater distances. For example on average, a child in a rural day school in Jamaica travels 2.3 miles which could itself discourage school attendance. In addition, it determines the opportunity cost of children's time to the household.

Long distances from school promote lateness and truancy among students. In some schools, lateness to school guarantees punishment which varies depending on the school. Girls would rather skip school for the entire day than risk any form of punishment which is embarrassing at their age. Lateness also results in missing the early morning lesson. According to Malenya (2008), Staying long distances from school is one of the greatest problems faced by day students. In his study on the influence of distance on performance, girls who stayed a distance of 1.5 km from school on average were seen to be performing poorly in exams.

Likewise the location of a school determines to a very large extent the patronage such a school will enjoy. Similarly, the entire unattractive physical structure of the school building could demotivate learners to achieve academically. This is what Isangedighi (1998) refers to as learner's environment mismatch. According to him, this promotes poor academic performance. On the other hand, Carpenter and Hayden (1987) note that the sex composition of a school is a strong determinant of academic achievement. Girls in girls' schools have higher academic achievements, even when social origins, social influence, and curriculum are controlled. Similarly teachers' encouragement for higher education provides a significant boost to average marks, as well as completion of a science-oriented subject.

On a similar note, according to a study done by Lloyd, Mensch, and Clark (2001) the quality of the school may be a critical aspect of gender differences. Boys and girls may have different experiences in the same school because of differences in curricular opportunities

within the school; differences in treatment by individual teachers; and differences in rules, regulations, and administrative practices. The nature of the school a girl or boy attends is presumed to be important because of the negotiation process around sex. Evidence suggests that schools do not impart protection equally. Mensch and her colleagues (2001) found in Kenya that a gender-neutral atmosphere in school appeared to reduce the risk that girls will engage in premarital sex; in schools with gender-biased atmospheres, girls were more likely to drop out. In addition, Oigara (2001) notes that single-sex classroom environment may be useful towards improving academic performance of girls in secondary education. On the other hand Bandura (1969) notes that an environment that is unhealthy is not conducive to effective teaching and learning. The school environment should be tidy and inviting, have good quality display of pupils, full range of ability, bright open spaces, clean and well maintained buildings, adequate bins, clean toilet facilities, plants, pictures, clean boarding and dining area. All these are likely to facilitate good academic performance.

There is a tendency for girls to associate a variety of negative physical and psychological problems with menses (Adinma, J.B., & Adinma, E.D. 2000). Research has shown that many adolescent girls particularly in rural areas spend up to four days away from school due to difficulties associated with menstrual hygiene. Lack of protective sanitary materials, poor sanitation, lack of water, lack of separate toilets etc., create fear and discomfort in these girls resulting in poor learning and performance in class (Mulama , 2008). In spite of those problems, an average boarding student enjoys living and studying conditions, which are luxurious, compared to the hardship and squalor endured by many day students. According to Clarissa (1992), Desarrollo (2007), Evans (1999), Jagero (1999), Scharff and Brady (2006), and Oloo (2003), the greatest problem faced by day students was their home environment that was not conducive to reading. Other problems includes: long distances from school, bad company at home, lack of proper accommodation and proper diet.

According to Guha and Segupta (2003) the lack of girls' schools and female teachers, and the absence of basic amenities like separate lavatory facilities are also important constraints for them. Likewise girls who enroll in grade one in Uganda drop out before sitting for their primary school leaving examinations (between age 11 and 13) which has been linked to the beginning of the menstruation cycle and its associated challenges. Kyalipa (2008) says that a research conducted by a Non-Government Organization, the Forum of African Women Educationalists (FAWE) in Uganda, reveals that the lack of sanitary pads, coupled with other

factors like the absence of water or separate toilet facilities for girls in many schools, is responsible for the drop-out rate.

Despite the Kenyan government's abolition of user fees, more than 800,000 children continue to miss out on an education, particularly girls. A CEF partner, the Girl Child Network (GCN), investigated why girls were still out of school despite free education. A key finding was that during menstruation, girls refused to go to school because there were no appropriate or adequate sanitation facilities. Because of the high cost of sanitary towels, girls from poor families continue to use unhygienic sponges, mattresses, tissue paper and even leaves and most avoid school all together during their menstrual period. The study indicated that, "a girl absent from school due to menses for four days in a month of 28 days loses 288 lessons in a calendar year – that is 192 hours of missed learning due to absence from school."

According to the Kenya's Daily Nation newspaper of 3<sup>rd</sup> October, 2011, girls will start receiving free sanitary pads and in 2011 financial budget the Minister for Finance has allocated Kshs.300 Million to cater for sanitary pads for older girls and the priority will be given to remote areas.

### **2.3 Theoretical Framework**

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

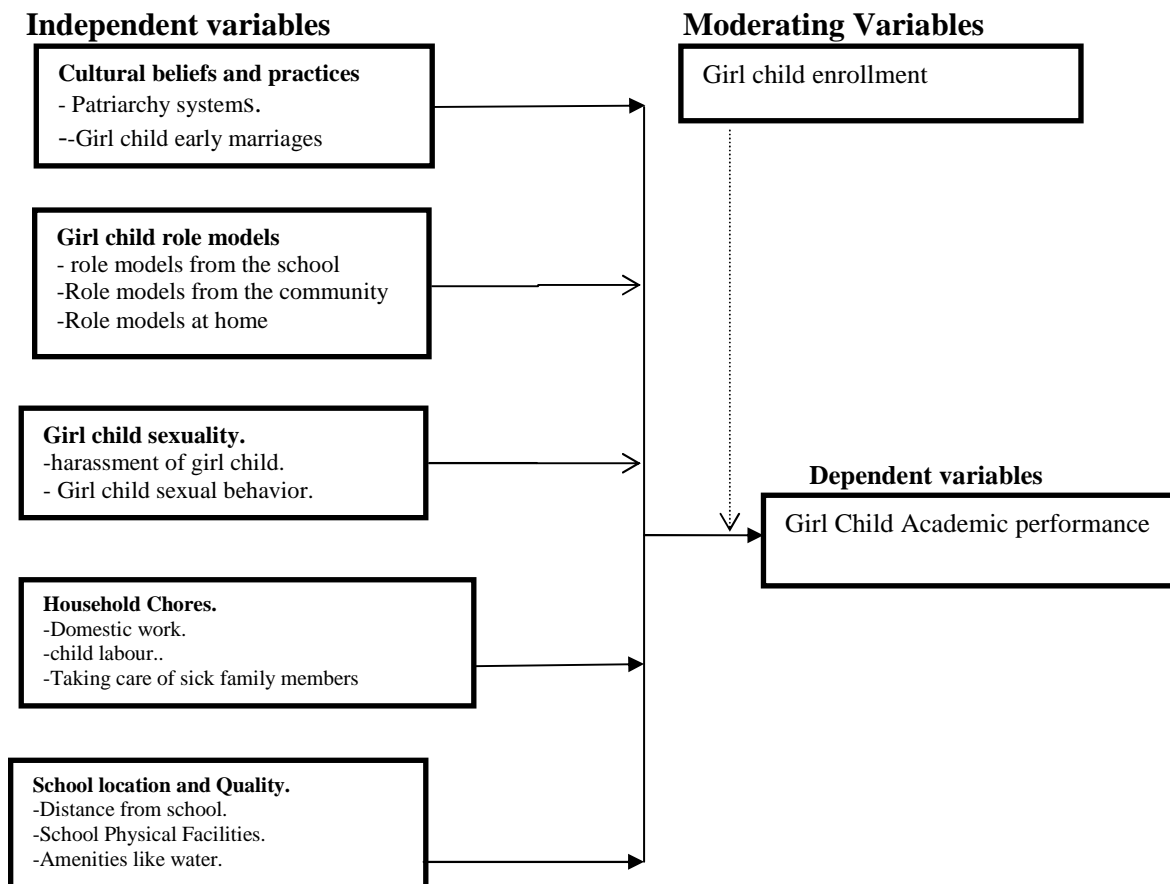
Pearson's gender relations theory was appropriate for this study because it emphasizes the various social, cultural norms and standards which must be considered for women to take the opportunities to participate in social activities such as education. These cultural and economic norms emphasized in the theory are the factors that affect Girl Students' academic performance in school. It was also a relevant theory for this study because it captured almost all the variables. In the traditional set up the family is headed by a house head, a position held by the male parent. The patriarchal ideology was thus dominant. The roles assigned to women are narrowly defined. They are expected to be good wives and mothers, girls and women are seen as subordinates and education for them is less important. Women are also

expected to respond to sexual advances from men and some men have gone overboard and assaulted women sexually.

## 2.4 Conceptual Framework

The conceptual framework below aimed at showing the factors influencing the girl child academic performance. The study explored the influence the independent variables stated have on the dependent variable, the girl- child academic performance. It linked performance and academic achievement of the girl child linking schooling to cultural beliefs and practices like perception of a girl child in a patriarchy society and beliefs in early marriages for the girl child. It also linked schooling and girls’ academic achievement to the role models in school and at home. Further, it related girls’ academic performance to their involvement in household chores like domestic work and child labour, caring for siblings and looking after sick family members. Academic performance by the girl child was also linked to their sexual behavior and sexual harassments. Finally academic performance of the girl- child was linked to the school location and its quality.

**Figure 1: Conceptual Framework**



Source: own



## **2.5 Summary of literature Review**

From the literature review above it is clear that studies have been done regarding the performance of girl child in secondary schools exams. The independent variables discussed have been to affect girls' performance. Being in a patriarchy society where the boy child is sighted as more important than the girl child, different studies have shown that the girl child is looked upon as the lesser gender by being destined to get married early and to look after the family instead of pursuing education. She is also overburdened by the heavy family responsibility of looking after her younger siblings when the mother is not available or too busy doing other chores as traditionally family roles are gender assigned. When the family members are sick she looks after them resulting in much absenteeism from school and henceforth poor performance.

Other studies have also shown that the academic performance of the girl child is also adversely affected by lack of role models at home and at school. As a result of coming from backgrounds where little academic achievement has been achieved, most girls lack someone to emulate. Similarly there are fewer female teachers than there are male teachers therefore lacking the female figure in schools to act as role models. The only people to emulate are their peers who are also demotivated by the same factors.

The literature review has also brought to the limelight that sexual harassment of girls by males in the community including family members, teachers and boys can have a drastic effect on the girls' education and result in her dropping out of school. Many times complaints of sexual violence of girls are ignored and many girls do not report incidences which occur. Some girls withdraw and become reclusive when they are disturbed by male counterparts. Other studies have shown that when the girl-child engages in irresponsible sexual behavior, she faces the risk of getting infected with HIV/AIDS or getting pregnant leading to her dropping out of school.

Various studies have also shown that the girl child's education attainment is adversely affected by the long distance they have to travel every morning and evening from home to school and vice versa if they are learning in day school. It has been put across that students waste much time on the way and may even get late leading to punishments and wastage of more time. This can lead to poor performance in examinations. Correspondingly, girls are affected by inadequate facilities such as toilets and amenities like water. It has been reported

that some girls miss school when they are on their monthly period therefore wasting learning time and affecting her academic performance.

Finally, the conceptual framework linked the independent variables to the performance of the girl child while the theoretical approach was Pearson's gender relations theory which emphasizes the various social, cultural norms and standards which must be considered for women to take the opportunities to participate in social activities such as education This was linked to the perception of the society on the girl child and the boundaries placed on her education because she is a woman.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the following areas which have been employed in this study: research design, target population, sample size and sampling procedure, data collection methods, data collection procedures, validity and reliability of research instruments, ethical considerations, data presentations and analysis techniques and operational definitions of variables.

#### **3.2 Research Design**

This study was carried out in Kinango District, Kwale County and is gazetted as a hardship area in the Kenya gazette. It employed a descriptive survey research design and incorporated elements of both qualitative and quantitative approaches in terms of instruments and data analysis. Descriptive survey design involves collection of data from a sample of a population in order to determine the current status of that population with respect to one or more variables (Mugenda and Mugenda 2003). The use of descriptive survey design in this study enabled the researcher to find out facts without manipulation of data, sought opinions, described, analyzed and interpreted factors influencing girl child academic performance in Kinango District.

#### **3.3 Target Population**

This study was carried out in girls' homogenous and mixed secondary schools in Kinango district, Kwale County targeting only the girl-child. Kinango District has a total number of 2038 girls according to the enrollment table on page 8 and the study considered this to be the target population. This is because the objective of the study was to explore the factors influencing the academic performance of the girl child in Kinango district. Students (girls only), class teachers, principals and the DEO were chosen to participate in the Survey. One school was used for pilot study and was not involved in the actual study though it carried characteristics similar to those of the sampled schools.

#### **3.4 Sampling Size and Sampling Technique**

Not all the 14 secondary schools in the district have participated in KCSE and only the 8 schools that have been involved in national exams were targeted through purposive sampling in order to acquire the intended objectives. KCSE is the National exam in Kenya and analysis of the results ensured that performance was based on the required standards. These schools were grouped into three strata: boys', girls' and mixed schools through stratification

technique. Out of the three strata only the girls' and mixed schools were considered. The only boys' homogenous school was left out and the only girls' homogeneous school was sampled through purposive sampling technique while three out of the six others were picked using simple random technique by balloting as it ensured there was no biasness. Simple random sampling technique was then used to select a sample of 200(10% of 2000) students as Mugenda (2003) says for descriptive study, 10% of the accessible population is enough for sampling. For the purpose of this study, stratified sampling technique ensured equal representation of students from all the classes in the sampled schools. A sample of a Principal or Deputy teacher was selected through purposively sampling technique. A class teacher from every form was then selected through simple random sampling. The D.E.O on the other hand is in touch with all school gender policies at the district level as he is in a position to comment on issues relating to factors affecting girl child academic performance therefore he was purposely sampled.

### **3.5 Data Collection Methods**

Two instruments were used; questionnaires and an interview schedules.

#### **3.5.1 Questionnaires**

This instrument was chosen since it is a convenient tool as it facilitates quick and easy derivation of information, likewise the sample size of 200 students is quite large and given the time constraints questionnaires is the ideal tool for collecting data (Onen & Oso 2009). Data collected was presented and discussed based on the responses in the questionnaires. Open and closed ended questions were used as they allow appropriate flexibility of the respondent as well as restrict them to relevant issues. Questionnaires were used to collect data from head teachers or deputy head teacher, class teachers and students. Themes that were covered in the questionnaire included the demographic information like respondents' characteristics such as gender, experience, educational level, length of stay in the current station and school category and aid in seeking opinions and feelings of the students, teachers and principals about the variables and their influence on performance of the girl child. It also captured the recommendations to aid the stakeholders in improving girl child's performance.

#### **3.5.2 Interview schedule**

As already observed questionnaires were used in this study, however because one sampled respondent (the DEO) did not have time to fill in the questionnaire, the interview schedule was used to collect data from him. The researcher made preliminary arrangements prior to the

interview. This guarded against any weaknesses associated with this method. This tool was used to capture information regarding opinions about the factors influencing girls' performance in Kinango District and the recommendations to rectify the situation.

### **3.6 Data Collection Procedure**

The researcher obtained a letter of introduction from the Coordinator Extramural Centre University of Nairobi, Mombasa which was dropped alongside letter of transmittal to the principals of the sampled schools. The researcher used 'drop and pick' method to administer questionnaires to the sample population. A cover letter accompanied each questionnaire explaining the purpose of the study and assurance of confidentiality. There was also an interview with the D.E.O after prior preliminary arrangements. The DEO was available and questions regarding factors influencing the academic performance of the girl child were posed from which he answered and recording using notes done by the researcher.

### **3.7 Data collection and analysis**

The researcher travelled to inform each of the schools under study for familiarization purposes. After administering the instruments, particularly the student questionnaires, they were collected so that students could not discuss and modify their responses. Principals of the sampled schools and class teachers of selected classes were also given questionnaires alongside the students. The interview for the DEO was conducted after the questionnaires had been filled. This was done deliberately so as to seek more information or even clarification from the interviewee on the issues not adequately addressed in the questionnaires (Mugenda and Mugenda, 1999). After receiving the data, it was classified according to their sources; girls, class teachers as well as the principals. The data generated were analyzed by using frequency count and chi-square statistical analysis with the help of SPSS computer software. Results were presented in tabular forma with an explanation after every table.

### **3.8 Validity of research instruments**

Validity refers to the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they intend to measure (Oso & Onen, 2008). Validity of the instruments was done by experienced researchers to ascertain their suitability. To further establish the instrument validity, a pilot study was conducted in one of the schools not in the sample. The purpose of the pilot study was to assess the clarity of the instrument items in capturing information

regarding 'Factors Influencing the Academic Performance of the Girl Child' in the sampled schools. All items were found to be of good quality and appropriate for data collection.

### **3.8.1 Reliability of research instruments**

Reliability on the other hand refers to the degree to which scores obtained with an instrument are consistent measures (Kothari, 2008). This study used the pre testing technique to ascertain the reliability of the data collection instruments. The researcher administered questionnaires to the students of one public secondary school with similar characteristics as the sampled in the neighbouring Kwale district (Mugenda 2003). One week after, another set of questionnaires containing the same items as the previous set of questionnaires was administered to the same students. Responses in the second set of questionnaires were coded using the same criteria applied to the earlier set. Analysis of correlation was carried out on the two sets of responses. A Pearson's moment coefficient of reliability ( $r$ ) was computed by the help of SPSS. Since the value was high enough it was accepted as a reliable measure of consistency of the questionnaires. The reliability of questionnaires administered was established as very high. The test -retest reliability was found to be 0.95 for the students, 0.90 the principals and the for the class teachers was found to be 0.90.

### **3.9 Ethical Consideration**

Respondents were made to understand the aim of the study and the importance of the information they provided. They were also informed that they would be free to withdraw whenever they deemed fit and assured of confidentiality and that information got from them would be used for intended purpose only, this was guaranteed by ensuring anonymity where respondents were not required to disclose their names and schools.

### **3.10 Data presentation and analysis techniques**

Quantitative data collected from close-ended questions was analyzed based on the objectives and research questions of the study. Descriptive statistics used frequencies while inferential statistics was basically chi-square that was used to test the hypothesis. Frequencies were used to show the general picture of factors influencing girl child education. Presentation was done in form of tables, using descriptive statistics such as percentages and frequency tables.

### 3.11 Operational Definitions of Variables

**Table 3.1 Operational Definitions of Variables**

Objectives	Variable	Indictors	measurement	Scale	Data collection method	Tool of analysis
Determine factors influencing academic performance of the girl child in Kinango county	<b>Dependent variable:</b> academic performance	-Gender Disparity in performance	Gender disparity in Performance of previous exams	ordinal	Questionnaires and interview	SPSS
Establish how girl performance is influenced by cultural beliefs	<b>Independent variable:</b> cultural beliefs	-Preference of the boy child over the girl child	- Number of girls in schools as compared to boys	Ordinal and percentage	Questionnaires	SPSS
To find out if role-models influences academic performance of the girl child.	Girl- child role models	Women in leadership positions and professions	Number of Women in leadership positions and professions	nominal	Questionnaires and interview	SPSS
To find out the influence of sexual behavior and harassment to girl child academic performance.	Girl-child sexual Harassment and behaviour	girls dropping out of school due to pregnancy	No of girls who have dropped out of school due to pregnancy	nominal	Questionnaires and interview	SPSS
To determine the influence of household chores on girl child academic performance.	Household Chores	- Absenteeism by the girl child. -Incomplete assignments by girls as compared to boys.	Number of girls who are absent and who do not complete assignments as compared to boys	ordinal	Questionnaires	SPSS
To determine the influence of distance from school to home and school quality on academic performance.	School Location and Quality	The distance from one school to another, infrastructure and amenities.	Number of kilometers from home to school	Nominal.	Questionnaires and interview	SPSS

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

The focus of this study was to analyze and interpret data on variables of the study namely the factors that influence girl child academic performance based on the respondents. These variables are culture and traditions, domestic chores, role models, sexual behaviour and harassments and school quality and location. Data was collected using three questionnaires; one for students, for the class teachers and also for the principals. The DEOs views were also collected in an interview.

#### **4.2 Response rate**

Out of the 200 questionnaires dispersed to the students who were all girls, 190 were returned while complete and only 10 were not returned translating to 95% response. All the questionnaires sent out to the principals of the school and the class teachers were returned at 100%. Therefore the data collected was very reliable and acceptable as Mugenda & Mugenda (2003) a response rate of 60% is good and a response rate of 70% or more is even better for social research. The response rates and demographic characteristics of the study were first presented. This was then followed by presentation of findings based on the objectives of the study.

#### **4.3 Demographic characteristics of the respondents**

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

#### **4.4 Data on principals and their schools**

The data looked at in this section include age, school category, performance of the school in internal exams, the number of teachers in terms of gender, school type and the academic qualification of the principals.



#### 4.4.1 School category

According to the results shown in table 4.1 majority of the target schools were district schools at 75% while only one was provincial at 25%. In Kinango District, schools are categorized as either provincial or district schools but most of them are district schools as most parents would prefer their children to learn in a school near home in order to reduce cost as most of them are low income earners and therefore cannot meet the high cost of boarding schools.

#### 4.4.2 Principals highest qualifications

The principals' views on their academic qualifications were taken and they are summarized in Table 4.1:

**Table 4.1: Highest academic qualification for the principal**

Academic qualification of respondent	frequency	percent
Masters	2	50
Bachelors	2	50
<b>Total</b>	<b>4</b>	<b>100</b>

Responses from the principals as shown in table 4.1 indicated that their highest professional qualifications are Bachelors Degree at 50% and Masters at 50%. This can be interpreted to mean that most principals are qualified to lead the schools and serve as role models for the girl child. Further findings from the class teachers were that, 8 out of 12 at 66.7% who responded hold a Bachelors degree, 3 hold a Diploma Degree in Education translating to 25% and 1 out of 12 at 8.3% holds a Masters degree. The teachers are therefore qualified to serve as role models for the girl.

#### 4.4.3: Gender of the principal

The principals' gender was also appropriate in determining the gender balance in schools administration work as shown in Table 4.2:

**Table 4.2: Gender of the principal**

Gender of respondent	Frequency	percent
Male	3	75
Female	1	25
<b>Total</b>	<b>4</b>	<b>100</b>

From the findings in Table 4.2, it was found that majority of the schools were being headed by male principals at 75% while fewer schools at 25% were being headed by females from which it can be said that there is gender imbalance in leadership of schools which is likely to discourage the girl child as there are few women administrators to serve as role models. Similarly it was also found out that out of the twelve teachers interviewed, 8 were male converting to 66.7% and 4 were female translating to 33.3%. This is likely to show that there is gender disparity in the teaching profession and the girl child is likely to be lacking enough female teachers to serve as role models.

#### **4.5 Data on class teachers and the classes they are in charge of**

This section basically needed to establish the class the teacher is in charge of, highest level of academic qualification, and the gender lagging behind in class work as presented by class teachers. This was important in understanding the characteristics of the teacher and the background of the school.

##### **4.5.1 Class the teacher is in charge of**

The results from Table 4.3 show that there was an equal representation of forms class teachers are in charge of. This is therefore a valid data for this study at 25% class teacher form 1 and the same percentage through form four is an indication that samples were drawn across all forms.

**Table 4.3: Classes the teacher is in charge of**

<b>Class the respondent is in charge</b>	<b>Frequency</b>	<b>percent</b>
Form 1	3	25
Form 2	3	25
Form 3	3	25
Form 4	3	25
<b>Total</b>	<b>12</b>	<b>100</b>

##### **4.5.2 Gender lagging behind in class work**

The results in Table 4.4 shows which gender was lagging behind in class work, as reported by the class teachers, 11 out 12 said that the girls lagged behind in class work while 1 respondent indicated that it was the boy child that lagged behind. It can therefore be said that some contributing factors to this lagging behind could be out of the low esteem imparted on the girl child and the heavy domestic tasks that the girls are given after school.

**Table 4.4 :Gender lagging behind in class work**

Gender lagging behind in class work	Frequency	Percent
Male	1	8.3
Female	11	91.7
Total	12	100

#### 4.6 Data on students and their schools

This section looked at students and the category of their schools, their age, school characteristics, information on internal exam performance and background of the student. All the respondents sampled to give their feelings and perceptions of their performance were girls. Therefore, this is a valid finding for this study as shown in Table 4.5.

##### 4.6.1 Age category of the students

Age of the student is important because it reflects on the years of schooling of the responding students. In order to establish if the study was dealing with the correct age category students were required to give their age category as summarized in Table 4.5:

**Table 4.5: Age category in years**

Respondent age (years)	Frequency	Percent
13 – 14	5	2.6
15 – 17	106	55.8
18 – 20	68	35.8
21 and above	11	5.8
<b>Total</b>	<b>190</b>	<b>100</b>

In reference to Table 4.5, findings on the age of students indicate that majority of the respondents, 106 out of 190 translating to 55.8%, were aged between 15-17 years followed by 18-20 years who were 68 out of 190 converting to 35.8 %, then 21 years and above were 11 out of 190 translating to 5.8% and lastly only 5 respondents out of 190 were found to be between 13-14 years which translates to 2.6%. This age category is ideal as the study was focusing on a girl child in secondary school who are usually between 14 and 18 as laid down in Republic of Kenya (2002-2008).

#### 4.6.2 Frequencies showing the category of the school of the students

This section aimed at finding out whether the girl-child was in a boarding school or a day school and how this affected their performance as shown in Table 4.6:

**Table 4.6: Type of the school the respondent is in**

<b>Type of school</b>	<b>frequency</b>	<b>Percent</b>
Girls only Day and boarding	54	28.4
Mixed Day	96	50.5
Mixed Boarding	18	9.5
Mixed Day and Boarding	22	11.6
<b>Total</b>	<b>190</b>	<b>100</b>

From the findings in Table 4.6 which shows the type of school the student is in, majority of the girls were found to be in mixed day schools at 96 out of 190 respondents and translating to 50.5 %, 54 out of 190 at 28.4 % in girls' only day and boarding, 22 out of 190 converting to 11.6 % in mixed day and boarding and 18 out of 190 at 9.5 % in mixed boarding. This could be interpreted to mean that a bigger number of girls in the region learn in day schools since their parents cannot afford to place them in boarding schools and only a few schools in the region are equipped boarding facilities. Similarly, a student in day school spends a lot of time going back and forth and is really likely to waste time on the way therefore affecting her performance. Furthermore girls are likely to be exposed to the risk of sexual abuse and harassments on their way to school; in fact further probe revealed that some girls who do not come from near the school live with relatives or have rented rooms from around the schools risking sexual abuse even more. On the other hand there is only one girls' only school which could be contributing to poor performance as single sex schools have been found to perform better in a past study. In mixed schools, boy-girl relationships are likely to lead to pre-marital sex leading to poor performance or to drop out and early marriages.

Further findings from the principals revealed that the schools are classified into provincial and district schools at 22.6 % against 77.4 % for respectively. It can therefore be derived from this that most of the respondents have been drawn from the district and not from the province therefore valid for this study which aim to research on a girl child from Kinango district as evidenced. Majority of the students also reported that they were in district schools at (147 out of 190) at 77.4 % while 43 of 190 at 22.6 % of the students were coming from provincial schools.

#### 4.6.3: Performance of Respondents in Internal Exams

This section gives perception of the respondents in their performance in internal exam

**Table 4.7: Frequency showing performance of respondents in internal exams**

<b>Self rating</b>	<b>Frequency</b>	<b>Percent</b>
Very well	21	11.1
Well	22	11.6
Satisfactorily	50	26.3
Not satisfactorily	85	44.7
Very poorly	12	6.3
<b>Total</b>	<b>190</b>	<b>100</b>

The findings in Table 4.7 revealed that majority of the respondents, 85 out of 190, translating to 44.7% were not satisfied with their performance. Similarly 50 out of 190 converting to 26.3% feel that they were satisfied with their performance, 21 out of 190 reported to be performing very well, while 22 out of 190 respondents at 11.6% said that they were just performing well and finally 12 out of 190 respondents at 6.3% said they were performing very poorly. Therefore the study can assume that those who were not satisfied with their performance in internal exams were doing so because the performance was not pleasant.

#### 4.7 Influence of culture, traditions and beliefs on the performance of the girl child

This section addresses objective one which sought to determine the influence of culture and beliefs on performance of the girl child in Kinango. To respond to the research question whether culture influences performance, it looked at perception of the girl child by the society, whether early marriage was out of choice or it was usually engineered by the parents, perception of the society if a man married an educated girl and the society believe in girl child inferiority as perceived by the respondents.

**Table 4.8 Perception of the society on the girl child**

<b>Belief that girl child is inferior</b>	<b>Frequency</b>	<b>Percent</b>
True	148	77.9
False	42	22.1
<b>Total</b>	<b>190</b>	<b>100</b>

In order to get information on how the girl child was perceived by the society students were asked to say whether the boy child was treated differently. From the findings on Table 4.8 it

is clear that majority of the students reported that society treat the girl child differently seeing her as less important. 148 out of 190 respondents translating to 77.9% felt boys were treated better while 42 out of 190 converting to 22.1% felt that the girls were not treated differently from the boys. This could be an indication of unfair treatment of the girl child by the society therefore intimidating her and affecting her education performance. Further research proved that, majority of the respondents at 148 out of 190 had known of cases of girls who dropped of school to get married while 42 out of 190 at 22.1% had never heard of a girl dropping out to get married. Therefore this could indicate that there were rampant cases of girl child dropping out in order to get married. Further probe revealed that most of those who dropped to get married did it out of choice.

#### **4.7.1 Perception of the society over a man marrying an educated girl**

In order to know how much the society valued an educated woman, the respondents were asked to respond to how relatives behaved if a man married an educated wife. This is summarized in Table 4.9.

**Table 4.9: Perception of relatives when a man marries an educated girl**

<b>Perception</b>	<b>Frequency</b>	<b>Percentage</b>
Like it very much	50	26.3
Like it	43	22.6
Don't like it	87	45.8
Don't know	10	5.3
<b>Total</b>	<b>190</b>	<b>100</b>

From the results shown in Table 4.9, majority of the students at 87 out of the 190 respondents translating to 45.8% felt that most men in their community did not like marrying an educated girl, 50 out of 190 respondents converting to 26.3% felt that they like marrying an educated girl, 43 out of 190 respondents resulting to 22.6% said that men from their community liked marrying an educated girl while 10 out of 190 respondents said that they did not know. This could be interpreted to mean that since a big number of the respondents felt that men in their community did not prefer marrying an educated woman then it could lead to the adverse effect of education when a girl perceived that education did not add any value to her and that it made her less marketable for marriage.

#### 4.7.2 Class teachers' perception on the belief that girls are destined to get married

Class teachers were also expected to agree or disagree to a certain extent on the statement that girls are expected to get married as summarized in Table 4.10

**Table 4:10 Belief that girls should get married**

<b>Girls ordained to get married</b>	<b>Frequency</b>	<b>Percentage</b>
Strong agree	4	33.3
Agree	7	58.3
Neither agree nor disagree	1	8.3
<b>Total</b>	<b>12</b>	<b>100</b>

Similar views were collected from the class teachers where 7 out of 12 respondents which translated to 58.3% agreed that the belief that girls should get married influenced performance. 4 out of 12 which is 33.3% strongly agreed and only 1 out of 12 translating to 8.3% neither agreed nor disagreed. There was therefore a consensus about the belief between those who agreed and those who strongly agreed but the degree varied. Therefore the belief that girls should not really excel in education because after all she was preordained to get married was still detrimental to the academic performance of the girl child because of lack of support from the society.

#### 4.7.3: Societal belief in girl child inferiority

Table 4.11 is a summary of the findings on the belief of the society that the girl-child is inferior.

**Table 4.11: Belief that girls are inferior**

<b>Women are inferior</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	8	66.7
Agree	2	16.7
Neither agree nor disagree	2	16.7
<b>Total</b>	<b>12</b>	<b>100</b>

Majority of the class teachers as shown in Table 4.11 strongly agreed that the society belief that girls are inferior and that man should dominate at 66.7%, 16.7% agreed in the same while 16.7% neither agreed nor disagreed. This could be used to interpret the poor performance of the girl child when they are treated as inferior members of the society therefore killing their self esteem and leading to poor performance.

#### 4.7.4 Hypothesis testing of objective one.

The following hypotheses were also tested using chi square regarding the influence of culture and traditional beliefs on academic performance of the girl child.

Ho: Culture and traditional beliefs do not influence girl child academic performance.

H<sub>1</sub>: Culture and traditional beliefs influence girl child academic performance.

**Table 4.12 Chi square test on the hypothesis culture does not influence education**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig (2-sided)</b>
Pearson chi-square	3.183 <sup>a</sup>	4	0.528
Likelihood ratio	3.167	4	0.530
Linear by linear association	2.066	1	0.151
<b>No. of valid cases</b>	<b>190</b>		

Two cells (20%) have expected count less than 5. The minimum expected count is 3.84.

The findings on the hypothesis test summarized on Table 4.12 that critical value 3.183<sup>a</sup> is more than the significance value of 0.05 at 4 degree level of freedom on a two sided test. Therefore the null hypothesis was rejected and the alternative accepted. The study consequently concluded that culture and tradition influences performance as attested by the hypothesis.

#### 4.8 Influence of domestic chores on the performance of the girl child

This section addresses objective two of the study which sought to establish the influence of domestic chores on the girl child's academic performance. Table 4.13 is a summary of the students' perception on the influence of household chores on their academic performance.

##### 4.8.1 Students' perception on the influence of household chores on their academic performance

The respondents gave their views on how domestic chores affected their academic performance as shown in Table 4.13:



**Table 4:13: Extent household chores affect performance as perceived by the students**

	<b>Frequency</b>	<b>Percentage</b>
Much	42	22.1
Very Much	105	55.3
Little	27	14.2
Very Little	11	5.8
Don't Know	5	2.6
<b>Total</b>	<b>190</b>	<b>100</b>

From Table 4.13, 105 out of 190 students converting to 55.3% reported that domestic chores affected academic performance very much, 42 out of 190 at 22.1% students felt that there was much influence of domestic chores to the performance of the girl child. 27 out of 190 respondents at 14.2% reported that there was little influence of domestic chores on girl child academic performance while 11 out of 190 respondents which is 5.8% said that there was very little influence and lastly 5 out of 190 at 2.6 % respondents said that they did not know. Those who said that there was very little influence were also noted to be in the boarding section. From the views, the inference is that those who said that it had very much influence and those who said that it had much held the same opinion but at different levels therefore domestic chores could be said to be negatively influencing the girl child's academic performance.

#### **4.8.2 Influence of domestic chores as perceived by the principals and class teachers**

The principals and class teachers gave their views regarding the influence of domestic chores on the academic performance of the girl child as summarized in Table 4.14 for the principals and 4.15 for the class teachers.

**Table 4:14: Principals' view on domestic chores affect performance.**

<b>Extent</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	<b>4</b>	<b>100</b>

From the findings on Table 4.14, there was an undisputed response towards the extent that domestic chores have on performance of the girl child at 100% strongly agreed option from the principals who gave their responses. This is a clear indication that domestic work was among the most influential factors affecting girl child performance in exams as most schools were reported to be day where girls are given much work after school therefore leaving them with no time to do homework or do personal study.

**Table 4.15: Class teacher' view on domestic chores affect performance.**

<b>Domestic chores influences performance</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	10	83.3
Agree	2	16.7
<b>Total</b>	<b>12</b>	<b>100</b>

From the findings summarized in Table 4.15 regarding the influence of domestic chores on performance of the girl child as perceived by class teachers, 83.3% of the respondents strongly agreed that they influenced performance in addition 16.7% of them agreed. Therefore there was a general consensus that domestic chores highly influenced performance of the girl child.

### **4.8.3 Hypothesis testing of objective two**

The following hypotheses were also tested using chi square regarding the influence of domestic chores on academic performance of the girl child.

H<sub>0</sub>: Domestic chores do not influence girl child academic performance.

H<sub>1</sub>: Domestic Chores influence girl child academic performance.

**Table 4.16: Chi square test on hypothesis; domestic chores do not influence academic performance of the girl child**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig (2-sided)</b>
Pearson chi-square	21.312 <sup>a</sup>	16	0.167
Likelihood ratio	25.117	16	0.068
Linear by linear association	0.121	1	0.728
<b>No. of valid cases</b>	<b>190</b>		

From the findings in Table 4.16 the critical value which is 21.312<sup>a</sup> at a degree of freedom of 16 is more than the table value 0.05 on a two sided test. Therefore the null hypothesis was rejected and the alternative accepted. The study hence established that domestic chores have an influence on the academic performance of the girl child.

### **4.9 The influence of role models on the performance of the girl child**

This section addresses the respondents' perception on the objective 3 which sought to get the influence of role models on the performance of the girl child.

#### 4.9.1 Influence of principals' gender on performance

The students gave their feelings regarding the influence of principals' gender on performance which is summarized in Table 4.17:

**Table 4.17: Principals' gender influences performance**

<b>Principals gender</b>	<b>Frequency</b>	<b>Percent</b>
Yes	72	37.9
No	117	61.6
Don't know	1	0.5
<b>Total</b>	<b>190</b>	<b>10</b>

From the findings on Table 4.17 majority of the respondents 117 out of 190 translating to 61.6% felt that performance was not affected by gender of the principal while 72 out of 190 translating to 37.9% believe that gender of the principal affects their performance. However, further views from the students who responded revealed that majority of them at 100 out of 190 converting to 52.6% said that they would have preferred a female principal while 90 out of 190 converting to 47.4% respondents felt that they were comfortable with a principal of either gender. This could be used to figure out that though the gender heading the school had lesser influence on their performance, most girls would have preferred a female principal to head the school and to serve as role model. Further findings on whether women in leadership influenced their performance were as follows: 131 out of 190 at 68.9% reported that it did while 59 out of 190 translating to 31.1% said that it did not. It was also noted that there are few women in leadership position and this was very likely to be instilling low esteem in the girl child therefore affecting their academic performance.

#### 4.9.2 Mother's level of education

In order to establish if the girl student has a portion to emulate from mothers level of education, students were asked to give their mothers level of education and summaries were as shown in Table 4.18:

**Table 4.18: Mother's level of education**

<b>Mothers level of education</b>	<b>Frequency</b>	<b>Percent</b>
University	18	2.6
College	15	7.9
Secondary	35	18.4

Primary	57	30.0
Did not go to school	64	33.7
Not Applicable	14	7.4
<b>Total</b>	<b>190</b>	<b>100</b>

Further findings from the students as revealed in Table 4.18 showed that 33.4% of their parents were not educated, 30% went up to primary school, 18.4% up to secondary, 7.9% up to college level, 2.6% up to University and 7.4% was not applicable maybe because they did not have parents. This indicated that most of the respondents' mothers were not educated or had little education. This is an indication that girls from Kinango district had very little to emulate from their mothers in matters concerning education.

**Table 4.19: Principals' views on gender disparity in their schools**

<b>Gender disparity in teachers influences performance</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	1	25
Agree	3	75
<b>Total</b>	<b>4</b>	<b>100</b>

In reference to Table 4.19 majority of the principals at 75% agreed that inadequate female teachers in their schools influences performance while 25% strongly agreed. 8 out of 12 translating to 66.7% of the class teachers agreed that gender disparity in the teaching profession influenced the girl-child academic performance. Similarly 4 out of the 12 class teachers interviewed strongly agreed on the same. It is therefore clear that gender disparity where there were more male than female teachers was negatively influencing the girl child's academic performance where there is inadequate female figure for her to emulate.

This could be interpreted to mean that the gender disparity in the teaching staff portrayed earlier that it was rampant was having an adverse effect on the performance of the girl child. Similarly, further probe from the principals on the influence of peers on performance was that all four of them at 100% strongly agreed that peer influence was greatly affecting academic performance of the girl child. This therefore could be a leading factor in the poor performance of the girl child in exams if they are not given proper guidance.

**Table 4.20: Perception of class teachers on the influence of parents on performance**

Parents influence on performance	Frequency	Percent
Strongly Agree	5	41.7
Agree	7	58.3
<b>Total</b>	<b>12</b>	<b>100</b>

From the findings presented in Table: 4.20 from the class teachers, majority of them at 58.3% agreed that parents greatly influenced performance of the girl child as they were not acting role models. Similarly, 41.7% of the respondents strongly agreed that parents did not act as role models for the girl child.

#### 4.9.3 Testing of Hypothesis of objective three

The following hypotheses were also tested regarding the influence of role models on academic performance of the girl child:

H<sub>0</sub>: Women in leadership do not influence girl child academic performance.

H<sub>1</sub>: Women in leadership influence girl child academic performance.

**Table 4.21: Chi square test on the hypothesis**

	Value	df	Asymp. Sig (2-sided)
Pearson chi-square	5.322 <sup>a</sup>	4	0.256
Likelihood ratio	6.014	4	0.198
<b>No. of valid cases</b>	<b>190</b>		

Two cells (20%) have expected count less than 5. The minimum expected count is 0.62.

The findings on Table 4.21 show that the critical value 5.322<sup>a</sup> is more than the level of significance of 0.05 at a 4 degree level of freedom on a two sided test. Therefore the null hypothesis was rejected and the alternative accepted. This study therefore concluded that women in leadership influences girl child academic performance.

#### 4.10 Influence of sexual harassments of the girl child and her sexual behavior

This section sought to get information from the respondents on the influence of sexual harassment and behaviour on the girl child academic performance. Table 4.22 summarizes the findings from the students.

#### 4.10.1 Students perception on the extent sexual behaviour influences performance

Table 4.22 summarizes the views of the respondents on the influence of sexual behaviour on performance of the girl child:

**Table 4.22: Sexual behaviour influences performance of the girl child from the students' point of view**

<b>Extent</b>	<b>Frequency</b>	<b>Percent</b>
Very much	70	36.8
Much	65	34.2
Little	28	14.7
Don't know	14	7.4
Very little	13	6.8
<b>Total</b>	<b>190</b>	<b>100</b>

The findings from Table 4.22 revealed that sexual behaviour of the girl child influences her academic performance. 70 out of 190 respondents at 36.8% said that the influence was very much, 65 out of 190 at 34.2% said that it had much influence, 28 out of 190 at 14.7% said it had little, 14 out of 190 at 7.4% said that they didn't know and 13 out of 190 converting to 6.8% said that it had very little influence. Further probe from the respondents on when girls started engaging in sexual affairs were as follows: 83 out of 190 converting to 43.7%, respondents felt revealed that girls started engaging in sexual relationships at the age of 13-16 years, 50 out of 190 respondents translating to 26.3% were of the view that girls started engaging in sexual matters at age 20 and above years, 29 out of 190 at 10-12 year which is 15.3% while 28 out of 190 respondents were of the viewpoint that they began between the age of 17 to 19 which is 14.7%, it can therefore be deduced that majority of the girls start engaging in sexual affairs before they even join secondary schools and it is likely to influence their academic performance negatively.

**Table 4.23: principals views on Sexual behaviour affects performance**

<b>Sexual behaviour influences performance</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	2	50
Agree	2	50
<b>Total</b>	<b>4</b>	<b>100</b>

The findings in Table 4.23 shows the principals' response to the question asking if sexual harassments and behaviour influences performance, all respondents agreed but the degree varied 50% agreed while 50% strongly agreed that it affects performance of the girl child. Similarly, 58.3 % of the class teachers who respondent strongly agreed that it affected while 41.7% agreed holding more or less views with the students and the principals. This can be attributed to what was earlier reported by the students that sexual affairs among teenagers were beginning as early as 13-16 years. This could be a serious cause of poor performance to the girl child. The following hypotheses were also tested regarding the influence of role models have on academic performance of the girl child.

#### 4.10.2 Hypothesis testing of objective four

The following hypotheses were also tested regarding the influence of sexual behaviour on academic performance of the girl child.

Ho: Sexual behaviour does not influence girl child academic performance.

H<sub>1</sub>: Sexual behaviour influence girl child academic performance.

**Table 4.24: Chi square test on the null hypothesis**

	Value	df	Asymp. Sig(2-sided)
Pearson chi-square	6.935 <sup>a</sup>	4	0.139
Likelihood ratio	7.714	4	0.103
Linear by linear association	1.524	1	0.217
<b>No. of valid cases</b>	<b>190</b>		

Three cells (30%) have expected count less than 5. The minimum expected count is 4.7.

From the findings on Table 4.24 shows that the critical value 6.935<sup>a</sup> is more than the significance value of 0.05 at 4 degree level of freedom on a two sided test. Therefore the null hypothesis was rejected and the alternative accepted.

#### 4.11 The influence of School quality and location on the academic Performance of the girl child.

This section sought to seek information from the students regarding the influence of location and school quality on the academic performance of the girl child.

**Table 4.25: Extent distance influences performance**

<b>Extent</b>	<b>Frequency</b>	<b>Percent</b>
Very much	75	39.5
Much	50	26.3
Not Applicable	37	19.5
Too Little	20	10.5
Little	8	4.2
<b>Total</b>	<b>190</b>	<b>100</b>

From the findings on Table 4.25 where the students were asked the extent distance influences performance. 75 out of 190 at 39.5% of the respondents said that it affected very much, 50 out of 190 at 26.3%, said much. 37 out of 190 at 19.5% said that it did not apply in their case mostly because they were in boarding, 20 out of 190 at 10.5% said it influenced too little and 8 out of 190 converting to 4.2% said it affected little. Similar views were collected from the principals where 3 out of 4 and at 75% strongly agreed that distance affected performance and 1 out of 4 converting to 25% agreed.

This further agrees with the views of the principals who at 75% strongly agreed and 25% agreed that long distance influences performance of the girl child. Views given by class teachers further strengthens this where 91.7% of them strongly agreed that the long distance that students walk to and from school influences performance while 8.3% disagreed that distance influences performance. From the views collected that distance influences performance it is further evidenced that most students have to walk for about 1 hour every morning to reach school by 7 a.m since Kinango is a sparsely populated area and most of the schools are scattered across the region. On the other hand, day scholars and those who come from too far are either forced to live with relatives, or rent out rooms in an area near the school.

#### **4.11.1 The extent to which quality of the school affects performance as per the students**

From objective 5 of the study which sought to find the extent to which quality of the school infrastructure influences performance of the girl child, the students who were interviewed gave their views as summarized in Table 4.26.



**Table 4.26: Quality of buildings influences performance as perceived by students**

<b>Extent</b>	<b>Frequency</b>	<b>Percent</b>
Much	103	54.2
Little	64	33.7
Very much	16	8.4
Very Little	7	3.7
<b>Total</b>	<b>190</b>	<b>100</b>

Findings from the students who responded were as follows:103 out of 190 translating to 54.2% respondents felt that quality of buildings had much influence, 64 out of 190 converting to 33.7% reported that there was little influence of the quality of buildings on performance, 16 out of 190 at 8.4% reported that there was very much influence of performance on the girl child while 7 out of 190 respondents translating to 3.7 % were of the opinion that the quality of buildings has very little influence of performance of the girl child.

#### **4.11.2 Principals views on the quality of buildings influences performance**

The principals' views on the influence of quality of buildings were also collected and the findings are summarized in Table 4.27.

**Table 4.27: School Quality influences Performance**

<b>Quality of Schools affects performance</b>	<b>Frequency</b>	<b>Percent</b>
Agree	2	50
Disagree	2	50
<b>Total</b>	<b>4</b>	<b>100</b>

From the data presented in Table 4.27, the principals' response on the question put forward to get to know if quality of school affects performance of the girl child, 50% of the respondents strongly agreed with the opinion that school quality affects performance of the girl child. On the other hand 50% of the principals disagreed with the same.

#### **4.11.3 Class teachers' views on quality of buildings influences performance**

The class teachers views on whether quality influences performance are summarized on Table 4.28:

**Table 4:28 Class teachers' views that quality of buildings affects performance**

<b>Quality of buildings influences performance</b>	<b>Frequency</b>	<b>Percent</b>
Agree	9	75
Disagree	2	16.7
Strongly agree	1	8.3
<b>Total</b>	<b>12</b>	<b>100</b>

The results collected from the class teachers on the influence of quality of buildings on the girl child academic performance were as follows, 9 out of 12 at 75% teachers agreed, 2 out of 12 of class teachers at 16.7% disagreed while 1 at 8.3% strongly agreed. This is an indication that where as majority of the class teachers feel that the quality of buildings has a strong influence on girl child academic performance the principals probably because of their administrative position thinks that it does not have a very strong influence as compared with the findings on Table 4.28 where 50% of the principals strongly disagreed.

#### **4.11.4 Hypothesis testing of objective five.**

The following hypotheses were also tested regarding the influence of school location on academic performance of the girl child.

H<sub>0</sub>: School location does not influence girl child academic performance.

H<sub>1</sub>: School location influence girl child academic performance.

**Table 4.29: Chi square test on the null hypothesis**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig (2-sided)</b>
Pearson chi-square	36.356 <sup>a</sup>	16	0.003
Likelihood ratio	42.845	16	0.000
Linear by linear association	2.476	1	0.116
<b>No. of valid cases</b>	<b>190</b>		

Twelve cells (48%) have expected count less than 5. The minimum expected count is 0.08.

From the findings on Table 4.29 the critical value 36.356<sup>a</sup> is more than the significance value of 0.05 at 16 degree level of freedom on a two sided test. Therefore the null hypothesis was rejected and the alternative accepted the. This study therefore concluded that school location influences girl child academic performance.

#### **4.12 DEOs interview**

Qualitative data from DEO whose views were collected through an interview, revealed that the leading contributing factor that was influencing academic performance of the girl child was lack of role models from home, school and the community. Out of the 14 secondary schools in the region, only two of them were headed by women. There also were few women leaders in the region and also acute gender imbalance with the teachers in Kinango District at ratio of 60% men against 40% women. Most female teachers regarded the area as too remote and defied when they were posted there. According to him most secondary schools were mixed and only one was girls' only. The schools were also reported to be scattered across the region therefore the distance that the girl child travelled every day contributed highly to her overall performance in examinations. It was also reported that in the course of commuting the girl child faced a great danger of sexual harassments by peers and adults. This was further enhanced by lack of proper monitoring and security due to too much exposure as most girls had hired rooms from the schools' neighborhoods in order to be near schools and avoid lateness.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND, RECOMMENDATIONS

#### 5.1 Introduction

The purpose of this study was to establish the factors influencing girl child academic performance in Kinango District. This chapter summarizes findings of the study based on empirical findings in chapter four. It also presents summary of the findings, discussions, conclusions, recommendations and suggestion for further research. The thrust of the study was to examine factors influencing girl-child academic performance.

#### 5.2 Summary of findings

From the analysis of data collected for the study, a number of findings emerged as presented in the preceding chapter. In reference to objective one which sought to establish the influence of culture and beliefs on performance of the girl child in Kinango District; students, class teachers and principals believed that girls' academic performance is influenced by cultural beliefs and practices which lift up the boy above the girl therefore killing her motivation to learn and leading to poor results. This was elaborated in the following ways, 66% of the students who responded felt that the boys were treated in a better way in their community, 66.7% of the head teachers and 75% of the class teachers felt the same. Similarly, 77% of the students believed that society cherished marriage for the girl child and similar views were collected from the principals at 66.7% and class teachers at 82% respectively. The null hypothesis that culture and traditions do not influence academic performance of the girl child was rejected and the alternative accepted.

In regard to research question two which intended to achieve objective two: 'The influence of domestic chores to girl child academic performance the principal, students and teachers, agreed on the great influence of domestic chores on academic performance of the girl child. There was a common response with all the principals at 100% who strongly agreed that domestic chores bequeathed on the girl child were injurious to her academic performance. Similar views were given by the students at 66.7% and the class teachers at 83.3% who strongly agreed. A chi square test done to test the null hypothesis that domestic chores do not influence academic performance of the girl child was rejected and the alternative was adopted that domestic chores influences academic performance of the girl child.

In an attempt to achieve objective three which sought to determine if role models affect academic performance of the girl child, students at 67% , principals at 58.3 % and class teachers at 58.3 % strongly agreed that their parents were not acting role models at home. Similarly, the principals at 75% students at 87.6% and class teachers at 100% felt that there was a severe gender imbalance in the teaching profession and almost a negligible number of women teachers and administrators in secondary schools in the area. The peers however were reported to have greater influence on the girl child reported by the principals at 100% students at 75% and class teachers at 87.6%. Majority of the teachers and principals however felt that more influence was coming from their peers and also their parents more than from themselves. The null hypothesis that role models do not influence academic performance of the girl child was rejected and the alternative accepted proving that education influences academic performance of the girl child

For objective four which sought to find out the extent to which sexual behavior affects performance, it was found out from the students responses at 36.8% -much and at 34.2% - very much adding up to 71%, class teachers at 58.3% strongly agreed and 41.7% agreed, and principals at 50% strongly agreed and 50% agreed that sexual behaviors of the girl child affect her performance. Girls got involved in sexual affairs at an early age with 43.7% of them reporting that most girls start engaging in sexual affairs at the age between 13-16 years. 79 % of the girls reported that these harassments were common with peers rather than adults. The null hypothesis that sexual behaviour does not influence academic performance of the girl child was rejected and the alternative espoused proving that sexual behaviour affects performance of the girl child.

Finally, in response to objective five which sought to determine the extent of effect of school quality and location on academic performance of the girl child, the students at 39.5 % said it influenced very much and 26.3% said it had much influence adding up to 65.8 % on those who perceived that the school location influence performance .75% of the principals were of the same opinion and 91.7% of the class teachers felt that it affected. On school quality the students at 54.2 % felt it influenced performance, 50% of the principals and 75% of the class teachers were of the same opinion. The students on water and electricity at 86.6% felt that it was affecting their performance and the class teachers at 76.6% felt the same. The null hypothesis that distance does not influence academic performance of the girl child was rejected and the alternative adopted proving that it does.

### **5.3 Discussion**

In reference to the findings of the study that academic performance of the girl child is influenced by culture 77% of the students who responded felt that it does, backed by the class teachers, the principals from questionnaire analysis and the DEOs through an interview, the society cherishes marriage for the girl child as most respondents reported that a man preferred marrying a girl who is not so highly educated. Furthermore the girl child is lowly placed and the boy is cherished even in matters of education. This factor could be a contributing factor to impede hard work at school when they know that the buck stops at marriage. The null hypothesis that culture does not influence education was rejected and the alternative accepted. This finding agrees with Eshiwani (1985) who noted that some preference persists for educating boys, reflecting traditional limitations on women's roles, customary patriarchy inheritance systems and perceptions that boys will have greater prospects for modern sector employment. Similar views were noted by Oloo (2003) who asserts from his study that societies have implicit conceptions of gender which are used to differentiate treatment of boys and girls with the boys getting better treatment and the girl becoming a victim of gender stereotype arising out of deep rooted social cultural norms and ideals which classify education as a male field. In addition, Heeden (1995) in his study notes that some fathers, particularly in rural areas, do not attach much value to school education. They regard schooling for girls as unnecessary and a waste of money because girls would in any case stay at home after marriage to attend to their children and household.

In respect to the influence of domestic chores on the girl child academic performance, there was a common agreement with all the principals at 100% who strongly agreed that domestic chores bequeathed on the girl child were injurious to her academic performance and similar views from students at 66.7% and the class teachers at 83.3% who strongly agreed. The null hypothesis that domestic chores do not influence academic performance was rejected and the alternative adopted. This was similar to views by Owiti (2006) who notes that although efforts should be made at family level to have children participate in domestic chores, thus enabling them to acquire skills for use in adulthood, care must be taken so as not to overburden them which could be detrimental to their education. A study by Lloyd and Mensch (1995: 85) reveals that girls and women and the domestic demands placed on them, coupled with the gender inequities of the education system, results in unsatisfactory school experiences, poor academic performance, and acquiescence in or sanction of early motherhood. This also concurs with results of Desarollo (2007) and Mbilinyi (2000) who

noted that girls were expected to help their mothers in household chore more than the boys which was disadvantageous to their academic performance.

In reference to the effects of role models on girl child academic performance, the study revealed that girls had inadequate women role models in the society where 67% of the students responded that they were not getting role models at home from their mothers since most of their mothers are not educated. The Principals interviewed were 75 % male and 25% female revealing gender disparity in administration duties in Kinango schools, similarly there was gender disparity in the teaching staff with the men class teachers being more than the women. Similar views were held by Guha and Segupta (2003), who notes that education is likely to be affected by lack of girls' schools and female teachers, which are of basic but an important constraints for them. These findings also reinforces Bandura's ( 1977) social Learning Theory which holds that learning among children occurs through modeling which is determined by relations in terms of sex with role models such as teachers and parents.

In reference to objective four which sought to find out the extent to which sexual behavior affects performance, all the respondents felt that girls were highly influenced by sexual behaviour and harassments. The students reported at 43.7% that at the age between 13-16 years most girls were already engaged in sexual behaviour. This is at an age when they are still in primary schools or about to join secondary school and this could be detrimental to their education, create instances of early pregnancies drop out cases and risk getting infected with HIV. The null hypothesis that sexual behaviour does not influence academic performance of the girl child was rejected and the alternative adopted. This study affirms the study of Grant & Kelly (2006) which noted that premature sexual behaviour among teenage girls leads to unwanted pregnancies early marriages and school dropouts which has subsequently led to low academic attainment for the girl child.

Finally, in regard to the influence of distance on performance all respondents felt that it really influences performance. The principals at 100% strongly agreed the distance that the girls make to and from school influences performance. Similar views were held by the class teachers and the students who responded. The null hypothesis that distance does not influence performance was rejected and the alternative adopted. This concurs with Mulyenya (2008) whose study showed that long distance from school can lead to frequent lateness which further lowers academic grades. Students also reported that the quality of schools influenced

performance and lack of water and electricity was also a contributing factor to low academic performance. Similar views have been held by Isangdighi (1988) who also notes that students' environment promote poor academic performance.

#### **5.4 Conclusion**

The extent and result of poor academic achievement for the girl child calls for a serious concern especially in Kinango District. The more reason why this study turned a beam light on the subject matter.

In regard to objective one the study has linked culture and beliefs like valuing marriage for the girl child and the low perception to poor academic performance by the girl child. Most respondents reported that a man preferred marrying a girl who is not so much educated. This factor could be a contributing factor to impede hard work at school when they know that the buck stops at marriage.

Allocation of domestic duties on basis of gender has been linked to low academic achievement of the girl child. This is because gender roles in our society are socially constructed and the girl child is expected to help in the household work more than the girl child. This limits her time to do school work leading to poor performance.

It has also been revealed by the study that there is shortfall of women leaders in the area as most leaders within the vicinity in school and the surroundings are men. This includes the heads of schools and also teachers as the study has found out that there are more male teachers than female teachers. On a similar note most of the girls' mothers have been found to have low education attainment or not educated at all. This could have led to poor performance as the girl look at the only successful people around to be males and not the females

Irresponsible sexual behaviour and harassments of the girls have been reported by a large percentage of respondents to influence performance. The highest sexual violence as however reported to be coming from peers. This could have been caused by the fact that most of these schools in the region are mixed day. On the other hand sexual harassments could be occurring on the way to school for day scholars and in situations where the girls have rented rooms with



no proper security. Long distances from schools could also be leading to time wastage and fatigue leading to poor performance.

The study therefore has concluded that all these areas need to be looked at if the performance of the girl child is to be improved. In regard to all these the following were the recommendations:

#### **5.4 Recommendations**

The findings of this study have revealed that the factors influencing performance to a greater extent are: culture, domestic chores, role models, sexual behavior location of school, and school quality. To improve on the performance of the girl child, the study made the following recommendations:

1. To reduce cultural traditions and beliefs influence on education of the girl child, policies to remove constraints of girl child acquisition should be formulated and implemented by the Ministry of Education. Awareness campaigns and community involvement programs to change negative attitudes towards female education should also be carried out at community level. Parents, guardians and policy-makers should be sensitized about the detrimental cultural prejudices which discriminate against female education as well as campaign against early marriages through men's and women's groups, religious bodies, house-to house campaigns and seminars among others.
2. To reduce the time spent on household chores and release girls to attend to school work, childcare facilities for mothers should be provided, potable water and alternative sources of fuel so that girls spend less time in search of water and fire wood. The government and other girl child education sponsors should come up with ways of increasing the number of boarding schools to give the girls time to study and reduce the time they spend doing housework.
3. A bigger number of female teachers should be employed especially at the secondary school level. More opportunities for women especially in leadership should be created and better conditions bequeathed to accommodate women members of the teaching profession.
4. To reduce much involvement in sexual behavior with peers, more girls' only schools and girls' excellence centers should be established. In mixed schools girls and boys should be taught in separate classes. The Guidance and Counseling Departments

should be empowered in schools through training of teachers and peer counselors to guide the girls on self awareness and responsible sexual behaviours. Guidance counselors should also be sensitized on gender in education.

5. Finally putting girls in boarding schools will also reduce the distance that they make to and forth from home to school. The government should provide boarding facilities to all secondary schools together with a subsidy of their education by reducing the and giving them scholarships and bursaries if they are from poor families.

### **5.5 Suggestions for further studies**

The research suggests the following areas for further studies: a study on the factors influencing enrollment for the girl child as data collected in this area show the enrollment of the girl child to be lower than that of the boy child, the social economic factors influencing academic performance of both girls and boys in secondary schools in rural areas, a study on gender disparity in the region should be carried out extensively, a study investigating the factors influencing early sexual indulgence should be carried out in primary schools due to the findings of early involvement in sexual behaviour and finally the research framework that has, been used for this study should, be easily exported to other Districts in Coast province, where this study can be replicated and extended.

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## APPENDICES

### Appendix 1: Questionnaire for Head teachers/Deputy Head teachers

Dear Respondent,

This questionnaire is designed to gather information on a study being carried out in Kinango District entitled 'Factors Influencing Academic Performance for the Girl Child in Kinango District, Kwale County.' You have been requested to kindly provide information that may facilitate the carrying out of the study. The information provided will be treated with the highest level of confidentiality and will only be used for the purpose of this study and not any other. Please respond to the questions as they apply to you and do not to write your name or any other form of identification on the questionnaire.

**(Please indicate the correct option by ticking or explaining where necessary)**

#### SECTION A: Demographic data

(1) Indicate the position you hold in your

school.....

Principal ( )

Deputy Principal ( )

(2) Please indicate your gender:

(Male or female)

(3) What is your age bracket?

a) Under 25 years ( )

b) 25-35 years ( )

c) 36-45 years ( )

d) 46 years and above ( )

(4)What is your highest academic qualification?

PhD ( )

Masters Degree ( )

Bachelors Degree ( )

Diploma Certificate ( )

5) Please indicate the category of your school

Provincial public ( )

District public ( )

Private ( )

6) Indicate the type of your school

Girls' day only ( )

Girls' boarding only ( )

Mixed boys' and girls' day ( )

Mixed boys' and girls' boarding ( )

7) If your school is mixed indicate the number of your students by gender:

Boys.....Girls.....

8) If your school is mixed boarding, indicate the number of student in boarding by gender:

Boys.....Girls.....

(9) How many teachers are there in your school .....

(10) Please indicate the ratio of teachers by gender

Male .....female.....

11) How can you rate the performance of your school?

Non satisfactory ( )

Satisfactory ( )

Good ( )

Very good ( )

Excellent ( )

12) Do you experience gender disparity in performance?

(Yes /No)

13) If the answer is yes in question 12 above which gender is lagging behind in academic achievements?

(Male/ female)

**SECTION B:**

**This section is meant to collect information concerning 'Factors influencing academic performance of the girl child in Kinango District.'**

14) To what extent do the following factors contribute to the gender disparity in performance?

Tick the most appropriate answer for each question in the boxes provided	Strongly agree	Agree	Neither agree or Disagree	Disagree	Strongly Disagree
Girl child academic performance is influenced by the belief that girls should get married early.					
Girl child academic performance is influenced by belief that men should dominate in all ways including education.					
Girl child academic performance is affected by lack of women teachers to serve as role models for the girls.					
Girl child academic performance is affected by parents not acting as role models for the girls.					
Girl child academic performance is determined by peer influence.					
Girl child academic performance is affected by sexual harassments by adults.					
Girl child academic performance is affected by sexual harassments by peers.					
Girl child academic performance is affected by her sexual behavior.					
Girl child academic performance is affected by too much domestic work given to her after school.					
Girl child academic performance is affected by girls taking care of siblings at home.					
Girl child performance is affected by her shouldering the responsibility of taking care of sick relatives.					
Girl child is academic performance is influenced by the distance between home and school.					
Girl child academic performance is influenced by poor quality of buildings in the school.					
Girl child academic performance is influenced by inadequacy of amenities like latrines and water.					

15) In your opinion please rate the following factors starting with the one that affect girls' academic performance the most to the one that least affects using numbers (1-5):

- Cultural beliefs and practices ( )
- Lack of girl child role model ( )
- Involvement in domestic chores ( )

Sexual behavior and sexual harassments ( )

School quality and location ( )

16) What is the school doing about gender disparity in academic performance?

.....  
.....

17) To what extent do issues like absenteeism due to distance from school affect girls' performance in schools?

Too much ( )

Much ( )

Little ( )

Very little ( )

Don't know ( )

18) To what extent do girls face problems of completing their homework due to much domestic work at home?

Too much ( )

Much ( )

Little ( )

Very little ( )

Don't know ( )

19) Please give some recommendations on how the Girl child Academic performance can be improved.

1) .....

2) .....

3) .....

Thank you very much for your cooperation

## Appendix 2: Questionnaire for class teachers

Dear Respondent,

This questionnaire is designed to gather information on a study being carried out in Kinango District entitled 'Factors Influencing Academic Performance for the Girl Child in Kinango District, Kwale County.' You are kindly requested to provide information to help in the research and further called upon to be as truthful as possible. The information is confidential and will only be used for the purpose of this study and not any other. It will therefore be treated with the highest level of confidentiality. Please respond to the questions as they apply to you and do not indicate your name or any other form of identification.

**(Please indicate the correct option by ticking or explaining where necessary)**

### SECTION A: Demographic data

(1) Please indicate the class you are in charge

of.....

Form 1 ( )

Form 2 ( )

Form 3 ( )

Form 4 ( )

2) Please indicate your gender:

(Male or female)

3) What is your age bracket?

a) Under 25 years ( )

b) 25-35 years ( )

c) 36-45 years ( )

d) 46 years and above ( )

(4) What is your highest academic qualification?

PhD ( )

Masters Degree ( )

Bachelors Degree ( )

Diploma Certificate ( )

5) Please indicate the category of your school:

Provincial public ( )

District public ( )

Private ( )

6) Indicate the type of your school:

Girls' day only ( )

Girls' boarding only ( )

Mixed boys' and girls' day ( )

Mixed boys' and girls' boarding ( )

7) If you are a class teacher your school, indicate the number of students in your class by gender:

Boys.....Girls.....

8) Please indicate the ratio of teachers taking subjects in your class by gender:

Male..... female.....

9) How can you rate the performance of your school?

Satisfactory ( )

Good ( )

Very good ( )

Excellent ( )

10) Do you experience gender disparity in performance?

(Yes /No)

11) If the answer is yes in question 10 above which gender is lagging behind in academic achievements?

(Male/ female)

## **SECTION B:**

**This section is meant to collect information concerning 'Factors influencing Academic Performance of the Girl Child in Kinango District.**

12) To what extent do the following factors contribute to the gender disparity in performance?

Tick the most appropriate answer for each question in the boxes provided	Strongly agree	Agree	Neither agree or Disagree	Disagree	Strongly Disagree
Girl child academic performance is influenced by the belief that girls should get married early.					
Girl child academic performance is influenced by belief that men should dominate in all ways including education.					
Girl child academic performance is affected by lack of women teachers to serve as role models for the girls.					
Girl child academic performance is affected by parents not acting as role models for the girls.					
Girl child academic performance is determined by peer influence.					
Girl child academic performance is affected by sexual harassments by adults.					
Girl child academic performance is affected by sexual harassments by peers.					
Girl child academic performance is affected by her sexual behavior.					
Girl child academic performance is affected by too much domestic work given to her after school.					
Girl child academic performance is affected by girls taking care of siblings at home.					
Girl child performance is affected by her shouldering the responsibility of taking care of sick relatives.					
Girl child is academic performance is influenced by the distance between home and school.					
Girl child academic performance is influenced by poor quality of buildings in the school.					
Girl child academic performance is influenced by inadequacy of amenities like latrines and water.					

15) In your opinion please rate the following factors starting with the one that affect girls' academic performance the most to the one that least affects using numbers (1-5):

Cultural beliefs and practices ( )

Lack of girl child role model ( )

Involvement in domestic chores ( )

Sexual behavior and sexual harassments ( )

School quality and location ( )

16) What is the school doing about gender disparity in academic performance?

.....  
.....

17) To what extent do issues like absenteeism due to distance from school affect girls' performance in schools?

Too much ( )

Much ( )

Little ( )

Very little ( )

Don't know ( )

18) To what extent do girls face problems of completing their homework due to much domestic work at home?

Too much ( )

Much ( )

Little ( )

Very little ( )

Don't know ( )

19) Please give some recommendations on how the Girl child Academic performance can be improved.

- 1) .....
- 2) .....
- 3) .....

Thank you very much for your cooperation



### Appendix 3: Questionnaire for the students

Dear Respondent,

This questionnaire is designed to gather information on the 'Factors Influencing Academic Performance for the Girl Child in Kinango District.' You have been selected to participate in the study. The information collected will only be used for the purpose of this study and not any other. It will also be treated with the highest level of confidentiality. You are therefore kindly requested not to write your name or any other form of identification. Respond to the questions as they apply to you.

#### Section A: (Demographic information)

1. What is your gender?

Boy /Girl

2) Please indicate your age category (in years):

13-14 ( )

15-17 ( )

18 -20 ( )

21 and above ( )

3) Please indicate the type of school you learn in.....

Provincial public ( )

District public ( )

Private ( )

4) Kindly also indicate the category

Girls' only day ( )

Girls' only boarding ( )

Mixed day ( )

Mixed boarding ( )

Mixed day and boarding ( )

5) In Which class are you?

Form 1 ( )

Form 2 ( )

Form 3 ( )

Form 4 ( )

5) If your school is mixed, indicate by gender the number of students in your class

Boys .....Girls.....

6) What is the general performance of your school in K.C.S.E. Exams?

Unsatisfactory ( )

Satisfactory ( )

Good ( )

Very Good ( )

Excellent ( )

7) How would you rate your performance in your school continuous exams?

Good ( )

Very good ( )

Satisfactory ( )

Not satisfactory ( )

Don't know ( )

### Section B:

**i) (This section is meant to collect information concerning the influence of cultural beliefs and traditions to girl child academic performance.(Please fill in the answer as the question or statement requires)**

8) In our society the boy child is more highly placed than the girl child.

True /false

9) If the answer in 8 above is true, do you think the belief that a boy is a better child as compared to a girl influences her self confidence and therefore affects her academic performance?

(Yes /No)

10) Do you know of any girls who didn't join form one and were led into marriage either by choice or were forced by their parents?

(Yes /No)

11) Are there some girls that you know of who have dropped out of school to get married since you joined this school?

(Yes /No)

12) How do the men from your community and their relatives feel about the idea of marrying an educated girl?

Like it very much ( )

Like it ( )

Don't like it at all ( )

Don't know ( )

13) Is your academic performance affected by culture and traditions in your community?

Yes/No

**ii) (This section is meant to collect information concerning the influence of domestic chores on girl-child academic performance).**

14 a) Do you have any people employed by your parents/guardians to assist in the domestic works?

Yes/No

b) If yes, what type of worker is employed?

House girl/help ( )

Gardener ( )

Cook ( )

Driver ( )

Other (specify) ( )

C) If the answer is (NO) in (14 b) above, how much are you involved in doing domestic work when at home?

Too much ( )

Much ( )

Little ( )

Very little ( )

16) Girls involvement in domestic chores like cooking and looking after siblings affects their performance.

True /false

17) As a girl child my performance is influenced by the domestic work that my parents give me after school like fetching water, washing utensils and cooking.

Yes/No

18) Girls involvement in domestic chores like cooking and looking after siblings affects their performance.

True /false



28) Do you think the level of education of your parents or guardian affects your academic performance in schools?

(Yes/No)

29) Do your friends and peers influence your academic performance in any way?

(Yes/No)

30) Do you think the number of women who are teachers and leaders as compared to the men in our society affects your performance?

(Yes/No)

31) Do you have sisters who have studied beyond secondary school?

(Yes/No)

32) If the answer is yes in 31 above do you admire them in anyway so that they inspire you to work hard in school?

(Yes/No)

**iv) (This section is meant to collect information concerning the influence of sexual behavior and violence on girl child academic performance)**

33) At what age do you think girls start engaging in sexual relationships?

Between 10-12

Between 13-16

Between 17-19

20 and above

34) Do you know of any cases where girls have been sexually assaulted by peers or adults?

(Yes/No)

35) If the answer is yes in 20 above to what extent do their engagements in sexual activities or sexual abuse affect their performance in school?

Very little ( )

Little ( )

Much ( )

Very much ( )

Don't Know ( )

**v) (This section is meant to collect information on the influence of School location and quality on girls' academic performance.) N/B- Number 36 to 37 applies to day scholars only.**

36) What is the approximate distance from home to school in terms of kilometers?(day scholars only)

- Less than one kilometer ( )
- Between one and two kilometers ( )
- Between three and four kilometers ( )
- Between five and six kilometers ( )
- Above six kilometers ( )

37) Do you think the distance that you walk or take every morning and evening from home to school and vice versa affects your performance in school?

(Yes/No)

38) Do you think conditions of facilities like toilets, water and general appearance of the school infrastructure affects your academic performance?

(Yes/No)

40) In your opinion, what do you think can be done to improve the girls' academic performance in secondary schools?

- 1) .....
- 2) .....
- 3).....

#### **Appendix 4: Letter of transmittal.**

The University of Nairobi,  
College of education and External Studies  
School of Continuing and Distance Education  
Department of Extra-Mural studies

Dear respondent,

I am a post graduate student pursuing a Master of Arts Degree in Project Planning and Management at The University of Nairobi. Currently, I am conducting a research for my final year project which is a requirement for the program. The research topic is “Factors influencing girl child academic performance in selected schools in Kinango District”

The findings of this study will enlighten students, teachers, school administrators, communities, Policy Makers and the all the stakeholders to put measures in place to ensure that gender disparity in education has been reduced.

I therefore kindly request you to spare some times to fill in this questionnaire. The information obtained will purely be for the purpose of the research and will be treated with confidentiality. You are therefore advised not put your name on the questionnaire. The conclusions of the study will be drawn in aggregate terms, without any reference to specific schools or individual respondents.

Your honest and thoughtful responses will highly be appreciated.

Thank you for your cooperation.

Yours Faithfully,

Aurelia N.Ikua  
L50/66005/2010

## **Appendix 5: Interview Schedule for the DEO**

Dear respondent,

These interview questions are meant to collect information on a study that is being done in Kinango District, Kwale county on the topic “Factors influencing the Girl Child Academic Performance in Secondary Schools in Kinango District” in partial fulfillment of my Masters of Arts degree in Project Planning and Management. I kindly request you to spare your time to complete this questionnaire as truthfully as possible. The information given will be treated with confidentiality.

- 1) For how long have you been in charge of the District?
- 2) How many schools are there in Kinango District?
- 3) Please classify them in terms of boys’, girls’ and mixed schools.
- 4) How many of those schools are headed by women principals?
- 5) What is your opinion about the general performance in the District especially in KCSE exams?
- 6) Is the performance the same for both the girl child and the boy child?
- 7) Do you think the belief that boys should always outdo girls because anyway they are bound to get married and look after homes is influencing the girl-child performance in school?
- 8) In your opinion does involvement of the girl child in domestic chores influence their academic performance?
- 9) Do you think the academic performance of the girl child is influenced by the gender disparity in leadership of the school?
- 10) Now that the schools in Kinango district are scattered what is your opinion about the distances that these girls have to make every morning and evening to and from school?
- 11) Do you think it has an influence on performance and therefore academic achievement of the girl-child?
- 12) Don’t you think that these girls walking to and from school can be sexually harassed on the way and this can kill the self esteem the girls’ have therefore affecting their performance in school?



- 13) What measures is the ministry of education taking to ensure that there is gender parity in the education sector?
- 14) Please give suggestions on how gender disparity and performance can be reduced in the schools in your district?

Thank you very much for your cooperation.