

**FACTORS INFLUENCING PERFORMANCE OF GIRL
CHILD IN PUBLIC PRIMARY SCHOOLS IN
KITENGELA DIVISION, ISINYA DISTRICT, KAJIADO
COUNTY, KENYA**

BY

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DECLARATION

This project report is my original work and to the best of my knowledge has not been submitted for examination or a degree award in any other university.

Signature

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

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DEDICATION

I would like to dedicate this study to My family and friends who have always encouraged me to study more, for their continuous encouragement throughout the study and course.

I would also wish to dedicate this study to my daughters Valentine Makena and Shalom Mwendé for their patience and understanding especially when i had to be away for this research work.

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May God bless you.

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ABBREVIATIONS AND ACRONYMS

AAIN	Action Aid International
ASAL	Arid and Semi Arid Lands
EFA	Education for All
EYC	Elimu Yetu Coalition
FAWE	Forum for African Women Educationalists
FGM	Female Genital Mutilation
GCN	Girl Child Network
HIV/AIDS	Human immunodeficiency virus infection / acquired immunodeficiency syndrome
KCPE	Kenya Certificate of Primary Education
MDGs	Millennium Development Goals
MOE	Ministry of Education
NGOs	Non-governmental organizations
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

ABSTRACT

The purpose of this study was to assess the factors influencing performance of girl child in public primary schools in Isinya district. The specific objectives of the study were as follows: To assess the influence of cultural and traditional practices on girls' performance, to determine the extent to which family background has influenced girls performance, to investigate how within school factors have influenced girls performance, to assess how early sexual maturation of girls has influenced their performance and investigate how they have influenced performance of girls. This study adopted a descriptive survey design; since it enabled the researcher to collect data from a wide area in a short time. This study, dealt with present relationship of variables and process taking place in the study area. Finally, it examined the effects that will be going on at the particular time, and the attitude held by respondents who were cross-examined. The study was carried out in Isinya District- Kajiado County. It targeted 15 primary schools, 15 head teachers, 15 chairpersons of schools and 300 standard seven and eight girls in Kitengela Division. All 15 schools were involved in the study. The entire population of 15 head teachers and 15 chairpersons were selected for the study since they gave credible information related to study objectives. The study found out that the following as the factors that respondents thought influenced girls` performance to include forced marriages, Female Genital Mutilation (FGM), parents' negative attitude towards education, gender division of labour, late enrolment, forced repetition, poverty, early maturation, cultural beliefs, lack of role models, harassment by boys and teachers, lack of inadequate teaching materials, teenage pregnancies, environmental and natural factors among others. Others were family environment which impinges on curriculum, quality of school practices, the level of parental education of the family, high income and conducive home environment, considered social status, interests and attitudes of the parents among many others. The study recommends that there is urgent need by the government to: increase girls' access to primary and secondary education, alter representations of women and girls in the curriculum and increase the number of female teachers countywide. Improving girls` access to education and ensuring they perform in examinations, with the goal of attaining gender equality is a critical component of promoting development. The government should improve policy, management and learning environment to make them more gender friendly, continue to promote better stakeholder understanding of the importance of girls education. Due to lack of enough time and resources, it is therefore recommended that further research be undertaken on the following areas; the influence of the economic factors on girls` performance and how the government can improve on economic wellbeing of parents, the impact of the Free primary education on the performance of girls and to establish whether the government is doing enough to improve on enough in ensuring girls improve they performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Performance of students is a product of socio-economic, psychological and environmental factors. Education plays a significant role in political, economic and social realms of development. Girls' performance in education on the African continent has reached a crossroads. The gender gap has lessened significantly over the last 15 years, particularly in primary education, with the high priorities placed on girls' education in national, continental and international education policies and laws, conventions and agreements but the performance of those attending school is not as good as that of boys. The strategies leading to improved enrollment include country education policies, poverty reduction and economic development strategies, the Millennium Development Goals (MDGs) and the Education for All (EFA) campaign. The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults. At the World Education Forum (Dakar, 2000), 164 governments pledged to achieve EFA and identified six goals to be met by 2015. Governments, development agencies, civil society and the private sector are working together to reach the EFA goals. However, there are still millions of girls without access to primary and secondary education across the continent. This is in addition to the performance of the girls in relation to boys being poor (Lokshin *et al.*, 2000).

According to World Education Forum (Thailand, 1980) Education for All (EFA) was launched in Jomtien, Thailand, in 1990 to bring the benefits of education to "every citizen in every society." In order to realize this aim, a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving six specific education goals: Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children, Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality and ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs. On the other hand it also aims to achieve a 50 % improvement in adult

literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality. Improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Education is one of the fundamental rights of individuals. Article 26 of the Universal Declaration of Human Rights, which was adopted by the United Nations General Assembly in December, 1949 stipulated that: Everyone has the right to education. This shall be free at least in the elementary and primary stages. Elementary education shall be compulsory while technical and professional education shall be made generally available. Higher education shall be equally accessible to all on the basis of merit. Parents have a prior right to choose the kind of education that shall be given to their children (Nwangwu, 1976).

According to the UN Division for the Advancement of Women, BPFAs acknowledged the urgent need to: increase girls' access to primary and secondary education, alter representations of women and girls in the curriculum and increase the number of female teachers worldwide. Without significant change to traditional curricular representations of women in roles of inferiority, girls would find it difficult to aspire to transcend these roles and work toward gender parity through improvement access and performance of those enrolled. Moreover, female teachers must be trained and placed in schools to serve as positive role models for young girls, both in primary and secondary schools to spur their performance.

Education for Girl child in Kenya is facing a major challenge in primary schools even at backdrop of massive enrolment in primary following free primary education. Secondary schools have not been spared either in the enrollment of girls. This withstanding performance of the girls as compared to that of boys is poor and something really needs to happen soon. This has obvious implications on progressive welfare of a girl child. Improving girls' access to education and ensuring they perform in examinations, with the

goal of attaining gender equality is a critical component of promoting development and meeting the millennium development goals (MDGS) (2000) in Kenya and across sub-Saharan Africa. Kenya like other developing countries invests in education with the belief that an educated and skilled labour force is a necessary condition for sustained economic growth and this can only be achieved if both boys and girls perform at the highest levels possible (Ndiritu, 1999).

1.2 Statement of the Problem

Performance of students is a product of socio-economic, psychological and environmental factors. Education plays a significant role in political, economic and social realms of development. Girls' performance in education on the African continent has reached a crossroads. Statistics evidence as shown in appendix V show that girls' performance and enrolment in Isinya is lower than that of boys. Several studies have been carried out in relation to, enrollment, retention and performance of girls and for example FAWE (2001) carried out cross-country comparisons of entries for Ghana, Tanzania, Cameroon and Uganda. The patterns of gender differences showed more boys than girls in school, and boys achieving at higher levels in performance as compared with girls. MOE (2007) on the other hand found out that although free primary education (FPE) introduced in 2003 arguably raised the gender enrolment rate from 88.2% in 2002 to 102.8% (105.0% for boys and 100.5% for girls), the regional disparities are evident in enrolment, completion, transition and performance in KCPE. Also, MOE (2005) noted that despite the effort being put by various stakeholders, the realization of girls and women empowerment through education has been impeded by a number of factors such as cultural, religious attitudes and practices, infrastructural limitations, inadequate policy guidelines, poverty, HIV/AIDS, lack of community awareness as well as lack of adequate female role models especially in rural areas and poor urban areas such as slums. While these studies are shedding some light on the performance and girl child education none of them touched on the factors influencing performance of girl child in public primary schools and more particularly in Kitengela Division Isinya District. Therefore this study will seek to answer the question; what is the influence of social cultural practices on performance of girls in public schools and more particularly in Kitengela Division Isinya District?

1.3 Purpose of the Study

The purpose of this study was to assess the the factors influencing performance of girl child in public primary schools in Isinya district.

1.4 Objectives of the Study

The objectives of the study were as follows:

1. To assess the influence of cultural and traditional practices on girls' performance.
2. To determine the extent to which family background has influenced girls performance.
3. To investigate how within school factors have influenced girls performance.
4. To assess how early sexual maturation of girls has influenced their performance.

1.5 Research Questions

1. How have cultural and traditional practices influenced the performance of girls?
2. To what extent has family background influenced performance of girls?
3. What within school factors have influenced girls' performance?
4. How has early sexual maturation influence girls' performance?

1.6 Significance of the Study

The education of girls and women is multi sector by nature, its therefore important that actions are taken aimed at supporting the initiatives of eliminating the disparities between men and women by laying special emphasis on the access to education and performance to enable them compete favourably for the jobs preserved for men, with a view to increasing girls and women participation in development. With the current trend of promoting children rights, human rights, and above all enlighten people on gender equality and equity, it's only natural that the girl child is empowered to ensure fair play in job market but health wise, in education, building stronger families and above all poverty eradication as the famous saying goes;

.....*put a girl on the path to the education and she will lead the way.*
(Anonymous).....

1.7 Limitation of the Study

This study was carried out in all the schools in Kitengela Division. Some of the constraints the researcher encountered include transport. Most schools are located miles away and thus that became a problem. Girls were also shy from sharing information about their sexuality, FGM among others.

1.8 Delimitation

The study was confined to primary schools in Kitengela Division, Isinya District. The researcher involved teachers, head teachers and girls all from public schools. Parents were also targeted.

1.9 Basic Assumptions

The study made the basic assumption that the learners and teachers provide the details required by research instruments. The sample was a representation of target population affected by traditional-cultural factors in performance in Kenya. That the language of instruments won't be a problem. Those pupils provided accurate information on how social-cultural factors have affected their performance. That the respondents won't consult when filling questionnaires.

1.10 Definition of Key Terms

Factor	Refers to such independent elements, circumstances or variables that anticipated results positively or negatively.
Drop out	Refers to any student who leaves primary school without completing the required cycle of 8 years.
Repetition	Refers to a year spent by a pupil doing same work in the grade as was done the previous year in the school.
Performance	Refers to the academic level of achievement in the KCPE examination.

Teachers Persons who in their professional capacity, guide and direct pupils learning experiences in gaining knowledge, attitudes and skills that are stipulated by a defined curriculum programme.

Female Genital Mutilation Traditionally known as female circumcision it involves the removal of part or whole of the external genitalia of a woman.

1.11 Organization of the Study

This study was organized in five chapters. Chapter one dealt with the background of the study, statement of the problem, purpose of the study, objective of the study, research questions, significant of the study, limitation, delimitation of the study, basic assumptions and definition of significance terms. Chapter two deals with literature review under the following sub topics; Female Genital Mutilation, family background, early maturation, school factors and societal beliefs; a conceptual framework and conclusion. Chapter three covered methodology and includes research design, target population, samples and sampling procedure, description of research instruments, instruments validity, instruments reliability, procedure of data collection and data analysis techniques. Chapter four dealt with data analysis and discussion of findings. Chapter five included a summary of findings, recommendations and suggestion for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews girls' pre-secondary education in the world and Africa in general. The study further discusses social cultural factors that influence girls education. These actors affecting education hence performance are classified into five categories namely; school factors, FGM, family background, early maturation and cultural beliefs.

2.2 Overview of girls' education in the World

Education is viewed as an important tool for self-enhancement. It is commonly believed that educated people are better off socially and economically, than the uneducated people (Mbunda, 1983). More so education has been defined as an effective weapon against ignorance, poverty and diseases which are the root cause of restlessness throughout out the world (Sharma, 1979). Various studies have been done to determine the factors that contribute to students' academic performance worldwide. Education throughout the world has for many centuries emphasized a selective function. Decisions have to be made as to who is to proceed to the next level of education and who is to repeat a class or simply, discontinued. Examinations have been used over the years to make such decisions. Examinations are used above all o identify and define those adjudged suitable to proceed to the next stage of education. By passing an examination, a pupil obtains and confirms an identity; a notion of whom and what society thinks he is (Pearch, 1972).

Good (1989) citing recent research on the conditions and resources of teaching in the United States noted that teachers lack the basic conditions for teaching. 60% of the two thousands teachers surveyed reported lack of staff development; 50% reported poor quality of administrative supervision; 40% reported lack of adequate teaching materials. All teachers interviewed complained that their workplace is unrewarding and lack incentives. Some reported too much workload that, allow them little time for lesson preparation and analysis. In Nigeria, a study carried out by Adesima, reported some teacher management problems causing poor performance. There was underpayment of teachers in public service as compared to private sector, little prospects for promotion, and poor conditions of service and lack of encouragement by government (Adesima1990). The goal of primary

education is to provide access to quality education to all children of primary going age on an equitable basis thus ensuring education for all at this level (MOE, 2003).

One of the main aims of education is to provide a foundation for social and economic development. Education also aims at preparing the youth for adult roles in a way that will enable them to fully participate in social economic development. Scholars such as (Shultz, 1961), have identified and documented the benefits of education as: improving the productive capacity of society, reducing poverty by mitigating its effect on population, health and nutrition, increasing the value and efficiency of the labour offered by the poor, enhancing democracy and good governance among others. Education should therefore strive to achieve equity and assist poor people to realize their own potential so that they can be empowered to lift themselves out of abject poverty. Primary education is more than cognitive learning. However, increasing levels of competition in societies and overemphasis on examinations have resulted in a tendency to ignore the psychological dimension of education. Therefore values, attitudes, social and economical problems, career concerns and security at school are often not adequately addressed although they have a direct effect on performance in education. Furthermore, parental cooperation and support enhances children's learning and their overall achievement (Eshiwani, 1983).

Despite continuous efforts that have been put to ensure the girl education is at par with the boys their rate of completion is always varied with most boys completing and performing better as compared to girls. Though the domestic chores help children and in particular girls to be responsible in future, they rob them valuable time needed to concentrate in class-work. School and home environments greatly influence student's performance, the conflict that arises between domestic demands and class-work hinders their performance greatly. This is because there arises competing demand on the girl-child's time and energy (Keta, 2003). Compounded with a culture that assigns roles and labour on the basis of gender, the conflict portends adverse effects on the girl-child's classroom performance. Kahoro (2007) noted that the performance of the girls is not only compromised by school and home factors but also by other social cultural factors such as Female Genital Mutilation (FGM), early maturation of girls, cultural beliefs and practices such as early marriages, HIV/AIDS scourge, that has left many girls infected or affected thus being forced to take care of their ailing parents, orphaned siblings or falling victims themselves.

Investment in education is a key element in the development process in all countries of the world. Its importance is reflected in the growing recognition since the early 1960's that investment in formal education and training provides and enhances the skills, knowledge, attitudes and motivation necessary for social and economic development. Research has shown that education of women improves nutritional practices, proper hygiene and management of their households (World Bank, 1998). Female literacy leads to better health and education, reduces infant mortality, better earnings, reduced fertility, better earnings, reduced fertility rates and improves quality of life for nations (King and Hill, 1993). The strive towards Universal Primary Education has led to increase in enrollment of girls in most countries over the recent years, but still nearly 3 out of 10 girls aged 6 to 11 years are not in school, compared to one out of 10 boys globally (FAWE, 1997). As much as this is the case performance of girls has not improved as is expected with the increases in enrollment of pupils.

The Dakar Framework of Action (UNESCO, 2003) goal number two states that; Ensuring that by 2015 all children, particularly girls; children in difficult circumstances and those belonging to ethnic minorities, have access to complete free and compulsory education. Female education is a catch all term for a complex of issues and debates surrounding education for girls. Improving girls' education levels has proved to have clear impacts on health and future economic of young women, which in turn improves prospects of the entire community. In the poorest countries of the world, 50% of girls don't go beyond primary education yet research shows every extra year of school for girls increases their lifetime income by 15%. UNICEF (2007) outlines the following generic barriers to educating girls: Family poverty, weak legal frameworks around education and an uneven playing field from the start. Others barriers include: issues of safety and security around school affecting girls and lack of relevance of school to the lives of children.

These are all very important factors but are mostly external and obvious ones. Radical feminists and critical social theorists probe much more deeply into the social contexts of girls and boys ranging from the closer contexts of household, school or community to more macro and policy contexts of parliament, ministry of education or district education office and examine the root causes of the barriers to girls' education (Grundy, 1987; Stromquist, 1995). In her effort to address the issue of racism in the class she had taught,

Grundy was confronted with many subtle racial relations due to students' historically embedded socio-psychological contexts that made her wonder why her conscious efforts could not instill empowering experiences among the learners.

Stromquist India has been taking active steps towards girls' education and status. The 86th Constitutional Amendment Act, 2002 has been a path breaking step towards growth of education especially for girls. According to this Act, elementary education is a fundamental right for children between the ages of 6-14 years. And the government has undertaken to provide this education free of cost, and made it compulsory for those in that age group. The government undertaking is known as Sarva Shiksha Abhiyan (SSA) (www.right to education.com, 2012).

Salisbury and Ridell (2000) noted that a research carried out in England and Wales on performance in English, Math, Science and Technology found out that, 7 year old girls outperformed boys across the subjected. Girls' higher performance was particularly noticeable in English. The boys' interest inclined them to maths and science. In Scotland and England a survey carried out showed that in class gender balance, boys dominate but girls make more progress. The boys' predominance in classroom interaction was the explanatory for girls' underachievement. UNICEF (2012) in a report published in web reported that girls in Afghanistan are theoretically free to attend school since the ousting of Taliban in 2001. Their concentration, retention and performance is however stymied at every turn by vicious militant attacks, a lack of adequate facilities and teachers and even parent's reluctance to break from the tradition that girls belong home . One of the greatest challenges for girls' education in Afghanistan is cultural barrier.

The way forward for girls is not easy; extremists in Afghanistan are doing their best to terrorize them out of going to school. In 2008 alone, there were 283 violent attacks on school resulting to 92 and 169 injured. Despite the obstacles and threats, Afghan girls are hungrier than ever for education. Mackinnon *et al.*, (1998) states; that girls and women in Australia are fighting to be given equal opportunity to achieve parity in education system which is normatively masculine. The girls are demeaned and their status is redefined as the 'other' in relation to males, in various ways which frequently define girls physically or sexually in term of their bodies, a constitute reminder s of the difference. This is directly

related to curriculum and the patriarchal power relations of schooling and their connection with the public-private dialectic and society make the lived curriculum of schools a complex site of both desire and threat for girls. No acknowledgement has been done when girls perform better in male-dominated subjects, despite the fact that they could be beneficial to boys in that it would give them opportunity to see girls in a new, healthier light as peers and equals.

When harassed by boys, which many boys regard as natural and normal Australian Education council (1992) in Mackinnon et al (1998) said that; girls accommodate this harassment differently. Some react with hostility and anger, but it causes many to be passive and docile, restricts their access to space, equipment and attention of teachers, and undermines their feelings of safety, self-confidence and worth. This consequently affects their performance as compared to boys.

2.3 Overview of girls' education in Africa

UNICEF(1999) noted that in most African countries there has been 'enrolment advantage' for boys than girls, on the same they argued most recent information gathered by (FEMSA) across the continent points to continuing poorer performance by girls. An important survey called the International Study of Evaluation of Educational Achievement (IEA) shows a gender gap in favour of boys in many countries of Western and Eastern Europe, Asia, and North America. Such large-scale surveys have not been conducted in African countries. But some small-scale studies from African countries such as Kenya, South Africa, Uganda and Tanzania all show that girls' under-achievement exists in many African countries (Kakoye, 2001). Camfed.org (2012) argues 24 million girls in Sub-Saharan Africa can't afford to go to school. A girl may marry as young as 13 years and has a one in 22 chances of dying in childbirth. This research was carried in countries such as Zimbabwe, Zambia, Tanzania, Ghana, and Malawi. In Nigeria, reports shows that in a school of 150 students, only 2-3 are girls. Action Aid International (AAIN) discovered in their research that there was a gap in favour of boys in school enrolment, retention and completion. A study on girls' education revealed factors affecting girls education as; cost of education, school environment, government policies and cultures of people amongst others. There are no policies that specifically address gender issues there by leaving room for the gender gap. Education hasn't been priority for girl-child because of cultural belief.

In Northern part of Nigeria, educating a girl child isn't part of the culture, so girls aren't allowed to choose education neither are they encouraged to go to school (www.amplifyyourvoice.com).

In Ethiopia, girls are some times abducted for marriage when they are no more than eight years. In West Africa, they are recruited from poor rural families to work as domestic servants in coastal cities or even neighbouring countries. In Nigeria it is very difficult to find a house help today. This is because there is awareness of the values of education, and so parents do not give out their children any more as house helps. When, His Excellency, the Honourable Minister of Education was the Executive Governor of Ebonyi state, he prescribed some punishment for any parents that gave out their child for house help, especially the girl-child. The story is different today in that state. In South Africa, a recent report by Human Rights Watch warns that sexual violence and abuse are hampering girls' access to education. In Afghanistan, they have simply been barred from school under the Taleban regime. According to Guttman (a UNESCO courier journalist), customs, poverty, fear and violence are the reasons why girls still account for 60% of the estimated 113 million out-of-school children, and majority live in sub-saharan Africa and South Asia.

In some African countries such as Burkina Faso, girls are unlikely to attend school for such basic reasons such as lack of private latrines for girls, this in essence translate to poor performance because of many days of missing school. More recent research has attempted to draw a sub-regional picture. FAWE (2001) carried out cross-country comparisons of entries for Ghana, Tanzania, Cameroon and Uganda. The patterns of gender differences showed more boys than girls in school, and boys achieving at higher levels in performance as compared to girls. The entry data of the sub-regional study shows that proportions of girls ranged from 37% in Ghana to 44% in Tanzania, and there were lower percentages of girls attaining excellent, credit and pass levels compared with boys.

Camfed. Org (2012) states that in Tanzania, according to a session paper in education for development (PED No 22, 2002). Their education system adheres to equity principles such that boys and girls are competing fairly but the hardships encountered by girls deny the opportunity to hence girls tend to lag behind boys in terms of performance. Populations, live below the poverty line of one dollar a day in most of these countries. This implies that

poverty, too, excludes children, including the girl-child, from school. In Ethiopia, girls are some times abducted for marriage when they are no more the years. In West Africa, they are recruited from poor rural families to work as domestic servants in coastal cities or even neighbouring countries. In Nigeria it is very difficult to find a house help today. This is because there is awareness of

2.4 Overview of girls' education in Kenya

The development of the education sector has been a long standing objective of the Government of Kenya since independence in 1963. Education is considered by various stakeholders and players as a basic need and a basic right. Performance ranks high on the national agenda, with educators and policymakers focusing on testing, accountability, curriculum reform, and teacher quality, school choice and related concerns. Conspicuously absent has been an examination of how school conditions affect teaching and learning, even though extensive literature exists that links school facilities to the quality of education and to teacher morale and teacher productivity (Mark, 2003). Performance of girls in Kenya is worrying. According to MOE (2007) although free primary education (FPE) introduced in 2003 arguably raised the gender enrolment rate from 88.2% in 2002 to 102.8% (105.0% for boys and 100.5% for girls), the regional disparities are evident in enrolment, completion, transition and performance in KCPE.

National completion rates for boys are higher than those for girls. The gender disparity increased from 2.9% to 8.2% in 2003. In regions the differences were quite wide where in 2004 Nairobi had a rate of 3.3% in favour of girls while North Eastern and Coast had 24.2% and 21.9% in favour of boys respectively. In dropout rate 4.9% in 1999 while in 2003 2.0% dropped. More girls were affected than boys. The Kenya's education system is dominated by examination oriented teaching, where passing examinations is the only benchmark for performance because there is no internal system of monitoring learning achievements at other levels within an education cycle. It is generally agreed that the most important manifestations of quality education have to do with literacy, cognitive abilities, performance and progression to higher levels of learning. There is reliance on scores and transition rates as core measures of achievement. In Kenya, examinations are generally acceptable as valid measures of achievement (Maiyo, 2009). MOE, (2007), states that

although Kenya's education policy doesn't discriminate against girls' participation is characterized by manifested disparities in performance. Boys register better results than girls in KCPE with exception of two papers –English and Kiswahili. For example in the period of 2000-2004 boys attained higher mean scores than girls in all subjects in all the provinces.

Some of the education policy statements that MOE is working with partners to implement in to retain and attract more girls in schools include Continue to enhance resource mobilization for infrastructure, equipment and supplies for girls' schools, particularly in Arid and Semi Arid Lands (ASAL) and marginalized areas. Improve policy, management and learning environment to make them more gender friendly, continue to promote better stakeholder understanding of the importance of girls education. Strengthen governance and management structures of schools and improve the modalities for stakeholders' participation with regard to gender. Continue supporting FPE policy and enhance its effectiveness in getting girls access, work with communities to provide, rehabilitate and expand the learning resources especially in favour of girls.

MOE (2005) noted that despite the effort being put by various stakeholders, the realization of girls and women empowerment through education has been impeded by a number of factors such as cultural, religious attitudes and practices, infrastructural limitations, inadequate policy guidelines, poverty, HIV/AIDS, lack of community awareness as well as lack of adequate female role models especially in rural areas and poor urban areas such as slums.

In her paper titled Girl Child Education in Africa, Offorma(2009) stated : In Kenya, all hope is not lost. The government has however taken some initiatives in the promotion of children's education by enshrining this right in the Children's Act, 2001. The Act also created a department for children to deal with their rights and welfare. Application of such laws as, imprisonment of any person found guilty of negligence in this case, knowingly and willfully causing a child to become in need of care and protection has helped towards the promotion of the children's right to education. According to Section 127 of the Children's Act 2001, "any person found guilty of negligence is liable for a maximum of five years' imprisonment or a fine of a sum not exceeding KES 200000 or both fine and

imprisonment". Other countries can promulgate such laws so as to improve access to education of the girl-child.

According to Wanjiku (1994) 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) had the same view in his study. He reveals that when parents are confronted with constraints of limited opportunities or resources girls are forced to drop out of school and married off to bring bride price. Mwangi, (2004) agrees that the education of the girl child in Kenya is elusive; he wrote that a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Even with the introduction of free primary education, access to education still remaining a wide dream to many Kenyan children. 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 house 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.

Isinya District falls under ASAL, MOE (2007). The challenges that confront girls' education in Isinya span from the economic, social-cultural, regional and policy realms (Elimu Yetu Coalition 2003). Some of these challenges affect the quality for instance; gender stereotyping, in school textbook, may affect a girl's attitude to a teacher or a subject leading to poor performance in a particular subject. The performance of girls in Isinya is wanting, a MOCK exam done in first term has only three girls in top ten pupils in the district, in 2012 KCPE results only four girls made to the top ten position and the rest were taken by boys. All the three and four girls respectively were from private schools (Unpublished report DEO's office Isinya, 2011).

2.5 Theoretical Framework

This study will be 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 biased against women. Pearson's gender relations theory will be appropriate for this study because it emphasizes the various social, cultural and economic 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 achievement in school. This theory is relevant for this study because it captures 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 is 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. Studies on the situation of girl's education shows that, disadvantage and discrimination starts even before birth with parental and societal negative attitudes which stress the value of son against daughters (Wamahiu, 1995 and Heneveld 1995).

The benefits of education for girls can be explained by the effect that education has on girls' achievement. Educated girls acquire and use new personal, social and economic behaviours that in turn affect societal change (Moulton, 1997). As such gender becomes a crucial factor in deciding who goes to school and for how long (Psacharopoulous and Woodhall, 1985) before parents make the decision, considerations are taken concerning family priorities. In most cases, girls are more disadvantaged by factors operating within the home and school than boys. They include socio-cultural and economic considerations for example, parental level of education, occupation, family size, traditional division of labour, early marriages and negative perception by parents regarding girls education, and hence this hampers Girl Child's academic achievement. From the studies and the literature, various factors either independently or dependently influence pupils learning.

2.6 Factors Influencing Performance of Girls

In this sub section the various social-cultural factors relative to performance are analyzed. Elimu Yetu Coalition(2003) noted that the challenges to girls education as Early/ Forced marriages, Female Genital Mutilation (FGM), parents' negative attitude towards education, gender division of labour, late enrolment, forced repetition, poverty, early maturation, cultural beliefs, lack of role models, harassment by boys and teachers, lack of inadequate teaching materials, teenage pregnancies, environmental and natural factors among others.

Family socio-economic status affects children's education. For instance it has been noted that high level of Parental education of the family, high income and conducive home environment positively influences academic achievement of children. It has also been noted that the girl child is performing poorly in Kisumu East District when compared to the boy child. For instance in 2009, from Nyanza Province, only 6 girls were ranked among the top 100 compared to boys who were 26 and there was no girl from Kisumu East District while there were 4 boys.

According to (FAWE 2003) most African traditions continue to encourage preferential treatment of boys over girls. Boys are regarded as 'assets' and are treated as such. The girls on the other hand are seen to belong to their parents only before marriage. It's because of this reason that parents don't value education for girls and as a result not all girls go to school. This practice discourages girls and their performance and generally education is compromised.

EYC, (2003) noted that arranged/ forced marriage affect performance and education of girls. This is a common problem in most African countries but most prevalent in pastoral communities. Children as young as 12 years are married off to older men in exchange of cattle as bride price which they have attached a lot of meaning to.

Offorma (2009) agrees that young girls are robbed of their youth and required to take on roles for which they are not psychologically or physically prepared. Many have no choice about the timing of marriage or their partner. Some are into marriage, while others are too young to make an informed decision. Premature marriage deprives them of the opportunity

for personal development as well as their rights to full reproductive health and wellbeing, education, and participation in civic life.

Safety and security of girls can also affect their performance. According to EYC, (2003) communities that practice cattle rustling among the Pokot, Maasai and Turkana for payment of dowry, some of them do just more than taking cattle. In most cases they rape girls and women and if confronted by rivals they may attack them leaving them wounded either physically or psychologically.

Chege and Sifuna, (2006) also noted that that performance may be compromised in some cultures. Parents who may seek to protect their daughters' from contact with 'foreign cultures'. In such cases parents tend to discourage too much education for their daughters' because there is always fear that if a girl is highly educated, she will have difficulties in finding a good husband or being a 'good wife'. When parents are faced with economic problems, they choose to send boys to school, whom they look at as carriers of the family name and lineage at the expense of girls whom they see as belonging to another family after marriage (Keta, 2003). The following citation illustrate well the case: *"At the age of about 14 years, my father sent me to my uncle so that he could let his wife train me for marriage. He believe that if continued to go to school, I would be spoilt girl" and no man would agree to marry me. Being spoilt girl meant that I would be too wise to marry back in his village where he could get my dowry.* (Womankind cited by the Forum on marriage and the rights of Women and girls, 2000:p.18).

2.6.1 Cultural and Traditional Practises and Performance

Female Genital Mutilation is an old traditional practice which is highly respected among many communities among them Kisii, Meru, Somali and Maasai. It is rampant in Isinya, and once the girls undergo the FGM they lose interest in school, since the girls are then classified as adult women ready for marriage. These girls begin to behave 'like adults' and often engage in sexual activities at will. Ensuring pregnancies and cases of HIV lead to school dropout and those who survive record poor performance in school (GCN 2009). Kahoro (2007) agrees that FGM has a direct impact on performance of girl child. She notes that there is noticeable drop in school performance soon after circumcision.

KEFEADO in Kahoro (2007) attributes the poor performance to reduced interest in school work. There is also wastage of learning hours due to long preparation of the ceremony and recovery period affecting the attendance of pupils.

Gichuri (2000) observes that FGM leads to illegitimate births, increased promiscuity and due to their newly acquired adult status face the poor performance that is if they are bold enough to continue schooling or ultimately drop out of school. They also risk losing a few years to child bearing and nursing before resuming education. Also medical complications arising out of the practice causes drop out among girls in some communities and as a result not all girls go to school. This practice discourages girls and their performance and generally education is compromised.

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2.6.2 Early Sexual Maturation and Performance

Early maturation refers to a process where girls get to their puberty earlier than usual. Lately girls' sexuality become evident as early as nine year olds. Wango (2006) noted that sexual activities among adolescents in Kenya, is high especially among school going pupils and students. This has greatly affected their schooling and performance. Girls as young as 11 years of age become pregnant while 40% of women aged 19 years have already began child rearing. It is estimated that 10,000 -13,000 teenage girls drop out of school due to teenage pregnancies. In developing countries like Kenya that are not endowed with resources, these births result to complication and some lead to death.

Bambra (1999) states that there has been rise in cases of low education levels, illiteracy and continued poor performance by girls which is as a result of inadequate knowledge about their sexuality and reproductive health which puts them at risk of STI(s) and unwanted pregnancies. Overage children who joined school after introduction of FPE, after being saved from early marriages or FGM are said to be undisciplined or influence the younger ones negatively. This may in return affect performance of both the overage pupils and average ones (Wango, 2006).

When girls mature early and get involved in sexual activities the consequences are dire. Youri (1993) states that the scale of the AIDS pandemic among youth in Kenya is enormous and continues its deadly course all over the country. Throughout Kenya the HIV/AIDS pandemic is affecting large numbers of adolescents, leading to serious

psychological, social, economic and educational problems. Juma et al (2012) notes that 2/3 of all young people with HIV are young women, many of them lack the power to bargain for safe sex while others are bound by culture.

2.6.3 Families Background and Performance

In respect to the role of parents on performance, it has been postulated that family environment impinges on curriculum and influence the quality of school practices hence the classroom performance of the girls by extension performance in public exam. Family socio-economic status affects children's education. For instance it has been noted that high academic achievement of children. It has also been noted that the girl child is performing poorly in Kisumu East District when compared to the boy child. For instance in 2009, from Nyanza Province, level of Parental education of the family, high income and conducive home environment positively influences only 6 girls were ranked among the top 100 compared to boys who were 26 and there was no girl from Kisumu East District while there were 4 boys (Atieno,2012).

Pidgeon (1970) on the other hand does not very much consider social status as having significant influence on academic performance rather he suggest that it's the motivational factor and the home background, such as interests and attitudes of the parents that is important . It is the interest which the parents consistently show in their school's work, but not the fact that the parents have good jobs and are themselves well educated.

Nyabuti (2005) supports that parental encouragement and involvement in their children's work influences their academic performance. However he noted that negative comments by parents cause worry and anxiety to children leading to poor performance. Similarly he seems to disagree with Pigeon by stating that parents level of education influence their performance. According to Nyabuti children from educated parents performed significantly better than children from uneducated parents.

Atieno, (2012) agrees with other researchers that parental education and social economic status have an impact on student achievement. Students with parents who were both college educated tended to achieve at the highest levels. Children whose parents are of high educational scales have a far better statistical chance of participating in secondary Education. Oloo, (2003) agrees that there are other important factors that affect

performance of children. These include parental involvement in their children education, how much Television children are allowed to watch and how often students change schools.

A study carried out by GCN (2009) revealed that parents' negative attitude towards girls education has negatively influenced the performance of girls, in that parents believe that educating a girl is like enriching her husband's family. One parent interviewed by GCN in Kajiado said "educating a girl has no benefit since it's like watering your neighbour's shamba." The work burden at home is also a factor negatively affecting education and performance of girls. Domestic chores for girls are very many and demanding hence girls have no time to study.

2.6.4 School Factors and Performance

All pupils are entitled to develop the same learning skills and experience the same areas of knowledge. In theory, it removes the possibility that schools might make different provision for girls or boys. In practice however the reality of classroom experiences of different areas of curriculum may still differ for boys and girls because of attitudes and behaviours of pupils, teachers and the influences of society (Pearch, 1972). Eshiwani (1983) cites school facilities as one of the factors affecting performance. Some of the facilities include but not limited to; text books, visual aids, water, playground, latrine and exercise books.(Asuga 2002) agrees that lack of facilities like latrines makes girls suffer a lot, it increase absenteeism hence poor performance.

According to (UNICEF 2005) the distance between home and school, which is far can affect performance. During the rainy season, there exist seasonal rivers which become dangerous to cross and therefore and therefore pupils have to stay at home until the rivers become passable. These distances can also expose girls to physical and sexual dangers. Teaching methods has been cited as a major factor which affect performance. Asuga (2002) noted there was a strong co-relation between teaching method and performance.

Teacher characteristic has been cited to have an effect on performance, Eshiwani (1983) cited some of these characteristics as; certification, experience, training, teacher-pupil ratio and professional commitment. Matunga (2004) also noted the number of years of schooling of a teacher was the most consistently positive and significant contributors to

pupils achievement. Keta (2003) states that motivation and attitude of girls contributes to their performance. There was emphasis on the importance of teacher-pupil relationship in academic excellence. The development of a self –concept is itself a motivating factor in performance. Repetition of pupils also affects performance. According to Asuga (2003) repeating a class does not make a child any brighter. When a child is not performing well, there is need to establish the reason and tackle it. Forced repetition is there because schools are possessed with high mean scores thus establishing a good name for them.

Gahima (2001) in his study carried out in Rwanda shows that boys are often invited to answer questions while girls who want to answer are ignored by teachers or booed by fellow male students. The research also shows that male and female teachers alike give attention to and praise boys and as such provide them with more leadership opportunities than girls. School duties handed out by both male and female teachers are also seen to be gendered and discriminatory. Girls are given duties to sweep classrooms and clean toilets while boys are asked to pick papers and to water gardens thus affecting their performance.

2.7 Conceptual Framework

The study will be guided by the conceptual framework shown in Figure 1 based on factors that influence performance of the girl child.

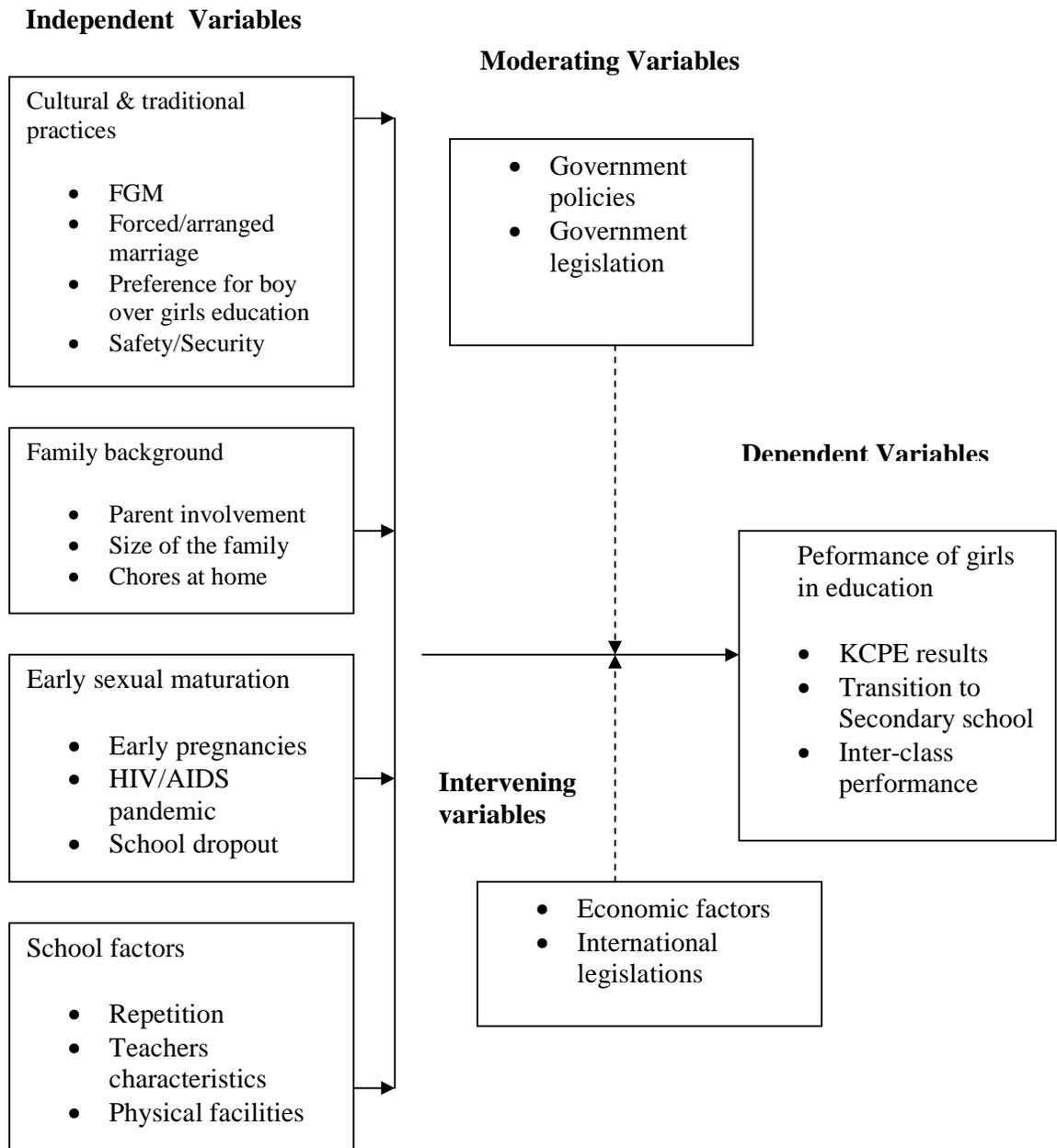


Figure 1: Conceptual framework

2.7.1 Discussion of Conceptual Framework

The conceptual framework for this study was based on between factors affecting performance of girls and the actual performance. These factors, impulse directly or indirectly to the KCPE results. These major factors were; cultural and traditional practices family background, early maturation and societal beliefs. The above factors show, to what extent girls are discriminated against. These social-cultural factors thus affect girls' access to education and a few who persevere perform poorly at least as in the case of most pastoral communities. The long term effect is that the girls get married off at an early age bringing forth to poor families and poverty continues in a cyclic manner (vicious cycle of poverty). A lot of studies and awareness continues to be created on importance of breaking this cycle through, investing in girls' education and encouraging competition with boys to enhance good performance.

Therefore the independent variables of this study were cultural and traditional practices, family background, early maturation, school factors and cultural belief while the dependent variable was performance of girls in schools. The moderating variables was Government Policies and Government legislations while the intervening variable was International community legislations and economic factors.

2.8 Summary of chapter two

From the literature review above efforts have been made by various researchers to investigate whether social cultural factors influence the performance of girls. Girls' performance worldwide is found to be inadequate as they have a higher ability to perform well. There is a knowledge gap that was to be filled by this research. Therefore this research sought to establish the social cultural factors that influence the performance of girls in Kenya and particularly in Isinya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter aims to discuss the research design, location of the study, target population, sample size and procedure, research instruments, validity and reliability, procedure for data collection and data analysis.

3.2 Research Design

(Orodho, 2004) defines the research design as a scheme or plan that is used to generate answers to research questions. This study adopted a descriptive survey as a research survey; it is preferred because it enabled the researcher to collect data from a wide area in a short time. This study, dealt with present relationship of variables and process taking place in the study area. Finally, it examined the effects that were going on at the particular time, and the attitude held by respondents who were cross-examined.

3.3 Target Population

Target population refers to all members of a real or hypothetical set of people, events or objects to which we wish to generalize results of the research (Bory & Gall, 1989). It is also defined as a large population from which a small proportion of population is selected for observation and analysis. The study was carried out in Isinya District- Kajiado County. It targeted 10 employees of Isinya District education office, randomly selected from 15 public primary schools in Kitengela Division, 15 head teachers, 15 chairpersons of schools and 300 standard seven and eight girls in Kitengela Division the total number of target population was 340. This is due to rampant social-cultural practices such as FGM and the continued gap that exist between the boys and girls in performance especially in public schools.

3.4 Sample Size Selection and Sampling Techniques

Kitengela Division has a total of 15 public schools. The entire population of 10 employees at Isinya District education office, 15 head teachers and 15 chairpersons were selected for the study since they gave credible information related to objectives. Purposeful sampling was employed to identify two girls from each school where either is selected from classes

7 and 8. The study selected a girl prefect since each class has both boy and girl prefect. The total was 30 girls. Census was used for headteachers' officers and chairpersons of schools while random sampling was used for the girls.

N= population and n= sample size

Total number of headteachers, chairpersons, officers and pupils was 340

The sample size (n) was therefore $\frac{20}{100} \times 340 = 70$

The total sample size is therefore 70

3.5 Research Instrument

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The researcher used questionnaires aimed at responding to issues such as FGM, early marriages and forced repetition for teachers, head teachers and school girls. Interview schedules aimed at responding to issues such as early / forced marriages. The aim is to make respondents open up and provide more information through in depth probing in regard to research questions. The researcher also used secondary data from journals, books and articles covering factors contributing to poor performance of girls as compared to boys.

3.6 Validity

According to Kombo and Tromp (2006) a research instrument is said to be valid if it measures what it is supposed to measure. Validity therefore refers to accuracy of the content in research instrument in regard to collecting data that remained accurate. It stipulates whether the instrument is measuring what it was intended to measure. In addition Borg and Gall (1989) stress that the content validity ascertains that each instrument only what it is intended to measure and that it covers all the areas of the study. To establish the content of validity the researcher prepared all the research instruments with the help of the supervisor who went through all of them to ascertain the content measured is what they were supposed to measure. Data validity was achieved by the researcher by ascertaining whether research is really measuring what it claims to be measuring. The researcher sought to understand how the data was gathered to help determine if the research really captured the information the way the researcher intended.

3.7 Reliability

According to Kombo and Tromp (2006), a reliable test is one that consistently produces the expected results. If the average score for all items score is 75% this is an indicator that the instrument is reliable. Reliability therefore refers to consistency of the research instrument in order to get the specific data needed. The results were consistent and stable even when the data was collected over repeated times at different intervals.

Mugenda and mugenda (2003) states that validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study.

The researcher used peer evaluation where another researcher checked the researcher's inferences based on the instrument. Proper coding of the instruments and data collected was to be done and appropriate time was accorded the researcher during the actual research field work in order to mitigate against fatigue.

3.8 Data Collection Procedure

The researcher sought permit for research authorization, from the National Council for Science and Technology. Later the researcher reported to the DEO's office Isinya- to request for an introductory letter to the head teachers explaining the intention of researcher and request for their co-operation and assistance in the exercise. The reseracher dropped the questionnaires to the respondents and later picked them and interview was administered by the researcher to all the chairpersons

3.9 Data Analysis

Data analysis was based on the questions designed at the beginning of the research. The researcher described how social-cultural factors affect the performance of girls. Descriptive statistics such as frequency tables, percentage and mean were used to analyze data. Frequency tables were tabulated and coded. Data collected was presented in data and graphs to represent a better picture of the findings.

3.10 Ethical Considerations

In conducting the study, the researcher strove to adhere to research ethical guidelines. Individual consent was the basis for one to participate in the study. No respondent was coerced into giving information he/ she feels was not worth revealing in terms of security

or personal reasons. Information was treated with confidentiality and data collected was used for the purpose of this research alone and was not revealed to any other party with need to carry out a similar study. To avoid plagiarism, all sources cited in the study were acknowledged. Data collected was presented and analyzed as accurately as possible. Furthermore, all persons who contribute to the success of the study were acknowledged.

3.11 Operationalization of Variables

Objective/Research Questions	Variables	Source	Indicators	Measures	Data collection instrument	Measuring scale	Analysis Technique
To assess the influence of cultural and traditional practices on girls' performance	Independent Cultural and traditional practices Dependent Girls' performance	Teachers Pupils Chairperson Ministry officials	-No. Of school dropouts -No. Of married pupils	-What is the no.of FGM? -What is the % of forced marriages?	Questionnaire Interview guide	Ordinal	Frequency and percentages
To determine the extent to which family background has influenced girls performance	Independent Family background Dependent Girls' performance	Teachers Pupils Chairperson Ministry officials	-No. of family members -Types of chores performed	-what is the size of the family? -what is amount of chores taken?	Questionnaire Interview guide	Ordinal	Frequency and percentages
To investigate how	Independent	Teachers	-No. of school	-what is the	Questionnaire	Ordinal	Frequency

within school factors have influenced girls performance	School factors Dependent Girls` Performance	Pupils Chairperson Ministry officials	dropouts cases	% of early pregnancies? -what is the % of school dropouts?	Interview guide		and percentages
To assess how early sexual maturation of girls has influenced their performance	Independent Early sexual maturation Dependent Girls` performance	Teachers Pupils Chairperson Ministry officials	No. of pupils repeating -Type of class buildings	-what is the % repetition in classes? -what are the teacher characteristics? -what are the physical facilities	Questionnaire Interview guide	Ordinal	Frequency and percentages

Source: Author (2012)

CHAPTER FOUR

DATA ANALYSIS,PRESENTATION AND INTERPRETATION

4.1 Introduction

This section entails the analysis, presentation and interpretation of findings. The chapter is divided into subsections where general characteristics of respondents such as gender, age, and level of education are analyzed. Data is presented by use of frequency tables, text and figures. The data is also analysed around key variables including cultural and traditional practises, family background, early sexual maturation among others. Presented below is the key findings of evaluation study incorporating methodologies of mixed types.

4.2 Response Return Rate

The study dispatched 55 questionnaires to all respondents in the following categories; 10 questionnaire to education officers in the DEOs office Isinya, 15 questionnaires to the headteachers in Kitengela Division, and 30 questionnaires to standard 7 and 8 girls. All questionnaires were filled and returned making a response rate of 100% , this was achieved through numeral visits and phone calls to the respondents. Further 15 chairpersons of schools were interviewed and were all able to respond to the questions as per the interview guide. According to Kothari , a response rate of 71% is deemed very good. Findings are shown in table 4.1.

Table 4.1 Response Rate

Response Rate	Frequency	Percentage
District Education Office	10	100%
School Heads	15	100%
Pupils in Standard Seven	15	100%
Pupils in Standard Eight	15	100%
Chairpersons	15	100%
Total	70	100%

From the response rates, the study was able to get a general response from 70 respondents out of the 70 targeted for the study thus yielding an overall rate response of 100%. All the 10 questionnaires earmarked for the officers based in the DEOs office were returned yielding a response rate of 100% although this particular group required a lot of follow up. The 15 questionnaires distributed to the school heads were all returned, recording a 100% response rate from this group, it was also the most cooperative group. The study recorded 100% response rate from the 30 standard 7 and 8 girls targeted, this was attributed to great support and mobilization skills received from the guidance and counselling teachers in the schools together with school heads. The 15 interviews conducted to the 15 school chairpersons similarly received 100% response rate. This was the group that posed the greatest challenge to the study, ranging from language barrier, availability, a lot of interpretation to the subject of study and above all confidence and trust to reveal information.

4.3 Demographic Characteristics

The study sought to determine the demographic characteristics of respondents based on gender, age and education qualification, whose findings are discussed as follows.

4.3.1 Distribution of Respondents by Gender

The researcher sought to establish gender of the respondents. The findings as shown in table 4.2

Table 4.2 Respondents by Gender

Gender	Frequency		Percentage	
	Male	Female	Male%	Female%
District Education Office	6	4	8.7	5.7
Headteachers	10	5	14.27	7.14
Chairpersons	15	0	21.43	0
Pupils	0	30	0	42.86
Total	31	39	44.4	55.7

Table 4.2 shows 44.4 % of the respondents were males while 55.7 % of respondents were females.

4.3.2 Distribution of Respondents by Age

The study sought to determine the age of the respondents since it would categorize the respondents according to age and further ascertain their understanding on topic under study. The responses are shown in tables 4.3 for head teachers and officers and 4.4 for the pupils respectively.

Table 4.3 Age of Respondents (Head teachers and Officers)

Response Rate	Frequency	Percentage
Below 21years	0	0
21-30 years	2	8
31-40 years	5	20
41-50 years	8	32
Over 50 years	10	40
Total	25	100

Table 4.3 shows no respondent was below 21 years, 8% are between 21-30 years, 20% are between 31-40 years, 32% are between 41-30 years, while 40% are over 50 years. This shows most respondents are over 50years.

Table 4.4 Age of Respondents (Pupils)

The study further sought to determine the age of pupils and the findings are shown in table 4.4.

Response Rate	Frequency	Percentage
Below 13 years	0	0
13-15 years	9	30
16-17 years	15	50
Over 18 years	6	20
Total	30	100%

The findings reveal that majority of the girls in standard seven and eight 15 (50%) are aged between 16-17 years, 9 (30%) are aged between 13-15 years, while 6 (20%) are over 18 years and no respondent was below 13 years. This shows majority of the girls are overage, according to the chairpersons interviewed this could be as a result of traditional and cultural practises that see girls enroll to school late and if the enroll early they may drop out, and later on get rescued and taken back to school. According to the same chairpersons there was a suggestion of historical and cultural biasness where parents prefer taking boys to school incase they are confronted with scarcity of resources and girls are assigned other chores at home or herding which is a very valued practise in the community.

According to the chairpersons African society is patriachal by nature thus, girls and women in general can't compete with male countreparts and its for this reason that girls and women in general play second fiddle. Perhaps this explains why girls are easily married off at an early age to arguably raise wealth(cattle) to cater for their brothers whose education is important. Those lucky to be rescued from such form the percentage of overage girls in primary schools as shown in table 4.4.

4.3.3 Distribution of Respondents by Educational Qualifications

The study was interested in establishing the educational qualifications of the respondents (mainly the education officers) and the findings are presented in table 4.5

Table 4.5 Education Qualification

Response Rate	Frequency	Percentage
Certificate	2	20
Diploma	3	30
Degree	3	30
Masters	2	20
Others	0	0
Total	10	100%

Table 4.5 shows that 8 (80%) of education officers have attained a diploma and above while only 2 (20%) are certificate holders. All the officers therefore are trained educationists.

4.3.4 Distribution of Respondents by Number of Years in District

The study was interested in finding out the number of years the respondents had been working in the education's offices The findings are shown in table 4.6.

Table 4.6 Number of Years in District

Response Rate	Frequency	Percentage
Less than 1 year	4	40
1-4 years	6	60
5-9 years	0	0
10-14 years	0	0
Above 15 years	0	0
Total	10	100%

The findings reveal that majority of officers 6 (60%) have worked in the district for a period between 1-4 years while 4(40%) have worked for in the district for less than a year. This could be attributed to the fact that Isinya is a newly created district and is barely two years old. However most of these officers were transferred from either Kajiado Central District and Kajiado North District in which Isinya was a division. Currently they all form the larger Kajiado County.

4.4 Factors Influencing Performance of Girl

In this subsection the study discusses influence of cultural and traditional practises, on girls' performance, family background and girls performance, within school factors and girls performance and early sexual maturation and girls performance.

4.4.1 Responses on Cultural and Traditional Practises and Performance

The study sought to find out the respondents views on some of the cultural and traditional practises that have an influence on performance of girls. The respondents

were to rank their responses as scale of 1-5 where 1=Very high influence, 2=high influence, 3= Moderately influence,4= low influence and 5= No influence.

Table 4.7 Responses on Cultural and Traditional Practises

Respondents	Factors	Very High Influence	High Influence	Moderate Influence	Low Influence	No Influence
Education	A	6	3	1	0	1
Officers	B	7	2	0	1	0
	C	5	3	1	1	0
	D	3	4	2	1	0
Head teachers	A	5	8	2	0	0
	B	9	4	1	1	0
	C	4	4	6	1	0
	D	3	2	5	5	0
Chairpersons	A	3	4	6	2	0
	B	6	3	3	1	1
	C	5	5	2	2	1
	D	8	5	2	0	0
Pupils	A	7	7	8	6	2
	B	10	8	9	3	0
	C	8	6	12	2	2
	D	7	10	8	3	2

KEY

A Forced/ Arranged Marriages

B FGM

C Preference of boys over girls Education

D Safety/ Security

From the findings 30% of the respondents feel that forced / arranged marriages has a very high influence on the performance of girls, 31% highly agree, 24% moderately influence, 11% feel the influence is low, while 4% dont agree at all. 45% of respondents agree that FGM has a very high influence on performance of girls, 24% said it has a high influence, 18% believe it has moderate influence,8% low influence while 1.4% felt it has no influence whatsoever. About preference of boys over girls education31% of respondents agree it has a very high influence, 26% feel it has a high influence, 30% are of the opinion that it has moderate influence while 4.2% feel it has a low influence on the same. On the safety of girls from home to school and vice versa and the influence it has on their performance, 30% feel it has a very high influence, 30% high influence, 13 moderate influence while 3% believe it has low influence.

4.4.2 Within School Factors and Performance

The study sought to find out some of the family background factors that influence the performance of girls.

Table 4.8 Responses on Family Background

Respondents	Factors	Very High Influence	High Influence	Moderate Influence	Low Influence	No Influence
Education	A	5	2	2	0	1
Officers	B	4	3	2	1	0
	C	5	3	1	2	0
Head teachers	A	8	3	2	2	0
	B	7	5	2	1	0
	C	5	5	4	1	0
Chairpersons	A	5	4	2	2	2
	B	6	4	3	1	1
	C	4	4	3	2	2
Pupils	A	6	7	13	3	2
	B	9	8	9	3	0
	C	15	12	2	1	0

Key

A- Parents involvement

B- Size of the Family

C- Chores at home

The findings shows that 34% of the respondents agree that the level of involvement in their daughters education has a very high influence on performance, 23% agree the involvement has high influence, 27% believes it has moderate influence, 10% believe it has no influence while 7% believe it has no influence. On the size of the family,

whether polygamous, nuclear, single parent among others and the influence it has on performance of girls, 37% of respondents stated its influence is very high, 29% high influence, 24% moderate influence, 9% low influence and 1% stated the size has no influence on performance. Girls perform chores at home after school, how much they influence performance of girls, 27% respondents believed the chores have a very high influence, 34% high influence, 13% moderate influence 9% low influence and 3% felt the chores have no influence at all.

4.4.3 Within School Factors and Performance

The study sought to find out some of the family background factors that influence the performance of girls.

Table 4.9 Within school Factors

Respondents	Factors	Very High Influence	High Influence	Moderate Influence	Low Influence	No Influence
Education Officers	A	5	4	1	0	0
	B	6	2	3	0	0
	C	4	3	2	1	0
	D	3	3	2	2	0
Head teachers	A	7		1	1	0
	B	9	6	1	2	0
	C	4	4	6	1	0
	D	5	2	3	2	0
			5			
Chairpersons	A		3			
	B	6	5	3	2	0
	C	6	5	2	1	0
	D	5	4	4	2	1
		6		2	2	1
Pupils	A	9	8	7	6	2
	B	10	9	6	3	0
	C	12	10	8	2	2
	D	12	5	8	3	2

Key

A-Repetition

B-Teacher Characteristics

C-Physical Facilities

D-Teacher-Pupil Ratio

From the findings, 39% of the respondents agreed that forced repetition has a very high influence, 30% stated it had a high influence, 19% moderate influence, 13% low influence while 3% believed repetition had no influence. 44% respondents were of the opinion that the characteristics of a teacher had very high influence on performance, 29% they had high influence, 19% moderate influence, 9% low influence while no respondent believe that the said characteristics had no influence. On physical facilities available in school among the classes, latrines, desks among others, 38% believe the facilities very highly influence performance, 29% high influence, 26% moderate influence, while 4% feel the facilities have no influence. 37% of respondents agree that teacher-pupil ratio, very highly influence performance, 24% believe there is high influence, 21% moderate influence, 13% low influence and 4% said the ratio had no influence.

4.4.4 Early Sexual Maturation and performance

The study sought to find out what early sexual maturation factors affect performance of girls.

Table 4.10 Early Sexual Maturation

Respondents	Factors	Very Influence	High High Influence	Moderate Influence	Low Influence	No Influence
Education Officers	A	5	2	2	0	1
	B	4	3	2	1	0
	C	5	3	1	2	0
	D	5	4	1	0	0
	E	3	3	2	2	0
Head teachers	A	7	5	2	1	0
	B	5	5	4	1	0
	C	6	3	4	2	1
	D	5	4	2	2	2
	E	6	4	3	1	1
Chairpersons	A	4	4	3	2	2
	B	6	5	3	2	1
	C	10	2	3	0	0
	D	7	4	3	1	0
	E	6	5	2	2	0
Pupils	A	15	12	2	1	1
	B	9	8	8	4	0
	C	12	10	6	2	0
	D	9	10	6	4	1
	E	12	11	7	0	0

Key**A**-Early pregnancy**B**-School Dropout**C**-Peer Influence**D**-HIV/AIDS Pandemic**E**-Lack of Information about sexuality

The findings show that 44% of respondents agree that some of the factors under early maturation that influence performance include early pregnancies in teenage girls, still in primary school have a very high influence on performance of girls, 33% agree it has high influence, 13% response was moderate, 6% believe the influence is low and another 6% felt there was no influence. About school drop out 34% said it has a very high influence, 30% high influence, 24 believe the influence is moderate, 11% low influence while 1.4% believe it has no influence. 33% of respondents feel peer influence among teenage girls has a very high influence on their performance, 26% high influence, 20% moderate influence, 6% low influence, and 4% said it has no influence. On HIV/ AIDS pandemic which has affected the girls directly or indirectly 37% of respondents believe it influences the performance of girls very highly, 34% said it has high influence, 17% moderate influence, 10% low influence while 4% states it has no influence. Girls have limited access to information about their sexuality as this is deemed a taboo in a Africa, the response on this indicated 39% felt it has very high influence, 33% high influence, 20% moderate influence, 7% low influence while 1.4% no influence at all.

4.5 Performance of Girls

The study sought to find out the transition rate of of girls from standard 6 to7 and 7 to8 and how the perform in those classes. The respondents were mainly head teachers.

4.5.3 Transition Rate

The study sought to find out the transition rate of girls from standard 6 to 7 and standard 7 and 8. The responses were rated as 1=high, 2=Average, 3=Weak and 4=Very weak.

Table 4.11 Girls Transition Rate

Performance	High	Average	Weak	Very Weak
Standard Seven	7%	27%	53%	13%
Standard Eight	5%	24%	55%	16%

From the above findings, 7% of respondents indicated the girls in class seven perform high, 27% believe its average, 53% weak and 13% said its very weak. The responses on standard eight however, states 5% believe the performance is high, 24% average, 55% weak while 16% agree its very weak.

4.5.4 Performance

On performance the question that was answered to is if the performance of girls is, retrogressive, stagnant and progressive as they move from lower level to upper lower of classes. 75% said the performance in upper level is retrogressive, 20% said its stagnant while 5% said a few girls' performance is progressive.

Table 4.12 Summary of Factors influencing Girls` Performance

Factor	1	2	3	4
FGM	6	4	3	1
Forced/ arranged marriage	2	4	5	2
Parent involvement	2	2	6	3
Size of the family	2	5	5	2
Chores at home	2	3	7	2
Early pregnancies	5	5	4	1
HIV/AIDS Pandemic	4	4	3	3
School dropouts	4	6	4	1
Repetition	5	6	3	1
Teachers characteristics	2	3	6	2
Physical facilities	4	4	5	1
Safety/ security	2	4	3	5
Preference for boy over girls	4	5	3	2
education				

Key

1. Cultural and traditional practices
2. Family background
3. Within school factors
4. Sexual and early maturation

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusions and our recommendations of the study. It also highlights implications of the study for policy and practice.

5.2 Summary of Findings

The respondents stated the following as the traditional and cultural factors that thought influenced girls' performance to include Early/ Forced marriages, Female Genital Mutilation (FGM), preference of boys over girls education, lack of role models among others. The findings indicate that FGM and forced marriages were seen to have very high and high influences on girls' performance with 69% and 61% respectively. This was followed by safety and security of girls due to long distances from home to school and the time of arrival at school, this was rated at 60% preference of boys over girls education while lack of role models in the community is said to have no influence.

In regard family background factors the factors that influence performance are; parents involvement in education of their daughters, the size of the family whether single; polygamous;nuclear, chores assigned to the girls at home,parents level of education, family environment which impinges on curriculum, income and conducive home environment, considered social status, interests and attitudes of the parents. Of these factors the factors said to have very high influence and high influence are size of family 66%, chores at home 61%, and parents involvement 57%. Other factors that were said to have low influence or no influence at all.

Some of the school factors that were stated include: Repetition, teachers characteristics which include,(qualification, preparation of lessons, teaching methods professional commitment among others) lack of or inadequate physical facilities like latrines, chairs, classes etc, teacher-pupil ratio. Other factors stated include; the distance between home and school. The findings indicate that teacher characteristics

factors and forcing pupils to repeat were viewed as having very high influence and high influence with a 73% and 69% respectively, physical facilities among them latrines had a 67% which lead to absenteeism if not adequate, teacher-pupil ratio had 45% which makes it moderate influence, others factors said to have low or no influence at all include attitudes and behaviours of pupils, teachers, the influences of society, followed by the distance between home and school.

The respondents stated the following as the some of the early sexual maturation factors influencing girls performance: teenage pregnancies, inadequate knowledge about their sexuality and reproductive health school dropout, peer influence, HIV/AIDS lack of provision of sanitary towels among others. The findings indicate that teenage pregnancies and inadequate knowledge about their sexuality and reproductive health was seen to have a very high influence and high influence on the girls' performance at 77% and 71% respectively followed by HIV/AIDS pandemic which was moderate with 64%. School dropout was said to have a 59% influence, and peer influence had a moderate influence of 55% influence. Provision of sanitary towels was said not to have any influence at all as Girl Child Network (GCN) has always provided the girls with towels on termly basis thus, there was no need to be absent and this may influence performance positively.

5.3 Discussion

The study found out that FGM has an influence on girls performance. This study agrees with Kahoro (2007) who found out that FGM has a direct impact on performance of girl child. She notes that there is noticeable drop in school performance soon after circumcision. This study agrees with these findings because the present study found out that early marriages and FGM influence the younger ones negatively in relationship to their performance.

It further supports Gichuri (2000) observations that FGM leads to illegitimate births, increased promiscuity and due to their newly acquired adult status, face poor performance that is if they are bold enough to continue schooling or ultimately drop out of school. They also risk losing a few years to child bearing and nursing before

resuming education. Also medical complications arising out of the practice causes drop out among girls in some communities and as a result not all girls go to school. This practice discourages girls, influences their performance and generally their education is compromised.

The findings supported by (Chege and Sifuna, 2006), that performance may be compromised in some cultures. Parents seek to protect their daughters' from contact with 'foreign cultures'. In such cases parents tend to discourage too much education for their daughters'. This leads to children being withdrawn from school and married off at a young age. In support of the findings is Bayisenge (2009) who stated that young girls are robbed of their youth and required to take on roles for which they are not psychologically or physically prepared. Many have no choice about the timing of marriage or their partner. Some are forced into marriage, while others are too young to make an informed decision. Premature marriage deprives them of the opportunity for personal development as well as their rights to full reproductive health and wellbeing, education, and participation in civic life.

This study is in agreement with Atieno (20012) who found out that the girl child is performing poorly in Kisumu East District when compared to the boy child and this was related to the level of Parental education of the family, high income and conducive home environment which positively can influences performance. This was against Pidgeon (1970) findigns which indicated that social status did not have a significant influence on academic performance rather he suggested that it's the motivational factor and the home background, such as interests and attitudes of the parents that are important. It is the interest which the parents consistently show in their school's work, but not the fact that the parents have good jobs and are themselves well educated. The present findings agree with other citings such as Atieno, (2012) that parental education and social economic status have an impact on student achievement. Students with parents who were both college educated tended to achieve at the highest levels. Children whose parents are of high educational scales have a far better statistical chance of participating in secondary Education. This study also supports Oloo, (2003) in that there are other important factors that affect performance of children. These include parental involvement in their children

education, how much Television children are allowed to watch and how often students change schools).

Just as Eshiwani (1983) cites school facilities as one of the factors affecting performance the findings confirms that Some of the facilities include but not limited to; visual aids, water, playground, latrine classrooms, and desks influence performance of girls . Further on the findings agree with(Asuga 2002) that lack of facilities like latrines makes girls suffer a lot, it increase absenteeism hence poor performance. The findings are supported by (UNICEF 2005) that the distance between home and school, which is far can affect performance. During the rainy season, there exist seasonal rivers which become dangerous to cross and therefore and therefore pupils have to stay at home until the rivers become passable this is very true especially in Kitengela where flash floods are common. These distances can also expose girls to physical and sexual dangers. Teaching methods has been cited as a major factor which affect performance. Asuga (2002) noted there was a strong correlation between teaching method and performance the findings of this study confirmed this to be true. Teacher characteristic has been confirmed by the findings to have an influence on performance, Eshiwani (1983) cited some of these characteristics as; certification, experience, training and teacher-pupil ratio had moderate influence on performance.

Just like was the case with Wango (2006) who noted that sexual activities among adolescents in Kenya, is high especially among school going pupils and students which greatly affected their schooling and performance. The research can confidently support these findings because in the present study it was found out that early maturation among girls had an influence on their performance. The findings concurs with Bambra (1999) who stated that there has been rise in cases of low education levels, illiteracy and continued poor performance by girls which is as a result of inadequate knowledge about their sexuality and reproductive health which puts them at risk of STI(s) and unwanted pregnancies. When girls mature early and get involved in sexual activities the consequences are dire. The findings further supports Youri (1993) in her observation that the scale of the AIDS pandemic among youth in Kenya is enormous and continues its deadly course all over the country. Throughout Kenya

the HIV/AIDS pandemic is affecting large numbers of adolescents, leading to serious psychological, social, economic and educational problems. Juma et al (2012) notes that 2/3 of all young people with HIV are young women, many of them lack the power to bargain for safe sex while others are bound by culture, these young people the study found are still in school, the engagement in sexual activities have negatively influenced their performance.

5.4 Conclusion

It can be concluded that education is one of the fundamental rights of individuals and girls should be equally chance as boys in all levels of education. The researcher concludes that teachers lack the basic conditions for teaching, there is poor quality of administrative supervision; lack of adequate teaching materials, workplace is unrewarding and lack incentives. There is also too much workload that, allow teachers little time for lesson preparation and analysis. Equally, teacher management problems are causing poor performance.

From the study findings the researcher concludes that education has several benefits some of the benefits include: improving the productive capacity of society, reducing poverty by mitigating its effect on population, health and nutrition, increasing the value and efficiency of the labour offered by the poor, enhancing democracy and good governance among others. Education should therefore strive to achieve equity and assist poor people to realize their own potential so that they can be empowered to lift themselves out of abject poverty. Primary education is more than cognitive learning. However, increasing levels of competition in societies and overemphasis on examinations have resulted in a tendency to ignore the psychological dimension of education. Therefore values, attitudes, social and economical problems, career concerns and security at school are often not adequately addressed although they have a direct effect on performance in education. Furthermore, parental cooperation and support enhances children's learning and their overall achievement.

Despite continuous efforts that have been put to ensure the girl education is at par with the boys their rate of completion is always varied with most boys completing and performing better as compared to girls. Though the domestic chores help children and in particular girls to be responsible in future, they rob them valuable time needed to concentrate in class-work. School and home environments greatly influence student's performance, the conflict that arises between domestic demands and class-work hinders their performance greatly. This is because there arises competing demand on the girl-child's time and energy.

5.5 Recommendations

- i. It can be recommended that there is urgent need by the government to: increase girls' access to primary and secondary education, alter representations of women and girls in the curriculum and increase the number of female teachers countywide. Without significant change to traditional curricular representations of women in roles of inferiority, girls would find it difficult to aspire to transcend these roles and work toward gender parity through improvement access and performance of those enrolled. Moreover, female teachers must be trained and placed in schools to serve as positive role models for young girls, both in primary and secondary schools to spur their performance.
- ii. Improving girls' access to education and ensuring they perform in examinations, with the goal of attaining gender equality is a critical component of promoting development and meeting the millennium development goals the government should invests in education with the belief that an educated and skilled labour force is a necessary condition for sustained economic growth and this can only be achieved if both boys and girls perform at the highest levels possible.
- iii. The performance of the girls is not only compromised by school and home factors but also by other traditional and cultural factors such as Female Genital Mutilation (FGM), early maturation of girls, cultural beliefs and practices such as early marriages, HIV/AIDS scourge, that has left many girls infected or affected thus being forced to take care of their ailing parents, orphaned siblings

or falling victims themselves. This being the case the government should come up with various institutional framework to ensure some of these social cultural factors are done away with forever.

- iv. The government should improve policy, management and learning environment to make them more gender friendly, continue to promote better stakeholder understanding of the importance of girls education. Strengthen governance and management structures of schools and improve the modalities for stakeholders' participation with regard to gender. Continue supporting FPE policy and enhance its effectiveness in getting girls access, work with communities to provide, rehabilitate and expand the learning resources especially in favour of girls.

5.6 Suggestions for Further Research

The study suggests that research be done on:

1. The influence of the economic factors on girls` performance and how the government can improve on economic wellbeing of parents.
2. The impact of the Free primary education on the performance of girls.
3. To establish whether the government is doing enough to improve on enough in ensuring girls improve they performance.

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APPENDICES

APPENDIX I: LETTER TO THE RESPONDENTS

Jane Muthoni Mputhia

University of Nairobi

NAIROBI-KENYA

REQUEST TO CONDUCT STUDY

I am an Masters student in the above mentioned university. I am in the research stage of the project in partial fulfillment of the requirements for the award of the Masters Degree. My research topic is “Factors influencing performance of girl child in public primary schools in Kitengela Division”.

It is my humble request to you to fill the attached questionnaire correctly. Please note that the data collected shall be utilized strictly for academic purposes. A copy of the final document would be availed to you.

Thank you.

Yours faithfully,

Jane Muthoni Mputhia

APPENDIX II: QUESTIONNAIRE (DEO'S DEPARTMENT)

SECTION A: PERSONAL DATA

1 School _____

2 Gender (tick)

Male

Female

3 Age (tick)

Below 21 years

21 – 30 years

31 – 40 years

41 – 50 years

Over 50 years

4 Educational qualifications (tick)

Certificate

Diploma

Degree

Masters

Others (specify)

5 Number of years in District (tick)

Less than one year

- 1 – 4 years
- 5 – 9 years
- 10 – 14 years
-
- Above 15 years

SECTION B: SOCIAL CULTURAL FACTORS THAT INFLUENCE THE PERFORMANCE OF GIRLS

6 a.)What are some of the cultural and traditional practices that influence girls` performance?

- i)
- ii).....
- iii).....
- iv).....
- v) Others (Specify).....

(Please rate all the factors stated that influence girls performance in a scale of 1-5 where 1=Very high influence, 2=high influence, 3= Moderately influence,4= low influence and 5= No influence)

b) How do you rate them? Explain

.....

7 a.) What are some of the family background factors influencing performance of girls?

- i)
- ii).....

iii).....

iv).....

v) Others (Specify).....

b) How do you rate them?Explain

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

8. a) What are the school factors influencing the girls` performance?

i)

ii).....

iii).....

iv).....

v) Others (Specify).....

b) How do you rate them?Explain

.....
.....

9. a) What are some of early sexual maturation factors influencing girls` performance?

i)

ii).....

iii).....

iv).....

v) Others (Specify).....

b.) How do you rate them? Explain

.....
.....

10.). Any other comment concerning this that you feel should be addressed?

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

Thank you for participating in this study

APPENDIX III: QUESTIONNAIRE (SCHOOL HEADS)

1.a) On average how many girls transit from standard 6-7?

b) On average how many girls transit from standard 7-8?

2. How do you rate girls` performance in class 7?

High ()

Average ()

Weak ()

Very weak ()

b. How do you rate girls` performance in class 8?

High ()

Average ()

Weak ()

Very weak ()

3. In your own opinion how is the performance of girls as they move from lower level to higher level?

Stagnant ()

Progressive ()

Retrogressive ()

SECTION B: SOCIAL CULTURAL FACTORS THAT INFLUENCE THE PERFORMANCE OF GIRLS

6 a.)What are some of the cultural and traditional practices that influence girls` performance?

i)

ii).....

iii).....

iv).....

v) Others (Specify).....

(Please rate all the factors stated that influence girls performance in a scale of 1-5 where 1=Very high influence, 2=high influence, 3= Moderately influence,4= low influence and 5= No influence)

b) How do you rate them?Explain

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

7 a.) What are some of the family background factors influencing performance of girls?

i)

ii).....

iii).....

iv).....

v) Others (Specify).....

b) How do you rate them? Explain

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

8. a) What are the school factors influencing the girls` performance?

i)

ii).....

iii).....

iv).....

v) Others (Specify).....

b) How do you rate them? Explain

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

9. a) What are some of early sexual maturation factors influencing girls` performance?

i)

ii).....

iii).....

iv).....

v) Others (Specify).....

b.) How do you rate them? Explain

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

10.). Any other comment concerning this that you feel should be addressed?

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

Thank you for participating in this study

APPENDIX IV: QUESTIONNAIRE (PUPILS)

1 School _____

2 Name (Optional).....

3 Your Class

4 Gender (tick)

Male

Female

5 Age (tick)

Below 13 years

13 – 15 years

16 – 17 years

Over 18 years

6 What is your family Background

Single parent ()

Polygamy ()

Nuclear ()

7. Do you parents support you in your studies? (Tick)

Yes ()

No ()

Explain.....

.....

8. Do you perform any chores at home when free? (Tick)

Yes ()

No ()

Explain

.....

.....

9. In a scale of 1-5 where 1=Very high influence, 2=high influence, 3= Moderate influence,4= low influence and 5= No influence, Please rate how the following factors influence girls performance in your school. (Tick)

Factors	1	2	3	4	5
FGM					
Forced/ arranged marriage					
Parent involvement					
Size of the family					
Chores at home					
Early pregnancies					
HIV/AIDS Pandemic					
School dropouts					
Repetition					
Teachers characteristics					
Physical facilities					
Safety/ security					
Preference for boy over girls education					

APPENDIX V: QUESTIONNAIRE (CHAIRPERSONS)

1. What do you think is the major factor that influences girls` performance?
2. What factors do you think contribute to poor performance among girls?
3. Among the social cultural factors mentioned in part 2 above how would you rate them in terms of influence on performance of girls?
4. Do you think the government is doing enough to ensure girls perform the same way as boys?

APPENDIX VI: KCPE EXAMINATION PERFORMANCE

PAPERS		MEAN PERFORMANCE (%)											
		2011			2010			2009			2008		
		All	Female	Male	All	Female	Male	All	Female	Male	All	Female	Male
1	English	51.45	46.67	47.51	49.12	49.54	48.74	45.76	45.86	45.66	41.58	41.40	41.72
2	Kiswahili	41.46	41.02	41.88	52.76	52.88	52.64	57.28	57.62	56.96	56.60	56.56	56.66
3	Maths	52.18	49.94	54.28	53.80	51.34	56.06	49.56	46.88	51.98	47.16	44.44	49.58
4	Science	67.48	63.80	70.92	60.86	56.80	64.59	59.92	56.70	62.82	55.24	52.16	58.00
5	Social Studies	56.32	53.41	59.07	64.93	61.88	67.73	62.42	58.87	65.62	61.35	58.48	63.92
	MEAN	269.03	254.84	273.66	280.95	272.44	289.76	274.94	265.93	283.04	261.93	253.04	269.88