FAMILY ROLES
AND ACADEMIC PERFORMANCE
OF GIRLS IN
SELECTED SECONDARY SCHOOLS
IN BUNGOMA DISTRICT

A Research Project
Presented to the
Institute of Continuing and Distance Studies
In partial Fulfilment of the Requirement for the
Degree in
Bachelor of Education in Arts

By;

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AUGUST 2007
DECLARATION

I Nasimiyu Gladys Luchwala, declare that this research project, entitled, Family Roles and Academic Performance of Girls in selected secondary schools in Bungoma District, is the result of my own work and that it has not been submitted earlier wholly or in part to this or any other university, for award of any degree or diploma.

Signed:

Nasimiyu Gladys Luchwala
(Candidate)

Date 15-1-91-2007
APPROVAL

This research by Nasimiyu Gladys Luchwala was carried out under the title “Family Roles and Academic Performance in a Selected Secondary Schools in Bungoma District that is to be under my supervision and approval to Kampala International University.

Signed

Supervisor, Mr Kule Julius Warren

Date 16/09/2007
DEDICATION

The project is dedicated to my Husband Paul Kituyi Khaoya and my two sons, Brian Wabwire and Chrispus Wekesa.
ACKNOWLEDGEMENT

I thank almighty God for having granted me the grace and energy to carry out my research. All glory and honour go to him for having sustained and protected me from all adversaries. Through the inspiration of Holy Spirit, I never at even a single moment, experienced any kind of mental exhaustion or emotional fatigue, but was refreshed, energetic and cheerful. I owe too much to all my teachers who kept on encouraging, sacrificing and appreciating any little efforts I put in my academics. I had promised not to fail them.

I am deeply indebted to my Employer, Teachers Service Commission through principal Kimiliili Boys and wish to express my sincere thanks to Mr. Khisa John Principal, D.O.S, H.O.D, Technical Department H.O.D, and Mathematics Department for exempting me during holiday tuition and allowing me to move from one secondary school to the another as I carry out my research.

I owe thanks to Dr. Nyaboga who provided excellent editorial services and guidance that I needed. In the same vein I would like to appreciate the assistance of Ms. Kyolaba, Mr. Kasosi as Ms Gavin Sitati who has so meticulous and ingeniously designed the top cover of the book. Many thanks goes to my teachers and mentors; Mr. Kule, Kasozi and Maurice Wafula.

I have to admit that without the support and solidarity of my departmental colleagues and friends who stood by me all through I could not have managed to carry out this research. In that note, I want to acknowledge the good wishes of Mrs. Jane Namuru, Mr. David Muyonga, Mr. Samuel Mulati, Mr. Zachariah Mukaru (Manager Kenya Commercial Webuye Branch) Mr. Oroni Barasa, Mr. Walker Wanyonyi, and others whom I cannot name due to paucity of space.

Without the patience, support and prayers of my husband Paul Kituyi and my children Brian Wabwire and Crispus Wekesa, my mission could have been worthless.
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ABSTRACT

The study was carried out under the title Family Roles and Academic Performance of Girls in Selected Secondary Schools in Bungoma District. It was set to establish the causes of desminal performance of girls in secondary schools and find possible solutions to the problem.

The study followed a descriptive research design where both qualitative and quantitative research design was adopted. The quantitative techniques were used in collecting and analysing data from teachers and students. Three tools were employed to gather data; Observation, interview schedules and questionnaires. The qualitative technique on the other hand was used to assess factors affecting students academic performance in respect to attitudes towards school and studies for both girls as well as teachers.

Through the research done in eight schools randomly selected in the division of Kimilili, data collected in form of interview schedules observation and questionnaires, the following factors emerge as responsible for the poor performance of girls in Kimilili division; work schedule 25 percent, home environment 31.24 percent, resource endowment 6.24 percent and school environment was 6.24 percent.

The solutions and recommendations were made to be used by the policy makers to ensure that they consider such factors before policies are made, administration for the discipline of the school and to have programmes to rehabilitate affected students, the data will be of use to parents such that they will discover that they have a part to play in the education of their children apart from fees payments to the researcher in the field related to this one it will be useful information. This will ensure the girls are given equal opportunities in secondary and further in institutions of higher learning to access education to empower them economically to reduce educational wastage.
The solutions and recommendations were made to be used by the policy makers to ensure that they consider such factors before policies are made, administrators for the discipline of the school and to have programmes to rehabilitate affected students, parents would discover that they have a part to play in the education of their girls apart from fees payment and the researchers in the field related to these ones, it will be useful information. This will ensure that girls are given equal opportunities in secondary and further institutions of higher learning to access education to empower them economically to reduce education wastage.
CHAPTER ONE

1.1 Background of the study

Although Kenya’s education policy does not discriminate against girls and women, their (performance) participation is characterized by manifest disparities. There are serious regional disparities in primary enrolment particularly in arid and semi-arid areas. Where pastoralism and nomadism predominate. There is also wide variation in dropout rates between regions. In the last ten years completion rates in Kenya has never exceeded 50%. Low completion rates especially for girls mean that the (girls) pupils who do succeed in completely their schooling manage to penetrate the labour market.

The challenges that confront girl’s education in Kenya include both in school and out of school factors, they span the economic, cultural social, regional and policy realms. Since 2000, the government and non- governmental agencies have tried to address these challenges, which are expected in the inter-linked problems of unequal access, poor rates of retention and poor quality of education for girls.

As human beings, the children are supposed to enjoy basic rights such as the right to education, social inclusion and recreation that need to be recognized in policies, programmes and legal frameworks. Prioritizing children’s needs pertaining to their survival and development is also a prerequisite to long-term national development. Children have views and opinions that need to be taken into account in national planning and policies. If children play an active role in decisions affecting them they will learn the skills to become active members of society and thus productive citizens who are self –confident, self –reliant and enterprising rather than becoming a further drain on both household and national resources. However, in practice many parents, teachers, policymakers and law enforcers would challenge these premises, as they fail to adequately relate the treatment of children and poverty alleviation and hardly acknowledge the positive benefit to be gained from harnessing children’s participation (Dyer, 2002).
Bungoma District has been mentioned as one of the regions in Kenya where poor performance of girls is great. Most women in the district are illiterate, have married at an early age, impregnated and dropped out of school. Hence high illiteracy and high population who cannot access basic necessities of life characterize the district; clean water, shelter, and clothing a food forcing them to live miserable lives. They have taken poverty as part of their lives as they remain and receive from men. It is worrying problem because statistics show that less than 60% if these join secondary sit for Kenya certificate of secondary examination in the district. It is evident that the performance problem is a serious one in Bungoma District and its gravity necessitates the issue being investigated.

1.2 STATEMENT OF THE PROBLEM

All over the world, the female gender from a tender age face poor conditions including poor access to social services and this commonly begins at an early age with female child. In Kenya, girls are subjected to Female Genital Mutilation (FGM), domestic violence battering, and rape incest, impregnated and subjected to abortion by men who impregnated or their parents, and discrimination in school and on the job. Girls are vulnerable to sex abuse in the home and the culprits are often members of the family including stepfathers and their male relatives and at times even biological fathers are included. This is often related to excessive grinding and beliefs that people may get rich after sexually abusing their own girls.

Girls of poor families are again often forced to work rather than got to school out of necessity to contribute to household income. This entails girls giving in sexual demands from rich men who promise to provide such home. There are cases where potential customers have raped girls who have been involved in hawking foods like vegetables, fruits. Household chores like taking to pasture cattle has exposed to their sexual abuse. Other girls have opted going to streets, case in
mind, Koinange Street, where they engage in prostitution. This has rendered them incapacitated as they have ended up dropping out of school, performing poorly being affected or infected by deeply diseases like H.I.V AIDS.

1.3 OBJECTIVES

General: - This study will identify family roles and academic performance of girls in selected secondary schools in Bungoma District in Kenya.

Specific: The study seeks to:-
1. Determine the profile of the respondents as to:-
   - Socio demographic data.
   - Age
   - Marital status.
   - Academic level
2. Determine the level of effect of family roles on academic performance.
3. Determine the significant relationship between family composition and academic performance.
4. Determine the significant difference between work and gender and the effect on academic performance.
5. Explore awareness for harmonizing family roles and academic performance.
6. Determine the types of school in Bungoma District.
   - Types
   - Facilities
   - Number of teachers qualified.
   - Guidance and counselling in school.
1.4 THE SCOPE OF THE STUDY

The study will be conducted in Kimilili Division in Bungoma District. The study will be on effect of family roles on Academic performance of Girls.

1.5 SIGNIFICANCE OF THE STUDY

The unsatisfactory and declining students’ performance in educational institutions in Kenya has become increasing worrying problem. Investigations for the poor performance and wastage has become a concern of educational planned administrators, curriculum developers and the general public. The guardians and parents particularly those in low income group who through hard work and sacrifice, finance and support their school going children are part of concern groups. Because of the magnitude of problem, it has rather important to investigate the problem with the view of eradicating it.

The study will be used by curriculum developers while designing curriculum for students to ensure that they don’t over burden students especially low achievers, the government will use it in order to prioritize its assistance (bursaries) parents will use the findings to change their attitudes towards a girl child teachers to will use the findings to cater for individual differences among students. All these will ensure that the students in school perform as per the expectations of stake holders and complete their secondary cycle successfully. It’s findings will also serve as useful data for future research that might be conducted in the fields related to these one.

1.6 Hypothesis of the study

There is no significant relationship between Family Roles and Academic Performance of Girls in Selected Secondary Schools in Bungoma District.
DEFINITION OF TERMS

For the purpose of the study, the following terms are defined operationally:-

1. **Girl**: Female being between the age of 12-17 years.

2. **Academic performance**: Measure of the acquired skills knowledge in a subject of study, usually expressed as grading ranging from A to E.

3. **Environment**: Social objectives or subjects and associated experience or devices from them at school, home or society in general.

4. **Factors**: Variables, which influences academic performance of learners.

5. **School**: Institution of formal learning.

6. **Investment**: Laying out money for profit.

7. **Cost sharing**: The parents and the government shoulder responsibilities in the education of children.

8. **Education wastage**: Refers to the incidence of dropouts and repetition.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction.

The main objective of the chapter is to review the works of different authors on academic performance of girls. The chapter will highlight the conceptual framework, review studies on family roles and academic performance of girls. It will explain the terms upon which the study is grounded.

2.1 Theoretical Framework

The differential treatment of girls and boys at home and in school has its roots from the way the children are socialized both formally and informally. In the Kenyan case, socialization is guided by cultural norms, traditions and practices. It is culture which is used as a mirror by socializing agents be it mothers, fathers, teachers of community members. Children learn from social interaction and imitation of adult behaviour. The family and schools are some of these agents, whose work is influenced by values, and norms found in a society and these are found to be deeply rooted in the patriarchal system which prevails in all aspects of life (Kasembe, M 2003). Both the family and schools are influenced by the system of male dominance (patriarchy) which is expressed in the domain of distribution of roles and resources, and in decision making at all levels. Kasembe (2003) while quoting Maddock (1999) points out that patriarchy tends to predominate where men have fixed ideas and views about what women should do and how they should behave in relation to men and within sexual relationship. Invariably, the differential treatment of men and women is a global phenomenon (Moser, 1993, Meena, 1992).

"Achieving peak academic performance involves putting or considering previous academic expenses when developing strategic to help students achieve expectations"

Manketelow argues that principles used in to increase athletic performance can be used to help students set and achieve academic goals. High expectations only work when effort is made to determine what steps a pension needs to take in order to reach goals.

He argues many athletes experience unrealistic goals set by others because decision about performance is made by those outside of the skills development process for example fans, sponsors or media.

The theory is related to study in that it emphasizes the need to know the previous academic experience of students in order to help them improve their present academic performance in order to achieve better results which is the concern of this study.

**Sociolist feminist theory:-**

Marxist and radical femininity theory “gender inequality and oppression of women” (Aulette 1994).

Social feminist interpret the origin of women’s oppression in the system if capitalism and patriarchys where women are defined as property of men and accumulation of profit necessities exploitation of women’s labour feminists take women interest and perspective seriously believing that women are not inferior to men. They believe that women’s experiences, concerns and ideas are as valuable as those of men and should be treated with equal seriousness and respect. They argue that the predominance of men in decision making is a major cause if gender inequalities in all sectors it is grounded on the premise that women’s and men’s position in society are a result social not natural or biological factors.

By excluding the majority from decision making access and control of resources goes against natural justice. This can be no sustainable development when women who constitute over half of the population in Africa have no opportunity to uphold
their potential, when development programmes are gender unfriendly, when
decision about changing the lives are taken without participation of half of the lives
that have to be changed.
This theory will be used to explain the historical origins of women’s oppression
besides individual and social cultural factors.

2.2 REVIEW OF RELATED LITERATURE

Social Economic factors
(Kasembe, M 2003)
Both the family and schools are influenced by the system of male dominable
(patriarchal) which is expressed in the domain of distribution of roles and resources
and in decision at all levels. Traditionally the world over, women perform social
roles different from those of men. It has been the norm that separates child
socialization, household chores other duties related to motherhood and community
work. Men on the other hand deal with security and other roles but in this roles
distribution there is a gross imbalance with more roles and less resources to
women? This imbalance is also reflected in accessing social services like education
(Mbinyi 1996)

Social cultural factors points mean a (2000) that the patriarchal system/ ideology is
a global system which originates from social cultural norms and values, cultural
practices and traditional which legitimizes the loss women’s socio-economic and
political status. Male and female social characteristics are found in all social groups
(class), race, and religion and ethnic group, in the homes and at community level.

According to UNAID (2001);
In sub-Saharan Africa, many rights of children are not recognized and protected by
their families and communities. Many children are forced into labor and are pushed
into adult responsibility before they are ready, Briggs (H) 1980. Daily Nation April
27th 1996. Their rights to an education are often not recognized. Some lack proper
access to health care and protection from harmful traditional practices. They also
lack protection from neglect, physical abuse and sexual abuse and exploitation,
problems that have been further exacerbated by many years of wars and ethnic
conflicts. For this sane age group in Eastern and Southern Africa, females are up to six more likely to be infected than males (UNAIDS June 2000).

Using particularly as the main factor in creating the imbalance between men and women in society, the study will use panache attributes in assessing the coral of violating children’s rights in education and the way out in addressing the low educational status of girls.

**Home Environment (family Environment Eweso E 1983)**

Family role is supportive, neutral in antagonistic to school Education.

The value which family attaches to school Education determines the motivation with which its children pursue education. The nature of the family may also complicate things for school children. This is a case of extended family.

(Return Kibaki Unopposed)

‘Do not force your daughters out of school for marriages, do not hurry, you can wait and marry later’.

Some parents still hang on outdated culture that once a girl mature should marry so that they get dowry. Children from broken homes become victims because of the problem at home which make some of them not to concentrate in class. Single parents are not able to meet all the costs required and willing to educate their children as they themselves are frustrated in one way or the other.

Most children from such families) homes become indiscipline which contributes to dropouts because of premature pregnancy while still in school.

**Poor Performance due to sex**

Daily nation April 27th 1996

Brudon and Chant 1989

‘Poor academic performance of girls is attributes to retrogressive belief among parents that it pays to educate boys instead of girls’.
Bright girls drop out of school because of the unwillingness of their parents to pay fees and produce necessary requirements for the upkeep in school. Girls who go through education are valued as culturally alienated and that cannot make good wives. Other girls who impregnated have no place in society. They are labeled as fades and stigmatized, such that they internalize the negative image of fink.

**School Environment**

Discipline 1980, Musses 1982; Okumbe 1998)

Discipline is development of self-worth, self control, respect for self and others, adherence to school routine set up in terms of schedules and school regulations.

Sit is very important for school authorities to give modern to students to develop self-esteem and exercise self control. There are many school authorities that use this approach to enforce discipline in school.

The reached tells this method is very important as it conceptually relates to the process of education.

**Attainment level of Students**

Eweso (E 1983)

'Less endowed individuals may want to leave school to avoid annoying situation'.

The achievement level of students determines whether or not a student performs well. Students that are academically blessed are likely to endure ups and downs that are put and parcel of the school, unlike slow learners/ achievers who forget fast and forced to repeat a class and school education view them as carrying noting for it's

**Hypothesis of the research study.**

There is no significant relationship between family Roles and Academic performance of Girls in selected secondary Schools in Bungoma District
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
The study used descriptive research design. Both qualitative and quantitative methods were used. The quantitative techniques were used in collecting and analyzing data of family roles and academic performance as well as different responses from both students and teachers. The qualitative technique was used to assess the factors affecting students academics performance in respect to attitude towards school and studies for girls as well as teachers.

3.1 Environment
The research was carried out in selected Girls and mixed secondary schools in Bungoma District in Kenya.

3.2 Respondents
The study targeted students, teachers and Head teachers of Girls & Mixed Secondary Schools in Bungoma District.

3.3 Instruments
Observation, Interview and self-administered questionnaire was used to gather information from students and teachers of the selected schools. The questionnaire was used because of the advantage of obtaining data within a short time.

3.4 Sample and its selection.
The group of people targeted was: - Head teachers, Teachers and girls in Mixed and Girls Secondary Schools. The research was contacted in random, to get selected schools. The information got was used to generalize for rest of the schools.

The selected schools were as follows:

- Maeni Girls High School
- Bituyu Secondary school
- Matili Secondary School
- Kimalsewa Secondary School
- St. Teresa’s Girls High School
- Chebukaka Girls High School
- Namawanga Bahai Secondary School
- Kimili Friends girls Secondary School
3.5 DEVELOPMENT OF INSTRUMENTS
The main instruments used were questionnaires, interview schedules and observations.
The questions were constructed in a way that will show family roles and effect on academic performance. English and Kiswahili was used while explain to students before (answering) filling the questioners.

The questionnaires were taken to various schools in district. The interview was done before administering questionnaires. They were done to the Principals in their offices. It was a face-to-face communication.

3.6 Data Collection Method.
The instruments used were taken to schools. The questionnaire for teachers was left in the Principal’s office but that of student was personally administered supervised and collected the same day.

All data collected was coded and analyzed and the final report is made available for; future use for parents administrators to use to ensure that children remain in school to complete the studies successfully.

3.7 DATA ANALYSIS
The information collected from both the questioners and interview schedules was analyzed and interpreted and later used to compile a report. This information was put in tables and percentages from these interpretations, conclusions were drawn and recommendation made. Using the formula below:
Percentage % = \( \frac{f}{\text{Total no. of respondents observed}} \times 100 \)

Where \( f \) = number of respondents observed

The data for the study was collected in one month. Most heads of schools were sincere because the researcher is a teacher so there were no signs of suspicion, hence the respondents provided true and genuine information to researcher’s questions and this facilitated the success of this report.
CHAPTER FOUR:
DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.0 Introduction

After data was collected it was processed and presented in table to make meaning out of it. One of the objectives was to identify family role and academic performance of girls in secondary schools in the district. The schools included Namawanga Bahai Chebukaka Girls, Kimalewa Secondary, St Teresa’a Girls, Kimilili Friends Girls, Maeni Girls, Matili Secondary and Bituyu Secondary. The interview was done on the heads of the selected schools in their offices. The information was collected, analyzed and tabulated as well as presented in percentages.

4.1 TABLE 1
EXAMINATION OF THE QUESTIONNAIRE TO TEACHERS

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work Schedules</td>
<td>20</td>
<td>25%</td>
</tr>
<tr>
<td>2. Home environment</td>
<td>20</td>
<td>25%</td>
</tr>
<tr>
<td>3. Resource Endowment</td>
<td>20</td>
<td>25%</td>
</tr>
<tr>
<td>4. Economic Factors</td>
<td>10</td>
<td>12.5%</td>
</tr>
<tr>
<td>5. School environment</td>
<td>10</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table 1 shows immediate factors that brought about low performance of girls. The questionnaires were constructed and administered. Several factors sparked off the low performance of students considered in percentage and tabulated. Lack of fees ranked high on causes that pushed most girls out of school contributing about 40 percent. This shows that the biggest problem facing the school and parents is lack of funds for fees. This may be explained in terms of poor payment
of sugarcane and coffee in the areas, these being the main cash crops grown in the area.

Another reason is home environment consisting 25 percent such that some parents still hang on the outdated culture that ones the girl is mature should marry so that dowry is used to pay fees for boys who are valued in the society, while others cannot afford because they have large families as a result of polygamous nature of an African man.

The problem of pregnancy is a serious one and may be having its roots in the general poverty created in most homes. Marriage was associated with culture. Indiscipline and circumcision also played a role to push most girls out of school, as it was noticed that ones girls undergo circumcision or attitudinal changes usually reject formal education perceiving themselves to be adults and schools as institutions meant for children. Some get married immediately after initiation while those still in school will result to anti-social behavior and always be in conflicts with those in authority.

The schools did not also have enough facilities for teaching/learning represented by 25 percent, which greatly contributed, to poor performance. Most schools lacked laboratories, workshops and libraries and equipments, which are necessary for science subjects. This resulted into poor achievers. Though it was indicated the schools had guidance and counseling department. They lacked enough and qualified teachers to adequately prepare students for various challenges in school and society.

Other factors indicated as having contributed to schools drop out are breakages of families, transfer to other schools, job options and tribal clashes caused parents to migrate to unknown places.
The table above shows the immediate reasons that affect performance of girls in secondary schools. It is noted that a number of factors combined to bring about poor performance not just one factor, as it is apparent from the table.

From the above table five factors were cited as having been immediate reasons for poor performance in secondary schools. The factors are work schedule 25 percent; Home environment 31.25 percent, Economic factors 31.25 percent, Resource endowment 6.25 percent and school environment 6.25 percent. According to these factors family/home environment took a leading role in bringing about the effect of deadline in performances, school environment came last.

It was also noted that some girls who come from broken homes performed poorly, this was attributed to poor upbringing, lack of encouragement and reinforcement from their parents. Some of them cited economic status of their parents which is usually important in determining such things as early attendance of best schools, provision of necessary facilities, encouragement in school by teachers, development of interest in school activities and academic and job aspiration.

The effect of poor performance of girls to about 70 percent was due to many constraints that a girl child undergoes before reaching form four; these include customs, traditions and pregnancies. This is very common especially in Luhya society where a boy is considered more important and a girl is to be married to bring wealth in terms of dowry to educate the boys. A girl is subjected to household work like fetching water, collecting firewood and cooking for the whole family hence no time for studies.
Attainment in school is an important factor that contributed to poor performance and school dropout. The competition that is characterized in school lead to under achievers being intimated threatened and humiliated. This naturally leads to one dropping out of school or resorting to drug abuse or anti social behavior.

4.3 Table 3

Examination of the interview schedules to head teacher

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work Schedules</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>2. Home environment</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>3. Resource Endowment</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4. Economic Factors</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>5. School environment</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Interviews conducted to head teachers offices revealed that major factor was economic factor (fees) 37.5 percent. In all schools conducted many students had been send home for fees. One head teacher told the researcher that she had been requested by the District Education Officer to go round and ask girls who dropped out of school, to come back with promise of Head of state’s statement of free education in secondary school, next year. Interview revealed home environment as being key with 37.5 percent followed by work schedule 25 percent.

Five out of eight principals had shown sings of disgust from parents attitude towards girls, where they paid fees in boys school and came to their schools to ask for leniency from their girls in school.

The reason for the disparity may be traced in the custom and tradition of the Luhya (Bukusu) as the hostile school environment. All these make it hard for the girl child to pursue education to its conclusion.
CHAPTER FIVE

DISCUSSION, SUMMARY, RECOMMENDATIONS, IMPLICATIONS, AND CONCLUSION

5.1 DISCUSSION
An examination of the interview schedules and observations revealed that a number of factors interplayed with each other in bringing about poor performance. The immediate factors were; work schedules, home environment, resource endowment, (economic factors), fees and school environment. However there were also underlying factors, which were cited as; large families and poverty, which translated into failure to pay school fees. Sex also seemed to have played an important role in influencing poor performance and drop out by 50 percent. Some heads indicated that some parents don’t care about what goes on in school partly because they are not educated themselves and others are not just interested in the education of their children (negligency)

5.2 SUMMARY
Questionnaires to teachers indicated the same factors cited earlier. All schools approached cited lack of facilities. These facilities included; laboratories, libraries and workshops were ill equipped while some school did not have any. Besides most of these schools did not have well established physical facilities, this means that most of these schools did not have a well established physical facilities to prepare the students for the challenges in modern schools and labour market demand.

Poor performance was also influenced by tribal clashes. This was a situation where students from different community (Saboats) could not attend classes in the schools situated in Bukusu land while children whose parents bought land in mount Elgon district were raided lowering their ability to pay school fees and hence dropout.
The other reason for poor performance was school environment, research cited teachers attitude and harassment from boys as some factors that hampered girls participation in schools. The physical amenities and what goes on in the class and around the school had great influence on girls. Some girls are sexually harassed in schools by some male teachers who befriend them leading to pre-mature pregnancy. Some teachers discourage girls from concentrating on science subjects, as most of them believe that girls should focus on home science and humanities while science and mathematics are the preserve of boys. All these made it difficult for a girl child to pursue her education to the logical conclusion.

5.3 RECOMMENDATIONS

Part of the objectives of this study is to make recommendations and provide solutions to the problem of school wastage. The recommendation are drawn from the researcher’s own experience reading various articles and recommendations made by the head teachers and teachers of schools approached.

1. Parents’ negligence and lack of ambition for their children.

2. The study recommends that such parents should be encouraged.

Guided and counseled and educated on the importance of keeping in contact with the school, to encourage their children to work hard for a better future. The parents should be educated to understand that a child regardless of sex should be given equal opportunity in education. The parents should be made to know that education empowers women to sustain humanity, children are kept in better nutritional and health status because the mother is educated and is able to understand why and how to take care of them. Her skills influence the well being of not only her family but of the whole community. An educated woman cultivates and maintains self-confidence and esteem and most likely would be a role model for girls in the society.
3. Pregnancy and marriage

It is established that most of those girls who become pregnant are low achievers and come from poor homes because girls are not provided with all that they need and therefore men take that advantage to exploit girls in society.

The study recommends that many of the low achievers should be constantly monitored and given extra attention by being given tasks that are not much more above them. That sex education to be introduced in schools to makes children aware and that those girls who become pregnant be allowed back to school after delivery to continue with their education.

4. Home environment

The researcher found out that the home environment had an important role in determining whether or not the students stayed in school and performed well. This is in the way of poverty, family values, conflicts and breakages of various families.

This study recommends that parents should as much as possible be encouraged to attend the parents teachers association which will help them to understand their children better and guided and counseled on how the home environment affects the academic performance of a child.

Although poverty is a common phenomena in the third world countries, parents should try and be able to pay fees for their children through diversification of their economy rather than depending on few cash crops, which are not well paid in the region. Parents should understand the implication of their conflict and breakages of marriages to their children still in school.

5. School environment

It is noted that the school environment can be intimidating threatening and cruel to young learners. This can be through poor teaching facilities/methods, strategies, incompetent teachers, over loading of school syllabus and lack of physical facilities.
This study recommends that enough facilities for teaching and learning should be made available. That teachers should understand that they are handling children that are still in adolescent, facing a lot of challenges which they do not understand themselves. That guidance and counseling services should be made available to learners. The ministry of education to reduce workload and stress put on examination as this has made school become a cramming center, co-curricular activities to be taken seriously as any other curricular activities.

6. Peer group
This is another very important force behind the poor performance of students. The study recommends that teachers and parents should constantly monitor the company of each child when discovered, the child should be discouraged to join bad company and explain to them the effects such company will have on their future.

7. Payment of school fees
The researcher found out that most parents were unable to pay school fees. The Head teachers indicated that the government provides small amount of bursaries for needy students but they indicated that these bursaries are not enough to provide for all the needy students. The study recommends various steps to be taken to improve the situations.

The government should increase the amount of money given to schools in order to cater for bright children. The government should endeavor to improve the payments for sugarcane, maize and coffee, given that these are the cash crops that may enable the farmers’ children remain in school.
That the school should start income generating activities which may help subsidize the fees for the students. The government to ensure that tribal clashes are not repeated as they interfere with education in terms of fees payments. Parents to be allowed to pay fees in terms of services and goods like firewood and foodstuffs.
5.4 IMPLICATIONS OF THE STUDY

Children who drop out of school, come out of school system with low grades and flow into free world to join the unemployed colleagues soon lose the title literacy they had acquired and therefore increase the number of unskilled labour. This will also increase the number of unemployed youths which is a major problem for the government. These leads to increased crime rates and drug abuse because of frustration. The government therefore has to spend a lot of funds in maintaining law and order.

Each child admitted into school costs the national treasury a certain amount of money a year and so when a child does not complete secondary school and leaves school without attaining the educational objectives, the funds that were spent on him/her becomes a total loss.

Parents invest heavily in education of their children and believe strongly that the type of education children secure determine their job mobility within social structure. A child who drops out with little education consequently can hardly justify and claim for a place of pride within a social state. School dropouts thus create problems for themselves, parents and society.
5.5 CONCLUSION

From the study carried out under Family Roles and Academic Performance of Girls in Selected Secondary Schools in Bungoma District, having analysed and interpreted the data collected, the following factors surfaced as being the cause of poor performance; economic factors took the lead which was cited as school fees with 30.04 percent followed closely by home environment which was represented by 28.81 percent, it was closely followed by work schedule with 24.69 percent, resource endowment was represented by 10.29 percent while the last factor with effect on girls performance was school environment with 6.02 percent.

With the above data it is evident that family roles represented by economic factors, home environment and work schedule play a key role in the academic performance in girls where all the three gave a total of 83.54 percent. Hence Family Roles have significant effect on Academic Performance of Girls in Bungoma District in Kenya.
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1. Eshiwani G.S 1987 failures and drop out in Kenya
10. Raju B.M Education in Kenya, problems and prospectus in education planning and administration.
11. Daily Nation (1993) and 15
CURRICULUM VITAE

PERSONAL BACKGROUND
NAME: NASIMIYU GLADYS LUCHWALA
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GENDER: FEMALE
MARITAL STATUS: MARRIED
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DATE OF BIRTH: 22nd OCTOBER 1972
CONTACT: +254 721690016

EDUCATION BACKGROUND
Elementary: Mbakalo Primary School – (1979 – 1986)
RESEARCH EXPERIENCE: NONE
Course: BED/Arts
TRANSMITTAL LETTER FOR THE HEADTEACHERS

August 07, 2007

To whom it may concern

Dear Sir/Madam

I am a graduating student at Kampala International University pursuing a bachelor in education. I hereby write to request you to allow me carry out research in your institution. I am conducting a study on factors affecting academic performance of girls in secondary schools and your school has been taken as the case study.

I would be grateful for your permission and assistance in conducting the study.

Respectfully yours

Noted by

..............................
Mr. Kule Julius Warren
Supervisor
APPENDIX B

QUESTIONNAIRE

INTRODUCTION

I am a researcher from Kampala International University. I am interested in knowing family roles and Academic performance of girls in Bungoma District. These survey targets girls and teachers in secondary school. The information you give is very important and therefore be sincere in your responses. I assure you that information received will be treated in total confidence.

Thanks and welcome.

THE QUESTIONNAIRE TO STUDENTS

Dear respondents;

Use the legend; 5- strongly agree 4- agree, 3- Disagree, 2- strongly disagree

Question/ Statement

<table>
<thead>
<tr>
<th>Question/ Statement</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1 What type of work do you do at home?</td>
<td></td>
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<tr>
<td>i) Cooking</td>
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<td>ii) Look after children</td>
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<td>iii) don’t do any work</td>
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<td>iv) Just help where there is need</td>
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<td></td>
<td>How has the composition of your family affected your academic performance?</td>
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<td></td>
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<tr>
<td>i)</td>
<td>The composition is in favor of boys and therefore I do most of the work and have no time for studies.</td>
<td></td>
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<tr>
<td>ii)</td>
<td>Discourages reading as the family members take most of the time chatting.</td>
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<td>iii)</td>
<td>Discourage reading as many of family members are illiterate who see no value in education.</td>
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<tr>
<td>iv)</td>
<td>Encourage reading as it (assists) homework and gives ample time to read.</td>
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<tr>
<th></th>
<th>How has the religion of your family affected your academic performance?</th>
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<tbody>
<tr>
<td>i)</td>
<td>Discourage reading as it views education as western culture.</td>
</tr>
<tr>
<td>ii)</td>
<td>Discourage reading as it views it as a way of making girls readies against the norms of society.</td>
</tr>
<tr>
<td>iii)</td>
<td>Discourage formal education as it encourages informal education.</td>
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<tr>
<td>iv)</td>
<td>Encourages girls education just as boys</td>
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<table>
<thead>
<tr>
<th></th>
<th>How has the family culture affected your performance.</th>
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<tbody>
<tr>
<td>i)</td>
<td>Encourages girl child education just like boys.</td>
</tr>
<tr>
<td>ii)</td>
<td>Girl child is passes by her education is waste of resources.</td>
</tr>
<tr>
<td>iii)</td>
<td>Formal education is a Western culture.</td>
</tr>
<tr>
<td>iv)</td>
<td>Many educated are jobless, no needy to invest in it.</td>
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<tr>
<td>5</td>
<td>What is the family attitude towards girls’ education?</td>
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<td>--------------------------------------------------</td>
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<tr>
<td>i) Discourage handwork in favor of child labor.</td>
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<td>ii) Positive and encourages personal Academic study.</td>
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<td>iii) Compels family members to think that only girls are supposed to do work.</td>
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<td>iv) Guide oftenly am discouraged to attend school, to do business.</td>
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<th>6</th>
<th>How has occupation of your parent/guardian affected your performance?</th>
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<tbody>
<tr>
<td>i) Positive as there has been always paid fees to allow me learn.</td>
<td></td>
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<tr>
<td>ii) Financial not stable and therefore have been out of school quite often for lack of fees.</td>
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<tr>
<td>iii) Positive as they save as role model.</td>
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<tr>
<th>7</th>
<th>How has the size of your family affected your academic performance?</th>
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</thead>
<tbody>
<tr>
<td>i) Many children even basic needs not catered for.</td>
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<td>ii) Small and normally done for enough shopping.</td>
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<tr>
<th>8</th>
<th>How would you describe school environment?</th>
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<tbody>
<tr>
<td>i) very good and encourages learning</td>
<td></td>
</tr>
<tr>
<td>ii) Teachers are too harsh and discourages consultation</td>
<td></td>
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<tr>
<td>iii) Teachers are friendly and always willing to assist</td>
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<tr>
<td>iv) Provision with a lot of rules and too much work.</td>
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<tr>
<th>9</th>
<th>How would you rate resources of your school versus academic requirement?</th>
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<tbody>
<tr>
<td>i) it lacks basic requirement hence disadvantaged</td>
<td></td>
</tr>
<tr>
<td>ii) It balances with enough resources put to proper use</td>
<td></td>
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<tr>
<td>iii) A lot of resources not fully utilized.</td>
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<tr>
<td>No.</td>
<td>Question</td>
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<tr>
<td>10</td>
<td>How has school culture affected your academic performance?</td>
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</table>
APPENDIX C

THE QUESTIONNAIRE FOR TEACHERS

The questionnaire consists of two parts. The researcher will keep all information you give here in strict confidence. Please do not indicate your name. Thanks for participating in this investigation.

Part I; Personal Data
Please provide the following information
Name of school..............................................
Name of Division..........................................
Code of the school........................................
Age............................................................
Marital status..............................................
Religion......................................................
Gender......................................................

Part II
Dear respondent, please use legends: 5 for strongly agree, 4 for agree 3 for disagree and 2 for strongly disagree
1. How would you describe teachers’ population in relation to students’ population?
   I. Few teachers against many students population.
   II. Many students against few students.
   III. Teachers’ population and students attitudes towards academic performance.
2. How would you describe students’ attitudes towards academic performance?
   I. Positive as they are committed to academic works.
   II. Negative as view school as institution to grow up.
   III. Negative as reflected in high rate absenteeism.
   IV. Positive although parents/guardians not committed to paying fees.
3. How would you describe parents/guardian’s Attitude towards academic of their children in your school?.
   I. Very negative as do not pay fees for their children.
   II. Positive as they follow up girls academic performance.
   III. Encourage hardwork as girls are allowed none to study at home.
   IV. Reckless as they dump girls in school and forget about them.

4. How do school programmes promote academic performance?
   I. Girls are allowed exploit their talents and efforts recognized and rewarded.
   II. There are programmes in school to deal with weak students.
   III. School encourages reading culture as it allocates enough time to studies.

5. How would you describe resource endowment in relation to academic performance?
   I. The school well endowed with resource to adhere academic performance.
   II. The school does not have enough resource to achieve academic performance.

6. How has the composition of your staff affected academic the academic performance of students?
   I. The composition is dominated by men who have discouraged girls performance.
   II. Female dominated has encouraged girls as role model.
   III. Balance staff that has encouraged hard work.
   IV. Most singles who spend a lot of time with students.

7. How has religion affected the academic performance of students?
   I. Motivate teachers to work hard and motivates them
   II. Discourage hardwork as it favours men of and boys.

8. How would you describe home environment in relation to academic performance of your student?
   I. Discourages education as girls are always engaged in working while at home?
   II. Encourages as most girls just help when there is need.
III. Does not care as family is detached from the girls work

9. How has the economic stability of parent’s guardian contributed to academic performance of girls in your school?
   I. Most parents are financially unstable, the students are often send away for fees, hence perform poorly.
   II. Economically stable, support students hence students perform well.

10. How has the family composition of your students affected academic performance of students?
   I. In favour of boys and girls do most of the work and have no time for study.
   II. Discourages reading as the family members take most time chatting.
   III. Discourages reading as many family members are illiterate who see no value in education
   IV. Encourages reading at home.