

**FACTORS AFFECTING THE GIRL CHILD'S ACADEMIC  
PERFORMANCE IN KENYA CERTIFICATE OF  
SECONDARY EDUCATION (KCSE) AMONG  
SELECTED SCHOOLS IN TIRIKI EAST  
DIVISION, HAMISI DISTRICT  
WESTERN PROVINCE  
KENYA**

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## DECLARATION

I David Christopher Otieno, hereby declare that this research project is my original work and has never been presented to any other university or any other institution of higher learning for academic assessment.

Whereas works of other researchers has been used, acknowledgements have been duly made and in some cases quotations made.

Signed.....

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Date.....

17<sup>th</sup> September 2008

## APPROVAL

This research project is submitted for examination purpose with my approval as a university supervisor.

Signed.....

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Date ..16/09/08.....

## **DEDICATION**

This research project is dedicated to my late sister Ellah Oliviah

## ACKNOWLEDGEMENT

This research project is made by the efforts and encouragements from a number of people to whom I say thank you.

Special thanks go to my University lecturers and especially my research supervisor; Ms. Kaizeri Dorothy for the concern and support through my research study.

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## ABBREVIATIONS

UPE	–	Universal Primary Education
UNESCO	–	United Nations Educational Scientific and Cultural Organization
STM	-	Mathematics and Technical Subjects
SPSS	-	Statistical Package for Social Sciences
SMC	–	School Management Committee
NEB	-	National Examinations Board
MOEST	-	Ministry of Education and Science and Technology
KCSE	-	Kenya Certificate of Secondary Education
IPAR	-	Institute of Policy Analysis & Research
IEQ	-	Improving Education Quality
GoK	-	Government of Kenya
ASAL	–	Arid and Semi-Arid Areas

## ABSTRACT

The study reveals that participation of the girl child in education is generally low. Girls are more marginalised especially because of the gender roles, inadequate access to resources. Education is not a priority for them; they provide labour in households to subsidize the meagre resources of the family.

The research was carried out among selected secondary schools in Tiriki East, Division, Hamisi District, Western Province, Kenya; ten schools were selected.

The study adopted a descriptive research design and qualitative design and analysis. This was intended to get the whole concept of the girl-child's performance in relation to KCSE.

The Study sampled ten institutions. The subjects involved were class teachers and girl students. A sample of 90 respondents was used though 60 participated in the study.

Questionnaires were administered to two groups that is class teachers and female students.

After collecting the questionnaires the information was analysed and edited to create consistency and completeness information obtained from the research was presented and analysed using tables, pie charts and bar graphs.

## CHAPTER ONE

### 1.0 Introduction

On attainment of political independence in 1963, the Government of Kenya (GoK), households and the private sector collectively endeavored to enhance the development of education in the country. The rapid development of education and training was an aftermath of the *Sessional Paper No. 10 of 1965 (GOK, 1965)* on which emphasized combating ignorance, disease and poverty. It was based on two long-standing concerns that:

- (i) Every Kenyan child, irrespective of gender, religion and ethnicity, has the inalienable right to access basic welfare provision, including education
- (ii) The GoK has an obligation to provide opportunity to all citizens to fully participate in socio-economic and political development of the country and also to empower the people to improve their welfare.

Since independence the development of education has been marked by various changes and challenges. In recent years, the examination results for the Kenya Certificate of Secondary Education, (and the Kenya Advanced Certificate of Education) showed that academic achievement at the secondary levels in the Western Province of Kenya is very poor, compared to the other provinces.

Kenya is among countries that have experienced rapid changes in education in the 1990s. These changes have at times had overwhelming negative effects on both the individual and society. In secondary schools, these changes have been manifested in varied forms while the problems encountered by the students vast.

According to UNESCO (1995), emphasis must be placed on the urgent need for education of girls in African countries. The exigencies of development demand that all segments of the population be mobilized, and the woman as an agent of development, and even simply as a person, has as much right to education as the man. In addition, the education of the woman has a direct impact on the health and well-being of the child. However, some studies have

ascertained the inferiority of females in secondary school enrolments and performance which result in unequal access to wealth, power, education and health, Arends, 1991; Agholor, 1993, It also leads to shortages of female personnel particularly for professions, which demand scientific and technological background. In fact, a poor performance of women in science and mathematics – related professions is documented, Haggerty, 1995, Beller and Gafni, 1996.

### **1.1 BACKGROUND TO THE STUDY**

Education is both a private and social investment that is shared by individual students, their families, employees, government and other groups including international agencies. The sharing arrangements vary considerably from region to region both in proportion of public and private funds allocated for education and in the mechanism by which the costs of education are financed.

Evidence shows gender imbalance in science, technology and mathematics education Eccleston, G.; Borkin .I. and Burrows, A.1990, Erinosh, 1998, on and Gralinski 1991 on mathematical achievements. Yolo 1994) reported the under- representation of females in Science, and Technical Subjects (SMT) at the secondary school level. The need for enhancement programmes has been stressed among researchers (Erinosh, 1998). Harding and Parker (1995) ascertained the strong influence of gender on participation in science education in most cultures. They further pointed out significant girls' choice of biology when compared with chemistry and physics.

Certain factors are attributed to gender performance gaps and stereo one ward typed images of sexes in secondary schools. Orton, 1987, believes that societal attitude and expectation could be a cause for differences in performance between males and females. This is one of the reasons proffered by Balogun, 1994, which he termed, the "Bicultural model". This model, according to him, suggested that gender problem derived from traditional stereotypes

for roles and expectations which is now translated into sex stereotyping in science, technology and mathematics. These imply that the culturally - defined roles given to females such as mothers, cooks, helpers and so on which are not generally challenging could be the reasons for females not being motivated to learn science and thus not achieving as males.

Another reason responsible for differences in performance of males and females in secondary schools and which may be most important to educators is the role of the teachers and their methodologies. Skypek (1980) and Casserly (1983) observe that it is teachers cause the difference. Smith (2002) argues that the traditional instructional practices employed by most teachers are the major reason for males out - performing females in secondary schools.

The need for transparency and accountability in all spheres of life makes it necessary for educational enterprises to be subjected to accountability. It revealed that majority of the parents preferred investing in the education of their sons than of their daughters. It established that the major causes of poor performances among girls were adolescent pregnancies, lack of Encouragement from parents while in school, poor parents investing their limited resources in the education of their sons, parental negative attitude towards girls' education and lack of school fees. *The Perception of Society on the Education of Girls in Kenya: Kyalo B. Wambua and Yungungu M.*

In Kenya, academic performance is defined in terms of demonstrating excellence in KCSE examinations. Women see the KCSE as an opportunity to increase their understanding and to focus on the subject area in itself. In this view, examination performance is a by-product of learning and personal development; and for men to be alert to 'performance' aspects of KCSE examinations from an early stage, is tailor to their intellectual development and public success. In this view examination performance is the target of learning.

These attitudes have created performance patterns in which many women invest a great deal of themselves in their academic work and many men take a more pragmatic approach to their academic work to ensure that they obtain good results. This has implications for examination

preparation. There is a tendency for: women to prepare for examinations by working hard; their aim is to show the extent of their understanding; and men to prepare for examinations by combining work with examination techniques; their aim is to produce an excellent performance.

These tendencies may be exacerbated by the effects of social class and school background. Women from single sex schools show a tendency to work towards showing 'perfection' rather than high competence; state school women tend to see hard work as their only route to success. In both cases women may suffer from trying too hard to do well, on the one hand, and fear of failure on the other. Men have more confidence in both their innate ability and their skill in using examination techniques to good effect. Some independent school men, in all subject areas, have developed sophisticated examination strategies while at school and seem to use these as second nature within the Education system.

Male and female students' performance can also be compared in two different kinds of groups in which female students are classified as being in the top half or bottom half of their class academically using data from the schools' admission offices. And these comparisons have always shown the majority of female students in the bottom half of their classes. So it is for this reason the researcher proposes to investigate the factors affecting performance among female students in KCSE.

## **1.2 STATEMENT OF THE PROBLEM**

While education is considered to be a basic right and need, the academic performance of girl child in Kenya Certificate of Secondary education has been sluggish compared to the academic performance of male students.

The disturbing question is why girls have continually performed poorly than boys at KCSE level, in spite of the emphasis placed on gender equalities in all systems of the government including the Education system. Some factors affecting the academic performance of the girl

child in KCSE in secondary schools in Tiriki East Division, Hamisi District, Western Province, Kenya could explain the lower academic performance rates.

### **1.3 SCOPE OF THE STUDY**

The study focused on factors that affected academic performance among selected Secondary Schools in Tiriki East Division, Hamisi District, Western Province-Kenya in Kenya Certificate of Secondary Education. These schools were Shamakhokho, Erusui Girls, Kaptik, Serem, Demo, Makuchi, Kaptis, Senende and Muhudu secondary schools.. These factors ranged from poor school facilities, the lack of preparation or homework, lack of sound and efficient leadership in the school administration, the inadequate amount of time allocated to teaching and learning, teacher characteristics, pregnancies, to lack of encouragement from parents while in school.

The study was confined to Tiriki East Division, Hamisi District, Western Province of Kenya, where a few Secondary schools were selected. The researcher specifically used select education officers, school administrators like head teachers, teachers, students and parents.

### **1.4 SIGNIFICANCE OF THE STUDY**

- i. Add to the body of knowledge and inspire other researchers to carry out more research in this area.
- ii. Suggest strategies for planners to rectify and improve on the Girl child education and sensitise women students in general about the need to improve on their education performances.
- iii. Guide policy makers in designing policies for the girl child in secondary schools.
- iv. The study will make recommendations that will benefit School planners, policy makers and individuals in academics.

## **1.5 OBJECTIVES OF THE STUDY**

### **1.5.1 General;**

To identify the factors affecting academic performance of girl child in secondary schools education in Tiriki East Division, Hamisi District.

### **1.5.2 Specific;**

- To examine the impact of these factors on the development of girl child in Tiriki East Division.
- To find out if there has been efforts by school administrators in Tiriki East Division, Hamisi District, Western Province, Kenya towards increasing girl child academic performances in secondary schools.
- Find information or data about girl child education in Tiriki East Division, Western Province, Kenya.
- Find out misconception people have regarding girl child academic performance in education.

## **1.6 RESEARCH QUESTIONS**

- What efforts have school administrators put in improving the girl-child academic performance in secondary schools?
- What information or data is available about girl-child education in Tiriki East Division, Hamisi District, Western Province, Kenya?
- What misconception has people regarding girl-child academic performance in education?

## **1.7 HYPOTHESIS**

1. There is a widening gap in the academic performance of girl child and male students in Kenya Certificate of School Education.
2. The gender status of the teaching force has greatly affected the academic performance of girl-child among selected Secondary schools of Tiriki East Division.

## CHAPTER TWO

### 2.0 LITERATURE REVIEW

#### 2.1 Introduction

The student's academic performance in Kenya Certificate in Secondary Education (KCSE) arts and science subjects, by gender, in the study districts in year 2000 was below 50%. In arts, for example, the national mean score was 42.3% for boys and 26.8% for girls, exhibiting gender percentage point differential of 15.5 in favor of boys. The mean differences between boys and girls were: Kiambu (4.7%), Bungoma (9%), Kisumu (15%) and Garissa (8.8%). The greatest gender point performance differential in mathematics occurred in Kisumu and Bungoma Districts, while the general performance in mathematics was worst in Garissa, with a mean score of 14.9% for boys and only 6.1% for girls. Effectively, this means that on average 85.1% and 93.9% of boys and girls respectively, in Garissa district failed in mathematics.

In physics, the national mean score was 45.8% for boys and 41.3% for girls, registering a gender percentage gap of 4.5%. In the study districts, the gender percentage gaps were as follows: Kiambu (5%), Bungoma (8%), and Kisumu district (8.7%). While the gender gap was higher in Bungoma and Kisumu, no girls registered for physics in Garissa District. The same trend was observed in chemistry and biology where no single girl sat for the subjects in Garissa District. This scenario should be taken with a lot of concern due to the centrality of the subjects in question.

As part of the educational reforms in Kenya, the Ministry of Education, Science & Technology has decentralized administration of educational services. This is to enable policy makers refine strategies and facilitate choice between possible functional options for system restructuring.

This study surveyed the challenges and experiences in the decentralization of teacher recruitment in urban secondary schools in Uasin Gishu District. The sample included the Board of Governors (BOG), head teachers, and teachers. Data was derived from the sample by questionnaires and interview schedules.

It was found that B.O.G members' knowledge base on educational matters was wanting, the recruitment process was inefficient and subject to manipulation. Based on the findings, it was concluded that the general management of urban secondary schools in Uasin Gishu was weak due to lack of management capabilities of the B.O.Gs. The study recommended that decentralization of teacher recruitment should be devolved only to the level that has capacity and potential to handle the delegated responsibilities.

## **2.2 Indicators of Academic Performance**

The Joint Committee on Academic Performance was established in July 1996 by the Council and the General Board to act as a central focus for discussion of matters relating to the performance of candidates in KCSE examinations, and to make recommendations to the central bodies and the Senior Tutors' Committee as appropriate on such matters. The Joint Committee recognized that whilst much valuable research had been undertaken by particular Faculties and Departments, a University-wide research project on factors affecting the academic performance of secondary students would be valuable. Funding was subsequently secured for a project, entitled 'Indicators of Academic Performance' and overseen by the Joint Committee, which was completed in November 2001 on the submission of a substantial report by the principal investigator, Christine Mann.(2001).

### 2.2.1 Gender Differences in Examination Preparation within Arts Subjects

“Within the arts subjects many of the students felt there was a tension between the aim of a liberal education (emphasizing understanding and development) and preparation for examinations. Should they regard their work as an exploration of issues in itself or as preparing examination material? In Modern and Medieval Languages, women who interpret the Tripos as liberal education and take advantage of its rich and diverse options for study may undermine their examination performance”. Men who focus on examination performance by consolidating their efforts in a more specialized way reap greater benefits. In addition, in English, Modern and Medieval Languages, and Geography, various formulations of the 'Cambridge Answer' were felt by some students to be the benchmark for excellence. However, as we discuss below, the 'Cambridge Answer' is arguably a form of examination technique, used instrumentally by some students, which may disadvantage those who do not feel comfortable with consciously using technique to excel. Classics, by rewarding a wider range of essay writing approaches, may have moved closer to liberal education ideals. Law stands apart from the other subjects, as both men *and* women are highly instrumental in Tripos examinations. Successful law students find means of coping with vast amounts of material and view options such as the dissertation in terms of possible implications for performance. If arguments take a 'personal stance', this is as likely to be seen as much as an intellectual exercise as it is a personal conviction. There is remarkable consensus between male and female law students about the importance and validity of using examination strategies. This pragmatism was directly associated with the (partly) vocational nature of the degree. The consensual view may also reflect the fact that neither men nor women would have had the chance to develop examination techniques specifically relevant to Law before admission (in contrast to many other subjects); it would not be surprising if the approaches of all students new to a subject 'mirrored' each other.

### 2.2.2 Performance and Understanding in Sciences

In subjects such as Mathematics, Physics, and Chemistry there is evidence that, while all students reach understanding through a process which combines coming to grips with fundamental concepts and working through examples which apply these concepts, some students may prefer one approach over the other. Evidence from some staff and both male and female students suggested that there may be gender differences in the approach to learning - with women preferring to understand things at a more basic level so they could build up their knowledge while men tend to 'jump straight into the technical stuff' and to 'perform' right away.

These different approaches may have a bearing on the fact that in the Mathematical Tripos, for example, a number of women in the sample expressed feelings of discomfort about their learning experiences, which may in their perception have contributed to their relatively poorer performance in examinations. The Mathematical Tripos was described by one member of staff as 'a kind of competition you train for'; and a certain kind of problem solving forms the focus of the examination papers. Examination expertise is seen, above all, as having the ability to perform at speed under pressure, and mathematics teaching is accordingly 'fast-paced and technique-orientated', to quote from a description of the way the teaching of the subject in secondary schools is often experienced. A study of undergraduate mathematicians at Cambridge dating from 1994 found that for the great majority the preferred learning methods were rote memorization or doing examples (although understanding would gradually develop from learning proofs and working through questions). It was clear many of the women were unhappy with this approach. While some 'loved' maths and - as one put it - 'spent many, many happy hours problem-solving' or - as another said - 'gained much satisfaction from being able to solve problems on the example sheets even if it takes me many hours', another felt that 'women want to really understand mathematics rather than just crashing through the examples'. Some women felt that they could not move forward or 'learn efficiently' until they had a stronger grasp of the fundamental principles or conceptual frames



which informed the formal manipulation of symbols presented in the lectures. As one woman who changed to another university explained, she wanted a course which would 'slowly open up the interconnections in mathematics logically, so that you don't have to take things on trust'.

These two different approaches have implications for supervisors. If some students (often men) accept basic principles in the expectation that all will become clear in the process of doing problems - while others (often women) ask a lot of questions to help their understanding, they are pulled two ways. Should they work on problems to keep the supervision moving along or should they stop and address fundamental questions that may need lengthy answers. If they adopt the first strategy this may help 'performance' oriented students at the expense of those who want a deeper understanding; if they adopt the second strategy this would help those who want to really understand basic principles but annoy those who want to just 'get on with it'. Furthermore, some women felt that, if it is they who ask the fundamental questions, this path to understanding might be seen in a negative light by male students of mathematics and that, as they are the majority, this may inhibit the female minority from active participation.

Evidence which underlines the consistency of the finding that women favor understanding over performance is provided by the teaching in Chemistry - a subject where women were awarded significantly more first class degrees than men in 2000. Chemistry is now organized in ways that encourage students to understand things from first principles. Thus the teaching culture developing in Chemistry over recent years has made it acceptable for women to pursue a more conceptual approach to learning. What is interesting is they appear to have done this without causing a negative reaction, at least in this sample, of the more 'performance' oriented male students. It is possible that the dramatic increase in the numbers

of women attaining first class results in Chemistry is associated with this opportunity to take an 'understanding' rather than a 'performance' route through Tripos.

### **2.3 Gender roles and responsibilities**

“In the late 1990’s the pandemic of HIV/AIDS was decimating the education system. There are 880,000 AIDS orphans under 15 yrs, so girls often stay at home to care for sick relatives. Traditionally, women's roles were subordinate to those of men despite the substantial economic and social responsibilities of women in traditional Ugandan societies. Women were taught to accede to the wishes of their fathers, brothers, and husbands to demonstrate their subordination to men in public life.

The perceived economic returns to parents on sending their daughters to school, was lower than for their sons. Lower perceived economic returns were often in part linear system where girls joined their husbands’ families while boys stayed with their families. Male concludes that, education preference was give to boys because they were considered future heirs, and of a more reliable economic investment and security than the girls (*Male 2000*). The instillation of such a belief in female students is believed to have affected their performances.

### **2.4 Peer Pressure among Students**

The term peer effects refer simply to the impact the other students have on an individual’s educational experience. It is thought that students are likely to get a better education if their fellow students, their peers, have higher degrees of academic talent. In that sense, one of the things that students buy when they attend college is the other students who form the peer environment. Students are both customers and a key component of the product they are buying.

In their study by Goethals (2000) and Stinebrickner and Stinebrickner (2001) suggest that there may be a difference between men and women in their reactions to superior peers. In an experimental study, Goethals found that women but not men benefited from superior peers.

They seemed to be open to the ideas of their superior peers, and often behaved in ways that facilitated others' participation and performance in studies.

Another study was conducted to examine peer effects among students at Williams College, a highly selective four-year liberal arts school. Specifically, the study explored whether students would perform better writing about newspaper articles they read and discussed in academically homogeneous or heterogeneous groups of three. In homogeneous groups all three students were from either the top half or bottom half of their class on academic ratings assigned at the time of admission. Heterogeneous groups included students from both the top and bottom half of their class. The results showed that students in the top and bottom half performed similarly overall, but that students performed better in homogeneous groups, whether those homogeneous groups were made up of students in the top half or the bottom half of their classes. This pattern of results was stronger for men subjects than women subjects. The results were interpreted in terms of the principles of social comparison theory.

## **2.5 Natural factors**

Menstrual cycle moods and symptoms may well play a discernible role in the academic performance of some post-pubescent adolescent female students. It is expected that menstrual related moods and symptoms will have both negative and positive influences on academic learning outcomes, and that the magnitude of these effects will be directly proportional to the salience of such moods and symptoms across the monthly cycle. At the premenstrual, menstrual, and inter menstrual phases, moods and symptoms significantly predict grades of 14 per cent, 7 per cent, and 13% of instances, respectively. Although most significant relationships were negative, scores on the MDQ Arousal scale for the inter menstrual phase positively predicted grades in English Literature, (general) Mathematics, Art and Craft, History, Mathematics 1, and Study of Society. Evidently, menstrual cycle variables play a small, but discernible role on academic learning outcomes, contributing both positively and

negatively to performance. Future, prospective studies are now needed to provide a more definitive account of menstrual cycle influences on academic performance.

### **2.5.1 Family Influences**

Investigations that have adopted refined measures of family influences show that they are related more strongly to academic outcomes than are more global measures of family background. Kellaghan et al (1993) conclude, that family social status or cultural background need not determine a child's performance at school. They propose that for academic success, it is what parents do in the home, and not children's family background, that is significant. Similarly, Redding (1999) indicates that in relation to academic outcomes, the potential limitations associated with poor economic circumstances can be overcome by parents who provide stimulating, supportive, and language-rich experiences for their children.

#### **2.5.1.1 Maltreatment**

Evidence that childhood maltreatment is associated with emotional and behavioral problems throughout childhood suggests that maltreatment could lead to impaired academic performance in middle and high school. This article explores these effects using data on siblings. An index measure of the intensity of childhood maltreatment was included as a covariate in multivariate analyses of adolescents' risk for school performance impairments. Family fixed effects were used to control for unobservable linked to family background and neighborhood effects. More intense childhood maltreatment was associated with greater probability of having a low grade point average ( $P=0.001$ ) and problems completing homework assignments ( $P=0.007$ ). Associations between maltreatment intensity and adolescent school performance were not sensitive to model specification. Additional analyses suggested that maltreatment effects are moderated by cognitive deficits related to attention problems.

## **2.6 Status of the Teaching Force**

The teaching force in Kenya secondary schools is also assumed to have greatly affected the female students. Some reports have reveal that “there was a higher concentration of trained female teachers in Nairobi Province (71% or 1,122 females out of 1,562), and Central Province (45.2% or 4,052 females out of out of 8,902) Generally, this situation was attributed to better quality urban services and living conditions, which attract females. These and close proximity to the city of Nairobi, for Central Province, attract married women whose spouses work and reside in the city. Coast and Nyanza Provinces had less numbers while the predominantly rural North Eastern Province only 7 (3.2%) out of 217 trained teachers were female, partly due to the cultural beliefs and practices of the nomadic pastoral munities, which hardly support female education. Even the mobile schools introduced by MoES&T have not translated into enhanced participation of the females, mainly because many non-pastoralist teachers, especially women, serving in the ASAL tend to make arrangements for transfer to the less hardship areas soon after deployment.

### **2.6.1 Student-Teacher Ratio**

Based on 1999 statistics, all provinces, except North Eastern, showed low student-teacher ratios. The highest student-teacher ratios, in decreasing order, were found in North Eastern (23:5), western (17:4), Nyanza (16:7), Rift Valley (16:7) and Central (16:5) with lowest student-teacher ratios in Nairobi, Coast and Eastern (11:5, 15:4 and 15:7), respectively. The national student-teacher ratio was 15:1, while the student trained- teacher ratio was 16:3. Low student-teacher ratios allow better and more individualized teaching and learner supervision. But commitment to very low student- rained-teacher ratios, for instance, below 20 students per teacher, makes little sense as it results in increased secondary school unit cost. Increasing the student-trained-teacher ratio would be desirable, to enable more students to access secondary school education with minimal or no extra costs. .

### **2.6.2 Shortage of Female Personnel**

The education of the woman has a direct impact on the health and well-being of the child. However, some studies have ascertained the inferiority of females in science enrolments and performance (Arends, 1991; Agholor, 1993), which result in unequal access to wealth, power, education and health. It also leads to shortages of female personnel particularly for professions, which demand scientific and technological background. In fact, low percentage of women in science and mathematics – related professions is documented (Haggerty, 1995, Beller and Gafni, 1996).

Gender imbalance in science, technology and mathematics education has been observed and reported by various studies. These include the studies of Eccleston, G.; Borkin, I and Burrows, A.(1990), Erinoshio (1998) on science practices and achievement and Stipek and Gralinski (1991) on mathematical achievements. Yoloye (1994) reported the under-representation of females in Science, Mathematics and Technical Subjects (STM) at the secondary school level. The need for enhancement programmes has been stressed among researchers (Erinoshio, 1998). Harding and Parker (1995) ascertained the strong influence of gender on participation in science education in most cultures. They further pointed out significant girls' choice of biology when compared with chemistry and physics. Certain factors are attributed to gender gaps and stereo typed images of sexes in schools and in the society. Orton (1987) believes that, societal attitude and expectation could be a cause, for differences in participation and performance observed between males and females.

### **2.6.3 Physical Facilities and Instructional Materials**

Instructional materials (textbooks, science equipment and reference materials) are crucial to students' learning. In most schools, many facilities, basic equipment and materials are in a sorry state, a condition that has forced them to turn to parents and communities for alternative financing and provisioning. Students from low-income households are most affected by impact of constraints in financing and supply of learning materials. Schools have not developed a book policy for purchasing and distribution of books to students.

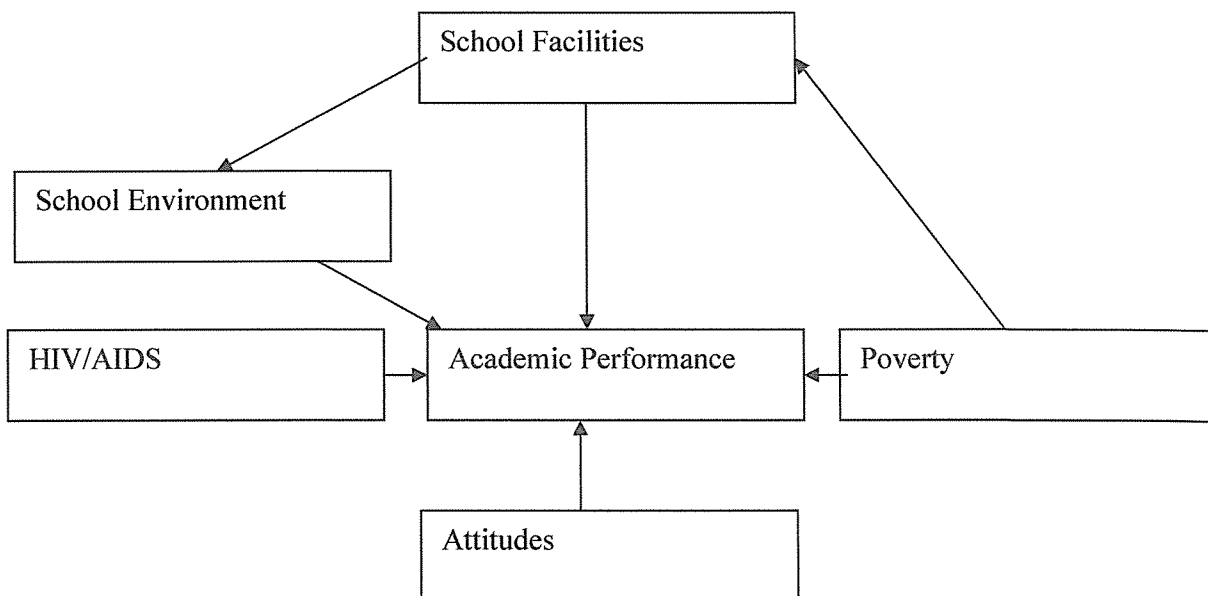
## 2.7 Theoretical Framework

School facilities are considered to be the determinant factor which affects the girl child academic performance. Griffin (1992) observed that certain schools have continually produced excellent KCSE results while others linger in limbo with very poor results. He argued that for results to better school facilities must be improved by the parents and the government of Kenya or if education is expensive then they should try ignorance first. Other factors like teacher effectiveness, availability and consistency will be a thing of the past.

However this chapter has identified some factors

- Multiple gender roles and responsibilities; because of poverty and HIV/AIDS, girls have to fend for their families.
- Culture; the way things are done at school, home and society at large, historically and today.
- Attitude; that some subjects are difficult for girls
- Peer pressure among students

**Figure 1: Conceptual Framework**



Studies carried out by MOE (2007) indicate that the girl-child is more sensitive to the school environment. Therefore there is need to ensure quality facilities such as sanitation and classrooms guarantee comfort for the girl-child student withdrawal of any of the school facilities will disturb the girl-child and affect his attendance; at all cost, school should be a safety haven for learning to be productive and meaningful.

Other factors such as poverty, attitude and HIV/AIDS may influence but if facilities are provided these will be things of the past. "Considering all the benefits of girls, Summers (1992) concludes that; investment in the girl education may well be the highest return on investment available in the developing world". Central in this investment is provide of the girl-child at school

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

To investigate factors affecting performance of girl child in KCSE, the researcher undertook several methods of data collection. This chapter therefore describes the way data was collected and the techniques that will be used to analyse it.

#### **3.1 Research Design**

The study used an explorative method for quantitative and qualitative survey design and analysis. This was intended to get the whole concept of girl child's' performance in relation to KCSE, from which findings, interpretations, recommendations and conclusions were made.

#### **3.2 AREA AND POPULATION OF STUDY**

The study was conducted in Tiriki East Division, Hamisi District, and Western Province, Kenya. It restricted itself to performance of girl child, in selected secondary schools and the concerned education bodies. The study targeted the 10 secondary schools in the division, who's male, and female class teachers and female students. The total target population was 10 class-teachers – one from each school, and 40 female students, two from each school (one science and one arts student).

#### **3.3 SAMPLE SELECTION AND SIZE**

The sample selection was to ensure that the body of knowledge or experience and information was sampled adequately. The sample size was determined using the Kenya Certificate of Secondary School census report (2005). The Kenya secondary school inspection report concerning the number of secondary schools in Hamisi District was the researcher's point of reference.

### **3.4 DATA COLLECTION METHOD**

Primary data collection was through qualitative methods of collection and investigation, and these included interviews, discussions and documentation.

In addition to the primary data, the researcher collected secondary data from available documentations concerning performances of girl child in secondary schools. This information was obtained from Secondary schools admission offices, class teachers' records, resource centres, libraries and internet.

The qualitative tool used was a researcher made questionnaire 30 – 40 will be administered to respondents who will be purposively selected. The key areas of interest will be the respondents' opinion on the factors affecting performance of girl child in KCSE.

Qualitative techniques used included interviews with the help of an interview guide that was a close ended questionnaire. Probing was a supplementary way of getting data. The interviews involved personal interviews with key informants and conducted in both Swahili and English languages, which ever is applicable to the informant.

### **3.5 RESEARCH INSTRUMENTS**

The research instruments were of 2 types; these were questionnaires with closed ended questions for the selected girl child, and class teachers and the open ended questions for the heads of secondary schools.

### **3.6 DATA COLLECTION PROCEDURE**

Data was collected from the sampled schools. Prior to collection of data, permission was sought from the relevant authorities. Before collecting data a brief introduction on the nature and importance of the study was given to all the respondents. After the filling of the questionnaires, each was studied to ensure that each item had been answered and ready for

analysis. The questionnaires was taken to all those participating in the research and was collected when duly filled.

### **3.7 DATA ANALYSIS**

After data collection, the researcher processed and analysed data for both qualitative and quantitative information. This involved summarising the information collected from different informants and respondents in a manner that yield answers to the questions according to the contents of the questionnaire, interview guide and documentation sources.

Calculations were made on the quantitative information and percentages presented in tables using tally frequencies tables, pie charts and bar graphs.

A descriptive analysis of data was made using the following approaches;

- Content analysis of the information obtained from the literature review.
- Qualitative data from questionnaires was coded and analysed using ms-word where frequency tables, pie charts, and graphs and correlations were generated to illustrate the findings.

### **3.8 LIMITATIONS OF THE STUDY**

- Access to written literature was a big problem, since there was little written on academic performance of Girl child Education.
- Respondents gave contradictory information concerning the girl child academic performance and some were uncooperative and giving their responses with a lot of suspicion.
- The area of the study was vast. The distance from one school to another was about 20kms

### 3.9 DEFINITION OF TERMS

**Affirmative** – Action taken on temporary basis in favour of a disadvantaged group so as to enhance equity.

**Curriculum** – Refers to content of an education programme.

**Engender** – The process of ensuring that planning and programming is appreciated of and takes into account the gender differences and concerns.

**Gender** – This refers to socially determined power relations, roles, responsibilities and entitlement for men and women, girls and boys.

**Gender equality** – Refers to equal treatment of women and men, boys and girls so that they can enjoy benefits of development including equal access to and control of opportunities and resources.

**Gender roles** – These are social assigned roles and responsibilities as opposed to biologically determined functions.

**Gender sensitization** – The process of developing peoples awareness, knowledge and skills on gender issue.

**Participation** – A general term used to refer to active involvement in enrolment, retention, progression, performance and transition.

**Provisions** – Refers to policy pronouncement on action to be taken or the resources provided.

**Sexual harassment** – Unwelcome acts of a sexual nature that causes discomfort to target person. These include words persistent request for sexual favours, gestures, touch, suggestions, coerced sexual intercourse or rape.

## CHAPTER FOUR

### 4.0 PRESENTATION, INTERPRETATION AND ANALYSIS OF RESEARCH FINDINGS

#### 4.1 Introduction

This chapter deals with conversion of raw numerical data from the source documents tables pre-designed by the researchers for analysis. The research proceeded with the analysis of the descriptive data, which was captured by the use of a questionnaire administered to teachers and students

#### 4.2 THE PROFILE OF THE RESPONDENTS

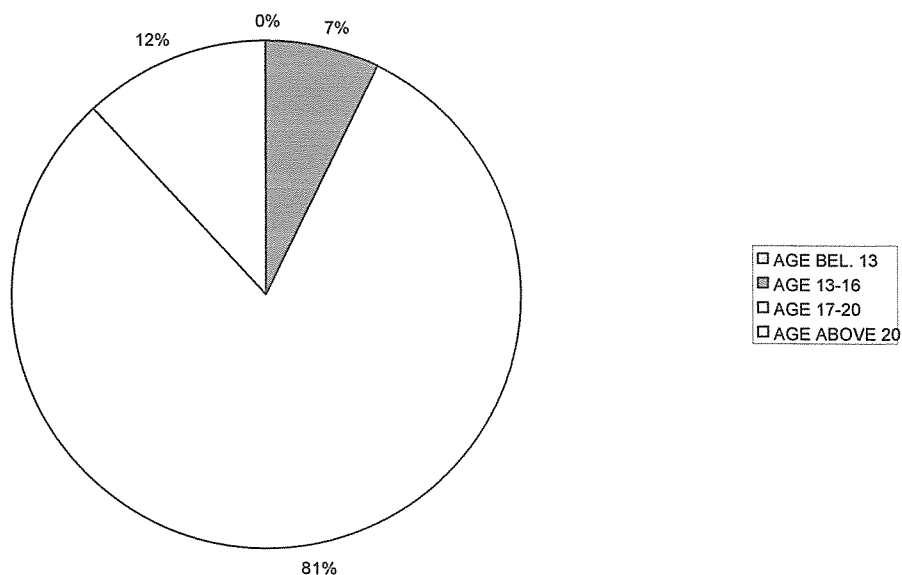
**Table 4. 1: The profile of teachers by Gender, Age and marital status**

RESPONDENT		AGE IN YEARS							MARITAL STATUS	
Male	Female	Below 20	20-25	26-30	31-35	36-40	41-50	Above 50	Single	Married
1		0	1						1	
1		0						1		1
1		0					1		1	
	1	0		1						1
	1	0			1					1
	1	0				1				1
1		0				1				1
1		0				1				1
1		0			1					1
	1	0		1						1
6	4	0	1	2	2	3	1	1	2	8

Source: Field data

According to table, 4.1 above, there more male respondents compared to female teachers. This indicates that the girl-child is disadvantaged since there are few positive role models among the female teachers. Secondly there are issues that can be handled effectively by female teachers than male under guidance and counselling

**Figure 4. 1: Shows Age category and percentages of students interviewed**



According to the above figure 4.1, more students interviewed were between 17-20 years of age.

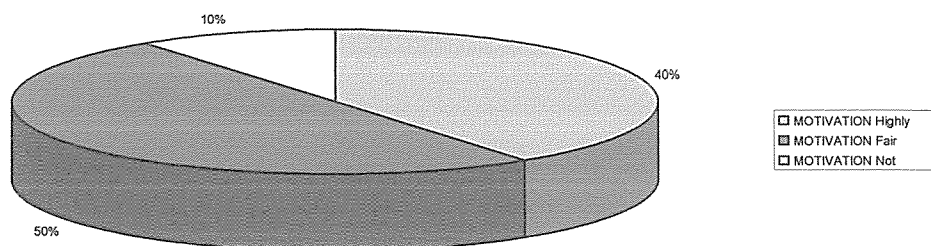
**Table 4. 2: Shows the frequency head teachers examine teachers in class, and the examination of girl-child books**

HEAD TEACHER EXAMINES				DO FEMALES PERFORM		EXAMINE THE FEMALE'S					
YOUR CLASS AS YOU TEACH				BETTER THAN MALES		WORK & RECORDS					
Daily	Weekly	Monthly	Termly	Yes	No	Daily	Weekly	Monthly	Highly	Fair	Not
0		1			1		1		1		
0			1	1		1			1		
0	1				1		1		1		
0			1		1	1				1	
0	1				1		1			1	
0			1		1			1		1	
0		1			1		1		1		
0			1	1		1					1
0			1		1			1		1	
0		1			1			1		1	
0	2	3	5	2	8	3	4	3	4	5	1

Source: Field data

According to the table 4.2 above, it can be concluded that most head teachers do not examine their teachers as they teach in class. The table above and figure 4.2 below, show teachers are fairly motivated. Failure to examine teachers regularly while teaching means that most school administrators are insensitive and may not improve the learning environment for the girl-child and the teacher. No wonder most teachers are fairly motivated.

**Figure 4. 2: Motivation percentages**



**Table 4. 3: Teachers qualification and teaching experience**

HIGHEST ACADEMIC ACHIEVEMENT					TEACHING EXPERIENCE IN YEARS						
KJSE/EACE/ KCE/KCSE	KACE/EAACE	SIATS	DIP.	GRAD.	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	Above 20
				1	1						
			1							1	1
				1					1		1
				1		1					1
1					1						
				1			1				1
				1	1						
				1				1			1
			1			1					1
			1			1					1
1			3	6	3	3	1	1	1	1	7

Source: Field data

From the table 4.3 above, most teachers are highly qualified, but, most of them are lacking the experience. As a result the teachers may not be able to handle varied issues to improve the performance of the girl-child.

**Table 4. 4: Shows enrolment levels and how regular females attend school**

No. OF STUDENTS IN THE CLASS		ARE FEMALES REGULAR THAN MALES	
Boys	Girls	Yes	No
25	30	1	
36	31	1	
20	20		1
21	16	1	
17	16	1	
19	18		1
21	14	1	
13	23	1	
22	22	1	
21	12		1
<b>215</b>	<b>202</b>	<b>7</b>	<b>3</b>

Source: Field data

From the table 4.4 above, it can be concluded that is no big difference between boys and girls in enrolment .Girls are also regular in school. It means that we cannot attribute poor performance on daily attendance to school by the girl-child.

**Table 4. 5: Shows frequency in lesson planning and number of lesson taught per week**

LESSON PLANS			LESSONS TAUGHT PER WEEK				
Daily	Once a week	Twice a week	1 to 3	4 to 6	7 to 9	More than 10	Sometimes None
1			0	0	0	1	0
1			0	0	0	1	0
	1		0	0	0	1	0
	1		0	0	0	1	0
1			0	0	0	1	0
1			0	0	0	1	0
1			0	0	0	1	0
		1	0	0	0	1	0
	1		0	0	0	1	0
1			0	0	0	1	0
<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>0</b>

Source: Field data

According to table 4.5 above, teachers handle more than 10 lessons a week. This means that teachers are more pre-occupied to covering the syllabus than addressing the needs of the girl-child.

**Table 4. 6: Shows the adequacy of classrooms, instructional materials and teaching and learning Aids**

CLASSROOMS			INSTRUCTIONAL MATERIALS			TEACHING AIDS		
Adequate	Inadequate	Not Available	Adequate	Inadequate	Not Available	Adequate	Inadequate	Not Available
	1	0		1	0	1		
	1	0		1	0	1		
1		0		1	0		1	
	1	0		1	0		1	
	1	0		1	0		1	
	1	0		1	0			1
	1	0		1	0		1	
1		0	1		0	1		
	1			1	0		1	
	1	0		1	0		1	
2	8	0	1	9	0	3	6	1

Source: Field data

**Table 4. 7: The adequacy of creative arts equipment and transport to field studies**

CREATIVE ARTS EQUIP.			TRANSPORT TO FIELD		
Adequate	Inadequate	Not Available	Adequate	Inadequate	Not Available
	1			1	
	1			1	
	1				1
		1			1
	1			1	
		1			1
		1			1
	1				1
		1			1
		1			1
	5	5		3	7

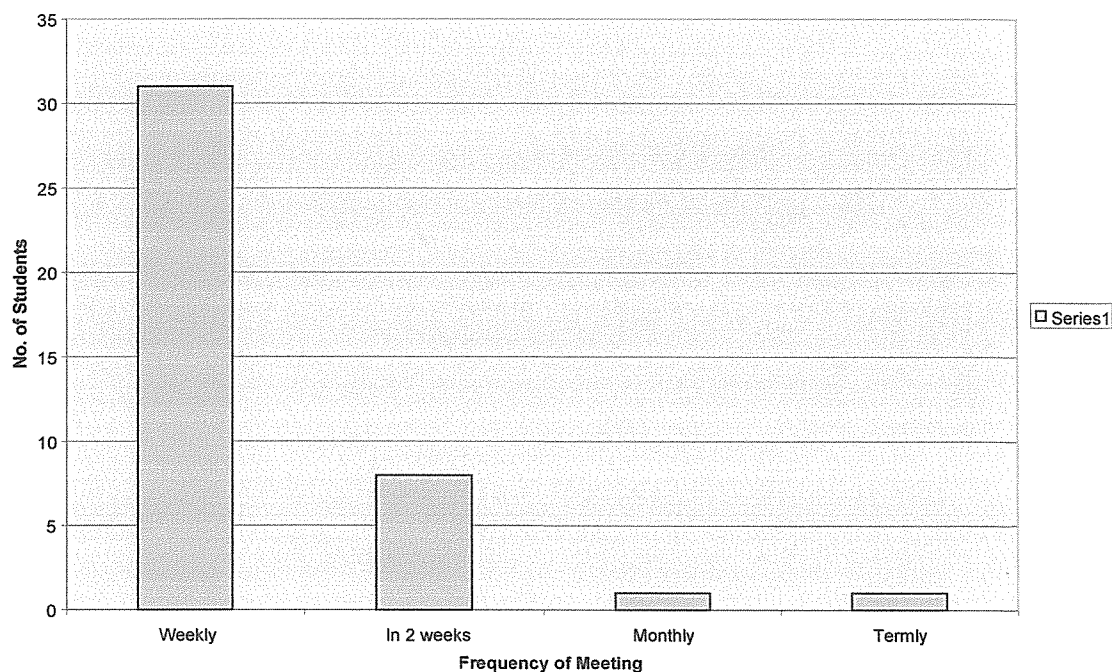
From the table 4.6 and 4.7 above, it shows that classroom, instructional materials and teaching aids, creative arts equipment are inadequate in most schools. Transport is not available, this means that the girl-child learning environment is not conducive. Learning experience is class-based and not backed by field studies and practical work.

**Table 4. 8: Showing time allocated for learning and discussion groups among students**

TIME ALLOCATED TO TEACHING & LEARNING			DISCUSSION GROUPS AMONG STUDENTS		
Adequate	Inadequate	Not Available	Adequate	Inadequate	Not Available
	1			1	
	1		1		
1			1		
1			1		
1				1	
1			1		
1			1		
1				1	
1			1		
1				1	
8	2		6	4	

Source: Field data

**Figure 4. 3: Bar graph showing the frequency of group meetings by students**



According to table 4.8 and bar Figure 4.3 above, the time allocated and discussion groups among students are adequate. This means that the girl-child has adequate time to attend school cover the syllabus adequately and share experiences with other students in discussion groups.

**Table 4. 9: Shows the adequacy of toilets and reference materials**

TOILETS/LATRINES			Reference materials		
Adequate	Inadequate	Not Available	Adequate	Inadequate	Not Available
	1			1	
1			1		
	1			1	
	1			1	
	1			1	
	1			1	
	1			1	
	1		1		
1				1	
	1			1	
2	8		2	8	

Source: Field data

From the table 4.9 above, toilets and reference materials for teachers are inadequate. In many schools there was a problem resulting from scarcity of resources and insensitivity to the needs of girls.

**Table 4. 10: Shows the adequacy of reporting issues on drugs and violence among females**

REPORTS OF DRUGS AMONG FEMALES			VIOLENCE AMONG FEMALES		
Adequate	Inadequate	Not Available	Adequate	Inadequate	Not Available
	1			1	
		1			1
		1			1
		1		1	
	1			1	
		1			1
		1			1
		1			1
		1			1
		1			1
	2	8		3	7

Source: Field data

According to the table 4.10, reports of drug addiction and violence among female students are not available. Most schools tend to leave issues of drug and violence against girl-child



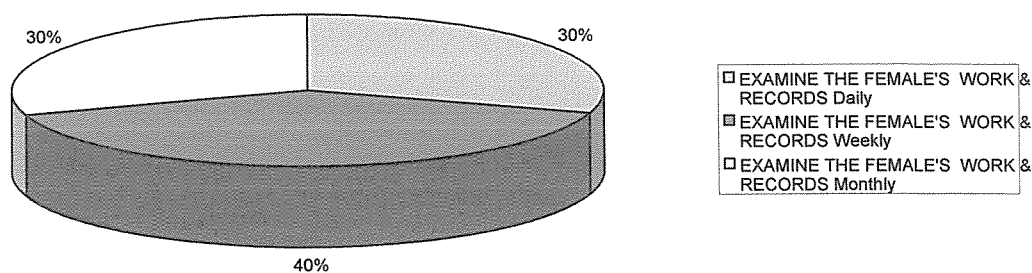
students to parents. Secondly, girls learn and internalise subservient beliefs, values and attitude against themselves and therefore lack empowerment, thus such cases go unreported.

**Table 4. 11: Shows the attachment of female teachers to female students and performance of the teacher and girl student**

FEMALES STUDENTS ARE MORE ATTACHED TO FEMALE TEACHERS		HEAD TEACHER EXAMINES YOUR CLASS AS YOU TEACH				DO FEMALES PERFORM BETTER THAN MALES			EXAMINE THE FEMALE'S WORK & RECORDS	
Yes	No	Daily	Daily	Weekly	Monthly	Weekly	Monthly	Termly	Yes	No
	1	0		1			1			1
	1	0	1					1	1	
	1	0		1		1				1
	1	0	1					1		1
	1	0		1		1				1
1		0			1			1		1
	1	0		1			1			1
	1	0	1					1	1	
	1	0			1			1		1
	1	0			1		1			1
			3	4	3					

Source: Field data

**Figure 4. 4: Pie Chart showing percentages of female work and records examination**



According to the table 4.11 and Figure 4.4, there is a higher percentage of weekly examination compared to daily examination and monthly of female students' work by teachers. This means that the teachers are not keen in knowing the needs of the girl-child. This puts doubt of teachers, effectiveness and efficiency in utilising the resources in the schools for the betterment of the girl-child's academic performance.

**Table 4. 12: shows profile in terms of age of students interviewed and club activities**

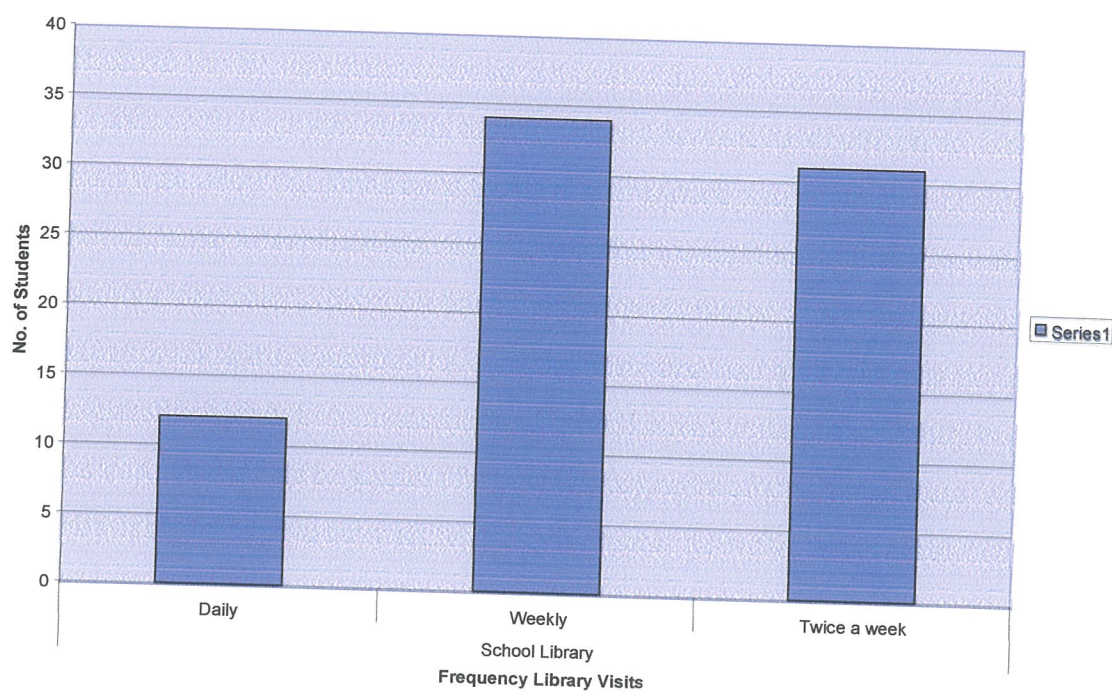
SEX	AGE				FORM	CLUB/GROUP		No. of Students in the Club/Group
	BEL. 13	13-16	17-20	ABOVE 20		MEMBER		
					Yes	no		
Female			1		IV	1		9
Female			1		III	1		12
Female			1		III	1		
Female		1			III	1		14
Female			1		III	1		18
Female			1		IV	1		11
Female			1		IV	1		12
Female			1		IV	1		32
Female			1		IV	1		12
Female			1		III	1		8
Female			1		III	1		21
Female			1		III	1		16
Female			1			1		15
Female			1			1		18
Female			1		IV	1		14
Female			1		III	1		20
Female		1			III	1		25
Female			1		III	1		3
Female			1		III	1		19
Female			1		III	1		45
Female			1		III	1		23
Female				1	IV	1		9
Female			1		III	1		8
Female			1		III	1		7
Female				1	IV	1		4
Female				1	IV	1		9
Female			1		III	1		8
Female				1	III	1		12
Female			1		IV	1		20
Female			1		IV	1		12
Female			1		IV	1		7
Female			1		IV	1		5
Female			1		IV	1		20
Female			1		III	1		14
Female			1		IV	1		10
Female		1			III	1		18
Female			1		III	1		9
Female			1		IV	1		18
Female			1		III	1		12
Female				1	IV	1		10
Female			1		IV	1		16
Female			1		IV	1		18
TOTAL	0	3	34	5		42	0	593
AGE					MEAN		14.11904762	

From the table 4.12 above, it shows that all the students interviewed belong to a discussion group, although the discussion groups had many members. An effective study group should have 4-6 members.

**Table 4. 13: Shows the frequency of discussion groups meetings and visits to the library**

How Often to you meet				School Library		
Weekly	In 2 weeks	Monthly	Termly	Daily	Weekly	Twice a week
1					1	
1					1	
	1				1	
	1				1	
1						1
1						1
1						1
		1			1	
1						1
1						1
1						1
	1			1		
				1		
1					1	
1						1
1					1	
1						1
	1					1
			1			1
	1					1
	1					1
1				1		
1				1		
1					1	
1					1	
1						
1					1	
1						1
1					1	
	1					1
1					1	
1					1	
1					1	
1				1		
1					1	
1					1	
1						1
1						1
1					1	
1					1	
	1			1		
1					1	
31	8	1	1	6	19	16

**Figure 4. 5: Bar graph showing school library visits**



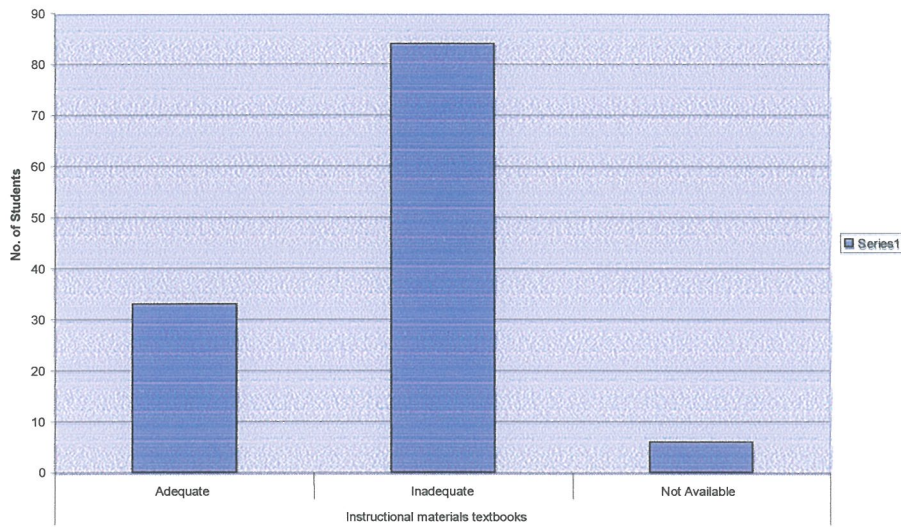
From the table, 4.13, above and figure, 4.5, most students visited their school libraries weekly. The girl-child is disadvantaged in this scenario. For the academic performance to improve students must develop a reading culture. This can only be developed through visiting the library on daily basis.

**Table 4. 14: Shows the adequacy of classrooms and instruction materials for girl-child students**

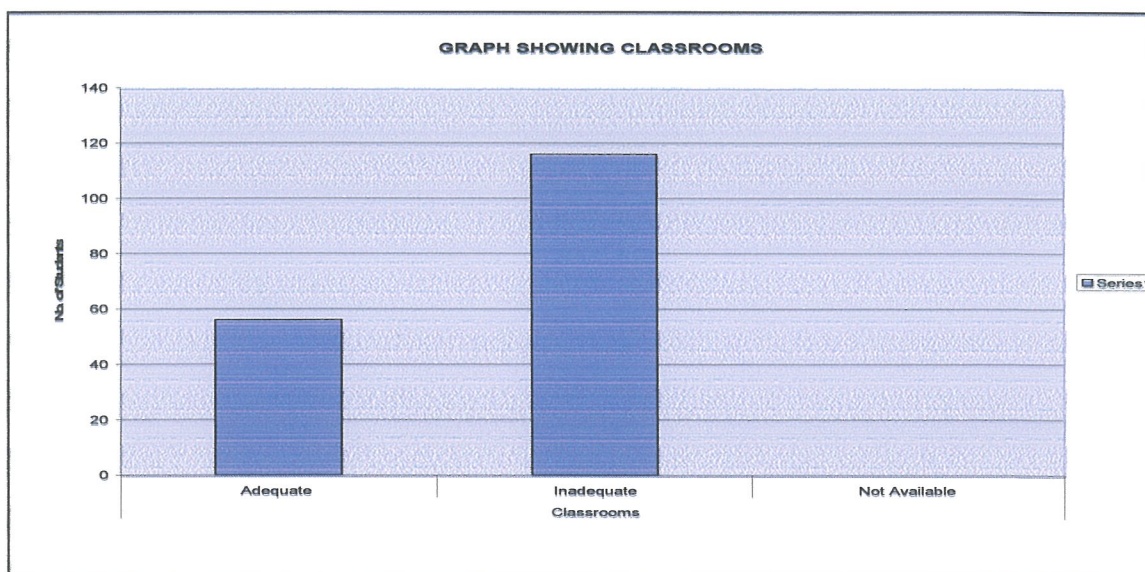
Classrooms			Instructional materials textbooks		
Adequate	Inadequate	Not Available	Adequate	Inadequate	Not Available
1			1		
	1		1		
	1				1
	1			1	
	1			1	
	1			1	
1			1		
	1			1	
	1			1	
	1			1	
	1			1	
1				1	
	1		1		
	1			1	
1				1	
1				1	
	1				1
1				1	
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1			1		
	1			1	
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	1			1	
1			1		
	1			1	
1			1		
	1			1	
	1		1		
	1		1		
	1			1	
14	29	0	11	28	2

According to the table 4.14 above, and Figure 4.6, and 4.7, below classrooms and instructional materials are inadequate. School environment impact on girls academic performance is an issue and constraint. Girls are easily affected by the conditions.

**Figure 4. 6: Instructional materials**

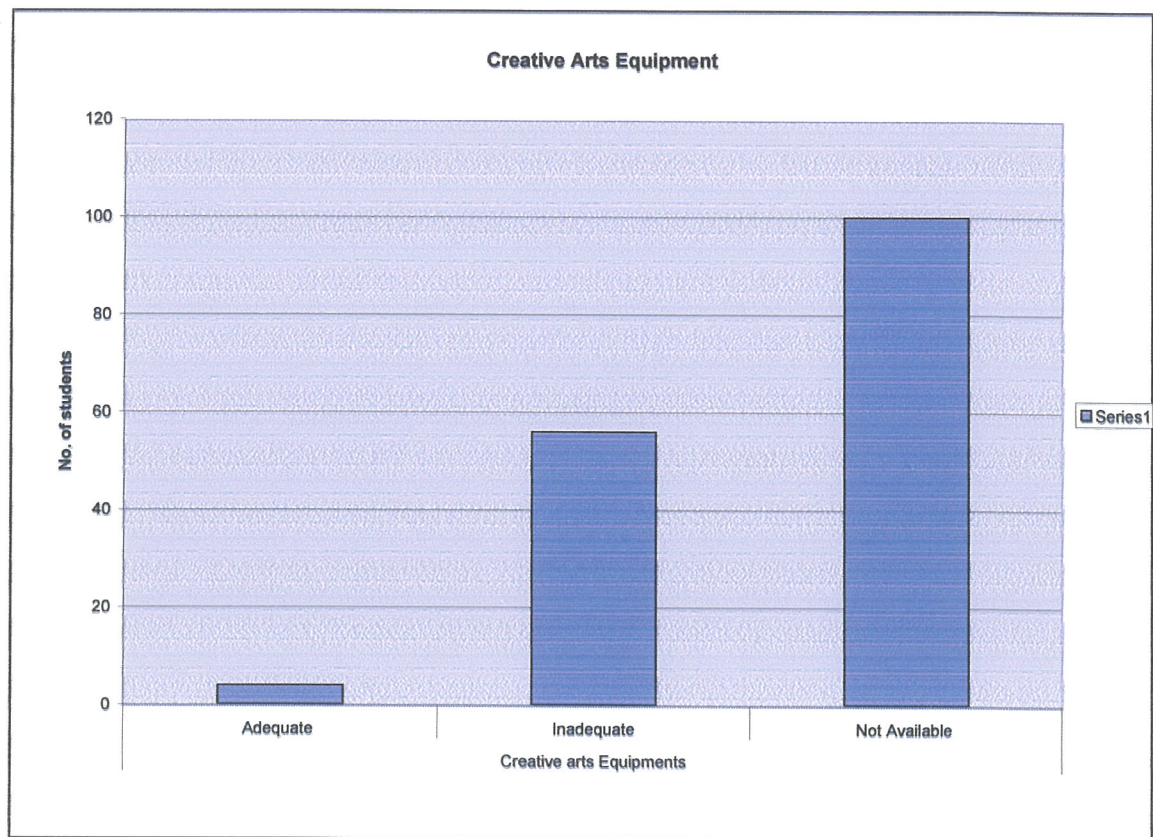


**Figure 4. 7: Bar graph showing classrooms**



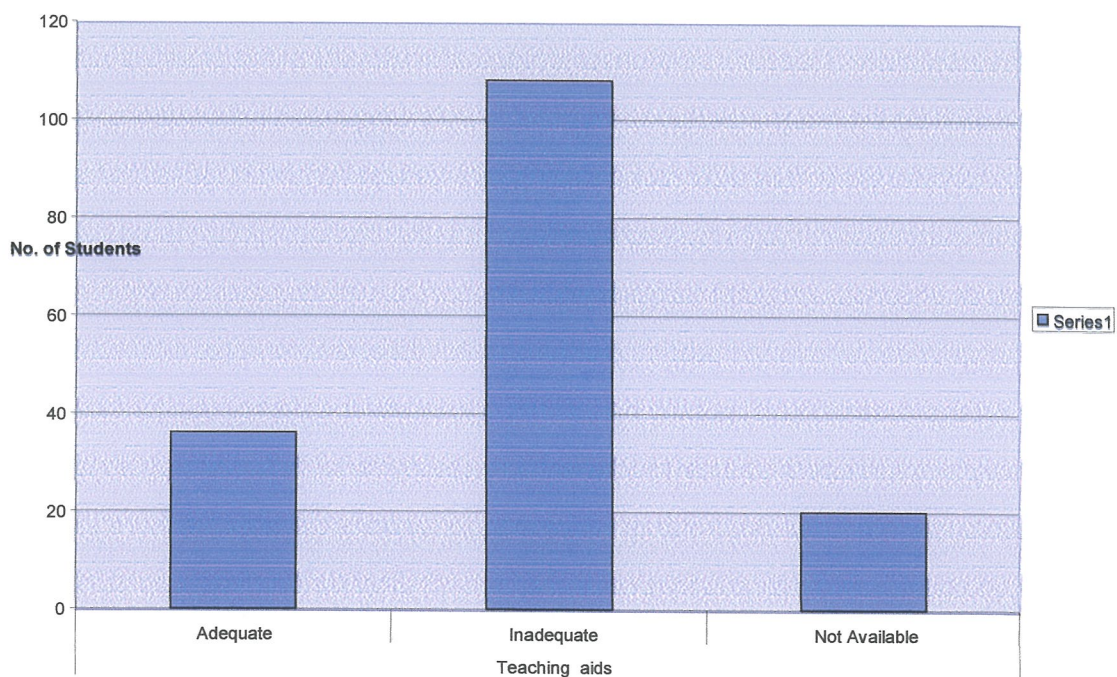
**Table 4. 15: Shows adequacy of teaching aids and creative art equipments in selected schools in Tiriki East Division, Hamisis District Kenya**

Teaching aids			Creative arts Equipments		
Adequate	Inadequate	Not Available	Adequate	Inadequate	Not Available
	1				1
	1				1
1					1
	1				1
1				1	
	1			1	
1					1
1					1
	1				1
	1				1
		1		1	
	1			1	
		1			1
	1				1
			1		
	1				1
	1				1
1					1
	1				
	1				1
1					1
	1			1	
		1			1
	1				1
	1			1	
	1				1
	1			1	
1					1
		1			1
	1				1
	1				1
	1			1	
	1				1
	1				1
	1			1	
1					
		1			1
	1			1	
	1			1	
	1			1	
1				1	
	1			1	
9	27	5	1	14	25



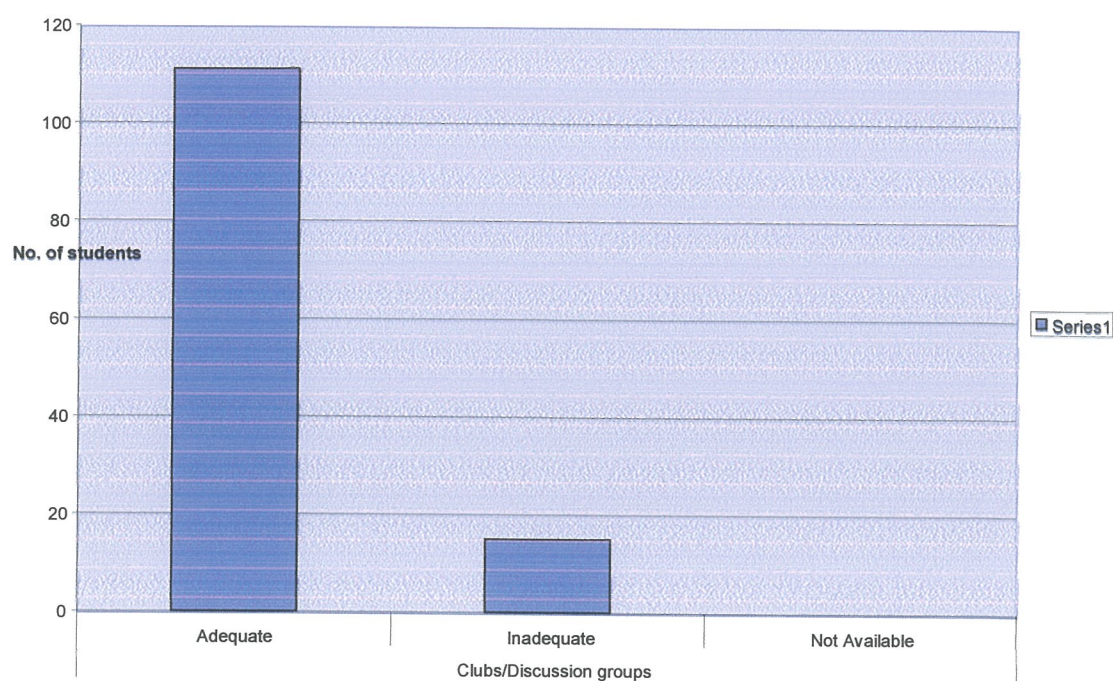
**Figure 4. 8: Bar graph showing adequacy of creative arts Equipment**

**Figure 4. 9: Shows the adequacy of teaching aids**



From the table 4.15, and Figure 4.8, and 4.9, teaching aids are inadequate while creative arts materials were not available.

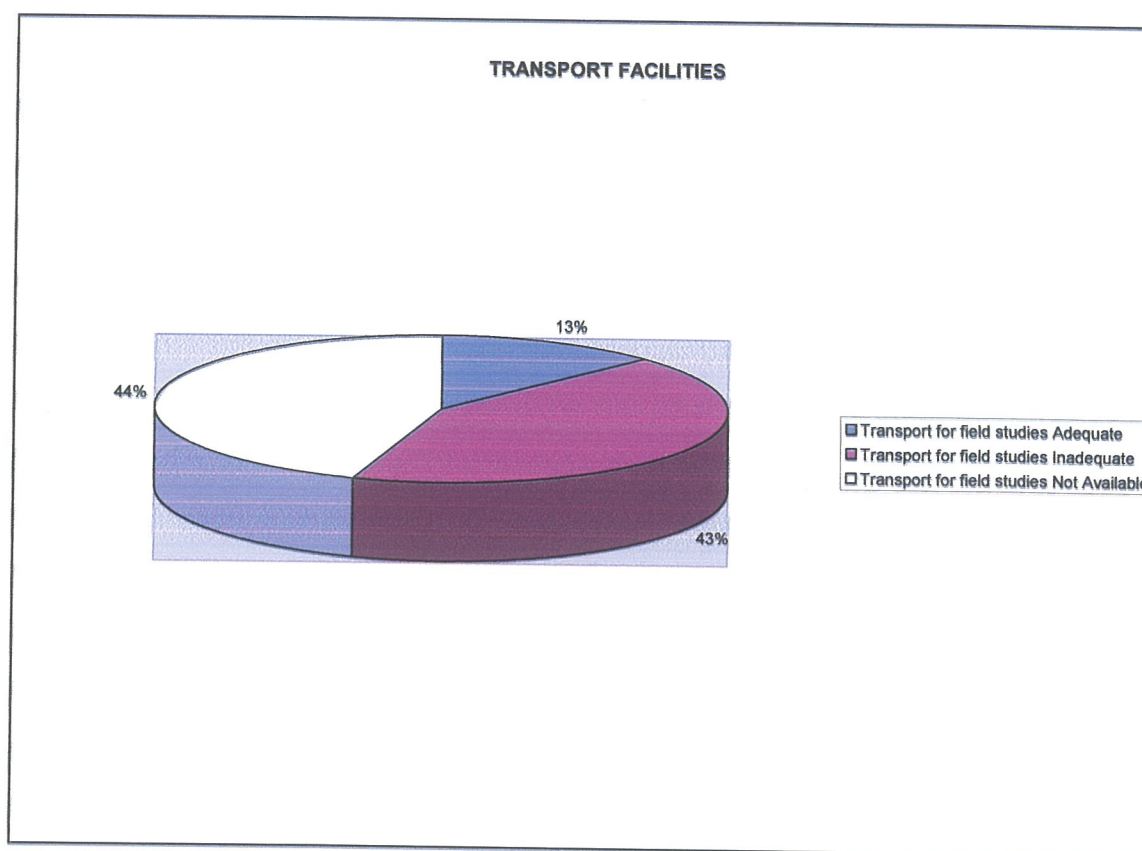
**Figure 4. 10: Shows adequacy of clubs and discussion groups among Female students**



According to table 4.16, and Figure 4.10, transport for field work studies and tours were inadequate while discussion groups were found to be adequate in most schools. This means the girl-child shares knowledge with other students thus participates in the learning process.

**Table 4. 17: Shows adequacy of computer rooms and field work/study tours**

Computer rooms			Field work/study tours		
Adequate	Inadequate	Not Available	Adequate	Inadequate	Not Available
		1		1	
		1			1
		1			
		1		1	
		1		1	
		1		1	
		1		1	
		1		1	
		1		1	
		1			1
		1		1	
	1			1	
		1	1		
		1	1		
		1	1		
		1	1		
		1		1	
		1		1	
	1		1		
				1	
			1		
		1			1
		1			1
		1			1
		1		1	
		1	1		
		1	1		
		1			1
		1		1	
	1				1
		1			
		1			1
		1	1		
		1		1	
		1		1	
	1		1		
		1	1		
0	5	35	13	18	9



**Figure 4. 11: showing transport facilities**

According to data collected on table 4.17, and Figure 4.11, most schools do not have computer room and computers. Lack of computers means that these schools will lag behind technological thus affecting the academic performance of the girl child.

**Table 4. 18: Shows the adequacy of reporting drug addiction and adequacy of laboratories and specimens.**

Forms of drug addiction			Laboratories and Specimens		
Adequate	Inadequate	Not Available	Adequate	Inadequate	Not Available
		1		1	
		1	1		
		1	1		
		1		1	
		1		1	
		1		1	
		1		1	
	1			1	
		1		1	
		1		1	
		1		1	
		1		1	
		1	1		
		1		1	
1			1		
1					1
		1		1	
	1			1	
	1			1	
		1		1	
	1			1	
		1	1		
	1			1	
		1		1	
	1			1	
		1	1		
		1	1		
		1	1		
	1			1	
		1		1	
		1		1	
		1		1	
		1	1		
		1		1	
		1	1		
		1		1	
		1		1	
		1	1		
		1		1	
		1	1		
		1		1	
		1		1	
2	8	32	11	30	1

According to the table 4.18 above, there few cases of drug addiction and inadequate laboratories. This means that the girl-child academic performance in the sciences will continually be dismal since laboratories and specimens are not available.

## **CHAPTER FIVE**

### **5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter encompasses discussion, conclusion drawn, decisions made, implications identified, recommendation suggested and areas that need further research identified. These are based on the research findings in chapter 4

#### **5.1 DISCUSSIONS**

The purpose of this study is to investigate the factors affecting the girl-child's academic performance in Kenya Certificate of Secondary Education (KCSE) among selected schools in Tiriki East Division, Hamisi District, Western Province, Kenya. From the main finding in chapter 4, research reveals that the key factors include social cultural, and religious beliefs, child labour, poor learning environment, lack of relemodels, HIV/AIDS, curriculum, pedagogy and learners attitudes.

##### **Social, Cultural and Religious Beliefs**

Most girls have more gender roles to play than boys which leaves them with little time for active participation in education.

##### **Attitudes and Practices**

Enrolment levels are still low since more boys are admitted and enrolled in Secondary schools than girls.

##### **Child Labour**

Among poor children and especially girls, are often withdrawn from school to engage in domestic work.

### **Poor Learning Environment**

From the research we found out the learning facilities were inadequate computers and computer rooms were lacking which means that most schools in Tiriki East, Hamisi District, Western Province, Kenya are behind technology.

A gender insensitive school environment includes the attitudes of the key stakeholders in the school, such as administration, teachers and students.

Many incidents of sexual harassment and gender-based biases have gone unreported.

Other aspects of the school enrolment that can be gender insensitive include school infrastructure and amenities such as water and sanitation, availability or not of sanitary towels for girls, curriculum and teaching leaning materials such as textbooks, pedagogy, school management and guidance and counseling.

### **Lack of Positive Role Models**

This is a problem in that although there are more men teachers than lady teachers. To make the matters worse, there was no lady headteacher in any of the ten secondary schools.

### **HIV/AIDS and Lack of Life Skills**

Due to both biological and socio-cultural factors, girls are more vulnerable to HIV/AIDS pandemic since they often become the care givers for the sick parents relatives and siblings. Moreover, girls lack life skills and thus are not well prepared to protect themselves from HIV or to cope with its impact if infected or affected.

## **Poverty**

Poverty is widespread with over 58% of the population living below the poverty line. Consequently the ability of the poor to meet education costs for all their children is a barrier to education of girls.

## **Negative Attitudes**

Some girls have a negative attitude towards Science, Mathematics and Technical (SMT) subjects leading to poor performance.

## **5.2 CONCLUSION**

This chapter captures discussions, conclusions and recommendations of the research study and drew concrete measures to improve the academic performance of the girl child in KCSE.

## **5.3 RECOMMENDATIONS**

It is clearly evident that there are many factors that stand in the way, in the performance of the girl-child in Tiriki East Division of Hamisi District, Kenya. They take various forms, these include social, cultural and religious attitudes and practices, poverty, child labour, poor learning environment, lack of role models, HIV/AIDS curriculum, pedagogy and learners attitude among others.

This research has focuses on unearthing the underlying causes of gender disparities and factors that hinder attempt to reduce.

To eliminate these disparities and enhance equity and equality the following recommendations are necessary.

First women and girls are in the first line of violence. Girls usally find it difficult to manage the situation or to escape the violence. It is recommended that efforts to address cases of Gender Based Violence be coordinated as many cases go unreported.

There is need for the Kenya Government to provide policy direction and guidelines that ensure gender equity and equality in the education sector.

At the same time institute, in-service training programmes for all teachers, teacher trainers, head teachers and teachers on child centered and gender responsive pedagogy.

The government should set guidelines to support re entry of girl student who become pregnant. There is also need to develop gender responsive teaching and learning materials that promote human rights education, guidance and counseling and gender sensitive education.

There is need to institutionalize gender expertise in curriculum design, development and learning assessment processes in Kenya Institute of Education, Teachers Service Commission and Kenya National Examination Council.

Regular inspection of school will establish monitoring evaluation and accountability process. The information arising from the processes will make curriculum teaching and learning assessment and quality assurance more gender responsive.

There is also need to develop bridging programmes for students from disadvantaged backgrounds especially between in SMTR related highly subjects.

There is need to encourage rehabilitation of sanitary facilities, learning facilities and physical infrastructure because research studies indicate that girls are more affected by poorly equipped learning environment.

There is also need for the Ministry of Education to coordinate with other government Ministries and support to the child's to education.

Bursaries, loans and scholarship should be given to bright and needy students. Many incidents of sexual harassment have been reported, culprits should be punished to protect the girl child.

Role models were lacking and therefore there is need to strengthen modalities for gender balanced appointment of head teachers and Deputy head teachers as well as attitudes necessary for development.

There is also need to design a framework for support of girl child development and participation particularly in leadership position in the school set up.

The government of Kenya and other stakeholder should continue to develop and implement policies that create an enabling environment to enhance girls retention and transition rates.

Stakeholder should develop modalities for open and distance learning, as well as non formal education to enable out of school girls access to secondary education.

It is imperative that every Kenyan Child should get quality education. This means that there should be enough qualified teachers who are trained in specific areas.

There is need to develop modalities for enhancing performance and efficiency of day schools since students in these schools has unique problems.

Curriculum should be designed to ensure gender balance. There is need for deliberate effort to be made or affirmative action to ensure that the girl child is graded and admitted to the universities with low grades than the boys.

Girls with mental disabilities, Down's syndrome and multiple disabilities are sometimes exploited and abused by members of their families. Communities and teachers because they have limited mental capacities. Moreover, many people believe that girls with disabilities do not engage in social activities including sex, hence are often left out of sex education, thus are there need to develop modalities for stakeholder participation in educating girls with special needs.

#### **5.4 FURTHER RESEARCH**

This research focused attention on the relationship factors affecting the girl child's academic performance in KCSE among selected secondary schools in Tiriki East Division, Hamisi District, Western Province, Kenya.

To widen the scope of generalization of findings of this research and improve its validity, the researcher recommends further research in the following.

- How gender insensitive environment affects performance of girls.
- The effects of positive role models on the performance of students.
- The impact of Free Secondary Education on the education of the girl child.

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## APPENDICES

### APPENDIX A

#### RESEARCH BUDGET

Description	Quantity/Units	Price/Amount	Total Amount
Library fees	1 month	30,000	30,000
Internet fees		30,000	30,000
Type Setting		100,000	100,000
Printing	6 Books x 50 Pages	500	150,000
photocopying	300 pages	50	15,000
Binding	6 Copies	5,000	30,000
Data Collection		200,000	200,000
Data Analysis		100,000	100,000
Other Expenses			45,000
<b>TOTAL</b>			<b>700,000</b>

**APPENDIX B**  
**TIME FRAME (2008)**

APRIL	–	Developing & submission of proposal
MAY	–	Data collection & analysis
JUNE	–	Submission of report

**APPENDIX C**  
**REQUEST FOR PERMISSION**

David C. Otieno  
P.O. Box 395,  
TIRIKI

The District Education Officer

Hamisi District

P.O. Box 42

HAMISI

Dear Sir/ Madam,

**RE: PERMISSION TO CARRY OUT ACADEMIC RESEARCH**

I am a student at Kampala International University currently pursuing a Bachelors of Education – (Arts).

I' am researching on factors that affect academic performance among girl child in secondary education study in Tiriki East Division, Hamisi District, Western Province, Kenya, as part of the fulfilment of the award of the degree.

Therefore, I kindly seek your permission to interview some of your teachers and girl child, using a questionnaire.

All information given will be treated with utmost confidentiality and as meant purely for academic purposes.

Thank you very much.



**David C. Otieno**



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Institute of Open and Distance Learning  
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## Office of the Director

24<sup>th</sup> April 2008

### TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR... DAVID CHRISTOPHER...

OTIENO  
REG. #..... BED/10011/52/DF.....

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

FACTORS AFFECTING THE GIRL CHILD'S ACADEMIC PERFORMANCE IN  
KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE) AMONG  
SELECTED SCHOOLS IN TIRIKI EAST DIVISION, HAMISI DISTRICT  
WESTERN PROVINCE, KENYA.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

  
MUHWEZI JOSEPH  
HEAD, IN-SERVICE

APPENDIX D  
PICTURES OF SCHOOLS



*Shamakhokho Secondary School*



*Kaptik Secondary School*

## APPENDIX E

MAP SHOWING AREA OF STUDY: TIRIKI EAST DIVISION, HAMISI DISTRICT,  
WESTERN KENYA

