

**GIRL CHILD EDUCATION AND ACADEMIC PERFORMANCE IN
AINABKOI ZONE ELDORET EAST DISTRICT,
UASIN GISHU COUNTY RIFT VALLEY
PROVINCE, KENYA**

BY

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DECLARATION

I Musa K. Yatich of registration number BED/SNE/30101/82/DF hereby declare that this research on girl-child education and academic performance in Ainabkoi Zone, Eldoret East Uasin Gishu county and academic performance is my own original work and has never been submitted to any other institution of higher learning for the award of a certificate, diploma, degree or masters.

I further declare that all the material cited in this paper which are not my own have been duly acknowledged

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APPROVAL

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DEDICATION

I dedicate this research report to my dearly beloved: My late father Mr. Yatich Chebii and mother Mrs. Kobilo Tapkigen Yatich, my wife Irene and children Brian Kibiwot and Edith Jepchirchir, my brothers, sisters, uncles my fellow teachers and my friends.

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LIST OF ABBREVIATION

AIDS	-	Acquired Immune Deficiency Syndrome
D/N	-	Daily Nation Newspaper
EFA	-	Education for All
FAWE	-	Forum for Advancement of Women
FPE	-	Free Primary Education
HIV	-	Human Immune Virus
ILO	-	International Labour Organization
KBC	-	Kenya Broadcasting Corporation
KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
KIE	-	Kenya Institute of Education.
KISE	-	Kenya Institute of special Education.
KNEC	-	Kenya National Examination Council
KPHS	-	Kenya Demographic and Health Survey
MOEST	-	Ministry of Education Science and Technology.
NFE	-	Non Formal Education
NGO	-	Non Governmental Organization
PTA	-	Parents Teachers Association
TSC	-	Teachers Service Commission
WEF	-	World Education Forum

DEFINITION OF TERMS

Academic	-	The world of learning, teaching, research.
Attitude	-	The way that you think and feel about something
Barrier	-	An object like a fence that prevents people from moving forward from one to another.
Caliber	-	Degree of mental capacity or moral quality.
Challenge	-	A new or difficult task that test somebody's ability.
Child	-	A young girl or a boy who is not yet an adult
Constrained	-	A thing that limits or restrict something or your freedom to do something.
Culture	-	The customs and beliefs of life and social organization of a particular.
Culture	-	integrated pattern of human knowledge, beliefs, social norms and behavior their people depends upon man's cavity for learning and transmitting knowledge to succeed generations.
Delimitation	-	The act of fixing or dipping limits.
Demographic	-	Relating to the statistical characteristics of human populations
Denial	-	A statement that says something is not true or does not exist.
Descriptive	-	Saying what somebody or something is like.
Detrimental	-	The act that causing harm or damage. Discrimination the act of practice, or an instance of discrimination categorically rather than individual
Disgrace	-	The loss of other people respect and approval because of the bad ways somebody has behaved.
Education	-	A process of teaching, training and Learning, especially in schools or colleges.
Exacerbated	-	To make something worse, especially a disease or problem.
Exhaust	-	To tire extremely or completely
Exploratory	-	Done with the intention of examining something in order to find out more about it.
Foreigner	-	A person who comes from a different country.
Gender	-	The fact of being male or female
Gender	-	The fact of being male or female

Goal	-	something that you hope to achieve.
Illiteracy	-	In ability to read and write.
Incentive	-	something that incites or has a tendency to incite to determination or action.
Indulge	-	To treat with excessive, leniency, generosity or consideration.
Inheritance	-	The acquisition of possession condition or trait from past generation.
Invest	-	Commit(money) in order to earn a financial return.
Limitation	-	The act or process of limiting or controlling.
Literacy	-	The ability to read and write
Motivation	-	The act of furnishing with an incentive or inducement action.
Nurturing	-	To care for and protect something or something while they are growing and developing.
Orphan	-	A child whose parents are dead
Pandemic	-	A disease that spreads over a whole country or the whole world.
Peer	-	A person who is the same age or who has the same social status.
Poverty	-	The state of being poor
Poverty	-	A situation in which a person stays poor.
Precursor	-	An early stage or substance which precedes or gives rise to more important or definitive stage or substance.
Premature	-	Happening before the normal or expected time.
Rapport	-	having a good relationship
Respondent	-	A person who answers questions, especially in a survey.
Retention	-	ability to remember
Rigid	-	Often disapproving of rules, methods.
Role model	-	A person that you admire and try to copy.
Scenario	-	A sequence of events especially when imagined an account or synopsis.(condensed statement or outline) of a possible course of action or events.
Schedule	-	A plan that lists all the work that you have to do and when you must do each thing.
Self esteem	-	confidence and satisfaction in one self.

Separation	-	No longer living with husband and wife
Siblings	-	A brother or a sister
Skill	-	The ability to do something well.
Status	-	A position or rank in relation to others.
Stereotype	-	Categorizing learners on the basic of assumption about the behavior of the group
Stigma	-	To treat somebody in a way that makes them feel that they are very bad or unimportant.
Strategy	-	A plan that is intended to achieve a particular purpose.
Syndrome	-	A set of physical conditions that show you have a particular disease
Teenage	-	Relating to people in their teens the age native thirteen and nineteen years
Value	-	How much something is worth in money or other goods for which it can be exchanged
Value	-	How much something is worth in money or other goods for which it can be exchanged
Withdrawal	-	The act of depriving.
Zone	-	An area or a region with a particular feature.

ABSTRACT

Kenya recognizes education for girls and women as a tool, for empowering them and as a fundamental human right. There is an improvement in the overall literacy for both males and females thus narrowing the gap between them. However, despite their awareness, the national enrollment figures in primary schools camouflage regional variations that pose a challenge to the national achievement.

The main goal of closing the gender literacy gap will not therefore be achieved without focusing attention on the girl child education in the under privileged regions in the country. There is evidence that free primary education is faced with several challenges likewise to the girl-child education. and academic performance. This study sets out to highlight the major gender and education challenges facing the girl-child education in Ainabkoi zone, Eldoret East district, Uasin Gishu County, Rift Valley Province in Kenya. The purpose of this study is to investigate the challenges facing girl-child education and academic performance in Ainabkoi zone is specifically aimed at finding out the economic and socio-cultural factors that tend to affect girl-child education and academic performance. This will eventually identify the challenges affecting the achievement facing girl-child education for all and proposes positive actions for mitigation of the situation so as to establish whether there are existing strategies for addressing the challenges facing girl-child education and how to uplift girl's education.

The study will therefore be made of a descriptive and exploratory design in which both qualitative and quantitative methods used in collecting the data from the children (pupils), head teachers and parents on the challenges facing girl-child education and academic performance. The researcher will target thirteen primary schools which has a population of five thousand eight hundred and forty one (5841) pupils. The number of respondents who were given the questionnaires will constitute two hundred and forty (240) which were spread equally to all the thirteen schools in the zone. The method to be used while collecting the data included the use of questionnaires interviews, observation and examination records.

CHAPTER ONE

INTRODUCTION

1.0. Background of the Study

Education is a cornerstone of economic growth and socio development and a principle means of improving the welfare of individuals. It increases the productivity capacity of societies and their political, economic and scientific institutions. It also helps to reduce poverty by increasing the value and efficiency of the labour offered by the poor and by mitigating the population, health and nutritional consequences of poverty (IBRID/World Bank, 1990:8).

Education consists of three dimensions which either singly or in combinations contributes to development. These are the non formal, informal and formal dimensions. Education can only be effective in enhancing development if each of these dimensions is effectively engaged in this process.

The Non-Formal Education (NFE) which is defined as any organized systematic learning activity conducted outside the framework of the formal education system (outside) the school or college), whether they are children or adults. The role of non formal education is that it enables people acquire relevant knowledge, skills, values and ideas through short courses, seminars, conferences, workshops and lifelong learning experiences (Thompson, 2001)

Informal education is deeply entrenched in Kenya as all children and adults are immersed in lifelong process of learning whereby they acquire knowledge, skills, attitudes and values from daily experiences, educative influences and resources of the environment. Informal education is acquired through: the family, community and peers, work place, sports/games, mass media such as movies, newspapers, radios and televisions, popular cultures such as songs, riddles, poems, drama, proverbs, role models and through direct participation in various activities which include rituals and ceremonies.

The third dimension of education is the formal education which is known to be planned, organized and systematic. Formal/ modern education is associated with institutions such as schools, colleges and universities. It is characterized by classes, timetables, distinct subjects, rigid disciplines, emphasis on grades, examinations and certificates. Formal education is therefore defined as a hierarchal structural, chronologically graded educational system running from primary through secondary to institutions of higher learning and other nationally certified post-school training institutions (Republic of Kenya, 1992:76). This is the education approach which pre-occupies our minds and which is believed to constitute the essential strategy to development.

Most homes have failed to put in the extra needed effort towards child upbringing. The little time parents can spare, if fully utilized, may pay dividends for instance, taking time to listen, learn and train children on simple issues such as good manners, habits and attitudes. Formulating friendly home rules like which programmes to watch on Television, clothes to be worn, respect, humility, kindness, punctuality, neatness, prayer, Sunday school and type of language to be used is also the responsibility of the home. In spite of all limitations found in the home, there is no doubt that it is still one of the most fundamental agencies of education (Aggrawal, 1992). A number of indiscipline cases reported at school could be attributed to absentee parents; children from such homes "spoil" others through peer grouping. This makes one want to question the ability of day care centres, pre-schools and boarding primary schools in nurturing children. Such institutions deny the child parental care. With a view to allowing children enough socialization within the home environment, a review committee on student's discipline and unrest in secondary schools recommend that the Ministry of Education, Science and Technology reviews the age limit at which parents release their children to boarding primary schools (MOEST).

More recent research indicates that more girls have enrolled at all levels of education as noted in the National Development Plan 2002-2008:54) that: in the year 2001/2002 female enrolment at primary school level nationally was 49.3% of the whole population, 47.2% at the school level and 32.2% at the university level. This trend of low enrollment in other levels of education as women participation in education declines with ascension of the academic ladder (Komatho, 1993).

1.1. Statement of the Problem

Limited access to education among girls could be attributed to the society's negative attitude towards girl-child education. In Kenya, when formal education began the statistics showed that there were more boys than girls in primary schools especially in the rural areas. This is an indication that parents attach more value to the education of boys than that of girls and therefore invest more in the education of boys than that of girls. The under representation of girls in rural schools tends to be greatest and the most disadvantaged communities. While a number of measures can be shown to have an impact on the retention of girls in school, one of the important factor is the presence of female teachers. Female teachers can help to make the school environment more supportive and nurturing for girls. Many girls in Kenya are forced to drop out of school because school administrators are insensitive to gender issues.

The leading challenges facing girl-child education and academic performance currently is the parental negative for some parents towards girls' education and early marriages are among the causes of low academic performance and drop out of school thus leading to their low participation rate. Also the distance to school is another barrier to children's attendance as this is revealed by the enrollment. The further the distance from the school, the lower the enrollment of the pupils and vice versa.

In recent years, many governments have reported action taken to create a positive environment for girls so that they, as citizens, can reach their fullest potential. In order to maintain and increase the retention of girl-child in the school register some countries such as Nigeria have prohibited the withdrawal of girls from school to ensure that they can continue and complete their education while Zambia has began providing scholarships to girls.

1.2.0. Objectives of the Study/Purpose of the Study

1.2.1. General Objective

The purpose of the study is to examine the girl child education and academic performance in relation to academic performance in Ainabkoi zone, Eldoret East District, Uasin Gishu Rift Valley province, Kenya.

1.2.2 Specific Objectives

- i. To identify factors that limit parents of Ainabkoi zone Eldoret East District from investing g in education of their daughters.
- ii. To find out the causes of drop out from school among the girls in Ainabkoi zone.
- iii. To identify the factors that affect the enrollment rate of girls into primary schools in Ainabkoi zone Eldoret East District.
- iv. To identify the challenges that affect girl-child education and academic in Ainabkoi zone Eldoret East District.

1.2.3 Research questions

- i. What factors limit the parents of Ainabkoi zone from investing in education of their daughters?
- ii. What are the causes of drop out from school among girls in Ainabkoi zone?
- iii. What factors affect the enrollment rate of girls into primary schools in Anabkoi zone?
- iv. What are the challenges that affect the academic performance of girl child education?

1.2.4 Significance of the study

- i. The study findings will help the girl-child to continue with her education to a higher level which can help them to get jobs hence earning a living therefore making them to be respected, and be honored and empowered to participate and contribute towards social and economic development of the family.
- ii. Through the findings of the study, the parents will be sensitized on the importance of education of both girls and boys by valuing the education of both sexes.
- iii. By educating girls, societies stand to gain economically. In addition educated mothers usually have smaller families with healthier and better educated children. The standards of the community will be uplifted hence they will develop positive attitude towards the girl child education.
- iv. The findings of the study will assist the teachers, the head teachers to use the findings of the study to create awareness among its learners (especially the girl-child) on the challenges that tend to face them and the school administration will also use the findings

to guide and counsel the girl child about the importance of attaining education and to boost their moral in education so as to uplift their status.

- v. The study will also help the government through the ministry of education achieve its objectives of education for all. This will in the long run enable the government to have potential women in the country some of whom will become teachers, doctors, ministers and professors. These calibers of ladies (women) acted as role models of the upbringing female children as they will strive to emulate them.

1.2.5 The scope of the study

The study was conducted in thirteen primary schools in Ainabkoi Zone, Eldoret East, Uasin Gishu County. In this context the scope of the study also refer to both the limitation and delimitation of the study in which the researcher encountered in the course of carrying out research. The researcher conducted the research during the school term.

1.2.6. The content scope

The study examined girl child education and academic performance. It concentrated on the factors that limit the parents from investing in education of their daughters, the causes of drop out from school among girls, the enrolment rate of girls in primary schools and the challenges that affect the academic performance of girl child education. The research was conducted basing on the female learners from standard six to eight.

1.2.7. Time Scope

The duration of conducting the research took five months. This was from December 2010 to April 2011. the research had to schedule his research during school term dates for the purpose of coming into content with teachers and the pupils.

1.2.8. Geographical scope

The study was conducted in Ainabkoi zone, Eldoret East District, Uasin Gishu County, Rift valley province, Kenya. The geographical scope of the area is that much of the area is covered with a number of valleys. The drainage system at the area is that it has several streams which slopes towards the northern part of the zone. The schools that are found in the interior (rural) parts of the zone have several number of streams as well as swamps.

The road network within the zone is fair. The schools are found within the tarmac road, five schools are found along murram road. The result six schools are served with earthen road which make them inaccessible during road season. The rest of schools have electricity.

1.3. Limitation of the study

Some of the schools which the researcher visited were far and yet the researcher had travel by foot. For the school which was along the road, the researcher had to hire a motorcycle known as “boda boda” so as to get accessed to the schools with much ease. Travelling on the hand, may consume a lot of time. To reach the schools that were far in rural areas the researcher had to cross streams, swamps, which had water with growing vegetation and some trees within the sides

Much travelling through harsh physical environment made the researcher tired and exhausted after a day’s research work. Another challenge that the researcher came across while carrying out research was that most of the parents do not knew how to read and write, so the researcher mainly had to use the interview techniques.

1.4. Delimitation

The research was carried out within the researcher’s locality, therefore the researcher had a better mastery of the geographical and cultural practices of the people but some challenges could be experienced. During the research the respondents showed a positive attitude when answering the questions.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter discussed literature related to the girl child education and academic performance and it particularly focused on the factors that limit the parents from investing in education of their daughters, the causes of dropout from school, the factors that affect the enrolment rate of girls into primary schools and the challenges that affect the academic performance of the girl child. Collectively all the above mentioned issues were majorly considered to be the fillers of the research topic.

2.1.0. Factors that limit the parents from investing in education of their daughters.

There are quite a number of factors that limit or hinders them and marks them feel reluctant in sending their daughters to school. Some of these factors are explained below.

2.1.1. Negative attitude towards the education of girl child

Limited access to education among girls could be attributed to the society's negative attitude towards girl education in support of this view, (Ogvido 1993) observes that parental negative attitude towards girls education and early marriages are among the causes of drop out from school leading their low participation rate. Also, the fact that there are more boys than girls in both primary and secondary schools is an indication that parents attach more value to the education of boys than that of girls and they therefore tend to invest more in the education of boys.

2.1.2 Literacy levels of the parents

At all levels of education Literacy levels of women is still limited as compared to that of men. In 2000 for example, the World Education Forum (WEF) noted that women seriously faced a problem of illiteracy and limited access to educational resources especially in the developing world. Illiteracy rates are still higher for adult women than it is for adult men. This situation also applies to girl child and boy child education respectively (where by the former in future will represent the adult women and the latter will represent the adult men). If this situation is not

looked into, then the same scenario will continue to prevail. In a number of African countries, there are 200 women enrolled in tertiary education, for every 100,000 women in the country (Hyam, 2002). This shows that there is a poor participation by women at the tertiary level of education where statistics are depressingly low.

In many traditional societies education beyond the acquisition of literacy is contrary to the social pressure for women to become future wives and mothers and this may threaten their possibilities of marriage. This argument by Tripp, underlies the reason why the girl child education is limited in African societies and Kenya in particular (Tripp, 1988, Mueller, 1993).

2.1.3. The value of educating girl child

A good number of parents had not likely to invest in the education of their daughters. They argued that girls get married and therefore benefit the husband's family. The parents also said that girls are less likely to take care of natal family's property after the death of the parents since they have no right to inheritance. On the other hand, girls are perceived to be a quick source of wealth for the family. Dowry must be paid when marriages are arranged. Thus, when an opportunity arises, girls are often quickly married away to allow the family to get dowry. The opportunity to attend school is therefore lost (Raju, 1973).

2.1.4. Economic status of the parents

To many parents free primary education means the government will provide everything to their children who require tolerance, including uniforms. Even children already having exercise and textbooks and pens did not carry them to school in anticipation of free provisions (Daily Nation January 7th 2003). There was a massive turnout of children to all the public schools countrywide, most of these children include those who had dropped out of school because they lacked fees especially among the boys while the girls had dropped out because of early pregnancies as well as early marriage. Some of the children who turn up were as quite old to be admitted to lower primary.

Education is a fundamental human right as an end in itself or as a means of participating in social, economic and other development activities. Education especially that of females (girls)

has been identified as the kingpin of sustainable growth especially in Africa (World Bank, 1980), conclusively evidence now exists that educating females has beneficial impacts on raising economic productivity, improving the health, nutrition and longevity of a family, reducing the family size, raising on individual self-esteem and confidence (Cochrane, 1979).

Available evidence also suggests that if the mother is more educated, she may play a greater role in the family decision making, makes her aware of the proper medical care which reduces infant mortality, makes her break away from tradition which promote gender discrimination in society and may easily access higher status occupation through education which lead to improve income, better or improved education and social status (Oradho). Further, studies have shown that the impact of educating girls go beyond themselves and their family to enrich the entire nation (Christiana et al, 1996).

2.2.0. The causes of girl child dropout

Girl child is faced with numerous factors which hinder their education and make them drop out of school. Some of these factors include children heading families (child mothers), children affected and infected by HIV/AIDS, separation of parents and divorce, orphaned children, child labour, lack of role models and early marriages.

2.2.1. Children heading families/child mothers

These are children who become pregnant while they are still at school and are forced to drop out of school. These children become, mothers before their rightful age. The new responsibility of being a mother deprives her ability to learn and participate in developmental activities effectively. Janet Bode in kids having kids, in her examination of teenage pregnancy, is a sizeable contributor to the growing population of residual welfare dependent families. "The unwed Teenage Parent" (1980) indicates most unmarried motherhood comes to girls who have few or no occupation or social skills and that failure in academic and career preparation pursuits is a usual precursor of unwed pregnancy. Cherlin (1981) in his Labour Department Study indicates a contributor to the culture of poverty.

According to the 2003 Kenya Demographic and Health Survey (KDHS) almost half (46%) of teenagers who had never attended school had begun childbearing compared with 10% of those with secondary education and above. Limited education also means limited for the job market and therefore limited economic opportunities.

2.2.2. Children affected and infected by HIV/AIDS

The initial HIV/AIDS stand for Human Immune Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) children affected by HIV/AIDS are those who have lost their parents or dear ones through the dreadful disease. In this situation if the child has younger siblings and the parents had died of HIV/AIDS the child is forced to drop out of school in order for the child to look and cater for the younger siblings. It is estimated that about 30-40% (according to medical statistics) of babies born to infected mothers.

Those children who are infected are those who have acquired the disease at the late stage of their years and may indulge in premature sex as a result of this they may contract (infected) by the virus. When the child is found in this situation the child will often experience social and psychological problems and they may be stigmatized by the society which affects their self-esteem leading them to drop out of school.

Although HIV/AIDS is a threat in all areas, it is becoming a greater threat in rural areas than in urban areas. Information and health services are less available in rural areas than in urban areas. Rural people are therefore less likely to know how to protect themselves from HIV and, if they fall in they are less likely to get care (Fao 2005). The prevalence of HIV in rural areas and the lack of medical facilities have made rural postings even less attractive to teachers (Smith and Mc Donagh 2003:35)

2.2.3. Separation of parents/divorce

Separation involves two people who are married leaving or separating from each other leading the children to stay with one of the parents preferably the mother if the children are below eighteen years of age. Separation may later lead the two parents to rejoin; on the other hand, divorce refers to separating permanently. Both separation and divorce of the parents affected the

stability of how the children will perform at school. The children will develop poor parent-mother-father relationship as pertaining parental love which will lead the children to develop poor rapport with their parents.

Due to increasing cases of separation and divorce in families, there is an increasing need for the school to be a caring place. This is in view of an unstable family life, which is the cause of much anxiety and stress among children. When there is stress within a family unit, brings a breakdown, in normal relationships, there may be separation, divorce or bitterness, the effects of which must dominate emotions. Schooling for children may be relieved from home tensions, or it may cause distractions which made them not to cope with mutual incomprehension between child and teacher (Charlton & David, 1987).

2.2.4. Orphaned children

An orphan is any child who has lost either of the parents or both parents have died either through accident or sickness as a result of diseases such as HIV/AIDS. Basically according to Kenya nation, HIV/AIDS strategic plan 2005/6- 2009/2010 there are three types of orphans caused by aids and they include: children who have lost their fathers were 288, children who have lost their mothers were 240 while those who lost both parents (have no parents) are 80.

Studies have shown that HIV/AIDS infected fathers tend to become affected and die earlier than their spouses. When the father dies, the sense of social, economic and physical security associated with male authority is gone. In this situation the family members will lack direction since according to African culture a female head-of-household often lacks the right to inherit property and has tenuous ties with the paternal kinship system. This automatically affected the education of the children hence the children will be forced to drop out of school. Research studies have however shown that the participation of fathers in childcare from an early age has positive and lasting effect on their children. (Kaplan, 1986).

2.2.5. Child Labour

Child labour has been defined by International Labour Organization (ILO) to mean: any economic activity performed by a person under the age of 15 years and is and that is detrimental and exploitative “Kenya’s Employment Act defines child labour as “any situation where a child provides labour in exchange of payment.” In traditional African culture children were assigned the roles as per their gender. The female children (girls) were supposed to learn the family roles that were performed by their mothers. According to Csapo (1991), mothers appear constrained, especially in rural areas rural areas where household must commit many hours to domestic chores like cooking, fetching firewood and water. Both boys and girls are supposed to assist the family in participating in doing some farm work like digging, weeding and harvesting so as to ensure that there is a steady income to the family.

Many rural households depend on their children for help during busy times of the agricultural year such as during harvest. Schools are usually designed to follow a rigid schedule in terms of both time of the day and term dates and often expect children to be in school during busy periods of the agricultural calendar (Taylor and Muhall 2001:136).

2.2.6. Early marriage

Cultural practices such as circumcision of girls may lead to early marriages and children bearing. This results in an increase in the school drop out rate. According to D/N (Daily Nation) news paper 1/10/2010, it reveals that a father (78 years old) was held at Oyugis(Kenya) police station over marriage of his 14 year old daughter (standard 6) at Ruggugu primary school in Rachuonyo south district. The father was given a bull worth Ksh 7,900 as a dowry. The man was arrested at the expiry of one week ultimatum to take the girl back to school. Of significance also is the fact that a number of NGOs have been allowed to operate in areas where early marriage is prevalent. The organizations are now educating the people on the importance of taking girls to school rather than marrying them off old men.

2.2.7. Lack of role models

According to the ministry of education, science and technology, (Kenya) girl child lacks role models. Statistics from the ministry show that the female teachers account for only 30% of the

teaching staff in the whole country. Most of these female teachers are to be found in urban areas, leaving very few female teachers in the rural areas to cater for the large population of the girl child.

2.3.0. The factors that affect the enrolment rate of girls into primary schools

There are quite a number of factors which tend to affect or prevent the enrolment rate of girls into primary schools. These factors include:- late entrance to school, combination of poverty, diseases, cultural practices, HIV/AIDS pandemic, child negligence, denial of education, and child's academic workload.

2.3.1. Late entrance to school

An inspector (James Mwangi, Kenya) of primary schools revealed that most girls enter school at a late age because of the demand for their labour in their homes such as assisting in looking after their young siblings and also engaging in other domestic chores in the home. Some of the girls who fall in this category may end up not completing their education because they feel that they are over age which eventually led them to drop out of school.

2.3.2. Combination of poverty, traditional cultural practices

A combination of poverty, traditional, cultural practices continue to deny the girl child her right to education. However, the government and the civil society are at the forefront of making them realize their dreams. Children living in poverty are more likely to be faced with serious illness, become pregnant during their teen years or drop out of school (Kirst, 1993).

2.3.3. HIV/AIDS pandemic

HIV positive learners get weakens progressively and finally drops out of school. For instance some learners have to drop out of school to take care of their infected parents, guardians, or siblings. According to the ministry of health, Kenya, in collaboration with the ministry of education, science and technology it is revealed that in case the mother dies of HIV/AIDS, the situation gets worse, forcing the girl child take over her responsibilities. This has been exacerbated by HIV/AIDS pandemic, which has forced children out of school to take up odd jobs in order to play the role of their parents.

2.3.4. Child negligence

Child negligence refers to a situation where the parents fail to play the roles of which a parent is supposed to undertake such as providing the children with proper diet, shelter, clothing, medical care, education and guidance. When the child is not provided with such needs the child is forced to drop out of school and look for other means of surviving.

According to section 127 of the Children's Act 2001, (Kenya). Any person found guilty of negligence is liable for a maximum of five years imprisonment or a fine of a sum not exceeding Ksh. 20,000 or both fine and imprisonment.

2.3.5. Denial of education

Some parents justify the denial of their right to education to prevent them from bringing shame to the family through early pregnancy. According to some African communities it is believed that women who are at the same level of education as the men are a disgrace to the community because more often than not, they will not get married and if they do, it will be to a foreigner. For such parents early marriage is the best way to prevent the girl child from being sent to school and at the same time preserve tradition.

2.3.6. School work load

Due to the rigid curriculum which at times is not flexible, demands much out of the learner. The teachers may give too much homework to the learners and expects them to complete within a short time of which the learner may not in a position to complete on time. In this situation the girl child will be disadvantaged as she had to carry out household chores besides the academic work. To avoid the harsh treatment and severe punishment which the teachers will give to those who always do not complete homework will automatically make the girl child drop out of school, hence leaving the boy child proceed with his education.

2.3.7. Poverty

Poverty is widespread in Kenya, with over 58% percent of the population living below the poverty line. Consequently, the inability of the poor to meet educational costs for all their children sometimes causes girls to be withdrawn from school to engage in domestic work in order to supplement family income. According to research it is revealed that the longer the children live in poverty, the more likely they are to have academic problems (Orland, 1990).

2.4.0. Factors that affect the academic performance of the girl child

The academic performance of the girl child are affected by a number of factors; which may include distance from home to school, gender distribution of the teachers, lack of motivation, lack of gender sensitization, media and internet, too much workload at home, heavy work load for teachers and increased absenteeism amongst teachers.

2.4.1. Distance from home to school

The distance from home to school is a major barrier to the children's attendance especially to a girl child. A school mapping study in Chad show that enrollment fell rapidly as distance to school increased. However, a recent data from Lesotho suggests that 69% of children who had never been to school lived more than a 30 minute walk from school, while those who may have managed to walk had their academic performance affected because the energy which would have been used for studies would end up being used for walking. At the same time such children would always be late for school.

2.4.2. Gender distribution of teachers

Gender distribution of teachers has important implications for gender equity in school enrollment. Female teachers can help to make the school environment more supportive and nurturing for girls. In addition, the presence of female teachers in positions of responsibility of leadership in schools is an important factor in creating positive role models for girls. When no female teachers or they are very few to meet the number of girls in the school, the girls tend to perform poorly.

2.4.3. Motivation

When learners are encouraged, given incentives when they are at school or at home they tend to feel encouraged to do better since they felt that their work is being appreciated, however small the improvement could be. But when there is no encouragement, the girl child tends to be discouraged hence her performance at school deteriorates. Research has shown that when children learn in unstimulating environment of an institution their educational performance lowers, (Tizard 1961, 1964) and vice versa.

2.4.4. Lack of gender sensitization

When there is no gender sensitization and awareness campaign, workshops and seminars and affirmative action the girl child's academic performance is affected. (Kwamboka, 1994, P.52) poses the following questions about the girl child: what gets girls in school, what keeps them there, what gets them out prematurely, and what changeable invariables in and out of school can be manipulated by whom, and in what way in order to ameliorate girls' participation.

2.4.5. Gender insensitive school environments

Gender insensitive school environments discourage girls from attending school. These include insensitive teaching and learning materials, sexual harassment and intimidation, teachers and administrators (Pana, 2003). Rural children especially the girls may experience a poorer quality of teaching because parents and teachers may have lower expectation of what rural children can achieve.

2.4.6. Gender stereotypes

Some many materials such as pupils' textbooks reinforce gender stereotypes. For example, girls and women are portrayed doing household chores while boys are trained in leadership or skilled positions. At school level there are rarely role models. For example, female teachers usually teach in lower primary and most head teachers are men, teacher-pupil interactions whereby girls are treated as inferior and often receive discouraging remarks especially when it comes to their performance in mathematics and sciences. All these sex -role stereotyping tend to discourage the girl child from performing well in almost all the academic subjects. As she views that she is less important than the boy child.

2.4.7. Teachers workload

Since the introduction of Free Primary Education in Kenya there is overwhelming number of children. The pupil teacher ratio is 1:71. This shows that the teachers' work load could not allow the teacher to attend to each individual learner's needs. In this case the teacher will be forced to give less work to the children which in the long run make the child not to perform well during exams.

2.4.7. Absenteeism among teachers

Some of the teachers do not adhere to the teacher's regulation as pertaining to their teaching profession. According to Teachers Service Commission (TSC) chairperson, parents are to be blamed for covering some teachers implicated in sexual abuse on their pupils as reported on standard news paper 6/10/2010 (Kenya). In this case some of the teachers do not act as a role model to their pupils and this automatically leads them to lose confidence on their teachers especially the male teachers. Some of the teachers also abscond duties in order for them to go and take illicit brew. HIV/AIDS has also affected the teaching fraternity in that same teachers have lost their lives through this dreadful disease while some are frequently seeking for medical attention by visiting clinics. This has affected the teaching fraternity leaving few teachers to handle many pupils with diversified learning needs. All the above factors affect children's academic performance especially the girl child who is being given household chores to accomplish before going to school and after coming out from school.

2.4.8. Media influence on character and performance

The media especially the internet, television is a chief contributor to an individual's behavioural ideas. According to (Zilman and Bryant 1992) large amounts of experimental exposure to the media influences immensely whether positively or negatively. This ranges from the mode of dressing, language use code of mixing, music preferences and even games and sports. Therefore the above mentioned media has a great impact in influencing both the girl child as well as the boy child's performance at school. Some of these children, both boys and girls may drop out of school due to poor performance which has been caused by the media and prefer to be musicians of which majority of them may not make it due to their tender age.

2.5.0. Summary

Gender equality and equity, should be promoted by improving the educational opportunities for girls and women right from the basic level. Although education policy allows victims to return to school most of them never do so due to stigma, very few overcome trauma and challenges of early motherhood.

Through strict intervention of government there is hope for the children who have been out of school to pursue their lifelong dreams.

Conclusion

Special funding programmes targeting female students either as scholarships or bursaries to those who require fees in higher levels of education should be initiated. Efforts through affirmative action through some Non – Governmental Organizations (NGOs) such as Forum for Advancement of Women Educationist (FAWE)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter dealt on how the research methodology was conducted in the study. In this context the researcher had to give detailed procedure to be followed in order for the researcher to realize the research objectives. The research areas which the researcher dealt on the following order, design, and study population, sample population, sampling procedure, methods of data collection or research instruments and data analysis.

3.1. Research Design

In the course of the study, the researcher used a descriptive explanatory design to investigate the challenges facing girl child education and academic performance. Both qualitative and quantitative techniques were used to collect and analyze data on the variables that will be collected. The use of this method facilitate the researcher to collect the general information on the subject matter from the school administration, teachers, pupils, parents as well as the guardians.

3.2. Study Population

The researcher targeted thirteen primary schools. The total number of the learners who participated in answering the questionnaires were two hundred and forty. The researcher selected the schools at random. The researcher targeted children in school, children of school age who are not schooling (dropout) parents, guardians, teachers and head teachers.

3.3. Sample Population

The number of correspondents which the researcher targeted comprised of 273. The number of school going age was 117, children who were not going to schooling was 78, parents and guardians were 26, and teachers were 39 and head teachers were 13.

3.4. Sampling Procedure

The researcher selected a sample of thirteen head teachers and thirty nine teachers who were given the questionnaires. The head teachers and the teachers were purposely chosen because they taught in the selected schools.

The researcher used simple random techniques to select the sample of 26 parents/guardians because they had children of school going age. The questionnaires were distributed mainly to the female learners. This was because they were targeted sample population to be studied.

3.1.0. Methods of Data

Before embarking on the data the researcher formulated and designed research instruments for pupils , teachers, parents and guardians. Some of the research instruments which the researcher used included: observation, checklist, interview guide , questionnaires and the use of existing literature.

3.1.1 Observation Checklist

This type of research instrument enabled the researcher to have a complete participation. This type of research instrument also enabled the researcher to verify or check information and at the same time it allowed the researcher to see what informants are not willing to reveal therefore the researcher had to record them in a checklist.

3.1.2. Interview Guide

In this situation the researcher asked and interviewed the respondents questions in order to gather information. The researcher had to establish a rapport with the respondents so as to gain the individuals' trusts in order receive appropriate responses.

3.1.3. Questionnaires

The researcher formulated the questions to include both open ended and close-ended question. The former type of question was directed to literate respondents, but few of the close ended questions are to be directed to literate respondent.

The latter types of questions will be intended for the illiterate respondents .These type of questionnaires enabled the respondents to use their knowledge and experience in providing a wide range of data because they would feel freely to reveal certain information of biological nature and other sensitive issues which the respondent may fear to reveal to the researcher or to the general public.

3.1.4. Existing Literature

The researcher also used existing literature to get some of the required information of data regarding to girl child education and academic performance. Some of the literature can be found

in textbooks, periodic reports, publications such as magazines, newspapers or internet which assisted the researcher to obtain some of the required information.

3.5. Data analysis

When the researcher collected the data they had to be analyzed into constituent parts in relation to the whole. The researcher had to code the data and tabulated it according to the type of information on a particular question basing on the specific objectives in relation to research questions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

4.0. Introduction

When the researcher received the questionnaires they had to be analyzed. The results were presented as per the objectives of the study. While addressing girl child and academic performance the researcher had to formulate objectives on the study as state in chapter one (1.2). The researcher had to turn the objectives into questions which the researcher will address pertaining girl child education and academic performance.

4.1 Demographic characteristics of respondents

The total number of respondents who participated comprises of Head teachers, teachers, pupils, parents and guardians. The total number of respondents who were involved in the research is tabulated in the following table.

Table 4.1.1 Description of the Respondents by Age

Respondents	Age group	frequency	Percentages%
Pupil	12-20	240	76.92%
Parents	35-50	24	7.69%
Teacher	25-55	36	11.54%
Head teacher s	28-55	12	3.85%
		312	100%

Sources: Questionnaires

According to the study findings in the above table 240 out of 240 (76.92%) of the respondents were the pupil age group 12 years to 20 years. The number of parents were 24 (7.69%) was age group ranges from 35-50 years. The teachers who participated were 36 representing 11.54 and their age's ranges from 25-55 years. The head teachers comprises 12 (3.85%) out of 21 head teachers in Ainabkoi zone. The study covered a good percentage of children who were the main focus of the research.

4.1.2. Parents response based on 4.1 factors that limit the parents from investing in education of their daughters.

The study is focused at finding out the factors that limit the parent from investing in education of their children. Some of these factors are and their percentage are summarized as seen in Table 4.1.2

Drop out due to:	Frequency out of 24	% of the respondents
Early pregnancy	12	50.00
Early marriage	8	33.33
Cultural belief	11	45.83
Financial constrain	16	66.67
Incapable of doing well	12	50.00
Rapid social-economic changes	17	70.83
Will be married off	16	66.67
Family labour	10	41.67

Source: Parents' Questionnaires

The researcher summarized the parents response based on factors that limit the parents from investing in education of their daughters as in objective one (1.2). From the parents shows that rapid socioeconomic changes 17(70.83%) hinders majority of the parents from investing in education of their daughters. The high standard of living as also made the parents to face financial constrains 16 (66.67%) which makes them not to be in position to invest in the education of their daughters. Some parents fear to invest in education of their daughters that in fear they will be married off 16 (66.67%) and it will benefit other people when she is employed. The rate of early pregnancy has dropped drastically unlike before.

4.2. Response of Girl child pertaining challenges facing girl child education

Table 4.2.3 summarize girl child response pertaining challenges and their facing girl child education and their responding percentage rate of each challenge.

Girl child responses	Frequency (240)	% of the respondents
Poverty of parents	150	62.50
Early pregnancy	98	40.83
Early marriage	70	29.16
Child domestic chores	169	70.42
Culture	85	35.42
Absent parents	124	51.67
School levies Exams and PTA money	140	59.58
Over age	140	58.33
Child abuse	79	32.92
HIV/AIDs	122	50.53
Indiscipline	138	51.50
Peer pressure	130	54.16
Distance	121	50.42
Orphan	120	50.00
Mislead by strangers	118	49.16
Repetition	118	26.25
Corporal punishment	63	26.25
Failing in exams	142	59.17
Irresponsible parents	124	51.67
Lack sanitary towels	168	70.00
Poor performance	160	66.67

Source; Questionnaire

From the table 4.2 above there is evidence that the major challenge which faces the girl child at home in that she spent most of her time in doing domestic chores 168 (70.00%), preparing meals washing, fetching water or firewood, looking after siblings among others.

Another major challenge which faces the girl child is the lack of sanitary towels 168 (70.00%) which makes them stay out of school during monthly period so as to attend themselves at home rather than being ashamed at school .School levies like Parent teachers association (PTA) money and exams money 143 (59.58) and frequent failing both internal and external exams (59.17%) are other major challenges which faces the girl child education not to proceed and excel well.

Table 4.2.4: Teachers response based on challenges that affect girl child education and academic performance

	Frequency	% of respondents
Shortage of teachers	27	75.00
Frequent absenteeism	27	75.00
Domestic chores	24	66.67
Family conflict	14	38.88
Lack of guidance & counseling	26	72.22
Poor foundation	25	69.44
Orphan children	22	61.66
Distance from & to school	15	41.66
Indiscipline	18	50.00

Source: Teachers questionnaires

From the table 4.2.3 the major findings reveal that most of the teacher response was similar and eventually distributed throughout the zone.

From the table 4.2.3 the major findings reveal that most of the teacher response was similar and eventually distributed throughout the zone.

According to the study findings in Ainabkoi zone as indicated in table 4.2.4 reveals that the major challenge that faces the girl child education and the academic performance in Ainabkoi zone is the shortage of teachers (75.00%). For the number total number of pupil in the twelve school five thousand eight hundred and forty one (5841).The number of teachers handling this pupils is eighty two (82) which constitute to the ratio of 1:71 meaning that one of teacher handles seventy one pupils. Frequent absenteeism 27 (75%) as well as the poor foundation of the learners in their early stages of learning as in early childhood development and lower primary as well as the domestic chores 24 (66.67%) are some of the major challenges that affect girl child education in Ainabkoi zone.

4.4.5. K.C.P.E performance from 2006-2010 by Gender

According to the research the total number of K.C.P.E candidates by gender one thousand six hundred and ninety two (1962).According to 2005-2011Kenya national Examination Council (KNEC) K.C.P.E result. According to the table 4.4.5 there were eight hundred and ninety four girls seven hundred and respectively.

Table 4.4.5(i) K.C.P.E performance from 2006-2010 by Gender.

	schools	Roll	Roll	Boys	Girls
1	Arangai	32	28	40.24	37.63%
2	Arap.Moi	80	98	54.42	60.26%
3	Arnessens	156	245	45.15	45.11%
4	Chelelek	64	53	45.20	49.61%
5	Chepngoror	16	60	54.16	52.09%
6	Kimuruk	30	25	49.59	50.80%
7	Kipteimet	40	39	56.31	50.34%
8	Ndanai	47	61	48.12	50.42%
9	Drys	153	33	54.12	53.11%
10	Pioneer	28	24	64.18	66.00%
11	St. Patricks	46	33	62.27	65.43%
12	Skyline	80	60	56.75	59.10%
13	Tingwa	62	39	41.91	42.50%
	Total	894	798	672.42	700.4%
	Grand Total	1692		51.72	53.88%

Source: KNEC K.C.P.E result slips (2006-2010)

Table 4.4.5.2 Over academic performance per Gender

GIRLS	894	51.72
BOYS	798	53.88

According to the study findings the researcher found out that there is a disparity in academic performance of both boys and girls (by gender). The academic performance of girls was (51.72%) representing a population of boys was (53.88%) representing a population of 798. From the above academic performance the performance of girls for the last five years is lower by- 2.16%. From this performance of boys is up by +2.16%. From the research findings it shows that boys tend to perform better in both internal (End term exams) as well as in external exams (K.C.P.E).

4.4.6. Pupils' general response based on challenges facing them in the process of their learning

There are a number of general responses based on challenges which face the girl child in the process of their learning. Table 4.4.6 reveals some of these challenges and respective occurrence in terms of percentage. The higher the percentage the higher the challenge.

Table 4.4.6

Pupils' responses	Frequency	Percentage %
Not free to discuss problems with parent	212	88.33
One meal per day	62	37.50
Lack of Guidance & counseling	200	83.33
Beaten by parents when they make mistakes	90	37.5
Made to stay without food if they make mistake	80	33.33
Do not go to church	75	31.25
No school uniform	150	62.5
Not given chance to attend school	182	75.83
No lamp/paraffin	215	89.58
Harsh parents	140	58.83
Prefer boarding school	230	95.83
Parents do check or encourage them	210	87.5

Source: pupils' questionnaires

From the above table it is clear that majority of the learners especially the girls are not free to discuss the problems facing them with their parents 212 (88.83%) (83.33%) of which represent 200 responses. Lack of guidance and counseling from their parents or guardian. Some of these responses indicate that girl child is not given equal chance to attend school 182 (75.83%) instead boy is often given preference.

While at home the girl child does not get a chance to read or do homework since she most of time is over whelmed with a lot of domestic chores. In addition to this there is no paraffin lamp or a study or reading room 215 (89.5 %). Some of the learners indicate that most of the parents do not check or encourage them 210 (87.5%) in the progress of their learning.

The results in the above table indicate that majority of the girls in Ainabkoi zone prefer to learn in boarding school 230 (95.83%) as they had humble time to study unlike learning in day school where they hardly get time to study or do their homework.

4.4.7 Parents responses based on challenges facing their children.

It is the wish of most parents to offer education to all their children but due to same challenge which are beyond their control they can only offer what they can.

Table 4.4.7 Parents responses based on challenges facing their children.

Parents' responses	Frequency	Percentage
Financial constraints	18	75%
Separation of parents	15	62.50%
Long distance to school	14	58.33%
Pregnancy	12	50%
Indiscipline	18	75%
Domestic chores	20	83.33%
Poor performance	18	75%
Viewing Television	12	50%
Family conflict	10	41.67%
Drunkardness	14	58.33%

Source: Parents questionnaires.

The researcher's findings pertaining parents response based on the challenge facing their children as revealed in Table 4.4.7 indicates that domestic chores 20 (83.33%) consume most of the study time of the parents practice small scale mixed farming operating small business and operating as casual workers, their income is so little such they cannot meet their basic need .This eventually result into financial constrains 18 (75%). Leads to indiscipline cases 18 (75%) which eventually forces some learners not to concentrate in the studies. Poor performance Of 18 (75%) also may force some of parents to withdraw their children from school as they feel that they will not gain if their child will not pass in the exams. Such parents need to be guided and enlightened about the importance of educating girl child.

4.4.8 Pupils' responses on academic level of adults (parents)

According to the researcher findings there is an indication that there is improvement in the general / performance of both the girl child although her performance is slightly cover than that of boys as shown in the table 4.4.5 (1)& (2) respectively

Table 4.4.8 Academic level of Adults (parents).

Pupils'	Frequency	Percentage
Drop out	40	16.67
Std 8	65	27.08
From 4	85	35.42
Colleges University	50	20.83
Total	240	100.00

Source: Parents questionnaires.

From table 4.4.8, the researchers findings shows that majority of the parents have attained a secondary level of education is 85(35.42%). The number of parents that attained college or university level of education is 50 (20%) while these parents who attained primary level of education (std 8 or std 7; old system of education) is 65 (27.08). The number of those parents who never attained primary education (drop outs) comprises of 40 (16.67%). Basing on the academic levels of the parents shows that the parents are reasonable number of parents are aware of the importance of education which in the long run has a positive effect on the education of their children. This is the reason why the children's academic performance is average.

4.4.9. Teachers response based on ways of uplifting girl child education and performance.

Table 4.4.9 Teachers response based on ways of uplifting girl child education and performance

TEACHERS' RESPONSE	FREQUENCY	PERCENTAGE (%)
Employment of teachers	40	83.38
Introducing feeding programmes in schools	39	81.25
Teaching life skills	40	83.33
Offering Guidance and Counseling to pupils	30	62.50
Intensifying use of radio programmes	35	72.91
Syllabus coverage	35	92.91
Offering remedial work	30	62.50
Training more teachers to cater for Special Needs of Education	35	72.91
Laying good foundation for the learners	35	72.91
Teachers should work away from their home	30	62.50
Staff quarters for teachers to be improved	39	81.25
Staff and lunch to be organized at school	35	72.91
En lighting parents about improvement of education	38	79.16
Parents to teach moral values and offer Guidance and Counseling.	43	79.16
Having a fund to cater for school fees for Guidance and Counseling	42	89.58
Provision of sanitary towels be provided	45	87.50
Inducting seminar for both girls and parents	37	93.75
Repetition should be minimized	34	77.08
Catering for individual learners needs	39	70.83
Workload at home be minimized	41	81.25
Proper clothing for the learners	34	85.41
Safety of the children to school and back home	31	64.58
Teachers to spare time to allow learners to travel back home	35	72.91
Elevating poverty	39	81.25
School levies PTA and exam money be minimized	40	83.33
Parents attendance to PTA meetings	41	85.41

Source: Teachers questionnaires.

The teacher's response on ways of uplifting girl child education and academic performance shows that if the previous mentioned challenges are addressed adequately, there is greater chance of the girl child to improve her education as well as academic performance. According to the researcher's study findings both the teachers and the parents should strive to meet the educational needs of the learners and come together and adhere to the researchers findings in order to uplift girl child education and academic performance.

Table 4.4.3 shows that more teachers 40 (83.33%) should be employed so as to meet the needs of the growing population of the learners. Feeding programmes should be introduced to schools so as to assist the learners from traveling for long distances to have lunch. The researchers wish is to have more teachers to operate within the school 39(81.25) which call for the staff quarters for teachers especially at the primary level to be improved so as to attract teachers.

According to the researcher's findings through the teachers' response moral values 43(89.58) and to offer guidance and counseling to their children. The researcher's findings as per the teachers response to uplift girl child education shows that a fund should be set to cater for school fees for the girl child. The findings also call for the provision of sanitary towels 45(93.75%)

According to the researchers there is also overwhelm response pertaining need to cater for individual learners needs 39(81.25%) and also domestic chores for the girl child should be minimized 41(85.41%). The school levies such as Parents Teachers Association (PTA) and exam money should be minimized. The researchers also calls the parents to be more involved in their children academic by participating in regularly to parents PTA 41(85.41%) and to discuss and contributed positively towards the education of their children.

4.5.0. Overall candidates' performance per subject and gender.

MEAN PERFORMANCE (%) in 2010

MEAN PERFORMANCE% IN2009

Exam papers	2010			
	FEMALE	MALE	FEMALE	MALE
English objective	49.54	48.74	45.86	45.66
English composition	44.48	41.08	41.85	39.23
Kiswahili objective	52.88	52.64	57.62	56.96
Kiswahili Insha	52.70	48.08	46.88	51.98
Mathematic	51.34	56.06	46.88	51.58
Science	56.80	64.59	56.70	62.82
Social studies	61.88	67.73	58.87	65.62
Religious Education	59.40	60.70	60.10	62.51
Kenyan Sign Language objective	38.56	40.02	-	-
Kenyan Sign Language Composition	24.75	26.65	-	-
Total score	492.33	56.29	423.88	436.39
% score	49.233	50.629	52.985	54.545

Source: KNEC/D/N

4.5.1. K.C.P.E. 2010 Overall candidates by Gender in Rift Valley Province

Table 4.5.1. Academic performance by gender

The number of candidates who sat for the KCPE 2010 was 746, 080. The general performance was that boys performed better than the girls. The researcher carried out some statistics and came up with the following results as shown in table 4.5.1. (i)

	Total mark	Percentage mark
Female (girls)	4241	84.42%
Male (boys)	4263	85.26%

Source: KNEC / Daily Nation News Paper (paper)

According to table 4.5.1. (i) the researcher found out that the academic performance of girls is 84.42% representing 4241 total marks scored by top ten.

The academic performance of boys is 85.26% which represents 4,263 total marks scored by top ten boys in Rift valley Province. Basing on the academic performance forth last five years 2006 to 2010 girls still perform lower than boys. For the case of 2010 KCPE girl child academic performance is lower by -0.84% while the boy child is ahead by +0.84%.

Table 4.5.1.(ii) K.C.P.E Top 20 overall candidates by gender nationally

	Total mark	Percentage mark
Female (girls)	8563	85.63%
Male (boys)	8591	85.91%

Source: KCPE results D/N

The academic performance of girls in top 20 overall nationally candidates is 4563 (85.63%). On the other hand, the performance of boys in top 20 overall nationally is 4591(85.91). The academic performance of girls is lower by negative -0.12 while boys is higher by +0.12%

4.5.2. KCSE Academic performance by gender at higher levels of learners.

The number of KCSE candidates who set for this exam last year 2010 was 359,534 looking closely at the academic performance, there is still a disparity. The girls still tend to score lower than the boys.

Table 4.5.2.(i). Top 10 overall candidates by gender in RVP

	Total mark	Percentage mark
Female (girls)	867.5592	86.76%
Male (boys)	4263868.8155	86.88%

Source: Daily Nation News Paper.

The researcher went on to analyse the academic performance of a girl child at a higher level of learning (Form Four or senior four) by gender at provincial level. The findings show that the girl

child is still lagging behind in her academic performance (86.76%) but with a small margin of - 0.12% while the boy child is on the lead by +0.12%.

Table 4.5.2(ii) KSCE 2010 Top 20 overall candidates by gender nationally

	Total mark	Percentage mark
Female (girls)	1215.9119	86.85%
Male (boys)	1739.404	86.97%

Source: KNEC/Daily Nation

To carry out a thorough academic performance of a girl child the researcher further analysed the results at a national level of rest 20 top overall candidates by gender nationally. The outcome of the results as shown in table 4.5.2. reveals that the trend of the girl child still lagging behind (86.85%) is still being felt even at higher level of learning at a national level. In this case, the girl child still scores lower mark of negative mark of positive 0.12%

The researcher further went able to analyze the academic performance of girl child at a higher level of learning (form Four or Senior Four) by gender at providence level. The Findings shows that the girl child is still lagging behind in her academic performance but with a smaller margin as compare with that of the boy child. The girl child is score is lower by – 0.12 while the boy child is ahead by + 0.12%.

Table 4.5.3 (i) Girl child K.C.P.E Academic Performance at Various Levels.

	K.C.P.E At school level%	K.C.P.E Provincial Level%	K.C.P.E National Level%
Male (boy)	53.88	85.26	85.91
Female (Girl)	51.72	84.42	85.63
Total	-2.16	-0.84	-0.28

Source: Daily Nation News Paper K.C.P.E Result 2010

Table 4.5.3 (ii) Girl child K.C.S.E Academic Performance of Various Level

	K.C.S.E At provincial Level in %	K.C.S.E At National Level in %
Male (boy)	86.88	85.97
Female (girl)	86.76	86.85
Total	0.12	0.12

Source Daily Nation News Paper Result 2010.

From Table 4.5.3 (i) and (ii) There is a steady improvement on the side of the girl child in trying to close the disparity in academic performance with their counter parts (the boy child) This steady improvement is quite encouraging.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0. Introduction

In this section, the researcher summarizes the discussions of the findings, draws conclusions in the four chapters as well as drawing recommendations of the study findings based on the possible strategies of improving the education of girl child and academic performance in Ainabkoi zone.

5.2.0 Summary of the findings

In the course of carrying out research, the researcher found out that there are a number of factors as well as challenges which faces the girl child education and academic performance in Ainabkoi zone. From research findings, some of these challenges which faces the girl child include; Factors that limit the parents from investing in education of their daughters, the causes of drop out from school, factors that affect the enrollment rate of girls into primary schools and the challenges that affect the academic performance of girl child education.

5.2.1 Factors that limit the parents from investing in the education of their daughters

According to the study findings and what was stated by the respondents limited access to education among girls could be attributed to the society's negative attitude towards girl child education. In support of this view, (Ogwido, 1993) observes that parental negative attitude towards girls' education and early marriages make most parents not to invest in the education of their daughters. In this case the parents tend to attach more value to sue education of boys than that of girls and therefore prefer to invest more in the education of boys. In order to improve the education of the girl child there is need for the government to enlighten the parents about the inapplicably of traditional norms and cultures on educating the girl child.

Traditional norms and cultures are responsible for the girl child and academic performance and early marriage takes lead in the failing of the girl child education failure which is perpetuated by the high illiteracy rates among some rural parents.

The researcher also found out that a good number of parents were not in a position to invest in the education of their daughters. The parent's reason for not doing so is that they argued that girls get married and therefore benefit the husband's family. On the other hand, girls are perceived to be a quick source of wealth for the family. Thus, when an opportunity arises, girls are often quickly married off to allow the family gets dowry. This arrangement will eventually deny the girl child the opportunity to attend school (Raju, 1993).

5.2.2. Causes of drop out from school among girls

A combination of poverty, diseases and backward cultural practices continue to deny the girl child her right to education. The research study findings as stated by the respondents in their questionnaire and interview reveal that there is need for all families to be accorded equal opportunity of enabling all the children a chance to be in school.

The major contributing factor that has denied the parents from educating their children is the economic factor which is responsible for failure of the girl child to obtain education and perform well. This is so because of the prevailing levels of poverty in most families especially in rural areas.

There is a high prevalent of poverty as stated in table 4.4.9 that majority of the girls drop out due to poverty in family which eventual results into financial constraints and brings delays in reporting to school and absenteeism of the girls from school. The delay to obtain the necessary school requirements, the competency and performance of the girl child is affected thus making her have a low self-esteem.

The findings from most respondents felt that poverty in homes has led most girls to be absent from school and engage in participating in selling food stuff from the gardens or fetch water and firewood for payment so as to contribute to the family's meager resources. Robertson (1998). All these activate have led majority of the girls absenting themselves in school and affected their academic performance greatly and this is one of the factors responsible for the girl child prior dropout rate. This is the reason why girls tend to portray poor academic performance than for

boys in primary and secondary schools as evidence by the academic results in national examination in KCPE as well as KCSE results as noted in table 4.4.5, 4.5.1 4.5.2.

The HIV/AIDS has greatly affected the family stability in that the affected and infected parents will have an adverse negative effect on the children. HIV/AIDS is becoming a greater threat in rural areas due to lack of information and health services are less available in rural areas. It is evidence that those children who have lost their parents due to HIV/AIDS will have their studies affected in that they will be forced to be absent from school in order to look after their younger siblings. As a result of this, they will be forced to drop out of school in order to provide for their younger siblings with the basic needs, and due to this they will be forced to drop out of school.

5.2.3. Factors affecting enrolment of girls into primary schools

There are a number of factors which affect the enrolment of rate of girls according to one research which was conducted by the researcher. Basing on the views of the respondents the following were the contributing factors that affect the enrolment of girls in Ainabkoi zone.

Some of the ages of the respondents are over age ranging from 16-20 years. This is due to the girl child joining school when she is over age, for instance, an inspector (James Mwangi, Kenya 2010) of primary schools revealed that most girls enter school at a late age because of the demand for their labour in their homes such as assisting in looking after their younger siblings and engaging in domestic chores in the home. Late entrance to school will eventually lead the girl child drop out of school.

From the study findings, it shows that some parents fail to play their roles in child upbringing by providing them with the basic needs. This habit eventually leads to child negligence where the parent fails to play the roles of which a parent fails to play the roles of which a parent is supposed to undertake such as providing the children with proper diet, shelter, clothing (including sanitary towels for the girl child) medical care, education, love, guidance and counseling.

According to the research findings, some parents just deny girls their right to education to prevent them from bringing shame to the family through early pregnancy. In some situations where one of the family member dies or both parents die due to HIV prevalence, the girl child is made to take over the responsibilities which will force her drop out of school to take up odd jobs in order to play the role of their parents.

5.2.4. Challenges that affect academic performance of the girl child.

From the research findings it is evident that there is a great shortage of teachers. The teacher pupil ratio is 1:77. The large number of the learners will increase the teachers workload which will not allow the teacher to attend to each individual learners needs.

Absenteeism among teachers is another factor which the researcher noted. The absenteeism of the teachers may be attributed to HIV pandemic which forces some of the infected teachers to seek for permission in order to attend clinics which are far from their working stations. Some teachers absent themselves without apparent reason due to them taking illicit brew thus making them to abscond duties. All these deprive the learner from getting the attention of the teacher will eventually lead to low academic performance.

When there is no gender sensitization and awareness campaign, workshops and seminars and affirmative action, the girl child's academic performance is affected. According to the research findings, these families who have television sets in their homes will have a negative effect to an individual's behavioral on the programmes that is being aired. A large amount of experimental exposure to the media influences immensely both positively and negatively. This ranges from the mode of dressing, language use code of mixing and music.

5.3.0. Conclusion

The study investigated girl child education and academic performance in Ainabkoi zone, Eldoret East district. It was intended to study the findings which will help the girl-child to continue with her education to a higher level which can help them to get jobs hence earn a living therefore to participate and contribute towards social and economic development of the family.

Through the findings the study, the parents will be sensitized on the importance of education of both girls and boys by valuing the education of both sexes. By educating girls, societies stand to

gain economically. In addition, educated mothers usually have smaller families with healthier and better educated children. The standards of the community will be uplifted hence they will develop positive attitude towards the girl child education.

The findings of the study will assist the teachers, the headteachers to use the findings of the study to create awareness among its learners (especially the girl-child) on the challenges that tend to face them and the school administration will also use the findings to guide and counsel the girl child about the importance of attaining education and to boost their moral in education so as to uplift their status.

The study will also help the government through the ministry of education achieve its objectives of education for all. This will in the long run enable the government to have potential women in the country, some of whom will become teachers, doctors, ministers, judges and professors. This caliber of ladies (women) will act as role models of upbringing female children as they will strive to emulate them.

The study was carried out in relation to factors that limit the parents of Ainabkoi zone from investing in education of their daughters, the causes of drop out from school among the girls in Ainabkoi zone, factors that affect the enrolment rate of girls into primary schools in Ainabkoi zone and the challenges that affect the academic performance of girl child education in Ainabkoi zone.

The study specifically sought to identify factors that limit parents of Ainabkoi zone from investing in education of their daughters, to find out the causes of drop out from school among the girls in Ainabkoi zone, to identify the factors that affect the enrolment rate of girls into primary schools in Ainabkoi zone and to identify the challenges that affect girl-child education and academic performance in Ainabkoi zone Eldoret East District.

The study established that economic factors affect the girl child education and academic performance because of poverty in most families especially rural areas that makes sending girls to school and even intention difficult.. Traditional norms and cultures are responsible for the girl

child education and early marriages takes lead in the failing of the girl child education failure. Late entrance to school due to the demanding labour in their homes like domestic chores which make some of the girls not in a position in completing their education because they feel that they are over age and ended up dropping out of school. Child negligence where the parents fail to play the roles of which the parent is supposed to provide such as the basic needs. The HIV pandemic which has forced some of the children to under take adult responsibilities (especially in the case the dead of the parents) meeting the basic needs of their younger siblings as well as taking care of their sick parents.

In view of these findings the study concludes that there is need or both the teachers, parents, guardians, the government should address fully the finding of the study findings and implement them for the benefit of the government in collaboration with NGOs should establish centers where girls rescued from early marriages are accommodated and counseled, before being sent back to school.

5.4.0. Recommendations

The researcher will draw recommendations basing on the discussions of the findings and conclusions made. The recommendation will be specifically be based on specific objectives which are intended to find possible solutions to the research questions. The recommendation made in this study can be used to bring about change of attitude towards the education of girls and especially the parents. The recommendation can also be used to bring about equitable distribution of education to all the learners. In Ainabkoi zone and other areas zones that experience the same problem.

5.4.1. Factors that limit the parents from investing in the education of their daughters

Parents should be encouraged to invest in the education of their children without discriminating them. Awareness campaigns on the importance of education and more so that of girls should be intensified. This can be done by teachers, social workers and civic leaders in order to change the prevailing negative attitude among some parents.

5.4.2. Causes of drop out from school among girls

Parents who are experiencing difficulties in paying school fees should be encouraged to start income paying school fees should be encouraged to start income generating projects like practicing poultry keeping, gardening. The government should also assist the financially needy girls through the establishment of a bursary scheme for them. Girls who drop out of school due to pregnancy should be allowed to rejoin the mainstream and proceed with her studies.

5.4.3. Factors affecting the enrolment of girls into primary schools

Guidance and counseling should be provided in schools by teachers, parents, religious leaders and female role models should be intensified. Through this approach the parents will be able in a position to retain the learners at school without dropping.

5.4.4. Challenges that affect academic performance of girl child

To promote girl child education and academic performance, female role models should be invited in schools to address the girls' issues such as academic performance and the dangers of indulging in premarital sex. Teachers, parents and guardians' efforts to encourage girls as well as rewarding good academic performance through bursary awards would also help to promote the female participation in education matters.

Through strict intervention of the government, there is hope for the life long dreams of achieving academic success in their studies.

It is the view of the researcher that a similar study be carried out in other parts of the country where the concept of perception (attitude) has contributed to limited access to education among girls.

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APPENDICES

APPENDIX I: ORDER OF RESEARCH

TIME FRAME	ACTIVITIES
7 th December 2010	Approval of research topic by the lecturers
8 th December 2010	Writing of preliminary pages and formulating questionnaires
9 th December 2010	Writing of chapter one: introduction
10 th December 2010	Writing of chapter two: literature review
13 th December 2010	Writing of chapter three: methodology
14 th December 2010	Proof reading fair copy, typing, printing, binding
3 rd January 2011	Distribution of questionnaires
18 th -30 th January 2011	Data collection and analysis
1 st -28 th February 2011	Writing of the rough copy and proof reading
1 st – 31 st March 2011	Typing, printing of fair copy.
11 th -19 th April 2011	Handling of the research report to the lecturer at the university

APPENDIX II: BUDGET

NUMBER	ITEMS	AMOUNT IN KSH
1	Transport	3000
2	Meals	2500
3	Writing materials/ stationary	1500
4	First aid kit	5000
5	Personal effects	500
6	Typing, printing and photocopy services	3000
7	Miscellaneous	1000
	Total	16,500

APPENDIX III: QUESTIONNAIRE GUIDE FOR HEAD TEACHER'S

Dear respondent,

I Musa K. Yatich, Reg. No. BED/30101/82/DF, is a bonafide student of Kampala International University, Uganda pursuing a Bachelor's Degree in Education, has been granted permission to carry out research on Girl Child Education and Academic Performance in Ainabkoi zone, Eldoret East, Uasin Gishu County, Rift Valley Province, Kenya. This is therefore to inform you that you have been randomly selected as respondent.

All the information availed through this questionnaire shall be treated with utmost confidentiality and for academic purposes. **Please do not write your name.**

Thank you.

Instructions on how to fill this questionnaire.

- i. Give a brief answer to those with blank spaces.
- ii. Tick ☒ only one alternative among the choices given where applicable.

PERSONAL INFORMATION

SCHOOL Public ☐ Private ☐

GENDER Male ☐ Female ☐

AGE 20 -35 years ☐ 36 -45 years ☐ 46 -60 years ☐

PROFESSIONAL QUALIFICATION

PI ☐ ATS IV ☐
Diploma ☐ Degree ☐ Masters ☐

TEACHING EXPERIENCE 1-10years ☐ 11-20 years ☐ 11-20 years ☐
36-35 years ☐ Above 36 years ☐

Background information

Gender

Age

Level of education

Teaching experience

TASK

Despite the numerous measures that have been put in place to improve the girl child education and academic performance in your school, in your own opinion what are some of the hardships that are still hindering the education of girl child education in order to improve and uplift academic performance in your school.

Areas of concentration

1. (a) The total number of pupils in the school

(b) The number of drop outs by gender for the last five years

Year	Roll(s)	Boy(s)	Girl(s)
2006			
2007			
2008			
2009			
2010			
2011			
Total			
Percentage (%)			

2. What factors affect the enrolment of girls in your school?

.....

.....

.....

3.(a) what are the factors that limit the parents from investing in education of their products?

.....

.....

.....

b).What are the some of the challenges that are faced by the female pupils in their education?

.....

.....

.....

4. Suggest ways of overcoming the challenges

.....

.....

.....

5. (a) How is the academic performance of the girl child as compared to that of the boy child in internal exams as well as in the national exams?

.....

.....

.....

6. (a) What is the role of school teachers in trying to uplift the girl education and academic performance ?

.....

.....

.....

7. a).How supportive are the parents towards the education of their children both at home and school?

.....

.....

.....

b. How is the attendance of the parents during parents and PTA meetings respectively?

.....

.....

.....

8.(a) How many male female teachers do you have in your school?

.....

9. What is the general attendance of the pupils in your school?

.....

10 . How many teachers have undergone special needs education?

.....

10. a).Does your school have shortage of teachers and what is the pupil teacher ratio?

.....

(b) Do you have any rampant cases of lateness and absenteeism in your school?

Yes ☐ No ☐

If yes what are some of the reasons.

.....

.....

.....

11. a.) Do you have staff quarters in your school?

Yes ☐ No ☐

(b) How many teachers are staying in the school compound?

.....

(c) How many teachers operate at their homes to school?

.....

12. In your school opinion, do you support the idea of the teachers of to teach within their home area? If yes or no give reason(s)

Yes ☐ No ☐

.....

.....

.....

APPENDIX IV

QUESTIONNAIRE GUIDE FOR TEACHERS

Dear respondent,

I Musa K. Yatich, Reg. No. BED/3010/82/DF is a bonafide student of Kampala International University, Uganda pursuing a Bachelor's Degree in Education, has been granted permission to carry out research on Girl Child Education and Academic Performance in Ainabkoi zone, Eldoret East, Uasin Gishu County, Rift Valley Province, Kenya. This is therefore to inform you that you have been randomly selected as respondent.

All the information availed through this questionnaire shall be treated with utmost confidentiality and for academic purposes. **Please do not write your name.**

Thank you.

Background information

Gender

Age

Level of education

Teaching experience

Please fill or tick in the blank spaces where applicable.

1. How is girl child drop out as compared to boy child drop out in your school? Which one among the two shows high rates of drop out?

.....
.....

2. What are the outcomes of a girl drop out?

.....
.....

3. a.)Do you have feeding programmes in your school?

Yes ☐ No ☐

b).If no where do the children take their lunch?

Travel home ☐ Go to the nearby centre ☐ Carry packed meal ☐ stay without ☐

4. Do you teach life skills in your school at regular intervals?

Once per week ☐ Always ☐ No ☐ Sometimes ☐

5. What is the economic activity of the majority of the parents of the children of your school?

.....
.....

6. How many teachers in your school have undergone guidance and counseling?

i) Have undergone training

ii) In the process training

7 How often do you guide and counsel your pupils at school?

.....

8. Do you offer radio lessons in your school during class teaching as provided by Kenya Broadcasting corporation (KBC), National service in conjunction with Kenya Institute of Education (KIE), radio programmes to schools

Yes ☐ No ☐

i. If yes what's the advantage of radio lessons to the learner

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

- ii. If no, what are some of the short comings which hinders the effectiveness of offering these service.

.....

.....

.....

9. From the past and recent academic performance in national exams countywide, these is evidence that private primary schools tend to perform better than public primary schools, in your own opinion,

- a. Why is there academic disparity between the above learning institutions?

.....

.....

- b. What are the possible solutions in order to close the gap between the academic performances in the above learning institutions?

.....

.....

.....

10. Does your school have?

- a. Tea break

Yes ☐ No ☐

- If Yes is it consistent

Yes ☐ No ☐

- b. Lunch

Yes ☐ No ☐

- If yes is it consistent

Yes ☐ No ☐

11. If the above is being provided who prepares them?

.....

.....

APPENDIX V: QUESTIONNAIRE GUIDE FOR CHILDREN

Dear respondent,

I Musa K. Yatich, Res. No, BED/3010/82/DF is a bonafide student of Kampala International University, Uganda pursuing a Bachelor's Degree in Education, has been granted permission to carry out research on Girl Child Education and Academic Performance in Ainabkoi zone, Eldoret East, Uasin Gishu County, Rift Valley Province, Kenya. This is therefore to inform you that you have been randomly selected as respondent.

All the information availed through this questionnaire shall be treated with utmost confidentiality and for academic purposes. **Please do not write your name.**

Thank you

Instructions on how to fill this questionnaire.

- i. Tick ☒ only one alternative among the choices given where applicable.
- ii. Give a brief answers to those with blank spaces.

Background Information

Sex of the respondent.....

Date of birth of respondent..... Month..... Year.....

Academic level of respondent.....(class)

Please fill or tick in the blank spaces where applicable.

1. How old are you?.....
2. How many sistersand how many brothers.....
3. What is the level of education for your parents?
 - a). Mother
 - b). Father.....
4. What makes some of your peers go out of school?
 - a) Insufficient food ☐
 - b) Lack of writing materials ☐

- c) Harsh parents ☐
- d) A lot of home work ☐
- e) Corporal punishment at school ☐
- f) Distance from home to school ☐
- g) Low performance at school ☐
5. a.)How often do you go to school?
 Always ☐ Not always ☐
- b).Which days of the week do you miss school?
 Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐
6. How many girls are there in your class as compared to boys?
 Few ☐ Many ☐
7. How far is your school from your home?
 Near ☐ Far ☐
8. Who accompany you when going to school?
 Your peer's ☐ parents ☐ walk alone ☐
9. How many meals do you take in a day
 One ☐ Two ☐ Three ☐
10. Who prepares food for you at home?
 Father ☐ mother ☐ sister ☐ brother ☐ myself ☐
11. What are some of the work which you do at home?
 a) Washing utensils Yes ☐ No ☐
 b) Preparing food Yes ☐ No ☐
 c) Fetching water/firewood Yes ☐ No ☐
 d) Looking after cattle Yes ☐ No ☐
 e) Digging/weeding/harvesting Yes ☐ No ☐
12. Are you sometimes sent home to collect school fees, exam money, PTA money?
 Yes ☐ No ☐
13. a.)Do you have school uniform?
 Yes ☐ No ☐
- b). Do you wear shoes while going to school
 Yes ☐ No ☐ sometimes ☐

14. Do you go to church on Sundays or Saturdays?

Yes ☐ No ☐ Sometimes ☐

15. a) Does your parent go through what you have been taught at school?

Yes ☐ No ☐ Sometimes ☐

b) . Do your parents come to school to check on your academic performance?

Yes ☐ No ☐ Sometimes ☐

16. While at home, do your parents encourage you to work hard in your studies?

Yes ☐ No ☐ Sometimes ☐

17. How do/does your parent(s) punish you when you have done a mistake?

.....
.....

18. What can be done to improve the education of girls?

.....
.....

19. a) Are there pupils in your school who have dropped school?

Yes ☐ No ☐

b) Among the pupils who drop out of school, who drops school out of the school the most?

Boys ☐ Girls ☐ The same ☐

20. a) What are some of the causes of school dropout in your school, zone or community?

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

b) Is there a boarding school in your zone?

Yes ☐ No ☐

21. If you have given a chance, will you like to study in boarding school or a day school ?

Day school ☐ Boarding school ☐

APPENDIX VI: QUESTIONNAIRES GUIDES FOR PARENTS

Dear Respondent,

I *Musa K. Yatich*, Reg. No. *BED/30101/82/DF*, is a bonafide student of Kampala International University, Uganda pursuing a Bachelor's Degree in Education, has been granted permission to carry out research on Girl Child Education and Academic Performance in Ainabkoi Zone, Eldoret East District, Uasin Gishu Country, Rift Valley, Province, Kenya. This is therefore to inform you that you have been randomly selected as respondent.

All the information availed through this questionnaire shall be treated with utmost confidentiality and for academic purposes. Your assistance will be highly appreciated. **Please do not write your name.**

Please tick or fill in the blank spaces where applicable.

Thank you.

Instructions on how to fill this questionnaire.

I Tick ☒ only one alternative among the choice given where applicable .

Ii Give a brief answer to those with blank spaces.

1. Do you treat your children equally?

Yes ☐ No ☐

2. Are you aware that children are yearning for love from parents?

Yes ☐ No ☐

3. How can low enrolment levels of female children in school be improved?

.....
.....

4. What factors hinder girls' education and academic performance?

.....
.....

5. Do you have any son or daughter at the following levels of education?

Level	Boy (s)	Girl (s)
Pre-primary		
Primary		
Secondary		
College		
University		

6. What activities do girl children engage in a while at home?

.....

.....

.....

7.. Suggest reasons responsible for the high dropout of girl child in your community

.....

.....

.....

7. How often do you attend school parents meeting when called upon?

.....

8. Do you offer guidance and counseling to your children?

9. Yes ☐ No ☐

10. When your children are going to school and back home from school do they arrive home late?

.....

11. What is the distance of the school in which your children are learning?

.....

12. Do your children fear on their way to school and back home?

.....

13. What reasons do you think lead parents to feel reluctant in sending their daughters to school?

.....

.....

.....

14. Are your children especially your daughters feel free to discuss issues or problems facing them in and out of school

.....

15. Do you often reward your children both your sons and daughters equally when they excel in their academic work?

.....

APPENDIX VII : APPROVAL LETTER: RESEARCH PROJECT



KAMPALA
INTERNATIONAL
UNIVERSITY

General Road, Kampala (P.O. Box 28796) Kampala, Uganda
Tel: +256 (0) 41 266813 / Fax: +256 (0) 41 2661971
E-mail: info@kiu.ac.ug / www.kiu.ac.ug

COLLEGE OF OPEN EDUCATION AND DISTANCE LEARNING OFFICE OF THE DIRECTOR

Date: December, 2016

TO WHOM IT MAY CONCERN:

MUSA K. YATICH

REG NO.

BED/30101/82/D1

Dear Sir/Madam,

Re: Research/Project.

The above named is our student in the College of Open Education and Distance Learning (CODL), pursuing a Bachelors Degree in Education Special Needs.

He/She wishes to carry out research in your school/ organization.

Research is a requirement for the award of a Bachelors Degree in Education Special Needs.

Any assistance accorded to him/her will be highly appreciated

Thank you,


J.S. Owuoye, Ph.D
Director CODL.

Exploring the Heights

APPENDIX VIII: APPROVAL LETTER: AUTHORITY TO CARRY OUT RESEARCH

MINISTRY OF EDUCATION

Telegrams:

Tel: 0208093829

Ref: No. ED/EG.E/E/43/199



DISTRICT EDUCATION OFFICE,
ELDORET EAST DISTRICT,
P. O. Box 273,
ELDORET.

DATE: 24th FEB, 2011

TO ALL HEADTEACHER
AINABKOI ZONE

RE: AUTHORITY TO CARRY OUT RESEARCH IN AINABKOI ZONE

Mr. Musa K. Yatich has been permitted to carry out research in primary school within Ainabkoi Zone on the following topic: Girl child education and academic performance.

Kindly accord him the necessary assistance.

KURGAT KIPLAGAT
FOR: DISTRICT EDUCATION OFFICER
ELDORET EAST DISTRICT

FOR: DISTRICT EDUCATION OFFICER
ELDORET EAST DISTRICT

CC.

1. DC ELDORET EAST
2. ZONEAL OFFICER – AINABKOI ZONE

**APPENDIX IX: MAP OF AINABKOI ZONE, ELEDORET EAST DISTRICT,
SHOWING SCHOOLS IN WHICH THE RESEARCHER VISITED**

