PSYCHOSOCIAL FACTORS THAT AFFECT GIRLS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN KENYENYA, KISII COUNTY, KENYA

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A RESEARCH PROPOSAL SUBMITTED TO THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS (COUNSELLING PSYCHOLOGY) OF KENYATTA UNIVERSITY

OCTOBER 2013
DECLARATION

This research thesis is my original work and has not been presented for a degree in any other university or for any other award.

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I dedicate this work to my beloved husband Henry Abuga and my daughters Sandra Kemunto Abuga, Esther Kerubo Abuga, Lorraine Nyaboke Abuga and Jemmie Moraa Abuga.
ACKNOWLEDGEMENT

First and foremost I wish to thank the Almighty God for having led me this far in my studies and research. Secondly, I’m grateful to Kenyatta University for having granted me the opportunity to further my studies and my supervisors Dr. Christine Wasanga and Dr. W. Olaly for their continuous guidance and advice during every phase of this research, may God bless you abundantly. Thirdly, great appreciation goes to my brother Mr. Makworo Edwin of Gusii Institute of Technology for the useful role he played towards the completion of this research work. Last but not least, great gratitude goes to all who by their, advice, guidance and encouragement, helped me to complete this project research work, and to all, may God bless you abundantly.
ABSTRACT

Female education is recognized as a critical pathway in promoting social, political and economic development. In Kenya, in spite of the progress made in narrowing the gender gap in education, still some parts of the country record low performance in girls’ education from secondary to tertiary colleges and universities and this not only deprives them of opportunities but also sustains the gender gap in leadership and professional fields. The aim of this study, was to investigate psychosocial factors that affect the girls’s academic performance in secondary schools in Kenyanya sub-county in Kenya. Kenyanya was chosen for study because in the KCSE result of 2009, 2010 and 2011 no girl from the area managed to score an ‘A’ or ‘A+’. In this study the social learning theory of Albert Bandura was used. The objectives of the study were: Investigating the girls’ attitude towards school, finding out the girls’ interactive relationship with teachers, finding out the teachers’ attitude towards girls education and finding out the girls’ academic self-concept. The study employed descriptive survey research design. The target population of the respondents was 1200 girls, 2400 boys and 24 class teachers. 12 secondary schools were randomly selected from which a sample of 120 girls, 84 boys and 12 class teachers were chosen. The study had a total population of 216 respondents. The data was collected using two sets of questionnaires; the class teachers and the students’. The instruments were piloted in two schools which were not included in the study. Cronbach coefficient alpha method was used to estimate the reliability of research instruments. Data was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics were used to analyze quantitative and qualitative data. The research found out that girls have a negative attitude towards school, most teachers have a positive attitude towards girls’ education though others feel that girls need more support than boys, girls’ illicit relationship with teachers negatively affect girls’ performance and (51.7%) of the girls portrayed a negative academic self – concept. The research findings of the study can assist the government, the policy makers, the ministry of education and teachers in creating programmes that can motivate girls ‘to work hard. The study can also inform the teachers’ on the need to change their attitude towards girls’ educational needs and find ways of engaging them to do better. The secondary schools administration and the government should instigate relevant measures to help curb illicit relationships of teachers with the girls.
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<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FAWE</td>
<td>Forum For African Women Educationalists</td>
</tr>
<tr>
<td>IEA</td>
<td>International Study of Educational Achievement</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>NEP</td>
<td>North Eastern Province</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>NEWI</td>
<td>Nyanza Education Women's Initiative</td>
</tr>
<tr>
<td>PEB</td>
<td>Provincial Education Board</td>
</tr>
<tr>
<td>SLT</td>
<td>Social Learning Theory</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Universal Declaration Of Human Rights</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children's Fund</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>WB</td>
<td>World Bank</td>
</tr>
<tr>
<td>WFP</td>
<td>World Food Programme</td>
</tr>
</tbody>
</table>
DEFINITION OF TERMS

The following operational terms were used in the study:

**Attitude** – refers to individual’s prevailing tendency to respond favourably or unfavourably to an object (person, school or event). Within this context of study, attitude is deemed to be teacher’s intended efforts or attempts to promote girls’ attitude towards secondary education.

**Education** – refers to developmental process provided by a school or other institutions for acquisition of knowledge, skills and attitude.

**Gender Parity** – refers to a numerical concept referring to equal number of girls and women, boys and men relative to their respective numbers in the population.

**School factors** – refers to the identifiable condition that affects girls’ academic performance in school.

**Academic performance** – grades representing the sample of a student’s achievement with respect to attained academic skills or knowledge e.g. KCSE.

**Student** – refers to the girls in this study.

**Academic achievement** – refers to a successful accomplishment or performance in an examination.

**Academic self-concept** – refers to individuals’ knowledge and perceptions about themselves in academic achievements, and convictions that they can successfully perform a given academic tasks at designated levels.
Psychosocial factors – are those factors that affect a person psychologically or socially.

Self-concept- refers to the sum total of an individual’s perceptions about their physical, social and academic competence.
CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is valued because it contributes to national development through provision of an appropriate human resource that helps to spur productivity and eliminate poverty, disease and ignorance (Republic of Kenya, 2005). It is true that educating girls is the first step in eradicating poverty in the third world countries. (http://www.unicef.org/girls_education_2005), in educating women the community as a whole benefits. The United Nations report (2002) indicates that, educating women would raise the quality of life in many countries. It would increase the awareness in those countries. According to Nicols (1995) from Bangladesh, girls who are educated in their early childhood are also more likely to educate their children, thus ending the spiral of uneducated girls and reversing it to create a cycle of educated girls. He says that “education is the gateway to equal access to information, opportunities, self-determination and political and social empowerment.”

Parental influence is an important factor affecting Girl Students’ achievement. Thus parents’ education and encouragement are strongly related to improved student achievement. Parental education and social economic status have an impact on student achievement. Students with parents who were both college-educated tended to achieve at the highest levels. Children whose parents are of high educational scales have a far better statistical chance participating in
secondary Education (Oloo, 2003), Maseno in Kenya. This is further supported by Ahawo (2009), in Kisumu East District Kenya who observed that in modern society’s parents’ influence played a very important role in the academic life of a student. Otula (2007), Kenya supported this by stating that effective learning involves partnership of students, teachers and parents. Ahawo (2009) observed that parents’ involvement determines the emotional and material input that further determined the motivation level in children towards education. Unlike many studies that are focused on gender disparity in Education this study will examine the effect of psychosocial factors on the academic performance of girls in secondary education within Kenya sub-county.

Quality Education is key to providing the right human resources for social and economic production sectors facilitating wealth creation and improving living standards Abdullah (2011), Kenya. A report from the department of international Development 1998 revealed that countries consider the provision of education important for their overall socio-economic development and consequently allocate an annual basic substantial amount of resources to it. Post primary education for a girl has important individual benefits in terms of her options and resources over her lifetime. These benefits extend beyond the girl in affecting her family and the society as a whole, the benefits to society include enhanced economic development, education for the next generation, healthier young girls and families and fewer maternal deaths (UNICEF, 2004). Kelly (1998), in Kenya reveals that when parents are confronted with
constraints of limited opportunities or resources for schooling, they generally favour the education of male children. This in the end may lead to low girls academic performance in National examinations, which will impact negatively on the society because lack of education for girls has a negative influence on child mortality, economic growth and fertility rate (Kitaev, 1999, Kenya). Ayodo (2010), observes that the quest for the provision of quality education continues to be a matter of leading concern to both consumers and providers of the education service in Kenya and other developing countries. This is supported by the UNESCO(1994) report that reveals that concerns for quality education has dominated the education debate from the early eighties and has remained a central issue in the twenty first century. Socio-cultural attitudes, practices and school-related factors which include irrelevant school curriculum and materials, inadequately trained teachers, unfriendly approaches in training and lack of role models are among the factors that have been obstacles to girl’s academic achievement (Mbilinyi, 2003, Kenya). Education is classified as a basic need, which is a basic necessity for a decent life alongside adequate nutrition, shelter, clothing and good health. One of the stated aims of education is to provide the learning environment in which all students can achieve their potential. Despite that goal, girls continue to perform poorly in national examinations. Therefore there is need to examine the effect of psychosocial factors on the girls’ academic performance in secondary education.
Kakonge's research (2000) analyses the Kenya Certificate of Secondary Education (KCSE) data for 1990-1996 in the national analysis of Kenya National Examinations Council (KNEC). The data show that at both national and provincial levels the averages of examination scores for boys were higher than those of girls over the entire research period. A very striking deviation from this pattern was observed in girls' entries in Central Province in 1996, where girls representation in fourth form was higher than that of boys, a situation rarely found in the research literature. The same research showed that boys attained higher average mean scores at national level than did girls throughout the seven-year period. The Nairobi pattern differed from the "normal" pattern found in the research literature on gender differences because girls' attainment in Nairobi exceeded that of boys in 1995 and 1996 and the gender gap was increasing. The findings from this research, which show that Nairobi and Central provinces have more girl-positive patterns of attainment and participation, respectively, point to the likelihood of more depressed girls' attainment or entries in other provinces, given the national picture. Hence the need for a study such as the present one to determine the psychosocial factors affecting the girls performance in secondary education in Kenya sub-county. One of the major challenges in Nyanza province is the education of girls which compare unfavorably to that of boys as indicated in their brief analysis on the K.C.S.E. result of the year 2003 to 2009 on the table below:
Table 1.1 an Analysis of the K.C.S.E. Result of the Year 2003 - 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidates with grade 'A' in KCSE</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>44</td>
<td>42</td>
<td>2</td>
</tr>
<tr>
<td>2004</td>
<td>36</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>2005</td>
<td>65</td>
<td>63</td>
<td>2</td>
</tr>
<tr>
<td>2006</td>
<td>104</td>
<td>96</td>
<td>8</td>
</tr>
<tr>
<td>2007</td>
<td>122</td>
<td>116</td>
<td>6</td>
</tr>
<tr>
<td>2008</td>
<td>93</td>
<td>84</td>
<td>9</td>
</tr>
<tr>
<td>2009</td>
<td>110</td>
<td>102</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>574</td>
<td>538</td>
<td>36</td>
</tr>
</tbody>
</table>

(Nyanza province education brief 2010)

The percentage of girls who have attained grade A plain over the years is 6.27%.

When the result is narrowed down into districts and Comparing performance in the districts, the larger Gucha district where Kenyeny is inclusive in Nyanza province performed poorly since it was ranked 19 out of 21 districts in the province in the KCSE results of 2009. Table 1.2; below shows girls performance as compared to the boys in Gucha district; where Kenyeny is inclusive.
Table 1.2 Girls’ Performance As Compared To The Boys In Gucha District

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage (% total entry)</td>
<td>38.9</td>
<td>61.1</td>
</tr>
<tr>
<td>Number of B plain and above</td>
<td>37</td>
<td>29.4</td>
</tr>
<tr>
<td>% of B plain and above</td>
<td>1.5</td>
<td>7.6</td>
</tr>
<tr>
<td>% of C+ and above</td>
<td>6.6</td>
<td>20.9</td>
</tr>
<tr>
<td>% of D+ and below</td>
<td>75.6</td>
<td>58.0</td>
</tr>
</tbody>
</table>

(Nyanza province education brief 2010)

In Kenya in Gusii County, the KCSE examination of 2009, 2010 and 2011 no single girl managed to score an A or A-(minus) as the aggregate. Below is a sample of KCSE result of 2010 in 3 secondary schools in Kenya which indicates the number of girls who have managed to attain grade of C+ and above: C+ being the minimum requirement for university entry. The number of girls enrolled in the year 2010, 164 and out of the total only 18 girls managed to get an aggregate score of C+ and above. Several measures have been put in place to improve the quality grades attained by girls such as: Frequent standards assessment and subject panel assessments of poor performing schools with a view to establishing the causes and recommend remedial actions, frequent Stakeholders meetings in all districts and municipality to address issues affecting quality of education/ District and Provincial education Days and the numerous interventions and initiatives aimed at promoting girl child education and performance in national
examinations e.g. Nyanza Education Women Initiative (NEWI) of 2010 whose findings are to be tabled to the Nyanza province education brief 2010 (PEB).

Among the challenges in the province as regard to education is improving the provincial performance in National examinations (KCPE/KCSE) though, there has been improvement, but there is need to improve quality grades in KCSE especially among the girls.

It is against this background that a research need a rose to determine the psychosocial factors that may affect the academic performance of girls in secondary schools in Kenya's sub-county.

1.2 Statement of the problem

The participation of girls in education in Kenya, like in other countries in Sub-Saharan Africa, is influenced by a complex interplay between out-of school and in-school factors. It is imperative to note two issues. First, these factors are common in every community / district in Kenya although their intensity varies from region to region. Second, psychosocial based obstacles to girls' education have not been an area of much focus in research and debates in Kenya. It is the researcher's belief that even if the community obstacles to education are tackled, girls will not participate in education effectively because of the psychosocial factors of which this study intends to focus on. (girl child network 2004).

The Government's policy on education has been geared to enhancing access, equity and quality at all levels of education (Kenya Vision 2030). In spite of the fact that the enrollment has improved for both the boys and girls in the
years 2009, 2010 and 2011, but still girls’ performance in Nyanza region is lower as compared to boys and girls from other counties.

In Kenyanya in Kisii County, the KCSE examination of 2009, 2010 and 2011 no single girl managed to score an A (plain) or A-(minus) as the aggregate. The underlying factors of the poor performance among girls in Nyanza indicate that the major barriers to girls education can be summed as poverty, early pregnancy, gender favourism (by parents), early marriages, truancy, sexual harassment, lack of role models, absent parents (mostly fathers), unfriendly facilities, lack of female teacher counselors, lack of self esteem just to mention a few (NEWI, 2010, D.E.O, 2010). Therefore most of the research that has been done on the girls has focused more on why very few girls are enrolled in school and the little that has been done on factors affecting performance has concentrated on the school environment and physical facilities in the school which are not girl friendly and yet this also affects the boys as well, so not much has been done on how the psychosocial factors affect girls; academic performance in secondary education and that is what this study intends to find out.
1.3 The purpose of the study

This study sought to establish the effect of psychosocial factors on girls’ academic performance in secondary education in Kenyenya sub-county, Kenya.

1.4 Objectives of the study

This study endeavored to achieve the following objectives

1. To investigate the girls’ attitude towards school in secondary schools in Kenyenya sub-county.

2. To find out whether the girls’ interactive relationship with teachers affect their academic performance in secondary schools in Kenyenya sub-county.

3. To find out the teachers’ attitude towards girls education in secondary schools in Kenyenya sub-county.

4. To find out whether the girls’ academic self-concept, affect their academic performance in secondary schools in Kenyenya sub-county.

1.5 Research questions

The study addressed the following questions:

1. Is there a relationship between the girl’s attitude towards learning in school and her academic performance in secondary schools in Kenyenya sub-county?
2. In what ways does the girl’s interactive relationship with teachers affect her academic performance in secondary schools in Kenyenya sub-county?

3. How does the teachers’ attitude towards girls’ education affect the girls’ academic performance in secondary schools in Kenyenya sub-county?

4. What is the influence of the girl’s academic self-concept on her academic performance in secondary schools in Kenyenya sub-county?

1.6 Justification and Significance

The study was timely as it came at the time when the girls’ performance was deteriorating for instance in K.C.S.E results of the year 2009, 2010 and 2011, the girls’ performance was lower as compared to that of boys. Specifically in Kenyenya Sub-county no girl scored an ‘A’ or ‘A–’ (minus) in the 2009, 2010 and 2011 KCSE examinations. Therefore the findings of this study was intended to sensitize teachers, the ministry of education (MOE) officials, school principals and students on the psychosocial factors that affect the girls’ academic performance so that they find ways of improving the situation to enhance good performance, this study was also hoped to be a source of reference for the future researchers interested in basing their studies in other localities on various aspects of girls’ education and it was also to be useful in generating practical knowledge on girls’ education that will assist policy
makers and implementers in designing more meaningful intervention strategies that would promote girls performance in the county.

1.7 Scope and Limitations

The study was confined to 30% of the total number of both day and boarding mixed and girls' secondary schools in Kenyanya Sub-County, which was 30% of 42 which gave a total of 12 schools. The respondents of the study were, class teachers, boys and girls from form three and four. The study employed descriptive survey research design which utilized both quantitative and qualitative approaches, Purposive Random sampling was used in the selection, of the girls and boys involved in the study. From each form, 10 girls and 7 boys were be randomly selected by picking papers written NO and YES where ten of the papers had YES and the rest had NO for girls and for boys seven papers were written YES and the rest NO. The ones with the YES papers participated in the study which gave a total of 120 girls and 84 boys. Their respective class teachers also participated in the study where a total of 12 teachers participated. The variables that were looked at in this study were psychosocial factors; which included: girls attitude towards school, girls’ academic self-concept, teachers’ attitude towards girls education and lastly girls and teachers interactive relationship.

The researcher targeted mainly public day mixed secondary schools and boarding mixed secondary schools and only one girls’ boarding school the fact that the sub-county has got only one girls’ boarding school hence the findings may not be generalized to girls’ boarding schools in other counties
and private secondary schools. The research only majored on psychosocial factors though, there were other varied factors that may have influenced academic performance like culture, and home based factors, parental academic level and others. Therefore in this study the researcher used random sampling technique so that varied sampled subjects participated so as to minimize the other factors that contributed to the girls’ performance in secondary schools.

1.8 Assumptions

The study assumed that:
1. The respondents gave accurate, honest and relevant information, and had relevant knowledge in answering comfortably all the questions provided in the questionnaires and would keep all the information provided in the questionnaires as confidential as possible.

2. Psychosocial factors had direct influence on the girls’ academic performance.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this study was to investigate the effects of psychosocial factors on girls' academic performance in secondary education.

The following chapter provides a review of the literature on psychosocial factors that affects girls' academic performance in secondary education. The theoretical basis and conceptual framework for the research will also be discussed and a Summary of Literature Review will be given.

2.1 Theoretical framework

Modeling Theory is also referred to as Observational Learning or Social Learning View. It was developed by Albert Bandura (1977). Social learning theory (SLT) looks at learning that occurs within a social context. It considers that people learn from one another, through observational learning, imitation, and modeling. Bandura (1977), who is considered one of the leading proponents of SLT, believed that performance could be influenced by the type of instruction delivered and by the interactions that occurred between the student and the teacher. The interactions between the person and environment can have a reciprocal effect by which the environment influences behavior, and behaviors influence the environment. This process is explained in terms of a continuous reciprocal interaction, called reciprocal determinism. Reciprocal
determinism does not imply that all sources of influence are of equal strength. Some sources of influence are stronger than others. In fact, interactions will differ based on the individual, the particular behavior being examined, and the specific situation in which the behavior occurs. For example, a person’s expectations, beliefs, self-perceptions, goals, and intentions give shape and direction to behavior. However, the behaviors those is carried out will then affect one’s thoughts and emotions (Bandura, 1977; 1989). A reciprocal interaction also occurs between the environment and personal characteristics. Expectations and beliefs are developed and modified by psychosocial influences within the environment. These psychosocial influences can convey information and activate emotional reactions, through such dynamics as instruction, and social persuasion. In addition, humans evoke different reactions from their psychosocial environment as a result of their physical characteristics, such as gender, (Bandura, 1977; 1989). Bandura believes that people are both products and producers of their environment. A person’s behavior will determine the aspects of their environment to which they are exposed, and behavior is, in turn, modified by that environment.

A person’s behavior can affect the way in which they experience the environment through selective attention. Human behavior also influences the environment, such as when an aggressive person creates a hostile environment. Thus, behavior determines which of the many potential environmental influences come into play and what forms they will take. In turn, the environment partly determines which forms of one’s behavior are
A fundamental idea of reciprocal determinism is the belief that people have the ability to influence their destiny, while at the same time recognizing that people are not free agents of their own will. Humans are neither driven by inner forces nor automatically shaped and controlled by the environment. Thus, humans function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting influences.

Verification of Bandura's modeling theory by various researchers has shown that modeling or exposure to good role models determines a good behaviour in an individual through observation and imitation for the individual learns vicariously and avoids punishment. For instance, when teachers' attitude to girls' education is positive and girls are motivated to work hard, they would enumerate the good behaviour and in turn get interested in their studies to achieve high academic results to be like that character whom she identifies with like her mentor or role model (Bandura 1977 pg 128-129). Self-reinforcement plays an important role in determining human behaviour, therefore, if the girl is self-motivated she will have positive feelings about going to school and in turn, she will work hard to achieve the best. Self-rewarding behaviour tends to be maintained more effectively than if it has been externally reinforced, including self-reinforcement processes in learning theory.

In this regard, the teacher ought to have a good rapport with the girls so that she can develop the inner drive to work hard and if the teacher reinforces good
behaviour and rewards good performance in form of prizes then this could make the girls to work hard inorder to get the rewards and in return there will be improved academic performance. This increases the explanatory power of reinforcement principles as applied to human functioning (Bandura, 1977 pg 129-144). Therefore the socialization process eventually influences girls’ performance and their interest in educational activities, hence the need for this research.

2.2 Review of Related Literature

2.3 Girls’ Attitude and Academic Performance

Davidson (1993) defined the term attitude as atendency to act in some manner towards a person, structure or idea. Attitudes amounts to likes and dislikes and interest or disinterest. They can be private or shared. They are cultural in nature and as arule are formulated through socialization process. Once formed they in turn influence further socialization. Attitude is seen as a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object or concept in a human being that a person evaluates. This means that any given time an individual is able to selectively respond to an object within the environment either positively or negatively. Davidson (1993) in his study on school attainment and gender attitudes in Malawi found out that students’ attitude towards the school environment determined their academic achievement where positive attitude favours good performance and vice versa.
The theory of attitudes advanced by Daniel Katz (1903-1998, New York) takes the view that attitudes are determined by the functions they serve for us. People hold given attitudes because attitudes help them achieve their basic goals. Katz identifies one major type of administrative function that attitudes meet; that is, instrumental function. According to the theorist, people develop favourable attitudes towards things that aid or reward them. People want to maximize rewards and minimize penalties. Katz says that people develop attitudes that help them meet this goal. People are more likely to change their attitudes if doing so allows them to fulfill their goals or avoid undesirable consequences.

Likewise girls will develop positive attitude towards secondary education and pursue it if they regard it instrumental in the attainment of their goals in life. According to Katz (1998) attitude change is achieved not so much by changing a person's information about an object but rather by changing the person's underlying motivational and personality needs.

Therefore need for a better life in future when one attains good results will motivate the girls to develop a positive attitude which in turn will lead to good attendance and interest in school and finally improvement in academic performance.

Koech (2005) in his research, found out that girls' attitudes towards mathematics in Buret, Kenya, was negative and this resulted into poor performance in mathematics in the KCSE examinations.
Nyangore (2010) found out that there is a significant relationship between attitudes and academic performance of girls in secondary schools in Kisii municipality Kenya. The girl’s attitude is also a factor that should be looked into in this research since from the review of other studies it comes out as one of the factors that contributes to poor academic performance.

2.4 Girls’ Interactive Relationship with Teachers and Academic Performance

Studies done in Washington, have shown that student-teacher relationships are positively linked to student achievement at all levels of education (Burchinal, Peisner-Feinberg, Pianta & Howes, 2002; Hamre & Pianta, 2001; Moos, 1979). Interactions between a student and teacher are important in shaping the image a student has of herself. Student motivation to learn can be reduced by poor teacher interactions. Specific teacher behaviors that are shown towards students, believed to be low-achievers include providing students with general, often insincere praise, providing them with less feedback, interrupting them more often, seating them farther away from the teacher, paying less attention to them, calling on them less often, waiting less time for them to respond to questions, criticizing them more often and smiling at them less often. Low expectations reinforce the belief that regardless of what is done, it will not
make a difference. Teachers who frequently use negative feedback for low-achieving students are contributing to the belief, on the part of the students, that effort does not influence educational outcomes (Graybill, 1997; Tatum, 1997) in their study on how teachers relate with students in the classrooms in U.S.A.

Teacher expectations are particularly important in the development of positive self-image in girls. Pedersen, Faucher, and Eaton (1978) conducted a major study in Virginia on the long-term effects of teachers. They studied the report cards of students at an elementary school and they discovered a pattern of IQ change among students that varied by gender. To investigate this, the researchers drew a random sample of fifty permanent record cards for boys and fifty for girls, and analyzed the association between gender and IQ change. The analysis showed that girls were about as likely to increase in IQ, as they were to decrease, but that boys were twice as likely to decrease, as they were to increase. The researchers believed that their analysis supported the proposition that higher teacher expectations for the academic achievement of girls as opposed to that of boys was part of the reason for the observed scores.

Teacher perceptions and expectations can vary among males and females. Research done in Washington D.C. has shown that there are differences in how male and female students receive instruction. Male students receive more praise, more attention, more precise teacher comments, more criticism and more remediation, while female students receive less praise, less attention and
less behavioral feedback (Baker, 1986; Sadker, Sadker, & Steindam, 1989). Baker (1986) reported that in science classrooms teachers gave more praise and feedback to male students. Kahle (1990) in Washington D.C. reported that science classrooms were biased in favor of males. Fordham & Ogbu (1986) reported that females received less behavioral feedback and less attention from the teacher.

Research has also shown that early on, activities geared towards males are more accepted, and presentation formats selected are those in which males excel or are encouraged more than females. Teachers ask more content specific questions when talking with and giving feedback to males (Sadker, Sadker & Steindam, 1989). Teaching practices are dominated by lectures, workbook exercises and writing. The male style of learning is more independent and structured, and geared towards writing and lectures, while the female style of learning is geared towards more interaction and hands on work. The former style is the normal practice in classroom settings and therefore this can give an advantage to males (Randhawa, 1991). Studies have found that competitive classroom activities contributed to male achievement, while these interactions in the classroom can be detrimental to female achievement (Sadker, Sadker & Steindam, 1989) U.S.A. The belief that interactions in the classroom setting can have an influence or effect on student achievement is one of the main ideas of social learning theory and that is why the researcher feels that its important to find out how the teacher’s interactive
relationship with girls affect their academic performance in secondary education.

2.5 Teachers’ Attitude towards Girls’ Education and Academic Performance

Attitudes are composed of past and present experiences and are not observable as such but are evidenced in behavior (Oskamp and Schultz, 2003). Oskamp (1997), in New Jersey noted, “attitude postulate a hidden process occurring within the individual which we call his attitude, and it uses his as an explanation of the relationship between stimulus events and the individual’s responses (p.15). Present research indicates that teachers’ attitudes are connected to their actions and teacher actions are related to student achievement (Marzano, 2007), in Alexandria. Teacher attitude associated with professionalism, curriculum and students, impact teacher behaviours related to these areas. Student achievement is the desired end result of teaching. Pryor and Pryor (2005), U.S.A added to the research of Oskamp and Schultz (2003) and defined attitudes as beliefs that can be favourable, unfavourable or neutral. Hence teacher attitudes influences teachers’ behaviours.

The attitudes teachers hold associated with what they teach, how they teach and how they perceive students and student learning impact their teaching behaviours. Munck (2007), Canada, wrote “the outcome of attitude is the tendency to react favourably or unfavourably to situations, persons or events. Accordingly, teacher actions are shaped by their attitudes (p.15). Teachers’
attitudes are connected with instructional behaviour which influences student achievement. Gourneau (2005), South Carolina, stated, “effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students. It is known that attitudes have a profound impact on teacher practices and behaviors”. Teaching is multi-faceted with each element of skill, attitude and daily practice interacting together (Chen and Chang, 2005), Retrieved March 14, 2008, from the Early Childhood Research and Practice Website: http://ecrp.uiuc.edu/v8n1/chen.html

Other research studies support the link between what individuals think and how they behave (Oskamp and Schultz, 2005, Pjares, 2002, Wasiesko, 2002). Vartuli (2005), acknowledged that instructional behaviours are influenced by what teachers think and believe. Attitudes related to instructional practice ultimately influence what or what does not occur in the teacher’s classroom.

Teacher attitudes that include a commitment to student learning and personal learning are connected to student achievement (Strong, 2007, Wilkerson and Lang, 2007). In an earlier study in Washington D.C., Pryor and Pryor 2005 reported that teacher attitudes whether favourable, unfavourable or neutral impact behaviour towards an object, concept or person. Teacher behaviours are expressions of teacher beliefs and attitudes (Marzon, 2007). Nigeria. In his meta-analysis, Marzon (2007) explained, “a teacher’s beliefs about students’ chances of success in school, influence the teacher’s actions with students, which in turn influences student’s achievement. If the teacher believes students can succeed, she tends to behave in ways that help them
succeed". Teacher core attitudes that include the idea that all students can learn increase the probability of learning for all students. These attitudes create a positive environment for student achievement (Wasiesko, 2007). Southern Carolina. Certain values, beliefs and attitudes are critical in becoming an effective teacher (Wilkerson and Lang, 2007). From the student perspective, a positive attitude and attitudes of high expectations were reported as an important characteristic for effective teachers (Thompson, Greer Greer, 2004), southern Carolina. Thompson et al reported, "it is important to catch students doing a thing right rather than catching them doing something wrong. Effective teachers develop ways to remind themselves to do this and the impact on students can last many years." In an earlier study in Korea by Koutsoulis (2003) reported that students listed the effective teacher as one with a friendly, understanding attitude. Other teacher attitudes listed by students as important include: fairness, forgiveness, respect, compassion and student-centeredness (Koutsoulis; Thompson et al.) Teacher attitudes are reflected in their daily practice through instructional strategies and practices and interactions with colleagues, parents and students.

Therefore teacher attitudes have the capacity to influence the academic growth of students (Marzano, 2007, Wasiesko, 2007) and is a cognitive process that is revealed through teacher's words, behaviors, actions, choices and motivation.
Another study by Omar (2010), in Mandera (Kenya), shows that governmental and non-governmental factors, attitude of community and of parents are some of the factors that discourage girls' achievement in schools. School environment and attitude of teachers are also important factors in girls' achievement in school. Teacher perceptions and their attitude towards students have been found to be equally important variables in students' adjustment. Lack of sensitivity on the part of teachers to the needs of girls' in schools deprives them of a congenial learning environment Omar (2010). The overall classroom environment that reinforces gender stereotypes also lowers the importance of girls' education and self esteem compared to that of boys (Kurien, 2010), India. With regard to teachers' attitude toward girls the findings indicated that teachers' attitude toward boys to be more positive than it is toward girls. This finding strongly agrees with that of Shephardson and Pizzini (1992), India, that teachers have gender biased perception of girls' scientific ability. (African Journal of Educational Studies in Mathematics and Sciences Vol. 4, 2006). From the review above it indicates that teachers' attitude affects girls' academic performance and so the aim of this research is to find out whether teachers' attitude towards girls' education in Kenya's sub-county affects girls' academic performance which is one of the objectives on this study.
2.6 Academic Self Concept and girls' academic performance

Personality is a complex, multidimensional concept. It is the total configuration of characteristics, ways of feelings thinking, and behaving that comprise the individual's unique method of adapting and reacting to his environment. The term 'personality' includes character, temperament and self. Character is the moral side of personality; temperament is the emotional side, and the self, the integrated core of personality, represented by (Kagan and Segal, 1988), Pakistan. Self-concept refers to “the composite of ideas, feelings, and attitudes people have about themselves”. Self-concept can also be considered as our effort to explain ourselves, to build a scheme that organizes our notions, sentiments and approach about ourselves. But this scheme is not enduring, incorporated or static. In every phase of our life our self-perceptions vary from situation to situation (Woolfolk, 998) in U.S.A. One-dimensional construct of self-concept is strictly rejected by most of the researchers due to its inadequate explanation of behavior in a wide range of settings, Schierer & Kraut (1999) in India, suggested that self-concept is a multi-dimensional construct and they warned against generalizing the term. They stated "self-concept should not be conceptualized as a simple, unitary phenomenon, but as a complex construct having descriptive, evaluative, comparative, and affective aspects which can and should be discriminated".

Self-concept has at least three sub components; academic, social and physical.

Students are usually aware that they have both strengths and weaknesses, that
they do some things well and other things poorly. Students may have some what different views about themselves in these three areas. Firstly, they have universal beliefs regarding their academic capability and performance. Secondly, they have general thoughts about their potential to narrate with other people, especially with their peers. Thirdly, they have universal beliefs about their ability to connect in corporeal activities such as sports and outdoor games (Ormrod, 2000), NewJersey. The self-concept develops through continuous self-assessment in different circumstances. Children and adolescents are frequently asking themselves, in effect, “How am I doing?” To make an opinion about them, verbal and nonverbal responses of parents and other family members are judged by them in the early years and friends, peers and teachers later. A comparison is made by the students with their own standards and with the performance of peers. Both personal and social comparisons are important (John, 2000).

Self-concept, like all other cognitive concepts, develops and refines with growing age and increasing experience, According to Harter (1985), USA. self-concept develops in stages. Infants develop a sense of self in the second year of life. Children begin to develop a sense of self by learning to distinguish themselves from others. The first step in the development of self-concept is self-recognition, which is evidenced by young children’s fascination with looking at themselves in the mirror “Hey, I recognize you; you’re me!” (Eggen and Kauchak, 1997). Some important developments in self take place during
childhood and adolescence. Among these developments are facing the
emotions of shame, guilt and empathy (Santrock, 1997).
Self-understanding gradually shifts from defining oneself through external
characteristic to defining oneself through internal characteristics in middle and
late childhood. Elementary school children also define themselves in terms of
social characteristics and social comparisons (Santrock, 1997). One of the
most extensively detained ideas about adolescence is that it is the period when
the person falsifies the basis for a stable adult personality. Teenagers’ adult
sense of self is established when they start thinking independently (Cole and
Cole, 1993). The period of adolescence has sometimes been viewed as filled
with stress and
uncertainty about self, riddled with sudden and frequent mood shifts, a time
dubbed as the identity crisis. Adolescents often engage in new ways of
behaving and thinking that develop greater self-sufficiency, independence, and
expressions of familiarity with others as they approach the teen years
(Bukatko and Daehler, 1995). Boston. It is difficult to find ways to help
students do better in school without also exploring ways to help them feel
better about themselves as learners. Therefore for girls to perform better they
need to be treated well so that they feel better about themselves. At the same
time it is almost impossible to help students improve their self-concepts
without assisting them finding ways to improve their school performance
Hamachek (1995), Australia. Purkey as cited by Berg (1990), Australi,
underscores the need for parents and educators to understand and appreciate
the importance of self-concept in education in the following statement:"An
overwhelming body of contemporary research points instantly to the relationship between self-concept and academic achievement and suggests strongly that self-concept can no longer be ignored by parents and teachers”.

It is therefore, important to investigate the relationship between self-concept and academic achievement in order to rescue those students who may be victims of their own negative beliefs about themselves. Although such studies have been conducted in other countries with contradictions in results, there does not exist much research literature on relationship between self-concept and academic achievement. The present study, therefore, is aimed at finding whether self-concept affects girls’ academic performance in secondary schools in Kenyanya sub-county.

2.7 Summary of Literature Review

Literature relating to the effects of psychosocial factors on academic performance was discussed. It revealed that students’ positive attitude towards school is associated with positive academic outcomes and positive student-teacher exchange (interactive relationship) favors good performance, while student’s negative attitude towards school is associated with low academic achievement. Also discussed in this chapter were the effects of academic self-concept on girls’ academic performance."An overwhelming body of contemporary research points instantly to the
relationship between self-concept and academic achievement and suggests strongly that self-concept can no longer be ignored by parents and teachers’.

It is therefore, important to investigate the relationship between self-concept and academic achievement in order to rescue those students who may be victims of their own negative beliefs about themselves. Although such studies have been conducted in other countries with contradictions in results, there does not exist much research literature on relationship between self-concept and academic achievement within the Kenyan context.

The present study, therefore is, aimed at finding out whether the girls’ academic concept affects girls’ academic performance in secondary education in Kenyenya sub-county.

The study also revealed that teachers’ attitudes and perceptions could have an affect on academic achievement by affecting the amount of individual instruction given to students as well as, expectations for future performance hence need to do the research.

2.8. Conceptual Framework

The conceptual framework examines the variables which have an influence on girls’ academic performance in secondary education. The variables which are found here include; girls’ attitude, teachers’ attitude, girls’ self-concept and teachers’ interactive relationship. Each factor represents a complex system within itself. The psychosocial factors interact and influence girls’ academic performance in secondary education. When the girls’ attitude is positive to
secondary education and a relative cordial relationship exist between the teachers and the students, this leads to consistence and improved academic performance.

Figure 1: Conceptual framework

Constructed by the researcher (2012)
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study was about psychosocial factors that affects the academic performance of girls in Kenya sub-county. In this chapter the following are discussed: research design, variables, location of the study, target population, sampling techniques and sample size, construction of research instruments, pilot study, validity and reliability, data collection procedure and method of data analysis.

3.2 Research Design

The study applied descriptive survey research design. This design sought to ascertain respondent’s perspectives or experiences on a specified subject in a predetermined structured manner. (Babbie,1977), U.S.A, notes that descriptive studies of the survey nature can be used not only for the purpose of description but also for the determination of relationships of variables at the time of the study. Mugenda and Mugenda,(1999), Kenya, asserts that this type of research design attempts to describe such things as possible behaviour between values and characteristics. It was therefore the appropriate design for use to determine the reasons and causes of poor academic performance of the girls in secondary education in the study locale.
3.3 Study Variables

In research, variables are either independent or dependent. Independent variables are those that are manipulated and are under the control of the researcher. Then, dependent variables are used to register the effect of independent variables. In this study therefore, the independent variables were attitude, interactive relationship, and academic self-concept. Dependent variables on the other hand was academic performance.

3.4 Site of the Study

The research was located in Kenyanya sub-county which is found in Kisii county, Nyanza region, Kenya.

3.5 Target Population

The target population for this study was 1200 girls and 2400 boys from forms 2 and 3 in 12 public secondary schools, and 24 class teachers in the selected schools.

3.6 Sample size and Sampling Technique

Purposive Random sampling was used in the selection of the girls and boys involved in the study. Random sampling, Provide more accurate results and lends themselves to a variety of statistical features. From each form, 10 girls and 7 boys were randomly selected by picking papers written NO and YES where ten of the papers had YES and the rest had NO for girls and seven written YES for boys and the rest NO. The ones with the YES papers participated in the study which gave a total of 120 girls and 84 boys. Their
respective class teachers also participated in the study where a total of 12 teachers participated.

3.7 Research Instruments

A self-administered questionnaire was used for data collection. The researcher constructed a questionnaire and adapted another questionnaire on self-concept from Gachukia, (1994), Kenya and another one from Omar (2010), Mwanda, Kenya, which had an attitude scale on attitudes of girls to secondary education but with some modifications on the scale to suit the study. There were 2 sets of questionnaires; these were: class teachers’ and students’. Through questions the participants freely expressed themselves. The questionnaires consisted of sections A and others. Section A sought for the respondents background information while the rest consisted of items that were to address the research questions.

3.8 Validity and Reliability of the research instrument

According to Orodho(2003), validity is the degree to which results obtained from analysis of data actually represent the phenomenon under study. The instruments of this study were therefore validated through application of content validity, which was determined by expert judgement. Gay, (1992) identified that content validity is a matter of judgement by the researcher and professionals and has no specific formular for determination. Instrument validity in this study therefore was established by expert advice through discussions with the researcher's supervisors. All the changes were then incorporated in the revision of the research instrument.
To ensure reliability of the developed instruments, the questionnaires were pre-tested by being administered to 10 respondents from two schools which were not included in the study. The selection of the 10 respondents was done using purposive random sampling procedure. The pre-test was later subjected to the test-retest analysis technique and gained a Cronbach Alpha Reliability Coefficient of 0.82 (Cronbach, 1951). The high coefficient indicated that a very small score variation occurred from testing session 1 to testing session 2. The coefficient also indicated that the same result would be obtained with a repeated measure of accuracy of the same concept hence the instruments were reliable. They were also scored and the comparison between the two answers obtained was made. The Pearson’s product moment coefficient for the test-retest was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaires are consistent in eliciting the same responses every time the instrument is administered. The coefficient obtained was 0.8 hence indicating that the scores obtained by each respondent on the first and second tests were quite close. The instruments were of high reliability (Orodho, 1998). The instruments were duly modified to meet performance standards before being used for data collection.

3.9 Piloting of the research instruments

The questionnaires were piloted in two secondary schools in the Gucha sub-county which had similar characteristics as Kenyanya. The questionnaires were administered to girls and boys from each school who were randomly selected and their class teachers. The results of piloting was used to adjust
any ambiguity in the questionnaires. Piloting in this study was crucial for it
gave advance warning about where the main research project could fail, where
research protocols may not be followed or whether the proposed methods or
instruments are inappropriate or too complicated.

3.10 Data collection procedures

The researcher got a letter of introduction to collect data from Kenyatta
University. After which the letter was used to seek for a research permit from
the National Council of Science and Technology. The researcher then notified
the principals of the selected institutions of the intention to conduct the study
through and set appropriate dates for each institution. Once this was done, the
researcher took the questionnaires to the institutions on the specified dates for
administration. The researcher issued the teacher and student questionnaires
which were self administered. Duly filled questionnaires were then collected
for data analysis.

3.11 Data Analysis and Presentation

After data collection, the data was entered into the computer for analysis.
The data largely came from individual respondents and was analyzed
quantitatively and qualitatively. The Statistical Package for Social Sciences
(SPSS) version 17.0 computer programme was used to analyze data. The
analysis was guided by the objectives of the study. Qualitative data was put
and categorized according to the themes and where it was applicable they
were presented in form of frequency tables. Quantitative data was analyzed using descriptive statistics such as percentages.

3.12 Data Management and Ethical Considerations

The researcher sought a letter of approval from graduate School and a research permit from the National Council of Science and Technology in order to get assistance and co-operation from the schools administration and education offices. The researcher assured the respondents of utmost confidentiality of their responses and that the findings were in no way going to be used against them.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

This study was about psychosocial factors that affects the academic performance of girls in Kenya sub-county. This section presents the results and discussion of the findings during the study. The chapter presents the findings in accordance to the research objectives captured in section 1.4.

4.2 Demographic Characteristics

4.2.1 Demographic Characteristics of class teachers

This section focuses on the demographic characteristics of the class teachers. Demographic analysis was done on the basis of the respondents’ gender, professional qualification, type of school, teaching experience. The number of teachers who participated in the study was 12. The table below shows the categorization of the teachers according to their gender.

Table 4.1: Distribution of respondents based on Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>
From the results in table 4.1, (7) 58.3% of the respondents were male while (5) 41.7% were female. Class teachers in schools are a dynamic source of encouragement to students to attain their targets in education (Makame and McGregor, 2002). The male teachers were more in percentage and this is a concern because girls are likely to confide in a female teacher than a male teacher. Also, the female teachers having experience may better handle the needs of the girls. According to Kasanye, (1995), distribution of teachers by gender has an important impact on girls' attitude towards school and education. Presence of female teachers provides girls with role model who also guide and counsel them especially on issues related to puberty. Kasanye, (1995), argues that girls shy off from approaching male teachers and when the male teachers advice them on sexual matters, this is sometimes seen as sexual provocation.

The teachers in the study had different qualifications and this is shown in the table below. Table 4.2 shows the distribution of the teachers based on their professional qualification.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the results in table 4.2, (9) 75% of the respondents had a bachelors degree while (3) 25% had masters. Most class teacher seems to be having a
good level of education. This is a likely indication that they have interacted
with colleagues from other regions and may have through shared experience
acquired knowledge on how to deal with particular situations affecting girls in
various localities.

The teachers in the study were teaching in different categories of schools as
shown in the table below.

Table 4.3: **Type of school of the class teachers**

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls boarding</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Mixed day &amp; boarding</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Mixed day</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the results in table 4.3 (2) 16.7% of the respondents were teaching in
girls boarding, (4) 33.3% in mixed day and boarding while (6) 50% were
teaching in mixed day schools. This allowed for diverse experience among the
class teachers. Some have dealt with girls alone and some with mixed gender
hence each is well acquainted with their peculiar scenarios.

The teachers in the study had different years of teaching experience in the
various schools as shown below.
Table 4.4: Experience of respondents in teaching

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>6-10</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>11-15</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the results in table 4.4, (6) 50% of the respondents had 1-5 years experience in teaching (3) 25% had 6-10 years experience while (3) 25% had 11-15 years experience. The results indicate that the most teachers have experience. This is indicative of a respondent group that has variety hence better responses. Those with longer experience may have interacted more with students hence can give a better picture of the existing scenario.

4.2.2 Demographic Characteristics of Students

This section focuses on the demographic characteristics of the students. Demographic analysis was done on the basis of the respondents’ age, class, and type of school as well. The number of respondents who participated in the study was 204. The table below indicates the student’s age in the sampled group.
Table 4.5: Distribution of respondents by age

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age bracket</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16-20</td>
<td>78</td>
<td>38.2</td>
</tr>
<tr>
<td></td>
<td>21 and above</td>
<td>6</td>
<td>2.94</td>
</tr>
<tr>
<td>Female</td>
<td>16-20</td>
<td>119</td>
<td>58.3</td>
</tr>
<tr>
<td></td>
<td>21 and above</td>
<td>1</td>
<td>0.49</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>204</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the results in table 4.5, (119) 58.3% of the girls were aged between 16 to 20 years, while only one student (0.49%) was aged above 21 years of age. And (78) 38.2% of the boys were aged between 16 to 20 years, while only six boys (2.94%) were aged above 21 years of age. This observation reveals the general trend of ages of secondary school students in the Kenyan context. Majority of the students complete their secondary education aged below 20 years. The students captured are therefore within the age bracket that is fit for high school students. The students were also categorized according to the type of school they attended as shown in the table below.

Table 4.6: Distribution of girls by type of school

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls boarding</td>
<td>40</td>
<td>33.33</td>
</tr>
<tr>
<td>Mixed day &amp; boarding</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Mixed day</td>
<td>50</td>
<td>41.67</td>
</tr>
<tr>
<td>Total</td>
<td><strong>120</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the results in table 4.6, (40) 33.33% of the students were in girls' boarding schools, (30) 25% were in mixed day and boarding schools and (50) 41.67% were in mixed day schools. Capturing respondents from the different
types of schools was important in this research because the feelings, opinions and attitudes of girls under different environments would reveal their attitudes. It was important to collect data from girls who interact with members of the opposite sex on a daily basis in class and outside class within and without the confines of the school, since this could give a clear picture of the experiences girls’ undergo through and how this affects their performance.

The students were further categorized in relation to the class they were in as shown in the table below.

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form two</td>
<td>64</td>
<td>53.33</td>
</tr>
<tr>
<td>Form three</td>
<td>56</td>
<td>46.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the results in table 4.7, (64) 53.33% of the respondents were form twos while (56) 46.67% were form threes. In most schools, the form twos and threes are more influential when it comes to social issues in school. The form ones are usually absorbed in transition from primary school life to secondary school life and struggling to fit in the new environment while the form fours are more concerned with passing their final exams and making it to tertiary education. The research therefore captured form twos and threes to get better response.

The boys were categorized also in terms of the type of school they were in as shown in the table below.
Table 4.8: Distribution of boys by type of school

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed day &amp; boarding</td>
<td>56</td>
<td>66.67</td>
</tr>
<tr>
<td>Mixed day</td>
<td>28</td>
<td>33.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the results in table 4.8, (56), 66.67% were in mixed day and boarding schools and (28) 33.33% were in mixed day schools. Capturing respondents from the different types of schools was important in this research because the feelings, opinions and attitudes of boys under different environments would reveal their attitudes. It was important to collect data from boys who interact with members of the opposite sex on a daily basis in class and outside class within and without the confines of the school. Several studies carried out show that the attitude of boys towards school changed at the onset of adolescence. The boys were further categorized in terms of the class they were in during the study as shown in the table below.

Table 4.9: Distribution of boys based on class

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form two</td>
<td>30</td>
<td>35.71</td>
</tr>
<tr>
<td>Form three</td>
<td>54</td>
<td>64.29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the results in table 4.9, (30) 35.71% of the respondents were form twos while (54) 64.29% were form threes. In most schools, the form twos and threes are more influential when it comes to social issues in school. The form ones are usually absorbed in transition from primary school life to secondary school life and struggling to fit in the new environment while the form fours are more concerned with passing their final exams and making it to tertiary
education. The research therefore captured form twos and threes to get better response.

Findings of the Study

In this section, the findings will be presented according to the objectives of the study.

Girls' Attitude towards Learning in Secondary Schools.

Objective one sought to investigate the girls' attitude towards school in Kenya sub-county. The findings are summarized in table 4.10, 4.11 and 4.12.

The table below shows the teachers' responses on their attitude towards girls' secondary education in Kenya sub-county.

Table 4.10: Teachers' Responses To Girls' Attitude Towards School

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>4</td>
<td>33.33</td>
</tr>
<tr>
<td>Negative</td>
<td>8</td>
<td>66.67</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

From the results in table 4.10, (4) 33.33% of the teachers reported that the girls' attitude towards school was positive while (8) 66.67% reported that it was negative. This response indicates that majority of the girls have a negative attitude towards school and this could be the reason why their performance is poor in Kenya sub-county. The findings agree with Davidson (1993) in his study on school attainment and gender attitudes in
Malawi who found out that students’ attitude towards the school environment determined their academic achievement where positive attitude favours good performance and vice versa.

The next table below indicates girls’ responses on their attitude towards school.

Table 4.11: Girls’ Responses To Girls’ Attitude Towards School

<table>
<thead>
<tr>
<th>Girls’ attitude towards learning</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>1 I feel like an outsider or left out of things in school</td>
<td>59.2</td>
</tr>
<tr>
<td>2 I think I am wasting my time attending school</td>
<td>33.3</td>
</tr>
<tr>
<td>3 Other students seem to like me</td>
<td>6.7</td>
</tr>
<tr>
<td>4 I feel lonely when in school</td>
<td>55.8</td>
</tr>
<tr>
<td>5 I do not like to be absent from school any day</td>
<td>11.7</td>
</tr>
<tr>
<td>6 It does not matter if I am absent from school, I can copy the notes.</td>
<td>58.3</td>
</tr>
<tr>
<td>7 I don’t have much interest in going to school.</td>
<td>71.7</td>
</tr>
<tr>
<td>8 I hate going late to school any day</td>
<td>15.8</td>
</tr>
</tbody>
</table>

From the results in table 4.11, majority of the girls (59.2%) strongly disagreed that they felt like outsiders or left out of things in school, (33.3%) strongly disagreed that they thought they were wasting time in attending school, (65%) agreed that other students seemed to like them, (55.8%) strongly disagreed that they felt lonely when in school, (61.7%) strongly agreed that they don’t like to be absent from school at any day, (58.3%) strongly disagreed that it does not matter if they are absent from school and that they can copy notes, (71.7%) strongly disagreed that they don’t have much interest in going to school, (43.3%) strongly agreed that they hate going to school late any day.
and (34.2%) agreed that they hate going to school late any day. Further from
the table it indicates that 37% of the girls thought that they are wasting time
attending school and 25% felt that it does not matter if they were absent from
school since they could copy notes. Boys’ attitude towards school was
presented as shown in the table below.

Table 4.12: Boys Responses To Boys’ Attitude Towards School

<table>
<thead>
<tr>
<th>Boys’ attitude towards learning</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>D</td>
</tr>
<tr>
<td>1</td>
<td>61.9</td>
</tr>
<tr>
<td>2</td>
<td>78.6</td>
</tr>
<tr>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>13.1</td>
</tr>
<tr>
<td>6</td>
<td>52.4</td>
</tr>
<tr>
<td>7</td>
<td>70.2</td>
</tr>
<tr>
<td>8</td>
<td>19.0</td>
</tr>
</tbody>
</table>

From the results in table 4.12, majority of the boys (61.9%) strongly disagreed
that they felt like outsiders or left out of things in school, (78.6) strongly
disagreed that they thought they were wasting time in attending school,
(60.7%) agreed that other students seemed to like them, (50%) strongly
disagreed that they felt lonely when in school (54.8%) strongly agreed that
they don’t like to be absent from school at any day, (52.4%) strongly
disagreed that it does not matter if they are absent from school and that they
can copy notes, (70.2%) strongly disagreed that they don’t have much interest
in going to school, (47.6%) strongly agreed that they hate going to school late
any day.
The findings generally indicate that the girls’ and boys have a positive attitude towards school though the boys have a higher positive attitude as compared to the girls, as in the case where 37% of the girls thought that they are wasting time attending school, whereas only 8.4% of the boys thought that they are wasting time attending school. This is in agreement with Koech, (2005) in his research, who found out that girls’ attitudes towards mathematics in Buret, Kenya, was negative and this resulted into poor performance in mathematics in the KCSE examinations. Therefore in this study it shows that the girls’ negative attitude is what has contributed to their poor performance.

4.3.2 Girls’ Interactive Relationship with Teachers

Objective two sought to find out whether the girls’ interactive relationship with teachers affects their academic performance in secondary schools in Kenya sub-county. The analysis of the results is summarized in table 4.13. The girls’ interactive relationship with teachers was presented as shown in the table.

<table>
<thead>
<tr>
<th>Girls’ interactive relationship with teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most teachers are interested in my performance</td>
<td>SD 10.8</td>
</tr>
<tr>
<td>Most of my teachers really listen to what I have to say</td>
<td>D 20.8</td>
</tr>
<tr>
<td>Teachers are more than willing to help me understand</td>
<td>A 32.5</td>
</tr>
<tr>
<td>Most of my teachers treat me fairly</td>
<td>SA 35.0</td>
</tr>
<tr>
<td>The teachers want me to work hard</td>
<td></td>
</tr>
<tr>
<td>The teachers tell me that I can do better</td>
<td></td>
</tr>
<tr>
<td>The teachers do not like it when I deliver careless work</td>
<td></td>
</tr>
</tbody>
</table>

From the results in table 4.13, (35%) of the girls strongly agreed that most teachers are interested in their performance, (20.85%) disagreed that most teachers are interested in their performance, (34.2%) agreed that most of their
teachers really listen to what they have to say, (40.8%) agreed that teachers are more than willing to help them understand, (46.7%) agreed that most of their teachers treat them fairly, (69.2%) strongly agreed that teachers want them to work hard, (61.7%) strongly agreed that teachers tell them that they can do better and (55.55%) strongly agreed that teachers do not like when they deliver careless work. When the average percentage of strongly agreed and agreed is calculated (77.34%) is found. 31.6% of the girls indicated that most teachers are not interested in their performance and 47.5% indicated that teachers don’t really listen to what they have to say.

The table below shows the boys’ responses on how they interact with the teachers.

Table 4.14 shows boys’ responses on boys’ interactive relationship with teachers.

<table>
<thead>
<tr>
<th>Boys’ interactive relationship with teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most teachers are interested in my performance</td>
<td>2.4 15.5 51.2 27.4</td>
</tr>
<tr>
<td>Most of my teachers really listen to what I have to say</td>
<td>10.7 21.4 21.7 33.7</td>
</tr>
<tr>
<td>Teachers are more than willing to help me understand</td>
<td>10.7 4.8 33.3 47.6</td>
</tr>
<tr>
<td>Most of my teachers treat me fairly</td>
<td>11.9 11.9 52.4 22.6</td>
</tr>
<tr>
<td>The teachers want me to work hard</td>
<td>2.4 1.2 25 66.7</td>
</tr>
<tr>
<td>The teachers tell me that I can do better</td>
<td>6.0 2.4 38.1 51.2</td>
</tr>
<tr>
<td>The teachers do not like it when I deliver careless work</td>
<td>4.8 7.1 44.0 41.7</td>
</tr>
</tbody>
</table>

From the results in table 4.14 (51.2%) of the boys strongly agreed that most teachers are interested in their performance, (27.4%) disagreed that most teachers are interested in their performance, (33.7%) agreed that most of their teachers really listen to what they have to say, (47.6%) agreed that teachers are
more than willing to help them understand. (52.4%) agreed that most of their teachers treat them fairly. (66.7%) strongly agreed that teachers want them to work hard, (51.2%) strongly agreed that teachers tell them that they can do better and (41.7%) strongly agreed that teachers do not like when they deliver careless work. When the average percentage of strongly agreed and agreed is calculated (79.43%) is found.

From the analysis of these two tables it shows that the teachers’ interactive relationship with girls is fairly good but it’s good with boys. This is depicted in the fact that only 17.9% of the boys said that teachers are not interested in their performance whereas 31.6% of the girls said that teachers are not interested in their performance.

The next table shows girls’ responses on the extent to which, teachers help them in school.

Table 4.15: Girls’ Responses on the Extent to Which, Teachers Help Them

<table>
<thead>
<tr>
<th></th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RARELY</td>
</tr>
<tr>
<td>1. The teachers give girls an</td>
<td>64.2</td>
</tr>
<tr>
<td>opportunity to express</td>
<td></td>
</tr>
<tr>
<td>opinions</td>
<td></td>
</tr>
<tr>
<td>2. The teachers help girls</td>
<td>65.8</td>
</tr>
<tr>
<td>with their work</td>
<td></td>
</tr>
<tr>
<td>3. The teachers continues to</td>
<td>66.7</td>
</tr>
<tr>
<td>teach until the girls</td>
<td></td>
</tr>
<tr>
<td>understand</td>
<td></td>
</tr>
<tr>
<td>4. The teachers do a lot to</td>
<td>61.7</td>
</tr>
<tr>
<td>help girls</td>
<td></td>
</tr>
<tr>
<td>5. The teachers help girls</td>
<td>50.8</td>
</tr>
<tr>
<td>with their learning</td>
<td></td>
</tr>
<tr>
<td>6. The teachers ignore girls</td>
<td>90.8</td>
</tr>
<tr>
<td>in class</td>
<td></td>
</tr>
<tr>
<td>7. Girls are asked questions</td>
<td>82.5</td>
</tr>
<tr>
<td>in class</td>
<td></td>
</tr>
</tbody>
</table>
From the results in table 4.15, (64.2%) shows that rarely do teachers give girls an opportunity to express opinions, (65.8%) indicate that rarely do teachers help girls with their work, (66.7%) shows that rarely do teachers continue to teach until the girls understand, (61.7%) show that rarely do teachers do a lot to help girls, (50.8%) indicates that rarely do teachers help girls with their learning, (90.8%) shows that rarely do teachers ignore girls in class, (82.5%) indicates that rarely are girls asked questions in class.

The table below shows boys’ responses on the extent to which, teachers help the girls in school.

Table 4.15 shows boys’ responses on the extent to which, teachers help girls

Table 4.16: Boys’ Responses on the Extent to Which, Teachers Help Girls

<table>
<thead>
<tr>
<th>Response Description</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>All the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teachers give girls an opportunity to express opinions</td>
<td>17.9</td>
<td>48.8</td>
<td>28.6</td>
</tr>
<tr>
<td>2. The teachers help girls with their work</td>
<td>28.6</td>
<td>47.6</td>
<td>22.6</td>
</tr>
<tr>
<td>3. The teachers continue to teach until the girls understand</td>
<td>40.5</td>
<td>32.1</td>
<td>25</td>
</tr>
<tr>
<td>4. The teachers do a lot to help girls</td>
<td>20.2</td>
<td>28.6</td>
<td>46.4</td>
</tr>
<tr>
<td>5. The teachers help girls with their learning</td>
<td>21.4</td>
<td>36.9</td>
<td>40.5</td>
</tr>
<tr>
<td>6. The teachers ignore girls in class</td>
<td>76.2</td>
<td>16.7</td>
<td>2.4</td>
</tr>
<tr>
<td>7. Girls are asked questions in class</td>
<td>48.8</td>
<td>40.5</td>
<td>6.0</td>
</tr>
</tbody>
</table>

From the analysis of table 4.16, (48.8%) of the boys indicate that sometimes teachers give girls an opportunity to express opinions, (47.65%) shows that sometimes teachers help girls with their work, (40.5%) shows that teachers...
rarely continue to teach until the girls understand. (46.4%) shows that all the
time the teachers do a lot to help the girls. (40.5%) shows that all the time
teachers help girls with learning in class. (76.2%) shows that rarely do
teachers ignore girls in class and (48.8%) shows that rarely are girls asked
questions in class. From the analysis on teachers' interactive relationship
with the girls on tables 4.13, and 4.14, and the extent to which teachers help
girls in school in tables 4.15 and 4.16; it indicates that the teachers response
to boys is better as compared to the girls and this is in agreement with Baker
(1986) who reported that in science classrooms teachers gave more praise and
feedback to male students. Kahle (1990) in Washington D.C. reported that
science classrooms were biased in favor of males and also Fordham & Ogbu
(1986) reported that females received less behavioral feedback and less
attention from the teacher.

Research has also shown that early on, activities geared towards males are
more accepted, and presentation formats selected are those in which males
excel or are encouraged more than females and teachers ask more content
specific questions when talking with and giving feedback to males (Sadker,
Sadker & Steindam, 1989).

4.3.3 The teachers' Attitude Towards Girls Education in Secondary
Schools.

Objective three sought to establish the teachers’ attitude towards girls’
education in secondary schools in Kenyenya sub-county. Teachers' attitude
towards the girls was presented as shown in the table.
Table 4.17 shows teachers’ responses towards girls education in secondary schools.

**Table 4.17: Teachers’ Attitude Towards Girls Education in Secondary Schools**

<table>
<thead>
<tr>
<th>Girls’ attitude towards learning</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>1. Girls are less capable academically than boys</td>
<td>8.3</td>
</tr>
<tr>
<td>2. Girls need more support than boys to do well in school</td>
<td>50</td>
</tr>
<tr>
<td>3. Girls are more interested in their physical outlook than in their academic work</td>
<td>8.3</td>
</tr>
<tr>
<td>4. Girls can only do well in arts subjects</td>
<td>25</td>
</tr>
<tr>
<td>5. Teachers molest girls and this negatively affect girls’ performance</td>
<td>16.7</td>
</tr>
<tr>
<td>6. Girls’ illicit relationship with teachers negatively affect girls’ performance</td>
<td>50</td>
</tr>
<tr>
<td>7. Girls can never get A’s like boys</td>
<td></td>
</tr>
<tr>
<td>8. It is not possible for girls in this school to do well in KCSE</td>
<td>8.3</td>
</tr>
<tr>
<td>9. I rarely bother asking girls questions in class as I know they will not know the answer.</td>
<td></td>
</tr>
<tr>
<td>10. I usually concentrate on helping boys in class rather than waste my time on girls</td>
<td>8.3</td>
</tr>
</tbody>
</table>

From the results in table 4.17, (83.3%) of the teachers strongly disagreed that girls are less capable academically than boys. (50%) strongly agreed and (50%) agreed that girls need more support than boys to do well in school, (66.7%) agreed that girls are more interested in their physical outlook than in their academic work, (75%) strongly disagreed that girls can only do well in arts subjects, (41.7%) strongly disagreed and (25%) agreed that teachers molest girls and this negatively affect girls’ performance, (50%) strongly agreed and (41.7%) agreed that girls’ illicit relationship with teachers
negatively affect girls’ performance. (100%) strongly disagreed that girls can never get A’s like boys. (91.7%) strongly disagreed that it’s not possible for girls in this school to do well in KCSE. (100%) strongly disagreed that they rarely bother asking girls questions in class as they know they will not know the answer. (91.7%) strongly disagreed that they usually concentrate on helping boys in class rather than waste their time on girls.

The findings from the table indicate that most teachers have a positive attitude towards girls’ secondary education, though quite a number feel that girls need more support than boys, girls concentrate more with their physical appearance and this adversely affects their performance and that girls’ illicit relationship with teachers negatively affect girls’ performance, these findings, agrees with Omar, who found out that teacher perceptions and their attitude towards students, are equally important variables in students’ adjustment. He further said that Lack of sensitivity on the part of teachers to the needs of girls’ in schools, deprives them of a congenial learning environment Omar (2010). The overall classroom environment that reinforces gender stereotypes also lowers the importance of girls’ education and self-esteem compared to that of boys (Kurien, 2010), India. With regard to teachers’ attitude toward girls, the findings indicated that teachers’ attitude toward boys to be more positive than it is toward girls Omar (2010). This agrees with my finding, since (50%) of the teachers strongly agree that girls need more support than boys to do well in school. This finding also strongly agrees with that of Shephardson and Pizzini (1992), India, that teachers have gender biased

4.3.4 Academic Self Concept and Girls’ Academic Performance

Objective four sought to establish whether the girls’ academic self-concept affects their academic performance in secondary schools in Kenya. The table below shows the responses the girls had towards their academic self-concept on how it affects their academic performance in secondary schools in Kenya.

Table 4.18. shows girls’ responses, on the girls’ academic self-concept and their academic performance in secondary schools. The girls were to respond as follows:

Key:

CF (completely false) MF (mostly false), UN (undecided), MT (mostly true) and CT (completely true)
Table 4.18: Girls' Academic Self-Concept and Their Academic Performance in Secondary Schools.

<table>
<thead>
<tr>
<th>Girls' academic self-concept.</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CF</td>
</tr>
<tr>
<td>I know I can perform as well as other students</td>
<td>16.7</td>
</tr>
<tr>
<td>I have trouble expressing myself in class</td>
<td>25.8</td>
</tr>
<tr>
<td>I am an important person to my classmates</td>
<td>4.2</td>
</tr>
<tr>
<td>No matter what I do, I know I can never get an A or B</td>
<td>11.7</td>
</tr>
<tr>
<td>I feel uncomfortable carrying out class activities in a group</td>
<td>48.3</td>
</tr>
<tr>
<td>I feel uneasy to ask for clarification in class when I have not understood</td>
<td>30.8</td>
</tr>
</tbody>
</table>

From the results in table 4.18, (34.2%) of the girls said that its mostly true that they know they can perform as well as other students, (25.5%) said that its completely false that they have trouble expressing themselves in class, (54.2%) said that its completely true that they are important persons to their classmates, (51.7%) said that its completely true that No matter what they do, they know they can never get an A or B, (48.3%) said that its completely false that they feel uncomfortable carrying out class activities in a group, (30.8%) said that its completely false that they feel uneasy to ask for clarification in class when they have not understood.
The table below shows the responses the boys had towards their academic self concept on how it affects their academic performance in secondary schools in Kenya.

Table 4.19 shows Boys’ responses, on the boys’ academic self-concept and their academic performance in secondary schools

Table 4.20: Boys’ Self-Concept and Their Academic Performance in Secondary Schools

<table>
<thead>
<tr>
<th>Boys’ self-concept and academic performance</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CF</td>
</tr>
<tr>
<td>1. I know I can perform as well as other students</td>
<td>3.6</td>
</tr>
<tr>
<td>2. I have trouble expressing myself in class</td>
<td>6.0</td>
</tr>
<tr>
<td>3. I am an important person to my classmates</td>
<td>3.6</td>
</tr>
<tr>
<td>4. No matter what I do, I know I can never get an A or B</td>
<td>59.5</td>
</tr>
<tr>
<td>5. I feel uncomfortable carrying out class activities in a group</td>
<td>7.1</td>
</tr>
<tr>
<td>6. I feel uneasy to ask for clarification in class when I have not understood</td>
<td>72.6</td>
</tr>
</tbody>
</table>

From the results in table 4.19, (50%) of the boys said that its mostly true that they know they can perform as well as other students, (27.4%) said that its completely true that they have trouble expressing themselves in class, (54.2%) said that its mostly false that they are important persons to their classmates, (59.5%) said that its completely false that No matter what they do, they know they can never get an A or B, (73.8%) said that its completely true that they feel uncomfortable carrying out class activities in a group.
(72.6%) said that it's completely false that they feel uneasy to ask for clarification in class when they have not understood.

From the analysis of table 4.18 and 4.19, it shows that (51.7%) of the girls portrayed a negative academic self-concept since they said that its completely true that No matter what they do, they know they can never get an A or B, whereas (59.5%) of the boys portrayed a positive academic self-concept since they said that its completely false that No matter what they do, they know they can never get an A or B. A study carried out by Ormrod, says that self-concept has at least three sub components; academic, social and physical. Students are usually aware that they have both strengths and weaknesses, that they do some things well and other things poorly.

Students may have different views about themselves in these three areas. Firstly, they have universal beliefs regarding their academic capability and performance. Secondly, they have general thoughts about their potential to narrate with other people, especially with their peers. Thirdly, they have universal beliefs about their ability to connect in corporeal activities such as sports and outdoor games (Ormrod, 2000), New Jersey.

Therefore the findings of this research indicates that girls have a negative academic self-concept unlike the boys who portray a positive academic self-concept and according to Purkey as cited by Berg (1990) Australia, underscores the need for parents and educators to understand and appreciate the importance of self-concept in education in the following statement: "An overwhelming body of contemporary research points instantly to the
relationship between self-concept and academic achievement and suggests strongly that self-concept can no longer be ignored by parents and teachers”. Hence this depicts that allot needs to be done to help girls to develop a positive academic concept in order to help them to improve their academic performance.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This study was about psychosocial factors that affects the academic performance of girls in Kenyenya sub-county. This chapter gives a summary of the study findings, conclusions of the study, recommendations based on the findings and lastly some suggestions for further research.

The chapter is arranged following the order of the research objectives for the study thus:

1. To investigate the girls’ attitude towards school in secondary schools in Kenyenya sub-county.

2. To find out whether the girls’ interactive relationship with teachers affect their academic performance in secondary schools in Kenyenya sub-county.

3. To find out the teachers’ attitude towards girls education in secondary schools in Kenyenya sub-county.

4. To find out whether the girls’ academic self-concept, affect their academic performance in secondary schools in Kenyenya sub-county.

5.1 Summary of findings

1. 58.3% of the respondents were male class teachers, while 41.7% were female class teachers. The male teachers were higher in percentage and
this is a concern because girls are likely to confide in a female teacher than a male teacher.

2. Majority of the girls and boys respondents, were aged between 16 to 20 years.

3. 33.33% of the girls were in girls’ boarding schools, 25% were in mixed day and boarding schools and 41.67% were in mixed day schools and 66.67% of the boys were in mixed day and boarding schools and 33.33% were in mixed day schools.

4. In the teachers’ responses to girls’ attitude towards school, the findings indicates that 33.33% of the teachers reported that the girls’ attitude towards school was positive while 66.67% reported that it was negative. This response according to the teachers, indicates that majority of the girls have a negative attitude towards school.

5. In the response of boys and girls towards girls’ attitude towards school, the findings generally indicate that the girls and boys have a positive attitude towards school though the boys have a higher percentage of positive attitude as compared to the girls the fact that 37% of the girls thought that they were wasting time attending school, whereas only 8.4% of the boys thought the same. (they are wasting time attending school).

6. On girls’ interactive relationship with teachers, the findings from the responses of boys and girls, indicates that the teachers’ interactive relationship with girls is fairly good but it’s good with the boys. This is depicted to the fact that only 17.9% of the boys said that teachers are not
interested in their performance whereas 31.6% of the girls said that teachers are not interested in their performance.

7. **The findings on the teachers’ attitude towards girls’ education in secondary schools, indicate that most teachers have a positive attitude towards girls’ secondary education, though all of them (100%) feel that girls need more support than boys, girls concentrate more with their physical appearance and this adversely affects their performance and that girls’ illicit relationship with teachers negatively affect girls’ performance.**

8. **In the response of boys and girls on girls’ academic self concept, it shows that (51.7%) of the girls portrayed a negative academic self-concept since they said that its completely true that No matter what they do, they know they can never get an A or B, whereas (59.5%) of the boys portrayed a positive academic self-concept since they said that its completely false that No matter what they do, they know they can never get an A**

5.3 **Conclusions.**

Majority of the girls have a negative attitude towards school and this greatly affected their academic performance. Hence something needs to be done by the teachers to motivate the girls to change their attitude in order to promote their academic performance, the teachers’ interactive relationship with boys was found to be better as compared to the girls; hence in this study the findings indicate that the teachers’ interactive relationship with girls affects the girls’ academic performance. Therefore teachers need to interact
with girls more positively in order to help them improve their academic performance.

The findings also indicated that most teachers have a positive attitude towards girls' secondary education though majority felt that girls need more support than boys and that girls concentrate more with their physical appearance and this adversely affects their performance and also girls' illicit relationship with teachers negatively affect girls' performance. Therefore, there's need for the teachers to encourage the girls to focus more on their studies than their appearances and also discourage illicit relationships of teachers with girls.

The study also showed that (51.7%) of the girls portrayed a negative academic self-concept since they said that its completely true that No matter what they do, they know they can never get an A or B, whereas (59.5%) of the boys portrayed a positive academic self-concept since they said that its completely false that No matter what they do, they know they can never get an A or B. Therefore a lot needs to be done to help girls to develop a positive academic concept in order to help them to improve their academic performance.
5.4 Recommendations

Following the findings of this research, the following recommendations were made in order to improve girls’ academic performance in secondary schools in Kenya:

1. The government through the Teachers Service Commission should deploy female teachers in girls’ secondary schools since girls are likely to confide in a female teacher than a male teacher. Also the female teachers having experience may better handle the needs of the girls.

2. The government should ensure that the perpetuators found to have illicit relationship with girls should be curbed through appropriate punitive measures to discourage the behaviour.

3. The ministry of education, the government and other relevant stakeholders should work hand in hand to organize seminars and workshops to sensitize teachers on matters concerning the girls in order to help the girls improve on their academic self-concept.

4. The school administration should organize through the department of guidance and counseling to bring expertise from various fields of higher learning more especially female to encourage the girls to work hard and take their academic work seriously.

5. Girls should be counseled in order to raise their self-esteem which in turn will help them to develop a positive academic self-concept.
5.5 Suggestions for further research

Based on the findings of this research, the following suggestions are recommended for further research:

1. Factors influencing the boys’ attitude towards secondary education in Kenyanya sub-county since the boys’ in the county don’t compete favourably with boys from other counties.

2. Factors influencing girls’ attitude towards secondary education in other areas in Kisii county the fact that from the literature review not much has been done on the same in those counties and girls’ performance in those areas is equally not good.
REFERENCES


ChildhoodResearchandPractice Website: http://ecrp.uiuc.edu/v8nl/chen.html


Nyanza Education Women’s Initiative (NEWI) *preliminary findings June 2010*

Nyanza province *education brief 2010* (PEB)


Prof. Ogutu Task Force of 2005


CA: Corwin Press.


Appendix 1: Research Work Plan

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>August-September 2012</td>
<td>Reading and problem selection</td>
</tr>
<tr>
<td>October-January 201</td>
<td>Draft proposal development</td>
</tr>
<tr>
<td>February-March 2013</td>
<td>Draft proposal, correction and approval</td>
</tr>
<tr>
<td>April-May 2013</td>
<td>Defending the proposal</td>
</tr>
<tr>
<td>June-July 2013</td>
<td>Corrections of the proposal after defence</td>
</tr>
<tr>
<td>August-September 2013</td>
<td>Data collection</td>
</tr>
<tr>
<td>October 2013</td>
<td>Writing and submission of thesis</td>
</tr>
</tbody>
</table>
Appendix 2: Letter of Introduction to the Respondents

KENYATTA UNIVERSITY

P.O.BOX  43844-00100

NAIROBI.

RESPONDENTS

KENYENY A SUB-COUNTY

Dear Sir/Madam

RE: Request for information

I am a post-graduate student in Kenyatta university. I am carrying out a
study on school factors that affect the girls’ academic performance in
Kenyenya subcounty.

Kindly fill in the questionnaire and provide any other relevant
information that may help in carrying out the research.

The information gathered will be treated with great
confidentiality and will be used for study purposes.

Yours faithfully

Beatrice Makworo
Appendix 3: Class Teacher’s Questionnaire

For the investigation of psychosocial factors that affect girls’ academic performance in secondary education in Kenyanya Sub-county.

Please answer all the questions in the questionnaire as honestly as you can.

Kindly tick ( ) or write the correct responses in the spaces provided.

Part A: Background Information

1. Please indicate your gender

   (a) Male [ ]  (b) Female [ ]

2. Which is your age bracket?

   (a) 25 years and below [ ]  (b) 26-34 [ ]  (c) 36-40 [ ]  (d) 45 and above [ ]

3. Indicate your teaching experience in years

   (a) 0-5 [ ]  (b) 6-10 [ ]  (c) 11-15 [ ]  (d) 16 and above [ ]

4. What is your professional qualification?

   (a) Masters [ ]  (b) 1st Degree [ ]  (c) Diploma [ ](d) others (specify) [ ]

5. In which category is your school?

   (a) Girls boarding [ ]  (b) Boys boarding [ ](c) Mixed boarding [ ]

   (d) Mixed day [ ]  (e) Mixed day and boarding [ ]
Section B

6. (a) In general how would you describe girls attitudes towards secondary school education? Positive [ ] negative [ ]

b) In what ways do you think the girls attitudes stated above affect their academic performance?

10. What do you think the following could do to motivate the girls to develop a positive attitude towards secondary education in your school?

(a) Parents

(b) Teachers

(c) School

(d) Government

(e) Religious groups

11. In your own opinion, what are psychosocial based factors that influence girls attitude towards secondary education?

12. What strategies have you employed to develop girls' interest in high academic achievement?
13. How are you tackling some of the negative factors that influence girls’ academic performance? .................................  

14. The following statements are views concerning girls’ performance in school. Indicate with a tick against each statement your most appropriate views.

**KEY:** Strongly Agree(SA)  Agree (A)  Undecided(U)  Disagree(D)  

**Strongly Disagree(SD)**

<table>
<thead>
<tr>
<th>Girls’ attitude towards learning</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>1  Girls are less capable academically than boys</td>
<td></td>
</tr>
<tr>
<td>2  Girls need more support than boys to do well in school</td>
<td></td>
</tr>
<tr>
<td>3  Girls are more interested in their physical outlook than in their academic work</td>
<td></td>
</tr>
<tr>
<td>4  Girls can only do well in arts subjects</td>
<td></td>
</tr>
<tr>
<td>5  Teachers molest girls and this negatively affect girls’ performance</td>
<td></td>
</tr>
<tr>
<td>6  Girls’ illicit relationship with teachers negatively affect girls’ performance</td>
<td></td>
</tr>
<tr>
<td>7  Girls can never get A’s like boys</td>
<td></td>
</tr>
<tr>
<td>8  It’s not possible for girls in this school to do well in KCSE.</td>
<td></td>
</tr>
<tr>
<td>9  I rarely bother asking girls questions in class as I know they will not know the answer</td>
<td></td>
</tr>
<tr>
<td>10 I usually concentrate on helping boys in class rather than waste my time on girls</td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU
APPENDIX A4: STUDENTS' QUESTIONNAIRE

Please answer all the questions in the questionnaire as honestly as you can.

Kindly tick ( ) or write the correct responses in the spaces provided.

INSTRUCTIONS:

(a) This questionnaire consists of 3 sections. Kindly respond to all items in each section.

(b) Put a tick [ ] in the bracket to the right side of the option that best suits you.

(c) Don’t indicate your name on the questionnaire.

Part A: Background Information

This section requires the very basic information about you

1. Please indicate your gender

   (a) Male [ ]     (b) Female [ ]

2. How old are you? (a) 16-20 yrs [ ] (b) 21 and above yrs. [ ]

3. Type of the school: (i) Girls boarding [ ] (ii) Mixed day and boarding [ ] (iii) Mixed day school [ ]

4. In which class are you studying? (i) Form 2 [ ] (ii) Form 3 [ ]
Part B:

(b) The statements below describe attitudes that different girls and boys have towards school. There are no right or wrong answers but only opinions. Express your feelings about each statement by ticking one of the 4 choices which best describes your feelings.

KEY : Strongly Agree (SA)  Agree (A)  Disagree(D)  Strongly Disagree (SD)

<table>
<thead>
<tr>
<th>Girls'/boys' attitude towards learning</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I feel like an outsider or left out of things in school</td>
<td>SD  D  A  SA</td>
</tr>
<tr>
<td>2 I think I am wasting my time attending school</td>
<td></td>
</tr>
<tr>
<td>3 Other students seem to like me</td>
<td></td>
</tr>
<tr>
<td>4 I feel lonely when in school</td>
<td></td>
</tr>
<tr>
<td>5 I do not like to be absent from school any day</td>
<td></td>
</tr>
<tr>
<td>6 It does not matter if I am absent from school, I can copy the notes.</td>
<td></td>
</tr>
<tr>
<td>7 I don’t have much interest in going to school.</td>
<td></td>
</tr>
<tr>
<td>8 I hate going late to school any day</td>
<td></td>
</tr>
</tbody>
</table>

PART C:

We are all good and strong in some areas and weak or poor in others. The statements below are to help you describe yourself as you see yourself academically. Please read the statements carefully and then select one of the 5 responses listed below each item by ticking the one that best describes you. The abbreviations used stand for the following:
I know I can perform as well as other students
I have trouble expressing myself in class
I am an important person to my classmates
No matter what I do, I know I can never get an A or B
I feel uncomfortable carrying out class activities in a group
I feel uneasy to ask for clarification in class when I have not understood.

<table>
<thead>
<tr>
<th>Girls' / Boys' self-concept and academic performance</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CF</td>
</tr>
<tr>
<td>1. I know I can perform as well as other students</td>
<td></td>
</tr>
<tr>
<td>2. I have trouble expressing myself in class</td>
<td></td>
</tr>
<tr>
<td>3. I am an important person to my classmates</td>
<td></td>
</tr>
<tr>
<td>4. No matter what I do, I know I can never get an A</td>
<td></td>
</tr>
<tr>
<td>or B</td>
<td></td>
</tr>
<tr>
<td>5. I feel uncomfortable carrying out class activities in a group</td>
<td></td>
</tr>
<tr>
<td>6. I feel uneasy to ask for clarification in class when I have not understood.</td>
<td></td>
</tr>
</tbody>
</table>
Part D:

Please tick the appropriate response on how you interact with your teachers in the following statements:

**KEY**

**Strongly Agree (SA)  Agree (A)  Disagree (D)  Strongly Disagree(SD)**

Do your teachers show interest in every girl's learning? Please tick appropriately in the following statements:

<table>
<thead>
<tr>
<th>Girls'/Boys' interactive relationship with teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RARELY</td>
</tr>
<tr>
<td>1. The teachers give girls an opportunity to express opinions</td>
<td></td>
</tr>
<tr>
<td>2. The teachers help girls with their work</td>
<td></td>
</tr>
<tr>
<td>3. The teachers continue to teach until the girls understand</td>
<td></td>
</tr>
<tr>
<td>4. The teachers do a lot to help girls</td>
<td></td>
</tr>
<tr>
<td>5. The teachers help girls with their learning</td>
<td></td>
</tr>
<tr>
<td>6. The teachers ignore girls in class</td>
<td></td>
</tr>
<tr>
<td>7. Girls are asked questions in class</td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU
Research Permit No. NCST/RCD/14/013/1010
13th June, 2013

KSH. 1000

This is to certify that:

Prof./Dr./Mr./Mrs./Miss/Institution:
Beatrice Kwamboka Makworo
of (Address) Kenyatta University
P.O Box 43844-00100, Nairobi,

has been permitted to conduct research in:

Location:
Kanyanya

District:
Nyanza

Province:

on the topic: Psychosocial factors that affect girls’ academic performance in secondary education in Kenya.

Kisii County, Kenya

for a period ending: 30th November, 2013.

Applicant’s Signature:

For Secretary
National Council for Science & Technology
1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) or four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

GPR0555/3nt/2011

(CONDITIONS—see back page)
RE: RESEARCH AUTHORIZATION

Following your application dated 5th June, 2013 for authority to carry out research on “Psychosocial factors that affect girls’ academic performance in secondary education in Kenyanya, Kisii County, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Kanyenya District for a period ending 30th November, 2013.

You are advised to report to the District Commissioner and District Education Officer, Kanyenya District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, BSc.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kanyenya District.