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**A COMPARATIVE ANALYSIS OF GIRLS' ACADEMIC PERFORMANCE IN GIRLS'  
SCHOOLS AND MIXED SECONDARY SCHOOLS IN NAIVASHA DISTRICT, KENYA**

**BY**

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*A comparative  
analysis of girls'*



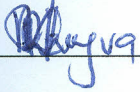
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## DECLARATION

I declare that this is my original work and has not been previously presented by anyone for a degree in any other University.



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## DEDICATION

To my dear husband Christopher, our children Susan, Wilson, Eliud, Priscilla and my grandchild Gracious.

Thank you for your Love and support through this study.

## **ACKNOWLEDGEMENTS**

My sincere gratitude goes to my supervisor, Dr. Onyango GA and Dr. Itegi Florence of the Department of Education Administration planning and curriculum studies, Kenyatta University who have inspired me and have continually worked very closely with me to ensure that I come up with good quality work. I owe many thanks to my husband Christopher Ndirangu, for his continued support spiritually and financially, he has also been of great help by giving me hope, even when there seemed to be none.

My children for their unwavering support throughout the entire course.

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And above all, the almighty God whose grace has been so sufficient and has continually enabled me to reach this far and seen the completion of my study by provision of good health and energy.

## ABSTRACT

The purpose of the study was to carry out a comparative study to establish factors that influence girl's academic performance, in mixed and girl's only schools in Naivasha district and to promote girls desire for higher education. The objectives of the study were to compare and contrast the socio-economic and socio-cultural factors that influence girl's academic performance in girls only schools and mixed secondary schools; establish the school based factors that influence girls' academic performance in girls only schools and mixed secondary schools; and find out home based factors that influence girls' academic performance in girls only schools and mixed secondary schools in Naivasha District. The study adapted a descriptive survey design, targeting all the 55 secondary schools in Naivasha District, all Principals, Parents, Students, Teachers in the same Schools and one Quaso. Simple random sampling was used to select 29 Secondary Schools (6 girls' schools and 23 mixed schools) the study sampled one Quaso, 29 principals, 58 teachers, 58 parents and 145 girls giving a total of 291 participants. Instruments employed for data collection were questionnaires and interview schedules. Prior to the actual data collection procedure a pilot study was carried out to ascertain the reliability of the instruments. Quantitative data was arranged according to research objectives and questions whereby inferences were made to help draw conclusion, to assist educational policy makers to lay strategies for countering the factors affecting girl's academic performance in single sex and mixed secondary schools in Naivasha District. The study established that self perception and parental economic status were the most common factors affecting girls performance in both girls' only and mixed schools. On the other hand, most of respondents from girls' only schools reported that social economic and cultural factors were not at all affecting girls' performance. The study also established that both mixed and girls' only schools, the most prominent school-based affecting girls' performance was peer pressure and opposite sex attraction. Further, the study found out that in both mixed and girls' only school; the key factors which affect the performance of girls were parental level of education, lack of library books and household chores. The study recommends that; school heads should ensure that girls feel free to ask for help when they need it, especially concerning personal matters like menstruation. This can be done by creating trust and an environment where openness is encouraged; parents should also take a keener interest in their children's education and follow up to ensure that they perform well. They should also provide them with the materials they need and pay their fees on time; further, role models (both male and female) should be used by stakeholders to make visitations to schools to give encouragement to learners to study because their future depends on education; among other recommendations.

## ABBREVIATIONS

- FAWE** -Forum for Africa Women Education
- KCSE** -Kenya Certificate of Secondary Education.
- DEO** -District Education Officer.
- PDE** -Provincial Director of Education
- KCPE** -Kenya Certificate of Primary Examination
- BOG** -Board Of Governor

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the problem**

Education plays a crucial role in preparing the young for their future roles in the society. Education is one of the basic rights which every citizen must access. Therefore, there is need to stress education of both boys and girls. Education of girls is vital because women play a central role in development. Research evidence shows that, education of women enables them to better manage their households, apply improved nutritional practices and effectively utilize a wide range of available services including family planning among others (World Bank 1998). As a result, much is achieved in terms of infant mortality, drop in fertility rates, better health, education of children, increased productivity, higher life earnings, among others. Therefore, women play a central role in production, maintenance and reproduction of the society.

Globally, girl education is recognized as a fundamental right. Most developing countries are striving to attain the goal of providing basic education to all without discrimination whatsoever. (WCEFA 1990 World Bank, 1997)

Although girls' enrolment has increased in Kenya over recent years, it is unfortunate that their participation is not sustained to completion level (UNESCO- ESAROL 1996). Kenya therefore as a developing country, is yet to realize basic education as shown in the table 1.1

**Table 1.1 showing enrolment rates in Primary, Secondary and University Education**

Year	Enrolment rates from 2004 - 2006					
	2003		2004		2005	
	Male	Female	Male	Female	Male	Female
Primary Education	50.7%	49.2%	50.6%	49.4%	51.0%	48.9%
Secondary Education	52.9%	47.0%	53.3%	46.7%	52.7%	47.1%
University Education	72.0%	28.0%	70.8%	29.2%	69.5%	30.5%

**Source: CBS Economic survey, 2006**

Gender discrimination and vulnerability are major reasons of low participation of girls in schools. In most developing countries there are more boys educated than girls. Choose a desk in a class and chances are that it will be occupied by a male. In Kenya, the release of KCSE results in three consecutive years reflected that in the year 2004, out of the top 50 schools, 4 were from mixed schools, 20 from girls' only school and 26 from boys' only schools. In the year 2005, out of the 100 top schools, 10 were from mixed schools, 34 from girls' only schools while 56 from boys' only schools. In the year 2006, out of top 100 schools, 7 were from mixed schools, 36 girls' only schools and 57 from boys' only schools. This being the case, Kenya as a developing country should look into girls' education as an investment

Naivasha District has had the same trend for three consecutive years as shown in table 1.2

**Table 1.2 performances in mean grade K.C.S.E in Naivasha District by Gender.**

<b>YEAR</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>Total mean</b>
Type of school	Mean	Mean	Mean	Mean
Mixed: Boys	4.7	4.5	4.91	14.1
Mixed: Girls	3.9	3.71	3.1	11.1
Girls only	5.1	5.1	5.6	16.4

**Source:** DQASO Naivasha District – Rift Valley

Mwaniki (2000) says, access to higher education is a ladder to social mobility but the social-cultural expectations of girls, and the priority given to their future roles as mothers have a strong negative bearing on their aspirations and this explains why there is gender gap in higher education and in the job sectors for example, mechanical engineering, aviation, architecture, medicine and department of surgery where males normally dominate. Negative attitudes towards girls' education permeate classrooms and manifest themselves in gender discrimination. For example in the attitude in textbook context, teaching process and the peer culture (FAWE 1992). Therefore, based on the difference of academic performance of girls in girls only schools and mixed schools. The researcher will concentrate on girls academic performances after four years in secondary education which determines their future; by comparatively analyzing the factors influencing girls academic performances in girls only schools and mixed secondary schools in Naivasha district

### **1.2 Statement of the problem**

Education is a basic human need because it equips people with the fundamental knowledge, skills and attitudes that enhance their capacity to change their willingness to accept new ideas (Noor 1981). However, women in less industrialized countries and in

the rural areas have been disadvantaged in education and by extension in employment on gender, which infringes on their fundamental human rights and career development.

In Naivasha District there is a great difference in performance of girls in girls' only schools and those in mixed schools.

Atherton (1963), Eshiwani (1983), all agree that mixed schools lead to better socialization than they do to academic achievement of girls. It is in this view that an attempt is being made to comparatively analyze girls' academic performance in girls' only schools and in mixed schools in Naivasha District. There is need therefore to bring to light factors leading to difference in academic performance of girls and try to borrow a leaf from the best performers.

### **1.3 Purpose of the study**

The purpose of this study was to carry out a comparative study to establish factors that influence girls' academic performance in mixed schools and girls schools in Naivasha District.

### **1.4 Objectives of the study**

The study was guided by the following objectives:

1. To compare and contrast the social-cultural factors that influence girls' academic performance in girls and mixed secondary schools in Naivasha District.
2. To establish the school based factors that influence girls' academic performance in girls' and mixed secondary schools in Naivasha District.
3. To find out home based factors that influence girls' academic performance in girls' and mixed secondary schools in Naivasha District.

### **1.5 Research Questions**

1. What are the social-economic and social-cultural factors that influence girls' academic performance in girls schools and mixed schools in Naivasha District?
2. What are the school based factors that influence girls academic performance in girls school and mixed secondary schools in Naivasha District?
3. What are the home based factors that influence girls' academic performance in girls' and mixed secondary schools in Naivasha District?
4. What are the girls' academic benefits with regard to education in girls' and mixed secondary schools in Naivasha District?

### **1.6 Significance of the study**

There has been a growing concern about the plight of women in the sub-Sahara Africa, particularly in the rural areas; women are under-represented in education and employment. The low enrolment participation rate in Kenya as shown on table 1.1 and the KCSE performance in mean grade in Naivasha district by gender is a major obstacle for development. This study may therefore be useful in assisting the policy makers and implementers in designing more meaningful intervention strategies that would inspire girls for higher education.

Secondly, the study may be useful in sensitizing stakeholders, parents, community and administrators on the importance of according equal educational chances to boys and girls to promote their desire for career development

### **1.7 Assumptions of the study**

The study was based on the assumption that the respondents would be honest and cooperate.

Secondly, the girls had been admitted in their respective schools with a given range of marks in their KCPE

### **1.8 Limitations of the study**

The researcher concentrated on few sampled schools due to time and financial constraints. The district is very wide and had to sample few schools. Also the district is risky due to alcoholism which could have affected the findings since the most of the residents are usually drunk and may give invalid information which could affect generalization.

### **1.9 Delimitations of the study**

The study did not consider the academic performance of girls at the end of the eight years in primary school.

### **1.10 Theoretical framework**

The study was built on Ruth Pearson theory on gender relations. According to this theory, society views all activities that are carried out to be based on social roles and interactions of men and women. This is an assumption of gender roles as dictated by the society. In this context the framework views the notion of gender roles and activities, having a strong ideological context and that policy often reflects normative or prescribed versions of female and male roles, rather than activities practiced by men and women (Pearson 1992).

The theory therefore identifies the social differences between men and women that are learned and changeable over time and have wide variations between the various cultures.

The study therefore acknowledges the fact that both men and women can be involved, but their functions usually differ according to the gender division of labour. Pearson's gender

relation framework was found appropriate for this study because boys and girls are normally involved in the production and consumption of goods for example employment and education.

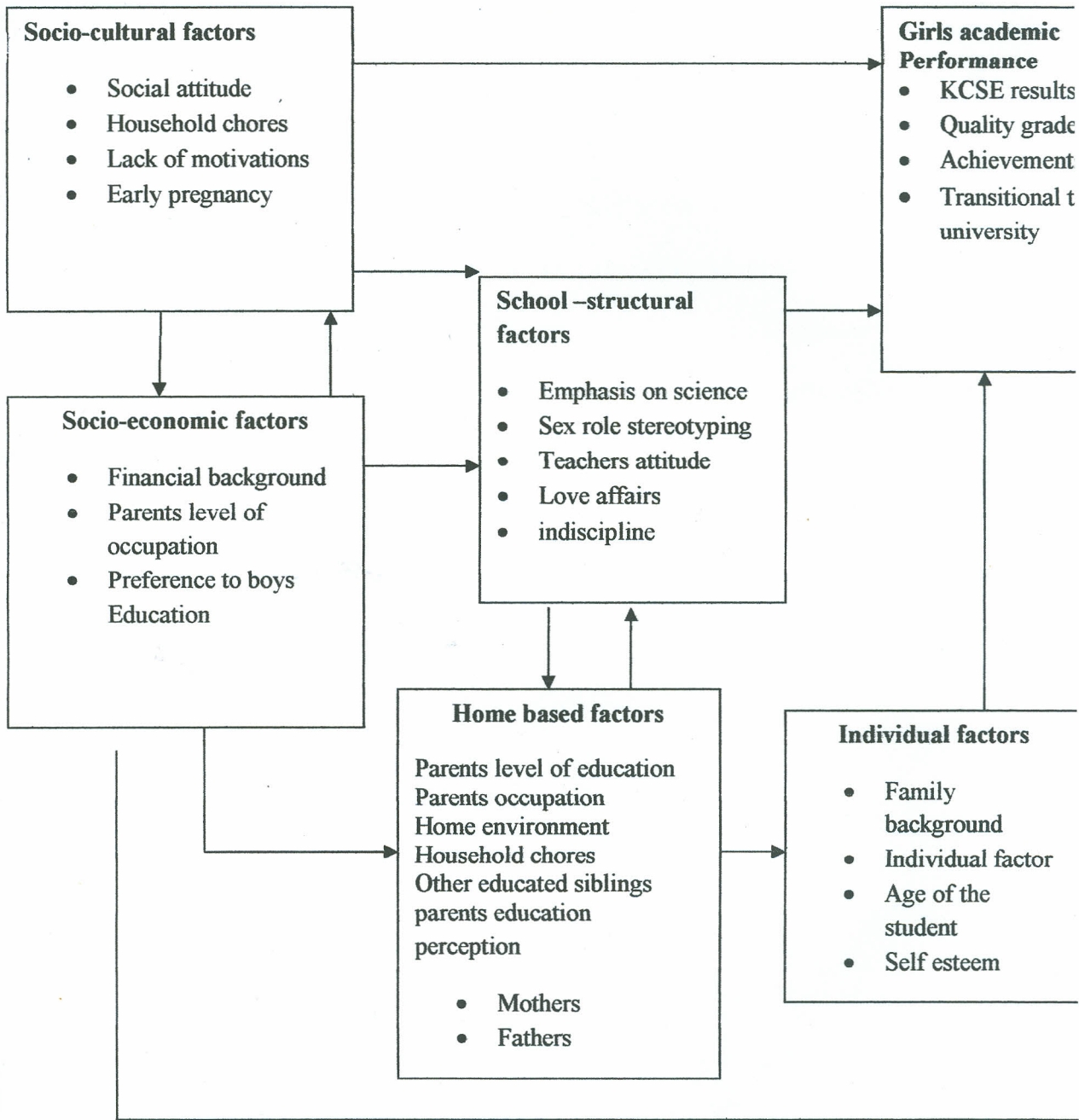
It also emphasizes on the social-cultural and social-economic norms which must be considered when females take opportunities to participate in social activities like education. The factors emphasized in the theory penetrates in schools and homes hence affecting the individuals performance. Theoretical framework forms the link between the theory and the conceptual framework.

### **1.11 Conceptual Framework**

Education is important in nation development and therefore government must make sure the boys and girls get equal opportunities in education. The independent variables in this study are factors affecting the academic performance of girls in girls' schools and mixed schools. These are social economic and cultural school based and home based factors while the dependent variables in the girls' academic performance as shown in figure 1.1

Dorothy (2008), in her research found out that school based factors like role model, lack of knowledge, emphasis on science, sex role, stereotypes, home affairs and indiscipline come about in the learning environment, where the student learns for four consecutive years leading to poor academic performance.

**Figure 1.1: A conceptual framework on the factors influencing girls' academic performance**



Source: Researchers own

The consideration of the relationship between social-cultural, school based and home based factors, lead to individual factors which were the composite factors identified in this study to have an influence on girls' academic performance.

### **1.12 Definition of central terms**

**Attitude:** Refers to react towards or against some relations, a person or thing in a given manner for example with love, hatred, fear or resentment to a particular degree of intensity.

**Economic Factors:** These have to do with financial or monetary factors which hinder girls from attaining education.

**Governing Board:** Legal body entrusted with the responsibility of managing secondary and tertiary institutions in education like Teachers Education Colleges.

**Mixed Schools:** Schools where both boys and girls learn together as opposed to single sex schools

**Perception:** Views given by people over a given meaning.

**Social factors:** Issues related to how people relate for friendship from different groups.

**Performance:** Status of a student with respect to attain knowledge on skills, as compared with other students in other schools.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature related to the problem in question. There has been a lot of research done on girls' academic performance in relation to subjects but little has been done on comparative academic performance of girls in girls' schools and mixed schools. The trend of girls academic performance in the world calls for research to be undertaken to compare and promote girl child education in girls' schools and mixed schools. Onyango (2000) states that education has been and continues to be a critical issue confronting educational systems. The literature review will focus on the study done starting with the social economic and cultural factors, the school based factors, the school based factors and home based factors.

#### **2.2 Overview of literature related problems**

According to FAWE (1996), secondary school education is so vital for national development and is only accessible to only 17% of the sub-Saharan countries

The Director General UNESCO (1995), on re-uniting African nations, that solutions to their education problems must come from within the continent. Sub-Sahara Africa, is the most affected with over 26 million girls mostly in rural areas out of school due to either non-enrollment or drop out. This was expected to raise by 2000.

In the newly independent African countries, education was heralded as the key to modernity and national development. Many African countries maintained that education was considered a basic human right for democracy and a forequest for economic growth.

Many African countries therefore initiated mass education campaigns contending that education was a common good for all and would enhance their international credibility.

Education researchers, policy makers and international development workers have focused on the effects of increasing girls' access to education in order to enhance their economic production and participation in national development (World Bank 1989)

Educated women are claimed to have lower demand for children and increased knowledge of an access to fertility rates and population growth decreases.

In matters outside family affairs, educated women have greater knowledge of modern agriculture, jobs and technological advancement, and obtain high income in wage sector (World Bank, 1998)

If therefore girls can have a good access and exposure to education, some traditional concepts can be done away with and give them a chance of fully participation in all spheres of life.

### **2.3 Review of factors said to affect girls' academic performance**

Factors affecting girls' academic performance are many and varied. There is a lot of literature which can help to identify these factors. These factors are classified into the following categories: social- economic, socio-cultural, school based and home based factors.

#### **2.3.1 Effects of social- economic factors on girls' academic performance.**

Education involves direct costs and the ability to meet such cost is determined by the parental social-economic background. Onyango (2000), says that a family's

characteristics greatly determines a girls' participation which leads to her performance. These are parental level of education, occupation, income, family size and societal expectations on girls' education. Appleton (1995), found that parental education contributed to their children's progress in school for both girls and boys.

Further, parents living in agricultural productive areas have high incomes and provide better facilities for their children's education and for those with no farms, work as casual labourers and are able to cater for their children's educational needs. Parents with low social-economic status, find it difficult to support education for their children especially that of girls. Children whose homes provide a stimulating environment, full of learning materials, books, magazines, crayons and other learning materials are more motivated to participate in education, while parents who are unable to provide school related or literacy-nurturing activities are often less interested in education. Therefore, parental social-economic background influences their children's participation in education.

Girls from households with low and limited resources are more disadvantaged than boys from the same background. In such cases, parents often prioritize family basic needs and boys' education rather than that of girls', leading to a conclusion that parents with a higher level of education, better paying jobs and large amounts of resources are more willing and able to ensure their sons and daughters are accorded equal education.

From the on-going discussion, it's evident that the social-economic background of the household greatly influences girls' participation in education. As cited previously, most parents view girls' education as a waste of resources and therefore gender disparity in regard to academic performance is directly influenced by social-economic status of the family.

### **2.3.2 Effects of socio-cultural factors on girls academic performance**

Socio-cultural factors are the beliefs attitudes and practices dominant in our society and have gender differentiated effects on boys and girls academic performance in education.

Moleche (1972), argues that the cultural inhibitions prejudice, is the belief that education will make their girls discontent and immoral and less willing to engage in the heavy labour which is their a lot in life. The general attitude that education is undesirable for women because it interferes with their cultural authenticity and to the dismay of men. This therefore does not encourage education for women, let alone aspiration for a better places in the society because parents feel that education can only help ruin girls from what the society expects from them to be.

Wamahu (1995) notes that girls education is curtailed because of early marriages are most preferable for their numerous advantages in the sight of some parents who believe that, if too highly educated a girl may not get a husband or cannot make a good wife. They argue that women shy away from too much education in order to remain marriageable and avoid entering fields which would make it difficult to follow their husbands in case of a transfer of residence.

Parents also encourage their daughters to pursue training competence with the current work suitable for women and reconcilable with the demands of family life. The girls therefore, are conditioned not to aim higher, thus have a low self image which affects determination to achieve highly in education as much as affect their willingness to enter and remain in education system.

Among some communities genital mutilation practice is symbolic of the violence perpetuated against girls. Traditionally, the aim is to prevent orgasm and design to contain girls' sexuality. However, the practice exposes them to serious health risks which include prolonged bleeding, infection and complications at childbirth (Murard, 1998).

Onyango, (2000) in his findings, says that children are socialized to perform chores with no option and therefore girls are over burdened which adversely affects her participation in school hence lags behind and cannot attain marks to join university. There is therefore need for this study to find out the socio-cultural factors that influences girls academic performance in girls schools and mixed secondary schools.

### **2.3.3 Effects of school based factors on girls' academic performance.**

The school is place where students spend much of their time; it should mould them and contribute to their academic excellence. This is because students' ability to learn is heavily influenced by the school environment. This occurs more easily when order prevails, facilities are clean and in good repair and the materials are adequate for all. Factors like availability of places, proximity of the school to home, appropriateness of the physical facilities like toilets, availability of female teachers, good school climate among others influence girls academic performance.

In adequacy of female teachers who are expected to act as good role models and are more sensitive to girls unique problems which may not be effectively handled by male teachers, can adversely affect girls academic performance (Wamahiu 1995). This is specifically in regard to guidance and counseling since male teachers may be unsuitable to some issues.

Male teachers on the other hand, may negatively influence parents on their daughters education due to sexual harassment and discrimination since they view girls as incompetent (Appleton 1995). A study of Islamic schools in Nigeria revealed that girls did not ask questions in class and were not either asked by the teachers. Girls had to sit at the back of classroom away from boys when teaching was in progress. School climate is depicted by the relationship between girls and their peers, teachers and school administration, its absence lowers girls' academic performance (Wamahiu, 1995).

The Kenya Education Commission of 1964, (Ominde) stated that, out of 123 Principals interviewed on mixed and girls only schools, 90 of them favoured girls only schools while 33 favoured mixed schools. They said that girls were seriously concerned with love affairs and so did poorly while boys were not affected academically in schools and careers.

Several education stake holders were interviewed on views about mixed schools and girls schools, and the majority supported girls schools only in reference to academic performance. Mr. Richard Ouma, the then Principal of St George Siande in Kisumu mixed secondary school admitted that love relationship between boys and girls in mixed schools is a destabilizing factor which deteriorates girls academic performance. He disclosed that girls do not do assignments but copy from their lovers (boys) and so how can such girls do well?

Eshiwani (1975), argues that girls under achieve in science and maths because the teachers provide different treatment and experience for boys and girls in science and maths by encouraging the boys to pursue them and assist boys more than girls. This case

may be more serious in mixed schools because singling out boys under such circumstances may devastate girls. The sex role stereotyping sows seeds of different achievement.

Kasante (1996), states that school based factors require more investigations in order to give a clear picture of variables that can be manipulated to rectify gender imbalance in education. In support of this, he says messages are directly and subliminally translated, for instance through gender based distribution of duties and in the administrative hierarchy.

It is therefore important for this study to comparatively analyze the possible school based factors that influence girls academic performance hence unable to aspire for higher education.

#### **2.3.4 Effects of home based factors on girl's academic performance**

Education needs to be supported from all spheres of life especially from home where the child is born, grows and goes to school since it plays a great role in girls academic performance.

Awour (2008), in her study on factors affecting girls' academic performance in mixed schools in Nakuru District, realized that parents are not keen on their daughters performance. When teachers were interviewed on this, it was revealed that 60% of them were not keen but 40% were keen. The headteachers response on the same was 78.2% were not keen while 21.8% were keen.

From studies carried out, it was realized that 91.6% of girls agreed that they have roles to play as family member and only 8.4% who said they did not have roles to play in their

family. Asked on whether the roles affected their academic performance, 65% agreed while 35% said they had no effect. Generally it was realized that home environment was not conducive due to noisy neighborhood, small rooms and lack of well lit rooms. Such problems are likely to interfere with girls' academic performance. The study further realized that home based factors contributed to girls' academic performance. For example lack of parental keenness on their daughters academic performance makes them give up easily which interferes with their academic performance.

Gitahi (2007), in her findings on constrains facing girls education realized that parental level of education influences girls academic performance. It was found out that parents without formal education were not in a position to motivate and assist their daughters especially mothers who act as great motivators. The study also realized that non-literate or those with little education do not see the importance of educating girls. They are quick to say, they themselves were not educated and this didn't hinder them from getting married to better husbands. The study also realized that a parent with professional occupation gives attention to girls education while the peasant parent may conceptualize their daughters in terms of dowry or working as house helps in urban centers.

Families with older educated siblings may educate their sisters or encourage their parents to educate their daughters. This study therefore sought to investigate the home based factors that influence girls' academic performance in girls' schools and mixed secondary schools.

### 2.3.5 Summary

The literature review has looked into the socio economic factors affecting girls academic performance such as parental level of education, occupation and family size as some factors influencing girls academic performance. The socio-cultural factors reviewed to have an effect on girls academic performance are, the belief that if too educated a girl, she may not get a husband or make a good wife, the genital mutilation practice and that education is undesirable for women since it is said to interfere with her cultural authenticity (Wamahiu, 1995).

The school based factors reviewed are good school climate, appropriateness of the physical features and emphasis on science by teachers as factors that can influence girls academic performance.

Lastly, the study reviewed the home based factors as, older educated siblings, (who can educate their sisters or encourage their parents to educate them) parental level of education and the home environment at large.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This section describes the various concepts that were employed in conducting the research. These include, design and locale of the study, population target, sampling strategies, data collection instruments, data collection procedure and data analysis. Kathuri and Pals (1993), have elaborated on the survey made on research. This is when a researcher employs the use of questionnaires in order to determine opinions, preferences and perceptions of groups of people interest to the researchers

#### **3.2 Design and locale of study**

The study adopted a descriptive survey to investigate factors influencing girls academic performance in girls schools and mixed schools. The design facilitated the researcher to gather information, summarize and interpret for the purpose of classification Orodho (2002) and Bord & Gall (1989).

Descriptive design is relevant because it provides the real picture about the existing condition of girls' academic performance and the factors responsible without manipulating the variables. The independent variables were socio-economic and socio-cultural, school and home based factors while dependent variables were girls academic performance .

Orodho (2009) says descriptive survey is the most frequently used method for collecting information about people's habits, opinions, attitude or any of the variety of education or social issues; which is better administered by questionnaires or face to face interviews.

Therefore, it is suitable for this study because, there are already factors known to public that affect girls' academic performance. The locale of the study was Naivasha District in the Rift Valley Province.

### **3.3 Target Population**

The target population comprised of 55 secondary schools in Naivasha District. There were 55 principals, 150 teachers, 220 parents and 1560 girls. The total number of res

### **3.4 Sampling Design**

The study sampled 6 girls' schools only and 23 mixed schools in Naivasha District. There were 29 principals, 58 teachers, 58 parents, 145 girls and 1 Qaso. The total number of respondent was 291.

**Table 3.1 Total Number of respondent**

<b>Respondents</b>	<b>Number</b>
Qaso	1
Principals	29
Parents	58
Teachers	58
Girls	145
<b>Total</b>	<b>291</b>

### **3.5 Data Collection Instruments**

The types of instruments that were used in the study were questionnaires and interview schedules.

#### **3.5.1 Questionnaires**

Questionnaires enabled the researcher to collect information from a large number of people. Questionnaires are most commonly used when respondents can be reached and willing to co-operate.

Questionnaires were preferred for this study because according to Gay (1981) descriptive data is typically collected through questionnaires. They were designed to obtain information on the socio-economic and socio-cultural, school and home based factors which were much related to the objectives of the study.

Questionnaires contained both structured and unstructured questions. Achola (1989), has outlined why questionnaires are convenient. He says, it saves time, cost and a wide coverage. Secondly, anonymity of the respondents filling the questionnaires may help in giving honest answers. Thirdly, it gives respondents time when answering questions to

avoid hasty responses since all the respondents have the ability to read, write and communicate in English, it suits the study.

There were 145 questionnaires for the girls and 58 for teachers who were present at the time of data collection.

The teachers have interacted with the girls and they too are in a position to identify factors affecting girls academic performance in mixed and girls secondary schools.

### **3.5.2 Interviews Schedules**

Kathuri (1993), define an interview schedule as an outline of questions that form a basic guide of the interviewing process. The schedule provides a structure that aids in obtaining the necessary information efficiently and in a business like atmosphere. It enables one to gather in-depth information obtained through questionnaires. The interview schedule was administered to 1 qaso, 20 principals and 58 parents. The respondent were directly involved in the welfare of the girls academic performance.

### **3.6 Piloting**

After construction of the questionnaires they were pre-tested to four sampled schools outside Naivasha District. This was to ascertain that the instrument were clearly stated and had the same meaning to all respondents (Mugenda & Mugenda 1999; 186)

#### **3.6.1 Validity of the Instrument**

Validity of the instrument to be used for data collection was determined through content validity procedure by seeking expert judgment and discussion with the supervisors and professionals.

### **3.6.1 Reliability of the Instruments**

Reliability is the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept. Test-retest method was used to test the accuracy in order to determine reliability of the instrument.

Scores obtained by each respondent on the first and second test was quite close (Orodho 1998:80).

### **3.6.2 Data collection Procedure**

The researcher had to obtain permission from department of Education Management Policy and Curriculum Studies, Kenyatta University and a permit from the Ministry of Education. (Jogoo House), to allow the researcher obtain permission from the D.E.O Naivasha. The researcher was later to visit schools to meet the principals to assist in scheduling time for data collection.

Finally, the researcher arranged for the actual days / period to collect data from the 29 sampled schools, whereby there were 203 Questionnaires and 88 interview schedules. The study targeted 1qaso, 29 principals, 58 parents and 145 girls which was a total of 291 respondents. However, data was obtained from 1 qaso, 20 principals, 40 teachers, 40 parents and 100 girls giving a total of 201 respondents. This means that the questionnaires return rate was 69%. The respondents were drawn from 20 schools which were distributed as shown in Table 3.2

Type of School	No. of School	Percent
Mixed Schools	12	60%
Girls Schools	8	40%
<b>Total</b>	<b>20</b>	<b>100%</b>

As shown in table 3.2 there were 12 (60%) mixed schools and 8(40%) girls schools. The goal of the study was to compare the socio-economic and socio-cultural, schools and home based factors that influence girls' academic performance in girl only school and mixed school in Naivasha District

### 3.8 Data Analysis

Data collected from the field were coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is quite efficient. Data collected were both qualitative and quantitative nature. Qualitative data were analyzed by arranging responses according to the research questions and objectives. Descriptive statistics including percentages and frequency counts were used to analyze the quantitative data obtained. Bell (1993) maintains that when making the results known to a variety of readers, simple descriptive statistics such as percentages have a considerable advantage over more complex statistics. Borg and Gall (1989) also hold that the most widely used and understood standard proportion is the percentage. The results of data

analysis were presented in frequency tables and bar charts. Thereafter, conclusions and recommendations were drawn.

#### 4.1. Introduction

Low literacy remains a legacy of the early and disastrous days of the study was to carry out a descriptive study to establish the influence of the academic performance of girls in primary schools in Narvasha District and to present the data in a table, ed-wise. The design of the study was personal based on the objectives of the study, which were:

(a) To establish and compare the socio-economic and socio-cultural factors that influence the academic performance of girls in primary schools in Narvasha District.

(b) To establish the school based factors that influence girls' academic performance in girls' and mixed secondary schools in Narvasha District.

(c) To find out home based factors that influence girls' academic performance in girls' and mixed secondary schools in Narvasha District.

The quantitative research is a primary one, followed by the analysis and discussion. This research is descriptive in nature.

#### 4.2. Background of the study and Statement of the problem influencing girls' academic performance in girls' and mixed secondary schools

The main objective of the study was to compare and contrast the socio-economic and socio-cultural factors that influence girls' academic performance in girls' and mixed secondary schools in Narvasha District.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents findings of the study and discussion. The purpose of the study was to carry out a comparative analysis to establish factors that influence girls' academic performance in mixed and girls schools in Naivasha district and to promote girls desire for higher education. The findings of the research are presented based on the objectives of the study, which were:

- (i) To compare and contrast the socio-economic and socio-cultural factors that influence girls' academic performance in girls and mixed secondary schools in Naivasha District.
- (ii) To establish the school based factors that influence girls' academic performance in girls' and mixed secondary schools in Naivasha District.
- (iii) To find out home based factors that influence girls' academic performance in girls and mixed secondary schools in Naivasha District.

The questionnaire return rate is given first, followed by the analysis and discussion of data based on the three research objectives.

#### **4.2 Socio-Economic and Socio-Cultural Factors Influencing Girls' academic Performance in girls only and mixed secondary schools**

The first objective of the study was to compare and contrast the socio-economic and socio-cultural factors that influence girls' academic performance in girls and mixed secondary schools in Naivasha District.

In order to address this objective, the respondents were presented with a number of statements relating to socio-economic and socio-cultural factors that could influence academic performance of girls. They were to indicate the extent to which each factor influence academic performance of girls in their schools. Table 4.2 shows the way principals from the sampled schools responded to each of the statements.

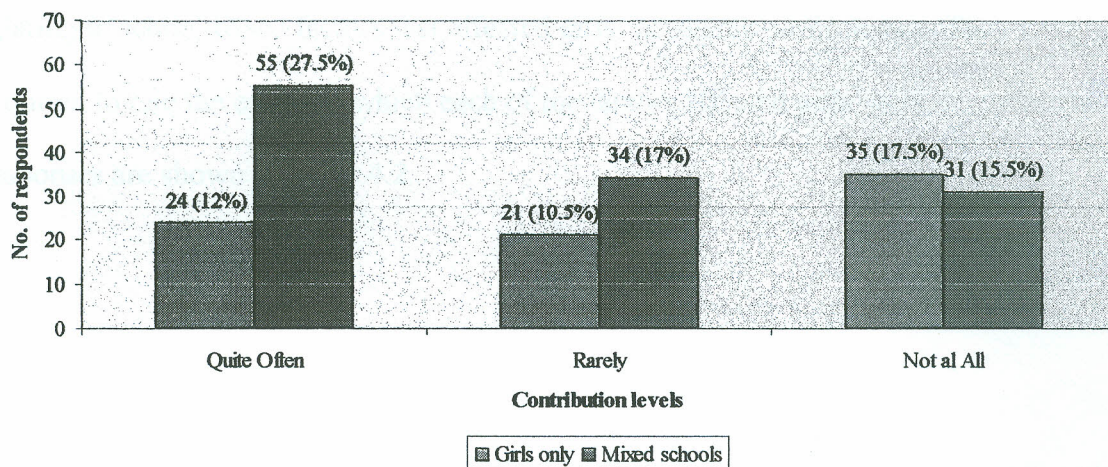
**Table 4.1: Socio-economic and social cultural factors affecting girls' academic performance in mixed and girls' schools**

Socio-economic and social cultural factors	Girls Only Schools (n=80)						Mixed Schools (n=120)					
	Quite often		Rarely		Not at all		Quite often		Rarely		Not at all	
	f	%	f	%	f	%	f	%	f	%	f	%
Self-esteem	70	87.5	10	12.5	0	0.0	110	91.7	10	8.3	0	0.0
Parental economic status	50	62.5	30	37.5	0	0.0	100	83.3	20	16.7	0	0.0
School fees	20	25.0	50	62.5	10	12.5	50	62.5	40	33.3	30	25.0
Societal attitude towards girls' education	10	12.5	10	12.5	60	75.0	70	58.3	50	62.5	0	0.0
Lack of role models in the society	10	12.5	20	25.0	50	62.5	40	33.3	60	50.0	20	16.7
Birth order	10	12.5	10	12.5	60	75.0	20	16.7	20	16.7	80	66.7
Types of school (mixed/girls only)	0	0.0	10	12.5	70	87.5	30	25.0	40	33.3	50	62.5

Table 4.1 shows that the social economic and cultural factors that were said to mostly affect academic performance in girls' only schools were self-esteem (87.5%) and parental economic status (62.5%). In mixed schools, the factors that were said to mostly affect the girls' academic performance were parental economic status (83.3%), self esteem (91.7%), school fees (62.5%) and societal attitude towards girls' education (58.3%). This implies

that self esteem<sup>423</sup> and parental economic status were the most cited factors affecting girls' academic performance in both girls' only and mixed schools.

Figure 4.1 shows the overall contribution of socio-economic and social cultural factors on girls' academic performance in mixed and girls' schools.



**Figure 4.1: Overall contribution of socio-economic and socio-cultural factors affecting girls in girls' only schools and mixed schools**

Figure 4.1 indicates that, most respondents (principals, teachers, parents and qaso) agreed that social economic and cultural factors were quite oftenly said to be a major concern to girls' academic performance in mixed school than in girls' only schools. On the other hand, most of the respondents from girls' only schools reported that social economic and cultural factors were not at all factors said to affect girls' performance. This implies that girls perform better academically in girls' only schools than girls in mixed schools.

### 4.3 School-Based Factors Influencing Girls' Academic Performance

The second objective of the study was to establish the school based and structural factors that influence girls' academic performance in girls' and mixed secondary schools in Naivasha District.

The respondents (principals, teachers, parents, qaso and girls) were given some items relating to school-based factors that affected girls' academic performance. They were required to rate the extent to which each of the factors affected girls' performance. Their responses are shown in Table 4.2.

Factor	1	2	3	4	5	6	7	8	9	10	11	12
Availability of textbooks	10	12.5	10	12.5	60	75.0	20	16.7	20	16.7	80	66.7
Availability of reference materials	4.0	0.0	10	12.5	70	87.5	0	0.0	10	8.3	110	91.7
Lack of textbooks	10	12.5	20	25.0	50	62.5	40	33.3	30	25.0	50	41.7
Lack of reference materials	12.5	10	12.5	40	50.0	50	41.7	50	41.7	50	50	41.7

Table 4.2 shows the extent to which school-based factors influenced girls' academic performance. The most common school-based factor that influenced girls' academic performance was the availability of textbooks (75.0%) and reference materials (91.7%). The availability of textbooks was rated as a major factor by 75.0% of the respondents and reference materials were rated as a major factor by 91.7% of the respondents. However, it is noted that in mixed schools, love affairs (7.5%) among students was rated as a major factor by the principals, teachers, parents, qaso and the girls. However, this was not the case in girls' schools. In girls' schools, the emphasis on science subjects (75.0%) was rated as a major factor (65%). On the other hand, the quality of teachers

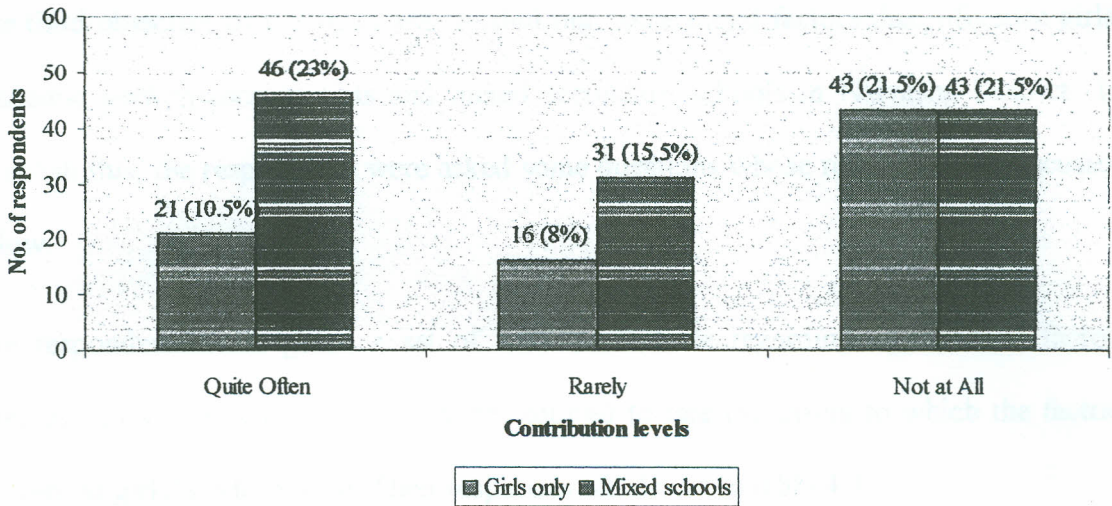
**Table 4.2: Respondents views on school-based factors affecting girls' academic performance**

School-based Factors	Girls Only Schools (n=80)						Mixed Schools (n=120)					
	Quite often		Rarely		Not at all		Quite often		Rarely		Not at all	
	f	%	f	%	f	%	F	%	F	%	f	%
Peer pressure	80	100.0	0	0.0	0	0.0	110	91.7	10	8.3	0	0.0
Opposite sex attraction	50	62.5	30	37.5	0	0.0	80	66.7	40	33.3	0	0.0
Emphasis on science	50	62.5	20	25.0	10	12.5	40	33.3	60	50.0	20	16.7
Love affairs in the school	0	0.0	10	12.5	70	87.5	90	75.0	30	25.0	0	0.0
Male teachers-girls relationships	20	25.0	40	50.0	20	25.0	30	25.0	20	16.7	70	58.3
Sex role stereotype	10	12.5	10	12.5	60	75.0	70	58.3	30	25.0	20	16.7
Preferences on boys education	0	0.0	10	12.5	70	87.5	30	25.0	30	25.0	60	50.0
Early pregnancies	10	12.5	20	25.0	50	62.5	40	33.3	50	41.7	30	25.0
Teachers' attitude	10	12.5	10	12.5	60	75.0	20	16.7	20	16.7	80	66.7
Choice of prefects	0	0.0	10	12.5	70	87.5	0	0.0	10	8.3	110	91.7
Lack of interest in school	10	12.5	20	25.0	50	62.5	40	33.3	30	25.0	50	41.7
Lack of parental involvement	30	37.5	10	12.5	40	50.0	50	41.7	50	41.7	20	16.7

Table 4.2 shows that in both mixed and girls' only schools, the most prominent school-based factors affecting girls' performance was peer pressure (100%) and opposite sex attraction (62.5%) in girls schools only while in mixed schools it was 91.7% and 66.7% respectively. However, it emerged that in mixed schools, love affairs (75%) among students was common as reported by the principals, teachers, parents, qaso and the girls. However this was not the case in girls' only schools. In girls' schools, the emphasis on science subjects affects performance at 65%. On the other hand, the choice of prefects

and teachers' attitude were said to have no influence at all on performance of girls in both schools.

Figure 4.2 shows the overall views of school based factors on girls' academic performance in mixed and girls' schools.



**Figure 4.2: Frequency of school-based views affecting girls' performance**

Table 4.2 shows that school based factors were said to highly affect girls' academic performance in mixed schools as compared to girls' only schools.

According to the Report of the Sector Review and Development Direction (MoEST, 2003), the main reasons of poor school attendance include lack of school fees, early marriages, getting employed and poor academic performance. The report adds that distance between home and school is not a major contributor of poor school attendance in urban centers like Nairobi, but this could be a factor in rural areas where schools are normally a few kilometers from home, with no reliable transport for day school students.

Most of the principals in this study communicated academic expectations to the girls, and this was said to have an impact on their academic performance. According to Lezotte

(2001), schools that perform well are those that set a climate of high expectations for success among students. Setting high expectations for success results to motivation to learn among the students, and this motivation contributes to good academic performance.

#### **4.4 Home-Based Factors Influencing Girls' Academic Performance**

The third objective of the study was to find out home based factors that influence girls' academic performance in girls and mixed secondary schools in Naivasha District. To establish this, the respondents were asked some questions whose responses are discussed below.

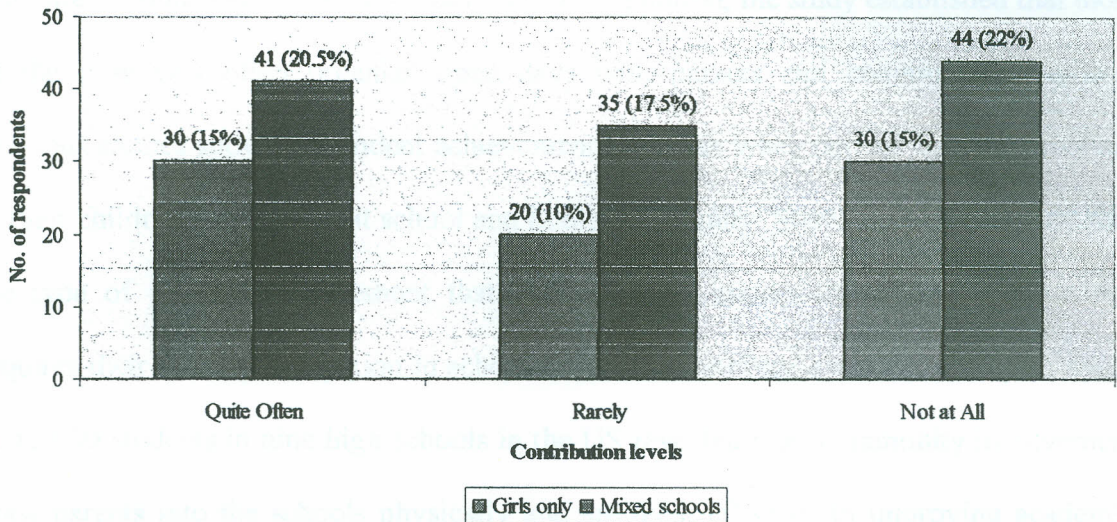
The respondents were given a set of items in a table regarding home-based factors affecting girls' performance. They were required to rate the extent to which the factors influenced girls' performance. Their responses are shown in table 4.3.

**Table 4.3: Home-based factors affecting girls' performance**

Home-based Factors	Girls Only Schools (n=80)						Mixed Schools (n=120)					
	Large extent		Moderate extent		Low extent		Large extent		Moderate extent		Low extent	
	F	%	f	%	f	%	F	%	F	%	f	%
Lack of home library books	50	62.5	20	25.0	10	12.5	70	58.3	40	33.3	10	8.3
Parental level of education	60	75.0	0	0.0	20	25.0	80	66.7	30	25.0	10	8.3
Household chores	40	50.0	30	37.5	10	12.5	10	8.3	20	16.7	90	75.0
Parental appreciation	30	37.5	20	25.0	30	37.5	30	25.0	60	50.0	30	25.0
Parents attendance to academic days or open days/ meetings	30	37.5	30	37.5	20	25.0	60	50.0	40	33.3	20	16.7
Mentors	20	25.0	40	50.0	20	25.0	30	25.0	40	33.3	50	41.7
Birth order	10	12.5	10	12.5	60	75.0	20	16.7	20	16.7	80	66.7
Preference on boys education	0	0.0	10	12.5	70	87.5	30	25.0	30	25.0	60	50.0

Table 4.3 shows in both mixed and girls' only school; the home key factors said to affect the academic performance of girls were parental level of education while in girls schools it was 75% while mixed schools was 66.7% and lack of library books in girls only school was 62.5% while in mixed schools was 58.3%. On the other hand, parental level of education, lack of library books and parental attendance to academic days or open days/meetings were also major factors affecting performance in mixed schools. However, preference on boys' education and position in the family were found not to have any influence on girls' performance.

Figure 4.3 shows the overall contribution of home based factors on girls' academic performance in mixed and girls' schools.



**Figure 4.3: Overall Home-based factors affecting girls' performance**

Figure 4.3 indicate that most of the respondents from mixed schools reported that home based factors were quite often factors that affected girl's performance. However some of them reported that home based factors were not at all a major concern.

As indicated in the findings on home environment factors, most of the parents/guardians always appreciate girls when they perform well. Studies conducted in the past have shown that children who are praised by parents for improved performance develop high achievement motivation. Research by Harris & Liebert (2007) shows the role of the family and the specific interactions between a child and parent have been determined to be powerful indicators of development. Some specific interactions include regular family discussions, encouragement, limit setting, warmth, daily routine, praise, and intellectual stimulation. These studies have shown all of these connections to produce an impact on academic achievement.

Girls indicated they would like to associate with doctors, teachers or nurses as their mentor. Previous studies have shown that lack of role models is a key factor leading to

low career aspirations for girls (Trusty, 2002). In addition, the study established that most of the principals often organize open days with parents and community members. Previous studies show that student achievement improves when parents become involved in their children's education at school and in the community. Steinberg (2006) shows that the type of parental involvement that has the most impact on student performance requires their direct participation in school activities. Steinberg's (2006) three-year study of 12,000 students in nine high schools in the US revealed that community involvement draw parents into the schools physically and are most effective in improving academic achievement through attending school programs, extracurricular activities, conferences, and 'back to school' nights. It was concluded that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1: Introduction

This chapter presents the summary of the study, conclusions and recommendations arrived at. It also gives suggestions for further studies.

#### 5.2: Summary

The purpose of this study was to carry out a comparative study to establish factors that influence girls' academic performance, in mixed and girls schools in Naivasha district and to promote girls desire for higher education. The study targeted one (1) qaso, 29 principals, 58 teachers, 58 parents and 145 girls, which was a total of 291 respondents. However, data was obtained from one qaso, 20 principals, 40 teachers, 40 parents, and 100 girls, a total of 201 respondents. The data was therefore analyzed based on this number. Given below is a summary of the main study findings.

**Objective 1: To compare and contrast the socio-economic and socio-cultural factors that influence girls' academic performance**

The views established by the study were that; the social economic and cultural factors that most affected academic performance in girls' only schools were self esteem and parental economic status. In mixed schools, the factors that were mostly said to affect the girls' performance were parental economic status, self esteem, school fees and societal attitude towards girl' education. This implies that self esteem and parental economic status were the most common factors said to affect girls' academic performance in both girls' only and mixed schools. Most respondents agreed that social economic and cultural

factors are quite often a major concern to girls' academic performance in mixed school than in girls' only schools. On the other hand, most of the respondents from girls' only schools reported that social economic and cultural factors were not at all affecting girls' performance.

**Objective 2: To establish the school-based factors that influence girls' academic performance**

The study established that in both mixed and girls' only schools, the most prominent school-based factor affecting girls' performance was peer pressure and opposite sex attraction. However, it emerged that in mixed schools, love affairs among students was rampant, which was not the case in girls' only schools. In girls' schools, the emphasis on science subjects affects performance. On the other hand, the choice of prefects, teachers' attitude and age of the learners were found to have no influence at all on performance of girls in both schools. Most of the school based factors were quite often major concern on girl's performance in mixed school than in girls only. On the other hand most respondents indicated that school based factors were not at all major concern in girl's performance. In accordance with the above findings, the QASO reported that the factors that affected girls' academic performance were love affairs in the school, teachers' attitude, sex role stereotype and male teachers –girls' relationships quite often. They also agreed that choice of prefect rarely affected girls' academic qualifications.

### **Objective 3: To find out home-based factors that influence girls' academic performance**

The study found out that in both mixed and girls' only school; the key factors which affect the performance of girls were parental level of education, lack of library books and household chores. On the other hand, parental level of education, lack of library books and parental attendance to academic days or open days/meetings were also major factors affecting performance in mixed schools. However, preference on boys' education and position in the family were found not to have any influence on girls' performance. Most of the respondents from mixed schools reported that home based factors were quite often factors that affected girl's performance .However some of them reported that home based factors were not at all a major concern.

#### **5.3: Conclusion**

Based on the findings the study established that the most prevalent socio-economic and socio-cultural factors influencing girl's academic performance were self-perception and parental economic status. School fees affected performance in mixed schools than in girls' only schools. The school type did not at all affect the girls' academic performance.

The study revealed that school based factors which greatly affected girls academic performance were opposite sex attraction and peer pressure. Love affairs were common in mixed schools than in girls' only schools while choice of prefects and schools did not at all affect their academic performance. Lack of home library books and parental level of education greatly affected girls' academic performance while birth order, preference to boys in education had no effect on girls' academic performance as a home based factor.

#### **5.4: Recommendations**

1. Sensitizing teachers in mixed school to view both boys and girls as students with equal ability to excel.
2. Parents should lessen household chores on girls so as to allow ample time for concentrating on revision and doing assignments; and more so provision of home reading materials.
3. School administrators should reinforce life skills education to sensitize students on matters concerning love affairs, peer pressure and male-teacher-girl relationship.

#### **5.5: Areas for Further Research**

1. A comparative study should be conducted in other districts to assess how socio-economic/cultural, school based and home based factors influence girls' academic performance.
2. A study on challenges faced in the implementation of special education for children with disabilities in schools.

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## APPENDICES

### APPENDIX A: TRANSMITTAL LETTER

**RUTH N. KINYUA**

**BOX 564,**

**GILGIL**

**20<sup>TH</sup> OCT, 2010**

**TO THE**

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**Request to fill questionnaire and interview schedule for research purpose**

I am a post graduate student at Kenyatta University. I kindly request you to fill the attached questionnaires and interview schedule as possible.

The research aims at comparatively analyzing girl's academic performance in girls schools and mixed secondary schools in Naivasha District. The ultimate goal is to establish factors that influence girl's academic performance in single sex girls and mixed secondary schools in Naivasha District.

The information that you will give, will be treated with the confidence it deserves and will be used for this purpose only. When the study will be complete, the results will be made available to you.

Thanking you in advance,

**Yours faithfully**

**RUTH N. KINYUA.**

## APPENDIX B: QUESTIONNAIRE FOR GIRLS

Please fill in this questionnaire to the best of your ability, your response will be treated with strict confidence and will not be used for another purpose other than this study. You are therefore kindly requested to fill by ticking in the box and not to write your name or the name of your school.

The information is divided into four part A- Background information B- Home based information C- School based information D- Socio-economic and socio-cultural information

### A. Background information

1. What is the type of your school?

- a. Mixed school       b. Single

2. What's your birth position?

- a. First    b. Second    c. Third    d. Fourth    e.. Fifth

3. With whom do you stay with at home?

- a. Father and mother    b. Father    c. Mother    d. Guardian

4. Tick the highest level of education whoever you stay with reached ?

- a. Did not go to school    b. Didn't complete primary level   
c. Primary level    d. Didn't complete secondary   
e. Completed secondary level

5. Which type of a school would you prefer given a choice? a. Girls

- b. Mixed

a. give reason for your answer above

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## B. School based

1. How would you rate the adequacy of teaching learning materials in your school./?

a. Adequate  b. inadequate  c. No response

2. Have you been absent from school this term? A. Yes  b. No

i. if yes tick against each factor that made you absent.

a. illness  b. lack of interest  c. peer pressure

d. menstruation issues

e. asked to remain at home for house hold duties  f. to work for money

g. lack of lunch  h. no body cares when I miss school

3. i. As a girl, rate the important physical facilities that can affect performance by

putting a tick

i. Play ground  ii. Toilet  iii. school office

iv. Guidance and counseling office  v. Staff room

ii. In your school how can you rate the toilets?

a. Adequate  b. Inadequate

ii. Does the school offer emergency sanitary towels? a. Yes  b.. No.

4. What leads to not doing assignments given by teachers?

a. Lack of text books Lack of  b no prompt marking

c. No interest in student  d. A lot of house hold chores

e. Violence at home  f. No parental motivation

g. Lack of teachers motivation  h. Inability to comprehend

i. Lack of paraffin  j. Poorly lit room

**C. Home based factors**

1. i. Do you have a lighting problem at home?

- a. Yes  b. No

ii. Give reason for the answer above

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2. How equipped is your home library?

- a. We don't have one  b. Well equipped
- c. Just a few old torn books

3. In most cases, what do your parents tell you about school?

- a. you are wasting money, clear school faster  b. Finish school and get married so that you name me
- c. Work hard in order to get a good paying Job.

**D. Socio-cultural and economic factors**

1. Do your teachers communicate academic expectations for achievement to you?

- Yes b.  c. No response

2. In your home environment we have people we would like to associate with to be our mentor. Rank them with a being the best preference and d being the worst preferred .

- a. Farmer  b. Teacher  c. Nurse  d. Doctor

3. To what extent do the following socio-economic and socio-cultural factors influence your academic performance?.

Socio, economic, cultural factors	Larger extent	Moderate	Low
1. House hold chores			
2. Societal expected			
3. Position in the family			
4. Parents economics background			
5. Lack of role model in the society			
6. Learners sex			
7. self perception factors			
8. school fees			
9. type of school			

4. Rate how often the following socio-economic and socio-cultural influence your academic performance?

Factors	Quite often	Rarely	Not at all
1. Opposite Sex Attraction			
2. Love Affairs In The School			
3. Male Teachers Girls Relationship			
4. Sex Role Stereotyping			
5. Emphasis on Science			
6. Preferences to Boys Education			
7. Early Pregnancies			
8. Age of The Learners			
9. Teachers attitude			
10. Financial background			
11. House hold chores			
12. Choice of Prefects			

## APPENDIX C: QUESTIONNAIRE FOR TEACHERS

Please fill in this questionnaire to the best of your ability, your response will be treated with strict confidence and will not be used for another purpose other than this study. You are therefore kindly requested to fill by ticking in the box and not to write your name or the name of your school.

The information is divided into four parts: A- Background information B- Home based information C- School based information D- Socio-economic and socio-cultural information

### A. Background information

1. Put a tick [  ] to indicate your academic qualification

KACE  KSCE

1. What is your highest professional qualification

a. Diploma in education  b. B.E.D  c. PGDE  d. M.E.D

2. Tick where applicable on your teaching experience

i. less than 2 years  ii. Between 2 and 5 years  iii. Between 5 and 10 years

iv. Over 10 years

3. What is the type of your school? a. Mixed  b. Girls

4. How long have you taught in a Mixed schools tick

i. Over 2 years  ii. Between 2-6 years  iii. Over 7 years

iv. Never taught

a. Girls school tick

i. Over 2 years  ii. Between 2-6 years  iii. Over 7 years  iv. Never

taught

b. i. Given a choice which type of school would you prefer? Mixed

Girls

ii. Give three reasons why?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**B. Home based information**

1. What reasons do you give to girls about studying in a well lit room?

- a. One understand better
- b. its economic

2. i. As you interact with girls, do they complain that they do all the house chores?

- a. Yes
- B. No.

ii. Give reason for the above

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3. i. Do you advice girls to buy library books?

- a. Yes
- b. No

ii. Give reason to the above

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**C. School based**

1. How many female teachers do you have in your school?

a. Mixed school

- i. 3-5
- ii Over 8
- iii. 5-7
- iv. None

b. Girls school

- i 3-5
- iii over 8
- iii. 5-7
- iv None

2. How many times in a term is guidance and counseling offered in

a. Mixed school

- i. Once per term  ii. Thrice per term  iii Twice per term  iv  
Never offered

b. Girls school

- i. Once per term  ii. Thrice term  iii. Twice per term  iv Never  
offered

3. a. How do boys relate with girls in a your school?

- i. Roughly  ii. Smoothly

b. In mixed schools who influences the other positively? A. boys

b. girls

c. who influences the other negatively? a. girl  b. boys

4. lack of facilities affect girls academic performance .

- i. strongly agree  ii Agree strongly  yiii. disagree  iv  
disagree

5. Tick the crucial facilities that can affect girl academic performance .

a. toilet  b. Dinning Hall  c. Computer lab  d. None

6. Which school performs better in National exams ?

- i. mixed school  ii. Single school

b. Give reasons for your answer above

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7. Who offers guidance and counseling in your school

- i. Male and female teachers  ii male teacher  iii Female teacher

8. Female teachers are more in our school than male teachers a. Yes  b. No

9. What time of the term is guidance and counseling offered?

a. After games  c. at the end of the term

b. when needs arise  d. during parents meeting

10. Rate the convenience of the guidance and counseling office

a. Very convenient  b. inconvenient

ii. Give 2 reasons for the above answer

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#### D. Socio-economic and socio-cultural factors

1. Rate how the following factors affects girls academic differences performance.

Factors	Quite often	Rarely	Not at all
1. Opposite Sex Attraction			
2. Love Affairs In The School			
3. Male Teachers Girls Relationship			
4. Sex Role Stereotyping			
5. Emphasis on Science			
6. Preferences to Boys Education			
7. Early Pregnancies			
8. Age of The Learners			
9. Teachers attitude			
10. Financial background			
11. House hold chores			
12. Choice of Prefects			
13. Family Status			

2. To what extent do the following socio cultural and economic factors influence your academic performance?

Social cultural economics factors	Large extent	Moderate	Low
i. Position in the family ii. Parents economical status iii. Lack of role model in the society iv. House hold chores v. Self perception vi. School fees vii. Type of school			

## APPENDIX D:QUESTIONNAIRE FOR PRINCIPALS

Please respond to the interview questions to the best of your ability, your response will be treated with strict confidence and will not be used for another purpose other than this study

You are therefore kindly requested to fill by ticking in the box and not to write your name or the name of your school.

The information is divided into four part A- Background information B- Home based information C- School based information D- Socio-economic and socio-cultural information

### A. Background information

1. What is your professional qualifications?.

- a. SI  B. BA/BSC with PGDE  c. B.ED d. M.E.D  e. MA/MSC

2. For how long have you been teaching before headship?

- a. Below 1yr  b. 1-5yrs  c. 6-10yrs  d. Over ten years

3. What is your highest academic qualifications?

- a. KACE  b. KSCE

4. How long have you been a principal?

- a. Less than 2 years  b. Between 2-5yrs  c. Over ten years

What is the type of your school?

- a. Mixed  b. single

5. Given a chance what type of a school would you like to head? a. Mixed b single

ii. Give 2 reasons for the answer above

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- c. I give them sanitary towels
- d. Send them to the guidance and counseling teacher
5. Do you have a guidance and counseling room? Yes  No

i. If yes above where it is situated?

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ii. If no, where does it take place

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6. How many girls have registered for the KCSE? in the following years?  
 2007 \_\_\_\_\_ 2008 \_\_\_\_\_ 2009 \_\_\_\_\_ 2010 \_\_\_\_\_

7. Position in the family

7. Which of the following physical facilities can humiliate girls and so affect their academic performance

- a. Laboratory  b. Dining Room  c. Table

8. What is your comments on the trend of girls registration in your school

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**D. Socio-economic and socio-cultural factors**

1. How often do you organize open days where parents interact with teachers learners?

- a. Oftenly  Rare

- b. How would you rate parent attendance to the open days ?

- a. Excellent  b. Good  c. Fair  d. Poor

2. To what extent do the following socio-economic and socio-cultural factors influence girls academic performance in your school.

Factors	Quite often	Rarely	Not at all
1. School fees			
2. Societal expectation			
3. Parental economic status			
4. Lack of role model in the society			
5. House hold cores			
6. Self perception			
7. Position in the family			
8. Types of school			

3. Rate how the following factors affect girls academic different performance

Factors	Quite often	Rarely	Not at all
1. Opposite sex attract			
2. Love affairs in the school			
3. Male teachers girls relationship			
4. Sex role stereotyping			
5. Emphasis on science			
6. Preferences boy education			
7. Early pregnancies			
8. Age of the leaner			
9. Teachers attitude			
10. Financial backgrounds			
11. House hold chores			
12. Choice of prefects			
13. Family status			

## APPENDIX E: QUESTIONNAIRE FOR PARENTS

Please respond to the interview questions to the best of your ability, your response will be treated with strict confidence and will not be used for another purpose other than this study

You are therefore kindly requested to fill by ticking in the box and not to write your name or the name of your school.

The information is divided into four part A- Background information B- Home based information C- School based information D- Socio-economic and socio-cultural information

### A. Background information

1. What is your level of education?

a. Primary  b. Secondary  c. University

2. How many children do you have?

b. 1-2  b. 3-4  c. over 4

3. How do you earn your living?

b. Self employed  b. Employed  c. Others (specify)-----

### B. Home based factors

1. What type of lighting do you use at home?

a. Lanten  b. pressure lamp  c. electricity

2. i. Do you have a home library for your daughter? A Yes  b. No

ii. Give a reason for your answer

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3. When do you offer parental guidance to your daughter when she is at home?

a. I don't remembers when  b. When she has done something wrong

c. When opening school  d. I don't because it's the teacher work

**C. School based factors**

1. (i) How many parent meetings have you attended in school?

- a. All  b. none  c. 2out of 5

ii. Give reasons for the above

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2. Lack of facilities affect girls academic performance

- i. Strongly agree  ii. Agree  iii. Strongly disagree   
iv. Disagree

3. Of the following facilities which one has a crucial effect on girls academic performed

- a. Toilet  b. dining hall  c. computer lab   
d. None

**D. Socio-economic and socio - cultural factors**

5. How often do you check your daughter's academic work ?

- a. Oftenly  b. rarely  c. I do not

6. How many times per term do you tell your daughter the importance of education?

- a. Once per team  b. Always  c. once per year

7. What type of a school is your daughter in?

- a. Single  mixed

8. Give reasons why your daughter in the school above

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9. Given a choice whom would you pay school fees for when money is not enough?

a. Girl  b. Boy

b. Give reason for the above question

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10. To what extent do the following socio-economic and socio-cultural factors influence girls academic performance?.

Factors	Larger	Moderate
1. School fees 2. Societal expectation 3. Parental economic status 4. Lack of role model in the society 5. House hold cores 6. Self perception 7. Position in the family 8. Types of school		

11. Rate how often the following socio-economic and socio-cultural factors influence girls academic performance ?.

Factors	Quite often	Rarely	Not at all
1. Opposite Sex Attraction 2. Love Affairs In The School 3. Male Teachers Relationship 4. Sex Role Stereotyping 5. Emphasis on Science 6. Preferences to Boys Education 7. Early Pregnancies 8. Age of The Learners 9. Teachers attitude 10. Financial background 11. House hold chores 12. Choice of Prefects			

## APPENDIX F: QUESTIONNAIRE FOR QUASO

Please respond to the interview questions to the best of your ability, your response will be treated with strict confidence and will not be used for another purpose other than this study

You are therefore kindly requested to fill by ticking in the box and not to write your name or the name of your school.

The information is divided into four part A- Background information B- Home based information C- School based information D- Socio-economic and socio-cultural information

### A. Background information

1. What is your present academic qualification? a KACE  b. KSCE
2. What is your professional qualification?
  - a. S.1  b. Diploma  c. B.E.D  d. M.E.D  e. MA/MS
  - b. BA/BBS with PGDE
3. How long have you served in the inspectorate?
  - a. Less than 2years  b. Over ten years  c. Between 2-5yrs

### B. Home based factors

1. i. As Quaso do you have a district library where learners and parents can borrow a leave from?
  - ii. Give a reason for the above answer  
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2. i. Have you ever called for a parent meeting in your District to guide and counsel them on the importance of provision of incentives to their daughters?
  - a. Yes  b. No
  - ii. Give reason for the above answer  
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3. i. Is lighting a problem in your district?  
a. Yes  b. No.

ii. Give a reason for the answer above

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**C. School based factors**

1. How many schools do you have in the District? A. Mixed  b. Single
2. How often do you carry out instructional supervisions in our District ?  
a. Quite often  b.. Very rarely  c. Rarely  d. None
3. Of the following which is a crucial facility for girls /?  
a. Toilet  b. laboratory  c. Dining
4. How often do you organize seminars for teachers to help curb problems facing girls academic performance?  
a. Rarely  c. Oftenly

**D. Socio-economic and socio-cultural factors**

5. How often do you organize open days in your district to address stakeholders.?.  
a. Oftenly  b rarely

6. Form your office how do the following socio-economic and cultural factors influence girls academic performance as you may have noted during your inspection report ?

Factors	Quite Often	Rarely	Not at all
1. Opposite Sex Attraction			
2. Love Affairs In The School			
3. Male Teachers Girls Relationship			
4. Sex Role Stereotyping			
5. Emphasis on Science			
6. Preferences to Boys Education			
7. Early Pregnancies			
8. Age of The Learners			
9. Teachers attitude			
10. Financial background			
11. House hold chores			
12. Choice of Prefects			
13. Family Status			

7. As you carry out your school inspection routine what in your opinion would make girls absent form school or class.?

- a. Sickness  b. Peer pressure  c. Lack of interest  d. Menstruation   
 issues
- e. Asked to remain at home  f. Lack of lunch money and uniform
- g. To work for money  h. No body cares when absent

8. What in your opinion affects girls academic performance

a. mixed school

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b. Girls schools

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c. What can be done to improve girls academic performance and enable them reach the highest level of learning?

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9. To what extend do the following socio-economic and socio-cultural factors influence girls academic performance

Factors	Larger	Moderate	Low
1. School fees			
2. Societal expectation			
3. Parental economic status			
4. Lack of role model in the society			
5. House hold cores			
6. Self perception			
7. Position in the family			
8. Types of school			