

**AN ASSESSMENT OF SOCIO ECONOMIC FACTORS AFFECTING  
PERFORMANCE OF THE GIRLS IN PUBLIC SECONDARY SCHOOL IN LONGISA  
SUB-COUNTY BOMET COUNTY ,KENYA**

**BY**

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**NOVEMBER 2020**

## DECLARATION

I declare that this research project is my original work and has not been presented for award of bachelor's degree of for any similar purpose in any other institution

Signature



Date

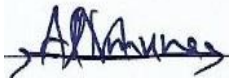
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## **DEDICATION**

To my mother whose effort in educating me have resulted in this work .I also salute by beloved sisters and brothers who lent me a hand during my academic journey and moral support throughout this work. I thank the almighty God who gave me good health, life and protection thus seeing me through this work.

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## **ABBREVIATIONS AND ACRONYMS**

**AEO:** Area Education Officer

**KESI:** Kenya Education Staff Institute

**MOE:** Ministry of Education

**KCSE:** Kenya Certificate of Secondary Education.

**NGO:** Non-Governmental Organizations.

**UNESCO:** United Nations Educational Scientific and Cultural Organization.

**UNICEF:** United Nations International Children's Emergency Fund

## **DEFINITION OF TERMS**

**Learning:** refers to change of behavior in the desired direction.

**Performance:** refers to students' academic level of achievement in KCSE Examination.

**Socio-economic factors:** refers to variables of social and economic environment which may have a direct input

On pupils to attend school or drop out of school.

**Teaching:** refers to an activity of changing learners' behaviors or character in

Accordance with age, ability of pupils and in the desired

## ABSTARCT

Education is an investment whose returns are highly huge throughout the world. Many studies have observed that in most nations, education is increasingly reviewed as a primary means of solving social problems. This study aimed at investigating the factors influencing girls' performance in KCSE examinations in mixed secondary schools in Longisia sub-county, Bomet County. The poor performance of girls in public secondary schools in Longisa sub-county has prompted the study on the factors that have contributed. The research objectives were: determine effect of teaching and learning facilities, teaching methods used by teachers, socio-economic factors attitudes of girls towards class work, and effect of domestic chores on girls' performance in KCSE examinations. The study adopted descriptive survey design and targeted 8 principals, 60teachers and 130 girls in Longisia sub-county. From this target population, a sample size of 8 principals, 60teachers and 130 students were selected. Data were questionnaires, principal's questionnaires teachers' questionnaire, and students' questionnaires. The instruments were conformed valid by the supervisors after pre-testing was carried out by the researcher in three schools outside the study area. From each questionnaire indicated that the questionnaires were reliable in collecting data for the study. Data from questionnaires were them analyzed through descriptive statistics, frequencies and percentages. The findings of the study indicates that parents be sensitized on the importance of quality education and girls be given conducive learning environment at home. More so, needy students were to be provided with bursaries. Established in this study also, was the fact that there is no one factor that is exclusively attributed to the poor performance of girls in KCSE examinations. Factors are varied, one influencing the other. The study recommended that TSC employ more teachers, schools be equipped with adequate learning and teaching facilities and the MOE to re-vamp the bursary kit in schools to sponsor girls from poor families. Above all, a study should be conducted on the role of KESI in empowering teachers and principals in curriculum implementation for quality performance of students in national examinations.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This chapter covers whole background of the research topic that is an assessment of socio economic factors affecting performance of the girls in public secondary school in longisa sub-county bomet county, kenya

### **1.1 Background to the Study**

Education is a basic need and it has been recognized internationally as one of the right among the fundamental rights that must be provided to everybody without discrimination. It has been recognized internationally that educating females provides a huge benefit to the family and society as a whole.

After several researches have been conducted it has been evident that provision of education to girls and women equips them with the ability to manage their households, to maintain personal hygiene, to know the importance of having good nutritional habits and utilize the available for instance the family planning [UNESCO 2009].

An observation have been made by several studies have revealed that in a number of nations in the world, education is being viewed as a primary mode of solving the problems in the social. In developed nations which are developed for instance, Australia, United Kingdom and United States have went to an extra mile of providing free elementary education and secondary education. Also several studies in the developed countries have brought a clear indication that differences in gender in performance during examination are almost diminishing. For example in United Kingdom most secondary schools are mixed and girls tend to perform very well compared to boys. Same case in the United States data showing academic performance indicates that girls are soaring higher grades same as the boys. According to World Bank, 2002 educating the girl child improves the economy, it decreases poverty and fertility and creates an improvement in health, management of the environment and nutrition.

Osakwe [2006] made an observation that Nigerian girls, for various reasons bordering on religious, cultural, socio-economic and school related factors are not given fair chance in educational sector. NGO'S have carried out some studies concerning factors that influence the performance of girls in wajir and mandera counties. During their studies they placed into concern statistics of MOEST and KNEC data. Their main view was the perception of the community on schooling girls.

The factors influencing the poor performance of girls in public secondary schools might include lack of resources like sanitary towels during menstruation period has contributed majorly to the performance of the girls .For instance in Kenya secondary and primary schools almost 1.5 million girls face their menses and due to this 3/5 miss schools for up to five days of the schools days as a result of lack of money to purchase sanitary pads .This affects their ability to take part in classroom and hence lowering the self-esteem therefore leading to poor performance during examination .

In Bomet county longisa sub county ,according to MOEST statistics in the county directors office it clearly display the performance of the girls in KCSE .This issue of girls not performing during national examination has triggered many questions not only amongst their parents nor their teachers but also the community at large. This has demoralize some parents from paying school fees for their daughters since they tend to view it as a wastage of money. This is because after paying school fees for their daughters at the end they perform poorly.

After putting this issue into consider the study sorts to explore and establish the socio economic factors affecting the performance of the girls in public secondary schools in longisa Sub County

### **1.2 Statement of the Problem.**

The performance of the girls in public secondary schools in Longisa Sub County has persistently been poor .Despite the existence of government support in form of grants. Without having a destination which is focused we cannot easily detect the cause of poor performance. If the sub county will not improve the performance of the girls it will continuously remain behind in terms of social and economic development not only in the county but also in the country at large.

In an institution if the students perform poorly continuously the name of the institution will be spoiled hence demoralizing the students and also discourage the parents. After doing my own research I made my personal observation I realized that parents after their children perform well in their KCPE they does not encourage them to go to schools which doesn't perform well because they have a notion in their minds that their children perform poorly. The consequence of poor performance is a very big loss not only to the government but also to the community and it is also a wastage of resources.

Longisa Sub County has constantly posted very poor results during KCSE. For the past three years you find that out of ten schools only two schools have performed averagely having a mean grade of 5.515 the other three schools have a mean grade of 5.10 and the rest of the schools having a

mean grade below 5.0 in KCSE exams between 2016 to 2018 [AEO'S office longisa sub county 2019]

Even thou a number of studies have previously highlighted the factors influencing to girl's poor performance in public secondary schools, not even one of them has been done in longisa sub county .Therefore this study will be conducted to explore on socio economic factors influencing poor performance of girls in public secondary schools.

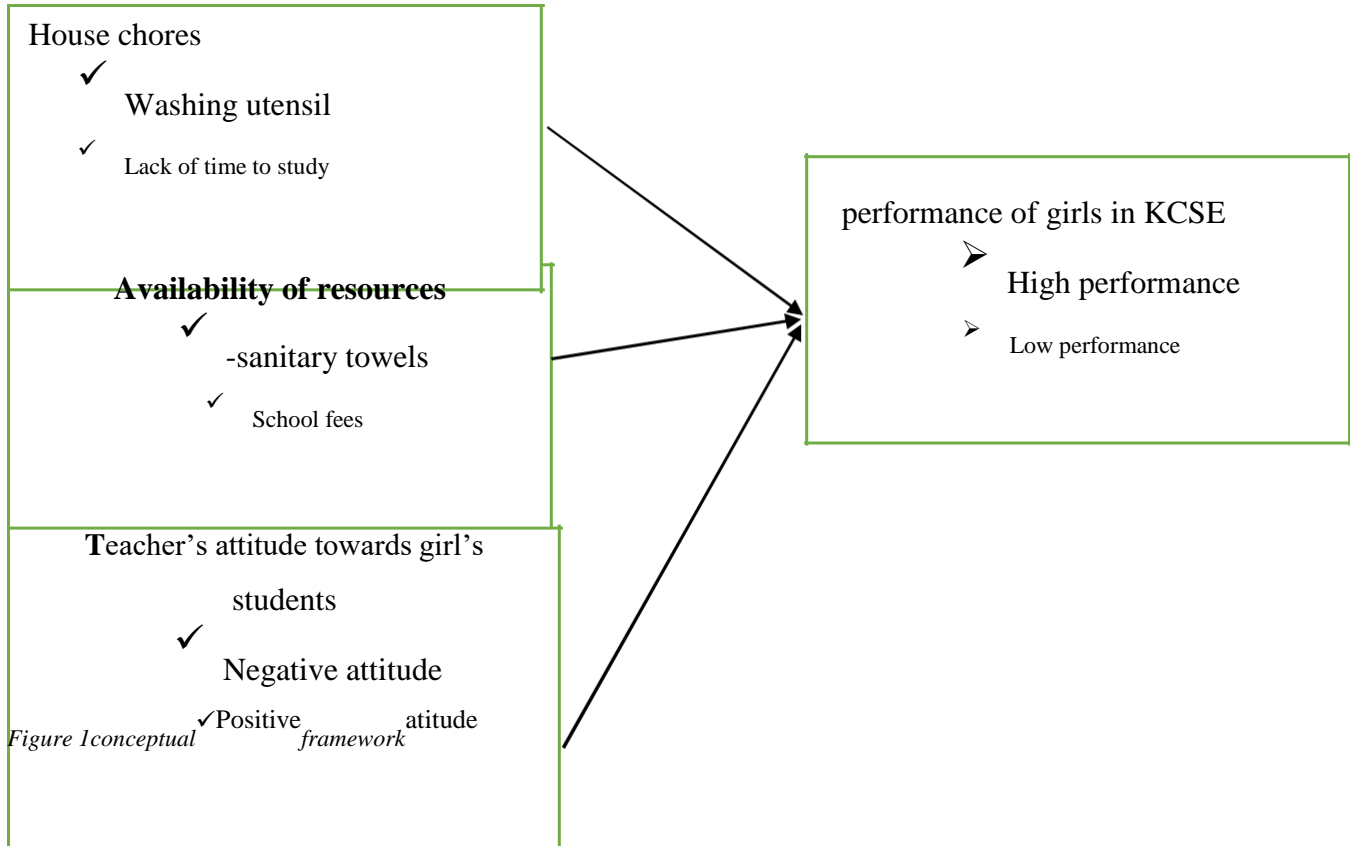
### **1.3 Purpose of the Study.**

The main purpose of this study was to establish the factors which influence the performance of girls in KCSE in public secondary schools in Longisia sub county, Bomet County.

## 1.4 Conceptual Framework.

### INDEPENDENT VARIABLES

### DEPENDENT VARIABLE



## 1.5 Research Questions.

1. To what extent do lack of resources like sanitary towels and lack of school fees have an influence on the performance of the girls?
2. Does domestic chores have an impact on the performance of the girls?
3. Does teacher's attitude towards girls students influence their performance?

## 1.6 Objectives of the Study

### 1.6.1 General Objective

Establishing socio economic factors affecting the performance of the girls in KCSE in public secondary schools.



### **1.6.2 Specific Objective**

1. To explore how lack of resources like lack of sanitary towels and school fees affects the girls performance.
2. To establish how domestic chores such as house chores and nursing babies amongst the adolescent mothers affects the performance

To explore how teachers attitude towards girls students affects their performance

### **1.7 Significance of the Study**

The study will be of great importance to Longisa sub county, Bomet county, educational personnel in Bomet County. It will enable them to put in place more effort and to become a bit more serious in terms of improving girls' performance in KCSE in public secondary schools. They shall do this by dealing more appropriately with the socio economic factors affecting the performance of the girls.

MOE will use the findings of this study to place more focus on education of the girl child in public secondary schools. They will do so by provision of more reasonable funds to cater for their needs like food and school fees. Also providing the necessary amenities for example sanitary towels.

The findings of this study is also hoped to be of help to the government administrators of education; principals, teachers and also parents. It will help them to discover plans to undertake so as to improve the girls' performance in KCSE and after knowing this they will equip themselves appropriately to deal with the factors leading to poor performance.

This study will also benefit the girls themselves. They will be able to use the findings of this study to build a positive attitude towards classroom work and also competing with the boys so as to better their performance. This may also help them to discover that education was not only meant for boys but also meant for girls in order to achieve a brighter future.

The researchers in future will be able to make use of the study to identify gaps on which they will undertake more research and also identify areas of prior in public secondary schools.

### **1.8 Delimitations of the Study.**

The study limited itself to students who are girls in public secondary schools, teachers and also principals in public secondary schools in Longisa Sub County. Here the researcher paid more attention to socio economic factors affecting the girls' education in public secondary schools in Longisa Sub County due to their performance in KCSE [MOE 2015].

### **1.9 Limitations of the Study.**

Limitation of the study refers to the challenges which are expected by the researcher. The data was obtained from the students who have not done the KCSE examinations and therefore was not be accurate information leading to the outcome. As a result of this research was conducted on students who are almost to sit for their KCSE examinations, analysis was done and conclusion was also made after the results are out. This will therefore help the authorities to what exactly is the problem and how will they solve that problem.

## **CHAPTER TWO: LITRATURE REVIEW**

### **2.1 Introduction**

This chapter provides an overview of the existing literature from the past studies on social economic factors influencing the performance of the girl's in KCSE.it covers how lack of resources like sanitary towels and school fees affect the performance, how domestic chores like house chores and nursing babies amongst adolescent mothers influence the performance and also to what extend does the teachers attitude towards girls affect the performance ,summary of the literature review and the theoretical framework.

### **2.2 Review of Literature Related To the Main Concept**

Several studies also done by Kokurirwa (1982) and Eshiwani (1993) revealed that teachers in mixed schools pay more attention to boys and that most schools face a lot of problems in terms of finance and qualified teachers as a result of which pupils perform poorly in national examination. Studies by Sankok (2012) established that girl child participation in education is hindered by quite a number of factors which needs to be addressed including provision of sanitary pads. Studies by Kwesiga (2002) concluded that male teachers may be impatient with girls and their attitudes have proved to be biased in favor of boys. A report by Arlington Public School (2004) concluded that young mothers encounter difficulties and the girls experience unnecessary pressure from parents, peers and teachers and they also receive very little support from school administration.

### **2.2 Lack of Resources Like Sanitary Towels And Lack Of School Fees**

According to Kotoh (2008), menstrual blood is being considered filthy and dirty. Hence this leads to girls on menstruation being controlled being controlled or prevented from participating in some activities because people fear that they may contaminate the things they will handle. This might promote stigmatization as the restrictions by other people's perception on menstruation being harmful and hence menstrual blood being considered shameful.

M.C. Mahon (2011) stated that vulnerable girls are unable to purchase sanitary pads which they will use during menstruation days. And a result of this most girls who are menstruating are forced to be absent in school on those days. Girls get embraced due to linkage caused by poor sanitary pads and this can discourage them from attending school hence affecting their performance in national examination.

Incapability to raise school fees in time lead to the girl child being home (UNICEF ,2003), states that parents with low income also defaults in paying fees and therefore their daughters are send home. When such girls are sent home for school fee they tend to lag behind in terms of coverage of the syllabus and thus they will find it hard to catch up with the rest and hence leading to poor performance in KCSE. If the school fee will be paid in time the girl will feel approved and thus concentrating fully in class and hence improving performance.

### **2.3 House Chores**

Domestic chores are the duties which one performs at home. There are numerous chores which have to be done by girls when they go home after school and this have a great influence on their performance. Girls takes part in house hold activities like collecting firewood, cooking, fetching water, washing utensils and serving the family members. This cause girls from poor background to perform poorly in the examination and they might end up even dropping out of school.as a result of this they end up missing education and training that could help them have a better life in future when they will be mothers. King and hill (1991),

For the adolescent mothers upon reaching home they have to nurse their babies and do cleaning for the baby. By the time they are done with this they will be tired hence will not find time to study because they need to rest. They won't find time to study hence poor performance.

### **2.4 Teachers Attitude towards Girls**

The teachers attitude towards the students have an implication to the success of girls and also persistence of the girls in school .teachers positive attitude towards male students reflect broadly on social biasness concerning role of women in society and girls academic performance .

According to several researches done previously it is evident from Malawi,Cameroon,Siera Leone, Rwanda and Guinean indicates that teachers who are male and female strongly believe that academically boys are superior to girls(Borg & Gall,1997)

Kwesiga stated that male teachers might be impatient in handling girls and their attitude have proved to be biased in favor of boys (2002). It is clearly evident that teachers pay more attention to boys than girls or even completely ignoring girls in class.

## **2.5 Theoretical Framework**

This structure adopted structural functionalism theory. According to EMILE DUCKHEIM (1917), structural functionalism theory proposes that human society is like an organism and is made up of structures called social institutions. These institutions are specially structured such that they perform different functions on behalf of the society. According to this theory all these structures are interrelated and interdependent and therefore one organ can affect the others and ultimately the all. The whole can also affect one or social institutions however a school is like an organism which is made up of several structures like the students, teachers, administration, parents and community. All these structures perform different functions to make the school successful. Therefore students, teachers, administration and the parents are interrelated and interdependent and must play their individual role for the benefit of the school and one another. If the student do not work hard in class the school performance will drop and therefore teachers and parents will be affected. If the management of the school is also not effective then the school achieved low performance and both the students and parents will be affected. On the other hand, if parents do not support the school by paying school fees and provision of other infrastructure then this will likely affect both students and teachers. The whole school community affects individuals in the school as much as individual members affect school since they all depend on each other.

Expectancy theory of motivation developed by Victor vroom. Vroom explained that motivation was a product of valence, expectancy and instrumentality. Valence is defined as strength of a persons referenced for a particular outcome such as reward. For instance if a teacher wants a promotion strongly that teacher has a high valence the same case could apply to a girl student in her pursuit to achieve a good performance at KCSE. An outcome was positive if the student attain it but it was negative when a student failed to attain it. The core of expectancy theory relates to how a person perceives the relationship between effort, performance and reward. Positive performance at KCSE would be seen by student girls as success in their future lives and negative performance at KCSE would be seen as a failure and future prospect .expectancy theory could be used to explain positive and higher performance at KCSE this was because of reward outcome expected at the end of the process.

## **2.6 Summary of the Identified Gaps In the Reviewed Literature**

The literature review has revealed that social economic factors affecting girls at kcse. Mc Mahon (2011) has argued that vulnerable girls are unable to purchase sanitary towels and as a result of this girls on menstruation are forced not to attend school hence causing absenteeism thus affecting the performance of girls in kcse. King and Hill (2001) have argued that girls from poor backgrounds perform poorly as a result of domestic chores and they might drop out from school. As a result of this they end up missing training and education that could help them have a bright future.

Teachers' attitude girl students might have an implication towards their performance (kwesiga, 2002) stated that male teachers might be impatient while handling girls and their attitude is evidently biased on boys hence affects the performance. Also boys are given more attention than girls.

This factors affects the performance of the girls at kcse in longisa sub-county is yet to be established. Longisa sub-county is among one of those counties which are affected relating to poor performance at kcse.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter gives a description of the research methodology which includes: research design ,study area ,target population ,sampling techniques ,sample size ,measurement, research instrument ,validity of measurement ,reliability of measurement ,data collection techniques ,data analysis ,and logistical and ethical consideration .

### **3.2 Research Design**

A research design refers to the framework of methods and techniques chosen by a researcher to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled. The study used descriptive research design. Descriptive research is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. The reason for adopting descriptive research design is because the researcher did not manipulate the variables and also made use of questionnaires which is among the instruments for collecting data. Hence is suitable for making an examination of the nature of relation amongst the identified variables such as lack of resources eg sanitary towels and school fees, domestic chores and teacher's attitude towards girls on the performance of girls in kcse.

### **3.3 Study Area**

It is a geographical area whereby the researcher intends to carry out his/her research .this study was done in Bomet County, Longisa sub-county. I chose it because for the past three years the sub-county have been persistently displaying poor performance in kcse amongst the girls in public secondary schools.

### **3.4 Target Population**

Mugenda and mugenda 1999, define population as an entire group of individual events or an object having common visible characteristics to which a researcher wishes to generalize the results of the research study. The study was targeting eight principals, sixty teachers handling form four girls classes and 130 girls in form 4 from public secondary schools in Longisa sub-county. This is because data from MOEST has revealed that there are about 135 in longisa sub-county by (AEO) longisa sub-county.

### 3.5 Sampling Techniques

Sampling is a process of selecting a sample known as sampling. Sampling is the process of selecting number of individuals, places, or objects from a population such that the selected group contains elements representatives of the characteristics found in the entire group (orodho and kombo, 2002). Also any statement made about the sample should be true about the population (orodho 2012).

This study used stratified random sampling which involves dividing the population into homogenous sub-groups and taking a sample randomly in each sub-group. This kind of sampling enables the researcher to represent the overall population and the key sub-groups. Generally it has more statistical precision. Random sampling was used in selecting teachers to participate in the study. Random selection is defined as choosing a sample whereby every member of the population has an equal chance of being selected. Systematic sampling was used in selecting public secondary schools from which to draw teachers to constitute the sample size. Stratified sampling was used to sample the girls. This ensured that all teachers and student girls in the selected schools have a probability to take part in the study.

### 3.6 Sample Size

*Table 3.1 sample size*

Target group	Target population	Sample size	%
Principals	8	3	10
Teachers	60	15	10
students	130	60	10

The sample size was 2 public secondary schools, 60 students, 15 teachers, and 3 principals. In order to determine this sample size the researcher adapted a table designed by KREJCIE and MORGAN escorted in 1970. The table provided a sample size required from various population size.

### 3.7 Measurement Of Variable

#### 3.7.1 Dependent variables

- I. Girls poor performance –teachers attitude towards girls, domestic chores ,and lack of resources



### **3.7.1 Independent variables**

- I. Lack of resources –lack of school fees, lack of sanitary towels.
- II.Domestic chores –house chores, nursing babies amongst the adolescent mothers.
- III.Teacher’s attitude towards girls-negative attitude, favoring boys in the classroom.

### **3.8 Research Instruments**

(Orodho, 2008) states that research instrument refers to instruments used to collect data from the sampled respondents. The study used questionnaire as an instrument for data collection.

The questionnaire was constructed in such a way that it addressed the objectives of the study which is the social economic factors affecting the performance of girls in ices in public secondary schools. The reason why I prefer questionnaire is because the respondent was likely give out honest answers since it remained unknown and also they had enough time to consult and think about it. The researcher used closed and open ended questions to obtain quantity data.

Closed ended questions refers to questions which are accompanied by list of possible alternatives from which the respondent select the answers that best describe the situation. Open ended questions is used to refer to questions which gives the respondents freedom of response whereby he/she responds in their own words. Using a questionnaire was of great benefit to the researcher simply because it enabled him/her obtain large quantity of data from wide range of respondent from a wide geographical space. The questionnaire was developed by a researcher to collect data from 8 public secondary schools. Therefore the questionnaires were in following categories:

Principals questionnaire: had section A on demographic data, section B on factors influencing performance

1. Teacher’s questionnaire: had section on demographic data and section B on factors influencing performance.
2. Girl’s questionnaire: had section on personal information and section B on factor influencing performance.

### **3.9 Validity of Measurement**

Validity is used to indicate the degree to which the instrument measures what it is supposed to measure. That is the extent to which differences found on the measuring instruments reflects the true differences among those who have been tested (Kothari, 2004).

The researcher did pretesting of the research instrument for reliability and validity. This pretested using two public secondary schools within the area of study. Content validity checked on whether the research questions in the questionnaires were adequate. In this study the researcher, relied on the expert judgment of the university's supervisor commented on the clarity of the measurement in terms of content to be covered and language.

### **3.10 Reliability of Measurement**

Reliability is a measure of degree to which a research instrument yields consistent results or data after a repeated trial (Mugenda and Mugenda 2003). The test and retest method was used and involved in administering the same instrument twice to the same group of respondent. The initial condition was to be kept constant and after two weeks the instrument were administered the second time (Mugenda and Mugenda, 2003).

### **3.10 Data Collection Techniques**

The researcher obtained an introductory letter from the faculty of education Chairperson and write a letter to the Ministry of education accompanied by research instruments asking permission for data collection. Also another letter was written to the province to liaise with the Educational Director who also direct the researcher to the district in which the schools to be sampled are. This was followed by visits to selected schools to liaise with school heads to explain the research, and to request permission to conduct study in their schools. Appointments were made with the respondents this was all done during periods convenient to both the researcher and the respondents.

Self-administered questionnaires were then administered to the pupils by the researcher and completed anonymously. Teachers were also administered questionnaires and answer faithfully. School heads were interviewed and completed well as well as parents. The sampled parents were consulted individually by the researcher at their respective homes to ask their permission and agreed on the time of their choice (Denzin and Lincoln, 1998:57).

### **3.12 Data Analysis**

Data was analyzed quantitatively. Questionnaires were checked for completeness then coded and entered in the computer using statistical package for social sciences. It was analyzed using descriptive statistics such as frequencies and percentages. Qualitative data was analyzed using content analysis where the researcher categorized the responses thematically, the responses with similar themes were categorized together, by putting them in those categories the researcher came up with similar trends from which inferences and conclusions were made. After the analysis of individual cases are completed, cross case analysis may be carried out (Hartley, 2004). The researcher is going to use frequency tables, graphs and pie charts to present the findings. Frequency refers to the number of times each category occurs in the original data (Chiromo, 2009). Pie charts are a means of presenting data by means of a circle divided by radial lines or sectors that look like slices of cakes (Beller, 2018). The researcher will use them because they are easier to present data. Bar charts will also be used. These are simple charts which represents data by means height indicating the size of the figures. They will also be simple to construct as compared to tally bars.

### **3.13 Ethical and Logistical Consideration**

According to Mugenda and Mugenda (1999) ethical considerations are important for any research. In this study, the research ethics were reviewed by an Ethics Board to ascertain ethical guidelines for conducting the research so that ethical values are not violated. The researcher started by seeking permission to collect data from the relevant authorities like a letter of introduction from the Department of Educational Administration and Planning University of Nairobi and research permit from National Commission for Science, Technology and Innovation. She also informed the sub-county director of education and the county commissioner. Researcher observed confidentiality and acknowledged all author's she got information for the study.

## CHAPTER 4: DISCUSSIONS AND FINDINGS

### 4.1 Introduction

This research it mainly looks into depth the factors that influences the poor performance in constituency in this chapter the results obtained was be analyzed and discussed following the objectives stated in the previous chapter

### 4.2 Demographic Information

#### 4.2.1 Population Sample

**Table 4.1 Gender**

Types of the respondent	MALE	FEMALE	Male (%)	Female (%)
Principals	1	1	50	50
teachers	6	4	60	40
students	31	19	62	38
<b>Total</b>	<b>38</b>	<b>24</b>	<b>61.29</b>	<b>38.70</b>

In table 1 the study found that out of the 2 where 1 was female and another one was a male represented the sample size with a sample size of 50% each.60% of teachers were male while 40 %were female.62% of the students were male while 38% of the students were female. This was sufficient for the research since all genders were well represented.

#### 4.2.2 Question are return rate

**Table 4.2 Questionnaire return rate**

<b>Respondents</b>	<b>Questionnaires Issued</b>	<b>Questionnaire Returned</b>	<b>% of Questionnaire Returned</b>
Principals	3	2	66.67
Teachers	15	10	66.67
Students	60	50	83.33
<b>Total</b>	<b>78</b>	<b>62</b>	<b>79.48</b>

The questionnaires return rate for school principals was 66.67% .showing that out of the 3 principals 2 of them returned the questionnaires .out of the 15 of the teachers given questionnaires only 10 of them returned the questionnaires giving 66.67% .60 students were given questionnaire and a return rate of 83.33% of them returned the questionnaires. This indicated that this was sufficient enough to go on with the research.

### 4.2.3 Teaching experience

**Table4.3 Teaching experience**

TEACHING_EXPERIENCE					
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	more 10 years	3	30	30	12.5
d	less than 2 years	4	40	40	75.0
	2-5 years	3	30	30	100.0
	Total	10	100.0	100.0	

In table 4 it shows teaching experience of Kiswahili teachers where 12.5% have an experience of more than 10 years of teaching experience while 62.5% had less than 2 years of teaching experience.25% of the teachers had a teaching experience of between 2-5 years. This indicated that teacher had enough competence and teaching experience not to affect girl’s performan

### 4.2.4 Professional qualifications

**Table4. 4 professional qualification**

Level of education	Frequency	
		Percentage
masters	2	20
degree	6	40
diploma	2	20
Total	10	100.0

In table 5 it shows the professional qualifications of teachers. It shows that 20% of the teachers had a masters while 40% of the teachers had a degree and 20% had a diploma. This also indicated that the teachers were qualified in their teaching.

### 4.3 House chores

#### **OBJECTIVE 1: To establish how domestic chores such as house chores and nursing babies amongst the adolescent mothers affects the performance**

##### 4.3.1 Teachers views

Teachers were asked to indicate if household chores affected girls and could lead to student's dropout and indicated as shown.

*Table 4.5 teacher's views on effects of household chores*

Responses	Frequency	Percent
NO	3	30
Yes	3	30
fairly	4	40
Total	10	100.0

The results above in table 7 indicate 30% of the teachers agreed that household chores led to girl's poor performance while 40% fairly agreed to this statement. Only 30 % of the teachers said that household chores never affected the performance of girls. In the study it was therefore shown that household chores affected girl's performance.

### 4.3.2 Students views

Students were also asked if they think that house chores led to poor girl's performance and the respondents tabulated below

*Table 4.6 student's views on effects of household chores on girl's performance*

Responses	frequency	Percent
Yes	40	80%
fairly	5	10%
No	5	10%
Total	50	100%

In table 8, student's respondent that, 80 percent of the students agreed that student's household chores affected their studies hence led to poor performance while only 10% fairly agreed with the question and 10% of the students said house chores did not affect girls performance loggias sub county Bomet county.

## 4.4 LACK OF RESOURCES

**OBJECTIVE 2: To explore how lack of resources like lack of sanitary towels and school fees affects the girl's performance**

### 4.4.1 School fees

Teacher were asked to indicate how lack of school fees affects the performance of girls and the results tabulated below

**How lack of school fees influences girls performance distance influences performance**

*Table 4.7 school fees effects on girl's performance*



<b>Extent</b>	<b>Frequency</b>	<b>Percent</b>
Very much	4	40
Much	3	30
Not Applicable	1	10
Too Little	2	20
Little	0	0
<b>Total</b>	<b>10</b>	<b>100</b>

From table it shown that lack of school fees affected girls performance in school by 40% as indicated by the respodents.30% of the respondents indicated that it affected the girl’s performance much by 30%. Only 10% indicated it’s not applicable and 20% indicated to be too little effect on girl’s performance. The above finding agreed with UNICEF report in 2003 that stated that states that parents with low income also defaults in paying fees and therefore their daughters are send home resulting them being left behind in terms of coverage of the syllabus and thus finding it hard to catch up with the rest and hence leading to poor performance in KCSE.

#### 4.4.1 Provision of sanitary towels

*Table 4.8 Whether Teachers provide sanitary towels to girls*

##### Whether Teachers provide sanitary towels to girls

Responses	Frequency	Percent
NO	6	60%
Yes	4	40%
<b>Total</b>	<b>10</b>	<b>100.0</b>

The question was to determine whether Teachers provided sanitary towels to students and it was evident that 60% of the teachers never provided while 40% of teachers did. It is evident from the literature review that teachers were not a source of provision of such essential need to the students. The findings from this research agreed with M.C. Mahon (2011) that most girls who are menstruating are forced to be absent in school on those days. Girls get embarrassed due to leakage caused by poor sanitary pads and this can discourage them from attending school hence affecting their performance in national examination.

#### 4.4.2 Sources of sanitary towels

##### Where the school gets assistance to get sanitary towels

*Table 4.9 where the school gets assistance to get sanitary towels*

Responses	Frequency	Percent (%)
NGO	3	30
CBO	3	30
RELIGIOUS GROUPS	4	40
<b>Total</b>	<b>10</b>	<b>100.0</b>

The respondent indicated the school got different support of sanitary towels from different organizations where 30% of them come from The Non-Governmental organizations and 30% come from community Based organizations while the highest contribution came from the religious

groups with 40% .It is evident that the schools got enough support from the religious groups to cater for the sanitary towels to girls.

#### 4.4.3 Provision of sanitary towels

##### Measures to enhance provision of sanitary towels to girls and other material

**Table 4.10 Measures to enhance provision of sanitary towels to girls and other material**

<b>Responses</b>	<b>Frequency</b>	<b>Percent (%)</b>
School to provide	3	30
Parents provision	4	40
Government and Other organizations	3	30
<b>Total</b>	<b>10</b>	<b>100.0</b>

The researcher asked the teachers to indicate on the best ways in which girls would get the sanitary towels and the responses were indicated in table above. The respondents indicated that school to provide them where 30% of the teachers agreed on that while 40% said it was the work of the parents to provide the sanitary towels to their girls.30% of the teachers indicated that it was the sole responsibility of the government to provide the sanitary towels to the students.

## 4.5 Teacher attitude towards girls

**Objective 3: To explore how teacher's attitude towards girl's students affects their performance**

### 4.5.1 Teacher's attitude towards the girls

*Table 4.11 Teacher attitude towards girls*

Teachers attitude to girls	HIGH		AVERAGE		LOW	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
Paying special attention to girls	7	13.7	19	37.3	24	47.1
Giving better marks	12	23.5	17	33.3	21	41.1
Giving material incentives	12	23.5	17	33.5	21	41.1
praising	6	11.8	10	19.6	34	66.7
Guidance and concealing			23	45.1	27	52.9

The students were asked to indicate teacher's attitude toward girls in the class. The results were tabulated in table above. From the findings it was show teachers had low attention to girls compared to boys in class where it was shown that 47.1% of the students agreed that the teachers had low attention to girls and 37.3% of the girls fairly attention to girls. Girls were not given better marks where it was shown that 41.1% of the students indicated that there was low attitude of teachers in giving of marks. In terms of praising girls were not too much praised as boys did where it was evident that 66.7% of the students indicated low praising level to girls and 19.6% average praising and 11.8% high praising level. In terms of Guidance and cancelling it was also evident that teachers had low guidance and cancelling attitude to girls with 52.9%. It from the study

findings that teachers had negative attitude toward girls in school, The results of this study concur with finding from Kwesiga (2002) which stated that male teachers might be impatient in handling girls and their attitude have proved to be biased in favor of boys. It is clearly evident that teachers pay more attention to boys than girls or even completely ignoring girls in class

## **CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATION**

### **5.1 Introduction**

This will chapter provides a summary, conclusion and recommendations of the study and suggestion for areas of further study.

### **5.2 Summary of the Study**

This study focused on finding out the social-economic factors affecting girl's performance in in logisa Sub County in Bomet County. The study revolved around 3 objectives in order to determine the socio economic factors the objectives were; how lack resources affected girl's performance, how domestic chores affected the girl's performance and how teacher attitude toward girls affected the girl's performance. There was satisfying questionnaire return rate and all genders were represented in the study.

### **5.3 Summary**

The study found out that there different factors influenced girls performance in logician sub county .From the findings from teachers and principals it was evident that the three factors were a major course of how girls perfumed in the region all these factors fell under the socio economic factors. From the finding it can summarized as;

From the study it was evident that House chores in terms of what girls do at home was a major course of poor performance both the students attested that this was a major course of failure for the girls in the school. Most girls were not given enough time to study hence producing poor results in the long run

The study also found out that lack school fees and sanitary towels affected girl's performance Teachers never provided sanitary towels to the girls and had a view that it was the sole responsibility of the parent to provide the sanitary towels to the girls. It was also seen that the schools got assistant of sanitary towels from the Non-governmental organizations, Community based organizations and even the religious groups. Teachers suggested that the government should provide the sanitary towels to all schools. School fees was also a major course of poor performance of girls since they were set home leading to poor performance.

Teacher's attitude towards girls was also done, from the findings it was evident that teachers had a different attitude to girls than to boys. Teachers gave less attention to girls in terms of guiding them, praising and giving them incentives.

#### **5.4 Conclusion**

The study revolved around three objectives that looked at the socio economic factors that influence girl performance in logisia sub. From the finding the researcher came to the following conclusion:

1. Lack of resources such as fees and sanitary pants affected negatively to the performance of girls in logisa sub county Bugoma County.
2. Household chores affected girl's performance where girls were given more workload at home hence having less study time.
3. Teachers have negative attitude towards girl's education in the region

#### **5.5 Recommendations For Policy**

The researcher recommends that the government through the ministry of education to provide sanitary towels to all schools

The government should provide free secondary education

Teachers should consider gender equality in teaching.

#### **5.6 Recommendation for further Research**

A study should be done to establish the courses of the high rate of teenage pregnancies in the region.

Also a study should be done to establish parent's involvement in girl's education.

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## APPENDICES

### Appendix I: Introduction Letter

Letter to principal

Faith Cheronno

Gretsa University

P.O Box 11 longisa.

THE PRINCIPAL

Dear Sir/Madam

RE: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL

I am a under graduate student at Gretsa University currently carrying out a research on the socio-economic factors influencing performance of girls at Kenya certificate of secondary education in longisa sub-county Kenya. Your school has been selected to take part in the study. I am therefore humbly requesting for your permission to gather the required information from your school. The questionnaires will be specifically meant for this study and therefore no name of the respondents or that of your school will be required. The responses are strictly meant for this study, your school identity and respondents will be treated with confidentiality. Your assistance and support on this matter will be highly appreciated.

Thank you in advance

Yours Faithfully,

Faith Cheronno.

## Appendix II: Head Teachers Questionnaire

I am Faith Cherono a student at Gretsia University and in line with academic graduation requirement of the university; I am carrying out a study on school based factors influencing performance of girls at Kenya certificate of secondary education in Longisa sub-county Kenya. You do not have to write your name your identity will remain confidential. Answer all the questions by indicating your choice by a mark () where appropriate or fill in the blank spaces.

### Section A: Demographic information

1 Gender?

Male () Female ()

2. Which is your age bracket?

21 – 30 years () 31 – 40 years () 41 – 50 years () above 50 years ()

3. What is your highest academic qualification?

Post graduate level () Graduate level () Diploma level ()

4. How many years have you served as a school head teacher?

Less than 5 years () 6-10 years () 11-15 years () over 15 years ()

### Section B: Facilitation of sanitary towels

16. Does the school cater for provision of sanitary towels?

Yes [] No []

17. Where does the school get assistance to provide sanitary towels? Non-

Governmental Organizations (NGOs) [] Community Based Organizations

(CBOs) []

Religious groups [] d) others (specify)\_\_\_\_\_

18. Does menstruation affect girls' performance in KCSE?

Yes [ ] No [ ]

Kindly explain

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Section A: Teachers' attitude

19. Do you think that teachers understand the educational difference

between? Boys and girls in your school? Yes [ ] No [ ]

20. To what level do you rate teachers' capacity to understand gender issues in?

Education?

Sufficient [ ] Average [ ] insufficient [ ]

### **Appendix III: Teachers Questionnaire**

I am Faith Cherono a student at Gretsia University and in line with academic graduation requirement of the university; I am carrying out a study on school based factors influencing performance of girls at Kenya certificate of secondary education in Longisa sub-county Kenya. You do not have to write your name your identity will remain confidential. Answer all the questions by indicating your choice by a mark () where appropriate or fill in the blank spaces.

#### **Section A: Demographic information**

1. State your gender.

Male () Female ()

2. Which is your age bracket?

21 – 30 years () 31 – 40 years () 41 – 50 years () above 50 years

3. What is your highest academic qualification?

Post graduate level () Graduate level () Diploma level ()

Certificate level-P1 () P2 () P3 () other.....

4. How many years have you served as a teacher?

Less than 5 years () 6-10 years () 11-15 years () over 15 years ()

#### **Section B: Lack of sanitary towels**

15. Does the school cater for provision of sanitary towels? Yes [] No []

16. Where does the school get assistance to provide sanitary towels?

Non-Governmental Organizations (NGOs) [] Community Based Organizations (CBOs) []

Religious groups [] d) others (specify) \_\_\_\_\_

17. Does menstruation affect girls' performance in KCSE? Yes [ ] No [ ]  
] Kindly explain.

---

**Section E: Teachers' attitude**

18. Do you think that teachers understand the educational difference between? Boys and girls in your school? Yes [ ] No [ ]

19. To what level do you rate teachers' capacity to understand gender issues in? Education?

Sufficient [ ] Average [ ] insufficient [ ]

20. If you were asked to choose between boys and girls for teaching, whom do You think you will prefer? Girls [ ] Boys [ ] teach both gender equally

## **Appendix IV: Student's Questionnaire**

I am faith cheroot a student at Grets University and in line with academic graduation requirement of the university; I am carrying out a study on social economic factors influencing performance of girls at Kenya certificate of secondary education in longisa sub-county Kenya. You do not have to write your name your identity will remain confidential. Answer all the questions by indicating your choice by a mark () where appropriate or fill in the blank spaces.

### **Section A: Demographic information**

1. What is your gender?

Male () Female ()

2. Which is your age bracket?

10-14 years [] 15 years and above []

3. To what extent does school based factors affect girls performance in KCSE?

Very great extent [] great extent [] moderate extent [] little extent [] no extent []

### **Section B: Lack of sanitary towels**

9. Does your school provide sanitary towels to students?

Yes [] No []

If yes how is it distributed?

It is given to all students [] It is given to selected students [] I am not sure how

It is done []

### **Section C: Teachers' attitude**

11. Do you think that teachers in your school do have different expectations from?

Girls and boys? Yes [] No []

12. Rate the extent to which teachers demonstrate differences in the following areas between boys and girls in your classroom?

Table 2:

Areas	high	average	low
Paying special attention			
Giving better marks			
Giving material incentives			
Praising			
Provision of school materials			
Guidance and counselling			