FACTORS INFLUENCING GIRLS ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS A CASE OF MASINGA SUB COUNTY, MACHAKOS, KENYA

BY

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EDU-G-4-0178-16

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION, HUMANITIES AND SOCIAL SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR OF EDUCATION OF GREITSA UNIVERSITY

MARCH 2020
DECLARATION

I confirm that this project is my original work and has not been presented for award of a degree or for any similar purpose in any institution.

Sign.............................................
Date........15/12/2020......................

JUDY MUMBUA
EDU-G-4-0178-16

Supervisor: This project has been submitted with my approval as University supervisor

Sign...........Date........15/12/2020

EDWIN MUNA
School of Education
Greetsa University
DECLARATION

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Sign ..................................................
Date..................................................

JUDY MUMBUA
EDU-G-4-0178-16

Supervisor: This project has been submitted with my approval as University supervisor

Sign................................................. Date ..................................................

EDWIN MUNA
School of Education
Gretsa University
DEDICATION

This research study is dedicated to my parents Mr. David Mutiso and Mrs. Josephine M. Munyaka who have been very supportive towards my education, through finances, moral support and general encouragement.
ACKNOWLEDGEMENT

I would like to acknowledge my supervisor Mr. Edwin Muna who have been supportive throughout my study.
LIST OF ABBREVIATIONS AND ACRONYMS

CBC- Competency Based Curriculum

FDSE- Free Day Secondary Education

FGM- Female Genital Mutilation

FPE- Free Primary Education

KCSE- Kenya Certificate of Secondary Education

NLSA- National Longitudinal Survey of Adolescent
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ABSTRACT

The purpose of this study was to explore and examine the factors that influence the academic performance of girls within Masinga Sub County. The study was guided by the following objectives; to find out the influence of sexual harassment on girls performance, to investigate the influence of mentors in the academic performance in secondary schools, to find out the influence of family background on the academic performance of girls in secondary schools, and lastly to examine or determine the extent to which social media affects girls performance in secondary schools. The research design that was employed in the study was descriptive in nature. The research process incorporated both qualitative and quantitative analysis of data. The target population consisted of about 24 schools which comprised of 1 girls’ school and 23 mixed schools within Masinga Sub County from public secondary schools. The population was sampled to ten schools, where 20 teachers and 40 girls were interviewed. The data was later analyzed and percentages obtained were used to examine how the variables had influenced the academic performance of girls in secondary schools. The data was presented in form of figures and tables and also brief explanations were given. The researcher found out that sexual harassment was a major factor that led to poor academic performance of girls within the sub county. Family background was also one of the factors that led to poor academic performance where factors such as parents’ level of education provision of finances and motivation were the outlined factors. Role of mentors in schools if very important and the researcher found out that most of the schools have guidance and counseling sessions for the students especially girls. Social media was also one of the major factors that led to poor academic performance among girls in secondary schools. The researcher found out that most of the students waste a lot of time in the entertainment cites rather than in their studies. This has impacted negatively on their academic performance. The researcher concluded that sexual harassment largely affected the academic performance of girls since they are most vulnerable to sexual harassments. Family background also affected the academic performance where some students lack basic necessities. Most of the schools conducts mentorship programs like guidance and counseling. It was also found out that social media affects the academic performance of girls in secondary schools. The researcher recommended that, the government and other stake holders should focus on establishment of more girls’ schools and also in mixed schools boys and girls should take their studies in separate classes. Girls should be educated on self-awareness and responsible teenage sexual behaviors to curb these sexual harassment, empowerment on the guidance and counseling departments through training of teachers and peer counselors in different schools to be able to encourage students especially girls to study hard and excel academically parents should be sensitized on the need to motivate and encourage their children especially the girls in secondary schools, parents should restrict their children from using phones and whenever they use them, they should be monitored especially the period when they are in school.
CHAPTER ONE: INTRODUCTION

This chapter focused on the background of the study, statement of the problem, purpose of the study, research objectives research questions or hypothesis, conceptual framework, significance of the study, delimitations or the scope of the study, limitations of the study and assumptions in the study.

1.1 Background of the study

Education is perceived as very important simply because it is part of our life. Early childhood and higher education is very important for success in life. Higher education is important for the political, social and economic development of the nation. Education enables students to do the analysis while making life decisions. Life gives various survival challenges for human but education guides human to fight with the failures and get success in life. “Education is the most powerful weapon that can be used to change the whole world” said Nelson Mandela. It makes the national developments fast and also develops good political ideologies. The standards of citizens in a country largely depends on their level of education. Everyone deserves to be educated because education is the first investment for child development. Similarly for nations and governments to make their country develop, their first budget allocation has to be on the education infrastructure in schools, colleges and universities. That’s why it is important for teachers, boards and syllabus developers to regulate topics to certain values and useful goals and this has been achieved by the innovation of the new curriculum in Kenya [Competency Based Curriculum (CBC)].

Girls and women both globally and locally are disadvantaged economically and socially, with limited access to education as the primary factor. Girls and women lack great opportunities in the wage sector employment and in political, economic and judicial making. In addition, limited education has both mental and physical consequences on both women and their children. The major barriers to the education of girls includes patriarchal cultural values and practices with males privileged in all areas of life including education. Girls are expected to prepare for marriage at a young age especially in the rural areas where parents do not encourage the girl child education. Female Genital Mutilation (FGM), menstruation, early pregnancies, sexual violence, forced early marriages, dowries and child birth with labour intensive domestic chores, force girls out of school at a very young age. These factors are compounded by poverty, cultural
values, high school fees and long distances from home to school and also the spread of HIV and AIDS. The World Bank is an active member of the global partnership for girls education initiative where it has globally campaigned for girl child education.

According to the KCSE analysis by the Machakos County Education Board, for the last five years, boys have been performing better than girls and now the main concern by education stakeholders and researchers is the poor academic performance of girls in secondary schools. In Masinga Sub County, girls have been performing poorly basing the arguments on the KCSE result analysis for the last five years. And now unless a remedy is found the trend will continue.

1.2 Statement of the Problem
This study explored the factors that affect academic performance of girls within Masinga Sub County, Machakos County. The researcher decided to focus on Masinga Sub County simply because its performance is slightly poor, compared to other Sub Counties in Machakos County. Again the boys in this Sub County tend to perform better academically compared to the girls hence the need for further research to find solutions to close this gap. It is evident that girls face unique challenges in their learning environment, which may go along affecting their academic performance. According to Nderitu (1999), most of the girl students who sit for KCSE, do not manage to go further and make other studies or even get good jobs due to poor KCSE results. Therefore this research attempted to investigate the factors influencing the academic performance of girls in secondary.

1.3 Purpose of the Study
The purpose of this study was to explore the factors affecting the academic performance of girls in secondary school within Masinga Sub County, Machakos County.

1.4 Objectives of the study
1.4.1 General objective
To find out the social economic factors affecting the academic performance of girls in secondary schools within Masinga Sub County, Machakos County.

1.4.2 Specific objectives
   i. To find out the influence of sexual harassment on girl child academic performance.
ii. To investigate the influence of the availability of mentors on the academic performance of girls in secondary schools.

iii. To establish the influence of family background on the academic performance of girls.

iv. To determine the extent to which social media influences the academic performance of girls.

1.5 Research Questions

i. How does sexual harassment influence the academic performance of girls?

ii. How does the availability mentors influence the academic performance of girls?

iii. How does family background affect the academic performance of girls?

iv. Does social media influence the academic performance of girls in secondary schools in Masinga Sub County, Machakos County?

1.6 Significance of the study

i. The study is intended to improve the academic performance of girls in secondary schools and making girls be as competitive as boys.

ii. The study is important to the education stakeholders by enabling them to make decisions based on the findings of the study.

iii. The study found some negative factors affecting the academic performance of girls in secondary schools and some solutions to those problems.

1.7 Delimitations of the study

The research study was limited and restricted only within Masinga Sub County, Machakos County and only focused on the factors affecting the academic performance of girls in secondary schools within the Sub County.

1.8 Limitations of the study

In this research study, it was difficult for the researcher to detect some kind of false or incorrect information or data from the respondents. Most probably the data collected from the girls in the various secondary schools was not likely corresponding to their actual feelings and their situations affecting their academic performance. Again some schools were very difficult to access due to their strategic position and poor transport system.
1.9 Assumptions of the study

In the research project, the following assumptions were made:

First, it was assumed that the information provided by the respondent was correct and reliable and secondly it was also assumed that the tools used were valid reliable.

1.10 Conceptual Framework

The term conceptual framework refers to a systematic diagram showing the relationship between the independent and the dependent variables.

*Figure 1.1: Conceptual framework*

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**INDEPENDENT VARIABLES**

- SEXUAL HARASSMENT.
  - Girls’ Sexual harassment
  - Early pregnancies and marriages

- FAMILY BACKGROUND
  - Ability to pay school
  - Motivation from parents

- AVAILABILITY OF MENTORS
  - Mentors at school

- SOCIAL MEDIA
  - Facebook
  - Twitter
  - Whatsapp

**DEPENDENT VARIABLE**

- GIRLS ACADEMIC PERFORMANCE
  - KCSE grades

Researcher 2019
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction
This chapter reviewed the literature on the factors influencing the academic performance of girls in secondary schools both globally and locally and also discuss on the theoretical framework of the study.

2.2 The Influence of Sexual Harassment on the Academic Performance of Girls in Secondary Schools
Secondary schools students today have got very high ambitions but do not always make the right choices that maximize their likelihood of educational success. Others are hindered by certain sexual factors in achieving good grades in their education. In this case we found out the extent to which sexual harassment influence girl child academic performance in secondary schools both globally and locally. Harassment may lead to temporary or prolonged stress and or depression depending on the recipient's psychological abilities to cope and type of harassment, and the social support or lack, therefore, the recipient psychologists and social workers report that severe sexual harassment can have the same psychological effects as rape or sexual assault (Koss, 1987). This study aimed at identifying the extent to which these kinds of harassments affect or influence the academic performance of the girl child. Sexual harassments is majorly preventing many girls from attaining their life goals which in turn is heading up increasing social and economic poverty both globally and locally. One of the issue raised in an event handled by World Bank Groups Women (WBGW) was how sexual harassment in schools mostly in secondary schools affect the girl child academic performance. This issue of sexual harassment can be tackled by the government adopting laws concerning sexual harassment in the education sector. Some forms of sexual harassment affecting girls academic performance include; early pregnancies and early marriages. Others end up attaining very low grades hence end up not succeeding in life.

2.3 How the Availability of Mentors Influence the Academic Performance of Girls in Secondary Schools.
Basing on recent literature, it seems that mentoring helps students especially girls to achieve equitable and quality education. This mentorship can tackle some problems such as FGM, early
or forced marriages, early pregnancies, school violence, managing menstruation while in school, risky, substance abuse, family and school relationship. If students are enrolled in a strong mentorship program that can help them acquire the best skills needed to succeed in school and in adulthood. They can also help increase the competition rate. This research program aimed at finding out whether students in secondary schools are offered with mentorship programs as well as guidance and counseling. (Brody 1992) implies that, mentoring is an essential component in the enhancement of teenagers’ educational, social and personal growth.

Again girls are demoralized by the fact that they don’t see many female teachers, female leaders, female doctors, female pilots who have really made it in life as a result of acquiring and furthering in their studies. Recent research done has shown that most of the anti-social behaviors and poor academic performance among girls in secondary schools is caused by lack of role models and mentors in schools. This study aimed at finding out whether the secondary schools in Masinga Sub County, Machakos County are offered with guidance and counseling and determine the extent to which the availability or lack of mentors affect the academic performance of girls students.

2.4 The Influence of Family Background on the Academic Performance of Girls in Secondary Schools.

Secondary school students who live in intact married families have a higher academic performance compared to those in step families, divorced families and single parent families. First grade students born to married mothers are less likely to behave disruptively in school. I.e. disobeying teachers or being aggressive with other students than those born to single mothers. It was reviewed that most likely students who are expelled or suspended from school are to have participated in delinquent activities, having problems getting along with teachers, doing assignments and even paying attention are those from single parent families. A study revealed that students born in married families are nearly two times more likely to finish school than those born to unmarried mothers.

Children who live with both biological parents or with two adoptive parents are less likely to have their school report behavior problems compared to those who live in households without both parents. It is evident that most countries do not support of favor girl child education and therefore most families opt to support boys more than girls. This research found out some of
related family factors which may have contributed to the poor performance of girls in secondary schools ranging from size of the family, the attitude of the parents, the level of parents education and occupation and other home based factors. Phillips (1998) found that parental education and socio-economic status have an impact on student achievement, thus, students with both parents having college education tended to achieve at the highest levels. During menstruation, girls who lack the access to sanitary accessories due to the family status i.e. those coming from poor families are forced to use pieces of clothes or cotton wool which usually makes them uncomfortable fearing that they may end up staining their uniforms hence lowering their self-esteem. Kenyan schools have got 1.5 million girls from both primary and secondary schools who miss four-five days of school monthly due to lack of funds to purchase the required accessories for their menses and this is seen to have greatly impacted on the poor performance of girls in secondary schools hence this research tried to find out the extent to which the family background of students in secondary schools contribute to their performance. (GCN and MOE 2007)

2.5 The Influence of Social Media on Girl Child Academic Performance.

Many parents are worried whether the rise in use of social media is distracting the academic performance of their children. New European research study suggested that the use of sites such as snap chat, twitter, instagram and facebook have got minimum effect on the academic performance of students. There are several contradictory studies on this issue of social media and this has made it difficult to properly assess the issue. Although some studies report that social media has a negative impact on students’ academic performance, other shows a positive influence while others have failed to find any result at all. Social media have negative influence on the academic performance of students. Students who spend more time on social media are likely to perform poorly in their academics this is because instead of reading books, thy spend time chatting and making friends via social media Asemah, S., Okpanachi, R. (2013).

In this study, the researcher sought to find out whether social media has any negative impact on the students’ academic performance especially girls in secondary schools.
2.6 Theoretical Framework

This research study was guided by a theory known as The Maslow’s Theory of human needs and motivation. He developed this theory of human needs and referred it as a hierarchy needs. This law helps us to understand different types of needs of students and explain on how to motivate them and hence seen relevant in the study. This first four needs (physiological, safety, love and belonging and self-esteem) are referred to as deficiency needs and for them to be satisfied they depend on other people. The fifth need that is self-satisfactory is also known as *being need* simply because for it to be fulfilled it depends on the individual. The researcher viewed this theory as being important and relevant in this study, by examining it to its application in school, classroom and the community environment as well, so the researcher sort to determine the extent to which the physiological needs are met concerning learners both in school and at home as well.

Students’ security is very important, in schools students fear to be harassed or even to be bullied by the older students or peers or even to be chastised by teachers or their parents too. The school and the community at large should ensure that students’ are protected from those fears. There is also need to show students love i.e. showing the need to have friends and family which shows love to them and bring to students a sense of belonging. At school, teachers should foster good teacher-pupil relationship, good pupil-pupil relationship and also good school-community relationship because these relationships bring about good and conducive learning and teaching atmosphere for both students and teachers.

In the esteem needs, learners should be helped to develop positive self-esteem in their lives by treating them well and showing them that they are worth and have a great value to people. In exams students should be examined according to their levels and also be congratulated and rewarded when they excel and for those who do not excel should not be ridiculed but rather they should be encouraged and helped where necessary.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction
This chapter talks about the methodology that was used in the study. It describes the research design, the study area, the target population, the sample size, the sampling techniques, the research instruments, data collection procedures, validity and reliability, data analysis and logical considerations.

3.1 Research Design
The study was descriptive in nature. Descriptive survey research method refers to collection of data or information by interviewing or administering questionnaires to a given sample of respondent (Rodeo 2005). The study also included both qualitative and quantitative approach.

3.2 Study Area
This research study was carried out in Masinga Sub County, Machakos County and area which is likely to be semi-arid compared to the other areas in the neighboring sub counties.

3.4 Target Population
According to Mugenda and Mugenda, “population is defined as the whole group of individuals to which the researcher is aiming at or is interested with, to carry out his or her study.” The study targeted girls and mixed secondary schools within Masinga Sub County, Machakos County. A total of 1 girl’s school and 23 mixed schools comprised the target population. The study target was 10 schools whereby a total of 20 teachers and 40 students were the respondents.

3.5 Sample Size
Sampling refers to the procedure of selecting a number of objects or individuals from a population in such a way that the selected group contains elements representatives of the characteristics. A sample size refers to a subject of the total population that is used to give the general vies of the target population (Kothari 2004). This study was carried out in 10 secondary schools within Masinga Sub County. This figure was derived from systematic random sampling which targeted schooling girls in the sub county.
3.6 Sampling Techniques
The sampling technique that was used in this research study was stratified random sampling so as to suit co-educational secondary schools and single or pure girls’ schools. Random sampling was used to select the schools in Masinga Sub County. This sampling technique was preferred so as to achieve the desired representation of the population.

3.8 Research Instruments
According to Borg and Gall 1993, “research instruments are tools for collection of data. There are several instruments that a researcher can use depending on the nature of the study or rather the kind of data to be collected and the type of targeted population. Characteristics found in the entire group (Orodho & Kembo 2005). In the case of this study, the researcher used questionnaires and observation techniques.

3.9 Validity and Reliability
According to Oso and Omen (2008), “validity refers to the extent to which a research instrument measures what it intends to. It also refers to the correctness, appropriateness and meaningfulness of the specific reference which are selected in research. Frankel and Wallen (2004). The validity of the data collection in this research study was done by piloting the questionnaire to the selected respondents. This enabled the researcher to identify whether the instruments made are able to capture the required information.

Reliability refers to the degree to which the research instruments yield the same result of data after repeated trials (Mugenda & Mugenda, 2003). The researcher used split into half technique, whereby two halves of a test were used after the research, the researcher calculated a correlation coefficient for the two sets of scores. The same results were derived from the two halves and hence the instrument was considered reliable. In research, reliability decreases random error refers to the deviation from the true measurement and it may occur due to inaccurate coding, interviewer’s bias and fatigue. This study tried to minimize errors hence increase the reliability of the data collected.

3.10 Data Collection Techniques
For the researcher to collect data from the selected schools, an introductory letter from the university was given identifying the researcher as a student of the university. Again a research
permit was obtained from the ministry of education so as to enable the researcher to visit the selected schools and collect the data required for the purpose of the research.

3.11 Data Analysis
Data analysis refers to the act of examining recorded data critically and making correct inferences. In this study data analysis involved both qualitative and quantitative approach where by the quantitative dealt with descriptive technique. The data was analyzed systematically, edited accurately, consistently and uniformly by the researcher in order to obtain the relevant information.

3.12 Logistical and Ethical Considerations
In research, logistics refers to all the processes and activities that a researcher aims to address or even carry out so as to ensure a successful completion of the project. In this study the researcher was very careful considering the pre field, field and field logistics. The researcher ensured that it was clear to all the participants that the process was voluntary and confidential. According to Saundibileiis and Thorn Hill, “research ethics refers to the appropriateness of the researcher’s behavior in relation to the rights of the respondent. Ethical considerations were applied by the researcher so as to ensure the success of the research study.
CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.1 Introduction
This chapter presents the study results on factors influencing the academic performance of girls in secondary schools in Masinga Sub County, Machakos County. The chapter discusses variables on sexual harassments, influence of the availabilities of mentors, influence of family background and also the influence of social media to the academic performance of girls. The data has been presented using distribution tables, figures and brief explanations provided to clarify the findings and results on the tables and figures.

4.2 Questionnaire Return Rate
The researcher had given out 24 questionnaires of which 20 of them were received.

<table>
<thead>
<tr>
<th>questionnaires</th>
<th>administered</th>
<th>Returned</th>
<th>Percentage returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers</td>
<td>24</td>
<td>20</td>
<td>84.44</td>
</tr>
</tbody>
</table>

*Table 4.1: questionnaire return rate*

4.3 Sexual Behaviors and Harassment

4.3.1 Teachers Response

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>to a very small extent</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>to a small extent</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>to a moderate extent</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>to a great extent</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>to a very great extent</td>
<td>2</td>
<td>10.0</td>
</tr>
</tbody>
</table>
This section aimed at finding whether sexual harassment of girls was one of the contributions to their poor performance in the academic field. From the findings, it was clear that girls are usually more vulnerable to sexual harassment and it is one of the reasons that contributes to their poor performance. Sexual harassment have led to early marriages and early pregnancies which lead to even some dropping out of school.

Table 4.2: Sexual harassment; teachers response

Table 4.3: Sexual harassment, students’ response

The above table summarizes the students’ response on whether teenage sexual harassment affect their academic performance. The study revealed that teenage sexual harassment affects the academic performance of girls. The study found out that 4 out of the 40 students that is 10% said that sexual harassment affect their performance to a very great extent. 18 out of 40 said that sexual behaviors affects their academic performance greatly, 11 out of 40 also said that sexual harassment affected their performance moderately and these responses carried 82% of the respondent so it was evident that sexual harassment affect the academic performance of girls in secondary schools.

4.4 Availability of Mentors

4.4.1 Teachers Response

This section sought to examine the extent to which availability of mentors have influenced the academic performance of girls in secondary schools. The researcher found out that lack of mentors contributes to poor academic performance of girls. However, this was not to a very great extent since most of the schools usually hold guidance and counselling meetings. These meetings are usually aimed at encouraging girls to work hard and that they can shape their future through
excelling in education. Several schools usually host outside guests to talk to the students and also teachers themselves usually take sessions to talk to girls. The data collected on this is as indicated below through tables and figures.
From the findings of the study, it was clear that most of the schools have made efforts in provision of guidance and counseling to the students through internal and external mentors. Hence lack of mentors is not one of the major factors affecting the academic performance of girls in secondary schools.

**4.5 Family Background**

**4.5.1 Teachers’ Response**

The study also aimed at examining whether family factors such as size of the family, level of parents education and occupation and financial status affect girls academic performance. The study found out that family related issues contribute to poor academic performance of girls. The researcher found out that most students come from relatively poor background where most of the parents were not so much educated hence couldn’t value the girl child education by even giving
the boys the first priority to acquire education and even not sending the girls to quality schools to attain quality education. It is evident that most students who came from families where the parents had little or no education lacked motivation to study. Most of the girls from families where most parents had little or no education, seemed to be against the girl child education by even not providing the basic needs like school fees, revision books and uniform and their personal effects hence these family problems and issues have greatly contributed to the poor performance of girls in secondary.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>to a very small extent</td>
<td>1</td>
</tr>
<tr>
<td>to a small extent</td>
<td>4</td>
</tr>
<tr>
<td>to a moderate extent</td>
<td>5</td>
</tr>
<tr>
<td>to a great extent</td>
<td>8</td>
</tr>
<tr>
<td>to a very great extent</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 4.6: family background: teachers response

4.5.2 Students’ Response

The study also found out from the students that family background was one of the factors that would lead to poor performance by girls. Some girls lack enough motivation from parents whom education levels are very low. Others due to financial constrains in the families, they fail to access essential things and services that they would need in their education such as school fees, school uniforms and personal effects like sanitary pads, tissues and others.
This study sought to find out the extent to which social media is affecting the girl child academic performance specifically in secondary schools. From the findings the researcher found out that most of the girls in secondary schools have access to mobile phones especially when at home. These students usually don’t use the mobile phones for study purposes but to entertain themselves through social media. This has impacted negatively to their academic performance.

### Table 4.7: family background: Student’s response

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>to a very small extent</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>to a small extent</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>to a moderate extent</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>to a great extent</td>
<td>16</td>
<td>40.0</td>
</tr>
<tr>
<td>to a very great extent</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Figure 4.8: influence of social media**

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>to a small extent</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>to a moderate extent</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>to a great extent</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>to a very great extent</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### 4.6 The Influence of Social Media

#### 4.6.1 Teachers’ Response

This study sought to find out the extent to which social media is affecting the girl child academic performance specifically in secondary schools. From the findings the researcher found out that most of the girls in secondary schools have access to mobile phones especially when at home. These students usually don’t use the mobile phones for study purposes but to entertain themselves through social media. This has impacted negatively to their academic performance.

#### 4.6.2 Students’ Response

From the study findings, the researcher found out that social media is one of the major factors contributing to poor academic performance of girls. Most of the students agreed that they had phones at their home or they get access to them. The students usually use the phones to chat and to visit other social cites just for entertainment. They agreed that they usually spend a lot of time
using phones and that they rarely use the phones for studying. Through such issues, social media have contributed to poor academic performance for girls in secondary school.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>to a very small extent</td>
<td>1</td>
</tr>
<tr>
<td>to a small extent</td>
<td>3</td>
</tr>
<tr>
<td>to a moderate extent</td>
<td>11</td>
</tr>
<tr>
<td>to a great extent</td>
<td>20</td>
</tr>
<tr>
<td>to a very great extent</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
</tr>
</tbody>
</table>

*Table 4.8: influence of social media; students response*
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the study, conclusion, recommendation and suggestion or recommendations for further research to fill the gaps which the researcher has identified as important and on which further research can be done.

5.2 Summary of the Study
The rationale of this research study was to find out the social economic factors influencing the academic performance of girls and which are leading to their poor performance in academics. The parameters that were analyzed included sexual harassment, availability of mentors, family background and influence of social media.

The research study used descriptive research design and for the purpose of data collection the researcher used questionnaires as the instrument to gather data. The study target was 10 schools whereby a total of 20 teachers and 40 students were the respondents. The data was analyzed in both qualitative and quantitative manner.

Key findings from the study revealed that;

Sexual harassment is on one the factors that have contributed greatly to the poor performance among girls in secondary schools within Masinga Sub County, Machakos County. Girls, due to their vulnerability in sexual harassment have suffered much consequences which leads them to lagging behind in academics. Early unplanned pregnancies and early marriages are some of the effects.

The study also found out that in most of the schools, there are programs that schools have put in place to encourage, guide and council students especially girls. This have contributed to improvements in some students’ academic performance. The researcher found out that there are mentors who usually talk to students and thus it is not one of the major factors contributing to girls’ poor academic performance.

According to the findings, family background is one of the major factors leading to poor performance of girls. Parents’ level of education, parents’ financial status and occupations and
also their ability to give motivations to their children contributes greatly to their academic performance.

According to the study findings, social media also influences to a great extent the academic performance of the girls in secondary schools. The students’ uses or wastes a lot of time entertaining themselves through phones rather than in their studies. They also rarely use the phones not in research and studies but for entertainment.

5.3 Conclusion

From the findings, it is clear that there are a number of social economic factors affecting the academic performance of girls in secondary schools in Masinga Sub County, Machakos County. Sexual harassment, family backgrounds and social media are major factors affecting girls’ academic performance. Availability of mentors is not a major factor affecting girls’ academic performance in this sub county because it was evident that most schools were mentored.

From the findings of the study, it was clear that sexual harassments largely affect the academic performance of girls. This is because girls are the most vulnerable to sexual harassments.

Family background of the students is another factor affecting the academic performance of girls in secondary schools where students lack the basic necessities like school uniform, revision books and school fees. Hence this hinders their performance in school.

From the findings, it was clear that most schools offered guidance and counseling to their students and also invited mentors to guide their girls hence the availability of mentors did not affect the academic performance of girls at a great extent.

Mass media is another factor affecting the academic performance of girls in secondary schools, it was found out that most girls had access to mobile phones both at home and at school whereby most of them did not use them for learning purposes but just accessing the websites for entertainment and this has greatly affected their academic performance.

5.4 Recommendations

From the findings of the study, it is very clear that the extent to which the academic performance of girls in secondary schools especially in Masinga Sub County calls for a serious concern from the educational stakeholders. The findings of this research study has revealed that the factors that
greatly influence the academic performance of girls include; sexual harassment, family background and influence of social media. The researcher made the following recommendations so as to improve the academic performance of girls in secondary schools.

The government and other stake holders should focus on establishment of more girls’ schools and also in mixed schools boys and girls should take their studies in separate classes. Girls should be educated on self-awareness and responsible teenage sexual behaviors to curb these sexual harassment.

Parents should be sensitized on the need to motivate and encourage their children especially the girls in secondary schools. Parents should also put effort in making sure that they provide to the essential needs of their students during their school time.

The government, the ministry of education, the schools managements and other stakeholders should empower the guidance and counselling departments through training of teachers and peer counsellors in different schools to be able to encourage students especially girls to study hard and excel academically.

Parents should restrict their children from using phones and whenever they use them, they should be monitored especially the period when they are in school. They should also monitor their studies and make sure the children spends more time on books and not on their phones.

5.5 Suggestions for Further Studies
Since the study was delimited to secondary schools within Masinga Sub County Machakos County, examining factors that lead to girls’ poor academic performance, it is suggested that:

i. Further studies should be done in other sub counties to examine whether the factors that lead to poor academic performance among girls in secondary schools are similar.

ii. The study also suggested that more research should be conducted to identify whether there are other factors that contribute to poor academic performance among girls.
REFERENCES


APPEMDICES

Appendix 1: Questionnaire

Appendix 1.1 Teachers Questionnaire
Please indicate your gender, Male [ ] Female [ ]
Type of school: Girls boarding [ ] Girls day [ ] Mixed day [ ] Mixed Boarding [ ]

<table>
<thead>
<tr>
<th>Factor</th>
<th>To a very great extent</th>
<th>To a great extent</th>
<th>To a moderate extent</th>
<th>To a small extent</th>
<th>To a very small extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual harassment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early pregnancies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of mentors</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Influence of social media</td>
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</tr>
</tbody>
</table>

The following factors have led to poor performance among girls in your school.

Appendix 1:2 Students’ Questionnaire
Please tick one;

<table>
<thead>
<tr>
<th>Factor</th>
<th>To a very great extent</th>
<th>To a great extent</th>
<th>To a moderate extent</th>
<th>To a small extent</th>
<th>To a very small extent</th>
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</thead>
<tbody>
<tr>
<td>Early marriages</td>
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<tr>
<td>Lack of mentors</td>
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