

Factors Influencing Academic Performance Of Standard Eight Girls In National Examinations In Public Primary Schools: A Case Of Matungu Division.

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ABSTARCT: This study is designed to establish the factors influencing academic of standard eight girls in public primary schools in National exams in Matungu division. The researcher aimed at finding out why there is increased low performance of girls in public schools despite the fact that they are assessed through periodic performance tests, do continuous assessment tests (CATS), midterm, carry out tuition and the provision of free primary education which is aimed at improving academic performance. This study adapted a descriptive survey design as a major method of research where data was collected by the researcher members of a population under study. The target population comprised of Head teachers, teachers, pupils, parents and parent schools representatives. Purposive sampling and simple random technique were used. Data was collected by use of questionnaires and interview guides. Data was analyzed by use of descriptive statistics constituting frequencies and percentages. The study established that girls were exposed to harsh school environmental conditions, they walked long distances to school, schools lacked facilities like toilets, libraries and were exposed to male pest teachers. There were also teacher factors like training, teacher shortage and motivation that affected girl's performance. The study came up with recommendations for improvement of girl's academic performance. More public schools should be build to reduce on distance and also overpopulation. The ministry of Education should monitor and evaluate the academic performance of girls in rural areas. The government should put up strict rules on "pest teachers". The ministry should hire more teachers.

Index term: Academic, Performance, National examination and primary school

CHAPTER ONE

1.0 The background of the study

Low academic performance was defined as failing to meet the average academic performance in test or examination scores, as determined by a set cut off point. (African population and health research center policy brief; 2008). According to Best and Kahn (1998), performance is the process of the quantifying past action. This is a process that ensures school/organizations pursue strategies that lead to achievement of the overall goals and objectives. According to National Assessment of Education program (NAEP; 1990) of US girls performance has stagnated or fallen in most subjects since 1970 with targets and most thoroughly established accruing in basic literacy. The results from the International Evaluation of Education Achievement, (IEA 1998) which tested the performance of girls from numerous countries in both 1970 and 1990 showed that their academic performance was low (Stedman 1991).

According to UNESCO and UNICEF (2007) report on education, Education for All (EFA) was launched in 1990 to ensure that by 2015 all children particularly girls, access to and complete, free and compulsory primary education of good quality. According to the International Center for Research on Woman (ICRW; 2002), the education that a girl receives is the strongest predictor of the age she will marry and is a critical factor in reducing the prevalence of child marriage. In Kenya, according to Kenyan Institute of Education (2008), Education has eight goals which include to foster nationalism and patriotism, to promote individual development, promote religious values, promote social equity, promote international consciousness and promote positive attitude and promote environmental consciousness. The poor academic performance of girl pupils in Kenya has been a concern for the government for over the past five years. The schools have shown poor performance of girls in all National Examinations and as one director put it "their Kenya Certificate of Primary Examination (KCPE), has been appalling." (Kiyiapi; 2009). The girls have been performing poorly in the National Examinations administered by Kenya National Examination Council (KNEC). According to (KNEC, 2007) the examinations are free from bias, valid, reliable, relevant efficient and globally accepted standards. According to Hussein, (2009) Kenya Certificate of Primary Education (KCPE) results, confirmed that boys performed better than girls and also private schools performed better than public schools. The study sought to establish the factors influencing academic performance of Standard eight girls.

1.1 The Statement of the problem

The education of the girl child is very important to any society. It leads to improved standard of life for a big part of the population since educated girls would become women who are conscious of health issues like hygiene and diet. Poor performance of the girl child is thus an issue that

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would require a lot of consideration on ways to rectify it and thus reap benefits, (Kimacia, 2002). The study endeavors at determining the factors that influence academic performance of standard eight girls in national examinations in Matungu division public primary schools. According to Matungu DEO's office statistics for the past five years, in Matungu division girls have been performing poorly than boys. This was occasioned by the fact that despite their performance being monitored periodically by doing continuous assessment tests, mid-term, tuition carried out prior to the examinations the final examinations results were always lowly ranked.

1.2 The main purpose of the study

The main purpose of this study was to establish the factors influencing academic performance of standard eight girls in national examinations in public schools in Matungu division.

1.3 The objectives of the Study

The study was guided by the following objectives.

1. To determine the school environment factors that influence academic performance of standard eight girls in National examinations in Matungu division.
2. To investigate the teacher factors that influence academic performance of standard eight girls in National examinations Matungu division.

1.4 Research questions.

1. What are the schools environmental factors that influence academic performance of standard eight girls in National examinations in Matungu division?
2. What are the teacher factors that contribute to the academic performance of standard eight girls in National examinations in Matungu division?

1.5 Significance of the study

Women get involve in income generating activities, which help them meet the basic needs of their families. Women are said to be economic actors in that they participate a lot in economic productive activities, which generate a lot of income. They only lack education that is useful in utilizing the capital they have to invest in viable projects which can generate more income (Riria, 2004). The finding of this study is hoped to be useful to the educational institutions that offer primary Education to girls to know the steps to undertake for the girls better performance. The study may also help parents countrywide on measures to undertake for their girls to perform better in National examinations. The planners and N.G.Os who may offer to sponsor girl child education so that they can compete effectively to raise the economy of the country. The findings of the study may enable the government to utilize funds as per planned ventures. The findings may also enable members of the nation to know that education of girls is very important. That is if women are empowered with education, a rapid progress in the economic status of the country can be realized since they are primary producers through the economic activities they do. Findings of the study may also be very useful to school stake holders that intend to promote performance of girls. They would know the factors that lead to low academic performance in their schools and hence take remedial action. This study may also be helpful to other researchers who may have interest in the same

topic. They may attain knowledge on how girls can perform better their importance in the society and a nation as a whole.

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

This chapter examined the literature related to the low academic performance of girls in the world especially in low developed countries. The review for literature for this study was drawn from books, journals, Newspapers, government publications and documents, reports that may had bearing wholly or partially on the field of academic performance. The literature for this study will review the factors influencing low academic performance of standard eight girls in national examinations in public schools in Matungu division. The school environmental factors on girl's performance, the teacher poor performance and the parental support variables affecting performance.

2.1 The school environmental factors that affect academic performance of girls.

According to Moore and John (1957), girls face many environmental challenges. Harsh school environment including sexual harassment, distance, facilities and resources. This paused as great challenge to their academic performance.

2.1.1 Harsh school environment

Hyde (1989), defined an ideal environment as one in which girls and boys feel safe and able to achieve their full intellectual physical and emotional potential in whatever that respects differences in gender, inabilities in kind and degree in culture. Cohen (1970), defined school as an institution, with specialized personnel apparatus, formal and stereo typed means of instruction, a curriculum and rationally defined manifesto objective, Cohen further noted that schools intended so that people may learn things and do so under the guidance of the teachers.

2.1.2 Pest teachers

According to Okwach and Abagi (2005); Harsh school and classroom, environment including sexual harassment of the girl pupil by male teachers were common. DNA (2010); supported by stating that more than 1,000 teachers had been sacked in Kenya for sexually abusing school girls in the past two years. Gender children and social development, ministry official A.Hussein said most of the victims were rural primary school pupils aged between 12 and 15 years. Mr. Weke, a program director for Cradle, a Child Rights Foundation in Kenya concurred with the above that the problem was widespread, citing a primary school in Nyanza which had over 20 pregnant girls of which teachers were responsible. DNA (2010). Ngaroga (2008) noted that the pupils are over crowded with a poor pupil teacher ratio. The girls shy off because they cannot be attended to by the teacher.

2.1.3 Distance as barrier to learning

Lockheed and Vespoor (1990), noted that children who lived a long way from school are prone to absenteeism and fatigue. This particularly increased the constraints for girls. According to a research carried out by the research center

for innovation and development in Nepal, for every kilometer of distance a child had the highest number than the boys.

2.1.4 Facilities

Kwesiga (2002); noted that school facilities determined the quality of the school which in turn influenced the achievements and attainment of its pupils. NESCO/UNICEF (1990); recent studies pointed to the fact that lack of privacy for girls such as the absence or poor toilet facilities contributed to periodic truancy and ultimately led to some girls dropping out of school. Kwesiga (2002) emphasized that in rural Africa children start school late and once girls reach puberty they need special facilities, which had been and still are lacking in schools. Grant (1971); asserted that it is very difficult for girls to concentrate if toilets are not enough. Brunner and Jerome (1961) suggested that lack of or inadequate sanitation facilities particularly toilets negatively affected girls education more than boys. This is because girls need sanitary facilities that give them privacy. Oriedo (2010) emphasized that where they share with boys as it happens in many rural primary school, they are embarrassed especially when they reach puberty. Ng'aroga (2008), noted that with the introduction of Free Primary Education (FPE), pupils had adequate exercise books, however classrooms and other physical facilities such as desks are far from adequate. Girls feel shy to share desks with boys and this may affect their attention. According to Fuller (1985); desks, instructional materials, especially textbooks, school library activity, teacher quality and school administration are quality elements related to the achievements. Eshwani (1987); asserted that once the child enters school, the characteristics of the institution may influence his or her performance.

2.1.5 Resources

Dewey (1963), noted that the new curriculum seem to have failed to respond to the problems of low quality curriculum materials irrelevant content and inappropriate instructional approaches. Eshwani (1993); supported the above by stating that the harmful effects of unsatisfactory teaching is made worse by the grave shortage of textbooks, science apparatus teaching materials and by large classes found in many schools. Deutsch (1969), noted that desks instructional materials especially textbooks, school library activity, teacher quality and school administration are quality elements related to the achievements. According to Kwesiga (2002), teachers were less attracted to rural areas where Scholastic materials including textbooks furniture and other materials are less available. Because of this, rural children migrate to urban areas to seek better schooling. Lambo; (1960), emphasized that the situation presents more constraints for girls whose parents may not be willing to let them move far from home. Ng'aroga, (2008), noted that a teacher should make use of teaching resources because they arouse learner's interest and promote their desire to learn. According to Mills (1974), the physical conditions under which a class was working affected the girls moral and their degree of motivation. Mills (1974), emphasized that a student is not well motivated if he is cold or cannot see properly or is squatting on an uncomfortable stool.

2.2 Teacher factors that affect Academic Performance

Durojaiye (1983), noted that teacher's attitude, teacher training qualification, teaching process and motivation of the teacher play a bigger role in girl's academic achievement.

2.2.1 Training and qualification

According to Koech report (1999), he recommended that the admission criteria for teacher training colleges be reviewed to ensure, that only qualified candidates were admitted. Lambo (1961), noted that the teacher-pupil ratio should be one to forty (1:40) in primary schools with at least one teacher per class. Ngaroga (2008), supported by stating that the pupils are overcrowded with a poor pupil-teacher ratio. The girls shy off because they cannot be attended by the teacher. Thompson (1987), noted that the way in which teachers are recruited and trained may adversely affect pupils' performance. Their experience tends to be largely confined to the society of the school, they may teach about urban living without having lived in a town, manufacturing process without having seen a factory. Livingstones (1954), asserted that despite the assumption that women are naturally good teachers their training gets less attention than it deserves. Kwesiga (2002) emphasized that female teachers are not so well regarded and respected as males and their potential as positive role models is weakened by the generally lower status of women. According to Moumouni (1968), a good training is very necessary to help a teacher develop his interest and ability for teaching girls. Grant (1972), emphasized that no one should enter teaching profession unless he is determined to do his best for the children. Hyde (1989), notes that incalculable harm can be done by lazy or careless teachers on girl's performance. Eshwani (1993), noted that most schools faced a lot of problems in terms of finance and qualified teachers as a result of which pupils performed poorly in national examination. Harish and Dale (1957), emphasized that management skills of head teachers should be upgraded. Their role as teachers in the inspection and supervision of teachers should be widened. Lewis (1984), asserted that teacher morale, professional support and awareness of educational possibilities through adequate pre- and in-service training are critical determinants of curricular quality. According to Kamunge report (1988), teachers of primary schools should be assigned to teach the subjects they are best qualified in. Mills (1974), noted that sound training imparts not only a way of doing but also a way of training, so that a trained teacher confronted with a situation acts wisely and quickly. Prescott (1938) emphasized that in recent years, it has been found that good supervision increases productive efficiency and supervision can be improved with training.

2.2.2 Teaching process

Farrant (1980), noted that, teachers have to content not just with pupils but with all the pressure groups concerned with education including parents, community, political and ideological groups and management. This affects their delivery. Grant (1971), noted that some children learn quickly while some learn slowly. If the teacher may not organize his/her teaching method then learners may be affected. According to Abiero (2009), most primary school teachers are female and therefore pupils do not get the

opportunity to be taught by both male and female teachers which is important in identity development, this may have a negative impact on the learners. Thomson (1981), noted that African school systems are bookish oriented towards higher level of education which are beyond the reach of the majority of their pupils, divorced from the life and culture of the local people. Thompson (1981), emphasized that the methods of teaching in use are examination centered and authoritarian failing to produce original thinking. Ngaroga (2008), noted that teachers face many challenges when teaching an overcrowded class, maintenance of discipline is difficult. Ngaroga (2008) emphasized that this is due to the large size of the class with a wide range of learners' interest and growth needs. Discipline enhances teacher pupil relationship. Disciplined pupils settle down quickly to do class work without wasting time. According to Kelly (2001), many teachers are either infected by HIV/AIDS thus unable to be efficient and effective in their work. Ngaroga (2008), noted that HIV/AIDS pandemic will erode the gains already made in all sectors of education, some pupils especially girls withdraw from school to attend to the sick relatives while the number of teachers is reduced by deaths and the ailing ones are often absent from school. Abiero (2009), stated that in cultures where females are to be submissive, supervision of female teachers by male education officers may be compromised. According to Stone (1996), the most successful teacher is one who is in close touch with the pupils' own problems and difficulties. Mills (1974), noted that teachers should be given every opportunity to keep pace with new technical and organizational developments, refresher courses should be run whenever necessary. Shiff (1968), concluded by noting that a good teacher must be a man/woman of purpose. Mills (1974), emphasized that the teacher must know exactly what he is trying to do and must be able to persevere in doing it so that he develops in the class essence of achievement.

2.2.3 Attitude of the teacher

William (1920), noted that male and female teachers have sometimes been found to have negative impact on girls in the classroom. According to Kwesiga (2002), male teachers may be impatient with girls and their attitudes have proved to be biased in favour of boys. Stone (1966), emphasized that lower achievement by girls may be lack of encouragement by teachers. Pala and Awori (1978), noted that only a small proportion of women hold positions in high and middle-level employment. The jobs which women hold (teachers, nurses and secretaries) are not as highly paid as those held by men in public and private sectors hence they tend to relax when carrying out their duties. According to Tanner (1961), boys' work appears to teachers to be better than that of girls and that girls lag behind boys in achievement. Research carried out by Kokurirwa (1982), revealed that teachers in mixed schools pay more attention to boys. In the United Kingdom, teachers were found to devote 63% of their time attending to boys marginalizing or ignoring girls. Kokurirwa (1982) noted that girls are treated as a group while boys are given individual attention. Thompson (1987), asserted that the education system does not encourage the poor teacher to improve his work and actively discourages the good teacher from working to the maximum of his capacity. According to Cohen (1970), the committed enthusiastic and able teacher who constantly

seeks ways of improving his teaching finds himself year by year on the same salary scale as the discontented idle and inefficient teacher. Musgroove (1953), noted that teachers are warned to beware of intellectualist fallacy of assuming that children have internalized what they have learned. Beeby (1966), emphasized that where knowledge and belief conflict, knowledge is likely to yield to belief.

2.2.4 Motivation of the teacher

According to Kamunge report (1988), on education and manpower in the next decade and beyond, proposed increase in the salaries of teachers so as to retain qualified staff. Wandira (1971), noted that the incentive for the teacher to work well is limited since conventionally promotions are made on the basis of the level of qualification of the teacher and his length of service, the actual quality of his work may be less significant. Abagi and Okwach (2005) asserted that inappropriate and/or inadequate policy and legal frameworks and statements have negatively affected the development of quality education. Okwach and Abagi (2005) further notes that this has led to overloaded inappropriate and gender insensitive curricular. Tomkins and Izard (1965), asserted that the influence of female teachers is an important motivating factor. Kwesiga (2002), emphasized that as role models, female teachers motivate girls to enroll and to increase their attendance and performance. Wandira (1970), support this idea by saying that the teacher is not intrinsically motivated hence cannot make improvements on academic performance. Thompson (1987), further noted that many young people enter teachers training because they have failed to achieve selection for further stage of formal education.

2.3 Theoretical framework: human capital theory

This study will be guided by the human capital theory an investment in education. The human capital theory postulates that education and training are a form of investment in human beings. Like any other investment it gives returns which are reflected in the earning of educated people. The underlying belief is that education creates assets in the form of knowledge and skills which in turn increases the productivity of educated workers. As a result those with more education receive higher lifetime earning than those with less or no education. The theory rests on the assumption that workers are paid according to the productivity and that the educated workers earn more than the less educated or illiterate is assumed to reflect their higher productivity. The theory will guide my study in knowing the importance of the girl's education to the family and society at large. Joyce and Seghn (1994), supports the theory by noting that education of the girl child is very important to any society. The assumption beside the theory is that it leads to improved standard of life for a big part of the population since educated girls will become women who are conscious of health issues like hygiene and diet. According to Ngaroga (2008) education is seen as a way of moving out of poverty and a ticket for upward social mobility. Education memorandum (1925) urged the government to give greater attention to the education of girls because of their potential contribution as wives and mothers to the welfare of the entire community.

CHAPTER THREE RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented the research methodology that was used in the study. It included the research design, the target population, sample selection techniques and sample size, research instruments and their validity and reliability, methods of data collection and data analysis.

3.1 Research Design

The study will employed a descriptive survey research design. Descriptive research survey design describes a thing, situation or phenomenon and sought to give complete and accurate description of a situation at hand. However, Harper and Boyd (2002) cautions that it shouldn't be concluded that descriptive studies should just be concerned with fact gathering expeditions. It also enables direct generation of information. It creates the in depth responses through sharing on past, present and future possibilities that consequently provided a good understanding of the phenomenon under study. Isaacs and Michael (1990) noted that the information gathered through survey design can also be used to answer questions that have been used to solve problems that have posed or observed, to assess needs and set goals. The descriptive survey design was appropriate since the study sought to describe the factors influencing academic performance of standard eight girls in National examination in public schools in Matungu division.

3.2 The target population

Mugenda and Mugenda (1999), noted that the target population is a population to which the researcher wants to generalize the results of the study. In this case, the target population for this research comprised of 10 head teachers, 100 teachers, 700 pupils, 240 parents, 10 parent school representatives bringing a total target population to 1060 (D.E.O, Matungu 2009).

3.3 Sample selection and sample size

Borg and Rumble (2001), pointed out that 10% of the target population can make a reasonable sample size. In this case the sample size was 106 respondents. The study selected 106 respondents by use of simple random sampling including 10 parent school representatives. Out of the 106 respondents 6 did not return the questionnaire reducing the sample size to be 100. According to Borg and Gall (1993), random sampling refers to selecting a number of subjects or the sample approximates the broad characteristics inherent of the total population. Basing on Borg and Gall (1993) the researcher used simple random sampling technique to single out 20 teachers, 20 parents and 40 pupils from the 100 respondents. Purposive sampling technique was used to select 10 parent school representatives and 10 head teachers with the intentions of collecting specific information about their schools performance organization aims and the general academic functioning of their schools through interview. The sample size was reduced to 100 because 6 did not return the questionnaires.

3.4 Data collection instruments

According to Oso and Onen (2008), instruments are tools used to collect data. They include both primary and secondary data. The common tools include questionnaire and interviews. Analysis (Kothari 1990). This study used questionnaires and interviews to collect data.

(a) Questionnaires

The study used questionnaire as one of the methods of data collection instruments. The respondents of the questionnaires were the head teachers, teachers, pupils and parents. According to Mugenda and Mugenda (1999), questionnaire is a self-report used for gathering information about variables of interest in an investigation. The questionnaires were used to collect data from the members of a population sample selected. The study employed ended and closed ended questionnaires which was administered by the researcher to the head teachers, teachers, pupils and parents that were selected at random for the purpose of searching information. The closed ended ones was designed to capture personal demographic details of the respondents while the open-ended part was used to capture the respondents' views concerning the school.

(b) Interview schedules

This was person-to-person verbal communication where one person or groups of persons asked the other questions intended to elicit information (Oso and Onen 2008). The study used structured interviews to obtain information from the respondents who were parent school representatives. The interview schedule helped the researcher to get required information on the school, teachers, pupils and parents and how these groups positively or negatively affected girl's academic performance.

3.5 Validity of research instruments

Validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Mugenda, 2003). The study was pilot tested on two schools in the neighboring Koyonzo division before the actual was carried out. The researcher administered the research instruments to two schools different from the selected population sample but with same characteristics as of those of the real sampled group. The purpose of this pilot testing was to check whether the tools measured what they were supposed to measure. It was also used to yield suggestions for improvement to be done on the research tools. The researcher made corrections on ambiguous questions and then sent back the questionnaires with correction. After pilot testing the researcher determined if the questions elicited the expected responses.

3.6 Reliability of the research instruments

According to Mugenda (1999) reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Stempey and Wesley (1989) conformed that test-re-test enables the researcher to receive important feedback on how questions can be reviewed to be more effective and relevant. The test-re-test is done to people who have some similarities to those who will actually be covered in the actual study. To ensure

reliability of the questionnaires during test-re-test, the researcher checked on the consistency at which questions were generating responses. The responses of the questions were analyzed. The results were analyzed to ensure that questions were properly designed and put across in the simplest way possible. This enabled the research instrument to yield consistent results or data after repeated trials (Mugenda and Mugenda (2003). In the process of test-re-test, the researcher noted down and discussed with the supervisors and interpreted the circumstances upon which arguments were made. This ensured that all sentiments are scrutinized before being accepted as valid findings of the study.

3.7 Data collection procedures

Before proceeding to conduct the study, the researcher obtained an introductory letter from the University of Nairobi to enable him get a permit from the District Commissioner – Matungu. At the time of the study, the researcher made a courtesy call on the District Education Officer (DEO) Matungu to get clearance. Letters of notification to carry out research were availed to the persons of various sectors where the researcher was intending to obtain data from. The respondents in this case were the selected head teachers, teachers, pupils and parents who filled the respective questionnaires.

CHAPTER FOUR DATA ANALYSIS, PRESENTATION, INTERPRETATION, AND DISCUSSION

4.1 Introduction

This chapter focuses on analysis presentation, interpretation and discussion of collected data. It contains the demographic information of the respondents; distribution of the respondents by ages, cases of canal knowledge, distance, teachers training and qualification, motivation, attitude and value of dowry that influence standard eight girls academic performance.

4.2 Distribution of the respondents by age.

The researcher wanted to know the age of the head teachers who were heading the schools. The results were presented in table 4.1.

Schools	Age distribution in years					Totals
	20-24	25-29	30-34	35-39	Above 45	
Makunda	-	-	-	-	1 (10%)	1 (10%)
Khabukoshe	-	-	1 (10%)	-	-	1 (10%)
Bulimbo	-	-	-	-	1 (10%)	1 (10%)
Shiyabo	-	1 (10%)	-	-	-	1 (10%)
Namasanda	-	-	-	-	1 (10%)	1 (10%)
Eshibanze	-	-	-	-	1 (10%)	1 (10%)
Khalaba	-	-	-	1 (10%)	-	1 (10%)
Namamba	-	-	-	-	1 (10%)	1 (10%)
Bulonga	-	-	-	1 (10%)	-	1 (10%)
Lutasio	1 (10%)	-	-	-	-	1 (10%)
Total	1 (10%)	1 (10%)	1 (10%)	2 (20%)	5 (50%)	10 (100%)

Generally it can be said that the majority of the head teachers who were the respondents in each school were above 40 years of age. Makunda, Bulimbo, Namasanda, Eshibanze, and Namamba school heads were all above 40 years giving the highest percentage of 50% followed by Khalaba and Bulonga primary heads between 35 – 39 years giving a percentage of 20% Khabukoshe 30 – 34 years 10%, Shiyabo 25 – 29 years, 10% and lastly Lutasio 20 – 24 years 10%. The study revealed that the very young teachers of between 20 – 34 years were less interested in the management of schools. They were less involved in leadership roles because their schools performed poorly. Above, 40 years they were very active in heading schools and their school academic performance was good. When asked they said they had undergone various management courses, they were mature had experience and skills to manage schools towards better performance.

4.3.2 Respondents duration in their current schools

The second characteristics captured through the questionnaire was the duration of the respondents in their current schools. The researcher was interested in knowing the duration in years that the head teachers have taken in the current station. This element was important because it was an indicator of academic performance of girls if they have improved during their leadership. The results were presented in the table 4.2 below.

Table 4.2: Respondents duration in the current school

School	Head teacher's duration in years				Total
	0 – 2	3 – 5	6 – 8	above 8	
Makunda	1 (10%)	-	-	-	1 (10%)
Khabukoshe	-	1 (10%)	-	-	1 (10%)
Bulimbo	-	-	1 (10%)	-	1 (10%)
Shiyabo	-	1 (10%)	-	-	1 (10%)
Namasanda	-	-	-	1 (10%)	1 (10%)
Eshibanze	1 (10%)	-	-	-	1 (10%)
Khalaba	-	1 (10%)	-	-	1 (10%)
Namamba	-	1 (10%)	-	-	1 (10%)
Bulonga	-	-	1 (10%)	-	1 (10%)
Lutasio	-	1 (10%)	-	-	1 (10%)
TOTAL	2 (20%)	5 (50%)	2 (20%)	1 (10%)	10 (100%)

The distribution in table 4.2 indicates that the majority of the respondents have been heading schools for less than five years. The majority of the respondents have been in the schools for less than five years, 2, (20%) less than two years, 2, (20%) between 6 – 8 years and the least was 1, (10%) above eight years. During interview the respondents that is parent representatives were asked if the duration of the head teachers in a school had any impact on girl's performance. The response was positive they said the longer one stayed in a school the easier it was to improve on its performance because they were able to set long term goals and accomplish them. Low academic performance was observed in Makunda, Eshibanze, Khabukoshe, Shiyabo, Khalaba, Namamba and Lutasio schools who took a shorter time 2 – 5 years. This was so because girls took

time to build rapport with their new head teachers. They needed someone to protect and understand them this negatively affected their academic performance. There was a question asked on the relationship between the teachers and girl pupil. This question intended to find out whether the respondents had conductive or harsh (hostile) relationship.

4.3.3 The relationship of the respondents and the girl pupil

The researcher was interested in knowing whether the respondents had conductive or harsh relationship with the girls and if the relationship affected the girl's academic performance. The results were presented in table 4.3.

Table 4.3: Relationship of the respondents and the girl's pupils

Relationship	Frequency	Percentage
Conductive	7	70
Harsh	3	30
Total	10	100

The table shows that most of the respondents had conductive relationship. 7, (70%) of the respondents had conductive relationship, 3, (30%) had harsh relationship. The findings of this study have revealed, that girls face many challenges in education including harsh school environment. When parent's school representatives were interviewed, they sighted that girls served as cooks for teachers in some schools. This made them to perform poorly in their academics because most of the time they were cooking unlike their male counterparts who were always in class. Also some female teachers were harsh and hostile to the girls because they looked at them as their rivals and not learners. Coupled with all this, girl's academic performance deteriorated. There was also a question asked on cases of carnal knowledge "pest teachers" the respondents had. The results were presented in table 4.4.

4.3.4 Cases of Carnal knowledge "Pest teachers"

The researcher was interested to know if there were any cases of carnal knowledge in the schools.

This aspect was important, because the schools with pest teacher's girls performance was likely to be affected. The results were presented in table 4.4.

Table 4.4: Cases of Carnal knowledge

Cases of carnal knowledge	Frequency	Percentage
Yes	8	80
No	2	20
Total	10	100

From the illustration above 8, (80%) of the respondents, responded positive and 20% responded negative. Majority 8, (80%) of schools had cases of carnal knowledge. Most male teachers befriended standard eight girls and this affected the girl's academic performance. The researcher also asked a question on the distance between the school and the girls.

4.3.5 Distance of the school

The intention of the researcher were to find out if the school was close to girls or not. The results were presented in table 4.5.

Table 4.5: Close distance to girls

Close distance	Frequency	Percentage
Yes	1	10
No	9	90
Total	10	100

The table above shows that most of the respondents, 9, (90%) stated that distance of the school is not close to the learners. Only 1, (10%) stated that the distance was close. From the responses given in the questionnaire it was noted that most girls traveled long distances to school. The distance affected their school attendance and concentration in class this affected their academic performance

4.3.6 Regular attendance

The researcher wanted to know if the girls attended school regularly. This aspect was important because it helped in stating why they do not perform well. The results were presented in table 4.6.

Table 4.6: Regular attendance

Regular attendance	Frequency	Percentage
Yes	4	40
No	6	60
Total	10	100

From the illustration above 6, (60%) of the respondents stated that girls do not regularly come to school whereas 4, (40%) of the respondents stated that girls come to school regularly. The findings of this study revealed that most girls do not attend regularly to school this may be as a result of sickness, distance or helping parents at home.

4.3.7 Reasons why girls do not attend to schools regularly

The intentions of the researcher were to find out why girls did not attend to school regularly. This aspect was important because it affected girl's academic performance. The results were presented in table 4.7.

Table 4.7: Why girls do not attend to school regularly.

Reasons	Frequency	Percentage
Distance	3	30
Sickness	2	20
Helping parents	5	50
Total	10	100

The table shows the distribution of reasons why girls do not come to school. 5, (50%) did not come because of helping parents at home, 3, (30%) because of distance and lastly 2, (20%) because of sickness. It was revealed through the study that most girls do not attend to school because of helping parents with work at home, they are the baby sitters and home keepers.

4.3.8 Accessibility

The researcher wanted to know if the schools were accessible by the girls, in Matungu division. The aspect was important because in accessible schools, girls shy off because of fear of being raped. The results were presented in table 4.8.

Table 4.8: Accessibility

School accessibility	Frequency	Percentage
Yes	9	90
No	1	10
Total	10	100

Majority 9, (90%) of the respondents responded positively whereas 1, 10% responded negatively. This implied that most schools in Matungu were accessible and the girls had no difficulty in reaching the schools.

4.3.9 Availability of toilet facilities

The researcher asked the respondents to give information on toilet facilities in school if they were enough or not. The aspect was important because it is very difficult for girls to concentrate if toilets are not enough. The information was presented in table 4.8 as shown below.

Availability of enough toilets	Frequency	Percentage
Yes	2	20
No	8	80
Total	10	100

The distribution in table 4.8 above indicated that majority 8, (80%) of the respondents had a negative response. 2, 20% responded that their schools lack enough toilets for both girls and boys. When schools parent's representatives were interviewed they sighted that their schools lacked enough toilets and girls shared with boys toilets which were in apathetic condition. This affected the girls especially adolescent in academic performances.

4.3.10 why toilets were not available

The intentions of the researcher were to find out conditions leading to lack of toilets in schools. The results were presented in table 4.10.

Table 4.10: Reasons as to why there are no enough toilets for girls in schools

Reason	Frequency	Percentage
Lack of space	1	10
Lack of funds	7	70
Others	2	20
Total	10	100

The respondents had been asked to indicate the reason why schools lacked enough toilet facilities. Lack of funds was first with 7 (70%) followed by others 2 (20%) and lastly lack of space 1 (10%). It was revealed by the researcher that most schools lacked funds to build the toilets.

4.3.11 Impact of toilets on girl's performance

The intentions of the researcher were to find out if the availability of toilets had an impact on girl's performance. The results were presented in table 4.11.

Table 4: Toilets have impact on girl's performance

Impact	Frequency	Percentage
Yes	8	80
No	2	20
Total	10	100

The respondents had been asked if the availability of enough toilets had any impact on girls' performance. Majority 8 (80%) of the respondents had positive response. 2 (20%) responded negatively. When parents' school representatives were interviewed, they sighted that lack of toilets affected girls in the following manner:

4.3.13 Availability of library resources

The researcher was interested in knowing whether the schools had well equipped libraries or not. This aspect was important because schools with enough library resource register improved academic performance. The results were presented in table 4.12.

Table 4.12: Availability of library

Library resource	Frequency	Percentage
Yes	1	10
No	9	90
Total	10	100

From the table above 9 (90%) of the respondents noted that they lacked the library, 1 (10%) had the library. It was revealed in the study that schools with well-equipped library, girls performed academically better and those without performed poorly.

4.3.14 Library influence pupils performance

The researcher wanted to know if the existence of the library had any positive influence on academic performance. The results were presented in table 4.13.

Table 4.13: Library influence on academic performance

Influence on academic	Frequency	Percentage
Yes	7	70
No	3	30
Total	10	100

Majority 7 (70%) of the respondents noted that a well-equipped library influenced academic performance whereas 2 (20%) of the respondents noted that the library did not influence performance. From the above illustrations, the researcher revealed that a well-equipped library influenced academic performance positively.

4.3.15 Respondents' comments regarding the improvement of academic performance of girls.

Most head teachers from various schools recommended that the government should employ more teachers, sex education should be introduced to schools and also the

government should provide a stiff for pest teachers.

4.4 Teachers' factors

The study's major concern was to seek information on how teachers influence academic performance of girls in Matungu division. The questions asked by the researcher, in this section intended to seek information on teacher's age, level of education, training attitude towards the learner and teachers motivation by the employer. The results were presented in tables.

4.4.1 Distribution of the respondents by age

The researcher was interested in knowing the age distribution of the teachers and the results were presented in table 4.14

Table 4.14: Distribution of the respondent by age.

Schools	Distribution of respondents by age						Above 50
	20-24	25-29	30-34	35-39	40-50		
Total							
Makunda	-	-	1 (5%)	1 (5%)	-	-	2 (10%)
Khabukoshe	-	1 (5%)	-	-	1 (5%)	-	2 (10%)
Bulimbo	-	-	-	1 (5%)	-	1 (5%)	2 (10%)
Shiyabo	-	1 (5%)	1 (5%)	-	-	-	2 (10%)
Namasanda	-	-	1 (5%)	1 (5%)	-	-	2 (10%)
Eshibanze	1 (5%)	-	-	-	1 (5%)	-	2 (10%)
Khalaba	-	-	1 (5%)	1 (5%)	-	-	2 (10%)
Namamba	-	1 (5%)	-	-	1 (5%)	-	2 (10%)
Bulonga	-	-	1 (5%)	1 (5%)	-	-	2 (10%)
Lutasio	-	-	-	-	1 (5%)	1 (5%)	2 (10%)
TOTAL	1 (5%)	3 (15%)	5 (25%)	5 (25%)	4 (20%)	2 (10%)	20 (100%)

Generally it can be said that majority of the respondents in each school were above 30 years. The study revealed that very young teachers of between 20 – 23 years were less because the government had a policy of recruiting as per the year one left college.

4.4.2 Level of education

The researcher wanted to know the level of education of the respondents. This element was important because it indicated the teachers concern on education. The results were presented in table 4.14.

Table 4.15: Respondents level of education

Level of education	Frequency	Percentage
Form two	4	20
Form four	14	70
College/university	2	10
Total	20	100

The distribution in the table 4.15 indicates that majority 14 (70%) of the teachers have low level of education. Form four leavers followed by 4 (20%) form two and lastly 2 (10%) college and university.

4.4.3 Training and qualification

The researcher wanted to know how many respondents had been trained. The intentions of the researcher were to

find out if the respondents had been trained or not. The aspect was important because it helped the researcher to know why academic performance was low. The results were presented in table 4.16.

Table 4.16: Respondents trained.

Teachers trained	Frequency	Percentage
Yes	8	40
No	12	60
Total	20	100

The distribution in table 4.15 indicated that majority 12 (60%) of the respondents did undergo training 8 (40%) responded that they underwent training. The illustration above indicated that majority of the respondents did not train. When parent school representatives were interviewed they sighted that their schools had very few trained teachers and because of high school enrolment parents were forced to employ form four leavers. Because they lacked training their delivery of content was poor hence of pupils affected.

4.4.4 Good personality of the respondent

The researcher wanted to know if the respondents had good personality or not. The results were presented in table 4.17.

Table 4.1: Respondents personality

Personality	Frequency	Percentage
Yes	18	90
No	2	10
Total	20	100

The table 4.16 shows the respondents respond to personality. Majority 18 (90%) of the respondents had good personality. 2 (10%) had no good personality. The above illustration shows that teachers had good personality in all schools.

4.4.6 Respondents coverage of syllabus

The researcher wanted to know if the respondents covered the syllabus. It was important because this could tell why academic performance was low. The results were presented in table 4.18.

Table 4.18: Syllabus coverag

Syllabus coverag v	Frequency	Percentage
Yes	3	15
No	17	85
Total	20	100

The table 4.18 shows the distribution of coverage of the syllabus by the respondents. 17 (85%) did not cover the syllabus, 3 (15%) covered the syllabus. It was revealed during the study that teachers who covered the syllabus, their learners performed well unlike their counter parts

whose syllabus had not been covered. When asked why they did not cover the syllabus, they said that, they were untrained and did not know how to use the syllabus book. They also acknowledged that this might be why academic performance was low.

4.4.8 Sex

Sex of the respondents was personal information captured by the researcher. The researcher was interested to know which sex male or female had the majority of the respondents. This information was important because girls needed female teachers as role models. The results were presented in table 4.19.

Table 4.19: Sex distribution

Sex distribution	Frequency	Percentage
Male	15	75
Female	5	25
Total	20	100

The table above shows that most of the respondents were male. 15 (75%) of the total respondents were interviewed they sighted that the schools were interior and no female teacher was wishing to work in those schools.

4.4.9 Influence of sex on girls academic performance

The researcher wanted to know if the distribution of sex in schools had an effect on girls performance. The results were presented in table 4.20.

Table 4.20: Influence of sex on girl's performance

Sex influence on performance	Frequency	Percentage
Yes	13	65
No	7	35
Total	20	100

From the illustrations above majority 13 (65%) the respondents responded positively 7 (35%) responded negatively. The study revealed most girls perform better when taught by female teachers.

4.4.10 How sex influences girls performance

The researcher wanted to know how sex of the respondents influenced girl's performance. When schools parents' representatives were interviewed, they sighted that girls perform better when taught by female teachers because the teachers act as their role model hence girls would want to achieve more. This improved on their performance.

4.4.11 Respondents' attitude towards the girl child.

The researcher was interested in knowing the attitude of the respondent towards the girl pupil. This was important because it motivated the girls towards performing well. The results were presented in table 4.21.

Table 4.21

Attitude	Frequency	Percentage
Positive	19	95
Negative	1	5
Total	20	100

The data presented in table 4.21 indicated that majority of 19 (95%) of the respondents had positive attitude towards the girl pupil. 1 (5%) had negative attitude. The illustration above indicated that 19 (95%) of the teachers had positive attitude towards the girl pupil therefore their not performing well in academics was not to be linked with the teachers attitude in Matungu division.

4.4.12 Respondents opinion on boys work in relation to girls work

The researcher wanted to know if the respondents were of the opinion that boys work appears better than that of girls. The results were presented in table 4.22.

Table 4.22: Respondents opinion

Boys work appears better than that of boys	Frequency	Percentage
Yes	15	75
No	5	25
Total	20	100

Majority 15 (75%) of the respondents responded positive. They said boys work appeared better than that girls. 5 (25%) responded negatively. The illustration above indicated that majority of the respondents preferred boys work than girls work. When school parent representative were interviewed. They sighted that teachers preferred boys and this tortured girlspsychologicallyHence affecting their academic performance.

4.4.13 Motivation of the employer

The researcher wanted to know if the respondents were motivated by their employer or not. This aspect was important because it helped in knowing why girls performed poorly. The results were as presented in table 4.23.

Motivation	Frequency	Percentage
Yes	4	20
No	16	80
Total	20	100

Majority (80%) of the respondents responded negative that they were not motivated by their employer according to quality of work. 4 (20%) of the respondents responded positive that they are motivated. The study found out that the teachers are not motivated according to their quality of work hence compromised academic performance.

4.4.15 Motivation according to quality of work can improve girl's academic performance.

The researcher wanted to know whether if motivated the respondents would improve girl's academic performance or not. The results were presented in table 4.12.

Table 4.24: Motivation of respondent can improve girl's performance

Motivation improved girls performance	Frequency	Percentage
Yes	11	55
No	9	45
Total	20	100

The illustration given in table 2.24 indicated that majority 11 (55%) of the respondents noted that they would improve girls academic performance if motivated according to quality of work. 9 (45%) of the respondents responded negatively.

CHAPTER FIVE SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of findings

The study revealed that head teachers of schools in Matungu division comprise of above 40 years of age. Majority (50%) of the head teachers were above 40 years. It was also noted that most (50%) of head teachers had been in the schools for less than five years. The study also established that the majority (80%) of head teacher had cases of carnal knowledge (pest teachers) in their schools which made girls to perform poorly. It was also noted that (90%) of the respondents stated that learners covered long distances to schools. This affected girl's performance. It was also noted that most (60%) of girls did not attend to school. It was also revealed in the study that majority (80%) of the schools did not have enough toilet facilities, girls and boys shared toilets. The study has revealed that there were many teachers who were untrained i.e helping teachers. As noted in table 4.16 majority (60%) have not undergone training it was also noted that majority (85%) of the teachers did not cover the syllabus as indicated in table 4.18. It was also noted that majority (75%) of the teachers viewed boys work as better than that of girls. The study also revealed that schools in Matungu comprise of girls of above 16 years of age. Majority (40%) of the standard eight girls were of the age bracket of between 15 – 16 years. It was noted that they had reached adolescent stage. It was also noted that majority (60%) of the girls had negative attitude towards learning they had already made up their minds that their place to be is in kitchen not books. It was also noted that 75% of the respondents spend some school days at home working. This affected their performance as in table 4.31. It was revealed in the study that most (40%) of the parents relied on small scale farming as their source of income. It was also noted that because of poverty in Matungu majority (60%) of parents do not provide meals, breakfast, lunch and supper to their children. It was also noted that 55% of parents rated their girls academic performance as below average.

5.2 Conclusion

Schools in Matungu division are distributed far away from the learners. The schools were found to be quite inadequate since pupils had to walk long distances to schools. Other facilities like toilets were not enough, girls and boys shared and they were in a pathetic condition. Shortage of qualified teachers and inadequate resources make it difficult for the teachers to initiate and

implement better performance strategies which can promote girls education performance. Most teachers of this schools were found to have low morale which makes the delivery of content difficult as motivation has been shown to be playing a major role towards the academic performance. It was noted that in most schools male teachers had relationship with girls. This made girls academic performance to be low as they had no time to study at school and took teachers as their equals.

5.3 Recommendations

The study recommends that more public schools should be built to reduce the distance between the pupils and the school so that girls walk to school within the shortest time possible. Good and enough toilets should be built for girls alone, boys alone. There should be no sharing of toilets between girls and boys. Teachers should be well trained in order to handle girls well and also government should organize regular workshops for teachers to help them be at par with the changing technology. Girls in school should be helped by female teachers to develop positive attitude towards education by being good role models. The government should provide food to families and schools to reduce girls from being absent and also being used as family Labour. Parents should be sensitized on the benefits of sending their girls to school and not to segregate between girls and boys. The ministry of Education should monitor and evaluate the academic performance of girls in rural areas. The government should provide sanitary towels to adolescent girls. The government should employ more teachers to reduce the teacher pupil ratio gap. This will minimize the issue of girls being left alone without a teacher to attend to them. Finally the government should put up strict rules on male "pest" teachers who develop affairs with school girls. This will help to put to halt girls pregnancies that affect their performance.

5.4 Suggestions for further research

- i. Further research to be carried out on performance of girls in schools in rural areas.
- ii. A similar study to be done elsewhere with a larger population than the one covered in this study.
- iii. A detailed analysis to be done on the impact of non-governmental organizations in promoting girls education.
- iv. Further research needs to be done to capture the extent to which the government supports girl's education.

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