FACTORS INFLUENCING ACADEMIC PERFORMANCE OF GIRLS IN PUBLIC PRIMARY SCHOOLS IN SEREOLIPI EDUCATION ZONE IN SAMBURU COUNTY, KENYA

BY

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DECLARATION

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

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This research project has been submitted for examination with our approval as the University Supervisors.

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DEDICATION

I would like to dedicate this to all school going girls and to my wife Evaline Lekumoisa, Daughter Salamae and Son Fred Lemayian, who taught me integrity of the soul of mankind, dignity is to all creation and success belongs to those who dare to follow their dreams.

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I thank God for giving me strength, Wisdom, family and friends who encouraged me when the going got tough.

Thank you all and may God bless you.

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LIST OF ABBREVIATIONS

AEO	-	Area Educational Officer
FPE	-	Free Primary Education
KCPE	-	Kenya Certificate of Primary Education
PAF	-	Poverty Alleviation Fund
PTA	-	Parents Teachers Association
SES	-	Socioeconomic Status
SPSS	-	Statistical Package for Social Sciences
UN	-	United Nations
UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNICEF	-	United Nations Children's Fund

ABSTRACT

Performance in national examinations by day primary girls' schools has been poor in Kenya. The participation of girls in primary education has been below that of boys for the last five years. Various interventions have been undertaken to address the gender gaps in the education sector. Significant achievements have been scored through these initiatives towards improving girls' access, retention and performance. However, the gender disparities are still wide. It has been noted that the girl child's academic performance is generally below average, yet, it is acknowledged that an educated girl plays a significant role in society as compared to an educated boy child. The purpose of this study was to establish the factors influencing academic performance of girl child in public primary schools in Sereolipi Education Zone. The study was guided by the following objectives: To determine how family background affects academic performance of girl child in public primary schools; to establish how pupil's characteristics affect academic performance of the girl child in public primary schools; to establish the effect of parental involvement on academic performance of girl child in public primary schools; to assess the influence of school infrastructure on academic performance of girl child in public primary schools. The researcher employed the descriptive survey and ex post facto designs. The research was undertaken at Sereolipi Education Zonewhich is located in Samburu East District of Samburu County. All the 3 schools were used for the study because the target population was so small that selecting a sample would have been meaningless. The population studied was then divided into strata comprising of teachers, Parents and girls in class 6, 7 and 8 to get a more homogeneous sub-population. The researcher then used purposive technique to identify the teachers to be interviewed. Simple random sampling methods were used to select the Parents and girls for the study in order to avoid biasness whereby every girl and parent in the study had an equal chance of participating. Primary data was collected in two ways. First, a questionnaire was conducted with the pupils and parents. Secondly, interviews were carried out to teachers. The data was analyzed using descriptive statistics and multiple regressions using Statistical Package for Social Sciences. The study found that Parental involvement influences academic performance of girl child in public primary schools most followed by pupil's characteristics, Family background and school infrastructure was influencing academic performance of girl child least. It was clear that status of the family has the highest effect on academic performance of the girl child followed by number of siblings, structure of the family, period of time in the current school, whether the girl is a day scholars and boarders with age of the respondents having the lowest effect on the academic performance of the girl child.

This study recommends that that the government intervenes to create more awareness on the need of parental involvement in the education of their children. This can be done by encouraging teachers under the auspices of education officials to sensitize the parents on the importance of education for their girls` future and hence the need to get involved in it. The study further recommends that various forums be organized so as inspire and inculcate the importance of education of the girl child in Sereolipi education zone.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is one of the most important aspects of human resource development and it is widely seen as one of the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. Poor school performance not only results in the child having low self-esteem, but also causes significant stress to the parents. There are many reasons for children to underperform at school, especially rural schools such as medical problems, below average intelligence, emotional problems, poor socio-cultural home environment and even environmental causes among others (Sirin, 2005).

Globally, 570 million children are enrolled in school. The number of children of school going age who were out of school fell from 103 million in 1999 to73 million in 2006. In that year, primary school enrolment in developing countries reached 88% on average up from 83% in 2000.In sub-Saharan Africa, the net primary school enrolment ratio has only recentlyreached71% even after a significant jump in enrolment that began in 2000. Around 38 million children of primary school going age in this region are still out of school (UN millennium Development Goal report on Uganda, New vision September 26th 2008).

Academic economists and international development agencies claim that an educated population is essential for economic growth and, more generally, for a higher quality of life (Mankiw, Romer and Weil, 1992; UNDP, 2003; World Bank, 2005). One of the eight Millennium Development Goals is that by 2015 all children in developing countries should finish primary school. Yet developing country students who finish primary school often perform poorly on academic tests (Glewwe and Kremer, 2006), and the value of a “low quality” education may be low.

Lower enrolment and participation rates, higher dropout and absenteeism rates, and lower performance and achievement levels than those of boys characterize female education and training in Africa (Sifuna, 2005). In Uganda, gender disparities are evident at all levels with girls

enrolment in school lagging behind that of boys. This is evidenced by the low literacy rates among women (55% of women) compared with 76% of the men (Kasante, 1996).

Osakwe, Osagie, Madunagu and Usman (1995) observed that Nigerian girls, for various reasons bordering on religious, cultural, socio-economic and school related factors, are not given a fair chance in the educational sector. In Nigeria, about 7.3 million children do not go to school, of which 62% are girls (UNICEF 2004). The same UNICEF report indicates that girls' primary school completion rate is far behind that of boys, at 76% compared with 85% for boys. This gender gap means that millions more girls than boys are dropping out of school each year. This implies that the majority of children not in school in Africa are girls.

In Kenya, education is valued because it contributes to national development through provision of an appropriate human resource that helps to spur productivity and eliminate poverty, disease and ignorance (Republic of Kenya, 2005). Education of girls, in particular, contributes to various aspects of their lives such as increased productivity, family health and nutrition, reduced fertility rates and related child mortality rates (Psacharopoulos and Patrinos, 2002). Parental influence is an important factor affecting Girl Students' achievement. Thus parents' education and encouragement are strongly related to improved student achievement. Parental education and social economic status have an impact on student achievement.

The citizens and the government of Kenya have invested heavily in improving both the access and quality of education, in an effort to realize the promise of education as well as to achieve the education-related Millennium Development Goals and Vision 2030. With the introduction of free primary education and the reduction of secondary school and vocational training school fees, Kenya has made tremendous progress in promoting access to education. However, there are still numerous bottlenecks in the system, such as ancillary costs of education (e.g. school uniforms) and distance to schools (especially secondary schools) that prevent many students in arid and semi arid areas from investing in education. Moreover, providing high quality education to all parts of the country remains a challenge.

The Kenya's education system is dominated by examination-oriented teaching, where passing examinations is the only benchmark for performance because there is no internal system of monitoring learning achievements at other levels within an education cycle. It is generally agreed

that the most important manifestations of quality education have to do with literacy, cognitive abilities, performance and progression to higher levels of learning. There is reliance on scores and transition rates as core measures of achievement. In Kenya, examinations are generally acceptable as valid measures of achievement (Maiyo, 2009). Secondary school placement, and to some extent admission, depend on performance of Kenya Certificate of Primary Education (KCPE) examination in standard eight (Michael, Miguel & Rebecca, 2004). Although the government has channeled funds into basic education, performance at KCPE shows that most of the students making transition to top schools are from private schools; this creates inequality to access of opportunities to national and top performing provincial schools (Ngugi, 2007). In 2009 KCPE results, out of 1374 candidates who sat for the examination in public day primary schools, none gained admission to the well endowed national schools in the country.

Educators and the general public have often expressed concern over factors that influence student performance in examinations. According to Wanjiku (1994) where resources are limited especially in the arid and semiarid areas, education of boys comes first. Psacharopoulos and Woodhall (2005) concur with Udo (1979) in that they also noted that parents, especially mothers favour boys' education because they depend on adults for old age insurance. This in the end may lead to low girls academic achievement in National examinations, which will impact negatively on the society because lack of education for girls has a negative influence on child mortality, economic growth and fertility rate. Kitaev (2009) also observed that educated parents with high income are able to provide for their children with a conducive home study environment, provide all the necessities required in school and pay fees.

Galgalo (2002) observed that education is valued as an important component of any society's social, political and economic well-being. Education is considered as a basic necessity for a decent life alongside adequate nutrition, shelter, clothing and good health. One of the stated aims of education system in a country is to provide the learning environment in which all students can achieve their potential. Despite that goal, girls continue to perform poorly in national examinations. Therefore, there is need to examine the factors contributing to poor girls academic achievement in primary education.

1.2 Statement of the Problem

Performance in national examinations by day primary girls' schools in Kenya has been poor. The participation of girls in primary education has been below that of boys for the last five years (UNICEF, 2004). A study by Lucas and Mbiti (2011) found that even with free primary education, more boys than girls still completed their primary education.Various interventions have been undertaken to address the gender gaps in the education sector. Significant achievements have been scored through these initiatives towards improving girls' access, retention and performance. However, the gender disparities are still wide. There are threats to maintaining and improving equity in education .The high dropout rate is the first major threat. The major reason for this being lack of interest, and parents of the beneficiary pupils seem not to have seen the benefits of the program and are relaxed to support the system as well as their own children.

The socioeconomic status of nomadic people in North Eastern Kenya is generally low as indicated by the poverty index of 65.5%. This implies that income levels are low for most people living in the area. It also implies that most people and their families do not enjoy the essential services as they should and these services include; education, medical services, recreational facilities among others. These factors have a direct effect on their education and that of their children. Students who come from economically stable families perform better than those who come from poor background, because the parents are able to pay their fees in time and provide relevant learning materials, such as textbooks and uniforms. They are rarely sent home for school fee; hence they spend a lot of time in school and are able to concentrate on their studies.

Analysis of KCPE performance over the years in terms of top scorers by gender indicates even the magnitude of girls underperformance. The widest gap was in Nyanza and North Eastern Provinces. In Nyanza, there was no girl in the top twenty, and in the top fifty and hundred there were one and two girls respectively. In North Eastern Province, there were no girls in the top twenty, and in the top fifty and hundred there were 2 (4%) and 3 (3%) girls respectively. The highest girl performance index was 52.14 (No. 46 within the province) compared to the highest boy performance index of 69.71. For the last ten years, girls performance in all subjects has remained poor compared to the boys except in English, Kiswahili and Religious studies. Girls

repeat classes more than boys in North Eastern (68.6 per cent). More gender disparity is evident with boys recording higher transition rates than girls over the years. This can be attributed to early marriages/traditional practices, poverty/inability to pay levies , parental ignorance/lack of interest, child labor in exchange for money, nomadic/pastoralism/domestic chores and negative attitudes towards girls (Uwezo, 2010).

It has been noted that the girl child's academic performance is generally below average, yet, it is acknowledged that an educated girl plays a significant role in society as compared to an educated boy child. This is basically because women generally play major roles in the provision of essential services to the families, particularly with respect to bringing up children in their formative stages. The girl child continues to perform poorly in North Eastern province. Despite this, no comprehensive study has been established to have focused on the factors influencing academic performance of girl child in public primary schools in Sereolipi education Zone of Samburu County.

1.3 Purpose of the Study

The purpose of this study is to establish how the factors such as pupil's characteristics, parental involvement, school infrastructure and family background influences academic performance of girl child in public primary schools in Sereolipi Education Zone.

1.4 Objectives of the Study

The study was guided by the following objectives

i. To determine the influence of family background on academic performance of girl child in public primary schools in Sereolipi Education Zone
ii. To establish the influence of pupil's characteristics on academic performance of the girl child in public primary schools in Sereolipi Education Zone
iii. To establish the effect of parental involvement on academic performance of girl child in public primary schools in Sereolipi Education Zone
iv. To assess the influence of school infrastructure on academic performance of girl child in public primary schools in Sereolipi Education Zone

1.5 Research Questions

This research study sought to answer the following questions;

1. How does family background affect academic performance of girl child in public primary schools in Sereolipi Education Zone?
2. How do pupil's characteristics affect academic performance of the girl child in public primary schoolsin Sereolipi Education Zone?
3. How does parental involvementaffect academic performance of girl child in public primary schools inSereolipi Education Zone?
4. What is the influence of school infrastructure on academic performance of girl child in public primary schoolsin Sereolipi Education Zone?

1.6 Significance of the Study

The findings of this study would be significant in various ways: first on the theoretical value, they would provide greater insight to the administrators and managers of schools into the factors that limit or contribute to low academic performance among girls in public primary schools in Sereolipi area.

Second on the practical value, the findings would serve as reference points for head-teachers of schools in Sereolipi Education Zone on management skills that would lead to improvement of students' performance in national examinations. Besides, the findings would also enlighten school headteachers in order to address the problem of how to improve students' achievement in national examinations.

1.7 Delimitations of the Study

The study focused on factors contributing to low academic performance of girl child in public primary schools. The study was carried in public primary schools in Sereolipi Education Zone. The respondents included girls in public primary schools in Sereolipi Education Zone, their parents and the teachers.

1.8 Limitations of the Study

There were a number of limitations experienced in the research study which included failure to respond to questionnaires and unwillingness of the respondents to give account of some information that may consider sensitive for instance the pupil and teachers overlook indiscipline cases or fear to reveal administrative weaknesses. The research was limited by the scope in that it focused on mixed day and boarding public schools (and not private schools) and would also be limited to girls in nomadic communities in formal schooling in grades 6, 7 and 8 and not all nomadic children. It was also limited to Sereolipi education zone when ideally it should have covered more nomadic areas of Kenya of which it was not possible due to logistical and financial resources available for the research. The research was also limited by the illiteracy levels of the parents. The sample was made representative to enable the results of the findings to be generalized to the whole population. The findings of the study were limited because of the reach in the original number of respondents due to transport, mobile populations. Student sample size was also decreased and may affect the outcome of the students advance to the next grade-level due to the high mobility of students. This was overcame by having a register of all the students in the study area.

The limitation of descriptive survey research was that they depend on cooperation of respondents. When data collection procedures are erroneous, the responses given maybe inaccurate and hence, the whole study may be flawed and requesting information which is considered secret and personal encourages incorrect answers. This was mitigated by having an introduction letter from the university indicating that the information provided was to be used for academic purposes only and will be treated confidentially ensuring the responses are anonymous.

1.9 Assumptions of the Study

Basic assumptions of the study were that:

i. The School based examination was a reliable and accurate instrument for measuring student achievement at the primary school level.
ii. Head-teachers and teachers are trained and qualified persons in delivery of school curriculum.
iii. Human and material resources are provided for and effectively used for teaching.

iv. All primary schools in Sereolipi education zone offer similar curriculum as required by the Ministry of Education.
v. Target population has more or less the same socio-economic and academic environment.
vi. Respondents selected provided honest and true responses

1.10 Definition of Significant Terms

Academic performance; this refers to the improvement of grades in the continuous assessment, of mid-term and end term exams based on school based exams.

Encouragement to study: To inspire the girl child with the courage and confidence she needs in her studies.

Gender: the state of student being male/female in a classroom rather than the physical differences.

Girl child: A girl who is below 18 years and comes from class 6,7 and 8 and attends a boarding or day school from the 3 schools of study.

Learning strategies: Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations.

Monitoring or supervision of homework: To direct or oversee the academic performance and learning of the girl child at home and in school.

Out of school activities: work done after school activities especially at home.

Parental involvement refers to the amount of participation a parent has when it comes to schooling and her/his child's education.

Public school: a school that receives financial support from the government (maintained or assisted out of public funds). Tuition is paid for education but is relatively lower compared to other types of schools.

Pupil's characteristics A distinguishing feature or attribute such as age, learning strategies and nature of his/her absenteeism from school.

School infrastructure refers to the site, buildings, furniture and equipment that contribute to good learning environment.

1.11 Organization of the study

The study is organized into five chapters, each of which contains specific information. Chapter one contains the introduction to the study. It gives background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the Study, delimitations of the study, limitations of the Study and the definition of significant terms. On the other hand, chapter two reviews the literature based on the objectives of the study. It further looked at the conceptual framework and finally the summary. Chapter three covers the research methodology of the study. The chapter describes the research design, target population, sampling procedure, tools and techniques of data collection, pre-testing, data analysis, ethical considerations and finally the operational definition of variables. Chapter four presents analysis and findings of the study as set out in the research methodology. The study closes with chapter five which presents the discussion, conclusion, and recommendations for action and further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this second chapter, relevant literature information that is related and consistent with the objectives of the study is reviewed. Important issues and practical problems are brought out and critically examined so as to determine the current facts. This section is vital as it determines the information that link the current study with past studies and what future studies will still need to

explore so as to improve knowledge. The chapter presents a review of previous literature and empirical study that have been done on factors affecting academic performance among girl children. The chapter also mentions, in passing, empirical studies on the same. It shows the conceptual framework, which details the indicators of the independent variables and the dependent variable. The chapter finally ends with a summary and research gap.

2.2 Theoretical Framework on gender and Academic performance

This study was based on Pearson's gender relations theory, this theory was developed by Pearson (1995). This is where the society views all activities that are carried out to be based on social roles and interactions of men and women. The society seems to have ultimate authority on the precise nature of what women and men actually do, and their real contribution to production and reproduction which turns out to be biased against women.

Pearson's gender relations theory was appropriate for this study because it emphasizes the various social, cultural and economic norms and standards which must be considered for women to take the opportunities to participate in social activities such as education. These cultural and economic norms emphasized in the theory are the factors that affect Girl Students' academic achievement in school. This theory is relevant for this study because it captures the variables. In the traditional set up the family is headed by a household head, a position usually held by the male parent. The patriarchal ideology is thus dominant. The roles assigned to women are narrowly defined. They are expected to be good wives and mothers, girls and women are seen as subordinates and education for them is less important. Studies on the situation of girl's education shows that, disadvantage and discrimination starts even before birth with parental and societal negative attitudes which elevate the value of sons against daughters (Wamahiu, 1995 and Heneveld 1995).

The benefits of education for girls can be explained by the effect that education has on girls' achievement. Educated girls acquire and use new personal, social and economic behaviours that in turn affect societal change (Moulton, 1997). As such gender becomes a crucial factor in deciding who goes to school and for how long (Psacharopoulous and Woodhall, 2005).Before parents make the decision, considerations are taken concerning family priorities. In most cases, girls are more disadvantaged by factors operating within the home and school than boys. They

include socio-cultural and economic considerations for example, parental level of education, occupation, family size, traditional division of labour, early marriages and negative perception by parents regarding girls education, and hence this hampers Girl Students' academic achievement. From the studies and the literature, various factors either independently or dependently influence pupils learning.

2.3 Empirical Review of Girl Child Academic Performance

Primary education for a girl has important individual benefits in terms of her options and resources over her lifetime. These benefits extend beyond the girl in affecting her family and the society as a whole, the benefits to society include enhanced economic development, education for the next generation, healthier young girls and families and fewer maternal deaths (UNICEF, 2004). The benefit of education for a girl and society can be explained by the effect that education has on empowering girls to acquire and use new personnel, social and economic behavior that in turn, affect societal change (Moulton, 1997).

Education enables girls to make their own decisions and to influence their families positively. Education saves and improves the lives of girls and women. It allows them greater control of their lives and provides them with skills to contribute to their societies. UNICEF (2004) report indicates that girls' education leads to more equitable development, stronger families, better services, better child health and effective participation in governance. Despite the obvious benefits of Education to national development, research findings indicate that girls' dropout rate from school is higher than that of boys.

Low academic achievement has been defined as failing to meet the average academic performance in test or examination scores, as determined by a set cut-off point (Fletcher, Coulter, Reschly, & Vaughn, 2004). A number of factors are associated with low achievement. Tooley and Dixon (2006), suggest that the type of school that a pupil is enrolled in has an effect on the pupil's achievement. While exploring the nature and extent of what they call 'private schools for the poor' in Ga (Ghana), Lagos State (Nigeria), Hyderabad, Delhi and Mahbubnagar (India), Kibera (Nairobi, Kenya) and Gansu Province (China), Tooley and Dixon (2006) found that both registered and unregistered private schools had higher raw mean scores compared to government (public) schools.

Gender is another factor that has been associated with low achievement. The results are however mixed. For instance, using data from Bangladesh, Asadullah, Chaudhury, and Dar (2007) combine fixed effects and instrumental variable estimation techniques and find that girls significantly had lower test scores compared to boys, even 'after controlling for school and class room specific unobservable correlates of learning' (p. 648). Husain and Millimet (2008) use a nationally representative panel data set on students from kindergarten to third grade in the US and found that white boys out-perform white girls in mathematics. But other studies have found the performance of girls to be better than that of the boys. In the UK, Cassen and Kingdon, (2007) found that boys outnumbered girls as low achievers with nearly half of all such low achievers being white British males. Still in the UK, Strand (1997) finds that girls post better academic performance compared to boys.

Kutnick (2000) explores attainments by sex in Barbados and St. Vincent and finds that girls generally had better achievement scores than boys across the range of subject areas. Fuller, Abraha, Beyene, Dubale, Holloway, & King, (1991) also found that girls who attended school in Ethiopia's urban centers had better scores in national examinations compared to boys.

In Uganda, the challenge Government faces is to improve the quality of education that children are receiving. In response, the Government is using resources through the Poverty Alleviation Fund (PAF) to construct more classrooms, recruit teachers, and to purchase teaching and learning materials. Although this is an excellent start for child-friendly basic education, the promotion of girls education is still relatively neglected. The majority of schools send girls home when they are caught up in this situation while at school (UNICEF, 2001). Girls still bear many responsibilities in the home and society, such as food production, the economic well being of their families and others. These factors have contributed greatly to hindering the enrolment of girls. Yet education of girls has been identified as a major link to national development.

Since the achievement of independence in Kenya in 1963, the government and its partners have placed considerable importance in the development of education. This has been reflected in the numerous policy documents that have been produced as well as in the achievement of an impressive increase in adult literacy. The achievements in literacy have resulted in rapid progress in expansion of access to education, largely through the establishment of a comprehensive

network of schools throughout the country. The expansion of education has been part of the efforts of addressing the major and longstanding concerns of combating ignorance, disease and poverty; and the consideration that every Kenyan child has the inalienable right of access to basic welfare provisions, including education, and that the government has an obligation to provide opportunities to all its citizens to participate fully in the socioeconomic and political development of the country, and to attain a decent standard of living. Consequently, education has been seen as a fundamental strategy for human capital development and a crucial factor for enhancing the quality of life (Ajayi, 2011).

Ayodo (2010) observes that the quest for the provision of quality education continues to be a matter of leading concern to both consumers and providers of the education service in Kenya and other developing countries. This is supported by the UNESCO (1994) report that reveals that concerns for quality education has dominated the education debate from the early eighties and has remained a central issue in the twenty first century. Socio-cultural attitudes, practices and school-related factors which include irrelevant school curriculum and materials, inadequately trained teachers, unfriendly approaches in training and lack of role models are among the factors that have been obstacles to girl's academic achievement (Mbilinyi, 2003).

Thuranira (2000) did a study of factors affecting performance in K.C.P.E in Egoji Division of Meru Central District in Eastern Province. He found that the performance of KCPE in Egoji Division has been declining over the years, especially during the previous three years. This study was aimed at studying factors that affect performance in KCPE in the division and to achieve this the AEO was given a questionnaire of fourteen questionnaire of ten questions each was administered to five zone inspectors: out of the five questionnaires given to the zonal inspectors four were received back. A third questionnaire of twelve questions was taken to five head teachers of five randomly picked primary schools. Finally a questionnaire of eight questions was taken to ten classes eight class masters and mistresses of ten schools. The questionnaires to the head teachers and the classmates was structured in such a way to enable the respondents to bring to the attention of the researcher the problems teachers face in preparing the pupils for their standard eight final exam. The main factors that were found to affect performance in KCPE in Egoji division were: poor remuneration of teachers by the government, transfers being affected at the middle of the term, supervision and inspection being inadequate, understaffing of some

schools, lack of learning and teaching material, lack of motivation on the side of the learners and lack of enough support from the local community especially the pupil's parents.

According to Wanjiku (1994) where resources are limited especially in the arid and semiarid areas, education of boys comes first. Girls have been socialized to accept this and usually drop out of school for the benefit of their brothers. Kelly (1998) had the same view in his study. He reveals that when parents are confronted with constraints of limited opportunities or resources for schooling, they generally favour the education of male children. Emphasis was placed on boys because boys were seen as a vehicle of continuity in the lineage and the girl was on transit. Thus property inheritance, social recognition and therefore empowerment are accorded to the boy.

Nduku (2009) also did a study of factors influencing enrolment and grade retention in public primary schools in Yatta Division Machakos District. The study found that poor academic performance attributed to lack of parental support of their children while doing assignments, failure to purchase books and failure to show up in schools to discuss their children's performance, lack of concern when their children performed poorly, financial constraints, parental level of education parents little concern (support) to their children when doing assignments and about their school performance.

2.3.1 Family Background of the Girl child and Academic Performance

The relationship between family socioeconomic status (SES) and the academic performance of children is well established in sociological research, gender, unexplained absences, parental educational attainment, housing type, ethnicity and student age are all statistically significant variables and predictors of academic performance. In contrast, family structure, the main source of family income and geographical location do not significantly predict outcomes in school performance once other factors are controlled for (Sirin, 2005). The findings support the notion that the ‘social’ and the ‘economic’ components of the socioeconomic status equation have distinct and separate influences on educational outcomes. While financial assistance to schools and families in need is important, policies and programmes that also assist low-income parents in providing appropriate psychological and educational support for their children should also be promoted. There were indications that boys compare to girls are more affected by poverty.

Recent work in France examined a program that encouraged parents to participate more in their child's school and found very positive results (Avvisati et al 2010). The program emphasized the importance of parents' involvement in their children's education. It also provided parents with better information on the school system, including information on the roles and responsibilities of various personnel and school offices. While the results were very encouraging, this approach has not been tested in a context where the average education of parents is lower.

According to Jensen (2010), the increased access to education of the poorest groups in society normally has a negative effect on the average examination and test results. There is also a positive correlation between educational background and income of the parents and test and examination results of the pupils (White, 2004). Comparative studies between Uganda and Zambia show a significant relation between income, education of parents and test and examination results of pupils. In 2005 in Zambia, the examination results for English of the 20% of pupils from the most developed regions were on average 20% higher than the results of the lowest developed regions (Husain and Millimet, 2008).

Socio-economic status of parents in one way or the other affects academic achievement. Omoraka (2001), noted that children with rich parents have certain needs, physical and sociological which when met contribute positively to their academic performance. These needs may include a conducive reading atmosphere, good food, playing ground, provision of books and other material and attendance at the best schools available. All these help to promote effective learning and good performance in schools. Children whose parents are of high educational scales have a far better statistical chance of participating in secondary Education (Oloo, 2003). Important factors include parental involvement in their children education, how much Television children are allowed to watch and how often students change schools.

This is further supported by Ahawo (2009) who observed that in modern society's parents' influence played a very important role in the academic life of a student. Otula (2007) supported this by stating that effective learning involves partnership of students, teachers and parents. Ahawo (2009) observed that parents' involvement determines the emotional and material input that further determined the motivation level in children towards education.

Social status of a family greatly influence the academic performance of girls and involvement in domestic chores which includes; fetching water, fire wood, taking care of children and going to the market, also affect academic achievement of girls in Kisumu East District. The economic status of a family has a greater impact on the Girl Students' academic achievement in secondary schools in Kisumu East District such that girl students' from rich families are adequately catered for and hence higher concentration on learning. Girl Students' from poor families lack basic items and this adversely affects their participation in education. The academic achievement of girl students' is also affected to a greater extent by the family size and birth order in a family such that moderate families of four children and birth orders of one, to four generally have higher academic achievement. Girl Students' academic achievement is also influenced by the number of siblings who are either working or studying marketable courses at college level (Ahawo, 2009).

The report by Schultz (2002) is classic, and one of the earliest and widely quoted documents on socioeconomic status and achievement. The report argued that for the US, out-of-school variables such as family background and neighand progression to higher levels of learning. There is reliance on scores and transition rates as core measures of achievement. In Kenya, examinations are generally acceptable as valid measures of achievement (Maiyo, 2009). Secondary school placement, and to some extent admission, depend on performance of Kenya Certificate of Primary Education (KCPE) examination in standard eight (Michael, Miguel & Rebecca, 2004). Although the government has channeled funds into basic education, performance at KCPE shows th001), and McEwan and Trowbridge (2007) also suggest a link between socioeconomic status and achievement.

2.3.2 Pupil's Characteristics and Academic Performance

A learner's level of need to achieve success significantly affects his performance (Weiner, 1990). The need for achievement is the desire to seek for the attainment of realistic, but challenging, goals and achievement in ones academic activities. Ngware, Oketch, & Ezeh, (2008) show that most nomadic primary school girls have low desire to achieve. This is why they engage in easy or moderate tasks to avoid failure. They seem to give up at any little difficulty in problem solving. Research findings by Abdulahi (2005), confirmed that attempt by Universal Basic

Education (UBE) to address the academic performance of students. This also applies to nomadic girls.

Apart from achievement motivation, Chege (2003) discovered that academic performance is influenced by various demographic factors, such as age and distance from home to school. Harter (2001) found that there is a progressive and significant age change in interest across the elementary and middle school years which affect performance. Harter states that lower primary school children are interested to learn in order to get tokens like sweets, a clap, and a pat on the back or a smile from the teacher. As they progress in school, their need for achievement tends to be more intrinsic. In the context of nomadic girls, level of interest may either increase or decrease as they advance in age. Also, underage or overage nomadic girls, both of whom are likely to have a feeling of not fitting in, may be physically in school but not effectively learning.

The relationship among achievement goal, learning strategies and academic achievement has been widely explored in previous studies (Jensen, 2010). But studies that examine the relationships among intrinsic motivation, achievement goal, learning strategy and academic achievement have been lacking. Individuals' actual achievement behavior depends not only on their motivation to achieve but also on whether they expect to achieve and whether they fear failure. People are more likely to work hard when they perceive a reasonable chance to succeed than when they perceive a goal to be out of reach. Children's expectations of success can be measured by asking them to predict a certain grade, indicate how sure they are that they can solve a particular problem, and select the hardest task they think they can do from a collection of tasks varying by degree of difficulty (Mbilinyi, 2003).

Children with high expectation for success on a task usually persist at it longer and perform better than children with low expectations. In addition to child rearing practices, reviewed previously, teaching styles and communication pattern affect children's attributions. When teachers are caring and supportive and emphasis the teaching learning process over the performance outcomes, and when they give feedback, children tend to be motivated to achieve and to expect success (Daniels, Kalkman, and McCombs, 2001).

Motivation influences the approach students take to learn and the strategies they use in learning. According to Biggs' 3P model of learning, surface strategy, in which students resort typically to

rote-memorization of detail and facts, is associated with the extrinsic motive while deep strategy, in which the students seek deeper level of understanding, is associated with an intrinsic motive (Biggs, 1993).Likewise, achievement goal orientation is related with students' learning strategies. Research findings from Hong and Salili (2000) have reported significant and positive correlations between the deep-processing strategies with the learning goal, as well as between surface-level processing and the performance goal. Alika and Egbochuku (2009) found that the socio-economic status of the girls imposes considerable constraints upon their continuing stay in school. In fact, they asserted that a girl's particular socio-economic inheritance may have a direct and important effect on educational attainment.

2.3.3 Parental Involvement in Girl child Academic Performance

Parental involvement in a child's education is consistently found to be positively associated with a child's academic performance (Hill & Craft, 2003). High illiteracy rates of the parents adversely affected community school links. Often the parents from nomadic areas do not see the point in supervising homework or even of keeping girls in school. At the family level, parents have negative attitudes towards girls' education and that girls suffer from domestic work overload, a situation that reduces their interest in pursuing education (Chege 2008). The low exposure of the parents to education, or none exposure to other lifestyles, especially those of a literate society, may limit their knowledge on benefits of education. They may not be aware that the benefits of education are intergenerational and in fact accumulate over time hence the adverse consequence or function of the immediate environment of the people.

The impact that parents can have on their child's learning and achievement transcends income levels and social status (Mark, 2003). In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: 1. Create a home environment that encourages learning; 2.Express high (but not unrealistic) expectations for their children's achievement and future careers; 3. Become involved in their children's education at school and in the community." If two of these three criteria are accomplished, children of low income families will achieve at or area above the levels expected of middle class children.

A child's learning is enhanced when schools encourage parents to stimulate their children's intellectual development. Numerous studies have shown that the home environment has a powerful effect on what children and youth learn, not only in school but outside of school as well. This environment is considerably more powerful than the parents' income and education in influencing what children learn in the first six years of life and during the twelve years of primary and secondary education (Duflo, 2001). One major reason that parental influence is so strong, is because the children spend more than ninety percent of their time from infancy throughout their childhood outside school under the influence of their parents. Therefore, ultimately the parents are their first and most important teacher (Sirin, 2005).

Parental involvement is a valuable component of any student's education. It is a well-established fact that parental involvement is linked to children's success at school. When parents are involved in their children's education at home, they do better in school. The level of parent-school involvement is a better predictor of grades than are standardized test scores (Oloo, 2003).Today, it is widely recognized that parents play an essential role in their children's school life. Numerous types of parental involvement have been shown to develop cognitive growth and success in school. Schools are working hand in hand with parents, Avvisati et al (2010), describe parents and schools as policy makers with similar functions when it comes to children.

Research indicates that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood, throughout adolescence and beyond (Kutnick, 2000). Shaver and Walls (1998), are also support this view point out, arguing that the connection between parents and school achievement is real. Parental involvement in learning activity is a strategy that was found by Becker and Epstein (1982) to increase the educational effectiveness of the time that parents and children spend together at home. Teachers and parents agree on the involvement of parents, seventy one percent of principals and fifty nine percent of teachers called it a priority based on research conducted by. Those schools whose parental involvement is strong provide a lot of benefit to the students. " How Strong Communication Contributes to Student and School Success: Parent and Family Involvement" shows that improved parental involvement not only leads to higher academic achievement, but to better attendance and improved behavior at home and school as well. When school and home work

together collaboratively, and using a competent approach to education, it can make a huge difference in student achievement (Padgett 2006). The National School Public Relations Association (NSPRA) suggests that a formal policy be created. Lack of planning was seen as one of the most challenging aspects to more involvement.

Sheldon (2002) highlighted minimal resources parents acquire through social networks as one reason parents are less involved in their children's education. Another is the educational level of the parents can present a barrier to the school involvement, Stevenson and Baker (1987). The parents with more education are actively involved in Parent Teacher Association meetings and conferences. The involvement decreases as the students move from elementary to middle school because parents are less knowledgeable in some of the academic subjects. Eccles and Harold (1993) found that less educated parents shift their attention away from school because they feel inadequate to help their children with homework. The quality of parental involvement makes all the difference. A parent's enthusiasm about education is, in most instances the underlying factor that contributes the child's academic success.

2.3.4 School Infrastructure and Academic Performance

Education is considered by various stakeholders and players as a basic need and a basic right. Performance ranks high on the national agenda, with educators and policymakers focusing on testing, accountability, curriculum reform, and teacher quality, school choice and related concerns. Conspicuously absent has been an examination of how school conditions affect teaching and learning, even though extensive literature exists that links school facilities to the quality of education and to teacher morale and teacher productivity (Mark, 2003).

Randomized trials have provided evidence from several developing countries. In Nicaragua, workbooks and radio instruction raised pupils' mathematic scores (Jamison et al., 1981). Textbooks raised test scores in the Philippines, but in Kenya textbooks had effects only among the best students, perhaps because the textbooks were difficult for most students (Glewwe, Kremer and Moulin, 2006). Evidence from Kenya also suggests little impact on test scores from flip charts.

The only school variable measuring physical facilities or equipment that has any significant impact is school desks. While the free primary education (FPE) program has increased access to primary education especially among poorer households, ancillary costs of primary education (such as school uniforms) continue to hinder the educational attainment of many children. In addition, the provision of quality education remains a challenge. This was highlighted by a recent study by Uwezo (2010) which found disappointing levels of learning among primary school children.

Physical access to school and other non-monetary costs affect the student performance (Sirin, 2005). While in much of the country distance to the nearest school is good compared to many countries of a similar income level, this is not the case in all regions. In some areas, distance to the nearest school remains a problem. The problem is most acute in provinces such as Northeastern province, which only had 250 public primary schools in 2007, compared to over 4000 public primary schools in Eastern Province. While this reflects the low population density of Northeastern, the shortage of schools probably contributes to the low enrollment rates in the region. In 2007, the gross enrollment rate was approximately 35%, compared to about 125% in Eastern Province (Ministry of Education, 2009). There is substantial evidence in the economics literature that distance is an important deterrent in the take up of services (Kremer et al 2010 for water services, Thornton 2009 for health services). Thus, reducing the distance to schools could help boost educational access for students in areas such as Northeastern Province of Kenya.

Examining Indonesia's schooling construction program, Duflo (2001) shows that the large scale construction of (primary) schools led to increases in educational attainment. This program was designed to place more schools in regions with a relatively low school density. A similar program focusing on underserved regions such as Northeastern province and rural districts could promote increased secondary school enrollment.

2.4 Academic Performance

The quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educational services are often not tangible and are difficult to measure because they result in the form of transformation of knowledge, life skills and behaviour modifications of learners (Glewwe and Kremer, 2006). So

there is no commonly agreed upon definition of quality that is applied to education field. Education is measured through national examinations which are very competitive at the end of the first eight year cycle, leading to Kenya Certificate of Primary Education (KCPE) as well as the second cycle, culminating with Kenya Certificate of Secondary Education (KCSE).

Achievement goal orientations concern the purposes children have for achievement in different areas. Researchers have defined different broad goal orientations toward achievement, with two orientations receiving the most research attention (Sifuna, 2005). Learning or task mastery goals refer to an orientation to master or accomplish an activity. Performance or ego goals refer to the desire to demonstrate one's own ability, and outperform others. These goal orientations have important consequences for motivation. When students focus on outperforming others, they are more likely to choose to do tasks and activities they know they can do. In contrast, children focusing on mastery choose challenging tasks and are more concerned with their own progress than with outperforming others.

Researchers studying children's goal orientations argue further that children who have mastery goal orientations will be more likely to maintain positive motivation in school (Ames, 1992). Mastery-type goals relate to the use of deeper processing strategies (elaboration) and metacognitive, self-regulatory strategies, such as planning, comprehension monitoring, and soon (Kitaev, 2009). These relations have been found in different academic and subject type studies.

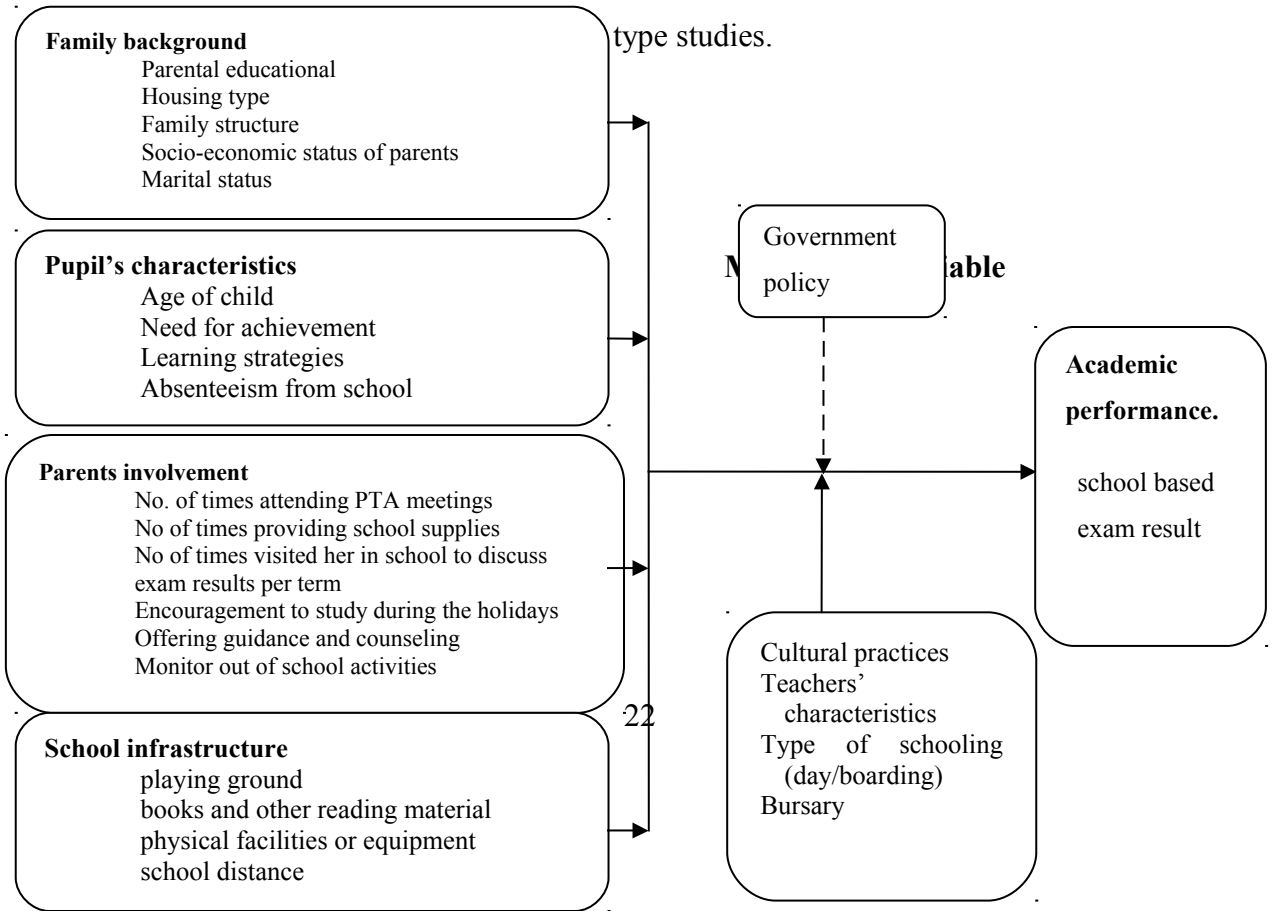


Figure 1: Conceptual Framework

A learner's level of need to achieve significantly affects his performance. Apart from achievement motivation, academic performance is influenced by various factors such as age and school distance. The relationship among achievement goal, learning strategies and academic achievement has been widely explored in previous studies. Parent involvement is a valuable component of any student's education. It is a well-established fact that parental involvement is linked to children's success at school. Education is considered by various stakeholders and players as a basic need and a basic right. Performance ranks high on the national agenda, with educators and policymakers focusing on testing, accountability, curriculum reform, and teacher quality, school choice and related concerns.

2.6 Summary and Research Gaps

This study was based on Pearson's gender relations theory. Pearson's gender relations theory was appropriate for this study because it emphasizes the various social, cultural and economic norms and standards which must be considered for women to take the opportunities to participate in social activities such as education. Primary education for a girl has important individual benefits in terms of her options and resources over her lifetime. Education enables girls to make their own decisions and to influence their families positively.

Education saves and improves the lives of girls and women. Where resources are limited especially in the arid and semiarid areas, education of boys comes first. Girls have been socialized to accept this and usually drop out of school for the benefit of their brothers. The relationship between family socioeconomic status (SES) and the academic performance of children is well established in sociological research. Comparative studies between Uganda and Zambia show a significant relation between income, education of parents and test and

examination results of pupils. Most of the studies in the literature are conducted in other developed countries whose financial footing and policy approach with regard to girl child education is different from that of Kenya. There is thus a research gap on the factors influencing academic performance of girls in public primary schools in the Kenyan context which this study seeks to address by looking at Sereolipi area in Samburu County, Kenya.

CHAPTER THREE

RESEARCH METHODLOGY

3.1 Introduction

This chapter introduces and describes the methodology that was used to carry out the research work. The chapter also describes the methods, techniques and tools that were used in collecting and analyzing data. It offers a description of the characteristics of the population of the study from which a sample was selected.

3.2 Research Design

The researcher employed the descriptive survey and ex post facto designs. The designs were used to study the academic progress of pupils and study factors affecting their academic achievements. A survey design provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population. From the sample results, the researcher made inferences about the larger population in the study area. The design has an advantage in that it was easy to apply research instruments such as questionnaires and interview schedules. It also allowed for the collection of data from a large number of respondents over a relatively short period.

Kerlinger (1983) states that ex post facto is a systematic, empirical inquiry in which the researcher does not have direct control of independent variables because their manifestations have already occurred. In this study the performance of pupils had occurred and had been influenced by the independent variables by the time data was collected.

3.3 Target Population

The research was undertaken at Sereolipi Education Zone which is located in Samburu East District of Samburu County. The education zone comprised 3 public primary schools of Lerata, Sereolipi and Ndonyo Wasin . The pupils, parents and teachers were involved in this research.

Table 3.1: Target Population

	Lerata	Ndonyo	Sereolipi	Total
Girls	56	33	39	128
Teachers	12	16	19	47
Parents	60	82	116	257
Total	124	126	167	432

Source: Sereolipi Education Zone, (2012)

3.4 Sampling Procedure

Sampling is an important aspect of research. All the 3 schools were used for the study because the target population was so small that selecting a sample would have been meaningless. The population studied was then divided into strata comprising of teachers, Parents and girls in class 6, 7 and 8 to get a more homogeneous sub-population. The researcher then used purposive technique to identify the teachers to be interviewed. Thereafter Simple random sampling was used to select the girls and parents for the study. All the girls in each school and in classes 6, 7 and 8 were requested to pick randomly pieces of papers written Yes or No .The yes pieces of papers were limited only to 17, 10 and 11 in Lerata, Ndonyo Wasin and Sereolipi respectively. All girls who picked the yes piece of paper were selected for the study. During the PTA meeting in each school parents who had girls in school were also requested to pick pieces of papers randomly. The yes pieces of papers were limited to 18 in Lerata, 24 in ndonyo wasin and 35 in

Sereolipi. Those parents who picked yes papers were considered for the study. Simple random sampling was used in order to avoid biasness whereby every girl and parent in the study had an equal chance of participating. A sample size of 30% was considered representative, diverse, generalizable and produced reliable results (Mugenda,2008).

Table 3.2: Sampling Frame

	Frequency	Ratio	Sample
Girls	128	0.3	38
Teachers	47	0.3	14
Parents	257	0.3	77
Total	432	0.3	129

3.5 Methods of data Collection

This section highlights the main data collection instruments used as well as the procedures used in the data collection exercise.

3.5.1 Data Collection Instruments

In designing research instruments, the researcher considered the objectives of the study and the research questions. For the purpose of this research, and in order to achieve the objectives, data was collected and both primary and secondary data were used. The secondary data contributed towards the formation of background information, needed by both the research in order to build constructively the project and the reader to comprehend better the survey outcome.

Primary data was collected in two ways. Firstly, a questionnaire was conducted with the pupils and parents. Secondly, interviews were carried out with the teachers. The face –to- face interviews was a two way conversation initiated by the interviewer to obtain information from the respondents. This helped the study to collect deeper and detailed information and the interviewer was in control of the process. This approach allowed probing questions that yielded more information than from observations alone. Thirdly, information was also collected using

documentary analysis of pupil's exam results for the past 8 school based examinations. Documentary analysis bridged the gap of information obtained from questionnaires and from teachers.

3.5.2 Data Collection Procedures

The researcher provided the respondent with an introductory letter certified by the University of Nairobi in order to boost the respondents' confidence and acceptance in participating in the study. The respondents were not required to disclose their personal information as names. This ought to eliminate any bias in response to target information inferred.

3.6 Validity of Research Instruments

Validity is the degree to which a tool measures what it is intended to measure; a test is valid for a particular purpose and for a particular group. Validity has been defined by the extent to which a test measures what it claims to measure. Therefore validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. If such data is a true reflection of the variables, then the inferences based on such data will be accurate and meaningful. To ensure face validity of the research instruments, the supervisors who are experts in this area of study scrutinized the research instruments. Their suggestions were used in revising the questionnaires before preparing the final copy.

3.7 Reliability of Research Instruments

Reliability can be improved by standardizing the conditions under which measurements take place (Kothari, 1994). The researcher selected a pilot group of 10 girls and 10 parents from the target population to test the reliability of the research instruments. In order to test the reliability of the instruments, internal consistency techniques were applied using Cronbach's Alpha. The alpha value ranges between 0 and 1 with reliability increasing with the increase in value. Coefficient of 0.6-0.7 is a commonly accepted rule of the thumb that indicates acceptable reliability and 0.8 or higher indicated good reliability (Mugenda, 2008). The pilot data was not included in the actual study.

3.8 Data Analysis

The objective of data analysis was to prepare raw data for statistical interpretation and presentation. Both quantitative and qualitative data were collected. The data was analyzed using

descriptive statistics and multiple regression using Statistical Package for Social Sciences (SPSS v. 19.0). For descriptive statistics, the researcher examined all the completed questionnaires and the information contained therein was presented using frequencies, percentages, mean and standard deviation. The researcher developed a Likert like scale for most of the questionnaire items for easy analysis of the data. The information from documentary analysis was presented using frequency tables.

Multiple regression analysis technique was used to show the individual effect of each independent variable on the dependent variable. The advantage of multiple regression analysis is that it permits one to analyze a relationship among a large number of variables in a single study (Gall and Borg, 1996).

3.9 Ethical Considerations

Due to the sensitivity of the information collected from pupils and teachers and from the documentary analysis, the researcher ensured that the information was handled carefully and treated with utmost confidentiality. The researcher did not require the respondents to indicate the names anywhere in the questionnaire. Also the researcher did not force or persuade the respondents to give out information.

3.10 Summary of the Chapter

The researcher employed descriptive and ex post facto design to undertake this research. The researcher used purposive, stratified and simple random sampling technique. Questionnaires and interviews methods were used for data collection. To ensure face validity of the research instruments, the supervisors who are experts in this area of study scrutinized the research instruments. Their suggestions were used in revising the questionnaires before preparing the final copy. The reliability of instruments was tested by use of a pilot study, which was conducted on a sample of 20 respondents before the instruments were finally administered to the larger sample of respondents. Piloting was done to test for any overlaps, ambiguities and inadequacies. In order to test the reliability of the instruments, internal consistency techniques were applied using Cronbach's Alpha (α).

3.11 Operational Definition of Variables.

Table 3.3: Operational definition of variables

Research objective	Type of variable	Indicator	How to measure the indicator	Data collection Methods	Level of Scale	Approach of Analysis	Types of Analysis
To determine how family background affect academic performance of girl child in public primary schools	Independent variable	Family Background	• Parental educational attainment • Housing type • Family structure • Socio-economic status of parents • Marital status	Questionnaires, interviews	Nominal Ordinal	Qualitative Quantitative	Non-Parametric
To establish how pupil's characteristics affected academic performance of girl child in public primary schools	Independent variable	Pupil's Characteristics	• Age of child • Need for achievement • Learning strategies • Absenteeism from school.	Questionnaires, interviews	Nominal Ordinal	Qualitative Quantitative	Non-Parametric
To assess the influence of school infrastructure on academic performance of girl child in public primary schools	Independent variable	School Infrastructure	• Playing ground • Books and other reading material • Physical facilities or equipment • School distance	Questionnaires, interviews	Nominal Ordinal	Qualitative Quantitative	Non-Parametric
To determine the influence of parents involvement on academic performance of girl child in public primary schools	Independent variable	Parents involvement	• No. of times attending PTA meetings • No of times providing school supplies • No of times visited her in school to discuss exam results per term Encouragement to study during the holidays. • Offering guidance and counselling • Monitor out-of-school activities	Questionnaires, interviews	Nominal Ordinal	Qualitative Quantitative	Parametric
Academic performance	Dependent variable	Pupil's test scores	• Records of pupils test scores across 8 evaluation tests.	Documentary Analysis	Nominal	Qualitative Quantitative	Non-Parametric Parametric

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focuses on data analysis of the findings and their interpretations. This chapter first analyses and present data from the parent findings, Secondly, analyzes data and present data from the pupils findings and finally compares both parents findings and pupils findings. Data has been analyzed and presented using frequency tables and percentages, line graphs, means and standard deviation. Regression analysis was also performed to establish the linear association or relationship of family background, Parental involvement, Pupils characteristics and school infrastructure on academic performance. The chapter ended with the summary of the data analysis, presentation and interpretation.

4.2 Response rate

This research study had a sample size of 129 respondents out of which 77 were parents, 14 were teachers and 38 were girls. Out of these the responses obtained were 52 from parents and 33 from girls and the 9 from teachers. This represents a 72.86% response rate. According to Babbie (2002) any response of 50% and above is adequate for analysis and therefore the response rate obtained was even better.

4.3 General information

This section presents the gender, age and the highest level of education of the respondents.

4.3.1 Gender of the parental respondents

The researcher requested the respondents to indicate their gender in the questionnaire. The results were as tabled below.

Table 4. 1: Gender of the Parental respondents

	Frequency	Percent
Male	27	51.9
Female	25	48.1
Total	**52**	**100.0**

From the findings, 51.9% of the respondents were male while 48.1% were female. It can be deduced that the majority of the respondents were male.

4.3.2 Age of parental respondents

The respondents were requested to also indicate their ages. The results obtained were as shown in Table 4.2.

Table 4. 2: Age of the Parental respondents

Age class	Frequency		Percent	
	Female	Male	Female	Male
20-30 yrs	18	17	34.6	32.7
31-40 yrs	5	10	9.6	19.3
41-50 yrs	2	-	3.8	0
Total	**25**	**27**	**48**	**52**

From the findings, 67.3% of the respondents indicated that they were aged between 20 and 30 years, 28.9 % indicated that they were aged between 31 and 40 years while 3.8% indicated that they were aged between 41 and 50 years. This clearly shows that most of the respondents indicate that they were aged below 40 years depicting that most were youthful and as such they should be knowledgeable about the value of educating the girl child.

4.3.3 Age of the Child respondents

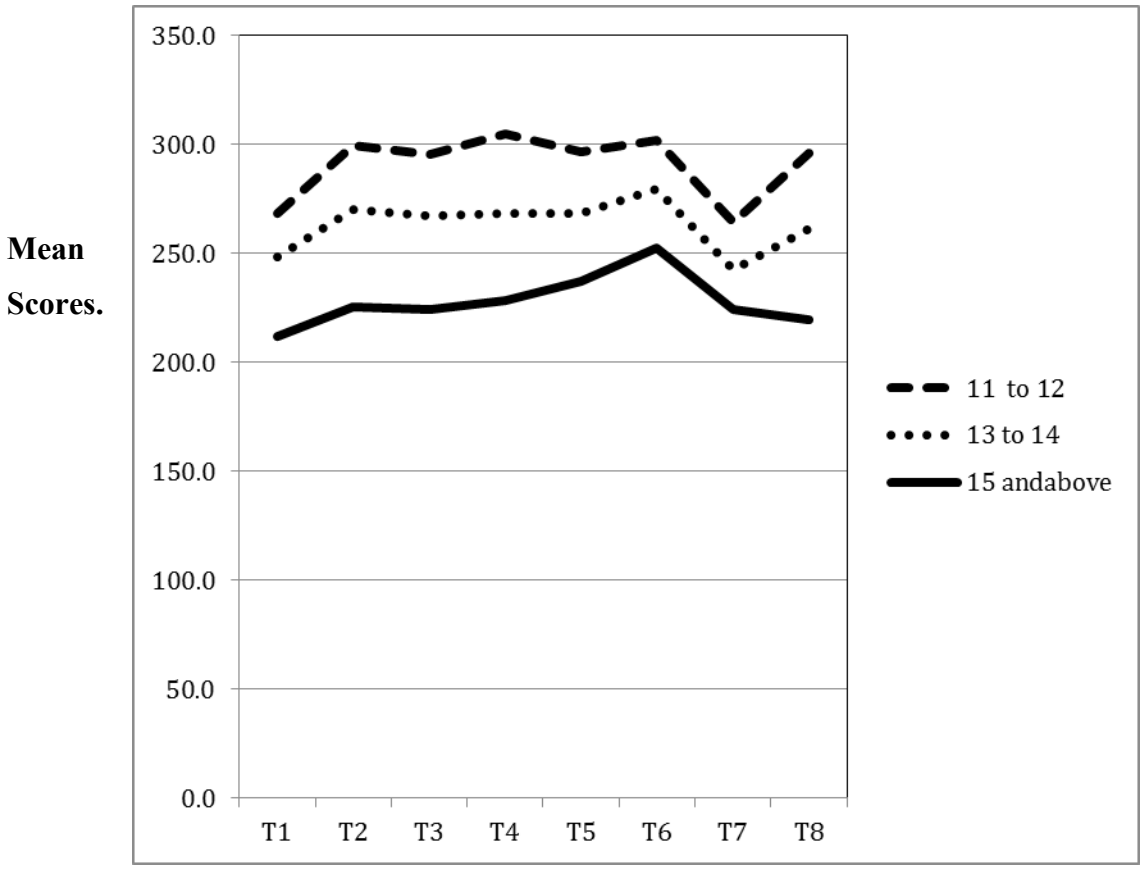
The respondents were also requested to indicate their ages. The researcher obtained the following results as shown in Table 4.3.

Table 4. 3: Ages of the child respondents

	Frequency	Percent	Correlation Coefficient (r)	Significance (P-value)
11 to 12	9	27.3	0.591	0.011
13 to 14	18	54.5	0.676	0.007
15 to 16	4	12.1	0.285	0.045
17 to 19	2	6.1	0.308	0.009
Total	**33**	**100.0**		

According to the findings, 54.5% of the child respondents were aged between 13 and 14 years, 27.3% were aged between 11 and 12 years, 12.1% indicated that they were aged between 15 and 16 years and 6.1% indicated they were aged between 17 and 19 years. It can be deduced that most of the respondents were aged between 11 and 16 years and that this group had the highest performance showing that generally, the performance of the girl child decreases with age.

Figure 2: Performance over time based on actual test results for various ages



The figure 2 shows the mean scores trend of performance of girl child across the 8 evaluation tests as shown by the mean tables in appendix II. From figure 2,Child respondents ages 11 to 12 and those with ages between 13 and 14 perform above average marks of 250 while those above 15 years are performing below average .It is clear that younger children perform better than older once and that their performances decreases with increase in their age and grade level.

4.3.4 Highest level of education of Parental respondent

The researcher requested the respondents to indicate their highest levels of education. The results were obtained are summarized in Table 4.4.

Table 4.4: Highest level of education

	Frequency		Percent	
	Female	**Male**	**Female**	**Male**
Never Gone to school	10	11	19.2	21.2
Primary level	8	10	15.4	19.3
Secondary level	4	4	7.7	7.7
College	2	-	3.8	-
University	-	2	-	3.8
Postgraduate	1	-	1.9	-
Total	**25**	**27**	**48**	**52**

From the findings, 40.4% of the respondents had never gone to school, 34.7% of the respondents indicated their highest level of education to be the primary level, 15.4% indicated that their highest level of education was secondary level. Those who indicated their highest level of education was college and university formed 7.6% while 1.9% of the respondents had postgraduate level of education. This shows that most of the parents had either never gone to school or were semi illiterate and as such may not appreciate the importance of the education of their children.

4.3.5 Period of time of child respondent in the current school

The researcher requested the child respondents to indicate the period of time that they had been in their current schools. The results were as shown in table 4.5

Table 4. 5: Period of time child respondent was in the current school

	Frequency	Percent	Correlation Coefficient (r)	Significance (P-value)
Below 4 yrs	3	9.1	0.558	0.014
4-6 yrs	10	30.3	0.571	0.035
7-10 yrs	11	33.3	0.480	0.037
11 yrs and above	9	27.3	0.622	0.026
Total	33	100.0		

From the findings, 33.3% of the child respondents indicated that they had been in their current schools for 7 and 10 years, 30.3% indicated they had been in their current schools for 4 and 6 years, 27.3% indicated that they had been in their current schools for 11 years and above while 9.1% indicated that they had been in their current schools for a period of below 4 years. This clearly shows that majority of the respondents had been in their current schools for a period of between 7 and 10 years. The findings also show that generally, the academic performance of the girl child increases when they stick in one school for long without transfers as shown by the Correlation Coefficients.

4.3.6 Class of the Child respondents

The respondents were also requested to indicate their classes. The results were as in table 4.6

Table 4. 6: Class of the Child respondents and academic performance

Level	Frequency	Percent	Correlation Coefficient (r)	Significance (P-value)
6.00	13	39.4	0.636	0.019
7.00	13	39.4	0.449	0.036
8.00	7	21.2	0.463	0.017
Total	**33**	**100.0**		

From the findings, 39.4% of the respondents indicated that they were in class 7, while the same percentage indicated that they were in class 6. In addition, 21.2% of the respondents indicated that they were in class 8. This clearly shows that majority of the respondents were in classes 7 and 6.It clear from the findings that respondents in younger grades perform better than those in higher grades as shown by correlation coefficient of 0.636 for grade level 6.

4.3.7 Day scholars and boarders

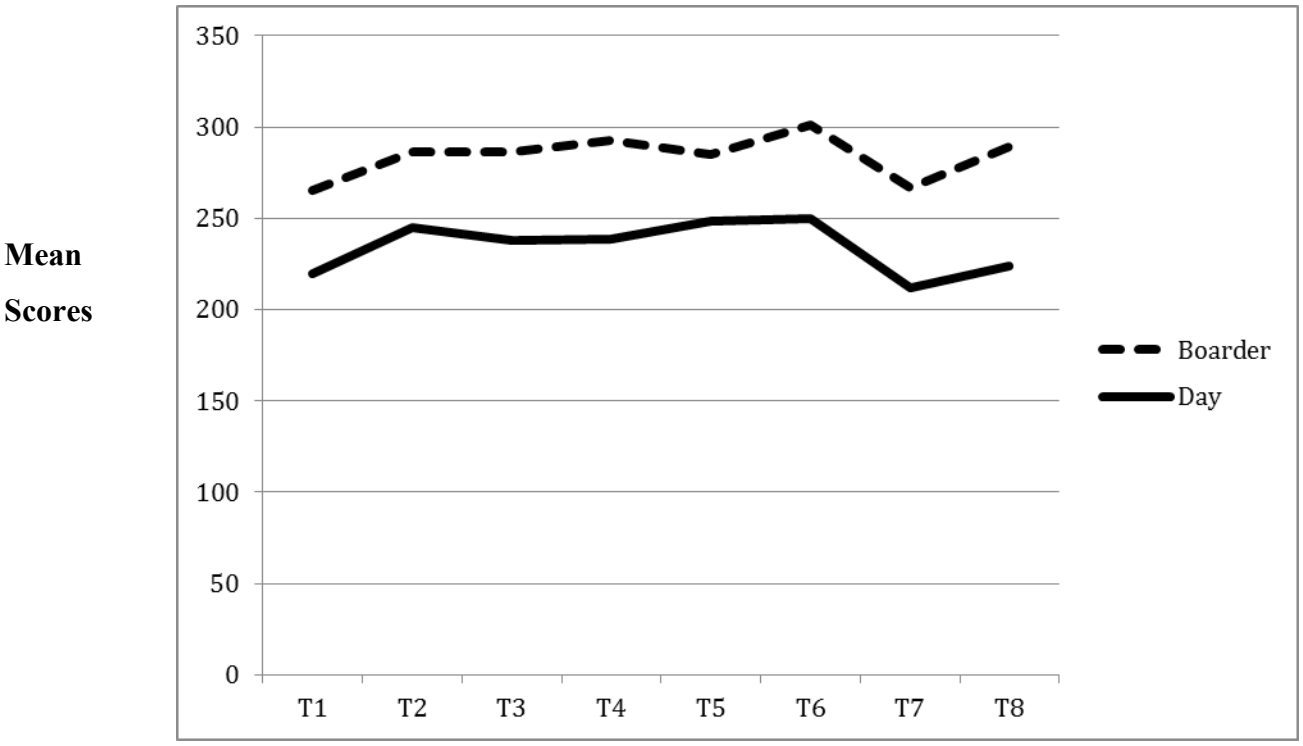
The respondents were requested to indicate whether they day scholars or boarders. The results that were obtained are as shown in table 4.7.

Table 4. 7: Day scholars and boarders and academic performance

	Frequency	Percent	Correlation Coefficient	Significance
Day scholar	13	39.4	0.347	0.033
Boarder	20	60.6	0.751	0.049
Total	**33**	**100.0**		

According to the findings, 60.6% of the respondents indicated that they were boarders while 39.4% of the respondents indicated that they were day scholars. This shows that most of the respondents were boarders and that the boarders performed better than day scholar as shown by a correlation coefficient of 0.751 and 0.347 respectively.

Figure 3: Performance of boarders and Day scholars over time based on actual test results in various tests.



The figure 3 shows the mean scores trend of performance of girl child across the 8 evaluation tests as shown by the mean tables in appendix II. Figure 3 that Boarders perform above average and day scholars perform below average. This means Boarding students perform better than the day scholars.

4.4 Family background of the child respondent

4.4.1 Marital Status of the family

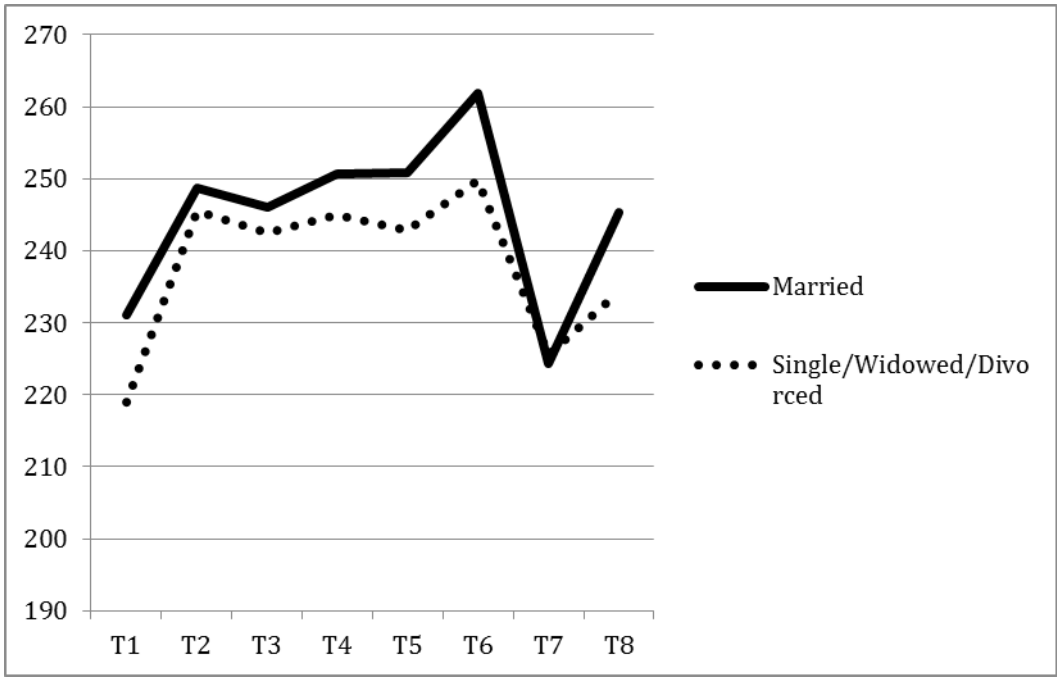
The pupils were requested to indicate the status of the families that they came from. The results were as shown in table 4.8.

Table 4. 8: Status of the family and academic performance

	Frequency	Percent	Correlation Coefficient	Significance (p-value)
Single parent	1	3.0	0.667	0.048
Divorced	4	12.1	0.568	0.013
Widowed	8	24.2	0.581	0.020
Married	20	60.6	0.726	0.036
Total	**33**	**100.0**		

According to the findings, 60.6% of the respondents indicated that they were from a family with both parents married, 24.2% indicated that they were from a family with a widowed parent, 12.1% indicated that they were from a family where the parents were divorced while 3% indicated that they were from a family of a single parent. The study further found that the status of the family had a great effect on performance with those from married families performing best (r=0.726) followed by those from single parents (r=0.667), then the widowed (r=0.581) while those whose parents were divorced performed poorly (r=0.568). It can be deduced that most of the respondents were from a family where both parents were married and the status of the family had a great effect on performance with those from married families performing best.

Figure 4: Performance over time based on actual test results for various marital Status of the Child respondent's family.



The figure 4 shows the mean scores trend of performance of girl child across the 8 evaluation tests as shown by mean tables in appendix II. The figure 4 shows that children with married families perform better than those from single, widowed and divorced parents. Appendix II shows the various means for all the tests in this category.

4.4.2 Structure of the family of the child respondent

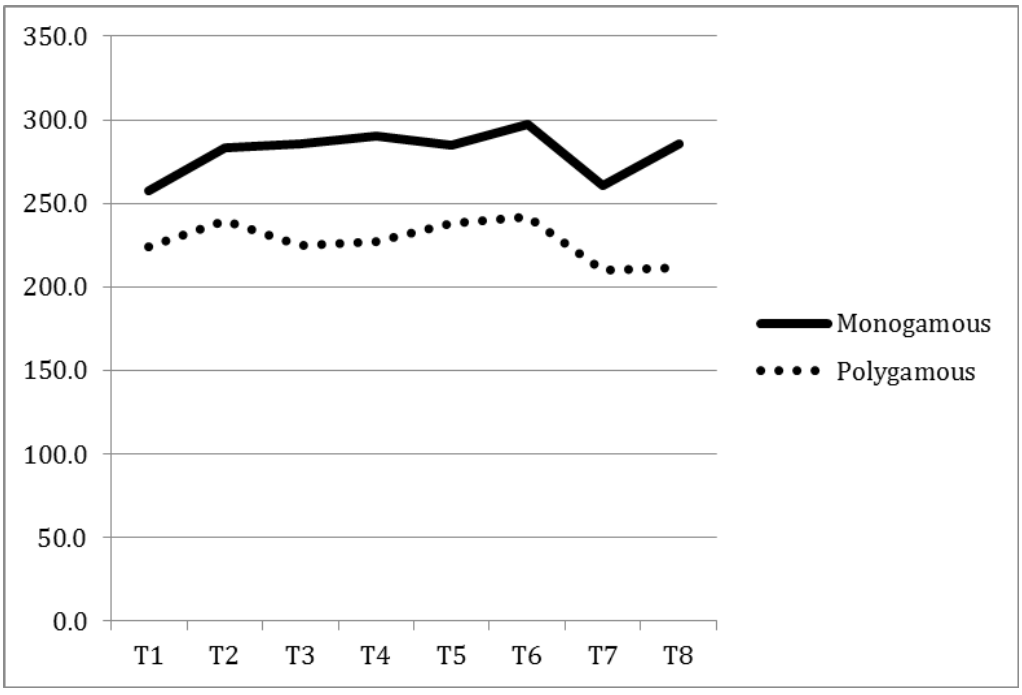
The researcher requested the pupils to indicate the structure of the families that they came from. The results were as shown in table 4.9.

Table 4. 9: Structure of the family and academic performance

	Frequency	Percent	Correlation Coefficient	Significance (p-value)
Monogamous	23	69.7	0.632	0.028
Polygamous	10	30.3	0.508	0.0210
Total	33	100.0		

From the findings, 69.7% indicated that they were from a monogamous family while 30.3%indicated that they were from a polygamous family. It can be deduced that majority of the respondents were from a monogamous family. The girls from monogamous families generally performed better than those from the polygamous families.

Figure 5: Performance over time based on actual test results for various family structures of the Child respondent's.



The figure 5 shows the mean scores trend of performance of girl child across the 8 evaluation tests as shown by the mean tables in appendix II .The figure 5 above shows that children from monogamous families perform better than those in polygamous families.

4.4.3 Number of siblings and academic performance

The pupils were requested to indicate the number of brothers and/or sisters that they had. The researcher obtained the following results as shown in table 4.10.

Table 4.10: Number of siblings and academic performance

	Frequency	Percent	Correlation Coefficient	Significance
1-3	1	3.0	0.643	0.041
4-6	22	66.7	0.668	0.036
7-9	9	27.3	0.563	0.029
9-12	1	3.0	0.478	0.024
Total	**33**	**100.0**		

From the findings, 66.7% of the respondents indicated that they had not more than 6 siblings while 27.3% indicated that they had between 7 and 9 siblings, This clearly depicts that most of the respondents had not more than 6 siblings. The findings also indicate that there is an inverse relationship between the number of siblings and academic performance of the girl child; as the number of siblings increases, this leads to lower academic performance.

The researcher also requested the respondents to indicate the number of brothers and sisters that were in school and in what level of education they were. The results were as table 4.11.

Table 4.11: Brothers and sisters in school

	Frequency	Percent
0-3	24	72.7
4-6	9	27.3
Total	**33**	**100.0**

From the findings, 72.7% of the respondents indicated that the number of brothers and sisters that were in school was not more than 3 while 27.3% indicated that the number of brothers and sisters that were in school was between 4 and 6. This show that majority of the respondents indicated that the number of brothers and sisters that were in school was not more than 3.

4.4.4 Family background and academic performance.

The pupils were requested to indicate whether their family background affects their academic performance. The results were as shown in table 4.12.

Table 4.12: Family background

	Frequency	Percent
Yes	23	69.7
No	10	30.3
Total	**33**	**100.0**

From the findings, 69.7% of the respondents indicated that family background affected their academic performance while 30.3% of the respondents indicated that family background affected their academic performance. Therefore, majority of the respondents indicated that family background affected their academic performance.

The parental respondents were also requested to indicate the extent to which family background negatively influenced academic performance of girl child in public primary schools in their area. The results were as shown in Table 4.13.

Table 4.13: Extent of influence of Family background on Academic performance

	Frequency		Percent	
	Female	**Male**	**Female**	**Male**
To a moderate extent	1	3	1.9	5.8
To a great extent	11	16	2 1.1	30.8
To a very great extent	13	8	25	15.4
Total	**25**	**27**	**48**	**52**

From the findings, 51.9% of the respondents indicated that family background affected academic performance of girl child in public primary schools to a great extent, 40.4% reported that family background affected academic performance of girl child in public primary schools to a very great extent while only 7.7% reported that family background affected academic performance of girl child in public primary schools to a moderate extent. It can be deduced that majority of the respondents reported that family background influenced academic performance of girl child in public primary schools to a great extent.

4.4.5 Aspects of family background

The researcher requested the parental respondents to indicate the extent to which the following aspects of family background affect academic performance of girl child in public primary schools. The results are summarized in Table 4.14.

Table 4.14: Aspects of family background

	Males		Females		Combined mean
	Mean	Standard Deviation	Mean	Standard deviation	
Parental education attainment	3.778	0.9740	4.2000	0.6455	3.9889
Housing type	2.2963	0.9533	2.0400	0.6758	2.1681
Family structure	2.9259	1.4657	3.5200	1.4468	3.2230
Socio-economic status of parents	4.6667	0.5547	4.2800	0.9798	4.4733

Scale: 1-to no extent **2**-to a little extent **3**-to a moderate extent **4**-to a greater extent **5**-to a very great extent

From the findings the socioeconomic status of parents means 4.4733 and the highest level of education attainment of parents mean 3.9889 were ranked high has having the greatest influence on the academic performance of the girl. In addition, it was established with a mean of 3.2230 that family structure affects academic performance of girl child to a moderate extent. Lastly, it was revealed with a mean of 2.1681 that housing type affects academic performance of girl child in public primary schools.

Table 4.15: Correlation matrix on effects of girl child characteristics on performance

	Pearson Correlation Coefficient	Significance (2-tailed)
Period of time in the current school	0.558	0.028
Age of the respondents	0.465	0.018
Day scholars and boarders	0.549	0.041
Marital Status of the family	0.636	0.029
Structure of the family	0.570	0.025
Number of siblings	0.588	0.035

Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. According to the findings in the table above, there is a relationship between academic performance and period of time in the current school, age of the respondents, day scholars and boarders, status of the family, structure of the family and number of siblings of magnitude 0.558, 0.465, 0.549, 0.636, 0.570 and 0.588 respectively. This infers that marital

status of the family has the highest effect on academic performance of the girl child followed by number of siblings, structure of the family, period of time in the current school, whether the girl is a day scholars and boarders with age of the respondents having the lowest effect on the academic performance of the girl child. This notwithstanding, all the factors had a significant p-value ($p<0.05$) at 95% confidence level.

The researcher requested the child respondents to indicate their level of agreement with the tabled statements below. The results were obtained as shown in table 4.16.

Table 4. 16: Effects of family background on academic performance

	Mean	Std. Deviation
My parents' educational level affect my school achievement	3.7879	1.45253
Our housing type affect my school performance	3.3636	1.85098
The socio-economic status of my parents affect my school grade	3.6667	1.55456

According to the findings, the respondents agreed with a mean score of 3.7879 that their parents' poor educational attainment affected their school achievement to a very great extent. In addition, the respondents agreed with a mean of 3.6667 that the socio-economic status of their parents influence their school grades to a very great extent. Finally the respondents agreed with a mean of 3.3636 that their housing type influence their school performance to a great extent. Thus, educational level of parents and their socioeconomic status had greater influence on their child academic performance.

4.5 Pupil's Characteristics

The researcher requested the parental respondents to indicate the extent to which pupil's characteristics such as age, grade level, distance from school and learning strategies affect academic performance of girl child in public primary schools. The results were as shown in table 4.17.

Table 4.17: Extent of influence of pupil's characteristics on academic performance

	Frequency		Percent	
	Female	**Male**	**Female**	**Male**
To no extent	5	4	9.6	7.7
To a little extent	4	5	7.7	9.6
To a moderate extent	6	8	11.5	15.5
To a great extent	3	6	5.8	11.5
To a very great extent	7	4	13.4	7.7
Total	**25**	**27**	**48**	**52**

From the findings, 27% of the sampled respondents indicated that the extent to which pupil's characteristics affect academic performance of girl child in public primary schools is to a moderate extent, 21.7% reported to a very great extent, 17.3% indicated to a little extent and the same indicated to no extent at all while.

4.5.1 Effects of pupil's characteristics on academic performance

The parents and pupils were requested to indicate the extent the tabled factors affect academic performance of a girl child in public primary schools. The results were as shown in table 4.18.

Table 4. 18: Factors affecting academic performance

	Parents responses					Pupils Responses	
	Males		Females				
	Mean	Standard deviation	Mean	Standard deviation	Combined mean	Mean	Std. Deviation
Age	3.6667	0.9199	1.96	0.6110	2.8133	2.9394	1.57994
Need for achievement	3.2222	1.3960	3.64	0.7572	3.4311	4.4545	1.17502
Learning strategies	3.8519	0.8640	3.64	1.0755	3.7459	4.3636	1.05529
Absenteeism from school	4.4444	0.6980	4.44	0.7681	4.4422	2.7576	1.62077

Scale: 1-to no extent **2**-to a little extent **3**-to a moderate extent **4**-to a greater extent **5**-to a very great extent

From the results, the parents indicated with a mean of 4.4422 that absenteeism from school affects academic performance of girl child in public primary schools to a great extent. It was further established with a mean of 3.7459 that learning strategies affect academic performance of girl child in public primary schools to a great extent. In addition, it was found with a mean of 3.4311 that need for achievement affects academic performance at moderate extent. Male respondents had established that Age with a mean of 3.6667 has great extent of influence to academic performance of girl child. This is contrary to Female respondents who reported with a mean of 1.96 that age has a moderate influence on academic performance.

From the findings, the pupils' respondents agreed with a mean of 4.4545 that they have a high need for achievement to a very great extent. The respondents also agreed with a mean of 4.3636 that poor learning methods among girls influence their performance to a very great extent. In addition it was agreed with a mean of 2.9394 their age influence their schoolwork to a moderate extent. Finally the respondents agreed with a mean of 2.7576 that their absenteeism influence

their academic performance to a moderate extent. Thus, I high need for achievement and poor learning methods among girls had greater influence on their child academic performance.

4.6 School Infrastructure and academic performance

The researcher requested the parental respondents to indicate the extent to which school infrastructure influences academic performance of girl child from nomadic community in public primary schools. The results were as table 4.19.

Table 4. 19: Extent of influence of School infrastructure on academic performance

	Frequency		Percent	
	Female	**Male**	**Female**	**Male**
To a little extent	2	3	3.8	5.8
To a moderate extent	11	11	21.2	21.2
To a great extent	4	3	7.7	5.8
To a very great extent	8	10	15.3	19.2
Total	**25**	**27**	**48**	**52**

According to the findings, 42.4% indicated that school infrastructure influences academic performance of girl child in public primary schools to a moderate extent,34.5% indicated that school infrastructure affect academic performance of girl child in public primary schools to a very great extent,13.5% indicated that school infrastructure influences academic performance of girl child in public primary schools to a great extent while 9.6% indicated that school infrastructure influences academic performance of girl child in public primary schools to a little extent. This shows that majority of the respondents indicated that school infrastructure has a low influences on academic performance of girl in public primary schools to a moderate extent.

4.6.1 Effect of School Infrastructure on academic performance

The researcher also requested the parental respondents to indicate the extent to which the following school infrastructure factors influences academic performance of girl child in public primary schools. The results obtained were as shown in table 4. 20.

Table 4.20 Factors of school infrastructures

	Males		**Females**		**Combined mean**
	Mean	**Standard deviation**	**Mean**	**Standard deviation**	
Playing ground	1.778	0.6980	1.8400	0.6880	1.8089
Physical facilities and equipment	3.1852	1.0014	3.3600	0.9073	3.2726
School distance from home	4.6296	0.4921	4.0400	0.7895	4.3348

Scale: 1-to no extent **2**-to a little extent **3**-to a moderate extent **4**-to a greater extent **5**-to a very great extent

According to the findings, the respondents indicated with a mean of 4.3348 that school distance from home influence academic performance of girl child in public primary schools to a great extent. On the same note, the respondents indicated with a mean of 3.2726 that physical facilities or equipment affect academic performance of girl child in public primary schools to a great extent. Lastly, respondents indicated with a mean of 1.8089 that playing ground affect academic performance of girl child at a low extent.

The researcher requested the pupils to indicate their level of agreement with the following statements. The results were as table 4.21.

Table 4.21: Pupils agreement on influence of School infrastructure on academic performance

	Mean	**Std. Deviation**
My school has a good playing ground	3.3030	1.51007

	Mean	Std. Deviation
Books and other reading material are enough in my school	3.9394	1.39058
There is adequate physical facilities or equipment	3.0303	1.59069
I walk a long distance to school	2.5455	1.39398

Scale: 1-to no extent **2**-to a little extent **3**-to a moderate extent **4**-to a greater extent **5**-to a very great extent

According to the findings, the respondents agreed with a mean of 3.9394 that books and other reading materials are enough in their school to a great extent. They further agreed with a mean of 3.3030 that their school has a good playing ground to a great extent. In addition the respondents agreed with a mean of 3.0303 that there are adequate physical facilities or equipment to a great extent. Lastly, the respondents agreed with a mean of 2.5455 that they walk a long distance to school to a moderate extent.

4.6.2 Facets of School infrastructure

The researcher requested the respondents to indicate the extent to which facets of school infrastructure influence academic performance of girl-child in public primary school.

Table 4.22: Facets of School infrastructure on academic performance.

	Mean	Std. Deviation
Congestion in the classrooms	3.6061	1.32144
Inadequate desks	3.3939	1.63820
Inadequate drinking and bathing water	4.2727	1.25680
Inadequate lighting	3.8485	1.30195
Insufficient study space	3.8788	1.36376

Level of scale: 1-to no extent **2**-to a little extent **3**-to a moderate extent **4**-to a greater extent **5**-to a very great extent

From the findings, the respondents indicated with a mean of 4.2727 that inadequate drinking and bathing water influence academic performance of girl child in public primary school to a very great extent. Further, the respondents reported with a mean of 3.8788 that insufficient study space influences academic performance of girl child in public primary school to a very great

extent. They further indicated with a mean of 3.8485 that inadequate lighting influences academic performance of nomadic girl in public primary school to a very great extent. The respondents also indicated with a mean of 3.6061 that congestion in the classrooms influences academic performance of girl child in public primary school to a great extent. Lastly; the respondents indicated with a mean of 3.3939 that inadequacy of desks influences academic performance of girl child in public primary school to a great extent.

4.7 Parents Involvement

The researcher requested the pupils to indicate whether their parents participate in various school activities. The results were as shown in table 4.23

Table 4.23: Parents` involvement in various schools activities

	Frequency	Percent
Yes	26	78.8
No	7	21.2
Total	**33**	**100.0**

From the findings, 78.8% of the respondents indicated that their parents participated in various school activities while 21.1% indicated that their parents were not involved in various school activities. This clearly shows that most of the respondents indicated that their parents were involved in various school activities.

The parental respondents were also requested to indicate effect of parent's involvement on academic performance of girl child in public primary schools. The results were as shown in table 4.24.

Table 4.24: Extent of parents involvement on academic performance

	Frequency		Percent	
	Female	Male	Female	Male
To a moderate extent	6	5	11.5	9.6
To a great extent	6	7	11.5	13.5
To a very great extent	13	15	25	28.9
Total	**25**	**27**	**100.0**	

From the findings, 53.9% of the respondents reported that the effect of parent`s involvement on academic performance of girl child in public primary schools is to a very great extent, 25% reported that the effect of parent`s involvement on academic performance of girl child in public primary schools is to a great extent while 21.1% of the respondents reported that the influence of parent`s involvement on academic performance of girl child in public primary schools is to a moderate extent. This clearly shows that majority of the respondents reported that the influence of parent`s involvement on academic performance of girl child in public primary schools is to a very great extent.

4.7.1 Aspects of Parents' Involvement

The researcher requested the respondents to indicate the extent to which the following aspects of parents' involvement influence academic performance of girl child in public primary school. The results were as shown in table 4.25.

Table 4.25: Effect of aspects of parents' involvement

	Parents findings					Pupils findings	
	Males		**Females**		**Combined mean**		
		Standard deviation	**Mean**	**Standard deviation**		**Mean**	**Std. Deviation**
Number of times attending PTA meetings	3.5926	0.9711	3.5600	0.7681	3.5763	4.2121	1.36376
Number of times providing school supplies	3.0370	0.9398	3.6400	1.0755	3.3385	3.4545	1.85558
Number of times visited her in school to discuss exam results	3.778	0.8006	3.4400	0.7118	3.6089	3.4848	1.69781
Encouragement to study during the holiday	3.5556	0.8473	3.4800	1.0050	3.5178	4.3030	1.38033
Offering guidance and counseling	4.3333	0.6794	3.9600	0.7349	4.1467	4.5758	1.06155
Monitor out of school activities	2.7778	0.8473	3.3200	1.0296	3.0489	4.5455	1.09233

Scale: 1-to no extent **2**-to a little extent **3**-to a moderate extent **4**-to a greater extent **5**-to a very great extent.

According to the findings, the parents indicated with a mean of 4.1467 that offering guidance and counseling influences academic performance of girl child in public primary school to a very great extent. It was also established with a mean of 3.6089 that the number of times a parent

visited a child in school to discuss exam results influenced academic performance of girl child in public primary school to a great extent. Further, the respondents indicated with a mean of 3.5763.that the number of times a parent attended PTA meetings influenced academic performance of girl child in public primary school to a very great extent. The respondents also reported with a mean 3.5178that encouragement to study during the holiday influences academic performance of girl child in public primary school to great extent. In addition, the respondents indicated with a mean of 3.3385 that the number of times providing school supplies influences academic performance of girl child in public primary school to a great extent. Finally, the respondents indicated with a mean of 3.0489 for male respondents and 3.3200 that monitoring out-of-school activities influences academic performance of girl child in public primary school to a great extent.

From the findings, the pupils agreed with a mean of 4.5455 that their parents monitor their out-of-school activities and this positively affects their academic performance to a very great extent. They also agreed with a mean of 4.5758 that their parents offer guidance and counseling and this affects their academic performance to a very great extent. They further agreed with a mean of 4.3030 that their parents encourage them to study during the holidays and this affects their academic performance to a very great extent. In addition the respondents agreed with a mean of 4.2121 that their parents always attend PTA meetings and this affects their academic performance to a very great extent. The respondents also agreed with a mean of 3.4848 that their parents visit them in school to discuss exam results and this affects their academic performance to a great extent. Lastly, the respondent agreed with a mean of 3.4545 that their parents provide school supplies and this positively affects their academic performance to a great extent.

4.7.2 School materials

The researcher requested the child respondents to also indicate whether their parents provide them with the following tabled materials. The results were as shown in table 4.26.

Table 4.26: School materials.

	Mean	Std. Deviation
School uniform	2.0303	1.35750
Writing Materials	3.7576	1.17341
Sanitary Pads	3.1212	2.05787
Washing Detergents/Soaps	3.7576	1.27550
Revision Books	2.7576	1.43680
School shoes	2.7273	1.30558

According to the findings, the respondents agreed with a mean of 3.7576 that their parents provide them with writing materials and this affects their academic performance to a great extent. They further agreed with a mean of 3.7576 that their parents provide them with washing detergents/soaps and this affects their academic performance to a great extent. In addition, the respondents agreed with a mean of 3.1212 that their parents provide them with sanitary pads and this affects their academic performance to a very extent. They also agreed with a mean of 2.7576 that their parents provide them with revision books and this affects their academic performance to a moderate extent. Further they agreed with a mean of 2.0303 that their parents provide them with school uniform and this affects their academic performance to a moderate extent. Finally, the respondents agreed with a mean of 2.7273 that their parents provide them with school shoes and this affects their academic performance to a moderate extent.

4.8 The Parents findings and Pupils findings Compared.

Table 4.27 shows the summary of combined means of Parents and pupil's respondents on the four variables studied. From the table, it indicates that Parental involvement (Mean 3.8177) on girl child education has more influence on academic performance followed by pupil's characteristics (mean 3.6185) and then by family background (mean 3.5347) and School infrastructure (3.1717) as the least influence.

Table 4.27 The Parents findings and Pupils findings Compared

	Pupils Findings	Parents Findings	
Family background			**Combined Mean**
Educational level	3.7879	3.9889	3.8884
Housing type	3.3636	3.2230	3.2933
Socio economic	3.6667	4.4733	4.0700
Family structure	-	2.1681	
Mean	**3.6061**	**3.4633**	**3.5347**
Pupils characteristics			
Age	2.9394	2.8133	2.8764
Need for achievement	4.4545	3.4311	3.9428
Learning strategies	4.3636	3.7459	4.0548
Absenteeism	2.7576	4.4423	3.6000
Mean	**3.6288**	**3.6082**	**3.6185**
School infrastructure			
Playing Ground	3.3030	1.8089	2.5560
Books/other reading materials	3.9394		
Physical Facilities	3.0303	3.2726	3.1515
Distance to school	2.5455	4.3348	3.4402
Mean	**3.2046**	**3.1388**	**3.1717**
Parental involvement			
Attending PTA	4.2121	3.5763	3.8942
School Supplies	3.4545	3.3385	3.3965
Discussing exam results	3.4848	3.6089	3.5469
Encourage to study during holidays	4.3030	3.5178	3.9104
Offering Guidance and counseling	4.5758	4.1467	4.3613
Monitor out –of- school activities	4.5455	3.0489	3.7972
Mean	**4.0960**	**3.5395**	**3.8177**

Scale: 1-to no extent **2**-to a little extent **3**-to a moderate extent **4**-to a greater extent **5**-to a very great extent

4.9 Regression Analysis

The researcher conducted a multiple linear regression analysis so as to determine the relationship between academic performance of girl child in public primary schools and the four independent variables; family background, pupil's demographic characteristics, school infrastructure and parents involvement The regression equation used was ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4$) was: Whereby Y = Academic performance of girl child in public primary schools in Sereolipi Education Zone.

X1 = School infrastructure

X2 = Family Background

X3 = pupil's characteristics

X4 = parents involvement

Table 4.28: Model Summary and the coefficient of Determination

Model	R	R^2	Adjusted R Squared	Std. Error of the Estimate
1	0.843	0. 763	0.724	0.4316

Analysis of Variance

Model		Sum of Squares	Df	Mean Square	F	Sig. (P values)
1	Regression	2.342	4	0.586	6.53	0.0001
	Residual	7.982	89	0.090		
	Total	10.324	93			

Coefficient of determination

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig. (P values)
		B	Std. Error	Beta		
1	(Constant)	1.365	1.335		1.022	0.0309
	School infrastructure (X_1)	0.431	0.128	0.265	3.367	0.0011
	Family background (X_2)	0.441	0.241	0.076	1.830	0.0706
	Pupil's characteristics (X_3)	0.698	0.222	0.186	3.144	0.0023
	Parents involvement (X_4)	0.787	0.234	0.099	3.363	0.0011

The four independent variables that were studied, explained 76.3% of academic performance of girl child in public primary schools as represented by the R^2. This therefore means that other factors not studied in this research contribute only 23.7% of academic performance in Sereolipi Education Zone.

The significance value is 0.0001 which is less that 0.05 thus the model is statistically significance in predicting how family background, pupil's demographic characteristics, school infrastructure and parents involvement influence academic performance of girl child in public primary schools. The F calculated at 5% level of significance was 6.53. Since F calculated is greater than the F critical (value = 2.290), this shows that the overall model was significant.

From table 4.28 the regression equation will be; Girl academic performance (Y)=1.365+ $X_1$0.431+ $X_2$0.441 + $X_3$0.698 + $X_4$0.787

This equation is more important in predicting academic performance of a girl child in public primary school in Sereolipi education zone. It has established that taking all factors into account (family background, pupil's characteristics, school infrastructure and parents involvement) constant at zero academic performance of a girl child in public primary schools will be 1.365. The findings presented also show that taking all other independent variables at zero, a unit increase in family background will lead to a 0.441 increase in the scores of academic performance of girl child in public primary schools.

A unit increase in pupil's characteristics will lead to a 0.698 increase in the scores of academic performance of girl child in public primary schools, a unit increase in school infrastructure will lead to a 0.431 increase in the scores academic performance of girl child in public primary schools, a unit increase in parents involvement will lead to a 0.787 increase in the scores of academic performance of girl child in public primary schools. This infers that Parental involvement influences academic performance of girl child in public primary schools most followed by family background and school infrastructure was influencing academic performance of girl child least.

4.10 Summary of the Chapter

From the parents the study found that parental involvement affects academic performance of girl child in public primary schools to a great extent. It was also established that their parents' poor educational attainment, the socio-economic status of their parents and their housing type affect their school performance. The study established that the extent to which pupil's characteristics affect academic performance of girl child in public primary schools is moderate. The study also

found that absenteeism from school, learning strategies, self motivation for achievement and age affect academic performance of girl child in public primary schools to a great extent.

The study established that the effect of school infrastructure on academic performance of girl child in public primary schools is moderate. The study found out that schools good playing grounds, adequate physical facilities or equipment in schools and that pupil walk a long distance to school. It was also established that inadequate drinking and bathing water, insufficient study space, inadequate lighting and congestion in the classroom influence academic performance of girl child in public primary school.

The study established that the effect of parent`s involvement on academic performance of girl child in public primary schools is to a very great extent. It was also found that offering guidance and counseling, the number of times visited in school to discuss exam results, the number of times attending PTA, encouragement to study during the holiday, monitor out-of-school the number of times providing school supplies and affect academic performance of girl child in public primary school. It was further revealed that parents monitor out-of-school activities, parents offer guidance and counseling, parents encourage the pupils to study during the holidays, parents always attend PTA meetings, parents visit the pupils in school to discuss exam results and that parents provide school supplies.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, discussion, conclusions and recommendations for practice and further research on the problem. This study aimed at establishing the factors influencing academic performance of girl child in public primary schools in Sereolipi Education Zone. The study further sought to examine how family background, pupil's characteristics, parents' involvement, and school infrastructure influencing academic performance of girl child in public primary schools in Sereolipi Education Zone.

5.2 Summary of the findings

This section gives a summary of the research finding based on the research objectives.

Table 5.1 Summary of Findings

Objective (s)	Findings
Objective 1: Influence of Family background on Academic Performance of girl child.	1. 69.7% of pupils and 51.9% of parents established that family background influence academic performance to a great extent. 2. It is established that socio-economic status (M=4.0700) has the highest influence on academic performance followed by Educational attainment (M=3.8884), Housing type (M=3.2933) 3. The study also indicates that monogamous families (r=0.632,M=285.7) generally perform better than those from the polygamous families(r=0.508,M=211.9) and those with married families (r=0.726, M=245.4) performing best than single parents r=0.604,M=234.3) 4. The findings further indicate that there is an inverse relationship between the number of siblings and academic performance of the girl child; as the number of siblings increases, this leads to lower academic performance. Pupils with siblings of 9 and over(r=0.478) between 4-6(r=0.668) and 3 and below (r=0.643)

Objective(s)	Findings
Objective 2: Influence of Pupil's characteristics on academic performance of girl child.	1. 27% of parental respondents established that pupil's characteristic influence academic performance. 2. It study established that learning strategies (M=4.0541) influence academic performance the most followed by need for achievement (M=3.9428), Absenteeism from school (M=3.6000) and lastly age (M2.8764) has the least influence. 3. It also found that most of the respondents were aged 13 and 14 years (M=261.5) followed by respondents with ages 11to 12 (M=296.1) and then with respondents with ages 15 and below (M=219.8). This further indicated that the performance of the girl child decreases with age. 4. It the study also established that Boarding children (r=0.751,M=289) perform better than the day school(r=0.347,M=223.9) children.
Objective 3: The influence of parental involvement on academic performance of Girl child.	1. The study established that 53.9% of parents indicated that parental involvement affects academic performance of girl child to a great extent. 2. The study also revealed that offering guidance and counseling by parents (M=4.3613) to their girls has the greatest influence on academic performance followed by encouragement to study during the holiday (M=3.9104), Number of times parents attend PTA (M=3.8942), parents monitoring out –of-school activities (M=3.7972) and provision of school supplies (M=3.3965) having the least influence on academic performance.
Objective 4: The influence of School infrastructure on academic performance of girl child.	1. The study indicates that distance from school (M=3.4402) had the greatest influence on academic performance followed Physical facilities (M=3.1515), then the playing ground (M=2.5560) being with the least influence. 2. The pupils indicated that provision of Books and reading materials (M=3.9394) has the greatest influence on academic performance. 3. The study also established that the effect of school infrastructure on academic performance of girls in public primary schools is to a moderate extent as suggested by 42.4% of the parental respondent.

This infers that Parental involvement influences academic performance of girl child in public primary schools most followed by pupil's characteristics, Family background and school infrastructure was influencing academic performance of girl child least. It was clear that status of the family has the highest effect on academic performance of the girl child followed by

number of siblings, structure of the family, period of time in the current school, whether the girl is a day scholars and boarders with age of the respondents having the lowest effect on the academic performance of the girl child.

5.3 Discussion of the Findings

This section discusses the main findings in relation to other literature.

5.3.1 Family Background

The relationship between family socioeconomic status (SES) and the academic performance of children is well established in sociological research, gender, unexplained absences, parental educational attainment, housing type, ethnicity and student age are all statistically significant variables and predictors of academic performance. According to the parents the study found that family background affects academic performance of girl child in public primary schools to a great extent (51.9%). From the pupils the study found that family background affected their academic performance (69.7%) It was also established that their parents' poor educational attainment (M=3.7879), the socio-economic status of their parents (M=3.6667) and their housing type (M=3.3636) affect their school performance. The study also established that socio-economic status of parents (M=4.4733), parental educational attainment (M=3.9889), family structure (M=3.2230) and housing type (M=2.1681) affect academic performance of girl child in public primary schools. These results are supported by Omoraka (2001) argument that children with rich parents have certain needs, physical and sociological which when met contribute positively to their academic performance. These needs may include a conducive reading atmosphere, good food, playing ground, provision of books and other material and attendance at the best schools available. All these help to promote effective learning and good performance in schools. In addition, Husain and Millimet, (2008) found that the examination results for English of the 20% of pupils from the most developed regions in Zambia were on average 20% higher than the results of the lowest developed regions of the country.

5.3.2 Pupil's Characteristics

The study established that the extent to which pupil's characteristics affect academic performance of girl child in public primary schools is to a moderate extent (27%). Weiner, (1990) had earlier

observed that learner's level of need to achieve significantly affects his performance. The need for achievement (nAch) is the desire to seek for the attainment of realistic, but challenging, goals and achievement in ones academic activities. Ngware, Oketch, & Ezeh, (2008) also established that most nomadic primary school girls have low need to achieve. This is why they engage in easy or moderate tasks to avoid failure. The study also found that absenteeism from school (M=4.4422), learning strategies (M=3.3.7459), need for achievement (M=3.4311), child IQ (M=3.3.2859) and age (M=2.8133) affect academic performance of girl child in public primary schools. Daniels, Kalkman, and McCombs, (2001) had earlier found that children with high IQs and high expectations of success in school do, in facts get the highest grades. In addition to child rearing practices, reviewed previously, teaching styles and communication pattern affect children's attributions. When teachers are caring and supportive and emphasize the teaching learning process over the performance outcomes, and when they give feedback, children tend to be motivated to achieve and to expect success.

Further, According to Mbilinyi, (2003) individuals' actual achievement behavior depends not only on their motivation to achieve but also on whether they expect to achieve and whether they fear failure. People are more likely to work hard when they perceive a reasonable chance to succeed than when they perceive a goal to be out of reach. Children's expectations of success can be measured by asking them to predict a certain grade, indicate how sure they are that they can solve a particular problem, and select the hardest task they think they can do from a collection of tasks varying by degree of difficulty.

5.3.3 School Infrastructure

Textbooks raised test scores in the Philippines, but in Kenya textbooks had effects only among the best students, perhaps because the textbooks were difficult for most students (Glewwe, Kremer and Moulin, 2006). In line with this, the study established that the effect of school infrastructure on academic performance of girl child in public primary schools is to a moderate extent (44.2%). The study found out schools have good playing grounds (M=3.3030), there is adequate physical facilities or equipment in schools (M=3.0303) and that pupils walk a long distance to school (M=2.545).It was also established that inadequate drinking and bathing water (M=4.2727), , insufficient study space (M=3.8788), inadequate lighting (3.8485), congestion in the classrooms (M=3.6061) and inadequacy of desks (M=3.3939) influence academic

performance of girl in public primary school. Physical access to school and other non-monetary costs affect the student performance (Sirin, 2005). While in much of the country distance to the nearest school is good compared to many countries of a similar income level, this is not the case in all regions. In some areas, distance to the nearest school remains a problem. Further, examining Indonesia's schooling construction program, Duflo (2001) shows that the large scale construction of (primary) schools led to increases in educational attainment. This program was designed to place more schools in regions with a relatively low school density.

5.3.4 Parents Involvement

Sheldon (2002) highlighted minimal resources parents acquire through social networks as one reason parents are less involved in their children's education. The study established that the effect of parent`s involvement on academic performance of girl child in public primary schools is to a very great extent (53.9%). The findings correlate with Hill & Craft, (2003) who argue that parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. High illiteracy rates of the parents adversely affected community school links. Often the parents from nomadic areas do not see the point in supervising homework or even of keeping girls in school. It was also found that offering guidance and counseling (M=4.1467), the number of times visited in school to discuss exam results (M=3.6089), the number of times attending PTA (M=3.5763), encouragement to study during the holiday (M=3.5178), monitor out-of-school (M=3.0489) the number of times providing school supplies (M=3.3385) and affect academic performance of girl child in public primary school. Mark, (2003) had earlier indicated that the impact that parents can have on their child's learning and achievement transcends income levels and social status Kutnick, (2000) also argues that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood, throughout adolescence and beyond. Shaver and Walls, (1998), are also in support, they point out that the connection between parents and school achievement is real.

The impact that parents can have on their child's learning and achievement transcends income levels and social status (Mark, 2003). One major reason that parental influence is so strong, is because the children spend more than ninety percent of their time from infancy throughout their childhood outside school under the influence of their parents. Therefore, ultimately the parents are their first and most important teacher (Sirin, 2005). In line with this, the study further

revealed that parents monitor out-of-school activities (M=4.5455), parents offer guidance and counseling (M=4.5758), parents encourage the pupils to study during the holidays (M=4.3030), parents always attend PTA meetings (M=4.2121), parents visit the pupils in school to discuss exam results (M=3.4848) and that parents provide school supplies (M=3.45450).In addition the study established that the parents provide writing materials (M=3.7576), school uniform (M=3.7576),sanitary pads (M=3.1212), revision books (M=2.7576) school shoes (M=2.7273) and washing detergents/soaps (M=2.7273). Shaver and Walls (1998) also support this view point out, arguing that the connection between parents and school achievement is real. Parental involvement in learning activity is a strategy that was found by Becker and Epstein (1982) to increase the educational effectiveness of the time that parents and children spend together at home.

5.4 Conclusions

The study concludes that there is a positive relationship between family background and academic performance of girl child in public primary schools with those from married families that were monogamous and less number of siblings performing better. A unit increase in family background will lead to a 0.441 increase in the scores of academic performance of girl child in public primary schools. The study also found that parents' poor educational attainment, socio-economic status and housing type affect their school performance.

The study also concludes that there exists a positive relationship between pupil's characteristics and academic performance of girl child in public primary schools. A unit increase in pupil's characteristics will lead to a 0.6998 increase in the scores of academic performance of girl child in public primary schools. The study also found that absenteeism from school, learning strategies, need for achievement and age affect academic performance of girl child in public primary schools. It was clear that the performance of the girl child decreases with age and those boarders performed better than day scholars.

The study also found that school infrastructure positively influence academic performance of girl child in public primary schools. A unit increase in school infrastructure will lead to a 0.431increase in the scores academic performance of girl child in public primary schools. It was also established that inadequate drinking and bathing water, insufficient study space, inadequate

lighting, congestion in the classrooms and inadequacy of desks influence academic performance of girl in public primary school.

The study also established a unit increase in parents' involvement will lead to a 0.787 increase in the scores of academic performance of girl child in public primary schools. It was further revealed that parents monitor out-of-school activities, parents offer guidance and counseling, parents encourage the pupils to study during the holidays, parents always attend PTA meetings, parents visit the pupils in school to discuss exam results and that parents provide school supplies.

The study finally concluded that parental involvement influences academic performance of girl child in public primary schools most followed by pupil's characteristics, then family background while school infrastructure had the least influence on academic performance of girl child.

5.5 Recommendations

5.5.1 Recommendations for management actions

1. The study found that the extent to which parental involvement affects academic performance of girl child in public primary schools is to a great extent. This study therefore recommends that that the government intervenes to create more awareness on the need of parental involvement in the education of their children. This can be done by encouraging teachers under the auspices of education officials to sensitize the parents on the importance of education for their girls` future and hence the need to get involved in it.

2. The study established that pupil's characteristics affect academic performance of girl child in public primary schools. This study recommends that the various forums be organized so as to inspire and inculcate the importance of education of the girl child of Sereolipi zone

3. The study found out that most schools did not have ample playing grounds for the girls. This affects negatively the academic performance of the girl child. This study therefore recommends that efforts to be made by the schools administration to ensure that there are ample playing grounds for the girls as this will help in moulding their extracurricular talents and also help in breaking the class' monotony.

4. This study recommends that that the government should intervene to improve the general economy of the residents of Sereolipi zone so as to aid in elevating the family backgrounds of the girls in the area. This can be done through such way as starting projects in the area to create employment and making the accessibility of funds for business purposes easy for the residents

5.5.2 Recommendation for further studies

This research study focused on factors influencing academic performance of girl child in public primary schools in Sereolipi Education Zone. The study therefore recommends

1. Similar study should be conducted on factors influencing academic performance of boy child in public primary schools
2. Effect of being first born girl child on academic performance should also be fully investigated in the study area.
3. Analyze performance and relate it to workload at home for girl child.
4. Influence of male teachers and boys in the school on performance of girl child.
5. Influence of religious commitment and performance of girl child.
6. Gender roles of parents in supporting girl child education.

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APPENDICES

Appendix I: The student test results for the last eight school based exams

No	Age	Class	Type of schooling	Family marital status	Family structure	No.of siblings	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8
	11	6	Boarder	Divorced	Polygamous	7	174	181	189	196	188	222	239	243
	13	6	Day	Married	Polygamous	5	240	290	254	261	269	236	198	206
	14	6	Boarder	Married	Monogamous	5	293	325	313	325	285	291	248	304
	13	7	Boarder	Divorced	Polygamous	6	243	253	227	240	211	215	180	198
	15	8	Day	Windowed	Polygamous	5	240	280	254	256	261	304	254	215
	14	7	Boarder	Married	Monogamous	4	234	244	237	219	225	232	237	211
	11	6	Day	Windowed	Polygamous	7	175	179	181	165	216	228	178	165
	13	7	Day	Married	Polygamous	5	190	206	209	196	201	218	184	185
	17	8	Boarder	Married	Monogamous	10	174	189	192	185	206	214	206	185
	11	6	Day	Windowed	Polygamous	6	256	269	235	239	254	226	192	216
	14	7	Day	Married	Monogamous	5	178	189	209	197	238	249	183	203
	16	8	Boarder	Divorced	Monogamous	7	161	169	181	202	180	183	193	188
	17	8	Day	Windowed	Monogamous	5	135	148	156	165	167	157	119	151
	15	7	Day	Married	Polygamous	8	218	217	207	190	228	252	206	209
	14	8	Boarder	Single	Monogamous	4	209	276	238	257	233	249	247	279
	14	7	Day	Windowed	Monogamous	8	237	287	302	313	285	329	294	319
No	**Age**	**Class**	**Type of schooling**	**Family marital status**	**Family structure**	**No.of siblings**	**Test 1**	**Test 2**	**Test 3**	**Test 4**	**Test 5**	**Test 6**	**Test 7**	**Test 8**
S3	14	7	Boarder	Married	Monogamous	5	270	283	316	297	317	356	331	312
S4	12	6	Boarder	Married	Monogamous	6	319	317	312	356	33	319	246	305
S5	12	6	Boarder	Windowed	Monogamous	6	246	300	298	346	287	30	269	311
S6	13	7	Day	Married	Polygamous	5	276	282	265	268	273	281	266	253

S7	13	7	Day	Married	Polygamous	5	229	242	225	261	282	241	207	229
S8	13	6	Boarder	Married	Monogamous	4	286	329	318	352	317	326	271	336
S10	13	7	Boarder	Married	Monogamous	7	244	240	264	262	281	285	256	295
S11	11	6	Day	Married	Monogamous	1	267	365	357	374	326	334	293	367
N1	13	6	Boarder	Married	Monogamous	4	330	319	340	317	344	353	277	324
N2	13	6	Boarder	Married	Monogamous	6	297	335	290	331	303	378	263	335
N3	12	6	Boarder	Married	Monogamous	4	319	354	365	376	369	388	309	364
N4	12	7	Boarder	Windowed	Monogamous	7	304	351	358	311	343	324	318	309
N5	12	6	Boarder	Married	Monogamous	4	357	382	366	379	356	378	335	340
N6	14	7	Day	Divorced	Monogamous	6	215	229	237	214	231	193	182	193
N7	14	8	Boarder	Married	Monogamous	9	247	262	266	245	239	285	277	266
N8	14	8	Boarder	Windowed	Monogamous	7	252	270	297	281	302	318	267	259
N9	15	7	Boarder	Married	Monogamous	6	345	351	356	374	382	406	367	371

Appendix II: The mean score of various test in various pupils characteristics

	MEAN SCORE FOR VAROUS TESTS							
SCHOOLING TYPE	**T1**	**T2**	**T3**	**T4**	**T5**	**T6**	**T7**	**T8**
Boarder	265.2	286.5	286.2	292.6	284.9	301.1	266.8	289
Day	219.7	244.8	237.8	238.4	248.5	249.8	212	223.9

	MEAN SCORE FOR VAROUS TESTS							
MARITAL STATUS	**T1**	**T2**	**T3**	**T4**	**T5**	**T6**	**T7**	**T8**
Married	231	248.7	246.1	250.7	250.9	261.8	224.3	245.4
Single/Windowed/Divorced	219	245.5	242.5	245	242.9	249.8	225.5	234.3

	MEAN SCORE FOR VAROUS TESTS

FAMILY STRUCTURE	T1	T2	T3	T4	T5	T6	T7	T8
Monogamous	257.3	283.2	285.6	290.3	284.6	297.7	260.3	285.7
Polygamous	224.1	239.9	224.6	227.2	238.3	242.3	210.4	211.9

	MEAN SCORE FOR VAROUS TESTS							
AGES	T1	T2	T3	T4	T5	T6	T7	T8
11 to 13	286.6	299.8	295.7	304.7	296.6	302.1	264.3	296.1
13 to 14	248.3	270.1	267.1	268.7	268.7	279.7	242.7	261.5
15 and above	212.2	225.7	224.3	228.7	237.3	252.7	224.2	219.8

Appendix III: Letter of transmittal

LESANJIR BORNIFACE MAUAN

P.O BOX 234

ISIOLO

Dear Sir / Madam,

RE: Permission to Administer Questionnaires/interviews to Pupils and Teachers

I am a postgraduate student at University of Nairobi pursuing a Masters of Arts program (Project Planning and Management Option). I am carrying out research on factors influencing academic performance of girl child in public primary schools in Sereolipi area of Samburu county. I humbly request for permission to administer the questionnaires to students and parent in your school. The questionnaires are strictly for the purpose of this study only, therefore, confidentiality will be highly observed. The respondents are required to remain anonymous. They are not supposed to sign in their names.

Thank you in advance

Yours faithfully

LESANJIR BORNIFACE MAUAN

Reg No. L50/60913/2011

Appendix IV: Questionnaire for Parents

The information provided will be used purely for my academic research, and will be treated anonymously and privately. So I humbly request you to provide the information requested as candidly as possible.

Name of School: ----------

Section A: PERSONAL INFORMATION

1) **Please indicate your gender**
   Female [ ] Male [ ]
2) **Indicate your age bracket**
   20-30 yrs [ ] 31-40 yrs [ ]
   41-50 yrs [ ] 51 and above [ ]
3) **State your highest level of education**
   Not gone to school [ ] Primary level [ ] Secondary level [ ]
   College [ ] University [ ] Postgraduate [ ]

SECTION B: FACTORS INFLUENCING ACADEMIC PERFORMANCE OF GIRL CHILD IN PUBLIC PRIMARY SCHOOLS IN SEREOLIPI AREA.

FAMILY BACKGROUND

4) To what extent does family background affect academic performance of girl child in public primary schools?

   To a very great extent [ ]
   To a great extent [ ]
   To a moderate extent [ ]
   To a little extent [ ]
   To no extent [ ]

5) What is the extent to which the following aspects of family background affect academic performance of girl child in public primary schools?

	Very great extent	Great extent	Moderate extent	Low extent	No extent at all

Parental educational attainment					
Housing type					
Family structure					
Socio-economic status of parents					

PUPIL'S DEMOGRAPHIC CHARACTERISTICS

6) To what extent does pupil's characteristics affect academic performance of girl child in public primary schools?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To no extent [ ]

7) What is the extent to which the following pupil' characteristics affect academic performance of girl child in public primary schools?

	Very great extent	Great extent	Moderate extent	Low extent	No extent at all
Age					
Need for achievement					
Learning strategies					
Absenteeism from School					

SCHOOL INFRASTRUCTURE

8) To what extent does school infrastructure affect academic performance of girl child in public primary schools?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To no extent [ ]

9) What is the extent to which the following school infrastructure affectacademic performance of girl child in public primary schools?

	Very great extent	Great extent	Moderate extent	Low extent	No extent at all
Playing ground					
Books and other reading material					
physical facilities or equipment					
School distance from home					

PARENTS INVOLVEMENT

10) To what extent does parents' involvement affect academic performance of girl child in public primary schools?

To a very great extent [ ] To a great extent [ ]

To a moderate extent [ ] To a little extent [ ]

To no extent [ ]

11) What is the extent to which the following aspects of parents involvement affect academic performance of girl child in public primary schools?

	Very great extent	Great extent	Moderate extent	Low extent	No extent at all
Number of times attending PTA					
Number of times providing school supplies					
Number of times visited her in school to discuss exam results.					
Encouragement to study during the holidays.					
Offering guidance and counselling					
Monitor out-of-school activities					

Appendix V: Questionnaire for Pupils

Kindly fill in the following questionnaire. Information obtained will be used for academic purposes only and will therefore be handled with the highest level of confidentiality. Your corporation will be highly appreciated

SECTION A: BACKGROUND INFORMATION

1) How long have you been in the current school?

Below 3 yrs [ ] 4-6 yrs [ ]

7-10 yrs [ ] 11 yrs and above [ ]

2) What is your age? ……

3) In which class are you?…….

4) Are you a day scholar or boarder?.....

SECTION B: FACTORS INFLUENCING ACADEMIC PERFORMANCE OF GIRL CHILD IN PUBLIC PRIMARY SCHOOLS

5) What is the marital status of the parents?

Single parent [ ] Divorced [ ] Widowed [ ] Married [ ]

6) What is the structure of your family?

Monogamous [ ] Polygamous [ ]

7) How many brothers and sisters do you have?

Brothers…….Sisters……

8) How many of your brothers and sisters are?

1) Not in school……2) In Primary……..3) In secondary……4) At University/college

9) Does your family background affect your academic performance?

Yes [ ] No [ ]

10) What is your level of agreement with the following statements?

	Strongly	Agree	Neutral	Disagree	Strongly

	agree				disagree
My parent poor educational attainment affect my school achievement					
Our housing type affect my school performance					
The socio-economic status of my parents affect my school grade					

PUPIL'S CHARACTERISTICS

12) What is your level of agreement with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
My age affect my school work					
I have a high need for achievement					
Poor learning methods among girls affect their performance					
My absenteeism affect my academic performance					

SCHOOL INFRASTRUCTURE

12)What is your level of agreement with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
My school has a good playing ground					
There is adequate physical facilities or equipment					
I walk a long distance to school					

13) What is the extent to which the following influence academic performance of girl in public primary school?

	Very great extent	Great extent	Moderate extent	Low extent	No extent at all
Congestion in the classrooms					
Inadequate desks					

Inadequate drinking and bathing water					
Inadequate lighting					
Insufficient study space					

PARENTS INVOLVEMENT

14) Does your parent participate in various school activities?

Yes [ ]

No [ ]

15) What is your level of agreement with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
My parent always attend PTA meetings					
My parent provide school supplies					
My parent visit me in school to discuss exam results					
My parent encourage me to study during the holidays					
My parent offer guidance and counselling					
My parent monitor my out-of-school activities					

16) How often do your parents provide you with the following in school?

	Daily	Weekly	Monthly	Yearly	Never
School uniform					
Writing Materials					
Sanitary Pads					
Washing Detergents/Soaps					
Revision Books					
School shoes					

Appendix VI: Interview Guide for Teachers

1) What the name of the school?
2) What is the total number of Pupils in your school?
3) What is the total number of girls in your school?
4) How many teachers are in your school?
5) Do you think the school is overstaffed, understaffed or balanced?
6) Briefly describe the overall family background of your pupils.
7) What do you think of academic performance of girls in your school?
8) How does family background affect academic performance of girl child in public primary schools? Explain citing examples.
9) How do the pupil's characteristics affect academic performance of girl child in public primary schools?
10) In your opinion, how would you rate the pupils need for achievement?
11) In what ways do the learning strategies adopted by the pupils affect their performance?
12) Does the school have adequate infrastructure and other learning resources?
13) What is the influence of school infrastructure on academic performance of girl child in public primary schools?
14) In what ways do parent participate in the children education?
15) What are some of the practices that affect the girl child negatively?
16) In your opinion, what is the influence of parents' involvement on academic performance of girl child in public primary schools?