

**ADMINISTRATIVE FACTORS INFLUENCING PERFORMANCE OF GIRLS  
IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN MIXED DAY  
SECONDARY SCHOOLS IN NZAMBANI SUB COUNTY, KITUI COUNTY  
KENYA**

**By**

**Cecilia Ndanu Mutia**

**A Research Project Report Submitted in Partial Fulfillment of Requirements for  
the Degree of Master of Education in Educational Administration.**

**South Eastern Kenya University**

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## DECLARATION

I understand that plagiarism is an offence and I therefore declare that this research project report is my original work and has not been presented to any other institution for any other award.

Signature\_\_\_\_\_

Date\_\_\_\_\_

Name of student: Cecilia Ndanu Mutia

Admission No: E55/KIT-IB/20537/2014

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

Signature\_\_\_\_\_

Date\_\_\_\_\_

Dr. Anthony Mungai Gathumbi

Senior Lecturer

TVET Didactics Programmes

Dedan Kimathi University of Technology

Signature\_\_\_\_\_

Date\_\_\_\_\_

Dr. Rose Mwanza

Lecturer

Department of Educational Administration and Planning

South Eastern Kenya University

## **DEDICATION**

I dedicate this work to my late father, Solomon Kiseve Mutua who devoted his meager resources for education of his children. "Dad I will realize your dreams".

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## **ABBREVIATIONS AND ACRONYMS**

EFA	Education for All
FAWE	Forum for African Women Educationists
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examinations Council
MDGs	Millennium Development Goals
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
SCEO	Sub county Education Officer
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Social and Cultural Organist ion
WEF	World Education Forum

## ABSTRACT

The purpose of this study was to establish the administrative factors influencing performance of girls in Kenya Certificate of Secondary Education in mixed day secondary schools in Nzambani Sub County, Kitui County Kenya. Four research objectives guided the study which sought to establish the influence of resources for girls, teachers as role models to girls, discipline among girls and the school environment on girls' KCSE performance in mixed day secondary schools. The study was conducted using Ex post factodesign. The target population comprised of 13 principals, 78 teachers and 250 form three girls. The sample was 13 principals, 78 teachers and 250 form three female students. This study used questionnaires, to collect data. Pearson's product-moment correlation was used to statistically establish the independent variable and dependent variable. Findings revealed that resources for girls influenced girls' KCSE performance. This was shown by the Pearson correlation coefficient on the resources for girls on girls' KCSE performance which indicated an,  $r$ , of 0.785, that was statistically significant ( $p= 0.05$ ). It was also revealed that teachers as role models influenced girls' KCSE performance. This was shown by the Pearson's product-moment correlation that revealed an  $r$ , of 0.850 which was statistically significant ( $p = 0.05$ ).The study also revealed that discipline among girls influenced their performance. This was revealed by Pearson's product-moment correlation which revealed a coefficient,  $r$ , of 0.837. The study also revealed that school environment influenced girls' KCSE performance. Pearson's product-moment correlation for school environment and girls KCSE performance showed a coefficient ( $r$ ) of 0.848, which was statistically significant ( $p = 0.05$ ). Based on the findings, the study concluded that resources for girls influenced girls' KCSE performance. The study also concluded that teachers as role models influenced girls' KCSE performance in mixed day secondary schools in Nzambani Sub County. It was also concluded that discipline among girls influenced girls' KCSE performance in mixed day secondary schools in Nzambani Sub County. Lastly the study concluded that school environment influenced girls' KCSE performance in mixed day secondary schools in Nzambani Sub County. The study recommended that the school principals should avail resources both physical and materials so as to improve girls' KCSE performance. That the Teachers' Service Commission (TSC) should avail more female teachers to schools who would act as role models for the girls hence improving their academic performance. That the school administration should work together with the students and teachers to improve discipline which is important for improving KCSE performance. That the school administration the principals and the whole school community should establish girls friendly school environment which is important in improving girls performance. A study on the influence of teachers' characteristics on girls' KCSE performance in mixed day secondary schools and another study on the influence of parental participation in school activities on girls' KCSE performance in mixed day secondary schools should be conducted.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education is the total process of developing human behavior hence it is said to be an organized and sustained instruction designed to communicate a combination of knowledge, skills, attitudes and understanding value for all the activities of life (United Nations Educational Social and Cultural Organisation [UNESCO], 2014). It is also said to be a social process in which one achieves social competence and individual growth, carried on in a selected and controlled institutionalized setting. Education is generally regarded as a key tool for development and an invaluable means of addressing structural inequality and disadvantage through provision of life skills that enable people to prosper later in life (World Bank, 2002). The skills help them to maintain a healthy and productive existence, hence grow into resourceful and socially active adults who can make cultural and political contributions to their communities (Sifuna&Otiende, 1994).

The World Education Forum (WEF) held 2000 in Dakar, argued that children should complete “Compulsory primary education of good quality”, by 2015. There was also concern about gender disparities in education, pledging to eliminate them by 2005. The UN’s millennium summit, heads of state adopted these targets as two of the eight Millennium Development Goals (MDGs) for reducing world poverty. It was indicated that since education was so crucial to improving health and increasing incomes, girls had an effect on all of the other Millennium Development Goals (Kombo, 2005).

The education of girls is paramount to the development of a nation since they are involved in all kinds of activities both at community and regional level (Mbilinyi, 2003). Activities such as Farming, trading, child bearing and general household chores are all associated with women. Therefore, there is an urgent need to make education accessible to them to enable them contribute meaningfully to nation development. Numerous studies have shown that female education is very crucial for socio-economic development and improvement of their families’ status. Lack of their education leads to low birth weight, poor health and high mortality rate in children, high fertility rates,

poor family nutrition, low life expectancy, poor sanitation and high illiteracy rates (Kombo, 2005).

In Africa, female education gained more emphasis in 1990 after the Jomtien Conference at Thailand on Education for All (EFA). World leaders agreed that the most urgent priority was to ensure access and improve the quality of education for girls and women and remove obstacles that hamper their active participation. They were to make efforts to end gender disparities within the educational system. This led to formation of organizations like Forum for African Women Educationists (FAWE) (Kombo & Waiyaki, 2002).

In 1992, a pan African Non-governmental organization known as FAWE was founded to promote girls and women's education. It was to ensure girls have access to education, perform well and complete their studies so that gender disparities in education are eliminated. This was to be done by promoting gender equity and equality in education in Africa by fostering positive policies, practices and attitudes towards girls' education (Ndiritu, 1988).

School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on (Ojo, 1999).

All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. By implication, the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Maduabum, 2002). The principal is the person on whose shoulders rest the entire administration, success or failure of the school.

The principal identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise (Uyanga, 2007). Several studies have discussed the administrative roles of principals. (Iheukwumere, 2006,2) stated that within the secondary school system, the principal stands out as the chief executive of the school, he is also the school administrator, the instructional leader, the personnel manager for both the students and staff personnel. The principal is also the finance and physical facility manager (Obura, 1991). The principal is expected to maintain a good relationship with the immediate community and also ensure a continuous contact with the ministry of education in the area in which the school is situated.

There are several categories of administrative task areas in the school system. There are pupil personnel, staff personnel, instruction and curriculum development, school finance and business management, school plant and other general tasks (Maengwe, 1995). The principal is standard setter, one who leads in the development of an aspiration and expectation on the part of both teachers and pupils to do good work. He assists the teachers with their problems of improving methods, materials and evaluation and thus provides a good measure of quality control. Principals can help teachers improve their testing techniques and develop their ability to analyze and interpret data. The principal as an administrator needs to possess certain administrative skills to effectively perform his duty (Ndiritu, 1998).

The main concern of all the stakeholders in education is poor performance. This is because it leads to tragic wastage of human, social and economic potentials of countries worldwide. Most girls enrolled in mixed day public secondary schools drop out before completion and the level of achievement they attain is very low. Girls face unique problems in their learning environments, which may go a long way in determining how they perform academically. Although low selection grades at the time of enrolment is a significant factor contributing to poor academic performance, research has shown that schools can draw from a similar group of students in terms of performance but end up a big difference in next national examinations. Analysis of Kenya Certificate of Secondary Education (KCSE) examination results in Nzambani Sub County, Kitui

County Kenya indicated that academic performance of girls in mixed day public secondary schools is low compared to their boys' counterparts. As shown in Table 1.1

**Table 1.1 Analysis of performance (mean scores) in KCSE in Nzambani sub county 2011 – 2015**

<b>Year</b>	<b>Boys</b>	<b>Girls</b>
2011	4.76	3.62
2012	4.72	3.97
2013	4.88	4.52
2014	4.03	3.82
2015	4.26	3.91

Data on performance of girls as shown in Table 1.1 indicate that the performance of girls has been below that of boys in mixed day secondary schools in Nzambani in the last 5 years. Table 1.2 presents an analysis of students scoring a mean of C+ and above in Nzambani sub county 2011 – 2015.

**Table 1.2 Analysis of students scoring a mean of C+ and above in Nzambani sub county 2011 – 2015**

<b>Year/Gender</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Total</b>
Boys	30	43	32	20	28	153
Girls	5	12	5	14	10	46

Table 1.2 shows that despite the girls scoring lower than boys in the sub county, the percentage of girls scoring a C+ and above is still lower than that of boys. It is evident that a majority of girl students who sit for KCSE do not manage to proceed for further studies or even get good jobs due to poor KCSE performance (Nderitu, 1998). While girls in single-sex schools tend to perform better in KCSE than those in mixed day public secondary schools, it is a concern that the low performance may lead to wastage. Many factors such as lack of facilities in school, lack of teachers, indiscipline, unfavorable home environment, absenteeism and repetition, low intelligence and anxiety do cause poor academic achievement (Obura, 2007). Kunje, Selemani-Meke



and Oloo (2009) on the other hand observed that pupil age, gender and socio-economic background may be responsible for difference in performance.

The learning environment in mixed day public secondary schools is usually hostile towards girls. They are sexually harassed, teased and ridiculed by boys and teachers, when one is too intelligent or not too intelligent. Sometimes boys in coeducational institutions are very aggressive towards girls and they often use physical force and threats to silence them in class. Therefore educational attainment of girls is associated with the type of educational institution one attends (Kombo, 2005). Although studies done on secondary schools revealed that such factors like inadequate and relevant text books, teacher qualification and student background affect performance in examination, few research have been done on the influence of administrative factors influencing performance of girls in KCSE in mixed day secondary schools.

## **1.2 Statement of the problem**

The desire to provide quality education for all children was one of the major objectives of the struggle for independence. If females manage to complete their education it is equal to investing in future progress and better standards of living with multiplier effects. Despite government measures like teacher salary increase to boost performance, it is apparent that girls in single sex public boarding secondary schools have continued to perform better than counterparts in mixed day public secondary schools in KCSE, Nzambani Sub County. An analysis of KCSE results for mixed day secondary schools in Nzambani Sub county indicates that only 46 girls scored a mean grade of C+ and above between the years 2011 to 2015 while 153 boys scored C+ and above during the same period (Nzambani Sub County Education Office, 2016)

The KCSE results show that girls in mixed day public secondary schools perform poorly as compared to boys. This is a problem that needs to be addressed and amicable solutions sought. The school principal as the administrator has a responsibility to make sure that both boys and girls perform well in national examinations. However this is not the case in the sub county. This study therefore proposed to find out the administrative factors influencing performance of girls in KCSE in mixed day secondary schools in Nzambani Sub County, Kitui County Kenya.

### **1.3 General Objectives of the Study**

The purpose of this study was to establish the administrative factors influencing performance of girls in Kenya Certificate of Secondary Education in mixed day secondary schools in Nzambani Sub County, Kitui County Kenya.

#### **1.3.1 Objectives of the Study**

The research was based on the following objectives;

- i. To establish the influence of resources for girls on their KCSE performance in mixed day secondary schools in Nzambani Sub County.
- ii. To examine the influence of teachers as role models to girls on their KCSE performance in mixed day secondary schools in Nzambani sub county.
- iii. To determine the influence of discipline among girls on their KCSE performance in mixed day secondary schools in Nzambani sub county
- iv. To establish the influence of school environment on girls' KCSE performance in mixed day secondary schools in Nzambani sub county

#### **1.4 Research questions /Hypothesis of the study**

The study sought to answer the following research questions

- i. To what extent do resources for girls influence their KCSE performance in mixed day secondary schools in Nzambani sub county?
- ii. What is the influence of teachers as role models to girls on their KCSE performance in mixed day secondary schools in Nzambani sub county?
- iii. How does discipline among girls influence their KCSE performance in mixed day secondary schools in Nzambani sub county?
- iv. How does the school environment influence girls' KCSE performance in mixed day secondary schools in Nzambani sub county?

#### **1.5 Significance of the study**

The findings of the study may be of importance in a number of ways. The findings of the study may help the educational planners to plan education adequately and also look

into factors affecting performance of girls in secondary schools in Nzambani Sub County. The findings of the study may help the policy makers in human resource planning, allocation and disbursement of funds to mixed day secondary schools in a bid to improve performance of girls. The study may also bring out a true picture of girls performance in KCSE and from this, a solution may be reached. The findings may help policy makers and other stakeholders to come up with strategies to eliminate such factors affecting girls' KCSE performance in mixed day secondary schools. This may help education planners take care of such factors so as to improve girls' performance and achievement. A careful study of these factors would improve the performance of girls in secondary schools. It is hoped that the study may be a basis for the prospective researchers who may apply the recommendations of this study in adding new knowledge in the area of study.

### **1.6 Limitations of the study**

A number of limitations may have affected the study. First, the data collected consisted of self-reports by the respondents and may not have corresponded to their true feelings. To mitigate this limitation, the researcher formulated research instruments that would as much as possible bring out the true picture of the situation. Apart from administrative factors that were studied by the researcher, in reality many other factors influence girls' KCSE performance. As a result the findings of this study may not have exactly brought out the influence of such other factors. To mitigate the limitation, the researcher had statements in the questionnaire that would bring out the required information. Generalization of the findings may be only appropriate in regions in which human, financial and physical resources shared very close characteristics as those of Nzambani Sub County.

### **1.7 Delimitations of the study**

The study was carried out in public secondary schools within Nzambani Sub County. Private schools were not involved in the study because they are managed differently. Although there could be many factors that affect girls' performance, the study focused on resources for girls, teachers as role models for girls, discipline among girls and girls'

friendly environment in the school. The study only involved the school principals, teachers and form three girls in mixed day secondary schools in the sub county.

### **1.8 Assumptions of the study**

The study assumed that all students were provided with equal chances of access and performance in either mixed or single sex schools. It also assumed that the performance of girls in the sub county was affected by factors that are administrative. Lastly it was assumed that the respondents gave correct and truthful information to the researcher

### **1.9 Definition of terms**

**Academic Performance** refers to grades achieved by students in the examination

**Academic** performance also refers to the act of academic achievement in a given field or area as expected.

**Administrative factors** refer to physical, human and financial resources used by schools in promotion of academic performance.

**Financial resources** refers to the schools ability to cater all the purchases that it has to make for operations of school to run

**Teachers** refer to the working force of a given school that supports the running of school activities

**Physical facilities** refer to the schools infrastructures that are used by students and teachers in their daily school activities.

### **1.10 Organisation of the study**

The study was organized into six chapters; chapter one highlights the backgrounds and statement of the problem, purpose of the study, objectives of the study, significance of the study, limitations of the study, delimitations of the study, assumptions of the study and definitions of significant terms of the study. Chapter two focused on literature review. Chapter three describes the research methodology used which included the following: sample and sampling techniques, research instrument, instrument validity and reliability, data collection procedures and data analysis techniques. Chapter four would focus on the results of the study. Chapter five presents discussion and

interpretation of research findings while chapter six would show the conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review. The chapter focuses on the factors affecting academic performance of girls, influence of teaching and learning resources on girls' academic performance, influence of teachers on girls' academic performance, influence of discipline on girls' academic performance and influence school environment on girls' academic performance. The chapter also presents the theoretical and conceptual framework for the study.

#### **2.2 Overview of girls' education**

Education is essential to human life and key to national development. The main concern of all the stakeholders in education is poor performance. This is because it leads to tragic wastage of human, social and economic potentials of countries worldwide. Many factors such as lack of facilities in school, lack of teachers, indiscipline, unfavorable home environment, absenteeism and repetition, low intelligence and anxiety do cause poor academic achievement (Ndirangu, 2007). Kunje, Selemani-Meke and Ogawa (2009) on the other hand observed that pupil age, gender and socio-economic background were responsible for difference in pupil performance.

In Nzambani Sub County, girls in day secondary schools have performed poorly over the years and some of the causes have never been established in spite of interventions of various governments, international organizations, non-governmental organizations (NGOs), religious bodies to achieve gender equity in education, girls education has continued to fall short of boys at all levels of schooling more so at secondary level (Avalos, 2003). Therefore, specific research remains to be done region by region to establish the extent to which various factors contribute to performance of girls ranging from home, personal to school factors. School related factors such as teaching methods have a significant implication for girls' performance in KCSE (Waweru, 1994). Teachers' attitudes towards female students affect their performance (Brock and Cammish, 1991). Other school related factors such as distance from school, teachers' pedagogy, headteachers' leadership styles and curriculum implementation have also

been cited as some of the factors that contribute to girls' poor performance (Adhiambo and Ward, 1995).

Despite the fact that the Kenyan government introduced Free Day Secondary Education, girls' education though with an increased access, the performance is still worrying contrary to an increase in access. Girls face unique problems in their learning environments, which may go a long way in determining how they perform academically. Although low selection grades at the time of enrolment is a significant factor contributing to poor academic performance, research has shown that schools can draw from a similar group of students in terms of performance but end up a big difference in next national examinations. It is evident that a majority of girl students who sit for KCSE do not manage to proceed for further studies or even get good jobs due to poor KCSE performance (Nderitu, 1999). The World Bank is an active member of the global partnership for girls' education initiative (UNGEI), which comprise of donors such as United Nations International Children Education Fund (UNICEF), UNESCO, and global campaign for education. Therefore, factors affecting performance of female is the concern of not only the local society but even the international community (UNICEF, 2003).

### **2.3 Factors affecting girls' academic performance**

Studies by Dermie, Lewis and McCleen (2006) and Diriye (2006) attribute the poor performance of Somali pupils in United Kingdom to overcrowded accommodation. A typical Somali family of six children can have little or no space to organize their learning materials and may experience learning obstacles such as excessive noise levels. A study by Clarissa (1992) in Barbados examined home environmental factors that have a positive influence on achievement of secondary school girls. It was observed that family stability, unity, and security had a positive influence on school achievement. Data was collected from a sample of 105 form-four pupils with 40% boys and 60% girls.

According to Dermie et al (2007), lack of parental support among the Somali pupils in the United Kingdom contributed to their poor performance. Many of the Somali parents were unable to offer help to their children because of lack of prior education or ability

to use English. The problems for day student arose from a lot of work at home. A study by Desarrollo (2007) in Latin America outlined that secondary school pupils with the responsibility of earning money for their families on a regular basis performed poorly in their national examinations. In Malawi, according to Scharff and Brady (2006), girls are expected to help their mothers with labor-intensive house-hold chores before going to school and therefore arrive to class late and exhausted. Because of such responsibilities, girls are less likely than boys to perform well (Scharff, 2007).

Studies in Kenya by Jagero (1999), Oloo (2003), and Mackenzie (1997), showed that a major problem affecting girls' academic achievement was a home environment of the day pupils that was not conducive to reading. A research of Jagero (1999) in Kisumu District that substantiated the finding that lack of reading materials at home was a major factor affecting the performance of day secondary pupils. According to Mbilinyi (2003), most girls, are engaged in such activities as caring for their siblings when their parents are away, taking care of the sick, and attending to traditional rituals, funerals, and other celebrations. In Kenya Mensch and Lloyd (1997) found out that if girls have more domestic responsibilities than boys, they may have less time for homework, on the other hand, if girls are confined at home after school and boys allowed more freedom, girls may use some of their free time to do more homework thus performing better than boys.

#### **2.4 Influence of resources related to girls on girls' academic performance**

Resources refer to those materials that support or aid the learner in understanding of the concepts or ideas presented to the learner in a learning environment or situation (Kitavi, 2005). These are the materials that teachers use to assist learning and also increase interest in learning. The resources include, print electronic, models and multi-media, and print media which refers to books, magazines, newspaper, chart, map and posters (Mbilinyi, 2013). The print media make learning practical and the learners can see models which make learning real or represent real things. Learning materials for girls are meant to stimulate the total growth and development of children leading to academic achievement (Kivuli, 2006).



Teachers use resources to enhance learner's participation in class activities for effective learning (Klier, 2005). Resources clarify information, sometimes a concept may be complex and words alone cannot offer a clear explanation. Instructional materials stimulate lively class discussion after watching a film in a class or listening to a radio. They also challenge independent thinking especially when used individually in an assignment or as a class activity. Learning resources also increases learning and hence performance (Mbilinyi, 2013).

Resources generate more interest and create a situation where the learner would fully engage in classroom and outdoor activities. According to Agosiobo (2007), the use of teaching resources is important because they motivate learners to learn as they offer stimulus variation and assist in sustaining learners' attention throughout the lesson. According to Agosiobo (2007), learning resources clarify information, sometimes a concept may be complex and words alone cannot offer a clear explanation. Instructional materials stimulate lively class discussion after watching a film in a class or listening to a radio. They also challenge independent thinking especially when used individually in an assignment or as a class activity.

Miller and Seller (2006) assert that instructional materials are critical ingredients in learning and the intended programme cannot be easily implemented without them. Instructional materials provide information and opportunities for pupils to use what they have learnt, without resource materials and facilities, the teacher may not be able to set the objectives that he would like his students to attain. It would mean that pupils cannot be taught using the most suitable methods (Nderitu, 1999). In case of lack of resources and facilities the teacher should be innovative enough to improvise and provide alternatives using local materials. The study of Lowe (2009) on effective teaching and learning resources found that, lack of relevant teaching materials caused dismal students' performance in Kenya Certificate of Secondary Education (KCSE).

Kathuri (1991) observes that apart from the facilities and resources, teacher's ability to communicate, organize and manipulate those resources into useful products in order to achieve desired objectives become important. The underlying factors in those variables were teacher characteristics; availability, quality, experience and level of training. He

also observed that the caliber of teachers in any school or school system form an important input variable which can have tremendous impact on school outcomes. In a country like Kenya where the language of the school was not necessarily the native language of the child, the ability of teachers to impart language skills is critical for the success of the schooling girl (Klier, 2005; Agosiobo, 2007)

The teacher's role is to create a bridge between two different environments with a clear objective of incorporating the pupils into the world of the school. It was in this context that the distribution of qualified teachers would be carefully assessed. The availability of resources makes a difference in achievement of learners and is generally agreed that better facilities in a school lead to high academic achievement (Kathuri 2004). It was also pointed out by Court and Ghai (2004) that the distribution of resources like books and equipment account for scholastic difference among schools. In the learning process, learning resources ought to be incorporated; organized and exploited otherwise learning will be passive and boring. Use of appropriate teaching and learning strategies enhances the acquisition of the subject matter.

According to Eshiwani (1992), schools which lack resources like laboratories, libraries and textbooks often performed poorly in national examinations. Availability of adequate teaching materials often made teaching easy and enhances retention of about 80% of what is learnt. Instructional materials like textbooks, visual and audio enhance communication between teachers and learners facilitate child-central learning and learning through discovery. They also motivate and encourage participation of learners and help clarify concepts and add meaning to texts (Njuguna, 2004).

The technical working group by Ministry of Education, Science and Technology (MOEST, 2010), recognized the fact that availability of educational materials has a major bearing on academic achievement. The group found out that there was a critical shortage of textbooks, equipment and physical facilities which was a major contribution to poor performance in national examinations. Additionally, a study carried out by Obura (1991) on subject textbooks revealed that female images are hardly present in textbooks and the few present are negative in relation to female. For example science books rarely show girls doing science and boys rarely appear in Home Economics

books. According to him this suggested and gives an impression that some subjects are more suited to one gender rather than another.

Provision of adequate learning facilities at all levels including equipment and teachers enhances the quality and relevance of imparted skills of learners (Lumuli, 2009). Learning involves interaction of students with the environment. Teaching and learning resources include classrooms, laboratories, libraries, playing fields, textbooks among others. Indeed physical resources go a long way in creating conducive environment that promote effective teaching and learning. It is with this in mind that the Draft Report on Cost and Financing of Education in Kenya (RoK, 1995) identifies textbook ratio and school facilities as some yard sticks to be used to gauge the quality of secondary school education. Juma (2011) links performance in examinations to state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time.

Teaching and learning materials in terms of adequacy and quality have been noted to have a great impact on performance of students in the examination (Husen, Saha, & Noonan, 1978). A school that has adequate instructional materials is likely to post better quality grades than a school which has poor quality physical resources. A school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism (Nafukho, 1991)

The lack of basic facilities like laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students' performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Mayama 2012; Lumuli, 2009).

Grantham *et al* (1998), while studying school performance of Jamaican girls declared that better achievement levels were associated with possession of school materials and access to reading materials outside of (the) school. A study by Hinnun and Park (2004) determined that there was a positive correlation between the presence of reading materials at home and performance in rural China. Morumbwa (2006) carried out a study on the factors affecting performance in Kenya Certificate of Primary Education (KCPE) in Nyamaiya Division. This confirmed that lack of facilities, cause poor performance.

## **2.5 Influence of teachers as role models for girls on their academic performance**

Human resource in school includes teachers, support staff and students. Human resource as a factor of production is affected by adequacy and quality as reflected by level of training and level of motivation (Juma, 2011). According to behavioral scientists, effective worker performance requires motivation ability and reward system that encourages quality work (Ivancerich, 1994). A trained teacher will have necessary pedagogical skills which will promote students' understanding, motivating a student to learn, thereby promoting academic performance.

Adequacy of teachers is reflected by student teacher ratio. Student teacher ratio reflects the number of student that is handled by one teacher in a stream during a lesson (Lumuli, 2009). Low student teacher ratio means that a teacher will be able to handle fewer students, implying high attention level. High student ratio implies that a teacher will be able to handle many students at ago. This will make a teacher to employ teaching methods which are deductive rendering students passive (Michelowa, 2003; Dembele&Miara, 2003). However, there is need to strike balance as extremely low student teacher ratio leads to underutilization of teachers while high student teacher ratio compromises academic performances affecting quality of education.

The human resources in a school also become the role models for students in schools. The concept of human resource in schools has been researched from at least as early as 1970 but definitional ambiguities have plagued the professional literature, particularly in relation to teachers being mentors to students.

## **2.6 Influence of discipline among girls on girls' academic performance**

Researchers appreciate that discipline is an important component of human behavior and assert that without it an organization cannot function well towards the achievement of its goals (Ouma, Simatwa, & Serem, 2013). In the context of a school system, a disciplined student is that student whose behaviours, actions and inactions conform to the predetermined rules and regulations of the school (Ali, Dada, Isiaka, & Salmon, 2014). However, discipline ideally means more than adhering to rules and regulations and entails the learner's ability to discern what is right or wrong (Gitome, Katola, & Nyabwari, 2013). Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance (Masitsa, 2008). It is a basic requirement for successful teaching and learning in schools and a subject of concern for teachers (Eshetu, 2014).

According to Gitome et al. (2013), where there is good discipline, there is improved academic performance. In other words, discipline is vital for students' academic performance (Njoroge & Nyabuto, 2014). Furthermore, it is necessary for effective school management and accomplishment of its goals (Nakpodi, 2010). Lack of discipline is called indiscipline. Therefore, indiscipline can be seen as any action considered to be wrong and not generally accepted as proper in a set up or society (Omote, Thinguri, & Moenga, 2015).

In Kenya, lack of discipline in schools has been one of the challenges facing schools (Njoroge & Nyabuto, 2014). The Kenya National Examinations Council (KNEC) revealed that between 90% and 100% of teachers in primary schools in Kenya encountered disciplinary problems among their pupils (KNEC, 2010). In a study by Gakure, Mukuria, and Kithae (2013) in primary schools in Gatanga District, Kenya, 70% of selected 56 teachers indicated that their schools had cases of pupil indiscipline. Research shows that various discipline problems exist among primary school pupils in Kenya. They include truancy, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignments, sexual harassment, use of abusive language, drug trafficking and possession of pornography (Ouma et al., 2013).

The vital role of discipline in students' academic performance is revealed or implied by a number of previous studies carried out in Kenya (Dawo&Simatwa, 2010; Gitome et al., 2013; Sureiman, 2010; Tikoko&Bomett, 2011) and in other African countries (Ehiane, 2014; Keating & Rossouw, 2009 ). This is supported and corroborated by a number of studies in European, Asian and American countries (Bodovski, Nahum-Shani, & Walsh, 2013; Duckworth & Seligman, 2006; Ning, Van-Dammme, Yang, & Gielen, 2013; Pasternak, 2013; Whisman& Hammer, 2014; Zhao & Kuo, 2015). A few studies however suggest that discipline has minimal, uncertain or non-significant influence on students' academic performance or achievement. Therefore, findings on impact of discipline on students' academic performance are inconsistent and somehow inconclusive. Furthermore, only a few of the stated previous were correlation in design. Nevertheless, in their measure of student discipline, the few correlational studies focused on self-discipline and excluded social skills such as obedience, politeness, and social competence which is ability to get along with other people

Cohen (1977) found evidence for similarity regarding the use of alcohol, drugs, cigarettes, and how they perceive issues concerning academic outcomes. Best friends have been found to be similar in regards to frequency of cutting class and time spent on homework. Landau (2002) supports this conclusion by stating that students who care about learning are more likely to associate with peers who share this interest in academics than those who have less interest in learning. The personal value that an individual attach to a characteristic also affects the individual's response to change. High value results in resistance to change, and low value results in receptiveness to change (Ryan, 2000).

Kirk (2000) found that negative peer pressure had less effect on students' academic performance. The expectation was that the achievement gap would widen and not collapse as a result of the peer effect between the fourth and eighth grades. There are two possible explanations for the diminishing peer effects. First, older students may mask their academic achievement from their friends. That is, peers do not necessarily know exactly what grades their friends achieve or how much time they spend on homework in any given week. Thus, individual students may be able to give their peers a false impression of their academic performance, especially as they reach adolescence.

Although peer pressure could generally increase, students may be able to avoid academic pressure more easily. Second, adolescent peer pressure may focus on extracurricular behavior rather than on classroom behavior. In other words, as children test their independence, they may focus negative peer pressure on antisocial behavior outside of school rather than on academic achievement. For example, social experimentation with cigarettes, alcohol, and other illicit substances generally begins in junior high schools. The attention paid to this kind of peer pressure may supersede pressure regarding grades in class.

## **2.7 Influence of the school environment on girls' academic performance**

There are arguments that school environments are at times not conducive to effective learning of girls and this might ultimately lead to underachievement which resulted in repetition; a precursor for drop out. Arguments against repetition basically stressed that repetition has potential harmful effect on students 'self-esteem and attitudes towards schooling and this increases the likelihood of dropping out of school (Cuada, 1992). Indeed, some studies have actually shown that this relationship does exist.

School environment also seemed to affect the girls in particular. Teachers' attitude, behavior and teaching practices are perhaps the most significant implication for female persistence and academic achievement (Odaga, 1995). This problem was rooted in societal beliefs which teachers bring into the classroom scenario. This could therefore, be linked to the cultural beliefs which tended to look at females as having less ability than males and hence leads to the marginalization of girls in the classroom and further de-motivates girls in their academic pursuits. In tackling the issue of school environment, it had also become popular to investigate the presence and conditions of such school facilities such as toilets. This was especially in view of the potentially negative effect that the absence of such facilities may have on girls' persistence in schools (Tembon et al, Rose, 1997, Herz 1995).

He further noted that student's achievement is largely determined by the school quality, which in turn is determined by the performance of the teachers whose effectiveness in working partly depends on the school administration. According to Rum Berger (1983), school administrators could devise strategies to assist the students on good

performance. He advised that school administration could develop programmes that are in course with the students' interest, needs and understanding. If educational programmes were made interesting to the teachers and students, teaching and learning would become enjoyable.

Supporting the view, Daily (1981) in his causal analysis on performance said "it is expected of a school principal to use his administrative authority to provide opportunities for teacher influence in decision making, in collaborative planning and collegial work". This implies that a school principal cannot produce good results without support and collective efforts from his teachers

Various studies done on effect of school environment on academic performance attest to the fact that school environment that is not conducive for learning may lead to under performance (Chimombe, 2011). Kuthemba (1988) summarized school factors affecting performance as irrelevant curriculum, teachers' shortage, poor instructional methods and lack of enough teaching and learning resources. These school related factors are affecting performance in Kenya to the extent of overcrowding in classrooms, great distances to school and gender disparity by subject. At schools, both male and female teachers have low expectation of girls than boys just as it is with the wide society and a question of interest is whether community schools have helped to solve this problem. A number of studies have also shown that parents are reluctant to send their girls to school if the school environment is not safe and secure for girls. These studies have mentioned teachers proposing, impregnating and marrying girls, and flirtation between girls and boys as contributing to poor performance of girls.

Another factor is distance to school. This discouraged girls and also exposed them to risk like rape in bushy areas like sugar belt regions, hence poor performance at the end. And on the other hand, girls also believed that, to pass examinations, one had to get a leakage, especially from the teachers they were in a relationship with. As a result, they do not prepare adequately for the examination. And at school, the girls approach subjects like mathematics and sciences with negative attitude. They believe that such subjects are meant for the boys. They either do not take them seriously or avoid them altogether. Odaga and Henevelel (1995) contended that the problem is even more acute



with girls where gender biases in subject choices together with cultural factors limit girls' chances of progress. A report by NEWI (2010) Nyanza Education Women Initiative having visited 162 schools in Nyanza province, established that problems affecting the performance of girls in secondary schools are particularly unique to each district, ranging from school to home based factors, poverty, sexual abuse, lack of motivation and the absence of role models.

A study by Scharff and Brady (2007) found out that, there was low enrolment of girls in secondary schools due to inadequate supply of schools. They had to walk long distances to and from school which was discouraging and cumbersome. It also found out that, girls were more vulnerable to abuse than boys while on transit to and from school. There are different categories of schools and different schools have their unique characteristics that exert positive or negative influence on academic achievement of the learners. Some schools are high cost while others are low cost, a factor which determines availability of facilities. There is also existence of mixed and single sex schools, day and boarding schools (Abraham, 1995). In Kenya, examination results of many high cost schools and well established boarding schools are always better than those of low cost schools and mixed sex day schools. Most low-cost schools are poorly equipped and due to inadequate resources and facilities such schools fail to attract best teachers (Eshiwani, 1992).

The population council of Kenya (1997) in a study that sought to establish the effect of material input on performance in examinations revealed that mixed day public secondary schools and most of which were formally Harambee schools were poorly equipped while single sex schools had better facilities and recorded good examination results. It was noted that most single sex schools perform better than mixed schools in KCSE.

Njuguna (1998) in a research on Head Teachers' Leadership Styles and Students' KCSE performance in Public schools in Nairobi Province noted that it was more difficult handling students of both sexes in the same school than it was handling students of single sex schools in the administration of schools. The report also noted that head teachers in single sex schools found it easier to give direction and had more

concern on the welfare of students than in mixed schools. He therefore concluded that the difficulties experienced in the administration of mixed schools to a large extent contributed to poor performance in KCSE examination.

Mutea (2013) reports that provincial and district schools in Kenya have been said to perform poorly in KCSE perhaps because the government policy requires that 85% of all the students in provincial schools come from the province where the school is located and 100% of the students enrolled in a district to be from primary schools in that district. This contributes to poor performance in English because students used their mother tongue and Kiswahili relegating English to second or third place. Kuthemba M. (2008) summarizes school related factors to school dropout as irrelevant curriculum, teacher shortage, and lack of teaching and learning resources. These school related factors for school dropout in Malawi extend to overcrowding in classrooms as evidenced by a pupil/teacher ratio of 1:87 (Education Statistics 1992), distance to school and gender streaming by subject.

A study by Coady and Parker (2002) in Mexico had shown that distance to secondary school had consistently large negative effect on the probability of enrolling in secondary school. The impact in general was much larger for girls than boys. For girls, a reduction of distance to the nearest secondary school by one kilometer would result on an increase in the probability of attending by 8.6% whereas for boys the corresponding increase would be approximately 6.3%. Long distances from homes to schools are a likely cause of under participation among rural communities in Africa where only few schools exist (Malenya 2008). According to De Jaeghere (2004), in Africa lack of formal secondary schools in close proximity to girls' homes prohibits their participation.

Students' academic success is greatly influenced by the type of school they attend. School factors include school structure, school composition and school climate. The school that one attends is the institutional environment that sets the parameters of a students' learning experience. As schools are faced with more public accountability for student academic performance, school level characteristics are being studied to discover methods of improving achievement for all students. Considerable research has been

conducted on teaching skills, climate, socioeconomic conditions, and student achievement (Hoy, Kottkamp & Rafferty, 2003). Depending on the environment, schools can either open or close the doors that lead to academic performance (Barry, 2005).

Crosnoe et al. (2004) suggest that school sector (public or private) and class size are two important structural components of the school. Private schools tend to have both better funding and smaller sizes than public schools. The additional funding for private schools leads to a better academic performance and more access to resources such as computers, which have been shown to enhance academic achievement (Eamon, 2005). Teacher's experience is another indicator of student academic performance. Students who attend schools with a higher number of teachers with full credential tend to perform better and vice versa (Bali & Alvarez, 2003). School climate is closely linked to the interpersonal relations between students and teachers. According to Crosnoe et al. (2004), school climate is the general atmosphere of school. Trust between students and teachers increases if the school encourages teamwork.

## **2.8 Summary of literature review**

The chapter has focused on the factors affecting academic performance of girls. Review of literature on the influence of resources related to girls on girls' academic performance has established that resources related to girls affect girls' academic performance. Lowe (2009), Eshiwani (1992), Obura (1991), Husen, Saha, and Noonan, (1978) have agreed that teaching and learning resources have an effect on the students' achievement. These are resources such as laboratories, libraries and textbooks. Hinnun and Park (2004) have also showed that there was a positive correlation between the presence of reading materials and performance while Morumbwa (2006) established that teaching and learning materials have an effect on students' performance. The above studies were carried out in different situations which were different from the current study. None of these studies were carried out in mixed secondary schools hence the current research will fill in this gap.

Literature by Michelowa, (2003), Dembele and Miaro, (2003) on the influence of teachers as role models for girls on their academic performance has shown that role

models have established that role models have an influence on students' performance. Literature on the influence of discipline among girls on girls' academic performance by Gitome et al. (2013), Njoroge and Nyabuto, (2014); Gakure, Mukuria, and Kithae (2013) has shown that various discipline problems that exist in school have an effect on students' performance. Cohen (1977) found evidence for similarity regarding the use of alcohol, drugs, cigarettes, and how they perceive issues concerning academic outcomes while Kirk (2000) found that negative peer pressure had less effect on students' academic performance. These studies were not focus on the administrative factors influencing performance of girls in Kenya Certificate of Secondary Education in mixed day secondary schools in Nzambani Sub County, Kitui County Kenya hence the current study fills in the gap.

The review of literature on the influence of the school environment on girls' academic performance has established that school environment is paramount for students' performance. Studies by Odaga (1995), Odaga and Henevelel (1995) Scharff and Brady (2007) found out that, there was low enrolment of girls in secondary schools due to inadequate supply of schools. Njuguna (1998) have shown that different aspects of school environment affect students learning. Mutea (2013) KuthembaMwale (2008) have shown that school related factors such as irrelevant curriculum, teacher shortage, and lack of teaching and learning resources affect students learning. These studies did not address the administrative factors influencing performance of girls in Kenya Certificate of Secondary Education in mixed day secondary schools; hence the current study will fill in the gap.

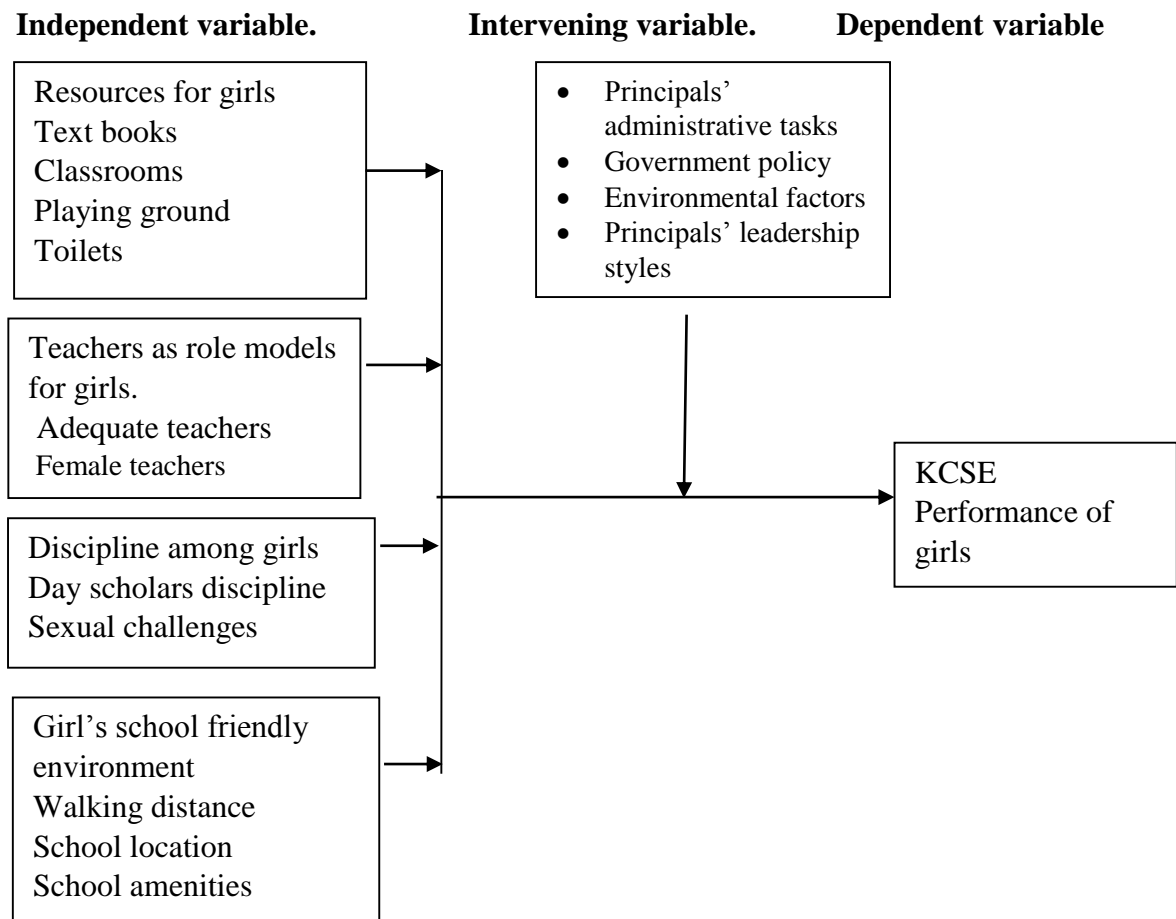
## **2.8Theoretical Framework**

The study was guided by the Talcott Persons' Structural Functionalism Theory (Talcott Persons' 1937). According to this theory, formal organizations consist of many groupings of different individuals, all working together harmoniously towards a common goal. It argues that most organizations are large and complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other. Functionalism is

concerned with the concept of order, formal work in organizations and in particular how order seems to prevail in both systems and society irrespective of the changes in personnel which constantly takes place. The theory seeks to understand the relationship between the parts and the whole system in an organization and in particular identify how stability is for the most part achieved. In this case the performance of a student depends on many factors that work in harmony to give the product. In this study the factors include teaching and learning resources, teachers' school environment and discipline. For the student to perform well all the involved parties' have to function well. The school as a social system has within it a series of sub-systems which interact with each other and the environment. Their interactions should be harmonious for effective achievement of good performance.

## 2.9 Conceptual framework

The conceptual framework for the study is presented in Figure 2.1



**Figure 2.1 Interrelationship among variables in the administrative factors influencing performance of girls in Kenya Certificate of Secondary Education**

The conceptual framework of the study shows the relationship between variables in the administrative factors influencing performance of girls in Kenya Certificate of Secondary Education in mixed day secondary schools in Nzambani Sub County, Kitui County Kenya. The figure shows that performance of girls in Kenya Certificate of Secondary Education in mixed day secondary schools is influenced by various variables namely resources for girls, teachers as role model for girls, discipline among girls and girls school friendly environment. These variables interact together when the principal performs his or her administrative tasks, government policy, environmental factors, principals' Leadership styles (Intervening variable) in the school which ultimately leads to improved performance of girls.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, target population, sample and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedures and data analysis.

#### **3.2 Research design**

According to Kothari (2001) research design can be regarded as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with research purpose. It is the conceptual structure within which research is conducted. The study was hinged on Ex post facto design. Ex post facto design is a quasi-experimental study examining how an independent variable, present prior to the study in the participants, affects a dependent variable. The choice of the Ex post facto designs made based on the fact that in this study research was interested in how factors that happened before the researcher went to collect data affected the current state of affairs that is the performance of girls. Ex post factodesigntherefore was appropriate because it enabled the researcher to gather information concerning the administrative factors influencing performance of girls in Kenya Certificate of Secondary Education in mixed day secondary schools in Nzambani Sub County, Kitui County Kenya.

#### **3.3 Target population**

Mugenda and Mugenda (2003) define target population as an entire group of individuals, events or objects having common characteristics. It is the sum total of all that conforms to a given specifications. The target population comprised of all the 13 public mixed day secondary schools in the Sub-County comprising of 13 principals, 78 teachers and 250 form three girls (Sub County Education Office, Nzambani Sub County, 2016.)

### **3.4 Sampling Techniques and sample size**

According to Orodho and Kombo (2003), sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. In order to obtain a sample for this study the researcher used all the principals and teachers in the 13 schools. This was on the basis that the number was small. The researcher involved all the students in Form Three in the mixed day secondary schools. The sample size was therefore 13 principals, 78 teachers and 250 form three female students (Nzambani Sub County Education Office, 2017)

### **3.5 Research instruments**

This study used questionnaires, to collect data. According to Mulusa (1988) a questionnaire is a written set of questions that are cheap to administer to respondents scattered over a large area and convenient for collecting information from a large population within a short space of time. In addition, the respondents felt free to give frank answers to sensitive or embarrassing questions especially if they are not required to disclose their identity. The questionnaire had two sections. Section one presented items on demographic information while section two contained items seeking to establish the administrative factors influencing girls' performance in KCSE in mixed day secondary schools in Nzambani Sub County.

### **3.6 Validity of Research instruments**

Validity refers to the utility of a tool, data or information. Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences that are based on research results. The study ensured content validity by checking on the responses from the questionnaires, to see if they would give the intended answers to the research questions. Based on the analysis of the pre-test, the researcher was able to make corrections, adjustments and additions to the research instruments. Consultations and discussions with the supervisors were done to establish content validity (Kombo& Tromp, 2006).



### **3.7 Reliability of Research instruments**

The extent to which results are consistent over time and that the results of a study can be achieved in the same way is referred to as reliability. Donald and Delno (2006) define reliability of research instrument as the consistence of scores obtained and have two aspects: stability and equivalency. To ensure reliability, the researcher used test and retest method at an interval of three weeks. A Cronbach  $\alpha$  (Alpha) reliability coefficient that ranges between 0 and 1 was generated to measure the reliability. Larry (2013) indicates that Cronbach Coefficient is used to test internal consistencies of samples of a given population when research instrument with Likert type scales with multiple responses are used for data collection. For the purposes of this study, where  $\alpha < 0.7$ , the research instrument would have been revised. The reliability realised an alpha of 0.721 for the principals 0.700 for the teachers, hence all the two questionnaires were deemed reliable. According to Field (2009), a questionnaire with an alpha of 0.7 and above is considered reliable. The alpha for the girls' questionnaire was 0.635, and hence the tool was revised to give an alpha of 0.72

### **3.8 Data collection procedures**

The researcher sought for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) and permissions sought from the Sub county Education Officer (SCEO) and thereafter wrote an introduction letter to the principals in order to be allowed to do the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected immediately.

### **3.9 Data analysis techniques**

The researcher used Statistical Package for Social Sciences (SPSS) version 21.0. The data analysis was based on the research questions. Data on the questionnaires was edited by inspecting the data pieces before coding them. The process helped in identifying those items which were wrongly responded to, spelling mistakes and blank spaces left by the respondents. The data was then coded to facilitate data entry into the computer to allow for statistical analysis. This study used a mixture of descriptive and

inferential data analysis techniques in both data collection and analysis. Descriptive statistics such as measures of central tendency, dispersion, percentages and frequency distributions were used to analyze the scores distribution. Pearson product-moment correlation coefficient was also used as a measure of the strength and direction of association that exists between independent and dependent variables. The variables correlated with performance were resources, discipline, school environment and teachers as role models while the dependent variable was girls KCSE performance.

### **3.10 Ethical considerations**

Ethics in research is usually put in place to control the relationship between the researchers and participants and between the researchers and the fields they wish to study (Flick, 2006). In adhering to the ethical issues, the researcher sought permission from the NACOSTI before commencing the study. The researcher also made sure that participants were informed of the study. The respondents were not coerced to participate in the study. They were given the freedom to choose to participate or not to in the study. The researcher also ensured confidentiality and anonymity of the respondents' identities. This was achieved by not asking participants to write their names on the questionnaires.

## **CHAPTER FOUR**

### **RESULTS**

#### **4.1 Introduction**

This chapter presents results of the study. This chapter focused on the questionnaire return rate, demographic data of the respondents and the analysis of the data based on the research objectives specifically on the influence of resources, teachers as role models, discipline and the school on girls' KCSE performance in mixed day secondary schools based on the objectives of the study.

#### **4.2 Questionnaire return rate**

Questionnaire return rate is the proportion of the questionnaires that are returned after administration to the respondents. In this study, out of 13 questionnaires administered to the school principals, 11(84.6%) returned the questionnaires; out of the 78 issued to the teachers, all of them returned the questionnaires while out of the 250 girls issued with the questionnaires, 245(98%) returned the questionnaires. These return rates were 84.6%, 100 percent and 98 percent return rates for the principals, teachers and girls respectively, which were deemed as high and adequate for data analysis and drawing of conclusions.

#### **4.3 Demographic information of the respondents**

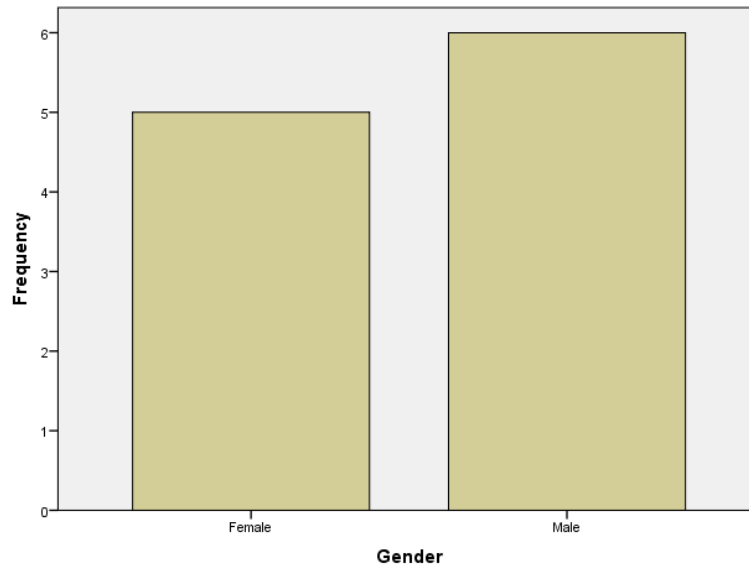
Demographic information of the respondents refers to the personal characteristics of the population under study that the researcher intends to study. This section presents the demographic information of the school principals and then presents the demographic data of the teachers.

##### **4.3.1 Demographic information of the school principals**

The demographic information of the principals focused on their gender, age, academic qualifications, professional experience and duration of teaching in the entire career. The data on these variables is presented in this section.

### Gender of the principals

The school principals were asked to indicate their gender. The data is presented in figure 4.1 below.

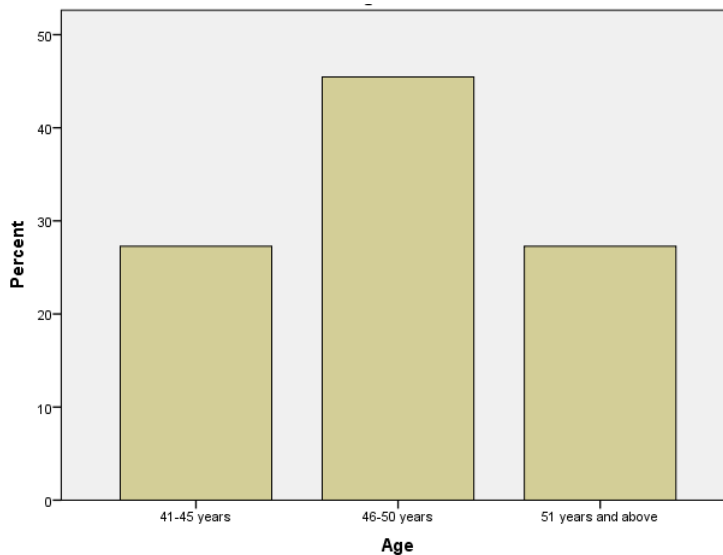


**Figure 4.1 Distribution of principals by gender**

Data in Figure 4.1 shows that 5(45.5%) of the principals were female while 6(54.5%) were male. The data implies that majority of the principals in the sub county were males while a lesser number were females. The data implies that there was almost an equal distribution of gender in the leadership of schools in the sub-county. These further shows that the two thirds equal representation of both gender in the leadership of schools is adhered to in the sub county.

### Age of the principals

The school principals were further asked to indicate their age as shown in Figure 4.2.



**Figure 4.2 Distribution of principals by age**

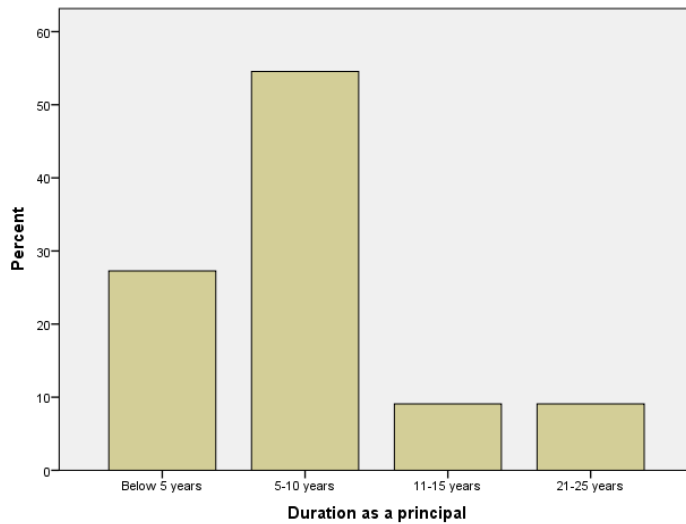
As shown in figure 4.2, 3(27.3%) of the principals were aged between 41 and 45 years, 5(45.5%) were aged between 46 and 50 years while 3(27.3%) were above 51 years of age. The data implies that the average age of respondents indicated that they were in the mid-life. This phase is heralded by crises and transitions which may culminate either in dissatisfaction and personal disquiet or a sense of accomplishment and minor stability, as well as to become involved, trying to leave a legacy in their profession (Humangrowth, 2013). This means the principals may be enthusiastic in their job and hence are abreast with the administrative factors influencing performance of girls in KCSE in mixed day secondary schools in Nzambani Sub County, Kitui County.

### **Professional qualifications**

The research also sought to establish the highest professional qualifications of the principals. Data on the highest professional qualification of the principals showed that all the principals had bachelor's degree. The level of education indicates that the respondents are well educated, and are able to understand and explain the administrative factors influencing performance of girls in KCSE in mixed day secondary schools in Nzambani Sub County, Kitui County.

### **Duration of service at the school**

Further, the respondents were asked to indicate the duration they had served as the principals. They responded as shown by figure 4.3.

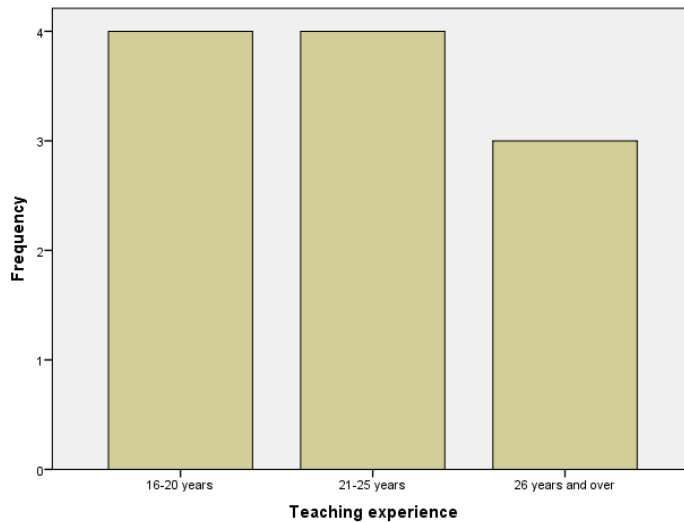


**Figure 4.3 Distribution of principals by duration of service**

Figure 4.3 communicates that majority 6(54.5%) of the principals had been principals for between 5 and 10 years. The principals varied in the number of years that they had been employed in their current institution. When compared with their average age, it can be deduced that the most principals have been teaching for quite some time. It would thus appear that respondents attain some degree of stability as they get older. The preceding conclusion might therefore possibly give an indication of the respondents' involvement as school sport administration.

#### **Duration as teachers**

The principals were also asked to indicate the duration they had been teachers in their entire career. Their responses are shown in figure 4.4.



**Figure 4.4 Distribution of principals by service as teachers**

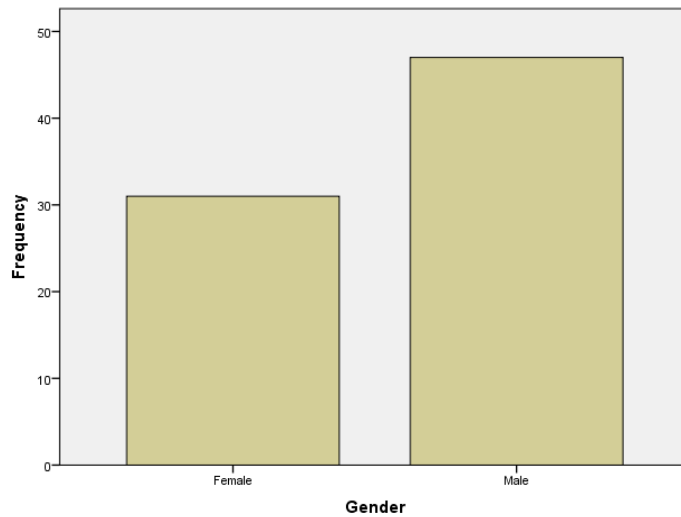
Length of service according to Hackett (1996) may present a yardstick to measure organizational stability. On average, 4(36.4%) had been teaching for between 16 and 20 years, 4(36.4%) for between 21 and 25 years while 3(27.3%) had been teachers for more than 26 years. These figures correlate with the relatively high age of the respondents as indicated in an earlier paragraph, and further indicates that the duration of services found presented a balanced movement of departures and influx. Hackett (1996) states that a notable core of experienced workers should be maintained, yet there should also be fresh entries to avoid stagnation.

#### **4.3.2 Demographic information of the teachers**

Demographic information of the teachers was based on; gender, age, highest professional qualification and the teaching experience in years.

##### **Gender of the teachers**

On the gender, the teachers were asked to indicate the same as shown by Figure 4.5.



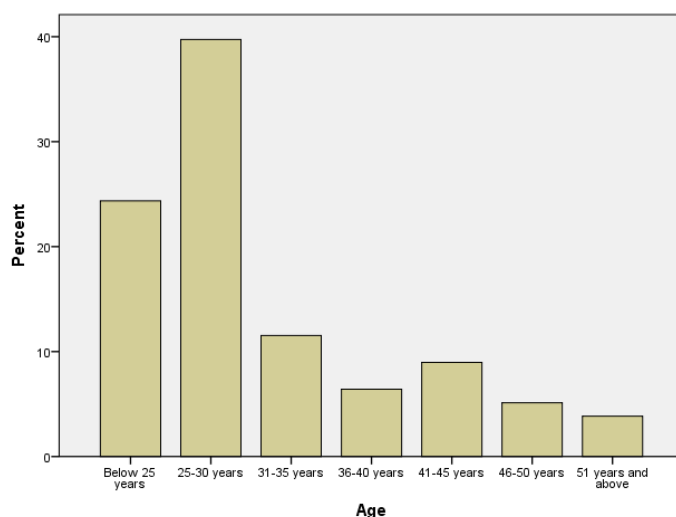
**Figure 4.5 Distribution of teachers by gender**

Teachers' gender composition for this study as shown in figure 4.5 indicates that majority 47(60.3%) of the teachers were male. The data shows that that there were more male teachers than female teachers. This scenario is similar to the leadership of schools where majority of the principals were males. While the study is focused on the girl's performance, it means that most of the schools have male teachers. Girls need to have more female teachers and principals who apart from teaching, they can also be role models to the girls hence improving their performance.



## Age of teachers

Data on the age of the teachers was as shown by figure 4.6/

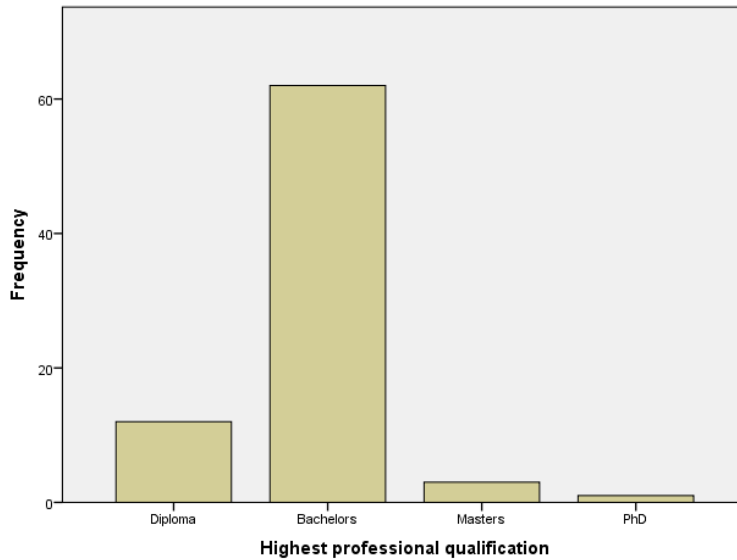


**Figure 4.6 Distribution of teachers by age**

Findings on the age of the teachers shown that most of the teachers 31(39.7%) were aged between 25 and 30 years and a few 19(24.4%) aged below 25 years. The data shows that as their age progressed, they were fewer and fewer teachers. The data implies that most of the teachers in the schools are relatively young. These are teachers who are relatively new in the profession. Humangrowth (2013) states that young teachers or other professionals are in most cases energetic and enthusiastic in their professions. The energy and the enthusiasm make them be performance oriented hence in this study, girls are supposed to perform well in schools since the teachers are committed to their duties.

## Highest professional qualifications

Further the teachers were asked to indicate their highest professional qualification as shown by figure 4.7.

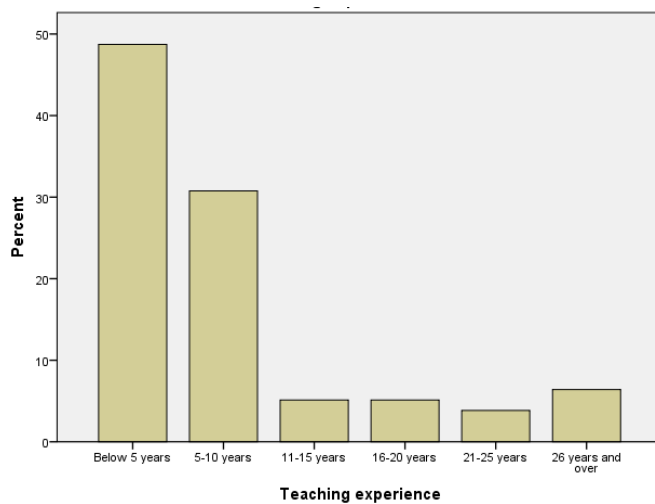


**Figure 4.7 Distribution of teachers by highest professional qualifications**

As shown in figure 4.7 above, majority of the teachers 62(79.5%) had bachelor’s degree. The level of education indicates that the respondents are well educated. These results also indicate that most respondents have a formal tertiary qualification, which is a requirement in order to be working in the teaching profession.

**Teaching experience**

Data on the teaching experience of the teachers was as shown by figure 4.8



**Figure 4.8 Distribution of teachers by teaching experience**

As shown in figure 4.8, the most experienced teacher had 25 years and above, while the least experienced respondents had only 5 years and below who were the majority. These are teachers who may have just started a career in teaching. These figures correlate with

the relatively high age of the respondents as indicated in an earlier, and further indicates that the duration of services found presented a balanced movement of departures and influx.

#### **4.4 Influence of resources for girls on girls' KCSE performance in mixed daysecondary schools in Nzambani Sub County**

Running of the schools needs resources relevant to the related fields. Miller and Seller (2006) assert that instructional materials are critical ingredients in learning and the intended program cannot be easily implemented without them. Availability or unavailability of resources has an impact on the performance of the students in the schools. The study therefore, sought to find out how resources influence girls' KCSE performance in mixed day secondary schools in Nzambani Sub County. The principals, teachers and girls were asked to indicate the extent at which they agreed or disagreed to the statements Influence of resources for girls on girls' KCSE performance. The principals' responses on influence of resources on girls' performance are presented in Table 4.1.

**Table 4.1 Principals' responses on influence of resources on girls' performance**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
The school has adequate teaching resources for girls that cater for girls needs	0	0.0	8	72.7	3	27.3	0	0.0
There are enough classrooms for girls to handle all the girls in the school	3	27.3	7	63.6	1	9.1	0	0.0
There is a spacious playing ground for the girls	1	9.1	4	36.4	2	18.2	4	36.4
The school has enough toilets/latrines for all girls in the school	1	9.1	4	36.4	5	45.5	1	9.1
The school has enough books and other learning resources for all girls	0	0.0	4	36.4	7	63.6	0	0.0

Data on the principals' responses on the influence of resources on girls' performance, as reported by the principals showed that the school has adequate teaching resources for girls that cater for girls needs as shown by the majority 8(72.7%) who agreed with the same. Majority of the principals 7(63.6%) agreed that there are enough classrooms for girls to handle all the girls in the school. Also, findings showed that not all the schools had spacious playing ground for girls as shown by 4(36.4%) principals who strongly agreed with the statement. Also, it was evident that not all the schools had adequate latrines for the girls as shown by 5(45.5%) of the principals who disagreed. Majority 7(63.6%) of the principals disagreed that the school has enough books and other learning resources for all girls. The principals' responses indicated that the school had the required resources. According to Agosiobo (2007), the use of teaching resources is important because they motivate learners to learn as they offer stimulus variation and assist in sustaining learners' attention throughout the lesson.

The teachers were also asked to indicate the extent to which they agreed or disagreed with statement on the influence of resources on girls' performance. Their responses are presented in Table 4.2.

**Table 4.2 Teachers' responses on influence of resources on girls' performance**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
The school has adequate teaching resources for girls that cater for girls needs	11	14.1	47	60.3	15	19.2	5	6.4
There are enough classrooms for girls to handle all the girls in the school	28	35.9	42	53.8	3	3.8	5	6.4
There is a spacious playing ground for the girls	10	12.8	35	44.9	19	24.4	14	17.9
The school has enough toilets/latrines for all girls in the school	20	25.6	36	46.2	17	21.8	5	6.4
The school has enough books and other learning resources for all girls	16	20.5	29	37.2	20	25.6	13	16.7

Teachers' data on the how resources affect performance shown that the school has adequate teaching resources for girls that cater for their needs as shown by majority 47(60.3%). Majority of teachers 42(53.8%) agreed that there are enough classrooms to girls to handle all the girl's needs. Majority of them, 35(44.9%) agreed that there is a spacious playing ground for the girls. The school has enough toilets for girls as shown by majority of the teachers 20(25.6%) and 36(46.2%) who strongly agreed and agreed respectively to the same. Also, majority 16(20.5%) and 29(37.2%) strongly agreed and agreed respectively that the school has enough books and other learning resources for all girls. The teachers' responses were in agreement with the responses of the principals that the school had the required resources. According to Eshiwani (1992), schools which lack resources like laboratories, libraries and textbooks often performed poorly in national examinations.

The girls were also asked to indicate the extent to which they agreed or disagreed with statement on the influence of resources on girls' performance. Their responses are presented in Table 4.3

**Table 4.3 Girls' responses on influence of resources on girls' performance**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
The school has adequate teaching resources for girls that cater for girls needs	46	18.8	47	19.2	65	26.5	87	35.5
There are enough classrooms for girls to handle all the girls in the school	59	24.1	69	28.2	57	23.3	60	24.5
There is a spacious playing ground for the girls	33	13.5	27	11.0	67	27.3	118	48.2
The school has enough toilets/latrines for all girls in the school	63	25.7	66	26.9	66	26.9	50	20.4
The school has enough books and other learning resources for all girls	36	14.7	51	20.8	49	20.0	109	44.5

As shown by the table above, majority 65(26.5%) and 87(35.5%) disagreed and strongly disagreed respectively that the school has adequate teaching resources for girls that cater for girl's needs. Majority 59(24.1%) and 69(28.2%) strongly agreed and agreed respectively that there are enough classrooms for girls to handle all the girls in the school. Majority 118(48.2%) strongly disagreed that there is a spacious playing ground for the girls. Majority 63(25.7%) and 66(26.9%) strongly agreed and agreed that the school has enough toilets/latrines for all girls in the school. Majority 109(44.5%) strongly disagreed that the school has enough books and other learning resources for all girls. The above findings by the girls contradict those of the principals and teachers that the schools have the required resources. The findings are in line with the technical working group by Ministry of Education, Science and Technology (MOEST, 2010) which recognized the fact that availability of educational materials has a major bearing on academic achievement.

Further all the categories of respondents were asked to indicate whether in their own opinion resources in the school affect performance of girls as represented by table 4.4.

**Table 4.4 Opinions on whether resources in the school affect performance**

Category of respondents	Yes		No	
	F	%	F	%
Principals	8	72.7	3	27.3
Teachers	50	64.1	28	35.9
Girls	108	44.1	137	55.9

Findings on the respondents' opinions on whether resources in the school affect performance of the girls' majority 8(72.7%) of the principals, 50(64.1%) of the teachers and 137(55.9%) of the girls agreed that resources really affect the performance of girls in schools. Data from the principals, teachers and girls indicated an agreement that resources affected academic performance. The study of Lowe (2009) on effective teaching and learning resources found that, lack of relevant teaching materials caused dismal students' performance in Kenya Certificate of Secondary Education (KCSE).

To statistically establish the influence of resources for girls on girls' KCSE performance in mixed day secondary schools in Nzambani Sub County, Persons product-moment correlation was used. In doing so, the researcher correlated the mean for the descriptive statistics and the KCSE mean scores. Table 4.5 shows the descriptive statistics on resources and girls' KCSE mean scores.

**Table 4.5 Descriptive statistics on resources and girls KCSE performance**

Statements	N	Min	Max	Mean
The school has adequate teaching resources for girls that cater for girls needs	245	1	4	2.79
There are enough classrooms for girls to handle all the girls in the school	245	1	4	2.48
There is a spacious playing ground for the girls	245	1	4	3.10
The school has enough toilets/latrines for all girls in the school.	245	1	4	2.42
The school has enough books and other learning resources for all girls	245	1	4	2.94

A Persons product-moment correlation was run using the mean scores for items representing the resources and girls KCSE mean scores. Table 4.6 presents the data.

**Table 4.6 Persons product-moment correlation for resources and girls KCSE performance**

		KCSE performance
Resources	Pearson Correlation	0.785
	Sig. (2-tailed)	0.047
N		245

**Significance 0.05 2-tailed**

From the table 4.6 There was a positive relationship of  $r=0.785$  which was statistically significant at  $p=0.047$  level lower than  $p \leq 0.05$ . The results indicated that there was a strong, positive correlation between resources and girls KCSE performance. The data implied that girls KCSE performance in mixed day secondary schools in Nzambani Sub County was influenced by the availability of resources.

**4.5 Influence of teachers as role models to girls on girls' KCSE performance in mixed day secondary schools**

Teachers play an important role in how the students perform. This section sought to find out the influence of teachers as role models to girls on girls' KCSE performance in mixed day secondary schools. They were asked to indicate if they strongly agreed, agreed, disagreed or strongly disagreed to the statements as shown in Table 4.7.



**Table 4.7 Principals responses on influence of teachers as role models**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
There are enough teachers for girls in the school	5	45.5	2	18.2	0	0.0	4	36.4
There are enough teachers in the school who act as role models to the girls	1	9.1	6	54.5	2	18.2	2	18.2
The school has friendly teachers for girls that girls can approach for help	2	18.2	6	54.5	3	27.3	0	0.0
There are more male teachers than female teachers in the school	7	63.6	2	18.2	2	18.2	0	0.0
The school needs more female teacher who could act as role models to the girls	5	45.5	4	36.4	2	18.2	0	0.0

Findings on the influence of teachers in the performance of the girls shown that in some schools there are no enough teachers in some schools while in others there is ample teachers as shown by 5(45.5%) and 4(36.4%) who strongly agreed and strongly disagreed respectively. Majority 6(54.2%) agreed that there are enough teachers in the school who act as role models. Majority 6(54.2%) agreed that the school has friendly teachers for girls that girls can approach for help. Majority 7(63.6%) strongly agreed that there are more male teachers than female teachers in their schools. Majority 5(45.5%) and 4(36.4%) strongly agreed and agreed respectively that the school needs more female teachers who could act as role models to the girls.

Table 4.8 shows teachers' responses on influence of teachers as role models on performance

**Table 4.8 Teachers' responses on influence of teachers as role models on performance**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
There are enough teachers for girls in the school	17	21.8	39	50.0	13	16.7	9	11.5
There are enough teachers in the school who act as role models to the girls	29	37.2	36	46.2	10	12.8	3	3.8
The school has friendly teachers for girls that girls can approach for help	31	39.7	40	51.3	4	5.1	3	3.8
There are more male teachers than female teachers in the school	33	42.3	27	34.6	11	14.1	7	9.0
The school needs more female teacher who could act as role models to the girls	33	42.3	29	37.2	11	14.1	5	6.4

As shown by the table above, majority 39(50%) agreed that there are enough teachers for girls in their schools. Majority 36(46.2%) agreed that there are enough teachers in the school who act as role models. Majority 40(51.3%) agreed that the school has friendly teachers for girls that girls can approach for help. Majority 33(42.3%) and 27(34.6%) strongly agreed and agreed respectively that there are more male teachers than female teachers in their schools. Majority 33(42.3%) and 29(37.2%) strongly agreed and agreed respectively that the school needs more female teachers who could act as role models to the girls.

The girls were also asked to indicate how they agreed or disagreed on influence of teachers as role models on performance. Their responses are presented in Table 4.9.

**Table 4.9 Girls' responses on influence of teachers as role models on performance**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
There are enough teachers for girls in the school	54	22.0	42	17.1	72	29.4	77	31.4
There are enough teachers in the school who act as role models to the girls	47	19.2	79	32.2	38	15.5	81	33.1
The school has friendly teachers for girls that girls can approach for help	57	23.3	74	30.2	37	15.1	77	31.4
There are more male teachers than female teachers in the school	119	48.6	53	21.6	30	12.2	43	17.6
The school needs more female teacher who could act as role models to the girls	155	63.3	61	24.9	11	4.5	18	7.3

As shown by the table above, majority 72(29.4%) and 77(31.4%) disagreed and strongly disagreed that there are enough teachers for girls in their schools. Majority 81(33.1%) strongly disagreed that there are enough teachers in the school who act as role models. Majority 77(31.4%) strongly disagreed that the school has friendly teachers for girls that girls can approach for help. Majority 119(48.6%) strongly agreed that there are more male teachers than female teachers in their schools. Majority 155(63.3%) strongly agreed that the school needs more female teachers who could act as role model to the girls.

The respondents were further asked to indicate in their own opinion whether the teacher factor has an effect on the performance of girls in their schools. The data is presented in

**Table 4.10 Opinions on whether teachers as role models influence girls KCSE performance**

Categories of respondents	Yes		No	
	F	%	F	%
Principals	7	63.6	4	36.4
Teachers	35	44.9	43	55.1
Girls	107	43.7	138	56.3

Table 4.10 shows that majority 7(63.6%) of the principals agreed that the teacher factor affects the performance of the girls, 43(55.1%) of the teachers said it does not affect while majority 138(56.3%) of the girls said it does not affect.

To statistically establish the influence of teachers as role models for girls on girls' KCSE performance in mixed day secondary schools in Nzambani Sub County, Persons product-moment correlation was used. In doing so, the researcher computed the descriptive statistics and the girls KCSE mean scores. Table 4.11 shows the descriptive statistics and the girls KCSE mean scores.

**Table 4.11 Descriptive statistics on aspects of teachers as role models and KCSE performance**

Statements	N	Min	Max	Mean
There are enough teachers for girls in the school	245	1	4	2.70
There are enough teachers in the school who act as role models to the girls	245	1	4	2.62
The school has friendly teachers for girls that girls can approach for help	245	1	4	2.55
There are more male teachers than female teachers in the school	245	1	4	1.99
The school needs more female teacher who could act as role models to the girls	245	1	4	1.56

A Persons product-moment correlation was run to measure of the strength and direction of association that exists between the two variables measured on at least an interval scale. Table 4.12 presents the data.

**Table 4.12 Persons product-moment correlation for aspects of teachers as role models and girls KCSE performance**

		KCSE performance
Teachers as role models	Pearson Correlation	0.850
	Sig. (2-tailed)	0.038
N		245

**Significance 0.05 2-tailed**

From the table 4.12 There was a positive relationship of  $r=0.850$  which was statistically significant at  $p=0.038$  level lower than  $p \leq 0.05$ . The results indicated that there was a strong, positive correlation between teachers as role models and girls KCSE performance. The data implied that girls KCSE performance in mixed day secondary schools in Nzambani Sub County was influenced by teachers as role models.

#### 4.6 Influence of discipline among girls on students' KCSE performance in mixed day secondary schools

According to Njoroge and Nyabuto (2014), in Kenya, lack of discipline in schools has been one of the challenges facing schools, hence the researcher sought to establish the influence of discipline among girls on students' KCSE performance in mixed day secondary schools. The respondents were asked to indicate the extent at which the respondents agreed or disagreed with the statements as shown in Table 4.13.

**Table 4.13 Principals responses on the influence of discipline on performance**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Girls perform poorly in this schools because of indiscipline	0	0.0	7	63.6	2	18.2	2	18.2
Most of the girls are affected by discipline issues in this school	0	0.0	4	36.4	6	54.5	1	9.1
Girls are easy targets for indiscipline due to their frailty	3	27.3	7	63.6	1	9.1	0	0.0
Girls are more prone to discipline challenges especially the day scholars	5	45.5	6	54.5	0	0.0	0	0.0
Girls are easily lured into sexual challenges as they walk to school and back	7	63.6	4	36.4	0	0.0		0.0

Principals response on the influence of discipline on performance showed that girls perform poorly because of indiscipline as shown by the majority 7(63.6%) who agreed with the same. Majority 6(54.5%) of the principals disagreed that most of the girls are affected by discipline issues in their schools. Further it was evident that girls in most schools are easy targets to indiscipline due to their frailty. Majority of the girls are more prone to discipline challenges especially day scholars as communicated by 6(54.5%) of the principals. Majority 7(63.6%) of the principals strongly agreed that girls are easily lured into sexual challenges as they walk to school and back. The findings indicated that principals were in agreement that discipline is a factor that affects girls' performance.

The teachers were also asked to indicate how they agreed or disagreed in the influence of discipline on performance. The data is presented in Table 4.14.

**Table 4.14 Teachers responses on the influence of discipline on performance**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Girls perform poorly in this schools because of indiscipline	18	23.1	25	32.1	25	32.1	10	12.8
Most of the girls are affected by discipline issues in this school	11	14.1	29	37.2	29	37.2	9	11.5
Girls are easy targets for indiscipline due to their frailty	14	17.9	36	46.2	19	24.4	9	11.5
Girls are more prone to discipline challenges especially the day scholars	29	37.2	30	38.5	14	17.9	5	6.4
Girls are easily lured into sexual challenges as they walk to school and back	35	44.9	26	33.3	14	17.9	3	3.8

As shown in table 4.14, it is evident that apart from discipline there might be other reasons that lead to poor performance of girls. Also, it was clear that some girls are affected by discipline issues in school while others do not. This is clearly communicated by 29(37.2%) and the same proportion of the respondents who agreed and disagreed to the same. Majority 36(46.2%) of the teachers agreed that girls are targets for indiscipline due to their frailty. Majority 29(37.2%) and 30(38.5%) of the teachers strongly agreed and agreed respectively that girls are more prone to discipline challenges especially the day scholars. As girls walk to school and back they are easily lured into sexual challenges as communicated by majority 35(44.9%) and 26(33.3%) who strongly agreed and agreed with the same. These findings indicated that girls' performance in schools was affected by discipline.

The girls were also asked to indicate how they agreed or disagreed in the influence of discipline on performance. The data is presented in Table 4.15.

**Table 4.15 Girls responses on the influence of discipline on performance**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Girls perform poorly in this schools because of indiscipline	37	15.1	36	14.7	67	27.3	105	42.9
Most of the girls are affected by discipline issues in this school	37	15.1	56	22.9	65	26.5	87	35.5
Girls are easy targets for indiscipline due to their frailty	42	17.1	36	14.7	70	28.6	97	39.6
Girls are more prone to discipline challenges especially the day scholars	85	34.7	54	22.0	44	18.0	62	25.3
Girls are easily lured into sexual challenges as they walk to school and back	81	33.1	40	16.3	46	18.8	78	31.8

Data presented in table 4.11, majority 105(42.9%) of the girls strongly disagreed that girls perform poorly because of indiscipline. Majority 87(35.5%) of the girls strongly disagreed that most of the girls are affected by discipline issues in the school. Also, majority of the girls 97(39.6%) of the girls are easy targets of indiscipline due to their frailty. Majority 85(34.7%) of the girls are more prone to discipline challenges especially day scholars. Majority 81(33.1%) of the girls are easily lured into sexual challenges as they walk to school and back. A cursory inspection of the data reveals that the girls were in agreement that discipline affected girls' performance in schools.

Further all the categories of respondents were asked to indicate whether in their opinion they thought discipline affect the performance of the girls. They responded as shown in table 4.16.



**Table 4.16 Responses on the influence of discipline on performance**

Categories of respondents	Yes		No	
	F	%	F	%
Principals	9	81.8	2	18.2
Teachers	49	62.8	29	37.2
Girls	85	34.7	160	65.3

As presented in table 4.12, majority 9(81.8%) of the principals and 49(62.8%) of the teachers agreed that discipline has an effect on the performance while 160(65.3%) of the girls said it does not. The data shows that the responses of the principals, teachers and girls all agree that discipline affects performance.

To statistically establish the influence of discipline and girls' KCSE performance in mixed day secondary schools in Nzambani Sub County, Persons product-moment correlation was used. In doing so, the researcher computed the descriptive statistics on the aspects of discipline and KCSE performance. The descriptive statistics are presented in table 4.17.

**Table 4.17 Descriptive statistics on aspects of discipline and girls KCSE performance**

Statements	N	Min	Max	Mean
Girls perform poorly in this schools because of indiscipline	245	1	4	2.98
Most of the girls are affected by discipline issues in this school	245	1	4	2.82
Girls are easy targets for indiscipline due to their frailty	245	1	4	2.91
Girls are more prone to discipline challenges especially the day scholars	245	1	4	2.34
Girls are easily lured into sexual challenges as they walk to school and back	245	1	4	2.49

A Persons product-moment correlation was run to measure of the strength and direction of association that existed discipline and KCSE performance. Table 4.18 presents the data.

**Table 4.18 Persons product-moment correlation for discipline and girls KCSE performance**

		KCSE performance
Discipline among girls	Pearson Correlation	0.837
	Sig. (2-tailed)	0.041
N		245

**Significance 0.05 2-tailed**

From the table 4.18 There was a positive relationship of  $r=0.837$  which was statistically significant at  $p=0.041$  level lower than  $p \leq 0.05$ . The results indicated that there was a strong, positive correlation between discipline among and their KCSE performance.

The data implied that girls KCSE performance in mixed day secondary schools in Nzambani Sub County was influenced by discipline among girls

#### **4.7 Influence of the school environment on the girls' KCSE performance in mixed day secondary schools**

This section analyses the data on the influence of the school environment on the girls' KCSE performance in mixed day secondary schools. All the categories of respondents were asked to indicate the extent at which they agree or disagreed to the statements regarding the influence of the school environment on the girls' KCSE performance in mixed day secondary schools. The principals' responses are presented in Table 4.19.

#### **4.19 Principals response on the influence of the school environment on KCSE performance of the girls**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
The school environment is not conducive for girls	0	0.0	3	27.3	7	63.6	1	9.1
Most girls walk from distant places hence this affects their academics	6	54.5	3	27.3	2	18.2	0	0.0
The school environment is not girls' friendly	1	9.1	2	18.2	6	54.5	2	18.2
The amenities in the school do not cater for girls needs	0	0.0	4	36.4	5	45.5	2	18.2
The school location exposes girls to issues that affect their academic performance	3	27.3	4	36.4	4	36.4	0	0.0

Data presented in table 4.19 above, majority 7(63.6%) of the principals said that the school environment is conducive for the girls. Majority 6(54.5%) of the principals strongly agreed that most girls walk from distant places thus affecting their academics. Majority 6(54.5%) of the principals disagreed that the school environment is not girls'

friendly. Majority 5(45.5%) of the principals disagreed that the amenities in the school do not cater for girl’s needs. Majority 4(36.4%) and the same proportion agreed and disagreed respectively that the school location exposes girls to issues that affect their academic performance.

The teacher respondents were also asked to indicate the extent to which they agreed or disagreed to statements on the influence of the school environment on KCSE performance of the girls. Their responses are presented in Table 4.20

**Table 4.20 Teachers’ response on the influence of the school environment on KCSE performance of the girls**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
The school environment is not conducive for girls	5	6.4	11	14.1	37	47.4	25	32.1
Most girls walk from distant places hence this affects their academics	20	25.6	38	48.7	13	16.7	7	9.0
The school environment is not girls’ friendly	5	6.4	10	12.8	45	57.7	18	23.1
The amenities in the school do not cater for girls needs	3	3.8	13	16.7	41	52.6	21	26.9
The school location exposes girls to issues that affect their academic performance	13	16.7	13	16.7	37	47.4	15	19.2

As shown by table 4.20, majority 37(47.4%) of the teachers said that the school environment is conducive for the girls. Majority 38(48.7%) of the teachers agreed that most girls walk from distant places thus affecting their academics. Majority 45(57.7%) of the teachers disagreed that the school environment is not girls’ friendly. Majority 41(52.6%) of the teachers disagreed that the amenities in the school do not cater for girl’s needs. Majority 37(47.4%) disagreed that the school location exposes girls to issues that affect their academic performance.

The girls' respondents were also asked to indicate the extent to which they agreed or disagreed to statements on the influence of the school environment on KCSE performance of the girls. Their responses are presented in Table 4.21.

**Table 4.21 Girls' response on the influence of the school environment on KCSE performance of the girls**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
The school environment is not conducive for girls	50	20.4	37	15.1	62	25.3	96	39.2
Most girls walk from distant places hence this affects their academics	132	53.9	61	24.9	27	11.0	25	10.2
The school environment is not girls' friendly	50	20.4	55	22.4	63	25.7	77	31.4
The amenities in the school do not cater for girls needs	67	27.3	61	24.9	52	21.2	65	26.5
The school location exposes girls to issues that affect their academic performance	60	24.5	46	18.8	52	21.2	87	35.5

As shown by the table above, majority 96(39.2%) of the girls said that the school environment is conducive for the girls. Majority 132(53.9%) of the girls strongly agreed that most girls walk from distant places thus affecting their academics. Majority 77(31.4%) of the girls strongly disagreed that the school environment is not girls' friendly. Majority 67(27.3%) and 61(24.9%) of the girls strongly agreed and agreed respectively that the amenities in the school do not cater for girl's needs. Majority 87(35.5%) strongly disagreed that the school location exposes girls to issues that affect their academic performance.

The respondents were asked to further indicate whether school environment affect the KCSE performance of the girls. They gave responses as shown by table 4.22.

**Table 4.22 Responses on the influence of school environment on performance**

Categories of respondents	Yes		No	
	F	%	F	%
Principals	7	63.6	4	36.4
Teachers	26	33.3	52	66.7
Girls	80	32.7	165	67.3

As shown in Table 4.16, majority 7(63.6%) of the principals said that the school environment affects the performance of the girls, majority 52(66.7%) of the teachers said it does not while majority 165(67.3%) of the girls said it does not affect.

To statistically establish the influence of school environment and girls' KCSE performance in mixed day secondary schools in Nzambani Sub County, Persons product-moment correlation was used. In doing so, descriptive statistics were computed as shown in table 4.23.

**Table 4.23 Descriptive statistics on aspects of school environment and girls' KCSE performance**

Statements	N	Min	Max	Mean
The school environment is not conducive for girls	245	1	4	2.83
Most girls walk from distant places hence this affects their academics	245	1	4	1.78
The school environment is not girls friendly	245	1	4	2.68
The amenities in the school do not cater for girls needs	245	1	4	2.47
The school location exposes girls to issues that affect their academic performance	245	1	4	2.68

Person's product-moment correlation was then run to measure of the strength and direction of association that exists between school environment and girls KCSE performance. Table 4.24 presents the data.

**Table 4.24 Persons product-moment correlation for school environment and girls KCSE performance**

		KCSE performance
The school environment	Pearson Correlation	0.848
	Sig. (2-tailed)	0.039
N		245

**Significance 0.05 2-tailed**

From the table 4.24 There was a positive relationship of  $r=0.848$  which was statistically significant at  $p=0.039$  level lower than  $p \leq 0.05$ . The results indicated that there was a strong, positive correlation between the school environment and girls KCSE performance. The data implied that girls KCSE performance in mixed day secondary schools in Nzambani Sub County was influenced by the school environment.

## CHAPTER FIVE

### DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

#### 5.1 Introduction

This chapter presents interpretation of the research findings

#### 5.2 Summary of the study

The purpose of this study was to establish the administrative factors influencing performance of girls in Kenya Certificate of Secondary Education in mixed day secondary schools in Nzambani Sub County, Kitui County Kenya. Four research objectives were formulated. The research objectives sought to establish the influence of resources for girls' teachers as role models to girls, discipline among girls and the school environment influenced the girls' KCSE performance in mixed day secondary schools. The study was conducted using Ex post facto design which is a quasi-experimental study examining how an independent variable, present prior to the study in the participants, affects a dependent variable. The target population comprised of 13 principals, 78 teachers and 250 form three girls. The sample was 13 principals, 78 teachers and 250 form three female students. This study used questionnaires, to collect data. The researcher used Statistical Package for Social Sciences (SPSS) version 17.0. Descriptive statistics such as measures of central tendency, dispersion, percentages and frequency distributions were used to analyze the scores distribution. To statistically establish the influence of each independent variable and dependent variable, Persons product-moment correlation was used. Using the girls' questionnaire, the researcher computed each independent variable with the dependent variable (girls' KCSE mean scores).

#### 5.3 Findings of the study

**To establish the influence of resources for girls on the KCSE performance in mixed day secondary school in Nzambani sub county.**

Findings on the influen



ce of resources for girls on girls' KCSE performance in mixed day secondary schools in Nzambani Sub County revealed that the school has adequate teaching resources for girls that cater for girls' needs. It was also reported by majority of the principals that there are enough classrooms for girls to handle all the girls in the school. Also findings showed that not all the schools had spacious playing ground for girls. It was evident that not all the schools had adequate latrines for the girls.

According to Agosiobo (2007), the use of teaching resources is important because they motivate learners to learn as they offer stimulus variation and assist in sustaining learners' attention throughout the lesson. These findings agree with Eshiwani (1992) who states that schools which lack resources like laboratories, libraries and textbooks often perform poorly in national examinations. Pearson's correlation coefficient,  $r$ , is 0.785 and that is statistically significant. ( $p= 0.05$ ). The results indicated that there was a strong positive correlation between resources and girls KCSE performance which was statistically significant. The data implied that girls KCSE performance in mixed day secondary schools in Nzambani Sub County was influenced by the availability of resources. The findings are in line with the technical working group by the Ministry of Education Science and Technology (MOEST 2010) which recognized the fact that availability of educational materials has a major bearing on academic achievement.

The findings are also in line with Kitavi (2005) who opines that resources refer to the material that support or aid the learner in understanding of the concepts or ideas presented to the learner in a learning environment or situation. These are the materials that teachers use to assist learners and also increase interest in learning. The findings are also in line with Mbilinyi (2013) who found out that print media make learning practical and the learners can see models which make learning real or represent real things. Learning materials are therefore meant to stimulate the total growth and development of children leading to academic achievement.

According to Agosiobo (2007) learning resources clarify information, sometimes a concept may be complex and words alone cannot offer clear explanation. Instructional materials stimulate lively class discussion after watching a film in class or listening to

a radio. They also challenge independent thinking especially when used individually in an assignment or as class activity.

### **To examine the influence of teachers as role models to girls on girls' KCSE performance in mixed day secondary schools**

Findings on the influence of teachers as role models to girls on girls' KCSE performance in mixed day secondary schools revealed that there were enough teachers in the school who act as role models. Schools have friendly teachers for girls that girls can approach for help. Teachers agreed that there are enough teachers in their schools who act as role models and who girls can approach for help. Girls disagreed that there were enough teachers for girls in their schools. Majority of the girls strongly disagreed that there are enough teachers in the school who act as role models. They further strongly agreed that there were more male teachers than female teachers in their schools.

Majority of the girls strongly agreed that the school needs more female teachers who could act as role model to the girls. Pearsons product-moment correlation run to measure the strength and direction of association that exists between the aspects of teachers as role models and girls KCSE performance revealed an  $r$ , is 0.850, and that it is statistically significant ( $p = 0.05$ ). The results indicated that there was a strong, positive correlation between resources and girls KCSE performance which was statistically significant.

The findings are in line with Ivancerich (1994) who found out that a trained teacher will have necessary pedagogical skills which will promote students understanding, motivating a student to learn thereby promoting academic performance. Student teacher ratio reflects the number of students that is handled by one teacher in a stream during a lesson 9Lumuli, 20090. Low student teacher ratio means that a teacher will be able to handle fewer students hence high attention level while high student teacher ratio implies that a teacher will be able to handle many students at ago. This will make the teacher to employ teaching methods which are deductive, rendering the students passive (Michelow, 2003, Dembele&Miario, 2003). However there is need to strike a balance as extremely low student teacher ratio leads to underutilization of teachers while high

student teacher ratio compromises academic performance, affecting quality of education.

### **To determine the influence of discipline among girls on girls' KCSE performance in mixed day secondary schools**

Findings on the influence of discipline among girls on students' KCSE performance in mixed day secondary schools in Nzambani Sub County revealed that girls perform poorly because of indiscipline as shown by majority of the principals who agreed with the same. Majority of teachers disagreed that most of the girls are affected by discipline issues in their schools. Further it was evident that girls in most schools are easy targets to indiscipline due to their frailty. Majority of the girls are more prone to discipline challenges especially day scholars as reported by 6(54.5%) of the principals. Majority 7(63.6%) of the principals strongly agreed that girls are easily lured into sexual challenges as they walk to school and back. The findings indicated that principals were in agreement that discipline is a factor that affects girls' performance.

This is in line with Gitome et al. (2013) who found that where there is good discipline, there is improved academic performance. According to Njoroge and Nyabuto (2014), IN Kenya lack of discipline in schools has been one of the challenges facing schools. It was evident that some girls are affected discipline issues in schools while others are not. These findings indicated that girls performance is affected by discipline which is in line with Ali, Dada, Isika and Salmon (2014) who found that in the context of a school system, a disciplined student is that student whose behavior, actions and inactions conform to the predetermined rules and regulations of the school.

Pearsons product-moment correlation for discipline and girls KCSE performance revealed a coefficient,  $r$ , of 0.837, which is statistically significant ( $p = 0.05$ ). The results indicated that there was a strong, positive correlation between discipline and girls KCSE performance which was statistically significant. The findings were also in line with previous studies carried out in Kenya (Dawo&Simatwa, 2010; Tikoko&Bomett, 2011). The responses were in agreement with Gitome et al. (2013); Njoroge and Nyabuto (2014) who found that where there is good discipline there is good academic performance.

### **To assess how the school environment influences the girls' KCSE performance in mixed day secondary schools**

Findings on the influence of the school environment on the girls' KCSE performance in mixed day secondary schools revealed that majority of the principals 7(63.6%) and 37(47.4%) of the teachers said that the school environment is conducive for the girls. Majority 6(54.5%) of the principals and 38(48.7%) teachers strongly agreed that most girls walk from distant places thus affecting their academics. Majority 6(54.5%) of the principals and majority of teachers 45(57.7%) disagreed that the school environment is not girls' friendly. Majority 96(39.2%) of the girls said that the school environment is conducive for the girls. Majority 132(53.9%) of the girls strongly agreed that most girls walk from distant places thus affecting their academics. Majority 77(31.3%) of the girls strongly disagreed that the school environment is not girls' friendly. Majority 67(52.2%) and agreed that the amenities in the school do not cater for girl's needs.

Pearson's product-moment correlation for school environment and girls KCSE performance showed a coefficient ( $r$ ) of 0.848, which was statistically significant ( $p = 0.05$ ) hence it was concluded that there was a strong, positive correlation between the school environment and girls KCSE performance which was statistically significant. As stated by Hoy, Kottkamp and Rafferty, (2003), students' academic success is greatly influenced by the type of school they attend. School factors include school structure, composition and climate. The school that one attends is the institutional environment that sets the parameters of a students learning experience. As schools are faced with more public accountability for students academic performance, school level characteristics are being studied to discover methods of improving achievement for all students. A number of studies have shown that parents are reluctant to send their girls to school if the school environment is not safe and secure for girls. Scarf and Brady (2007) found out that there was low enrolment of girls in secondary schools due to inadequate supply of schools. Girls had to walk long distances to and from schools which was discouraging and cumbersome. It also found out that girls were more vulnerable to abuse than boys while on transit to and from school which eventually affects their academic performance.



## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 Introduction

This chapter presents the conclusion, recommendations and suggestion for further research.

#### 6.2 Conclusion

Based on the findings, the study concluded that resources for girls affected their KCSE performance in mixed day secondary schools in Nzambani Sub County. This was revealed by the Pearson correlation coefficient on the resources for girls on their KCSE performance which indicated an  $r$ , of 0.785. This was statistically significant ( $p= 0.05$ ) hence it was concluded that there was a strong, positive correlation between resources and girls KCSE performance.

The study also concluded that teachers as role models influenced girls on their KCSE performance in mixed day secondary schools in Nzambani Sub County. Persons product-moment correlation run to measure the strength and direction of association that exists between the aspects of teachers as role models and girls KCSE performance revealed an  $r$ , is 0.850, and that it is statistically significant ( $p = 0.05$ ). The results indicated that there was a strong, positive correlation between teachers as role model for girls and their KCSE performance which was statistically significant.

It was also concluded that discipline among girls influenced their KCSE performance in mixed day secondary schools in Nzambani Sub County. Persons product-moment correlation for discipline and girls KCSE performance revealed a coefficient,  $r$ , of 0.837, which is statistically significant ( $p = 0.05$ ). The results indicated that there was a strong, positive correlation between discipline among girls and their KCSE performance which was statistically significant.

Lastly the study concluded that school environment influenced girls' KCSE performance in mixed day secondary schools in Nzambani Sub County. This conclusion was based on the findings of the Person's product-moment correlation for school environment and girls KCSE performance which showed a coefficient ( $r$ )

of 0.848, which was statistically significant ( $p = 0.05$ ) hence it was concluded that there was a strong, positive correlation between the school environment and girls' KCSE performance.

### **6.3 Recommendations**

The following were the recommendations for the study

- v. That the school principals should avail resources both physical and materials so as to improve girls' KCSE performance.
- vi. That the Teachers' Service Commission (TSC) should avail more female teachers to schools who would act as role models for the girls hence improving their academic performance.
- vii. That the school administration should work together with the students and teachers to improve discipline which is important for improving KCSE performance.
- viii. That the school administration, the principals and the whole school community should establish a child-friendly school environment which is important in improving girls' performance.

### **6.4 Suggestions for further research**

The following areas were suggested for further research

- i. Influence of girls' personal characteristics on KCSE performance in mixed day secondary schools in Nzambani Sub County.
- ii. Influence of teachers' characteristics on girls' KCSE performance in mixed day secondary schools.
- iii. Influence of parental participation in school activities on girls' KCSE performance in mixed day secondary schools

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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

Cecilia Ndanu Mutia  
Department of  
Educational  
Administration and  
Planning,  
South Eastern Kenya  
University

The Principal,

\_\_\_\_\_ Secondary school

Dear Sir/Madam,

#### **REF: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL**

I am a student at the South-Eastern Kenya University, currently pursuing a Masters' degree in educational administration. I am carrying out a research on "**administrative factors influencing performance of girls in KCSE in mixed day secondary schools in Nzambani Sub County, Kitui County Kenya.**" Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school. The information you provide will be used for the purpose of the study. You are assured that your identity will remain confidential. Do not write your name anywhere in this questionnaire.

Thank you for your cooperation.

Cecilia Ndanu Mutia

## APPENDIX II

### QUESTIONNAIRE FOR THE SCHOOL PRINCIPALS

This questionnaire is designed to help the researcher find out administrative factors influencing performance of girls in KCSE in mixed day secondary schools in Nzambani Sub County, Kitui County Kenya. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

#### Section A: Demographic data

Please indicate the correct option by inserting a tick (✓) in appropriate box provided

1. What is your gender?

Female [     ]                      Male            [     ]

2. What is your age in years?

Below 25            [     ]            25 – 30            [     ]

31 – 35             [     ]            36 – 40            [     ]

41 – 45             [     ]            46– 50            [     ]

51 and above      [     ]

3. What is your highest professional qualification?

Diploma [     ]            Bachelors        [     ]            Masters            [     ]

PhD                [     ]

If any other specify \_\_\_\_\_

4. How long have you served as principal?

Below 5 years      [     ]            5 – 10            [     ]

11 – 15             [     ]            16 – 20            [     ]

21 – 25             [     ]            26-30            [     ]

26 and over        [     ]

5. Please indicate your teaching experience in years

Below 5 years      [     ]            5 – 10            [     ]

11 – 15             [     ]            16 – 20            [     ]

21 – 25             [     ]            26-30            [     ]

26 and over        [     ]

**Section B: Influence of resources related to girls on girls’ KCSE performance**

The table below shows to the influence of resources on girls’ academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3 - Disagree (D), 4- Strongly disagree (SD)

SN	Statement	SA	A	D	SD
1	The school has adequate teaching resources for girls that cater for girls needs				
2	There are enough classrooms for girls to handle all the girls in the school				
3	There is a spacious playing ground for the girls				
4	The school has enough toilets/latrines for all girls in the school.				
5	The school has enough books and other learning resources for all girls				

In your opinion do you think the resources in the school affect performance of girls?

Yes [     ]     No [     ]

If yes please explain

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**Section C: Influence of teachers as role models for girls on girls’ KCSE performance**

The table below shows to the influence of teachers on girls’ academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3 –Disagree (D), 4- Strongly disagree (SD)

SN	Statement	S A	A	D	S D
1	There are enough teachers for girls in the school				
2	There are enough teachers in the school who act as role models to the girls				
3	The school has friendly teachers for girls that girls can approach for help				



4	There are more male teachers than female teachers in the school				
5	The school needs more female teacher who could act as role models to the girls				

In your own opinion do you think that the teacher factor has an effect on the performance of girls in this school?

Yes [     ]     No [     ]

If yes please explain

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**Section D: Influence of discipline among girls on students' KCSE performance**

The table below shows to the influence of discipline on girls' academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3 –Disagree (D), 4- Strongly disagree (SD)

SN	Statement	S A	A	D	S D
1	Girls perform poorly in this schools because of indiscipline				
2	Most of the girls are affected by discipline issues in this school				
3	Girls are easy targets for indiscipline due to their frailty				
4	Girls are more prone to discipline challenges especially the day scholars				
5	Girls are easily lured into sexual challenges as they walk to school and back				

In your own opinion do you think that discipline has an effect on the performance of girls in this school?

Yes [     ]     No [     ]

If yes please explain

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**Section E: Influence the school environment on girls' KCSE performance**

The table below shows to the influence of the school environment on students' academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3 –Disagree (D), 4- Strongly disagree (SD)

SN	Statement	S A	A	D	S D
1	The school environment is not conducive for girls				
2	Most girls walk from distant places hence this affects their academics				
3	The school environment is not girls friendly				
4	The amenities in the school do not cater for girls needs				
5	The school location exposes girls to issues that affect their academic performance				

In your own opinion do you think that school environment has an effect on the performance of girls in this school?

Yes [     ]     No [     ]

If yes please explain \_\_\_\_\_

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**APPENDIX III**  
**QUESTIONNAIRE FOR THE TEACHERS**

This questionnaire is designed to help the researcher find out administrative factors influencing performance of girls in KCSE in mixed day secondary schools in Nzambani Sub County, Kitui County Kenya. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

**Section A: Demographic data**

Please indicate the correct option by inserting a tick (✓) in appropriate box provided

6. What is your gender?

Female [     ]                      Male            [     ]

7. What is your age in years?

Below 25            [     ]            25 – 30            [     ]

31 – 35             [     ]            36 – 40            [     ]

41 – 45             [     ]            46– 50            [     ]

51 and above      [     ]

8. What is your highest professional qualification?

Diploma [     ]            Bachelors        [     ]            Masters            [     ]

PhD                [     ]

If any other specify \_\_\_\_\_

9. How long have you served as a teacher?

Below 5 years      [     ]            5 – 10            [     ]

11 – 15             [     ]            16 – 20            [     ]

21 – 25             [     ]            26-30            [     ]

26 and over        [     ]

10. Please indicate your teaching experience in years

Below 5 years      [     ]            5 – 10            [     ]

11 – 15             [     ]            16 – 20            [     ]

21 – 25             [     ]            26-30            [     ]

26 and over        [     ]

### Section B: Influence of resources related to girls on girls' KCSE performance

The table below shows to the influence of resources on girls' academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3 - Disagree (D), 4- Strongly disagree (SD)

SN	Statement	S A	A	D	S D
1	The school has adequate teaching resources for girls that cater for girls needs				
2	There are enough classrooms for girls to handle all the girls in the school				
3	There is a spacious playing ground for the girls				
4	The school has enough toilets/latrines for all girls in the school.				
5	The school has enough books and other learning resources for all girls				

In your opinion do you think the resources in the school affect performance of girls?

Yes [     ]     No [     ]

If yes please explain

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### Section C: Influence of teachers as role models for girls on girls' KCSE performance

The table below shows to the influence of teachers on girls' academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3 – Disagree (D), 4- Strongly disagree (SD)

SN	Statement	S A	A	D	S D
1	There are enough teachers for girls in the school				
2	There are enough teachers in the school who act as role models to the girls				
3	The school has friendly teachers for girls that girls can approach for help				
4	There are more male teachers than female teachers in the school				
5	The school needs more female teacher who could act as role models to the girls				

In your own opinion do you think that the teacher factor has an effect on the performance of girls in this school?

Yes [     ]     No [     ]

If yes please explain

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**Section D: Influence of discipline among girls on students' KCSE performance**

The table below shows to the influence of discipline on girls' academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3 – Disagree (D), 4- Strongly disagree (SD)

SN	Statement	S A	A	D	S D
1	Girls perform poorly in this schools because of indiscipline				
2	Most of the girls are affected by discipline issues in this school				
3	Girls are easy targets for indiscipline due to their frailty				
4	Girls are more prone to discipline challenges especially the day scholars				
5	Girls are easily lured into sexual challenges as they walk to school and back				

In your own opinion do you think that discipline has an effect on the performance of girls in this school?

Yes [ ] No [ ]

If yes please explain

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**Section E: Influence of the school environment on girls' KCSE performance**

The table below shows to the influence of the school environment on students' academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3 – Disagree (D), 4- Strongly disagree (SD)

		S A	A	D	S D
1	The school environment is not conducive for girls				
2	Most girls walk from distant places hence this affects their academics				
3	The school environment is not girls friendly				
4	The amenities in the school do not cater for girls needs				
5	The school location exposes girls to issues that affect their academic performance				
1	The school environment is not conducive for girls				

In your own opinion do you think that school environment has an effect on the performance of girls in this school?

Yes [ ] No [ ]

If yes please explain

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**APPENDIX IV**  
**QUESTIONNAIRE FOR GIRLS**

This questionnaire is designed to help the researcher find out administrative factors influencing performance of girls in KCSE in mixed day secondary schools in Nzambani Sub County, Kitui County Kenya. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

**Section A: Influence of resources related to girls on girls' KCSE performance**

The table below shows to the influence of resources on girls' academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3 - Disagree (D), 4- Strongly disagree (SD)

SN	Statement	S A	A	D	S D
1	The school has adequate teaching resources for girls that cater for girls needs				
2	There are enough classrooms for girls to handle all the girls in the school				
3	There is a spacious playing ground for the girls				
4	The school has enough toilets/latrines for all girls in the school.				
5	The school has enough books and other learning resources for all girls				

In your opinion do you think the resources in the school affect performance of girls?

Yes [     ]     No [     ]

If yes please explain

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**Section B: Influence of teachers as role models for girls on girls' KCSE performance**

The table below shows to the influence of teachers on girls' academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3 – Disagree (D), 4- Strongly disagree (SD)

1	There are enough teachers for girls in the school	S A	A	D	S D
2	There are enough teachers in the school who act as role models to the girls				
3	The school has friendly teachers for girls that girls can approach for help				
4	There are more male teachers than female teachers in the school				
5	The school needs more female teacher who could act as role models to the girls				
1	There are enough teachers for girls in the school				

In your own opinion do you think that the teacher factor has an effect on the performance of girls in this school?

Yes [       ]       No [       ]

If yes please explain

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**Section C: Influence of discipline among girls on students' KCSE performance**

The table below shows to the influence of discipline on girls' academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3 – Disagree (D), 4- Strongly disagree (SD)



SN	Statement	S A	A	D	S D
1	Girls perform poorly in this schools because of indiscipline				
2	Most of the girls are affected by discipline issues in this school				
3	Girls are easy targets for indiscipline due to their frailty				
4	Girls are more prone to discipline challenges especially the day scholars				
5	Girls are easily lured into sexual challenges as they walk to school and back				

In your own opinion do you think that discipline has an effect on the performance of girls in this school?

Yes [     ]     No [     ]

If yes please explain

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**Section D: Influence of school environment on girls’ KCSE performance**

The table below shows to the influence of the school environment on students’ academic performance, tick according to your level of agreement. Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3 – Disagree (D), 4- Strongly disagree (SD)

SN	Statement	S	A	A	D	S	D
1	The school environment is not conducive for girls						
2	Most girls walk from distant places hence this affects their academics						
3	The school environment is not girls friendly						
4	The amenities in the school do not cater for girls needs						
5	The school location exposes girls to issues that affect their academic performance						

In your own opinion do you think that school environment has an effect on the performance of girls in this school?

Yes [     ]     No [     ]

If yes please explain \_\_\_\_\_

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## APPENDIX V: LETTER OF AUTHORISATION



**SOUTH EASTERN KENYA UNIVERSITY**  
**OFFICE OF THE DIRECTOR**  
**BOARD OF POST GRADUATE STUDIES**

P.O. BOX 170-90200  
KITUI, KENYA  
Email. info@seku.ac.ke

TEL. 020-4213859 (KITUI)  
Email. directorbps@seku.ac.ke

Our Ref: E55/KIT-IB/20537/2014

Date: 8<sup>th</sup> June, 2017

Cecilia Ndanu Mutia  
Re g. No. E55/KIT-IB/20537/2014  
Masters of Education in Educational Administration and Planning  
C/O Dean, School of Education

Dear Mutia

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document entitled, *Administrative Factors Influencing Performance of Girls in Kenya Certificate of Secondary Education in Mixed Day Secondary Schools in Nzambani Sub-county Kitui County Kenya.*

Following a successful presentation of your Master Proposal, the School of Education in conjunction with the Directorate, Board of Post graduate Studies (BPS) have approved that you proceed on and carry out your research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Anthony Gathumbi and Dr. Rose Mwanza. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (*SEKU/ARSA/BPS/F-02*) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection as a critical stage in your Master of Education in Educational Administration and Planning.

**PROF. CORNELIUS WANJALA**  
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs  
Dean, School of Education  
Director, Kitui Campus  
Chairman, Department of Education Administration and Planning  
Dr. Anthony Gathumbi  
Dr. Rose Mwanza  
BPS Office - To file



## APPENDIX VI RESEARCH PERMIT



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,  
0713 788787,0735404245  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/92469/19100**

Date: **20<sup>th</sup> September, 2017**

Cecilia Ndanu Mutia  
South Eastern Kenya University  
P.O. Box 170  
**KITUI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Administrative factors influencing performance of girls in Kenya certificate of secondary education in Nzambani Sub County Kitui County Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **20<sup>th</sup> September, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kitui County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kitui County.

**THIS IS TO CERTIFY THAT:  
MS. CECILIA NDANU MUTIA  
of SOUTH EASTERN KENYA UNIVERSITY ,  
0-90200 KITUI,has been permitted to  
conduct research in Kitui County**

**Permit No : NACOSTI/P/17/92469/19100  
Date Of Issue : 20th September,2017  
Fee Received :Ksh 1000**

**on the topic: ADMINISTRATIVE  
FACTORS INFLUENCING PERFORMANCE  
OF GIRLS IN KENYA CERTIFICATE OF  
SECONDARY EDUCATION IN NZAMBANI  
SUB COUNTY KITUI COUNTY KENYA**

**for the period ending:  
20th September,2018**



**Applicant's  
Signature**

**Director General  
National Commission for Science,  
Technology & Innovation**

## APPENDIX VII

**RESEAR**

**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY**  
**State Department for Basic Education**

Telegrams "EDUCATION"  
Kitui  
Telephone: Kitui 22759  
Fax :04444-22103  
E-Mail :  
[cde.kitui@gmail.com](mailto:cde.kitui@gmail.com)



COUNTY EDUCATION OFFICE  
KITUI COUNTY  
P.O BOX 1557-90200  
KITUI

*When replying please quote;*

**Ref. No: KTIC/ED/RES/22/250**

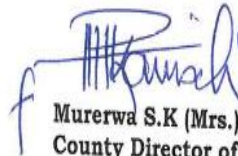
**Date: 30<sup>th</sup> October, 2017**

Cecilia Ndanu Mutia  
South Eastern Kenya University  
P.O.BOX 170  
Kitui

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to conduct a research on  
**"Administrative factors influencing performance of Girls in Kenya  
Certificate of Secondary Education in Nzambani Sub County, Kitui  
County, Kenya,"** I am pleased to inform you that your request is hereby  
granted for the period ending 20<sup>th</sup> September, 2018.

You are advised to liaise with the respective Sub County Directors of Education  
before embarking on the exercise. In addition, on completion of the research,  
you are expected to give this office a copy of the research findings/feedback.

  
**Murerwa S.K (Mrs.)**  
County Director of Education  
KITUI

**COUNTY DIRECTOR OF EDUCATION**  
KITUI  
P. O. Box 1557, KITUI.



**CH AUTHORIZATION BY COUNTY DIRECTOR OF EDUCATION**



## APPENDIX VIII

# RESEARCH AUTHORIZATION BY COUNTY COMMISSIONER



THE PRESIDENCY  
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

E-mail; [cckitui@gmail.com](mailto:cckitui@gmail.com)  
When calling or telephoning

OFFICE OF THE  
COUNTY COMMISSIONER  
KITUI COUNTY  
P.O. BOX 1 - 90200  
**KITUI**

.....  
When replying please quote

**K.C.603/I/226**


**11<sup>th</sup> October 2017**

Cecilia Ndanu Mutia  
South Eastern Kenya University  
P.O. BOX 170  
**KITUI**

## **RE: RESEARCH AUTHORIZATION**

Reference is made to a letter Ref. No. NACOSTI/P/17/92469/19100 dated 20<sup>th</sup> September 2017 from the National Commission for Science Technology and Innovation on the above subject matter.

You are hereby authorised to carry out research on ***“Administrative factors influencing performance of girls in Kenya Certificate of Secondary Education in Nzambani Sub County in Kitui County Kenya for a period ending 20<sup>th</sup> September 2018”***

  
J.O. ODIDI

FOR: COUNTY COMMISSIONER  
**KITUI COUNTY**

