

**SAINT. MARY'S UNIVERSITY OF MINNESOTA
NAIROBI CAMPUS**

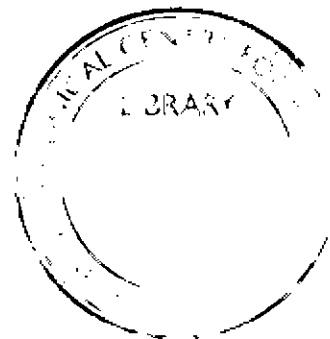
**CHRIST THE TEACHER INSTITUTE FOR EDUCATION
TANGAZA COLLEGE**

**FACTORS THAT AFFECT THE PERFORMANCE OF
GIRL CHILD IN EDUCATION**

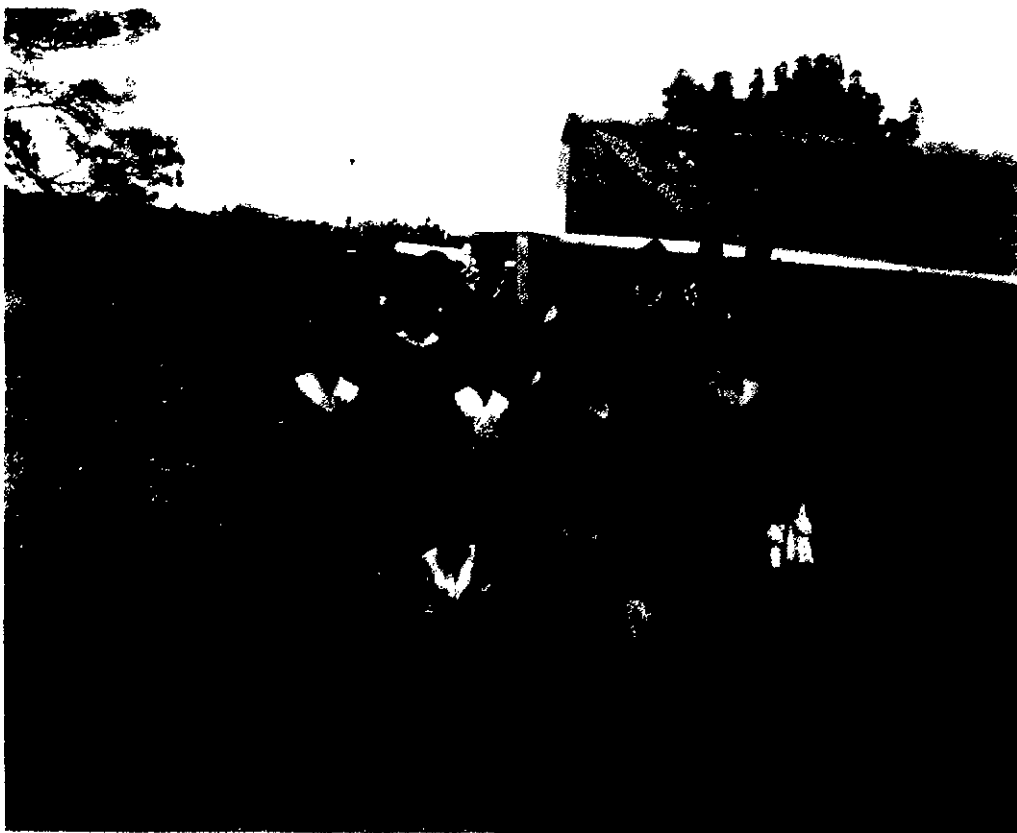
A Case Study of Allamano Children's Hope, Kiambu District.

**A Project Submitted in Partial Fulfilment of the
Requirement of a Bachelor of Science in Education.**

**BY
Mulnesh Getahun**



**May 2004
Nairobi-Kenya**



ALLAMANO CHILDREN' HOPE PRIMARY SCHOOL

DECLARATION

I, the undersigned, declare that this work is my original work and has not been submitted to any college, institute or university for academic credit. The information and materials used from other sources have been fully acknowledged.

Name Mulunesh Getahun

Signature: Mulunesh Getahun

Date: 10/15/14

This project has been submitted with my approval as the research supervisor

Supervisor: Miss Mwenda, Angela

Signature: Angela Mwenda

Date: 10/15/14

Director of Christ the Teacher Institute for Education

Name: Br. Paulos Welday, FSC, EdD

Signature: Br. Paulos Welday FSC

Date: 13-05-04

DEDICATION

I dedicate this work to my father Getahun and my mother Dasatu, my sisters Tigist, Tirunesh, Wubenesh, my brothers Arega, Worku and Tarekegn, who gave me a chance and taught me the importance and value of education. This research is the fruit of your constant support and prayer.

ACKNOWLEDGEMENTS

I thank the Lord for the strength and health He gave me to carry out this research. My heartfelt thanks and gratitude to my supervisor and lecturer, Ms. Angela Mwenda for her patience and dedication in correcting and reading my project. She also constantly encouraged me to finish the work so as to make it available for all.

Many thanks to my Religious family, the Consolata Missionary Sisters, (MC) who always offered me both moral and financial support from the beginning of this research to the completion of the work. I am grateful to Sr. Jacinta Theuri for her encouragement and support in my research.

My special gratitude extends to the headmistress Sr. Marcolina (MC), teachers, pupils and parents of Allamano Children's Hope, Riara Ridge, who gave me a chance to participate in this project, and for the support and cooperation I received from them. My profound gratitude to Br. Daniel (FSC), Sr. Kathy and Mr. Gecaga for correcting and proofreading my work. Many thanks of appreciation and encouragement, support and companionship to Br. George, Sr. Elizabeth, Sr. Grace, Sr. Restituta, Sr. Catherine, James and all my classmates.

My special thanks to the lecturers of CTIE who helped me and enlightened me to carry out this research.

Thank you very much.

ABSTRACT

The study was carried out at Allamano Children's Hope in Riara Ridge, Kiambu District and it aimed at identifying the factors that affect the performance of girls in education. The introduction of the study highlights the importance of education, presents a brief background of Allamano Children's Hope as well as a background to the problem.

The objectives of the study were to identify the economic problems that affect girls' academic achievement, to identify the cultural factors that affect girls' academic achievement, to determine social setting that affects girls' academic achievement; and to suggest ways in which of providing opportunities in education for girls. The girls, teachers and their parents participated in the study. The data was collected through questionnaires designed for students, teachers and parents using percentage and frequencies.

The study identified that majority of the girls came from poor families and were above 13 years of age. The single mothers whose daily living depended on tea and coffee- picking did not have a stable source of income. Other effects were observed where many girls face the problems of domestic work, responsibilities of homes and forced marriage.

Girls were cruelly treated when they refused early marriage and commercial sex and others sent away from home. Even though the girls have a good relationship with other pupils, some experience problems in coping with their body change. Lastly, all girls were in need of financial support, in order to have basic education, which is why they attend school at Allamano Children's Hope.

The research recommended that parents, teachers and every individual should encourage and collaborate in educating girls. This could be done through creating awareness to parents that girls should also go to school and be given free education from the nursery level. It is important to organize seminars for parents of those concerned. Parents should delay the early marriage of girls by giving them opportunities of going to school so as to fulfil their dreams in future.

TABLE OF CONTENTS

Declaration.....i

Dedication.....ii

Acknowledgements.....iii

Abstract.....iv

Table of Contentsvi

List of Tables.....x

List of Plates.....xi

List of Figures.....xii

3.2	TARGET POPULATION.....	22
3.1	RESEARCH DESIGN.....	22
3.0	RESEARCH DESIGN AND METHODOLOGY.....	22

CHAPTER THREE

2.0	LITERATURE REVIEW.....	11
-----	------------------------	----

CHAPTER TWO

1.13	ABBREVIATIONS.....	10
1.12	CONCEPTUAL FRAMEWORK.....	8
1.11	OPERATIONAL DEFINITION OF TERMS.....	8
1.10	LIMITATION OF THE STUDY.....	8
1.9	ASSUMPTIONS OF THE STUDY.....	7
1.8	JUSTIFICATION OF THE STUDY.....	6
1.7	SIGNIFICANCE OF THE STUDY.....	6
1.6	RESEARCH QUESTIONS.....	5
1.5	HYPOTHESIS.....	5
1.4	OBJECTIVES OF THE STUDY.....	5
1.3	STATEMENT OF THE PROBLEM.....	3
1.2	HISTORICAL BACKGROUND OF THE AREA OF STUDY.....	2
1.1	BACKGROUND OF THE STUDY.....	1
1.0	INTRODUCTION.....	1

CHAPTER ONE

3.3 DESCRIPTION OF SAMPLE AND SAMPLING PROCEDURE.....	22
3.4 DESCRIPTION OF RESEARCH INSTRUMENTS.....	23
3.5 DATA COLLECTION.....	24
3.6 DATA ANALYSIS.....	24

CHAPTER FOUR

4.0 RESULTS AND DISCUSSIONS OF THE FINDINGS.....	25
4.1 DEMOGRAPHIC INFORMATION.....	25
4.2 GIRLS PERCEPTION OF FACTORS THAT AFFECT THEIR PERFORMANCE.....	28
4.3 RELATIONSHIP OF THE GIRLS WITHIN SCHOOL.....	31
4.3.1 RELATIONSHIP WITH BOYS.....	31
4.3.2 RELATIONSHIPS WITH TEACHERS.....	31
4.4 SOURCES OF ENCOURAGEMENT TOWARDS THE GIRL-CHILD EDUCATION.....	33
4.5 TEACHERS PERCEPTION ON FACTORS THAT AFFECT GIRLS' PERCEPTION.....	34
4.6 PARENTS PERCEPTION ON FACTORS THAT AFFECT GIRLS' PERFORMANCE.....	40
4.6.1 LOCATION OF THE SCHOOL.....	40
4.6.2 REASONS FOR SENDING GIRLS TO SCHOOL.....	41
4.6.3 REASONS FOR GIRLS' POOR PERFORMANCE IN SCHOOL.....	42
4.6.4 PARENTS WILLINGNESS TO SEND GIRLS TO SCHOOL.....	42
4.6.5 RELATIONSHIP BETWEEN PARENTS AND TEACHERS.....	43

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS, SUGGESTIONS FOR FURTHER RESEARCH.....44

5.1 SUMMARY OF FINDINGS44

5.2 CONCLUSIONS.45

5.3 RECOMMENDATIONS.....46

5.4 SUGGESTIONS FOR FURTHER RESEARCH.....45

BIBLIOGRAPHY.....48

APPENDIX I QUESTIONNAIRE FOR TEACHERS.....51

APPENDIX II QUESTIONNAIRE FOR PUPILS.....54

APPENDIX III PLATES.....57

APPENDIX IV MAP OF KIAMBU DISTRICT.....60

LIST OF TABLES

Table 4.1.1 Students’ Demographic Information..... 25

Table 4.1.2 Teachers’ Demographic Information..... 26

Table 4.1.3 Parents’ Demographic Information..... 27

Table 4.2.1 Economic Factors..... 28

Table 4.2.2 Cultural Factors..... 30

Table 4.4 Sources of Encouragement33

Table 4.5.1 Economic Factors. 34

Table 4.5.2 Cultural Factors..... 35

Table 4.5.3 Parents Willingness to send their Girl’s to School..... 37

Table 4.5.4 Subjects Girls Take in School..... 38

Table 4.5.5 Suggestions on Girl-Child Education..... 39

LIST OF PLATES

Plate 1: Girls Eating their Lunch Within the School Compound.....57

Plate 2: Children Enjoying Physical Education.....57

Plate 3: Positive Relationship between Girls and their Teachers Enhances a Learning
Atmosphere.....58

Plate 4: Girls Relationship with their Teachers Outside the Classroom.....58

Plate 5: Parents of Girls Earning their Living as they Pick Tea on Ndugu’s Estate....59

LIST OF FIGURES

MAP OF KIAMBU DISTRICT.....60

CHAPTER ONE

1:0 INTRODUCTION

1.1 Background of the Study

Education is a human right and an essential tool for achieving the goals of equality, development and justice in the world. It contributes to the growth, development and progress of an individual. Education, therefore, is a process through which a person becomes more human through liberation in order to transcend his/her limits (Semler, 87).

Similarly, the UNESCO International Standard Classification of Education defines education as *comprising organized and sustained communication designed to bring about learning* (Montagu, 12). *Communication*, in the sense implied here, requires a relationship between two or more people involving a transfer of information. *Organized* means planned in a sequence with established aims and curricula, and *sustained* means that the learning experience has duration and continuity (Walters, 23). Education remains an essential necessity in human life, both formally and informally. Humans grow and nurture their abilities and talents through the continuous learning that takes place between people. Thus, the education of the girl-child becomes necessary to liberate her from the bondage of oppression and discrimination in many of our male-dominated cultures.

Education as a social institution is of great value. It is concerned with imparting knowledge and skills which help an individual to participate in society more fully. It is a treasure in which every human being should seriously invest

and earnestly pursue to its indefinite end. Education ought to be accessed by all without any bias in terms of sex (Bingham, 24).

In this exploration, the consequence of gender inequities on the education of the girl-child will be looked into. The girl-child is disadvantaged in most African countries in the educational realm and performs relatively more poorly than the boy child. Why is this? It can be attributed to factors such as customary attitudes, child labour, early marriage, lack of funds and adequate schooling facilities, teenage pregnancies and gender inequalities. In many cases, girls manage both educational and domestic responsibilities, which also contributes to their poor performance in school. (Kelly 6).

1:2 Historical Background of the Area of Study

The Consolata Missionary Sisters of Nazareth House started the “Allamano Children’s Hope” project in 1996. They offered to the children, forced by the situation of poverty in their families, the possibility for basic instruction that would help remove them from marginality and poverty. It is located in Riara Ridge, Limuru Division, Kiambu District, Kenya, about 15 Km Northeast of Nairobi, and at about 2100 m altitude. It is a region with large estates for the cultivation of tea and coffee. The population of the zone is made up principally of seasonal workers, who for the most part are independent. Also, there are many families coming from the North and West of Kenya or from Uganda, who because of ethnic clashes have left their place of origin and have settled in the zone, in search for work. Most of the families are headed by a parent or grandparent, usually the mother or grandmother, and consist of five or

six children or grandchildren. Many of these children are orphans by one or both parents, because of ethnic clashes or AIDS. The head of the family works irregularly on pieces (parts) of the plantation, earning an average wage of Kshs 40 a day.

The school is located inside the compound of Nazareth House, and consists of four small-prefabricated rooms of sheet metal. Three of these are classrooms and the fourth is a small kitchen and staff room for the teachers. There are four toilets built of concrete, and a small playground. The total population of the school is 96, including pupils, teachers, and parents. The school is a day school, which starts from 8:00a.m - 4: 30p.m. All the children eat lunch provided by the school, between 12:30 and 2:00 pm.

The Sisters of Nazareth House, besides providing the daily meal for sixty children, offer them with uniforms, books and writing materials. In addition, they take care of all the expenses for medical treatment, the needs of the children and often of their families too. Even though the project has as its primary objective to provide basic education to the children who are above school age, it has actually followed a whole series of correlated secondary objectives, which are: giving a balanced diet, health education and medical, social and spiritual assistance to the students and their families.

1:3 Statement of the Problem

Education is considered a human right and an essential tool for achieving the goal of equality, acquiring knowledge, development and justice in the world. In our society there are a high percentage of girls who do not have access to

education. This situation has brought about great concern in the world today and especially on the African continent where culture seems to have downplayed the capabilities of girls.

The Consolata Sisters have taken great interest in their apostolate and they have tried to discover the culture and attitude of society towards the performance of the girl child in education in the Riara Ridge community in Kiambu District.

The Consolata Sisters encourage the girls to take time to concentrate on their studies in order to integrate the knowledge that they acquire from their teachers. Few parents and teachers in Riara Ridge community have such a perspective. For some parents and guardians in Riara Ridge, girls should learn through informal education and not through formal education.

The researcher's aim has been to find factors that affect the academic performance of the girl-child in education in Riara Ridge community. According to the view of the teachers and Sisters of Riara Ridge School, it seems that poverty and domestic chores contribute to the poor performance of girls. Another possible reason is that more time is given to domestic and agricultural skills.

The education of girls is therefore crucial in Riara Ridge at Allamano Children's Hope. Up to the present there has not been any information written about education of the girl-child in this school.

1:4 Objectives of the Study

1. To identify the economic problems that affect the girls' academic achievements.
2. To identify the cultural factors that affects the girls' academic achievements.
3. To determine how the social setting affects the girls' academic achievement.
4. To suggest ways in which the government can enable girls to have equal opportunities in education.

1:5 Hypotheses

1. Poverty affects the performance of the girls in education.
2. Child labour affects the performance of the girls in education.
3. There are other factors that affect the performance of the girls' in education.

1:6 Research Questions

The following questions guided this research.

1. What factors affect the girl-child in education?
2. What are some factors that support and improve the girl's academic performance?
3. In which ways can parents and teachers work more effectively to help the girl in education?

1:7 Significance of the Study

This research highlights the factors that affect the girls' performance in education in the Riara Ridge community. The aim of this study is to encourage parents, teachers and the society at large to promote the education of girls and provide opportunities for their learning. More young girls are found in primary school than at the higher levels of education.

The results of this research will be useful to stakeholders in education, such as parents and teachers at the Riara Ridge School, religious communities and the public. This research will bring about awareness and will conscientize people on how to eliminate the problems of the girl's performance in education. Parents and teachers need to give chances to young girls to participate in education by discarding the old mentality of discouraging girls from going to school.

This study also investigated the cultural, economic and social problems that affect the performance of girls in Riara Ridge. It looks for ways to reinforce the education of the girl-child at the family level as well as at the level of society. This information on the factors affecting the girl-child's performance in education will be useful to the government to strike a balance in determining the scale and magnitude of inequities in the opportunities given to boys and girls in school.

1:8 Justification of the Study

The purpose of this study is to investigate the effects of the girl child's performance in education in Riara Ridge. It has been observed that there are

many young girls who do not have access to education because most girls are found in their homes rather than in schools. This study will help the girls, parents and society be aware of the factors that prevent the girls from attending school and find out how the girl can be educated for her development as an individual and for the nation.

In Riara Ridge, the research on the factors that affect the performance of the girl in education is vital; up to now little attention has been given to researches on the girl performance in Riara Ridge. This study will help to improve, encourage and motivate girls to progress on their academic performance.

1:9 Assumptions of the Study

1. There are some girls who are not attending school in the Riara Ridge community.
2. Child labour hinders the performance of the girls' in education.
3. Teacher-student relationship affects the performance of the girls in education.

1:10 Limitation of the Study

This study is an investigation into, and an analysis of the factors that affect the girls' performance in Allamano Children's Hope School. The study uses pupils from the school as respondents because they are pupils and residents of the Riara Ridge community. The results of this study would apply to an informal school, such as Allamano Children Hope School, and others with similar conditions.

1:11 Operational Definitions of Key Terms

Factors: situations that influence the results of learning.

Performance: an action or achievement in the study.

Girl-child: a young girl from age 7-15 years.

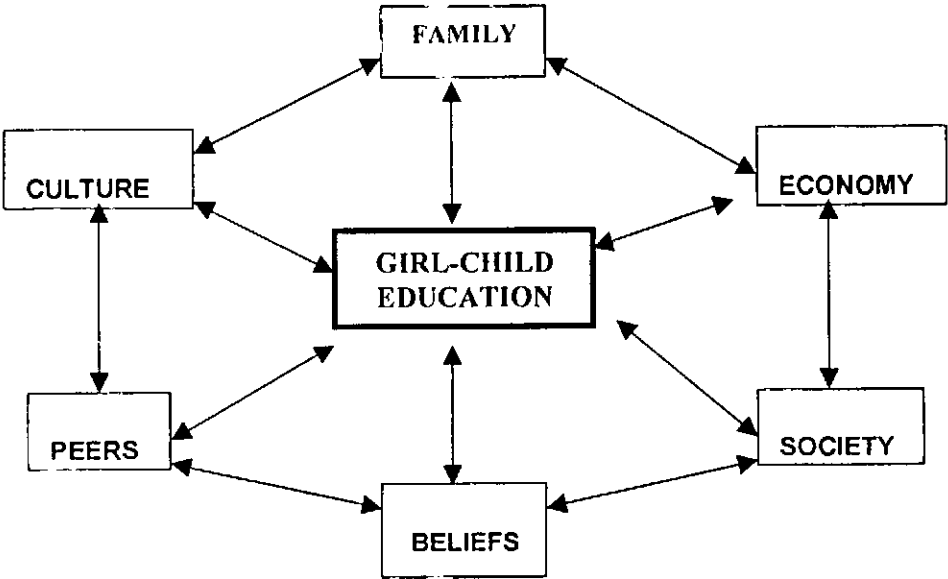
Education: to teach using the formal system of school or help one acquire knowledge and be free from ignorance. It is the process of drawing out the potentialities of the individual as being a warm, loving human being who, in the same manner, is then capable of contributing to the creative enlargement of similar potentialities in others, of contributing to the welfare of others by conferring benefits upon them which enable them not only to live together but to live more completely (Montagu, 15).

1.12 Conceptual Frame Work

Education of the girl-child is crucial in society. Educating girls is the most important notion because it yields maximum returns for the development of the society and country as a whole. Girls should, therefore, be educated and

enjoy their parents' support in their studies. By acquiring knowledge they become better able to help the family and the entire community. However, it is now quite common to see girls in Riara Ridge engaging in commercial sex work. This practice is growing especially in areas of intensive commercial crops such as tea and coffee. Often, education enables girls to become effective parents, active citizens and strong leaders in the political, social and economic development of their countries. Educated girls lead lives in which they have more choices and alternatives (U.S. Fund for UNICEF, 2).

As seen in the diagram below, it is clear that family, culture, peers, economy, beliefs, and society affect the girl-child's education. Family is an initial experience of learning especially for the girl-child. The culture in which one is born, too, is a primary factor in affecting the girl child's education. The same applies to the peers, economy and societal beliefs. All these factors are interconnected as seen in the diagram below:



1:13 Abbreviations

NGO: Non-Governmental Organization.

NAB: New African Bible.

AOSK: Association of Sisterhood of Kenya.

CEDAW: Convention on the Elimination of all forms of Discrimination
Against Women.

UNESCO: United Nations Educational, Scientific and Cultural Organization.

UNICEF: United Nations International Children's Emergency Fund.

CHAPTER TWO

2:0 Literature Review

As found in Gen 1: 1-31 (NAB) God is believed to be the source of all creation found in the universe. This creation consists of plants, different kinds of animals as well as human beings, both male and female. A person is ascribed a particular role in the society at birth by his/her sex according to the demands of the culture and society. These prescribed roles have serious consequences, especially in Kenya, with regard to the girl-child's education.

Before the arrival of the Europeans to sub-Saharan Africa, there was no formal education. The only form of education was informal education, which had strict distinctions between boys and girls. Most household duties, responsibilities and expectations were assigned to girls. For example, boys do not cook while, girls do, and boys do not look for firewood while girls do. Boys go to school while the girls are cleaners or servants who sustain the family (Walters, 14).

With the arrival of the Europeans and literacy in sub-Saharan Africa societies, African societies embraced education for both sexes. Prior to this, only the boys went to school. The only education a girl needed was geared towards acquiring domestic and agricultural skills taught at home. Therefore, she did not need formal education and other technical skills that are needed for today's changing world.

Some African countries now have free basic primary education for both sexes. For example, Kenya declared free basic primary education in 2003. History shows that boys have been given priority over girls. In 1995, the United Nations Department of Public Information in Platform for Action, and the Beijing Declaration (289-290) showed indicators of gender inequities in education. For example, in many countries that were studied, the girl-child is discriminated against from the earliest stages of life through her childhood into adulthood. Attitudes and practices against the girl child occur because of the gender-biased educational process, such as the curriculum, educational materials, practices and attitudes of teachers, and classroom interactions that reinforce existing gender inequalities. Girls may receive a variety of conflicting and confusing messages on their gender role from their parents, teachers, peers and the media. The girl-child is disadvantaged in the educational realm than the boy child.

This simple background shows how boys are at an advantage regarding education, compared to girls. Currently, the trend is changing. There is not much discrimination in the education of both sexes in formal education. To some extent, girls are even favoured. For example, in Ethiopia, girls who perform well are given job opportunities while boys are not. Also girls are being considered for further studies if they make huge efforts, while boys are not considered. In Ghana, girls who are able to attend high school in some areas are given scholarships while boys are not.

Many governments, NGO's and individuals have embarked on the elevation of the girl-child in the field of education. An educationalist, (Obeng

67) once said, "If you educate a boy you have educated one person but if you educate a girl you have educated an entire nation." This emphasizes the importance of the girl child's education. Despite all of the above support and encouragement, the girl is still in need of more attention in regard to her performance in education.

Do boys have more capabilities than girls? Parents, especially those with only girls, are worried about the poor performance of their girls compared to their male counterparts. Teachers are also frustrated and disappointed with girls' results. The subject choices by sexes, especially the shortfall of girls in science and technology is worsened by teachers' tendencies to support pupils' attitudes about what subjects are more appropriate for one sex than the other. Some teachers feel that the qualifications in some subjects, especially technical subjects, will be unimportant to girls in their future lives. This notion leads to a negative attitude and less interest in education (Gay, 125).

Governments and NGO's are also not achieving their goals despite the huge sums of money they spend promoting girl-child education. One cannot easily establish the factors that are responsible for this poor performance. Parents are blamed for girls working at home, leading them to spend less time on their studies. Also, parents are blamed because of giving the first priority to domestic work, which leads girls to poor performances.

Parents also blame teachers for having immoral relationships with girls, which divert their attention from studies. Girls need to be sheltered from the

moral temptations arising from male teachers and co-educators. This is another factor that affects the performance of girls in education (Bingham, 138).

Socio-cultural factors found in society have their foundation in its (the society's) historical organization. The socialization process of a society determines gender roles and relations. According to Pankrust (68), in Ethiopia, individuals were brought up, socialized and educated to fit their future role in society. Girls were brought up to take on the roles of their mothers while boys those of their fathers. The boys were trained to take initiatives, to speak up as future leaders, and to promote reverent care for all creation, yet girls were trained sorely in domestic chores.

Dropping out of school influences the girls in a negative way, bringing about poor performance and illiteracy. A study on the causes of girls dropping out of school among the Rendille community of Laisamis constituency in North-Eastern Kenya, showed that girls face many economic and cultural problems that prevent them from going to school (Kombe, 8). The study focused on the Rendille community hence the results are not easily applied to other parts of Kenya.

Shilla (8) researched on the pregnancy rate among teenage girls, using a case study of Jamaa Home and Good Shepherd Karibu Centre. The aim of the study was to find a solution to the problem and reduce the effects of pregnancy among teenage girls. This is one of the obstacles that lead to the poor performance of girls in education. Girls in primary and even secondary schools are often ill informed about the adolescent changes that take place in their

bodies. Rural girls lack exposure to teenage experiences, as portrayed in different media such as magazines, television and radio, which help the youth to understand life. In rural areas, girls often have only unreliable and inconsistent information regarding adolescent changes in their bodies. This is another factor that leads to the poor performance of the girls in education (Barng'etuny, 26).

Mutua's article (3) emphasizes that women need to claim their rights as women in a positive way, beginning with themselves and their families. They need to acquire and internalise skills, knowledge and ideas to change their standard of living and society. This article points out how to help women in education and encourage them to have skills as educators and leaders. It is also important to reach out to other women and encourage them to realize their full potential.

Regarding the legal status of women and poverty in Tanzania, Rwebangira (6) shows that women are poorer than men due to economic and social reasons. Girls have less access to formal education particularly in secondary schools and higher learning institutions. According to the 1988 population census in Tanzania, women account for 75 percent of those engaged in agriculture and they produce 90 percent of the food requirements of the country. This shows that women participate mostly in agricultural work, which leaves the majority of them with little interest in the education.

Otieno (3) says that in Kenya, 166,016 children are working as domestic labourers. Thus, the majority of girls are wasting away their childhood working in and out of homes as domestic servants. This is another factor that prevails in society and prevents girls from being educated.

Education is increasingly exclusive for many children in Africa due to poverty, civil strife, regional conflicts, negative cultural or religious practices and HIV/AIDS among other factors. According to Danteng'o (37), in many African countries today, more children are out of school than in school. Odamtten (237) also stressed that society demands that a man should work and through his labour be able to look after his wife and children. Job orientation is therefore emphasized in the upbringing of the boy child. Both men and women have responsibilities in the area of their work. If more attention is given only to boys, the girls are motivated to work less and this will contribute to girls being lazy and thinking that education is only for boys.

According to Rwebangira (11) some communities in Tanzania, for example, thought and actually practice the belief that some protein-rich foods like eggs, fish, and milk are taboos for women to eat. Traditionally, parents thought that education was only for boys and more economically beneficial than for their daughters who could lose marriage chances if they were educated. Girls could marry early and stop working or move to their husbands' village or face job discrimination. Rwebangira (11) therefore, talks of the priority for girls to be married at an early age, which leads them to remain ignorant.

In the magazine, *Education and Training*, (Vol 3, 10) some girls, reported to have been prematurely married off in Africa, they were successfully rescued and returned to school to continue their studies. In the affected areas, there were girls who succeeded in going back to school, while other girls' education was discontinued when they wedded. The marrying off of schoolgirls was condemned as retrogressive and to be discouraged at all costs.

According to Kelly (78), primary school teachers often label activities as either for boys or girls and direct their pupils accordingly. It is not surprising that most girls get this message and develop little interest in science. These attitudes towards girls create negative images in education as well as low self-esteem. Otiende and Njoroge (86-91) state that conceptual, formal education treats women as ignorant and that their knowledge and capabilities shows girls as objects who cannot reason. Women are under-represented in schoolbooks, and when they are represented, they are stereotyped. Boys are represented in more active roles, whereas girls generally are represented as being passive and playing only supportive roles.

The interaction between the teacher and learners in the teaching/learning process not only encourages the above culture, but also widens the gap between boys and girls in terms of subject choice and roles to be played in society. Schoolgirls are socialized to be gentle, beautiful and obedient, while boys are encouraged to be forceful and scientific. Girls are not encouraged to play active roles in the field of education due to the social and cultural attitudes of the

community. This is one of the factors that lead to the poor performance of the girl child in education.

Although formal education for girls in Sierra Leone started in the 1800s, the progress of girls' education has not been successful. According to a study by Walters (17) in the North of Sierra Leone where Islam is predominant, the progress of girls' education has been extremely slow. It is felt that if a girl becomes too educated, she will not be controlled. This is a situation in which religion contributes to the disadvantage of girls in education. In general, African culture is a hindrance to the education of the girl child because girls are traditionally not expected to appear in public life. Their roles should be in the home cooking, cleaning, and washing. This way of classifying duties leads to a poor attitude towards the performance of the girl-child.

Barngetuny (7) says that human progress and overall development lie in the progress of women and children, and the realization of their rights. They are animated by what has already been accomplished: the proven child survival gains of the 1980s and 1990s, of the Convention on the Elimination of all forms of discrimination against Women (CEDAW), the law and spirit of the convention on the rights of the child and the achievements in nearing the world summit goals. Change takes place through the progress of women in education, which brings development because the woman is the one who plays a great role in the family, society and nation at large.

The ability to claim and enjoy the rights of an informed and responsible citizen rests upon a child's access to a good basic education. Quality education,

one that encourages children's participation and critical thinking and is infused with the values of peace and human dignity has the power to transform societies in a single generation. Furthermore, the fulfilment of a child's right to education offers protection from a multitude of hazards, such as a life consigned to poverty, bonded labour in agriculture or industry, domestic labour and commercial sexual exploitation. Education is very essential to every human being in order to live life worthily in the society (Bingham 46).

Proverbs 31: 10-31 (NAB) describes a woman who is considered a good wife as the responsible head of the family. This is reflected in African society. Women carry out many household chores, and care for the members of the family. It also shows that women play great roles in changing the lifestyle of the family or the community. If women are to be good wives, the importance of trying to get girls to start school at the right age, and to educate girls to start appreciating the practical significance of their future working lives, as well as economic and social advancement needs to be stressed.

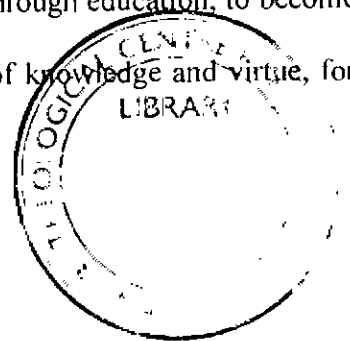
Girl's education is necessary and an important aspect of eradicating poverty. Mothers are the first teachers of their children. Therefore, the educated mother can bring up healthy and clever children. Furthermore, since the relation between mothers and children is the most intimate one, a mother's behaviour affects the young.

Girl-hood is a step towards becoming a woman. Women are the ones who prepare family food and should learn how to take care of the family. They should also pay attention to home hygiene and keep the family members in good

health. Family members will have fewer chances of falling ill, which is the basis for a happy family life. Women are responsible for daily expenses. Educated women will be able to make use of this limited money rationally and make adequate arrangements for the expenses of living and production. Since women take part in productive labour, the educated woman can improve the production methods and raise the rate of production. Educated girls bring great change to both the family and the country. (Shantha, 12-15)

Girls' education is one of the best investments a society can make. An educated woman has the skills, information, and self-confidence she needs to be a better parent, worker and citizen. When schools open their doors to girls, the benefits to society multiply. In fact, educating girls can help eradicate poverty and promote peace. Education decreases social burdens on governments, increases family incomes, and produces a larger and better-prepared workforce. It raises living standards and gross national products. At the same time, a broadened educational opportunity for all is perhaps the most effective means of reducing the misunderstanding, intolerance, and lack of respect that are at the core of most disputes between communities, groups, and countries (U.S Fund for UNICEF, 1-3).

It is good to see a woman placed in a situation in which she would advance, instead of retarding the progress of those glorious principles that gives substance to morality. If a woman is not prepared, through education, to become the companion of man, she will stop the progress of knowledge and virtue, for truth must be common to all.



Consequently, the perfection of our nature and capability of happiness must be estimated by the degree of reason, virtue and knowledge that distinguish the individual and direct the laws, which bind society. If a woman is given equal respect and dignity by means of education she can contribute to the better life of her companion and the society as a whole (Poston, 3-4).

In a country where women constitute 52% of the population, Kenya is characterized by systematic and structural injustices to the woman. Women's rights are frequently overlooked, undermined, or simply ignored. The education of a girl has much to offer not only to the family but to the society as well. Education exposes one to social and cultural development and assists in the acquisition of skills. An educated woman is in a better position to achieve real equality in all sectors of life and to know her personal and family rights and duties. Education enables a woman to take her place in society and in the Church and be a mover of change in the world. The family is the foundation of the society, but the woman is the pillar of society. "Yes, a girl educated is a family redeemed" (Bickford, 6-7).

CHAPTER THREE

3:0 Research Design and Methodology

This chapter covers and describes the methodology used in this research. The design chosen shows the sample that was studied, as well as the time, place and the situation in which it was studied. The design was selected to give results that are reliable, concrete, trustworthy and reasonable.

3:1 Research Design

The research design used is a naturalistic design, which involved a case study of Allamano Children's Hope in Riara Ridge.

3:2 Target Population

The target population was the students, teachers and parents of Allamano Children's Hope Catholic School in Riara Ridge. The total school population is 96, which consists of 71 pupils, 5 teachers, and 20 parents.

3:3 Description of Sample and Sampling Procedures

This study was conducted in Allamano Children's Hope Catholic School in Riara Ridge. The sample consisted of 22 girls, 5 teachers and 20 parents, making a total of 47, although only 45 responded.

The researcher used the stratified random sampling and purposive sampling procedures. The stratified random sampling was used so that all the groups could be proportionally represented. Purposive sampling was then used to select the teachers because the researcher hoped that they would be the best to give additional information to the researcher.

3:4 Description of Research Instruments

In this research on the factors that affect the performance of the girl child in education, the researcher used the following instruments:

Questionnaires: The researcher used questionnaires because they allow for the exploration of topics and elicit responses that are couched in the unique words of the respondent (Gall, 345). The researcher used this tool to collect data from students, teachers and parents in Allamano Children's Hope in Riara Ridgc. This tool was also appropriate because the respondents did not have to disclose their identity, and it gave them the freedom to respond to the questions with confidence. Also, the costs of administering the questionnaires were relatively low.

Interview: This tool of data collection was used because it is highly adaptable to different situations. Besides its adaptability, it builds trust and rapport with respondents, thus, making it possible to obtain information respondents probably would not reveal by any other data collection method. The interview guide was also administered by asking questions to further probe teachers, students and parents in order to achieve the same goal as stated in the questionnaires.

Observation: This was used to minimize or eliminate bias that may result from people offering information about themselves. Direct observation by the researcher permits a direct contact with what is happening in the school environment and it gives a more realistic analysis.

3:5 Data Collection

Data collection for the study began with the administering of questionnaires to students, teachers and parents. Interviews were carried out with some parents.

The researcher administered questionnaires to students in their respective classes after permission from the head teacher was sought. This allowed the researcher to administer the questionnaires and guide students in responding appropriately.

3:6 Data Analysis

The data was then organized in order to find out the factors that affect the performance of the girl-child in Allamano Children's Hope School in Riara Ridge, Kiambu District. Both qualitative and quantitative analysis of data was used. Qualitative analysis was used to interpret data in order to provide explanations for the issues under investigation. Data was also analysed using descriptive statistics, mainly the frequency tables, and percentages.

CHAPTER FOUR

4.0 Results and Discussion of Findings

This chapter presents the findings and interpretations of data collected from the field study. The data was analysed and discussed under different subheadings.

4.1. Demographic Information

Table 4.1.1 Students Demographic Information

AGE	Number of responses	%
13-18	10	46
10-13	8	36
7-10	4	18.1
TOTAL	22	100%
CLASSES	Number of students per class	%
3	7	32.8
2	10	45.4
1	5	23.3
TOTAL	22	100

The above table outlines the demographic information on the students, which shows that ten out of twenty-two girls were between ages 13-18, eight between 10-13 and four between 7-10 years. This is a clear indication that the girls who join this school are beyond the school-going age, yet are encouraged to join for purposes of gaining skills that will enable them earn a living. Some of

the problems that prevent them from joining school at the right time could be lack of financial support or inhibiting cultural values and traditions. Most of the respondents were in class 2, which was accounted for by 45.5% of respondents.

Table 4.1.2 Teachers Demographic Information

AGE	Number of the teacher responses	%
20-25	3	60
45 Above	2	40
Sex		
Male	1	20
Female	4	80
Marital Status		
Married	1	20
Single	1	20
Religious	3	60

According to the above table, three teachers fall under the age of 20-25 and two from ages 45 and above. Four of these are female, which means they are able to help the girls not only academically, but also morally in the way they grow up as women. They also act as role models to the pupils and help them to do better. Their mature age shows that the teachers can respond to the different problems and needs of the girls, thus accompanying them as they grow to understand life better. However, only one of the teachers is married.

Table 4.1.3 Parents Demographic Information

AGE	Married	Single	Number of response	%
20-25	1	3	4	22.3
25-30		3	3	16.6
30-40		7	7	38.8
41-50	2	1	3	16.7
51-60		1	1	5.6
TOTAL	3	15	18	100

From the findings in table 4.1.3 above, out of 18 parents three are married and fifteen are single mothers. This shows that the majority of girls come from single parent homes. It may be pressure of poverty that discouraged them to send their girls to school. Most of the parents are 20-40 years old, which shows that they are still young and can be expected to have more children.

4.2 Girls' Perception of factors that Affect their Performance

Table 4.2.1 Economic Factors

ECONOMIC FACTORS	Frequency	%
Poor parents/poverty	18	66.6
Lack of reading facilities	9	33.4
TOTAL	27	100

The above table shows that 66.6% of the respondents come from poor households where parents came from different places due to war and unemployment. Most of them have single mothers who work in tea and coffee plantations. The payment they get is very low, and because of this they are not provided with all that they need such as clothing, food, books etc. It was observed that girls suffer from lack of proper nutrition because they do not have a good diet. The teachers observed a similar situation and began to provide food so that the pupils may be nourished physically as well as intellectually. (See Plate 1)

From the findings in table 4.2.1, the majority of respondents face a shortage of food in their respective homes. Most of them have only supper at home. They don't take breakfast and lunch at home because their parents cannot afford it. They expressed concern that when their basic needs are not fulfilled they are too weak to concentrate on their studies. Due to opportunity costs, parents prefer to have girls work at home and assist their mothers with domestic chores. Parents do not have enough income to afford all that is the school

requires. Girls interviewed attend school while they are mature, and changes they go through in puberty affect their performance, as they are not equipped to cope with their physical and emotional changes.

Parent's salary is very little and they live from hand-to-mouth. This results in girls not acquiring basic education in their early years, which is why the majority attend school when they are 13-18 years old. Poverty can prevent one from acquiring education. Distance from school is another factor that hinders girls' attendance. The road is not safe when walking long distances to and from school. The area is further covered with tea and coffee plantations and they fear being raped and in some cases being attacked by animals. They also cannot afford the cost of transport due to poor family background. All this affects their achievements.

33.3% of respondents said that lack of reading facilities led to poor performance. Since the school supplies exercise books and writing materials they do not want to continue in other government schools as they think that they will not make it because their parents cannot afford all that is needed in school.

Table 4.2.2 Cultural Factors

CULTURAL EFFECT	Frequency	%
Marriage	12	48
Domestic work	8	32
Circumcision	5	20
TOTAL	25	100

As indicated in the above table 48% of the respondents said that girls struggle with domestic work, which takes up a lot of energy and results in them getting tired. This exhaustion consequently affects the concentration of girls in class as well as their perception. These then affect the girls' performance.

Table 4.2.2 also shows that 32% of the respondents confirm that marriage affects their school performance. Their own mothers want these young girls to get married because they are already mature. During the study, it was mentioned that a girl of 12 years was told by her mother to get married to an old man who is older than her father. The girl refused and ran away from home because the mother insisted. She then had to be protected by the teachers and given a chance to study since she was very much motivated to learn. This also can bring about stress and psychological problems due to lack of motherly love and care. The girls expressed that parents find education irrelevant, due to ignorance. In the present situation, whereby some university students have no jobs, many parents are less convinced of the relevance of education. Some girls

are not motivated to learn as they think that school is not for girls but only for boys. This attitude causes girls to perform badly, to justify their belief that school is not for them. They are also not encouraged by their parents and society. Some people consider girls lazy and unable to do anything positive.

20% of the girls responded that circumcision affected their performance in academic study. Some had already passed through this painful experience and some were forced by their parents to go through it. After circumcision, girls feel grown-up and ashamed to go to school. This is another cause of poor performance.

4.3 Relationships of the Girls within school

4.3.1 Relationships with Boys

The research findings show that 100% of the respondents agree that the relationship with boys is good. In and outside of the classroom they are given equal opportunities with boys. They remarked *"We are ready to help one another especially in areas that one understands and others do not. Even though we have good relationships we prefer to play with the same sex in case of games like volleyball and hide and seek"*. This relationship was seen to help the girls in social, intellectual and emotional development. It also strengthened their interactions with others.

4.3.2 Relationships with Teachers

100% of the girls responded that their relationships with teachers are good. The girls stressed that they interact with and trust all the teachers in the class and outside class. Some girls experience tension and violence at home yet in school the teachers help them to create a peaceful and learning atmosphere in the school environment. The effort made by the teachers to develop good relationships with the girls is genuine and constant. Teachers support them to open up by providing equal opportunities with boys, to make efforts in their study. They join hands together with their truly hardworking teachers to build good relationships in the classroom. The teachers also help the slow learners. Teachers try to help them in their free time to encourage the slow learners understand the lessons.

Outside the class, teachers relate with learners as friendly companions who can accept them, share with them in their activities and mutually contribute to building a sound, healthy relationship in the school setting. Girls generally see and experience their teachers as guides, or their elder brothers and sisters or as their parents who are there to listen, care, correct, and who affirm appropriate behaviour (See Plates 3 and 4).

When asked to respond on the same issue, the teachers agreed that the relationships between girls and boys are good and they relate in a sisterly and brotherly way. They support one another in the case where one understands better than the other one. At an early age, girls interact comfortably with boys

but when they reach adolescence they begin to behave inadequately. Boys also begin to feel superior than girls but teachers try to discipline them in and out of school. Teachers stress that girls are not free to mix with boys in order to share ideas or knowledge. Socially they are not allowed to talk to boys or men and when seen doing this they are punished secretly. This also influences the relationship between girls and boys. However, in Allamano, teachers avoid this so that they can respect, share and support one another.

Teachers also expressed that their relationships with parents of Riara Ridge School have been good and cooperative. Teachers meet with the parents of the girls after every two-weeks to give them human formation which helps them in their spiritual and daily living. This interaction helps them to know about the girls, the parents and their background.

4.4 Sources of Encouragement Towards the Girls Child's Education

Table 4.4 Sources of Encouragement

PERSON	Frequency	%
Mother	10	45.4
Teachers	8	36.3
Sisters	2	9
Aunt	2	9
TOTAL	22	100

According to table 4.4, 45.4% of the girls were encouraged by their mothers to attend school. Some also expressed that their teachers, sisters and aunts assisted and encouraged them to obtain a basic education. The reason that they were encouraged was to get new ideas and information from school. Some responded that after their studies they would have more opportunities for employment in order to help their families. It also helps them to move from ignorance to knowledge. It helps them to pay enough attention to home hygiene and keep their home and environment clean so as to improve the living standards of the family and society.

When asked how they perceived the school, all girls responded “enjoyable”. Some of the reasons they gave include “*school is where we interact with other pupils to create healthy relationships.*” It also taught them personal hygiene and how to care for their environments, as well as to read and write. Through the skills they received, these girls can help their parents and society at large.

4.5 Teachers Perception on Factors that Affect Girls’ Performance

Table 4.5.1 Economic Factors

ECONOMIC FACTORS	Frequency	%
Poverty	5	71.4
Drop out	2	28.5
TOTAL	7	100

Table 4.5.1 indicates: 71.4% of the teachers expressed that the main problem that girls face in their studies is lack of basic needs. In Allamano School, pupils are given both food and learning materials. Some girls come to school exhausted after weekends. Their mothers force them to engage in commercial sex so that they can bring money home. Dropouts are common in Allamano School.

The research findings in table 4.5.1 also revealed that girls are seen as a source of income in child labour and also act as mothers in taking care of their young siblings while their mothers go to pick tea or coffee, as indicated by 28.5% of the respondents. Mothers prefer their daughters to remain at home so that they can give support in housework. This is a disadvantage for girls in education.

Table 4.5.2 Cultural Factors

EFFECT OF CULTURE	Frequency	%
Child labor/domestic work	5	45.5
Early marriage	3	27.2
Illiterate parents	3	27.3
TOTAL	11	100

The research findings in table 4.5.2 show that 45.4% of the teachers said that girls were subjected to domestic work and child labour as opposed to boys. Girls do enormous work at home and in the field. When they go back home from

school they fetch water, collect firewood, cook clean, take care of their siblings and act like little mothers. These have an effect on their minds and they lose interest in their study. This means that many get little time for personal revision as well as time to complete the given assignments.

It is also evident that 27.2% of the teachers said that early marriage was one of the problems they face. In many societies in Africa, marriage is still considered the ultimate goal for girls and hence there is no need to invest several years of formal education in them. Some parents of the girls consider their daughters as a source of wealth for the families and believe that educating girls is like watering another man's garden. The girls are expected to get married as soon as they reach puberty (age 11-13).

27.2% of the teachers said that many of the parents are uneducated and not interested in encouraging their daughters to go to school. Since they do not know the importance of education, the girls are kept at home in their early years, which is why many of them are in lower classes than their age dictates.

Table 4.5.3 Parents' Willingness to Send their Girls to School

PARENTS	Frequency	%
Yes	3	60
No	2	40
TOTAL	5	100

Table 4.5.3 shows that 60% of the teachers responded that parents are willing to send their daughters to school, because in Allamano Children's Hope the pupils get free learning materials such as uniform, books as well as food and health facilities. The parents are also happy to send them to school for economic support because they don't pay for the requirements. The fact that the government is offering free primary education means that it is even cheaper now for parents to send their daughters to school.

40% of the teachers confirmed that many people think that it is of no use for girls to go to school since, sooner or later, they get married and what they solely do is give birth. This is one of the reasons why many girls do not go to school.

Table 4.5.4 Subjects Girls Take in School

Subject	Perceived negative	Perceived positive	Perform well	Perform poorly	Factors that affect the performance
Mathematics	8	14	16	6	Cultural
English	7	15	14	8	Use of vernacular
Kiswahili	10	12	17	5	Social
C.R.E	2	20	18	4	Poor parent relationships
Science	10	12	16	6	Economic
Geography and History	8	14	19	3	Economic
Physical Education	-	22	19	3	Healthy

In table 4.5.5, majority of the girls in Allamano Children's Hope perceive Mathematics and English as positive subjects. The teachers make sure they use their time well and help them work and speak English. A few girls perceive these subjects negatively and perform poorly due to cultural factors and use of vernacular languages. They also have less time for their assignment from

textbooks; back home parents are unable to support them by buying exercise books and other items. Most of the girls perform well in C.R.E. Teachers and Sisters encourage girls to acquire knowledge and spiritual values that help them to face life in a holistic way. 16 of the girls responded that the teaching they receive motivates them to work hard and perform well. 19 girls also observed that they perform well in Geography and History because of the teacher-student relationships in the classroom. The Physical Education helps them to release tension, and interact with one another freely as they exercise their talents. (See Plate 2)

The girls witnessed that the informal school helped them to fit into society as well as government schools. The instruction and teaching they received helped them to work hard and perform well. The spiritual values and knowledge they received created a healthy atmosphere with other students.

Table 4.5.5 Suggestion on Girl Child Education

Suggestion	Frequency	%
Free Education	30	73
Build Schools	8	15
Educate parents	7	12
TOTAL	45	100

73% of the respondents confirmed that free girl child education should be given. This would help many girls to enrol themselves in schools because this would remove from them the burden of school fees and help them not to drop out of school but go on with their dreams. 15% of the respondents expressed their desire to have more public schools where the government should interfere in this social infrastructure so that they provide learning facilities such as good teachers and stationery. This can enhance the girls' education freeing them from cultural, economic and illiteracy problems. Parent education is another factor that was mentioned by 12% of the respondents because of their personal experience, as the majority is illiterate. Most of them have children because they feel that they were unable to plan for the spacing of the children.

4.6 Parents' Perception on Factors that Affect Girls' Performance

4.6.1 Location of the School

Out of 18 parents, 6% responded that they sent some girls to Allamano School, while others go to Gatatha, Banana and Kiawara Primary schools. The distance of these schools, about 12-15kms, discourages them from sending their young children especially girls at an early age. At a later age, these girls are at risk because they have to pass through coffee and tea plantations, which expose them to the danger of being raped or harassed. The schools near Ndegwa's Tea Estate are private and only rich families can afford to send their children there, hence this is a big obstacle to them.

The Estates, Mbiu Wa Koinange coffee plantation, Ndegwa's, Kipenda Block Board, Kamiti and Struggling tea plantation were owned by the

Europeans who occupied those farms. After they left, the rich Kikuyu bought them and continued with the pre-colonial way of managing the estates. Therefore, the families who worked on the estates were still paid poorly and could not afford to send their children to school. (SeePlate5)

The government did not put the effort to build primary schools for those poor people who were living in the coffee or tea plantations. 16.6% parents said that this brought about child labour as when they reach the school-going age they end up in coffee or tea picking, to uplift the standard of their families.

4.6.2 Reasons for Sending Girls to School

84% of parents experience poverty due to large families, as they confessed to having 9-10 children. Other factors are due to single parent homes, where the girls are seen as a source of income in child labour, or act as mothers to take care of their young siblings while their mothers go to pick tea or coffee. With the previous government the school-going children demanded a lot. They needed school fees, uniforms, books, transport, food etc, which stressed those single mothers. If the opportunity came their way they preferred to send the boys to school and not the girls.

16.6% of parents felt that the pressure of poverty discouraged them from sending young girls to school. After class 8, these girls just get married out of frustration or they do not complete their studies due to early pregnancy. Furthermore, young girls, who have been introduced to picking tea or coffee get used to having money and as a result do not want to go to school; they will not have access to that money while in school.

4.6.3 Reason for Girls' Poor Performance in School

In government primary schools the teachers reprimand girls and tell them that they are big girls who are supposed to have completed primary school. 6.6% responded that when the girls go home they are given domestic work until late in the evening. When it is time to do their homework they are very tired and thus go to bed. Other times they do not have paraffin to use when studying at night, while the boys have nothing to do due to the cultural perception that they cannot cook or carry out household work. Instead, they finish their homework while it is still daytime.

6% of the parents said that some girls mature while they are in school and experience puberty changes, which affects their performance, as they are not able to cope with the body changes. The girls tend to feel for their mothers especially if the mothers have the responsibility to care for many children or if they are sick. This concern leads them to take the role of the husband in comforting their mothers.

4.6.4 Parents Willingness to send their Girls to School

Some parents said that they value education for the future. Though they are unable to fulfil their dreams and desires they encourage the girls to study. *“Allamano Children's Hope helps to form our children both spiritually and intellectually. The discipline they receive from this school forms them to become obedient at home and in the society at large.”* They receive good spiritual formation that helps them to avoid evils such as engaging in pre-marital sex. Parents trust the Sisters a lot, which in Allamano girls would be catered for both

in their formation as women and spiritually. They also participate in church activities, which expose them to a wider learning environment, thereby becoming good citizens. They also learn other skills such as sewing, cookery etc, which help them learn through experience, and these are extended to the home.

4.6.5 Relationship Between Parents and Teachers

The parents said that their relationship with the teachers/Sisters who run the school is very good, as they have confidence in them. They trust that their girls are in good hands for they follow-up their children even after the girls finish the school and they are out there or attending other schools (government). They expressed their appreciation that the discipline they receive helps them adjust to the government schools well. They claimed that not only do their girls benefit from the Allamano School, but the school also offers education on HIV/AIDS that helps them to be careful in relating with men and other issues of life.

In the interview, 11% of respondents expressed that they are supported psychologically as girls are offered a listening ear when they have problems that are overwhelming (stressing). Teachers encourage parents to give their girls time to do their homework and to value education for life. With the free education they are able to send many girls to schools through the encouragement of Sisters and teachers.

CHAPTER FIVE

5.0 Summary of Findings, Conclusions and Suggestions for Further Research

5.1 Summary of Findings

The study was carried out at Allamano Children's Hope in Riara Ridge, Limuru Division, Kiambu District. The study had the following objectives: to identify the economic problems that affect the girls' academic achievement, to identify the cultural factors that affect the girls' performance, to determine how the social setting affects girls' academic achievement, and to suggest ways of providing equal opportunities in education for both girls and boys.

The study identified that financial problems, domestic work and early marriage were the most frequent factors affecting the performance of girls in education. The findings of the study on Allamano Children's Hope can be summarized as follows: The majority of the girls who join this school are beyond the general school-going age. It was also realized that poverty and cultural values and beliefs affect girls' performance in education. Besides, the study found out that most of the girls were encouraged to participate in the area of earning their daily living, which adversely affects their performance in school.

5.2 Conclusion

The study identified factors that affect the performance of girls in education. The majority of the girls in Riara Ridge come from different parts of the area. Many are daughters of single mothers and live on the landlord estates. These people come from different places to work in the coffee and tea plantation. The parents depend on the little daily wage they earn, which is usually not sufficient for their daily living. Lack of financial support was the main problem girls face in education. Some girls work as housemaids to support and provide money for themselves and their family.

From the study, it can be concluded that girls face many problems: involvement in early marriages, economic problems, domestic chores and child labour. Cultural practices such as circumcision also contribute greatly to their failure. All this hinders them from performing well academically. Nevertheless, the girls of Allamano Children's Hope receive school material, moral and spiritual support that enable them live a better life as opposed to those who have had no chance of attending schools. The Religious Sisters have enabled them acquire values which are helpful in their day-to-day life.

It can also be concluded that age affects their performance; if they had the chance to attend school early enough they would be able to concentrate more since adolescent changes also affect them.

Lastly, in Allamano Children's Hope, the girls seem to receive material and spiritual values, which help them to see the importance of education. When asked how they perceive the school, a girl responded that it was enjoyable. Some

of the reasons they gave are: interaction with other pupils to create healthy relationships, learning personal hygiene and how to care for their environment and above all else, to read and write. Through the skills they receive they can help their parents and the nation at large.

5.3 Recommendations

- Parents should be encouraged to send their girls to school for the future benefit of the child. They should get involved or interested in their girl-child's performance and also physical change so as to help the girls as they mature physically and intellectually.
- Parents should encourage their girls to go to school by providing their basic needs. They should balance the academic work and household work. The parents should help their girls to fulfil their dreams in future.
- Parents should delay the early marriage of girls by giving them opportunities of going to school. Every human person is entitled to education, including girls, so there should be no discrimination but equal opportunity to all.
- Girl's education should be promoted and defended at all costs by everybody because by educating girls the whole society is educated.
- The government should insist that girls be educated at the right age and offer free education from the nursery school level and offer supervision on this.

5.4 Suggestions for Further Research

- The same study could be carried out in different schools to obtain more information on the factors affecting girls' performance.
- A research could be carried out to identify why teachers take advantage of their pupils who are under age and engage them in relationships.
- Other research could also be carried out on the single parenthood phenomenon to establish ways on how to help them on teenager development.
- Further research could be done to find out the major factors that affect girl child performance besides the financial problems and other effects that are mentioned in this study.

BIBLIOGRAPHY

- Barng'etuny, M. C. *Women's Education and Career Opportunities in Kenya*. Nairobi: Creative-Publishing Co. Kenya 1999.
- Bickford, V A. ' *Girl Educated A Family Redeemed*' *Salesian Family Bulletin*, Jan-April 2002 pg, 6-7.
- Bingham, M., 'Gender and Education in A Global Context' *Cultural Diversity And The Schools*, *Human Rights, Education and Responsibilities*. London: Falmer Press. 1992.
- Danteng'o, *Drive to Make Schools a Haven of Peace*. Nairobi: Daily Nation. 13 Nov.2003.pg, 37
- Gay, G. "Gender, Discrimination and Education". In James Lynch, Cecilia Mondfogl and Sohan Modgil, *Cultural Diversity and the Schools* Vol. 2. London: The Faker Pres.1992.
- Gall, D.M. Borg. R.W. and Gall, P.J. *Educational Research: An Introduction* USA: Longman.1996
- Kombe, P. *Investigate Causes for Dropping Out of School for Girls* among the Rendille Laisamis Constituency in the North Eastern Kenya. Unpublished Degree Project. Tangaza College. University of Eastern Africa: Kenya. 2003.
- Kelly, M. *Engendering the Resuscitation of Primary School Education: The Kasama Primary Education Project in Educating Tomorrow* New York: OUP 2000.
- Kenya Human Rights Commission. *Women and Land Rights in Kenya*. Nairobi: Kenya Human Rights Commission1998.
- Mutua, M, Kiai, M. Mutaaga W. Kabeberi N. Mathangani M. and Mazrui A (Director) *Women and Land Rights in Kenya*. Nariobi: Kenya Human Rights Commission. 1998.

Monstagu, A. *Education and Human Relation* New York: Grove Press. 1958.

Njoroge and Otiende. E. G. K. *Education, Gender and Democracy in Kenya*. Nairobi: Creative-Publishing Co. 2000.

Odamtten, S. K. *The Search for Educational Goals in Independent Ghana*. Accra: Waterville Publishing House. 1993.

Otieno, D. *Scarred by Child Labour*. Nairobi: Standard 12 Nov 2003.pg 3

Obeng Samuel, *Selected Speeches of Kwame Nkrumah Vol.5* Afram Publications Ghana Ltd: Accra. 1960.

Pankrust, R. *Gender Development and Identity: An Ethiopian Study*. London: Zed Press. 1992.

Poston, C. *A Vindication of the Right of Women*. New York: Grove Press. 1975.

Shilla, S.M. *Effects of Pregnancy Among Teenage Girls*. Jamaa Home and Good Shepherd Karibu Center Nairobi Kenya: Unpublished Degree Project. Tangaza College. University of Eastern Africa. 2002.

Shantha, S. *Girl Child Labour and Education*. (<http://www.indianet.nl/ka-giree.html>.) November 2003.

U.S Fund for UNICEF: *Girls' Education: "Why Girls Education?"* <http://www.unicefusa.org/girls-education/girls-ed.html>. 2003/14/04.

Semler, V. Walker. A. Wiener. L., and Johnson, J. *Rights of Women*. A Guide to the Most Important United Nations Treaties on Women's Human Rights. United State, New York. 1998.

Walters, V. E.L and Mason G. *Women in Top Management*. The Sierra Leone Case. Nairobi: African Association For Public Administration and Management. (AAPAM) 1995.

Windham, D. *Education for All: International Bureau of Education* (UNESCO).
France: Paris,.1992.

Zsdinkurateire, V and Colacrai, A. *The African Bible*. Nairobi: Pauline's
Publication Africa.1999.

APPENDIX I

Questionnaire for Teachers

For Academic Purposes Only

Dear Respondent

I am Mulunesh Getahun, a student at Christ the Teacher Institute for Education (CTIE) Tangaza College, of Catholic University of Eastern Africa researching factors that affect the girl child in education. The results of research will be helpful to Pupils teachers, parents, and the nation at large. Kindly respond to the questions to the best of your knowledge. Your response will be highly appreciated and treated with great confidentiality.

THANK YOU.

Background Information of the Respondent.

NAME (OPTIONAL)-----

AGE (20-25) (25-30) (30-40) (41-50) (51-60) (61-70) (71-80) (81-90)

SEX-----

MALE-----

FEMALE-----

STATUS-----

MARRIED-----

SINGLE-----

OTHER-----

SCHOOL-----

1. What difficulties do girls encounter as primary school pupils?
 - a. Economically-----

 - b. Culturally-----

 - c. Socially-----

2. What is the relationship between boys and girls?

3. Are parents willing to send their girl child to school?
Yes/No
Please explain-----

4. How do the girls perform in school?
Please explain-----

5. Does the age difference affect their performance?

6. Do you think society helps the girl child in education?

Yes

No

Please explain-----

7. What do you think is the main reason girls don't go to school at the correct age?

8. What are your suggestions on girl child education?

Thank you for answering the questions.

APPENDIX II

Questionnaire for Pupils

For Academic Purpose Only

Dear respondent

I am Mulunesh Getahun, a student at Christ the Teacher Institutes for Education (CTIE) Tangaza College, of Catholic University of Eastern Africa. I am researching on factors that affect girl child in education. The results of this research will be helpful to pupils, teachers, parents and the nation at large. Kindly respond to the questions to the best of your knowledge. Your responses will be highly appreciated and treated with great confidentiality.

THANK YOU

I. Personal Background Information.

NAME (OPTIONAL)-----

SEX ----- MALE----- FEMALE-----

CLASS-----

SCHOOL-----

1. What difficulties do you encounter as a primary school pupil? Explain each.

a. Economically-----

b. Culturally-----

c. Socially-----

2. What is your relationship with boys? -----

3. How is your relationship with your teacher?

Inside classroom and outside classroom

4. Who encouraged you to go to school? Why?

5. How many subjects do you take? List them?

a. -----

b. How do you perceive these subjects? -----

- c. In which subjects do you perform well and in which ones do you perform poorly?

- d. What are the factors that affect your performance?

6. Do you have extra curricular activities in your school?

- | a. | Yes | No | Which |
|----|-----|----|-------|
|----|-----|----|-------|

- b. Does this help in your academic performance?

7. Does the informal school help you to fit in the society and within the government schools? Explain

8. How do you perceive the school?

- | Enjoyable | A burden | why? |
|-----------|----------|------|
| | | |

Thank you for answering the questions

APPENDIX III



PLATE 1: Girls Eating their Lunch within the School Compound.



PLATE 2: Children Enjoying Physical Education



PLATE 3: Positive Relationship between Girls and their Teachers Enhance a Learning Atmosphere.



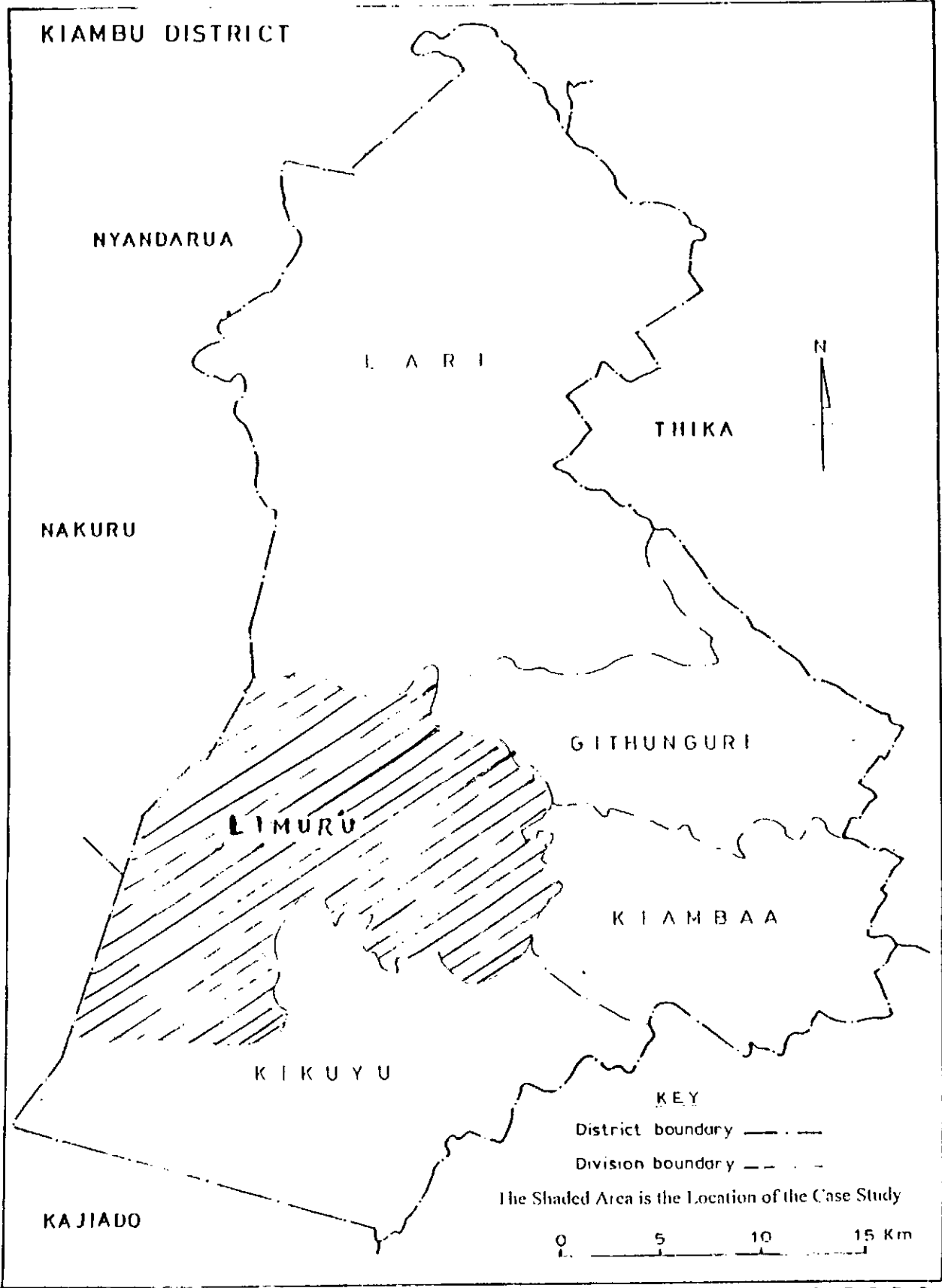
PLATE 4: Girls Relationship with their Teacher Outside the Classroom.



**PLATE 5: The parents of Girls Earning their Living as they Pick Tea on
Ndugu' s Estate**

APPENDIX IV

Figure 1 Kiambu District



Saint Mary's University of Minnesota/USA Nairobi Campus

Christ the Teacher Institute for Education
Tangaza College
P.O. Box 15055
P.C. 00509 Langata
Nairobi, Kenya


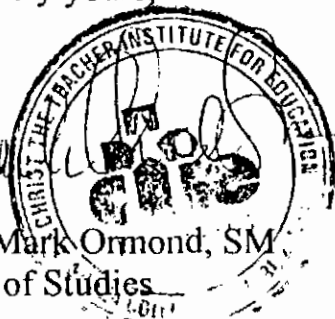
011-254-2-89-0339 (Office)
011-254-2-89-1407 (Messages)
011-254-2-89-0018 (Fax)
xteach@kenyaweb.com (email)

8 December 2003

To Whom It May Concern:

This document will serve as evidence that Sr. Mulunesh-Getahun, MC, is a student of geography at Christ the Teacher Institute for Education. As part of her studies, she is investigating Factors that Affect the Performance of the Girl in Education. Any and all assistance that you can give her would be most appreciated.

Sincerely yours,



Bro. Mark Ormond, SM
Dean of Studies