

**ANALYSIS OF SYNERGIES INFLUENCING ACADEMIC PERFORMANCE OF  
GIRLS IN PUBLIC MIXED SECONDARY SCHOOLS BETWEEN 2009-2011 IN  
TRANS-NZOIA WEST SUB-COUNTY; KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR  
THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL  
PLANNING, MANAGEMENT AND ADMINISTRATION  
OF MOUNT KENYA UNIVERSITY**

**MAY, 2015**

## ABSTRACT

Despite the fact that girls and boys in mixed secondary schools are admitted and learn under the same circumstances, girls tend to academically retrogress in subsequent classes. At the end of the four years in school, fewer girls make it to institutions of higher education. The purpose of this study was to establish the synergies influencing academic performance trends of girls in public mixed secondary schools in Transzoia west Sub-county. The objectives of the study were to establish the relationship between the Kenya certificate of secondary education and the Kenya certificate of primary education performance among girls, establish the influence of boy-girl relationships, curriculum content and parental support on girls academic performance. The study was guided by Pearson's gender relations theory (1995). It was used because it emphasizes the various social, cultural norms and standards which must be considered for women to take the opportunities to participate in social activities such as education. The study adopted descriptive survey research design. The target population was 600 form four girls, 271 teachers and 29 head teachers from the 29 public mixed secondary schools in the sub-county. Simple random sampling was used to sample 210 students and 81 teachers while purposive sampling was used to select 9 Head-teachers. Data was collected using questionnaires, interview schedule and document analysis. Descriptive statistics such as frequency and percentages were used together with inferential statistics such as Pearson product moment correlation and simple linear regression to analyze the data using statistical package for social science (SPSS) to report on the study. The study established that there is a significant relationship between entry behaviour, boy-girl relationship, parental support and academic performance of girls. For instance, the KCPE predictor variable explains 49.2% of the variance in the dependent variable KCSE performance. The school culture ends up locking out high performance on the basis of low entry behaviour and this may lead to lack of opportunities for the girl-child to continue with her education. Girl-boy relationship negatively affects academic performance of girls. This is due to the fact that it results into time wastage, psychological disturbance and indiscipline problems. The secondary school curriculum was not gender biased. Education of boys and girls with a gender-based framework is widely acknowledged as being a single, most powerful vehicle of self-advancement. The main challenge was to implement gender sensitive policies into practice in the school management and learning environment. The syllabus should be covered in good time to allow students revise for both national and internal exams. Boy- girl relationship should be dealt with through a strong established guidance and counseling department. Parents should be fully involved in supporting the education of their girl-child. The government should provide parental awareness to the need of educating the girl-child and finance the academic and personal requirements of the girl-child. It is envisaged that the findings of the study will be useful to policy makers; education officers, head teachers and parents to create an enabling environment where girls can realize their full academic potential.