

FACTORS INFLUENCING POOR ACADEMIC PERFORMANCE OF GIRLS IN  
SECONDARY SCHOOLS IN IJARA DISTRICT, GARISSA COUNTY

SIMON KITHIA KIKAVU

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## ABSTRACT

King and Hill (1991) states that failure to raise women's education to equality with men's impacts negatively on productivity, income and quality of life. In line with this, this study therefore sort to establish the factors influencing the poor academic performance of girls in mixed Secondary Schools in Ijara District, Garissa County so as to suggest measure that can utilized to improve their education in this area. The study was guided by specific objectives that sort to identify the home based as well as the school based factors responsible for the poor performance of girls in mixed Secondary Schools in Ijara District, Garissa County; to examine the role played by society in addressing factors affecting girls' education in Ijara District, Garissa County and to establish appropriate strategies that can be used to improve girls' education in Ijara District, Garissa County. The study will contribute to the advancement of knowledge in the area of girl child education in Kenya. The design of this research was a descriptive survey research. The researcher collected data using questionnaires with both open and closed ended questions to head teachers and teachers. The data collected was analyzed and presented in tables, charts, and graphs. Both quantitative and qualitative data will be generated. The findings of the study in regard to the objectives, the study linked culture and beliefs like valuing marriage for the girl child and the low perception to poor academic performance by the girl child. Further it found out that allocation of domestic duties on basis of gender, shortfall of women leaders as role models has been linked to low academic achievement of the girl child. In addition, long distances from schools, and infrastructure could also lead to poor performance. The study therefore has concluded that all these areas need to be looked at if the performance of the girl child is to be improved.