

## Determinants of Female Students' Performance in Primary Schools in Loitokitok District of Rift Valley Province, Kenya

**YARA, Philius Olatunde**  
Computer Science Department  
University of Ibadan  
Ibadan, Nigeria

**NDIRANGU, Joshua Peter**  
P. O. Box 174, Loitokitok  
Kenya

### Abstract

*The study looked at the factors that determine female students' performance in selected primary schools in Loitokitok District of Rift Valley Province, Kenya between 2009 and 2010. The study adopted the survey design of the ex post-facto type. The female students in the district have been victims of diverse and turbulent circumstances that have pushed them to academic oblivion for a long time. The sample size was determined using the Sloven's formula that was suitable for sampling finite population. Six public, mixed and day primary schools, three of whom were rural and three urban, were selected and one validated instrument was employed to gather data. Three research questions were answered. The data were analysed using Pearson correlation and multiple regression analysis statistics. The results showed that cultural factors (i.e sexual experience ( $r = 0.563$ ), early marriage ( $r = 0.407$ ) and early pregnancy ( $r = 0.489$ )) had effect on the academic performance of female students. Also class size ( $r = 0.488$ ), domestic factors ( $r = 0.447$ ) had effect on the academic performance of female students in the district. There was a significant positive correlation among all the variables combined together and the dependent measure ( $R = 0.692$ ;  $F_{(8,29)} = 2.412$ ;  $p < 0.05$ ). The variables also accounted for 47.9% of the total variance in the dependent measure ( $R^2 = 0.479$ ). It was recommended that guidance and counseling be intensified in the middle classes, more teachers be recruited to match the high students' population in public schools, the parental education be boosted, the community be sensitized on negative socio-cultural practices and that the government takes stern measures against perpetrators of sexual offences and ensure that the gender policy on education was implemented to the letter.*

**Keywords:** Female students, Academic performance, Cultural factors, Domestic factors, Class size, Loitokitok district

### Introduction

Universal Declaration of Human Rights of 1948 identified education as a fundamental human right. Kenya is signatory to various international protocols such as Education For All (EFA) passed in Jomtien, Thailand in 1990 and the World Education Forum in Dakar Senegal in 2000. This was why the Government of Kenya (GOK) has been providing Free Primary Education (FPE) and Free Secondary Education (FSE) since 2003 and 2008 respectively. Despite the efforts made in the education sector countrywide over the last ten years, female students' performance in the district has not improved much but has been very low. In Africa, provision of education was key development agenda at attainment of independence. During the Addis Ababa Conference of 1961 by the African Heads of States, expansion of education system was the mainly discussed issues (Sifuna, 1987). In Kenya, during the 1969 elections, elimination of disparities in the colonial education was the key focus. This had mainly affected the pastoral communities due to the colonial land policies like the 1904 and 1911 Maasai Agreements that alienated the Maasai from their ancestral land to the reserves. This study was based in Loitokitok District of the Rift Valley Province in Kenya which was part of the Maasai Ngong Reserve (Hughes, 2002). The district receives an annual rainfall of approximately 500-1,250 mm making it an arid and semi arid land-ASAL (Loitokitok District strategic plan 2009-2013 booklet). The study was conducted in Loitokitok District which is in the southern part of the vast Rift Valley Province in Kenya.

This area is dominated by negative socio-cultural practices that inhibit female students' education. It lies on the Northern slopes of Mt. Kilimanjaro. Academic performance of the female students has been affected by diverse socio-cultural factors. The Maasai, who are predominant in the area, circumcise girls from 11 to 13 years (Chege, J.N, Askew, I and Liku, J, 2001). Due to their late entry to school especially those who are lucky enough to be taken to school, such female students are normally at the lower primary level. Not many of them return to school after undergoing circumcision. They are married off with or without their consent to men of their fathers' age who are rich enough to pay a good dowry usually in form of cattle. In fact, some of the female students are waylaid by young men (that is "Morans") on their way to and from school and forcedly taken to their "husbands." Some are booked for marriage at or before birth and dowry paid in advance.

The area under this study is marred by poor academic performance for the female students due to the cultural practices of the community and other factors. According to statistics from the DEO's office, the district's KCPE Mean Score was 238/500 (48%) in 2009 having dropped from 246.22/500 (49%) in 2008. The performance for the female candidates was 229/500 (46%) and 240/500 (48%) in 2009 and 2008 respectively compared to that of the male students of 247/500 (49%) and 252/500 (50%) in the same period. There is an urgent need to reverse this trend because gender parity is one of the Millennium Development Goals (MDGs) that Kenya is a signatory to. Failure to do so would make the area lag behind in terms of development since women are key players in economic advancement of any modern society. This study focused on the human capital theory advanced by Becker (1968). It postulates that economic behavior of individuals is guided by their rational decision making in maximizing their wealth. The decision of individual family to invest in education is guided by the consideration of future returns from schooling.

Students' class and class size affects the academic performance. According to the Although menstruation is a topic in class six in the syllabus according to the Kenyan primary school curriculum, many teachers feel embarrassed to teach it in gender mixed classes. Many female students learn about their puberty changes from friends, their elder sisters or through their own self discovery. This confusion force most them to avoid school during their whole menstrual period in fear of being embarrassed thus aggravating their performance further. Domestic factors have a direct correlation with the female students' performance. This intensifies during the period of seclusion after circumcision. Girls are booked for marriage even before they are born. The suitor comes with fresh cow dung and smears on the mother's belly as a way of entering into a contract. When the girl's breasts start emerging, she is hurriedly circumcised in readiness for marriage.

Cultural factors and female students' academic performance are also linked. Gender roles are clearly defined in the area. Other extraneous variables such as the school environment, the students' attitude and age are among many other factors that influence the academic performance of the female students in selected primary schools in Loitokitok District.

Government policy and legal framework in education has a direct link to the female students' academic performance. Although a policy is in place on early pregnancy in Kenya directing that the female students who become pregnant be readmitted back to school once they deliver, no direction has been given on how to handle the head teachers who fail to readmit such students. According to the TSC in a circular dated 29<sup>th</sup> April, 2010 entitled, "Protection of Pupil/Students from Sexual Abuse," the Commission was concerned with the increased cases of sexual abuse by teachers. Sexual abuse in schools was mainly in form of sexual intercourse, sexual In Loitokitok District, according to the DEO's speech during the 2009 District prize giving and education day, several organizations were assisting in provision of education. They included the African Medical Research Foundation (AMREF), Christian Children's Fund (CCF), Maasai Wildlife Conservation Trust, Homeless Children International, and many more.

### **Related studies**

It is now widely recognized that early childhood care and education (ECDE) substantially enhances children's school readiness, yet this is not an area of significant investment by governments in most countries, despite evidence suggesting that such investment is a cost-effective way to improve education quality. A cross country study in sub-Saharan Africa shows clear relationships between provision of adequate pre school education and performance in the subsequent classes (EFA Global Monitoring Report 2005).

The Government of Kenya (GOK) is working out modalities to incorporate ECDE education into the primary school cycle. According to UNESCO UIS Statistics in brief (2006), 11% of eligible school children of 3-13 years are still out of school especially in ASAL regions where completion rate for the female students is still very low. This mainly affects the students in class four to eight. Due to the poor foundation laid in the lower classes, academic performance especially that of the female students is negatively affected. Those who join school find themselves sandwiched between children of younger ages and fail to keep up to the standards of performance opting to drop out due to the embarrassment emanating from their dismal academic performance.

Since the Government of Kenya introduced Universal Primary Education in 2003, the number of private schools has almost tripled and results from state primary schools gone down as demonstrated by an Oxford University research based on the Kenyan Ministry of Education and the KNBS in 2006 (IIG Briefing Paper, 2006). It was discovered that there was loss of the local control of the school financing that was previously the responsibility parents through the local School Management Committees and Parent Teachers' Associations in primary and secondary schools respectively. The statistics suggest that the reduction in the drop in performance was due to increased enrolment in public schools. According to statistics from the District Education Officers, by January 2010, the total primary school enrolment stood at 29,544. This number being handled by merely 552 teachers, that is ratio 54 students per teacher, is above the Ministry Of Education's recommended maximum class size of 40 students.

Njau (1997) reveals that the relationship between school enrolment and girls' experience in reproductive events is more complex today than in the past due to the rising adolescent time being spent in school and inadequate guidance and counseling. When girls reach puberty, they face the risk of sexual coercion, unwanted pregnancy, early marriages, and HIV/AIDS that may interfere with their academic performance and force them to drop out of school. Due to high school enrolment in the Kenyan schools in freezing of teachers' recruitment since 1997, classes of up to 100 are being handled by one teacher. This has largely reduced effectiveness and efficiency of teaching and learning hence poor academic performance especially for the female students. According to Bennet as cited in Yara(2010) found broad agreement among researchers on the following general conclusions about class size and academic performance that:

- smaller classes result in increased student-teacher contact.
- Reductions in class size to less than twenty students without changes in instructional methods cannot guarantee improved academic achievement.
- No single class size is optimal for all grade level
- Smaller classes appear to result in greater achievement gains for students with lower academic ability and for those who are economically or socially disadvantaged.
- Classroom management improves in smaller classes (fewer discipline problems).
- Smaller classes result in higher teacher moral and reduced stress.
- Individualization is more likely to occur in smaller classes.
- Class size reductions alone do not necessarily lead to adoption of dramatically different instructional methods.
- Class size appears to have more influence on student attitudes, attention, interest and motivation than on academic achievement.
- Very small classes of five or fewer students produce considerable higher achievement.

According to [womanaid.org/press/info/fgm-kenya.htm](http://womanaid.org/press/info/fgm-kenya.htm), among the Maasai, the difference between the boy and the girl child is marked straight from birth. When a girl is born, she is received with jubilation, "*Enkai Aomon Entomon.*" (Lord, I pray for maternity). This shows that the female is the glue that holds the community together as the symbol of fertility. She is therefore being confined to the kitchen. The social curriculum starts with communication, dress code and food culture. A study was also conducted in a rural Parsat Province in Cambodia on the household determinants of school performance. Individual household determinants that made the Cambodian the female students drop out of school before grade four were investigated. After interviewing 159 children, one of the major determinants was found to be early marriages and poverty just like in the community under this study (Ayres, 2000). Various studies in both developing and developed countries have consistently confirmed the inverse relationship between number of siblings and the education of children (Downey 1995; Willis 1994; Parish and Willis, 1993).

There is lower demand for labour of each individual child at home when more children are available, and reduction in the indirect cost of educating a child. Secondly, the consideration of family type suggests that the extended family could mitigate against the family size effect. Therefore, by having grandparents residing in the same household, children are more likely to be enrolled in school than those in nuclear families (Chernichovsky, 1985). The extended family may be a source of emotional as well as material support, which can facilitate children's schooling. It is therefore likely that the household size and structure will influence the female students' academic performance. In addition to the resource dilution perspective and parental education, family resources are listed as one of the most important factors that determine children's educational opportunities. Many studies have confirmed the relationship between the level of parental education and children's educational attainment (Chenichovsky, 1985; Lloyd and Blanc, 1996; Tilak, 1989). For example, it was noted that better educated parents tend to have better access to information and these parents are more likely to have first-hand knowledge of the economic benefits of education. Hence, they are more willing to send their children to school and keep them there longer.

According to Nyamongo (2000), parents force boys to go to school and girls to look after animals. They leave the boys under the care of relatives who ensure that they go to school, while girls move around with their parents from place to place in search of pasture for their livestock.

According to the Family Planning Association of Kenya's report of 1997, in areas where female circumcision was practiced, teachers reported a noticeable drop in school attendance and performance of the female students soon after the practice. The girl-child develops an attitude that formal education through the school system belongs to the "little uncircumcised ones," not her. Dropout rates multiply among the Maasai in general and the girl-child in particular unlike those of the male children of this age which are lower due to parental bias. The rapid expansion in education has led, however, to an increasing association in the public mind between premarital sexual activity, childbearing, and schoolgirl dropout. For example, a recent conference of government ministers from the region devoted to this subject was entitled "Counting the Cost: School Dropout and Adolescent Pregnancy." Indeed, in drawing attention to the rise in premarital fertility, policymakers and researchers describe the situation in terms of increasing levels of "schoolgirl pregnancy" (Njau and Wamahiu 1994; Ferguson 1988).

The World Bank Report (1997) rated 146 developing countries on the Gender Human Development Index (GHDI). Kenya was 122nd compared to Tanzanian 123rd and Uganda 132nd. The Kenyan's female adult literacy was placed at 68% compared to Uganda's 48%. Many of the schools are located in the remote parts of the country. Settled life is not seen as a contradiction to the education mission of the school. This means that schools should be built closer to the students' residence. Such schools experience a very high turn over of teachers who seek transfers to the urban centers once their five year probation period lapses.

Bista et al., (2005) recommend the establishment of boarding schools in the remote areas as a solution to the challenge of insecurity. Due to sparse population, homes are widely spaced thus endangering the lives of the female students on their way to and from school. These areas also experience cattle rustling that may find the female students caught up in the melee. Many of the schools are located in the remote parts of the country. Language barrier hinders proper implementation of the curriculum. Teachers from outside the areas find it difficult to communicate with learners that can only understand their first language. This becomes rather complicated in the lower classes where teaching should be conducted using the local language. The World Bank (1989) noted that in Northern Nigeria and Gambia, religion and tradition demanded gender segregation in education for adolescents. Parents were worried about possible impregnation of their daughters in schools where male teachers dominated. Boarding schools have some shortcomings however.

According to UNESCO (2005), they promote cultural illiteracy and alienation; some have been seen to be unsafe for the female students like in Nigeria and Zimbabwe where parents are reluctant to send their female adolescents to them lest they become pregnant. The factors affecting the Borana community are in deed a replica of the happenings of the community under this study because they both live in extreme Arid And Simi Arid Lands (ASALs) (Nyamongo 2000). Another study was conducted in Tarkwa Ghana by Adetunde I.A et al in 2008. This was a case study on the factors that affected the standard of female education in senior secondary schools in Kassena-Nankana District. Though found wide apart in Africa, the female students are faced with similar challenges whether in East or West Africa. In several countries of the horn of Africa, a significant proportion of the population – at least 10 per cent – are considered to be nomads or pastoralists (EMACK Report 2005).

The mobility of these groups and the remote, often harsh environments in which they live are persistent obstacles to the provision of formal education, and millions of nomadic children remain outside the education system. This mobility disorients the learners from school thus affecting their academic performance.

## Method and materials

### Research questions

- 1 What is the effect of class size on the academic performance of female students in selected primary schools in Loitokitok District of Kenya?
- 2 What is the effect of domestic factors on female students' academic performance in selected primary schools in Loitokitok District of Kenya?
- 3 What is the effect of cultural factors on female students' academic performance in selected primary schools in Loitokitok District of Kenya?

### Research design

The study adopted the survey design of the ex post-facto type. The data were analysed using multiple regression analysis and Pearson correlation statistics.

### Population and sampling procedure

The district as a whole had a total of 69 primary schools, 552 teachers and 13,923 female students. However, for the purpose of this study, six schools (three urban and three rural) were selected with a total of 6 head teachers. They had a total of 1708 female students, 47 male teachers and 26 female teachers. The target population for this research was therefore 1787. The number of schools was determined using the purposive sampling method. Schools were selected from Central, Kimana and Rombo Divisions. These were three out of the six divisions in the district. Selection of the divisions was done purposively because Central Division is basically urban while Kimana and Rombo are rural. The sample consisted of 6 head teachers, 30 teachers and 300 female students making a total of 336. The sample size was determined using Sloven's formula of determining the sample (n) for finite population.

$$n = \frac{N}{1 + Ne^2}$$

$$= \frac{N}{1 + N(0.05)^2}$$

Where; N= population, n =sample size, e =Degree of confidence level at 95%

The findings were therefore as follows;

$$n = \frac{1787}{1 + 1787(0.05)^2}$$

$$= \frac{1787}{1 + 1787(0.0025)} = \frac{1787}{5.4525} = 327$$

**Table 1: Population and the sample size**

Respondent's Category	Target Population	Number Selected	Technique Used	Justification
Head Teachers	6	6	No Sampling	Each of the 6 school selected had a substantive Head Teacher
Teachers	73	30	Convenient Sampling	Five teachers responded from each selected school
Female Students	1708	300	Random Sampling	50 female students responded from each selected school
<b>Total</b>	<b>1787</b>	<b>336</b>	<b>Sloven's Formula</b>	<b>Above the minimum size of 327 as per the Sloven's Formula</b>

As demonstrated in the above table, the sample of 336 used was clearly above the figure of 327 and therefore sufficiently represented the target population. Out of the 300 female students, 30 were assessed tested in written examinations in Kiswahili and Social Studies in order to determine their progression in relation to various determinants. This number (30) was the minimum sample required using the Sloven's formula from the population of 300 female student respondents. Stratified sampling technique was applied to determine six public, day and mixed primary schools (three urban and three rural). In this case, the population was divided into to two homogeneous sub populations or stratus of either urban or rural. Random stratified sampling ensured that all potential groups from both rural and urban areas were represented.

Once the schools were identified, the individual respondents were selected using random sampling. The use of simple random sampling ensured that each member of the target population had an equal and independent chance of being included in the sample. A list of all primary schools was made using the records from the District Education Office. The random sampling technique was used to give each of the six schools an equal chance of being selected for the study. They were then grouped according to rural and urban and divisions. The following table shows the profile of the selected schools.

**Table 2: Profile of the selected schools and 2008 KCPE performance**

Division	School	Category	Female Candidates	Female Mean Score/500	Male Candidates	Male Mean Score/500	Total Candidates	Male/Female Mean Score/500
Central	DEB	Urban	24	240	35	268	59	254
Central	Kikelelwa	Urban	27	214	30	254	57	264
Kimana	Esoit	Rural	15	147	20	293	35	220
Kimana	Namelok	Rural	23	170	27	120	50	195
Rombo	Illasit	Urban	51	250	69	252	110	251
Rombo	Oloibor	Rural	4	140	10	156	14	198
<b>TOTAL/ MEAN SCORE</b>			<b>144</b>	<b>194</b>	<b>192</b>	<b>223</b>	<b>335</b>	<b>208</b>

### Instruments

One research instrument 'Questionnaire on Female Students' Determinant Academic Performance' (QFSDAP) was constructed by the researchers. It consists of three sections. Section A deals with the biota of the students and their career prospect while section B deals with the issue of the class size and domestic factors that affect students' academic performance. Section C deals with the cultural factors that affect students' academic performance. It contains eight items with the response rate of strongly agree, agree, disagree and strongly disagree. The instrument was validated using the Cronbach alpha coefficient after it had been trial tested on 20 female students in another district who are not part of the population. The calculated value of Cronbach alpha was 0.58 which showed that the instrument was good for the study.

### Results

The results showed that there is a relationship between cultural factors like sexual experience ( $r = 0.563$ ), early marriage ( $r = 0.407$ ), Female Genital Mutilation (FGM) as a good cultural practice ( $r = 0.499$ ) and early pregnancy ( $r = 0.489$ ) and academic performance of females in primary schools in Loitokitok District of Rift valley province in Kenya (see table 3). There is performance of females in primary schools in Loitokitok District of Rift valley province in Kenya (see table 1). What this means is that all the cultural variables had effect on the academic performance of the female students in this district. There was a significant positive correlation among all the variables combined together and the dependent measure ( $R = 0.692$ ;  $F_{(8,29)} = 2.412$ ;  $p < 0.05$ ) (see tables 4 and 5). The variables also accounted for 47.9% of the total variance in the dependent measure ( $R^2 = 0.479$ ). Among the cultural factors, sexual experience was significant and could be used to predict academic performance of females ( $B = 6.345$ ;  $t = 2.500$ ;  $p < 0.05$ ) (see table 6).

### Discussion

The fact that cultural factors like sexual experience, early marriage, female genital mutilation and early pregnancy had effect on the academic performance of female students in Loitokitok District of Rift valley province in Kenya are pointers to the fact that the district needs urgent government intervention in ameliorating the plight of females in this area. This is in agreement with the findings of Nyamongo (2000) who posit that parents force the boys to go to school while the girls look after animals. They leave the boys under the care of relatives who ensure that they go to school, while girls move around with their parents from place to place in search of pasture for their livestock. Also the report of the Family Planning Association of Kenya of 1997 lead credence to this fact that in areas where female circumcision was practiced, teachers reported a noticeable drop in school attendance and performance of the female students soon after the practice. Dropout rates multiply among the Maasai in general and the girl-child in particular unlike those of the male children of this age which are lower due to parental bias.

The rapid expansion in education has led, however, to an increasing association in the public mind between premarital sexual activity, childbearing, and schoolgirl dropout. These problems are not peculiar to Kenya alone as the World Bank (1989) noted that in Northern Nigeria and Gambia, religion and tradition demanded gender segregation in education for adolescents. Parents were worried about possible impregnation of their daughters in schools where male teachers dominated. Boarding schools have some shortcomings however. These cultural factors also promote cultural illiteracy and alienation as some have been seen to be unsafe for the female students like in Nigeria and Zimbabwe where parents are reluctant to send their female adolescents to the boarding schools lest they become pregnant according to the UNESCO (2005) report. Adetunde I.A et al (2008) also confirm these assertions on cultural factors affecting female students' academic performance. The above impediments to female students' academic performance can be ameliorated by the various governments if adequate provisions are made to enact laws and acts that can prevent these factors and encourage the girl-child education. Provision of boarding facilities for the girl-child education in our primary schools with adequate attention paid to their well being can also shed more light to our parents who do not believe that the girl-child can go to school and attain higher grades in their academic pursuit just like the boys.

The result of this study also showed that there is a relationship between class size and academic performance of female students in Loitokitok District of Rift valley province in Kenya. This assertion is corroborated by Kolawole as cited in Yara (2010) that the relationship between class size and student achievement is negative, such that the larger the class, the lower the student achievement will be. In the same study, Ajayi and Ogunyemi as cited in Yara(2010) in their study of the relationship between instructional resources and students' academic achievement in Ogun State found no significant relationship between class size and student academic achievement. Adeyela (2000) found in her study that large class size is not conducive for serious academic work. Afolabi (2002) found no significant relationship among class size and students' learning outcomes. Owoye and Yara (2011) in their study found out that there was no significant difference in the academic achievement of students in small and large classes from urban schools ( $t = 1.49$ ;  $p < 0.05$ ) in Ekiti state of Nigeria.

The result of their study also showed that there is no significant difference between performance of students from rural large and rural small classes ( $t = 0.58$ ;  $p < 0.05$ ). They therefore recommend that policy makers and government should ensure that more classrooms are built and number of students in a class should not be more than 30. The Parent Teacher Association (PTA), philanthropist and other charitable organizations are also implored to compliment the effort of the government to boost the performance of students in Senior School Certificate Examination (SSCE) by building more class rooms and buildings. From the foregoing, we can infer that adequate classrooms should be provided especially in rural areas to cater for the girl-child education by the Kenya government. This should be done in relation to the provision of adequate teachers to handle these classes to reduce the number of students in a class to a bearable number that the teacher can cope with. Domestic factors, from the study also had effect on the academic performance of the female students in Loitokitok District of Rift valley province in Kenya. Domestic factors include parental education, household income, position of birth of the students in the family and household headship. The position of birth of the students in the family especially when the student is the firstborn put more pressure on her to do most of the house chores and being in charge of her siblings. This has been found out to impact negatively on girl-child's education as her academic performance has been affected negatively.

### **Conclusion**

The results from the study have shown that domestic factors (parental education, household income, position of birth of the students in the family and household headship), cultural factors (sexual experience, early marriage, female genital mutilation and early pregnancy) and class size had effect on the academic performance of female students in Loitokitok District of Rift valley province in Kenya. We can also conclude that female students were engaged in domestic chores due to high poverty level in the community that could not allow employment of house helps coupled with the fact that their position in the family greatly affected their academic performance as they are saddled with the care of their siblings. Students in an average class size do better than their counterparts in larger classes and had good teacher-student interaction. Parents with some basic education were encouraging their children to work harder in their studies than those who were uneducated. From the results of the study, we recommend that more teachers should be recruited in order to have smaller classes in schools; adult education programs should be spread to the villages so as to educate the parents in an attempt to make them appreciate education.

Those parents from the upper socio-economic class should be encouraged to find time with the female students in order to guide them.; more boarding schools should be built by the government to act as rescue centers for the female students who fall victims of early marriage; the Provincial Administration should come out strongly against the violators of the rights of the female students and the parents who collaborated with them and an alternative rite of passage should replace female circumcision.

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**Table 3. Pearson Correlation on Determinants of Female Students' Performance in Primary school**

	Cultural factors-sexual experience	Cultural factors-early marriage	Cultural factors-FGM is good cultural practice	Cultural factors-early pregnancy	Present class	Domestic Factors	Parental Education	Class size	Mean Academic Performance
Cultural factors- sexual experience	1								
Cultural factors-early marriage	0.822	1							
Cultural factors-FGM is good cultural practice	0.829	0.879	1						
Cultural factors-early pregnancy	0.883	0.917	0.937	1					
Present class	-0.334	-0.168	-0.222	-0.285	1				
Domestic Factors	-0.882	-0.890	0.923	-0.953	0.171	1			
Parental Education	-0.802	-0.793	-0.759	-0.800	0.235	0.826	1		
Class Size	-0.920	-0.944	-0.946	-0.959	0.232	0.942	0.833	1	
Mean Academic Performance	0.563	0.407	0.499	0.489	-0.120	-0.447	-0.289	-0.488	1

Pearson Correlation sig. at  $p < 0.05$

**Table 4: Summary of Regression Analysis on Determinants of Female Student factors**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692	.479	.280	6.922

**Table 5: Analysis of Variance on Determinants of Female Student factors**

Mode		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	924.653	8	115.582	2.412	.051
	Residual	1006.147	21	47.912		
	Total	1930.800	29			

**Table 6: Estimate of the Relative Contribution of Determinants of Female Student factors on Academic Performance in Primary schools**

Mode	Unstandardized Coefficients		Standardized Coefficients	t		Sig.
	B	Std. Error	Beta	B	Std. Error	
(Constant)	-17.591	50.146		-.351		.729
cultural factors-sexual experience	6.345	2.538	1.319	2.500		.021
cultural factors-early marriage	.213	5.230	.022	.041		.968
cultural factors-FGM is good cult.practice	4.240	3.000	.868	1.413		.172
cultural factors-early pregnancy	3.649	4.467	.614	.817		.423
Present class	1.078	.925	.229	1.165		.257
Domestic factors	5.824	4.857	.790	1.199		.244
Parental education	2.998	2.892	.319	1.037		.312
Class size	5.094	5.393	1.095	.945		.356