

ABSTRACT

Education as a critical facet in human process plays a vital and dynamic function in creating a basis for the success of learners. It inculcates in them the fundamental attitudes and skills that enable the learners cope with life entanglements. The Kenya Government in recognition of its significant role has continued to invest massively in education of its citizen's, girls included in order to maximize the contribution of education in improving the lives of its citizens. However, an analysis of educational outcomes shows that the girl-child still lags behind their male counterpart despite the special emphasis given to their schooling. The purpose of this study was to determine the effect of selected home-related factors on girl-child academic performance in co-educational day secondary schools in Imenti South, Sub-County, Meru County. Descriptive survey research design was adopted in this study. The study population was 6643 girls in form two and three in co-educational institutions and 82 class teachers. A sample of 378 participants was randomly selected using stratified and simple random sampling. Data collection was collected using students questionnaire and the interview schedules for teachers. Prior to data collection, the instruments were validated by experts in the Department of Education who examined the validity of the content used in the questionnaire. Reliability of the instruments was established based on Cronbach's Alpha from data obtained from pilot study to undertaken among 80 girls and their class teachers drawn from two co-educational schools. Data collected was analyzed descriptively and inferentially with the aid of Statistics Packages for the Social Sciences (SPSS) version 25 computer software and results presented in table forms. Quantitative data was analyzed using descriptive statistics such as frequency and percentages or mean and standard deviation. Hypothesis was tested at 95% level of confidence. Findings illustrated that homebased factors including parents' level of education, involvement in household chores, involvement in socio-cultural practices and involvement in socio-economic activities significantly affects girl-child academic performance in co-educational public day secondary schools. It is therefore recommended that parents should take a keen interest in their daughters' education by encouraging them to work hard in order to excel, parents should foster a balance between involvement in household chores, socio-cultural activities and socio-economic activities to ensure that the girl-child also gets time to study and therefore excel academically. This is particularly important for girls in public secondary day schools.