International Journal of
Recent Innovations in Academic Research
Open Access, Peer Reviewed, Abstracted and Indexed Journal

E-ISSN: 2635-3040; P-ISSN: 2659-1561
Homepage: https://www.ijriar.com/
Volume-7, Issue-2, Feb-2023: 1-6

Research Article

Influence of School Administration Monitoring Mechanisms on Girls' Academic Progression in Public Primary Schools in Lafey Sub County

Anab Maalim*[1] and Prof. Maurice M. Sakwa[2]

[1&2]Jomo Kenyatta University of Agriculture and Technology, Kenya
*Corresponding Author Email: anab.hassan10@gmail.com

Received: January 20, 2023 **Accepted:** February 05, 2023 **Published:** February 13, 2023

Abstract: In Kenya, the progression of pupils in public primary schools has continued to face the impact of persistent dropout. Dropout is the premature withdrawal of pupils from school before they sit for Kenya Certificate of Primary Education (KCPE). All school going age children should be in school with a view to making the nation literate. This study sought to determine the influence of school based factors on girl's academic progression in public primary schools in Lafey Sub County, Mandera County, Kenya. The theoretical framework consisted of feminism theory, basic needs approach, gender and development, and institutional theories. A descriptive research design was adopted for the study and the target population was 323 respondents from which a sample size of 178 was calculated and 126 respondents were reached. Stratified random sampling technique was used to group the sample into Parents, Class teachers, Head teachers and Deputy Head Teachers. A key informant was selected and this was the County Education officer. A structured questionnaire, document analysis, and an interview schedule were used to collect information. The data was analyzed using descriptive and inferential statistical analysis tools upon which the results were presented in tables and graphs for the quantitative data and qualitative information was presented in verbatim to complement the secondary and quantitative data. The study therefore concludes that monitoring of pupils progress will lead to increased number of girls completing school in Lafey Sub County. From the results, we can note that school monitoring mechanism highly influences girls, participation and completion and those cannot happen if they do not attend school in the first place. The study therefore recommends the strengthening of monitoring mechanism to go beyond school compound so as to encourage school attendance by girls in Mandera County.
Keywords: School based factors, girl's academic progression, public primary schools.

Introduction

Pupil academic progression has remained an important indicator and plays a key role in a student's academic success in education. Academic progression refers to pupils or rather learners remaining within one level of education institution and completing their program of study within a specific timeframe (Riggert *et al.,* 2006). Omondi (2013) defines academic progression as a state where registered school pupils progress from Pre-primary to standard eight without dropping out of school. Millions of girls around the world fail to enroll or to complete their primary education cycle. This failure of girls to complete primary education is a key concern which has received international attention for the past two decades (Mikisa, 2019).

The UNESCO (2015) reported that 124 million children (18%) of those who enrolled at the primary school level, dropped out and another 130 million did not gain basic reading or mathematics skills. Girls constituted the largest proportion of those who dropped out, many of whom were from Sub-

Saharan Africa. The report further found that 63.6 million children are still out of school (29.3 million boys and 34.4 million girls), again indicating that more girls than boys are educationally disadvantaged.

Booth (2014) study in Cambodia reported that there is also the attitude that girls lack the motivation to do well in school and that this lack of motivation carries on into adult life. This attitude is shared by parents, teachers, and, sadly, the children themselves. Teachers, particularly male ones, tend to favor boys in the classroom, calling on them for answers and not engaging the female students in any meaningful way. In India, Huisman and Smits (2015) found that availability of resources that facilitate learning, such as electricity, blackboards and school books have an important influence. A quality indicator, which might be especially important to girls, is the presence of female teachers. Male teachers might not provide girls with enough support, or might even be sexually threatening to them (Leach, 2006).

In Pakistan, Farooq *et al.,* (2017) analysis of the problems faced by female primary school teachers in District Muzaffarabad revealed that the female teacher faced selection problem, lack of high level qualification, lack of professional/teaching training and Government negligence regarding female teacher issues were a major challenge facing female girls primary school teachers which can also have a negative impact on girl academic progression in these schools. Shahidul and Karim (2015) conceptual framework of factors contributing to poor girl academic progression among the school level factors consisted of extracurricular activities, gender of teacher, feminine facilities in school, teachers' attitude, and school distance.

In Sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002 (Offorma, 2009). In Zimbabwe, the problem at stake is that there are several challenges that affect the school academic progression of the girl child resulting in the girl child often dropping out of school and missing out on school completion. Mutanana and Gasva (2016) study showed that about 9% dropped out of school because of the need to earn money, socio-cultural factors including patriarchy and differential gender-roles highly impacted negatively on the school academic progression of girls. The study concluded that the dominant challenge in the predominantly patriarchal rural set-up is poverty and lack of money to support the girl-child's education. In Ghana, Ananga (2011) study on dropout rates in Sub-Saharan Africa found that the foremost cause of higher rate of girls' dropout was the attitude of teachers towards girls in class as teachers tend to favor boys than girls in terms of academic performance and achievement which led to dropout.

Literature Review

School Monitoring Mechanisms

Akinyi (2011) examined the factors that influence the academic progression of female students in secondary schools in Kisumu County. The study found that majority of the respondents indicated that only performers in academics were rewarded. The findings further showed that not everyone was rewarded, and often than not, girls did not make it to the top. This affects their morale and self-esteem. There is strong evidence that when children combine school and work, as the number of hours in work increases, school attendance falls. According to Musungu (2010), one of the strategies to promote girls' education is ensuring that the timing of the school day fits with girls‟ domestic workloads, and ensuring a high quality of education in a safe and secure environment. Monitoring student progress on a regular basis also enables the teacher to analyze a student's current performance level, as well as evaluate growth throughout a school year. A Forum for African Women Educationalists (1998) report indicated that many schools do not collect and keep records of the progress of the students in terms of academic progression, attendance, achievement and drop out, as well as data on teachers' participation and performance which results to lack of follow up. Moreover, ineffective school leadership will usually lead to a host of problems both for students and staff. Often lack of supervision skills and assessment is linked to this problem.

Research Methodology

The study used the descriptive research approach. Descriptive research often analyses the existing relationships; prevailing practices; beliefs, views, or attitudes; on-going processes; or developing trends (Moffatt, 2015). The target population for the study was parents-teachers associations (PTAs) in the 14 public primary schools in Lafey Sub-County. The PTA consists of 11 parents, 10 teachers, 14 headteacher and 14 deputy headteacher. The research further conducted an interview with one county education officer from Lafey Sub-County which translates to a target population of 323 respondents. Yamane (1967) sampling formula was adapted for this study to determine the sample size for the study as 178 respondents. A questionnaire was used to gather the primary data from the target population. The first step of data collection was to seek a letter of introduction from the University Human Resources and Development Department authorising the data collection exercise for this study. This was followed by applying for an ethical review from the Jomo Kenyatta University of Agriculture and Technology (JKUAT), Institutional Ethics Review Committee (IERC). Once these documentation and permissions have been granted, the investigator visited the Mandera County Education office to seek permission to collect data in public primary schools in Lafey Sub County. The data was coded after the data collection process and before capturing the data into statistics software. The Statistical Package for the Social Sciences (SPSS) Version 25 was used to analyze the data. Inferential and descriptive statistics were used to analyse and make conclusions from the data. Frequencies, means, and percentages was the descriptive statistical tools that were used.

Research Findings

School Monitoring Mechanisms and Girls' Pupil Academic Progression

The first specific objective of this study was to determine influence of school monitoring mechanisms on pupil academic progression in primary schools. This variable was measured using three sub-variables which include; monitoring mechanism, feedback mechanism, and staff student mechanism. Under this, several questions were asked and the statistical responses are summarized in the table below.

Table 1. Descriptive statistics on school monitoring mechanisms.

	Mean	Std. Deviation
The subject teachers always closely examine girl pupils class work.	3.93	.860
I always ensure that I go through my girl child home work.	4.07	.782
The school administration assess performance of girls in the continuous assessment test.	4.02	.867
Girl pupils and teachers can interact within the school environment.	3.85	.801
The school administration provides a supportive teacher-student relationship in the school.	3.86	.901
The class teacher always gives girl pupil feedback about their class assignment.	3.90	.480
The parents are provided a chance to give feedback on their girl child performance in school work.	3.44	.890
The school administration gives feedback about girl child performance in mid and end-term examinations and assessments.	3.55	.900

Findings from Table 1 above indicate that all the respondents agreed that subject teachers always closely monitor girls' pupil class work. There is strong evidence that when children combine school and work, as the number of hours in work increases, school attendance falls. According to Westrick, & Yuen (2007), one of the strategies to promote girls' education is ensuring that the timing of the

school day fits with girls' domestic workloads, and ensuring a high quality of education in a safe and secure environment. Monitoring student progress on a regular basis also enables the teacher to analyze a student's current performance level, as well as evaluate growth throughout a school year. This thereby implies that effective monitoring is an essential element of a learning and ultimate academic performance (Marriott & Goyder, 2010).

Factor analysis

To find out the extent to which the findings of table 1 above are related to the variable of monitoring mechanism, factor analysis was carried out. It was conceptualize to have three sub-variables which include, monitoring mechanism, feedback mechanism, and staff student relationship. The table below shows the summary of the results as extracted.

Table 2. Total Variance Explained.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.854	55.064	55.064	3.854	55.064	55.064
2	.885	12.636	67.701			
3	.628	8.973	76.674			
4	.545	7.791	84.464			
5	.412	5.879	90.343			
6	.368	5.252	95.595			
7	.308	4.405	100.000			
Extraction Method: Principal Component Analysis.						

The table above shows the components extracted through the factor analysis with regard to school monitoring mechanism. The results show that only one component was extracted (with Eigenvalues of above 1) instead of three as had been formulated in the conceptual framework. The single extracted component has a total variance of 55.064% which was above the threshold of 50%. The table below show how the different statements related to school monitoring mechanism were loaded in the respective component.

Table 3. Component Matrix.

Pupils progress monitored	Component
The subject teachers always closely examine girl pupils class work	.742
I always ensure that I go through my girl child home work	.782
The school administration assess performance of girls in the continuous assessment test	.805
Girl pupils and teachers can interact within the school environment	.691
The school administration provides a supportive teacher-student relationship in the school	.703
The parents are provided a chance to give feedback on their girl child performance in school work	.708
The school administration gives feedback about girl child performance in mid and end-term examinations and assessments	.756
Extraction Method: Principal Component Analysis.	

Table 3 above show the statements that congregate on the component of school monitoring mechanism which is pupil progress monitored which is the only theoretical concept that could be confirmed empirically. This implies that monitoring mechanism is very important in ensuring girls' pupils achieve their goals of accessing and participating in the academic process thus empowering

their community especially in regions where girls were traditionally marginalized when it came to education (Akinyi and Musani, 2015). Descriptive statistics was then utilized to check whether they agreed or disagreed on the influence of school monitoring mechanism results are summarized in Table 4.

Table 4. Descriptive statistics on school monitoring mechanism.

	Mean	Std. Deviation	Cronbach's Alpha
Pupils progress monitored	3.8152	.63505	.862
N = 126			

The descriptive statistics for the extracted component shows that pupil progress monitored had a mean of 3.8152. This simply means that the respondents agree that mechanisms to monitor pupils' academic progress are in place and are effective. This is in line with findings of (Ouma, 2013) which concluded that girls' pupil assured completion was highly linked to the ability of pupils' progress being monitored.

The result of this study is also consistent with study by (Ouma, 2013) which emphasized on the need to shift the traditional forms of monitoring which was only left to teachers and recommends a combined effort and integration of role sharing both on the side of teachers, guardians and caregivers to ensure the successful attainment of progress in academic through monitoring girls pupils.

Conclusion

From the study, we can note that school monitoring mechanism had a positive and significant influence on pupils' completion. The study therefore concludes that monitoring of pupils progress will lead to increased number of girls completing school in Lafey Sub County. It also concludes that pupils' participation and attendance are not affected by monitoring mechanism as those are attached to other factors such as family poverty levels among others.

Recommendations

From the results, we can note that school monitoring mechanism highly influences girls, participation and completion and those cannot happen if they do not attend school in the first place. The study therefore recommends the strengthening of monitoring mechanism to go beyond school compound so as to encourage school attendance by girls in Mandera County.

Conflicts of interest: There is no conflict of interest of any kind.

References

1. Akinyi, O.D. and Musani, C.E. 2015. School based factors affecting Girls Academic Performance (KCSE) in Mixed Secondary Schools: A Case of Nakuru Municipality. European Journal of Educational Sciences, 2(3): 18-52.
2. Akinyi, O.P. 2011. Factors that influence the academic progression of female students in secondary schools in Muhoroni Division Muhoroni District, Kisumu County. Nairobi, University of Nairobi.
3. Ananga, E. 2011. Dropping out of School in Southern Ghana: The Push-out and Pull-out factors. Center for International Education, University of Sussex.
4. Booth, M.N. 2014. Education and gender in contemporary Cambodia. International Journal of Humanities and Social Science, 4(10): 42-50.
5. Farooq, M.S., Feroze, N. and Kai, Y.T. 2017. An analysis of the problems faced by female Primary School Teachers in District Muzaffarabad. International Journal of Research in Humanities and Social Studies, 4(11): 30-39.

6. Forum for African Women Educationalists. 1998. FAWE Annual report 1998: Focus on National Chapters.
7. Huisman, J. and Smits, J. 2015. Keeping children in school: effects of household and context characteristics on school dropout in 363 districts of 30 developing countries. Sage Open, 5(4): 1-16.
8. Leach, F. 2006. Researching Gender Violence in Schools: Methodological and Ethical Considerations. World Development, 34 (6): 1129–1147.
9. Marriott, N. and Goyder, H. 2010. Manual for Monitoring and Evaluating Education Partnerships. International Institute for Educational Planning 7-9 rue Eugène Delacroix, 75116 Paris, France.
10. Mikisa, H.I.J. 2019. Retention of Girls at Primary School in the Busolwe Sub-County Butaleja District, Eastern Uganda. Retrieved from https://tigerprints.clemson.edu/all_dissertations/2327
11. Moffatt, S. 2015. Contextualizing Scientific Research Methodologies. IOSR Journal of Research and Method in Education, 5(6): 52-57.
12. Musungu, N.W. 2010. Factors influencing enrolment and participation of girls in secondary education in Siaya, Kenya. Masters Research Project. Nairobi, University of Nairobi.
13. Mutanana, N. and Gasva, D. 2016. Challenges Affecting the School Retention of the Girl Child in Hurungwe District of Mashonaland West Province in Zimbabwe. North Asian International Research Journal of Multidisciplinary, 2(9): 1-16.
14. Offorma, G.C. 2009. Girl-child Education in Africa. Keynote Address Presented at the Conference of the University Women of Africa Held in Lagos, Nigeria, 16th-19th July, 2009.
15. Omondi, M.A. 2013. Factors Influencing Academic progression of Pupils in Public Primary Schools in Drought Prone Areas in Turkana Central District, Kenya. Research project. Nairobi, University of Nairobi.
16. Ouma, O.G. 2013. Factors Affecting Participation of the Girl-Child in Secondary School Education in Migori District, Migori County, Kenya. University of Nairobi.
17. Riggert, S.C., Boyle, M., Petrosko, J.M., Ash, D. and Rude-Parkins, C. 2006. Student employment and higher education: Empiricism and contradiction. Review of Educational Research, 76(1): 63-92.
18. Shahidul, S.M. and Karim, A.H.M.Z. 2015. Factors Contributing to School Dropout among the Girls: A Review of Literature. European Journal of Research and Reflection in Educational Sciences, 3(2): 25-36.
19. UNESCO. 2015. Education for All Global Monitoring Report 2000-2015: Achievements and Challenges. Paris, United Nations Educational, Scientific and Cultural Organization.
20. Westrick, J. and Yuen, C. 2007. The intercultural sensitivity of secondary teachers in Hong Kong: A comparative study with implications for professional development. Intercultural Education, 18(2): 129–45.
21. Yamane, T. 1967. Statistics: An Introductory Analysis. 2nd Edition, New York, NY: Harper and Row.

Citation: Anab Maalim and Maurice M. Sakwa. 2023. Influence of School Administration Monitoring Mechanisms on Girls' Academic Progression in Public Primary Schools in Lafey Sub County. International Journal of Recent Innovations in Academic Research, 7(2): 1-6.