

**GENDER AND ACADEMIC PERFORMANCE OF PRIMARY SCHOOL  
PUPILS. CASE STUDY OF BUDALANGI DISTRICT PRIMARY  
SCHOOLS, KENYA**

**BY**

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## **DECLARATION**

I declare that the contents of this research dissertation are of my efforts and have never been submitted to Kampala international University or any other institution of learning for the award of any academic qualification.


**GAUNYA N LEVINA**

Sign  .....

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## APPROVAL

I hereby certify that GAUNYA N LEVINA did his research proposal under my supervision.

Sign; .....

Date; .....8/11/2012.....

MS. GWOKYALYA EDITH

Supervisor

## **DEDICATION**

I dedicate this peace of work to my parents Mr. Nakhendo Anthony and Mrs. Elizabethan Mbasi for their support during g my stay at campus and completing this work.

I also dedicate this work to my sisters and brother for their encouragement during my research.

Special thanks goes to my friends for having encouraged me a lot and advising me during my research.

I also than my supervisor Ms. Gwokyalya Edith for having helped me during my research through guiding and advising me, may the almighty bless her abundantly

## **ABSTRACT**

This paper examines the gender disparities in academic performance of pupils in sample selected schools in Bunyala division. Using the information obtained from the field study of sample selected schools from division, the study tries to uncover the reasons as to why the performance of girls in primary schools is generally poor. The study unveils that though there have been plans by the Kenyan government to ensure that the performance of the girl child has improved much still has to be done. The teacher element and cultural factors are the key causes the researcher finds to be impacting negatively on the academic achievement of the girl child.

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## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background Information

There has been a difference in academic performance of students in the Kenya schools in terms of gender. The boys have shown a better performance than girls over years now. The performance of boys in sciences has been much higher than girls. Mathematics has been the subject which has troubled the girls the most. Girls have come to belief that they cannot make it in life and have given up that they can make it in life like the boys. Traditionally the house work was meant to be done by the girls while the boys were taken as superior over the girls.

The word gender is used in several contexts to describe binary differences, more or less loosely associated by analogy with various actual or perceived differences between men and women. The gender the researcher is talking about is the differences between the performances of boys. And girls in academics. The researcher has decided to carry out the study because of the declining standards of girl's academic performance in his school. The researcher would like to find out why this is the case and find out the possible solutions to these problems and recommend to the ministry of education on how best the girl's performance can be improved to match that of boys. From the termly results that have been released by the researcher's school for the last five years, they show that girls have been performing poorly than boys. Also the researcher has found that girls in the lower forms perform better but when they are about to sit for their final examinations their performances start to deteriorate and they eventually end up performing dismally. This has made the researcher to have a concern on what really takes place that leads to this scenario. Like in one case a girl would be in the first position academically from form one to form three but reaching form three her performance drops seriously. While for boys, the drop is a slight one.

What is baffling the more is that whether the girls and the boys are subjected to the same conditions of study, the boys still end up performing better than the girls. Due to this gender difference we have had many male employees than female employees and this consequently



This led to poor living standards for the Kenyan people especially the young children and women. Though we have many male employees in the Kenyan job market, people have continued to suffer economically as most men are not responsible as compared to women who can use the least resources they have to better the living standards. It is from this background that the researcher would want to research on the causes of dismal academic performance of women as compared to the men hence coming up with solutions so that the women can also have same chances of employment in the job market and thereby improving the living standards of the Kenyan people.

The researcher would want to determine the role of the parents and teachers in this performance. The researcher also will try to find out whether these recommendations are implemented. The researcher is a teacher by profession. He holds a certificate from Kericho Teachers college and he is currently pursuing a bachelor's degree in early childhood and primary education at Kampala international university; He is the head of the science department in his school. The researcher also is a member of guidance and counseling panel in his school.

### **1.1 Statement of the Problem**

The researcher feels that the issue of gender and performance of students in schools has been neglected. When the Kenya certificate of education results are announced yearly the minister for education usually mentions that the boys performed better than girls but little has been done to ensure that this does not happen again. The government has formed various commissions to look into various issues in education but nothing has been done to find out why the girl child does not perform equally as the boy child. Teachers on the other side have done nothing to improve this now that they are the ones on the ground and who have first hand information as to why there is gender imbalance in terms of academic performance. Parents have been involved on the blame game that they are the teachers who are responsible for the poor performance of the girl child as compared to the boy child. It is because of the above unsolved problems that the researcher found a reason to dig deep into this matter that it be resolved once and for all.

## **1.2 Purpose of the Study**

This study is aimed at finding out why there has been gender imbalance on the academic performance of pupils on the day and boarding primary schools. The study will also be aimed at finding out why the boy child performs better than the girl child in terms of academic performance. The study will also be aimed at finding out the role of the teachers and parents on the gender difference on the academic performance.

## **1.3 Objectives of the Study**

### **1.3.1 General Objectives**

The study will find out why girls perform poorly in exams than boys. Generating more knowledge on the already existing is another aim of this study.

### **1.3.2 Specific Objectives**

The study will be aimed at comparing the performance of the girl child and the boy child. The study also will be aimed at finding out why there is gender disparity in academic performance of pupils in day and boarding primary schools. The study will also be aimed at generating more knowledge on the already existing knowledge on the gender disparity on the academic performance of pupils in primary schools.

## **1.4 Research Questions**

1. What are the causes of gender in academic performance of pupils in primary schools?
2. How does the performance of the pupils in boarding schools compare to the performance of pupils in day schools? -
3. How does the performance of the girl child and the boy child compare?
4. How have teachers and parents contributed to the gender gap on the academic performance of pupils in primary schools?

### **1.5 Scope of the Study**

The study covers a range of issues affecting the girl child's performance with regard to the academic performance of the boy child. For purposes of brevity in this research critical issues will be selected and they include; the number of day schools and boarding schools in the .ct, differences in facilitation of day schools and boarding schools, the difference in performance of girls and boys in day schools and boarding schools, factors hat cause the gender in academic performance. Theory will be limited to Budalangi district which will be taken as a representative of the Kenya students.

### **1.6 significance/Justification of the Study**

This study will assist the ministry of education to improve the national examinations results of girls.

The study will assist the teachers to develop a good method of passing information to the pupils in order to cater for the low achievers who are perceived to be girls for this case.

The study will assist the parents to realize the difference in performance of the girl child and the boy child so that they can provide a level ground for both to equally compete.

### **1.7 Definition of Terms**

1. Academic performance: this refers to the student's achievement in exams and in class.
2. Questionnaire: This is a research instrument that contains a list of questions meant to be answered by the research group.
3. Interview schedule: is a research instrument that contains questions to be directly administered on the people being studied by the person caring out the research.
4. Gender: The word gender is used in several contexts to describe binary differences, more or less loosely associated by analogy with various actual or perceived differences between men and women.

## **1.8 Limitations of the Study**

The area of study is quite large; this means that the study will need more time dedicated to it than there is. To solve this problem the researcher will sample the schools randomly and will work tirelessly in order to complete the research within the stipulated time. For a successful study to be accomplished there is need to use a lot of money and money is not always available, however for purposes of this study, the researcher will be forced to look for funding. Another problem is lack of cooperation from some pupils who may view questioning as way of trapping them and bringing to book and eventually expelling them. However, the researcher will try to explain the aim and benefits of the study to them and to the republic as a whole.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

In this section the researcher has reviewed the various written materials related to there are of study by different authors in order to shade light on what he has researched on. Information on the pattern of participation and educational achievement of African girls and women is very limited. However, an attempt will be made to examine the major explanations offered regarding the low participation and poor achievement of women in schools by reviewing those limited pieces of literature on women in Africa and elsewhere.

#### **2.1 Enrolment and participation**

Literature shows that African women are under-represented in primary, secondary and tertiary levels of education, except in Southern Africa where their enrolment ratio is equal to that of men, as shown in the case of Botswana and Namibia to some extent.

In many developing countries, girls are expected to contribute to child care or home production at an early age (Psachoropoulos). 1985). Education of girls is a low priority to many poor families, but that of boys, a security for old age. Poverty and unwillingness to bear the educational cost of books, uniforms and other expenses have contributed to lower participation of girls in education. However, the origin of the preference of sending boys to schools is not solely economical, but also cultural. Psachoropoulos (1985) states that in the Middle East and North Africa, religious and socio-cultural traditions such as early marriage, child bearing and an unwillingness to allow girls to travel long distances explain low participation of women in education.

Regarding academic achievement of women, a research study analyzed 'O' level (Grades 11 -I A12) examination results in Botswana, Zambia Kenya and revealed that girls perform poorer than boys in almost all subjects, especially in Physical Sciences, Biology and conventions ... they fashion habits of thought and together with the family and economic structures peculiar to each

society, help to determine the status of women.’ (DuPont, 1981) Coombs (1985) cited discriminatory hiring practices in employment as factors affecting educational performance and achievement of female students. The labour market of many third world countries, characterized by low participation of women and job segregation by sex, limits female workers to the few job opportunities reserved for women and therefore affects the female students’ occupational aspirations and expectations, having a direct bearing on their educational achievement. The selection of field specialization of students, parents and teachers will be influenced by the knowledge of which jobs are available to women. Some studies attribute the low performance of female students in schools to their socio-economic environment, but such a relationship is not found to be conclusive in developing countries as in the developed ones. Duncan (1989) reviewing several studies undertaken in Africa, concludes that the inter-relationship between the socio-economic background of students and their academic achievement reveals a complex situation which is still under debate. Studies referred to in Duncan, such as Heyneman’s (1976), Hussen’s (1977) and Kann’s (1981), showed a weak relationship between the socio-economic background of parents and the achievement of Uganda’s and Botswana’s students in schools, while Simmon and Alexander (1980) have concluded differently, revealing the important influences that home background has on achievement in primary and lower secondary schools. A positive relationship between levels of urbanization, which is an aspect weakened by malnutrition and diseases.’ (P.33).

### **2.3 Intervention Made to Improve Girls’ Education**

Socio-economic environment, and female student achievement at the primary level was found in a study by Kann (1981). Debele (1980), in her study on school wastage among girls and boys, stated that the ratio of girls enrolment in high school correlated with their families’ — occupational category. The societal values that are reflected in the structure of the school, its administration, the hidden curriculum, teachers’ behavior and attitude, and school text books, work as influencing agents on academic performance of girls in school. In such regard, the following observation was made by Duncan Wendy. Engendering School Learning. Institute of International Education, University of Stockholm (1989): ‘While women form the majority of the teachers in primary schools in the Western countries, this is not true in many African countries. The proportions decline even further at the secondary and tertiary levels.

Less information is available concerning women in administrative positions. Nevertheless, it is clear that in most African countries, few are appointed as principals... Segregating women into the lowest states of jobs, school authority and staffing structures reinforce the view that women occupy a subordinate position in the work place (p.20)

Furthermore, official textbooks also transmit gender-related values and attitudes. In Biraimah's analysis of textbook illustrations, women constituted only 10% of all people presented in the illustration. These women were depicted as weak and passive, mostly performing household chores. Similar analysis of elementary school textbooks was also conducted by the Curriculum Department of the Ministry of Education of Ethiopia, revealing that no female referred topics were used in science subjects and the majority of the proper names in textbooks are male. The adjectives used to describe women are: fertile, pregnant, breast feeder, pretty. While those used to describe men were: revolutionary leader, freedom fighter, soldier, etc. Women were mentioned in scientific/professional sphere of activity very sparingly and men, frequently. (Gender Analysis of Primary School Textbooks, 1980). Such portrayal of women in official textbooks has very negative implications for female students. The infrequent appearance of women in textbook illustrations gives them fewer role models with whom to identify. Moreover, the portrayal of those women who do appear in the illustrations as weak and a nurturer only strengthens the stereotyped role of women in the society. Female students' poor performance in school can be related to their life styles too. Most of them do housework; cooking, taking care of younger brothers and sisters, generally helping their over-burdened mothers, and training for their future roles as wives and mothers. This leaves them very little time for their studies. Chahaud (1970) states the following to show the effect of household chores on school work;

They are overwhelmed with a "of fold burden of work at school and at home. The stay-down for girls is higher than that of boys. They have less time to study and therefore give their studies less attention and become more tired because of their duties home. This drain on their physical energies is not a factor to be ignored, especially when their bodies are already Governments, NGO's and institutions have made many interventions in the form of programmes, policies and projects in order to increase the participation of girls in education, especially in Primary education.

Some of these inputs, practices and factors have had a measurable, positive impact on girls' acquisition of primary education in developing countries, while others have had negative or no impact at all.

A brief description of some of these strategies will be discussed below in order to generate further discussion:

Universal Primary Education - since the '60's, the agenda on educational development was providing access through expansion of schools, leading to the provision of universal primary education. Such provision, of course, has increased the overall number of girls enrolled in school for the last 30 years. However, enrolment ratio still indicates that girls and boys have not equally benefited from such measures. The case of Tunisia, Egypt, etc. has indicated such educational measures have their limits in increasing girls' participation in education. In some countries, they have even widened the gap of gender disparities.

Relaxed Criteria- Some countries have used reduced admission qualifications for girls. Nigeria, for example, has used lower cut-off points for secondary and tertiary education. Separate secondary schools selection criteria for girls are used in Malawi. Lower cut-off points for girls are also used for tertiary education in Ethiopia. However, schools which used such measures were perceived to be schools of low quality.

Quota Policies - Very few countries have instituted quota policies or positive discrimination measures favoring girls at the junior and secondary levels, but they are moderately used for tertiary education.

Bringing Schools Closer to Girls - Proximity or distance from school is frequently cited as a major factor of girls' educational participation. Many cases indicate that girls' educational participation increased when schools were located within a short distance (Egypt, Philippines, and Indonesia).school work:

Alleviating Financial Constraints - Measures such as free education, incentives, subsidies, scholarships, provisions of school supplies, etc have been used in order to encourage girl participation in education -



Educating Parents and the Community - Since parents' resistance to girls' education is not limited to economic reasons, but also to a lack of appreciation of the benefits of girls' education to society, measures have been taken in order to sensitize the community to the issue. Using the media, making the community participate in activities of girls' education, parental literacy, are just some of the methods used to create awareness in the community. In conclusion, I would like to suggest that by drawing from the experience of other countries' educational activities and institutions, we in this meeting should be able to come up with workable measures and plans of action that will enable us to close the educational gender gap in our respective countries.

#### **2.4 Why Do Fewer Females Participate In Science, Mathematics and Technology Courses in Kenya**

According to Peter Ominde (2008), gender differentials in science mathematics and technology (SMT), page 1-3, the book discloses the problem associated with gender differentials in science, mathematics and technology (SMT) in Kenya. Data for the study were obtained from a survey conducted In March 2005 in two local. Government areas The book confirms the earlier assertion that females are underrepresented in SMT. It also reveals that: more than 70% of the household heads, 61.2% of mother and 64.4% of children accepted that there was gender disparity in SMT; socialization process &ulted gender biases through the different roles and responsibilities assigned to boys and girls. A package of communication strategies are therefore recommended to sensitize people on the need of girls to be actively involved in SMT. In spite of various actions and inputs by government as well as intervention by the non-governmental organizations (NGOs), religious organizations and international organizations, girls still lag behind boys at all levels of education. They continue to avoid courses, which lead to career in sciences and technology. Deeper forces in society that extend well beyond the boundaries of educational systems, institutions and processes, cause gender inequality in science, mathematics and technology (SMT) as observed in some studies Alele Williams 1988, the basic causes of gender discrimination is against women involvement in education generally, are deeply rooted in social-culturally determined attitudes. The social cultural factors include patriarchy which encourages and perpetuates discrimination against females, sex stereotypes, division of labour in which domestic chores at home are assigned to females. All these factors tend to discourage females from more active participation in SMT.

For instance, in some homes, particularly of illiterate parents who still form the majority of Kenya population, education of boys is given more priority and more prominence in the view of the need to perpetuate family in competitive society. Furthermore the cultural division of labour stereotypes certain careers as on feminine and incompatible with mental demands largely because majority of science and technology-related career have in-built inflexibility in work schedules, requiring those involved to be taken out of their homes to the laboratory or the field, they are believed to be incompatible with feminine responsibility to meet the dual-role demand of homework. The researcher agrees with the above ideas but he would like to determine. Some more other factors that cause gender in academic performance and come up with some solutions rather than giving the reasons and not their solutions.

## **2.5 Life Skills, Sexual Maturation and Sanitation**

The book Peter Mutunga and Julie Stewart (2003), Life skills, sexual maturation and sanitation, page 2-3 consist of six case studies and several tables and an introduction and conclusion. The researcher's fond "great gender disparity in access to education and performance at all tiers of education" linked to several factors: infrastructural shortcomings, an examination oriented curriculum, inadequate teacher training, insufficiently implemented educational policies, and negative cultural beliefs, attitudes and practices surrounding girls' puberty both at home and school.

Kenya girl tend to start school older in age than boys, have higher primary school dropout rates than boys, experience sexual maturation while still in lower grades even though family education is not taught until the middle school years, are prioritized. Lower than boys in the wider cultural context, particularly where education is concerned and receive education from policy makers and planners who are predominately male. Macro-level variables shaping gender disparities in education include Kenya & high fertility rate and population growth, drought and economic decline in the late 1990s and early 2000s, geographical, and cultural diversity and poverty as well as what rural parents often experience the exorbitant costs associated with education-school fees, mandatory uniforms, and supplies, institutional problems from large: underequipped infrastructures with severely inadequate sanitation systems make girls modest management of personal hygiene and imposing if not impossible challenge. Unable to manage menstruation with

dignity at school, many simply choose not to attend when having their menses and so fall behind in lessons.

Problems stemming from infrastructural shortcomings are compounded by an examination oriented curriculum into which life skills are not sufficiently integrated or adapted to local contexts and conditions. The simultaneous lack of teacher training in life skills pedagogy and support systems such as counseling to help primary school girls cope with the physiological, psychological and social processes associated “tremendous bodily emotional social changes.

Accompanying sexual maturation, including understanding their sexuality” exacerbates gender disparity. Researchers report that both female and male teachers and male pupils have negative attitude towards pubescent and prepubescent primary school girls. The study also reveals “the serious gaps and anomalies between government policies, especially in education and health sectors and what actually happens on the ground” and concludes that “many of these gaps are due first to be a general laxity and neglect in the enforcement of policies or legislation and lack of accountability among some of the managers and policy makers of education and health systems”.

## **2.6 Comprehensive Gender and Education Sensitive Study and Analysis.**

According the book Ben Murunga(2004), Basic education in Kenya, page 22, gender learning network was implemented in selected secondary schools in Kenya district in Western provinces. The project targeted enhancement of enrolment, retention and completion of schools by the girl child. The project involved capacity building and dialogue session aimed at addressing the issues affecting the girls’ education at school and community level. A similar study was carried out in B.ott district and B4atangi division (Bub1It). The study was focused on exploring the cultural beliefs and practices and how they impact on the lives and education prospects of girls and boys. The findings of the study were to be used to enhance dialogue on the cultural beliefs through participatory analysis towards the reduction of harmful effects and reconsider perceived values.

Support by action aid western region. Capacity building for school principals and departments. The focus of the capacity building has been on student centered and sensitive curriculum delivery and institutions management approaches.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

In this chapter the researcher gives a clear picture of the method that he used to collect data. These details include research approach, design of the study, target. Population, sample population, sampling procedure, research instruments, procedure of the study and data analysis.

#### **3.0 Research Design**

This study employed a descriptive survey method to determine the relationship between performance of the pupils and gender. It made use of interviews and questionnaires. The focus was made on pupils from sample selected schools from budalangi district. to be representative the research was centered on urban and rural schools in Budalangi. Pupils were selected randomly to respond to key questions.

#### **3.1 Environment**

This study was conducted in sample selected primary schools in Budalangi district. The district is found in Nai-province which is located on the western part of is about 130 kilometers from the provincial headquarters.

#### **3.2 Sample Selection and Size**

The study being a qualitative one, probability sampling method w used so that every element in the population was given a non zero chance of being drawn in the sample. Both qualitative and quantitative sampling methods were applied to get the correct data. Ten schools in the district were surveyed. A population of about five hundred and ninety was reached.

### 3.3 Respondents

The sampling population in Budalangi district reached was' SIX hundred and thirty seven. The targeted population included pupils, teachers and parents. The population included 77 parents, 20 teachers and five hundred and forty pupils. Six schools were sampled from the district; three day schools and three hoarding schools. The pupils population in each school was ninety of which the number of girls qual to the number of boys. Thirty pupils from each class were given questionnaires to fill. The number of boys in each class'15 and the number of girls reached was fifteen. Standard six to standard eight pupils were sampled because of their maturity to respond to the researcher's questions. The table below shows the pupils population reached in each school. The selected schools in Budalangi district were day and boarding primary schools.

**Table 4: Student's population targeted**

class	Standard 6	Standards 7	Standards 8
No. of pupil	30	30	30

Source survey

### 3.4 Research Instruments

This study utilized a researcher devised instruments which were independent interviews with parents assessing a number of different topics including academic performance of students by sex, causes of gender disparity in academic performance, academic performance, performance of girls by type of school among others.

Questionnaires were also used to test the above topics. The researcher administered the questionnaires in person to avoid any chances of getting the wrong information in case somebody filled them himself and cheated to have administered them as required. Questionnaires were the major instruments in the study because most girls find it difficult to respond to the interview questions face to face as they feel embarrassed.

Observation method was helpful in this research. The researcher observed some traits to the research as he administered the questionnaires to ensure that he received right information.

The parents who were not in a position to fill the questionnaires were interviewed using the same questions that appear on the questionnaires in the native language they understood.

### **3.5 Data Collection Procedures**

A letter was sent to the head teacher asking for permission to conduct the survey in his school. A letter also sent to the chief so that he can be requested to summon the parents for a chiefs meeting on the convenient date that agreed between the researcher and the chief. Thirty parents were then selected randomly from the parents in attendance and were either given questionnaires to fill or were interviewed. Class teachers were also given questionnaires to fill. In addition the class teachers for standard six to standard eight were requested to submit report books for the student for the last three ends of term examinations.

The researcher used probability sampling where girls and boys were provided each with equal folded papers of the same size with 10 labeled YES and the rest NO. The papers were shuffled and a allowed to pick a paper at a time. Those who picked the papers labeled YES filled the questionnaires. Student who were willing to respond to the questions directly were interviewed by the researcher.

### **3.6 Statistical Treatment of Data**

Frequency tables and percentages were used to determine the outcome of the research. After collecting the data, the researcher analyzed it basing on the objectives of the study.

The researcher interpreted the data in a qualitative analysis for

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### Introduction

In this chapter the researcher, has discussed the finding of the study. The researcher also has analyzed the finding of the study.

#### 4.1 FINDINGS

##### 4.1.1 DROPOUT RATE BY SEX

It was found that the dropout rate for girls was more than that of boys in any given year. Generally the dropout rate for both boys and girls increased drastically as from the year 2003 to year 2008. Further the research indicated that the dropout rate was more on standard seven and standard six. The dropout rate was the least in the lower classes. This is evident from the table below.

**Table 1: Average Dropout Rate by Sex**

YEAR	DROPOUT NUMBER OFBOYS	BOYS PERCENTAGE (%) DROPOUT	DROPOUT NUMBER OF GIRLS	GIRLS PERCENTAGE (%) DROPOUT
2004-2005	15	37.5	25	62.5
2005-2006	18	40	27	60
2006-2007	20	40	30	60
2007-2008	21	41.17	30	58.83

##### 4.1.2 Preference for Girl Child and Boy Child Education by Parents

The study showed that the parents preferred the boy child education than the girl child education. The study also showed that though parents generally preferred the boy child education, women

and younger parents preferred the girl child education. A few cases of parents said that they would prefer the education of both sexes. The question to the parents was “between girl child education and boy child education which one do you prefer?” The parents responded as shown on the table below.

**TABLE 2: Preference for Girl Child and Boy Child Education by Parents**

AGE GROUP (YEARS)	NUMBER OF PARENTS FOR BOY CHILD EDUCATION	%	NUMBER OF PARENTS FOR GIRL CHILD EDUCATION	%	NUMBER OF PARENTS FOR BOTH SEXES EDUCATION	%
18-25	1	1.298	6	7.792	10	12.99
26-33	1	1.298	5	6.494	9	11.69
34-41	2	2.598	3	3.896	7	9.091
42-49	4	5.194	2	2.597	5	6.494
50-57	6	7.792	1	1.298	4	5.194
Above 57	9	11.69	1	1.298	1	1.298
total	23	29.89	18	23.38	36	46.76

#### 4.1.3 Causes of Gender Disparity in Academic Performance

The question posed to the respondents was “What are the causes of gender disparity in academic performance?” Most of the respondents said that girls were culturally seen as inferior and for this reason they were overworked and had no enough time set aside for their revision and hence the poor results. Others said that the gender disparity was caused by the teacher element that is some teachers favoured boys than girls hence the gender disparity in academic performance. Some respondents said that the disparity was caused by early maturity of girls who are sexually harassed leading to their dismal performance in academics. The results on how the questioned responded is shown on the table below:



**TABLE 3: Causes of Gender Disparity in Academic Performance****Causes**

Causes	Number of respondents	Percentage (%)
Overworking one sex than the other at home	150	23.55
Cultural factors	212	33.28
Teacher element	113	17.74
Early maturity of girls	45	7.064
Lack of interest		9.419
Others	57	8.948
Total	637	100.00

**4.1.4 Academic Performance of Students For Year 2007 In Kenya Certificate Of****Primary Education (KCPE)**

The researcher requested the administration to provide him with the results for Kenya Certificate of Primary Education exams for the year 2007. From the results, the researcher found out that the boys performed better than the girls. The research further showed that the pupils in boarding schools had a better academic performance than the pupils in day primary schools. The results of the study are shown on the table below.

**Table 4: Academic Performance of Students for Year 2008 In Kenya**

Performance	Number Of Boys	Percentage (%)	Number Of Girls	Percentage (%)
Below Average	60	29.56	96	56.47
Average	81	39.90	44	25.88
Above Average	62	30.54	30	17.65
Total	203	100	170	100

#### 4.1.5 Academic Performance of Girls By Type Of School For Year 2007 In KCPE

The study showed that the girls in boarding primary schools performed better academically than girls in day primary schools. The results on the table below confirm these and they were obtained from the head teachers of various schools.

**TABLE 5: Academic Performance Of girls By Type of School for Year 2007 in KCSE**

Type of school	Above average	(%)	Below average	%	Average	(%)
Boarding school	20	66.7	31	32.29	32	72.73
Day school	10	33.33	65	67.71	12	27.27
Total	30	100	96	100	44	100

#### 4.1.6 Comparison of the learning facilities available for the boy child and the girl child.

The number of textbooks books bought for the boy child by the parents was slightly more than the number of books bought for the girl child. The researcher determined this by asking the

respondents to state the number of textbooks they possess currently bought by their parents. It was seen that in almost all the cases, the boy child had always more textbooks compared to the number of textbooks bought to the girls. In some schools also the girls complained that the learning materials were frequently given to the boys by the teachers more than the girls.

#### **4.2 ANALYSIS**

The dropout rate for girls was found to be higher than that of boys. This is because girls face various problems that force them to leave school unexpectedly. The problems include overworking by the parents than the boys which make them to have limited time in the school work. Some other causes for higher girls dropout rate for girls include attendance to the boy child more by teachers than the girls child hence the girl child loses interest in class work, cultural factors like girl child undergoes genital mutilation which makes her to have low self esteem and she eventually feels out of place and drops, constant declaration of the parents that the boy child is important than the girl child which makes her feel hated, early maturity of the girls exposes them to sexual harassment earlier than the boys and this makes them to lack focus and due to dismal achievement they drop out of school.

From the study, parents were found to prefer the boy child education than the girl child education. Some of the reasons given by parents were cultural and gender issues. Some parents said that the boy child education is important than the girl child education because the boy is considered an asset to the family as the girl child will eventually be married off and benefit the family that she will be married to. Because of this attitude the girls have had a poor performance than the boys. Some parents said that girls are more prone to sexual harassment than the boys and therefore are expected to perform poorly as compared to the boys and therefore there is no need to waste money on the girls who are likely to fail than the boys who are expected to perform better. Some parents said that the girls are there to provide dowry and nothing else and therefore there is no need to educate them.

The study showed that girls in boarding primary schools perform better than girls in day primary schools. This is because girls in boarding primary schools had enough time to do their home work and have self studies than the girls in day schools. The girls in day schools complained that they were not given time to carry out their private studies as most parents saw that this was a

waste of time. Boys showed a better performance as compared to the boys in single- sex schools. One reason being their more attendance by teachers than the girls and another being that the presence of girls makes the boys to have high self esteem which consequently leads to a better performance. The introduction of free primary education has further widened the gender gap in the academic performance. This is because; the increased enrolment of pupils has led to few hours of attendance to the pupils. further it was found that the performance of girls has been affected further as most employees of the government are the men and this makes the girl child to think that the girls have no place in the society and this consequently has led to their poor performance in academics. In the study, the teachers tend to have a bias towards the girls in terms of the giving of the learning materials. This might have caused the gender disparity in academic performance.

Generally the researcher found that at any given year the boys perform better than the girls and this is caused by the reasons stated above. Girls mature fast and feel out of place, parents and teachers discriminate the girl child as compared to the boy child and cultural beliefs are the major causes to gender disparity in academic performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATION**

#### **5.1 SUMMARY**

This study was aimed at finding out whether there is a difference in academic performance of the boys and the girls. From the study it was clear that the boys are better placed academically than the girls, the major cause being the cultural practices which down plays the girl child education and the teacher and parents who prefers boys over girls in education.

This is a clear indicator that teachers and parents must change their attitudes to girl child education if the girls are to be given same opportunity in the job market. From the study is also clear that the dropout rate for girls is more than that for boys and this tells us that something must be done to save the situation.

#### **5.2 RECOMMENDATIONS**

##### **5.2.1 THE GOVERNMENT**

The government must carry out regular schools inspection to ensure that the pupils are treated equally irrespective of gender. The government must set more boarding schools for bright girls because the study has shown that girls perform better in boarding schools than in day schools this is in order to close the gap in gender performance. The government should also enrol the bright boys in boarding mixed schools in order to promote their performance because the study has shown that boys perform better in the presence of the girls.

##### **5.2.2 TO TEACHERS**

Teacher should treat all the pupils equally irrespective of the gender to ensure that the performance gap is made close. Teachers in addition should give more attention to the weaker pupils to ensure that the disparity is eliminated now that the majority of students who perform poorly are the girls. Teachers must introduce guidance and counseling classes to guide the pupils in order to close the gap.

### **5.2.3 TO PARENTS**

Parents must desist from marrying off their girls early to encourage the girls to work hard as they tend to think that there is no need to work hard as they will finally be married off. Parents must guide their girls constantly to instill self discipline and self esteem in them.

### **5.3 CONCLUSION**

This research had its problems like lack of enough money, which in one way or another limited the number of questionnaires printed. Lack of funds also led to the delay in finishing this project, not as earlier anticipated.

The research methodologies used gave generally estimated results, not 100% correct. Nonetheless the results are a representative of reality in the field, and can be relied upon.

The ministry of education has a challenge to do proper research on gender disparity in academic performance to determine the other causes of gender gap in order to improve the results of schools. Teachers and parents have tried to ensure gender parity in order to better the performance of students, but more still need to be done especially the cooperation of the teachers and parents in order to succeed.

## **Appendices**

### **Appendix A**

#### **TRANSIMITAL LETTER FOR THE HEAD- TEACHER**

**GAUNYA N.LEVINA**

P.O. Box 20000,

Kampala.

The Head teacher,

.....Primary School,

Budalangi Division,

Bunyala District.

Dear Sir/Madam,

RE: TRANSMITTAL LETTER

I am a graduating student from Kampala International University and I would like to request for permission to conduct a research in your school which is a requirement for the degree Arts with Education. This letter therefore purposes to inquire from your executive office the opportune time when I can meet the intended Interviewees. Thanks and God bless you in advance.

Yours respectively,

GAUNYA N.LEVINA

Noted by:

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Supervisor

## Appendix B

### Questionnaire

Dear students,

You are kindly requested to answer/Fill the questions below to help GAUNYA N.LEVINA who is doing a research project on the topic, Gender and academic performance case study Budalangi Division, Bunyala district -kenya". This research is a partial fulfillment for the award of bachelor's degree in arts with education at Kampala international university. The information gotten from this questionnaire will be treated with confidentiality and will be restricted to academic purposes only.

Name.....

1. Class.....

2. Sex:            male ☐    female ☐

3. Age group    10-12    ☐  
                     12-14    ☐  
                     14-16    ☐  
                     16-18    ☐  
                     Above 18    ☐

4. Are you a day scholar or boarder?    Day scholar ☐    boarder ☐

5. How is your performance?            Below average ☐  
   Average ☐

6. What position do you take in your class?    Top ten ☐  
   Top twenty ☐  
   Top thirty ☐



Above thirty

7. How do the performance of boys compare to that of girls in your class?

Better than

Same

Worse than

8. Does your school have enough facilities for learning?

Yes  No

9. What makes boys perform better than girls in your own opinion? —

10. How many brothers and sisters do you have? One  Two   
Three  over three

11. Are you given the same amount of work to do at home as the boys/girls?

Yes  No

12. What kind of work are boys given at your home?

.....  
.....  
.....

13. What kinds of work are boys given at your home?

.....  
.....

14. Are boys and girls given equal treatment during learning in class?

Yes  No

15. How many are you in your class.....

16. How many boys and how many girls.....

17. How do the performance of single school compare to the performance of mixed schools?

Boarding school better ☐ day school better ☐

Equal ☐

To be completed by a class teacher.

Dear Sir/Madam,

You are kindly requested to answer! fill the questions below to help GAUNYA N.LEVINA who is doing a research project on the topic, “Gender and academic performance case study Budalangi Division, Bunyala District - Kenya”. This research is a partial fulfillment for the award of bachelor’s degree Art with Education at Kampala International University. The information gotten from this questionnaire will be treated with confidentiality and will be restricted to academic purposes only.

Name.....

1. Sex: Female ☐ Male ☐

2. Age group                      26-30                      ☐

31-35 ☐36-40 ☐41-45 ☐

46-50

51-55 

3. Which class are you a class teacher?.....

4. What is the number of pupils in your class?.....

5. Is your school a day school or a boarding school? Day school

Boarding school ☐

6. If a day, how many boys and how many girls?

Boys

Girls

7. How many girls or how many boys if a boarding school?

\_\_\_\_\_ Boys

\_\_\_\_\_ Girls

8. How do the performance of girls compare to that of boys in your school? Boys Better than girls

Girls better than boys ☐

Both are equal ☐

9. Do teachers treat students equally irrespective of gender, performance e.t.c.?

10. Where is the performance of girls better? Lower classes ☐

Upper classes ☐

11. Have you tried to improve the performance of girls by counseling them?

Yes ☐ No ☐

12. How many girls have dropped out of school for the last four years?

2004-2005.....

2005-2006.....

2006-2007.....

2007-2008.....

13. How many boys have dropped out of school for the last four years?

2004-2005.....

2005-2006.....

2006-2007.....

2007-2008.....

To be completed by a parent.

Dear Sir/Madam,

You are kindly requested to answer/fill the questions below to help GAUNYA N.LEVINA who is doing a research project on the topic, “Gender and academic performance case study Budalangi Division, Bunyala district –kenya. This research is a partial fulfillment for the award of bachelor’s degree Art with Education at Kampala International University. The information gotten from this questionnaire will be treated with confidentiality and will be restricted to academic purposes only.

1. Name.....

2. Age.....

3. How many children do you have? One ☐ Two ☐ Over Three ☐

4. How many are schooling?

One ☐ Two ☐ Three ☐  
Above three ☐

5. How many boys?.....

6. How many girls?.....

7. Do you treat both girls and boys equally? Yes ☐ NO ☐

8. What roles do you give to the boys?.....

.....  
.....  
.....

9. What roles do you give to the girls?.....

.....  
.....  
.....

How do the performance of your boys compare to that of girls?

Boys better than girls ☐

Girls better than boys ☐

Both equal ☐

12. Do you consult with the teachers in order to counsel your child on how best he or She can improve the performance? —

Yes ☐ No ☐

14. Between girl child education and boy child which one do you prefer?

Boy child ☐ Girl child ☐ both ☐

## **Appendix C: Interview Schedules**

### **Interview schedule for the parents who cannot read and write.**

1. Good morning sir/ma'am?
2. What is your name?
3. How many children do you have?
4. How many boys?
5. How many girls?
6. How many girls are schooling?
7. How many boys are schooling?
8. How many girls have dropped out of school?
9. How many boys have dropped out of school?
10. How many girls have gone for higher education?
11. How many boys have gone for higher education?
12. How do the performance of boys and girls compare?
13. What kind of work do girls do when they get home?
14. What kind of work do boys perform when they get home?
15. Do you give equal treatment to both boys and girls?
16. What generally makes the girl child to perform poorly as compared to the boy child in your own opinion?
17. Do you normally for consultation in school incase you realize a drop in you child's performance?
18. Have you bought for your child all the facilities required at school for smooth learning?
19. How can the performance of the girl child be improved?
20. How many of your girls have drop interview schedule for students

### **INTERVIEW SCHEDULE FOR STUDENT**

1. Good morning?
2. What is your name?
3. How many children are you in number at your home?
4. How many boys?
5. How many girls?
6. How many are in secondary schools?
7. How many in primary schools?
8. How many boys are schooling?
9. How many girls are schooling?
10. Which class are you?
11. Which position do you take in your class?
12. Are you in a mixed school or a single school?
13. How do you compare the academic performance of girls and boys in your class?
14. How. do you generally compare the performance of boys and girls?
15. Between boys and girls whose academic performance is better?
16. When you are at home, which kind of work are you given?
17. Is there any discrimination by parents in terms of work allocation at home?
18. Do you have enough time to do your home work?
19. Between boys and girls who are favoured in terms of work allocation at home?
20. In your own opinion why do girls perform poorer than boys? or



21. In your own opinion why do boys perform poorer than girls?
  22. Are teachers fair to all pupils when they are teaching?
  23. Do you receive equal treatment from the teacher
- Appendix D Plan for Data Presentation?

**TABLE 1: DROPOUT RATE BY SEX****TABLE 1: DROPOUT RATE BY SEX****SIZE OF SAMPLE: 400 MALES + 400 FEMALES**

YEAR	DROPOUT NUMBER OFBOYS	BOYS PERCENTAGE (%) DROPOUT	DROPOUT NUMBER OF GIRLS	GIRLS PERCENTAGE (%) DROPOUT
2004-2005				
2005-2006				
2006-2007				
2007-2008				

**TABLE 2: PREFERENCE FOR GIRL CHILD AND BOY CHILD EDUCATION BY  
PARENTS**

AGE GROUP (year)	Number of parents for boy child education	(%)	NUMBER OF Parents for girl child education	%	Number of parents for both sexes education	%
18-25						
26-33						
34-41						
42-49						
50 -57						
Above 57						

**TABLE 3: CAUSES OF GENDER DISPARITY IN ACADEMIC PERFORMANCE****CAUSES**

Causes	Number of respondents	Percentage (%)
Overworking one sex than the other at home		
Cultural factors		
Teacher element		
Early maturity of girl		
Lack of interest		
Others		

**Table 4: ACADEMIC PERFORMANCE OF STUDENTS PERFORMANCE**

Performance	Number	Percentage (%)
Below average		
Average		
Above average		

**TABLE 5: PERFORMANCE OF GIRLS BY TYPE OF SCHOOL**

Type of school	Above average	(%)	Below average	%	Average	%
Day school girls						
Boarding school						

## Appendix F

Table 1: Time Framework Format and Budget

TIME FRAME	ACTIVITY
March 2012	Proposal writing
April 2012	Proposal approval
May 2012	Preparation of instruments
June 2012	Pretesting the instruments
June 2012	Data collection
June 2012	Data analysis
July 2012	Report writing
September 2012	Submission of final report

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