

FACTORS INFLUENCING POOR PERFORMANCE OF PRIMARY GIRL CHILD IN
MATHEMATICS IN KHWISERO EAST ZONE, BUTERE DISTRICT

BY

CLIFFORD OMBASA MORARO

BED / 15467 / 71 / DF

A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF BACHELORS DEGREE IN
EARLY CHILDHOOD AND PRIMARY EDUCATION OF
KAMPALA INTERNATIONAL UNIVERSITY

OCT 2009

DECLARATION

I declare that this research is my original work achieved through scientific, readings and personal reflections. It has not been presented in any other university or college for academic award in either diploma or degree. All the referred sources and information have been acknowledges accordingly.

SIGNATURE:  DATE: 31/08/2009

NAME: CLIFFORD OMBASA MORARO

BED/15467/71/DF

APPROVAL

This project proposal has been submitted for examination with approval as a university supervisor

SIGNATURE: Nakirya DATE: 31/08/2009

MS. NAKIRYA MARGARET

(SUPERVISOR)

DEDICATION

To my dear wife Catherine Lutaya Liddoroh. I dedicate this work to my Supervisor Ms Nakirya Margaretwho has been guiding in this research. To my children Bosibori Charllothe, Malcolm Moraro and Augustine Okwena.

ACKNOWLEDGEMENT

The research study has been as a result of the contribution(s) and effort of several individuals.

Indeed , I'am greatly indebted to my Supervisor Ms Nakirya Margaret for all the guidance and help accorded to me during the research study.

I owe appreciation to the head teachers of the primary schools in Khwisero East Zone in Butere district where all the primary information for this particular study was obtained.

Due acknowledgement also goes to the staff of Kampala International University especially the department of Institute of Open and Distance learning and the Faculty of Education for the support accorded to me during the time of studies. Thanks goes to Mr Muhwezi Joseph, head of IODL department.

My wife Catherine Lutaya Liddoroh and children are acknowledged for whatever they sacrificed from the financial constraints to have me go for further studies.

I would not forget to give due acknowledgement, appreciation and honor to the Almighty God who has enabled me reach this higher stage in academics.

TABLE OF CONTENTS

Declaration.....	i
Approval.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of contents.....	v
List of tables.....	vi
List of Acronyms.....	vii
Operational definition of terms.....	viii
Abstract.....	ix
Chapter one: Introduction.....	1
1.0 Introduction.....	1
1.1 Background of the study.....	1
1.2 Statement of the problem.....	6
1.3 Purpose of the study.....	6
1.4 Objectives of the study.....	6
1.5 Scope of the study.....	7
1.6 Significance of the study.....	7
Chapter two: Literature Review.....	8
2.0 Introduction.....	8
2.1 Factors that influence performance.....	8
2.2 Gender and mathematics.....	10
2.3 Learning and the environment.....	15

2.4 Differential education based on gender.....	17
2.5 Socialization and education.....	21
Chapter Three: Research Methodology.....	23
3.0 Introduction.....	23
3.1 Research Design.....	23
3.2 Population.....	23
3.3 Research Instruments.....	24
3.4 Data collection procedures.....	25
3.5 Limitations of the study.....	25
3.6 Data Analysis.....	25
Chapter Four: Data Presentation, analysis and Interpretation of Findings.....	26
4.1 Introduction.....	26
Chapter Five: Discussion of Findings, Conclusion and Recommendation.....	32
5.1 Discussion of findings.....	32
5.1.1 Gender.....	32
5.1.2 Attitude and interest towards mathematics	32
5.1.3 Continuous assessment.....	33
5.1.4 Incompetence of the teachers.....	34
5.2.0 Recommendation.....	34
Reference.....	36
Appendix A: Questionnaire for Pupils.....	41
Appendix B: Questionnaire for Teachers.....	43
Introductory Letter.....	45

LIST OF TABLES

Table 1: Gender and Age bracket.....	27
Table 2: Causes of poor performance in mathematics about girl child and mathematics.....	28
Table 3: Poor performance due to domestic work	29
Table 4: What government has done to improve on girl child performance in mathematics...	30

LIST OF ACRONYMS/ ABBREVIATIONS

NGOs	Non Government Organizations
KNEC	Kenya National Examination Council
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
TSC	Teacher Service Commission
MOE	Ministry of Education
PTA	Parents Teachers Association.
HE	Higher Education
AA	Affirmative Action
SMT	Sciences, Mathematics and Technical subjects

OPERATIONAL DEFINITION OF TERMS

Domestic labour

This refers to any activity or work that is performed at home or school which requires one to use skills acquired at home.

Gender

This refers to the social categorization of based on their sex-female or male.

Gender roles

This refers to the duties, responsibilities and activities that are assigned to people on the basis of their sex.

Performance

This refers to overt behaviour that demonstrates dexterity, ability or expertise in carrying out a particular task expressed or measured in set ways like examinations.

Attitudes

This refers to the way of thinking, perceiving or responding to phenomenon that demonstrates feelings and perceptions of the respondent to that phenomenon.

‘Good Girls’

This refers to a girl who performs certain tasks and behaves in a particular way approved by the norms and expectations of the community.

Culture/Tradition

This has been used interchangeably to refer to the people’s ways of life as expressed through their attitudes, rituals, beliefs, values and pedagogic systems that are passed from generation to generation through the community’s socialization system.

ABSTRACT

This research study was used to determine the factors influencing performance of primary girl child in mathematics. The general objective was to investigate the level of poor performance of girl child in mathematics and measures to be undertaken to improve on the performance.

It was observed that more than fifty percent of the girl children in Khwisero East Zone had scored grades poorer as compared to the boys.

Literature gathered from scholars like Davis Kean , Janis Jacobs, Martha Bleeker, Jacquelynne Eccles, and Oksana Malanchuk stressed factors like; financial difficulties, women are still being underrepresented in science and mathematics graduate programs and engineering, parent values and attitudes, stereotypes , low teacher pupil ratio, poor teaching/ learning environment. These were in line with the topic under study.

Descriptive survey design was adopted because according to scholars like; Good, Travers and Orodho such a design could be useful for securing evidence on existing situations and to identify standards or norms with which to compare present and hence plan for forward.

The researcher generated questionnaires, interview guides and focused group discussions and observations were used for gathering data after passing the validity and reliability tests.

Frequency tables and percentages were used for easy interpretation. The respondents included pupils, head teachers and mathematics teachers.

This study utilized both qualitative and quantitative methods utilizing 1500 pupils , 50 teachers and 10 head teachers from primary schools in Khwisero East Zone.

The findings indicate that the parents stereotypes , attitude, incomes, domestic work , lack of text books, parents level of education and poor methods of teaching proved to be the major cause of poor performance of a girl child.

Sensitization of parents, in-service training of the teachers, recruiting more competent teachers, improving on skills to improvise, reviewing the curriculum , government supportive policy and reducing taxes on instruction materials are the measures that can be taken to improve on the performance of girl child in mathematics.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter will discuss the background of the study, the statement of the problem, the objectives, the hypotheses and the operational definition of terms.

1.1 Background of the Study

World over, women have been given a raw deal. They have some how been assigned lees status in the society. This has translated to less privileges and rights being accorded to them. More disheartening is that in learning institutions; a situation exists whereby there are more girls dropping out than boys. Further, the gross registration of girls in institutions of learning is still low (Teachers Service Commission 2004). According to the Teacher Service Commission (TSC 2004), North Eastern province of Kenya has one third of the total enrolment being girls. The Commission also noted that the number of girls in schools reduced as they progressed to higher classes. Consequently, few girls sit for examinations in the province. Further, there is a higher drop out rate in mixed schools than girls' only schools because parents do not want their girls to mix boys freely.

In Kenya, fewer girls than boys have been registering for the KCPE examination over the last five years as illustrated by table 1.1 below;

YEAR	2003	2004	2005	2006	2007
Candidature	587,961	657,747	671,550	666,451	704,918
Increase /	47,892	69,786	13,803	5,099	38,467
Decrease	(8.87%)	(11.87%)	(2.10%)	(-0.76%)	(5.77%)
Male	303,907	342,979	352,826	352,782	372,265
	(51.69%)	(52.14%)	(52.54%)	(52.93%)	(52.81%)
Female	284,054	314,768	318,724	313,669	332,653
	(48.31%)	(47.86%)	(47.46%)	(47.07%)	(47.19%)

However, it should be noted that this trend is not unique to Kenya. In Bangladesh, the Government of the country was so worried about the situation of the girls in the society and education in particular that it proposed a budget allocation to ensure that women and girls were given affirmative action. The action of the government was critical to the point of adoption of a compulsory primary education law in 1990 and increasing investment measures that helped girls, such as text books, food benefits, more female teachers and incentives for pupil's families such as food aid, cash transfers and stipends. Non Government Organizations (NGOs) also played a major part with some 1.5 million children enrolled in NGO-run education centers (Ahmend and Chowdhury, 6th February 2005).

Elsewhere, Graca Michel, the former president of South Africa was touched by the number of girls who are not attending school throughout the world to the extent that she signed a pledge of

the friends attending a demonstration in Britain to support girls' education in order to end world poverty. The slogan of the back of the demonstrators' red "2005 marks the year that world leaders have broken their promise to get equal numbers of girls and boys into school". This situation whereby girls are given a raw deal in education is widely patent in Africa.

Bandura (1977) points out that when the inequitably under-rewarded find themselves trapped in dissatisfying situations, for lack of better alternatives they may respond to perceived exploitations by lowering the productivity or quality of their work. In the case of girls in the rural areas, their hard work in class-work is rarely appreciated because they are preferred to excel in domestic duties.

The girls in pastoral communities are too hit by this situation because school attendance is low because schooling tends to interrupt the nomadic and pastoral lives (TSC 2004). Girls in such communities are expected to participate in the family's efforts to create a means of livelihood. The girl child is often burdened by after-school duties than the boys. They are thus engaged in domestic chores than go to school. Unfortunately, these duties are culturally male assigned. To girls then, their class performance is not as highly valued as that of boys. The girls thus might end up not doing her homework while the boys have more time to do homework (Kayongo-Male and Onyango, 1991). Studies further indicate that the heavy workload at home is actually the cause of absenteeism and dropout of women from school activities (Ballara, 1991). But the committees and commissions of education since independence (Republic of Kenya 1964, 1976, and 1988) have never recognized the girl child as a marginalized group which needs affirmative action, save for the Commission of Inquiry into the Education System in Kenya (Republic of

Kenya 1999). Onkengi (7th October, 2004) asserts that this trend seems to continue to higher levels. Girls are still considered to belong to the kitchen, and selling vegetables. Onkangi (7th October, 2004) further adds that though the Ministry of Education (MOE) has recommended that the writers of books that are used in school should try to give girls a chance to see that there are no jobs meant for a particular sex only, there is still much to be realized. Some authors still portray that some jobs are for some particular sex only. For instance, pictures and illustrations still portray certain professionals and duties as the preserve of either women or men.

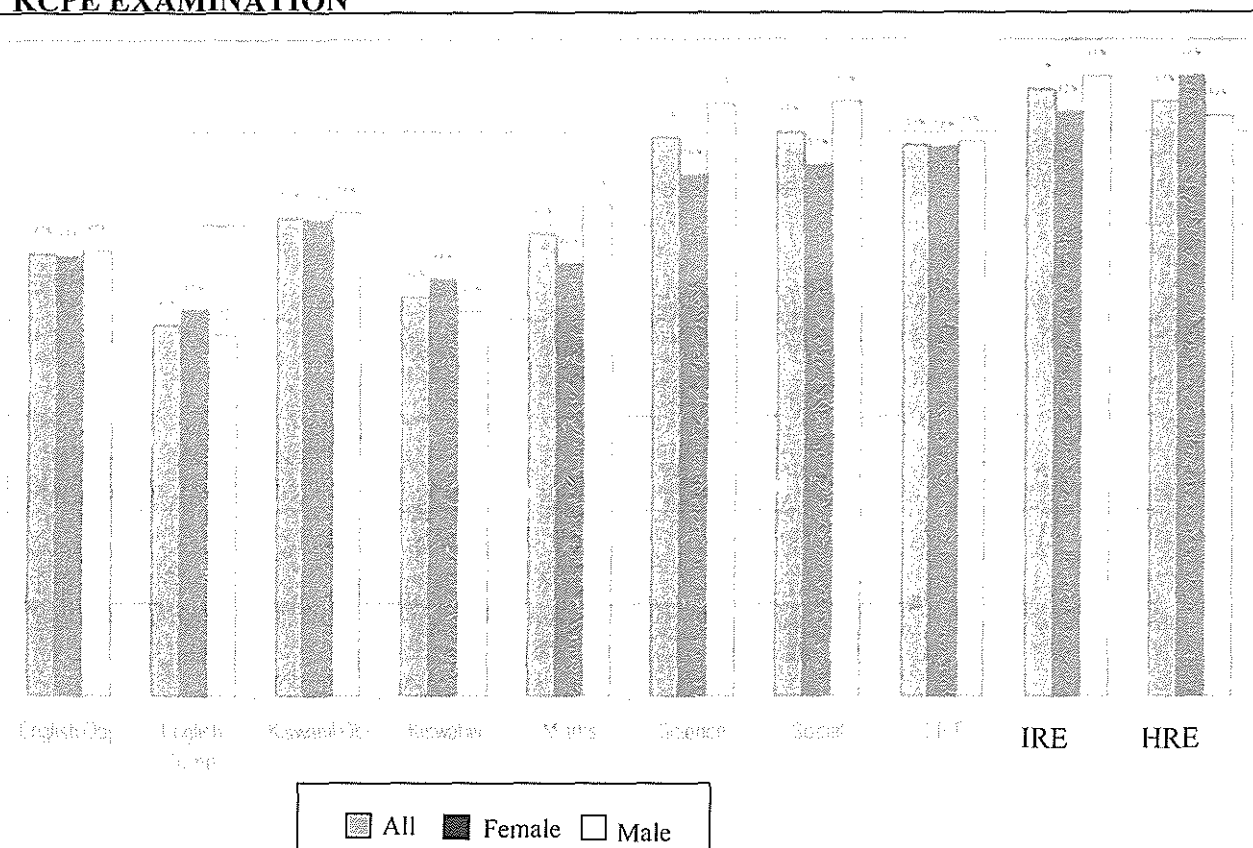
Onkangi (7th October, 2004) also feels that the trend at home might be having an impact on the education of the girl child. Back home the mother does more farming and washing. She also cares for children. Further, he feels the subjugation that is male assigned might be making girls feel that there is a lesser position in the society and hence in class. In Primary teacher training colleges for example, female pupils are sent home for one year maternity leave when it is possible for them to be day scholars.

Pupils who fail to attend school or do their homework besides doing domestic duties at school are unlikely to do well in examinations. This is because the input in terms of learning determines the outcome of education that is quantified in terms of examination results. Related studies have been carried out in various districts in Kenya and other area.

However, the influence of domestic duties on the performance of the girl child has not been established throughout the country. This is because in some communities, more girls are registered in schools as compared to the boys. Such statistics tend to hide the fact that girls are

under-registered in schools and that many perform poorly as compared to the boys. The 2007 KCPE by subject and gender in graph 1 below is the best illustration.

GRAPH 1: CANDIDATES MEAN PERFORMANCE BY GENDER IN THE YEAR 2007
KCPE EXAMINATION



Source: Computed from KNEC in the Ministry of Education (2007)

From the graph 1 above it can be seen that girls performed better than boys in English composition, Kiswahili Insha and performed poorly in mathematics and science

At Khwisero East zone of Butere District, the girls have been performing poorer than boys in terms of test scores. Particularly, it has been an issue of concern that girls have not been doing well in Mathematics. It is not known what causes this pattern in performance. This study thus

seeks to establish the factors that lead to poor performance of girls in national examinations in Khwisero East zone Butere District, Kenya.

1.2 Statement of the problem

Girls' education has been a contentious issue in Kenya because their education has been found to be affected by many factors, domestic sex-typed duties inclusive. These contentions have however generally tended to concentrate on the influence of domestic duties on the girl child. This study therefore, seeks to find out the cause of poor performance of girls in mathematics in primary schools in Khwisero East zone of Butere District, Kenya.

1.3 Purpose of the Study

The purpose of this study is to investigate the factors that lead to poor performance of girls in mathematics subject in primary schools in Khwisero East zone Division of Butere District, Kenya.

1.4 Objectives of the Study

This study seeks to:

1. To investigate the level of influence of domestic duties on the performance of girls in mathematics.
2. To find out the level of influence of girls' attitudes on their performance in mathematics

Research questions

1. What is the level of influence of domestic duties on the performance of girls in Mathematics?
2. What is the level of influence of girls' attitudes on their performance in mathematics.

1.5 Scope of the Study

This study shall be carried out in primary schools in Khwisero East zone of Butere District only.

The study will target girls and teachers in the schools. It will not cover secondary schools and any other learning institutions in the zone.

1.6 Significance of the study

The findings of the study will hopefully be beneficial in the following ways

1. The findings could serve as a basis for recommendations for relevant adjustments aimed at changing the quantitative aspects of girls' education and the quality of their performance.
2. The findings will serve as an eye opener to the government in eradicating child labour if it is realized by this study.
3. The findings shall lead to the supervision of new ways of addressing gender and redressing gender disparity.
4. The findings of the study will serve as a basis of relevant curricular modification to accommodate the special need and the circumstances of the rural girl-learner and enlighten parents teachers and the pupils themselves on the need to re-oriented their perceptions and expectations and thus create a conducive environment for optimizing the performance of girls.