

**TEACHERS' GENDER RELATED PERCEPTIONS IN BIOLOGY EDUCATION IN THE  
SELECTED SECONDARY SCHOOLS OF KANGEMA DISTRICT, IN  
MURANGA COUNTY  
KENYA**

**By**

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## ABSTRACT

The purpose of this study was to determine teachers' gender related beliefs in biology education in the selected schools of Kangema District, Murang'a County. Kenya.

The specific objectives of the study were to determine whether male and female teachers differ in their gender-related perceptions of biology education, evaluate whether male and female biology teachers differ in their perceptions about the role of gender in the teaching of biology, and to assess how male and female teachers describe their past experiences as biology students and biology teachers

The methods used for data collection was questionnaires to the teachers in the school who were involved in the study.

In chapter four, the findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed teachers have a feeling that boys are better suited to studying biology than girls.

In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted. The findings suggested government that Policy makers need to recognize that a single policy approach to achieving gender equity in biology education may not be sufficient. Policies may need to be tailored to address the differential needs of girls from diverse ethnic backgrounds