

**FACTORS AFFECTING PERFORMANCE IN MATHEMATICS IN  
SELECTED PUBLIC PRIMARY SCHOOLS IN JUJA  
EDUCATIONAL ZONE, THIKA WEST DISTRICT**

**BY**

**EUNICE WAMBUI NG'ANG'A**

**REG NO: E35S110/02101**

**A Project Submitted to the School of Education in Partial Fulfillment  
for the Award of Bachelor of Education of Mount Kenya University.**

**October 2012**

## ABSTRACT

Primary school education need to be emphasized as it marks the beginning or the foundation of the learners success in education achievement. Mathematics is one of the core subjects that determine the success of the learner in future . It provides the child with basic skills in logical thinking. It also provides the learner with the basic manipulative skills useful in ordinary life. Mathematics new syllabus was introduced in class one and five in the year 2003. The researcher therefore intended to investigate on the factors affecting the performance of mathematics in selected public primary schools , Juja Education Zone, Thika West District. The subject performance in National examination is quite challenging. Most learners perform poorly and at time despair, others develop a negative attitude towards it. Teachers should therefore assist learners in acquiring the knowledge and change their attitudes. Mathematics is to be a tool that facilitates learning in other disciplines. Clearly, if pupils do not have an early grasp of the necessary basic concepts and computational skills, they are likely to be unsuccessful in demonstrating these competences at higher levels. The researcher used qualitative and quantitative research approach. The data was collected from four selected public primary schools four headteachers, thirty two teachers and sixty four pupils in Juja Zone. According to the research results, the researcher noted that there are various factors that affect teachers teaching mathematics. Most learners have a negative attitude towards mathematics. Teachers use inappropriate methods in handling learners with mathematics difficulties. Teachers need to be updated with modern teaching techniques through inservice training and support should be provided to learners with mathematics difficulties through provision of modified materials and giving immediate feedback. The teachers should also remediate learners with mathematics difficulties.