

CONSEQUENCES OF GENDER ISSUES ON THE ACADEMIC PERFORMANCE OF
LEARNERS IN PRIMARY SCHOOLS. A CASE STUDY OF PUBLIC PRIMARY
SCHOOLS IN KUTULO DIVISION, MANDERA CENTRAL DISTRICT, MANDERA
COUNTY.

SUBMITTED BY

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ABSTRACT

The essence of this study was to determine the consequences of gender issues on the academic performance of learners in the selected schools, of Kutulo division, Mandera County, Kenya.

Specific objectives of the study were to: Examine the impact of gender on academic performance of learners in Kutulo Division in Mandera County and to explore possible strategies used by schools to improve on the academic performance of girls and boys in Kutulo Division.

The methods used for data collection were face to face interviews and questionnaires which were distributed to students and teachers. Observations were done on the state of the learners.

The findings revealed by 70% of the respondents that gender issues affect the performance of the learner's negativity. 58% of the respondents also revealed that majority of the learners in the schools are boys. According to 70% of the respondent most of the schools had gender biasness in all the resources used by the learners. 80% of the respondents revealed that poverty has greatly affected the performance of the learners. To ensure quality, the study recommended that, the government should step in to see that all children taken to schools both girls and boys. The parents and the community should be sensitized on the importance of educating all the children including boys and girls. The government, non-governmental organizations, publishers and curriculum developers should work hand in hand to produce gender sensitive books which will change the attitude and stereo type thinking.

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