

**CAUSES OF POOR PERFORMANCE IN MATHEMATICS IN SECONDARY
SCHOOLS IN KANGEMA DISTRICT, MURANG'A COUNTY, KENYA.**

BY

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ABSTRACT

Students from Kangema District have continued to perform poorly in mathematics despite many efforts by the government to sensitive teacher on effective teaching of the subject such as the SMASSE programme.

Over the years, most of the schools have registered a mean score of less than 4.0000 which is a D+. Some schools register a mean score of 2.000 or less which is a weak D-.

Students have continued to perform poorly in KCSE examination in certain mathematics topics taught in secondary schools in Kenya. One such topic is commercial arithmetic. Successful teaching of mathematics depends partly on correct use of teaching methods in classroom settings.

The 8-4-4 system of education has a mathematics curriculum that divides the mathematics subject into topics that range from simple and basic concept such as basic addition to more complex concepts such as calculus. The topics are distributed over the years such that the concepts become more difficult as one advances from class to class.

A student in the Kenya setup is meant to be armed with the right tools and get the right contact time with the teachers in order to do well in Mathematics.

This research proposal aims at finding out the cause of failure in mathematics by the students in Kangema District and the possible solutions to the problem.

The study recommends that the free secondary education should now go the extra mile of providing the students with facilities such as geometrical sets, Mathematical tables and calculators to enable the students to acquire the right amount of practice hence pass in Mathematics.