

IMPACT OF GENDER ISSUES ON THE ACADEMIC PERFORMANCE OF LEARNERS IN PRIMARY SCHOOLS

A CASE STUDY OF ABOTHUGUCHI WEST DIVISION IN MERU COUNTY, KENYA

BY

MUMBI PURITY GATHIGIA

E37S/10/02151

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
A BACHELOR DEGRÉE IN EDUCATION (SCIENCE) OF MT KENYA UNIVERSITY**

ABSTRACT

The purpose of the study was to determine the impact of the gender issues on the academic performance of learners in selected schools of Aboguthuchi west division in Meru County, Kenya. The specific objectives of the study were to examine the impact of gender issues in primary schools and to examine the strategies that should be used by schools to improve on the academic performance of the learners in the schools. The methods used for data collection were face to face interviews, which was carried on parents, questionnaires which were distributed to students and teachers of the selected schools. Observations were then made and the findings revealed by 70% of respondents showed that academic performance of the learners is affected by gender issues negatively. 58% of the respondents revealed that majority of the learners were boys while the rest were girls. According to 70% of the respondents 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 education, the study recommends that, the government should step in to see that all children are taken to schools both boys and girls. The parents and the community should be sensitized on the importance of educating all their children both 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 stereotype thinking of most parents and community and also parents.