

**PSYCHOLOGICAL FACTORS INFLUENCING GIRLS PERFORMANCE
IN KENYA CERTIFICATE OF SECONDARY EDUCATION.A CASE
STUDY OF SAMETA DISTRICT SCHOOLS, KISII COUNTY**

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ABSTRACT

The Kenya government is committed towards achieving Education For All(EFA). By 2017 and therefore the ministry of education has its overall goal as to provide equal access to education for both boys and girls and expects them to compete favorably by way of equity and equality. However , in performance, girls lag behind. The purpose of this study was to investigate the psychology dynamic influencing performance in Kenya certificate of secondary education(KCSE). This was with an aim of establishing why girls lag behind boys in performance while they both are given equal opportunities. The specific objectives are, To investigate the effect of anxiety on academic performance, to investigate the attitude the effect of attitude on academic performance, to investigate the effect motivation on academic performance and to investigate effect of self esteem on academic performance among girls in Kenya certificate secondary education. The research was guided by the existential therapy theory. The study employed descriptive survey design. The targe populations were girls who sit Kenya certificate of secondary education in sameta district, kisii county. Sameta district has 27 schools, 2 boys boarding, 4 girls boarding, 1 girl day school and 20 day mixed schools. The sample population was 15 head teachers, sixty teachers(fifteen head of department guidance and counseling teachers and thirty class teachers). The instruments of collecting data were questionnaires that were filled by the head teachers, guidance and counseling teachers and the class teachers. The study used quantitative data analysis. The result were presented in tables of frequencies, percentages, line graphs and bar graphs. The study therefore found out that failure of head teachers working hand in hand with guidance and counseling department and class teachers made them unable to deal with psychological problems that affect girls performance. The study noted that lack of girl's exposure to many exams and motivational talks affected their Kenya certificate of secondary education negatively. The study therefore recommends that head teachers should work hand in hand with guidance and counseling department and class teachers so as to know the level of girls anxiety, attitude, motivation and self esteem; the school management should expose girls to many exams, create favourable environment for girls and organize for motivational talks, ministry of education through the district of education offices should organize several educational forums where girls would compete with boys.