

**CHALLENGES FACING BOYS' ACADEMIC PERFORMANCE IN PRIMARY
SCHOOLS IN KIENI WEST DISTRICT, KENYA**



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PGDE111/07188

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF POST GRADUATE DIPLOMA IN EDUCATION
MOUNT KENYA UNIVERSITY**

DECEMBER 2012



MKU362/12

LC2475 .K38

ABSTRACT

Gender disparity in various spheres of life is common and has been affecting the social economic and political development over the years. The purpose of the study was to examine the factors affecting boys' academic performance in Kieni West District. The objectives of the study were; to investigate how poverty affects boys' academic performance in Kieni West District; to establish how the male guardians, level of education contribute to boys academic performance in Kieni West District and to find out how the amount of time that boys spend in studying affects their academic performance in Kieni West District

The literature review clearly showed that there is a gender disparity in academic performance. Educators, policy makers and other education stakeholders' in Kenya and elsewhere have worked hard to improve the girl child education and they have relatively left the boy child out. This has resulted in declined improvement among boys and in some countries; there is no improvement but failure. The researcher related the Maslow's need theory and the social learning theory with an aim of explaining why some issues related to boys' academic performance occurs. The literature reviewed on the major issues on poverty, teacher gender, male guardians' education level and the time that boys allocate for studies. The literature shone light into study but the researcher tried to find out how these factors affect boys' academic study in Kieni West District.

Sampling is the process of selection of appropriate number of subjects from a defined population (Kothari, 2004). The researcher used stratified sampling method. When populations vary, it is advantageous to sample each sub-population (stratum) independently. Stratification is the process of dividing members of the population into homogeneous subgroups before sampling. There were two strata that is; teachers and pupils. Then systematic sampling was applied within each stratum. This often improves the representative ness of the sample by reducing sampling error. Out of 48 schools, 50% of the schools i.e. 24 schools participated in the study. 68 out of 340 teachers which is 20% took part in the study as well 369 out of 1845 pupils which is 20% comprised the sample. Kothari (2004) states that, a 10% sample can represent a population. However, he explains that the bigger the sample is, the more representative of the population it becomes. This is why a sample of 20% and above was preferred.

This chapter presents the analysis, presentation and interpretation of findings. The results are presented based on the objectives of the study which are aimed at examining the factors affecting