

FACTORS CONTRIBUTING TO POOR PERFORMANCE OF GIRLS IN KENYA  
CERTIFICATE OF SECONDARY EDUCATION EXAMINATION IN PUBLIC  
SECONDARY SCHOOLS IN IGOJI EAST DIVISION, IMENTI SOUTH DISTRICT,  
MERU COUNTY.

BY

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## ABSTRACT

The study was set to investigate the factors that contributed to poor performance among girls in Kenya certificate of secondary education (KCSE) examination in public secondary schools in Igoji East Division in Meru County Kenya. The study was prompted by continued poor performance among girls in KCSE examination year after year.

The study was to seek how the school and home based factors have influenced girls performance in the national examinations in the identified schools. This study was carried out within Igoji East Division schools. The target population for this study was purposively selected to participate in the study. The only girls' public school and two mixed schools was purposively selected for matter of comparison.

The sample consisted of three (3) secondary schools which were purposively selected for the study. One Girls Secondary school and two mixed secondary schools. They were selected for the purpose of comparing girls' in mixed and an entirely girls' school. A sample of form four girls (60), their teachers (15) who are departmental heads and class teachers were randomly selected. Three (3) head teachers were selected for the study.

The data collected from the head-teachers, teachers and girls' by means of questionnaires. Observation was used to verify gathered information. The data collected was analyzed through use of descriptive statistics. The abtained data was used to establish whether relationships exist between the dependent variables of girls' poor performance in KCSE Examination and the selected independent variables. The results were presented in percentages. Tables and frequency distributions.

Table figures through which observations were made and conclusions derived. It is hoped that the information collected in this study would be found useful by the education stakeholders such as parents, teachers, students and policy makers.