

**THE IMPACT OF TYPE OF SCHOOL ON THE ACADEMIC
PERFORMANCE IN SAMPLE SELECTED SCHOOLS IN NYAMIRA
COUNTY OF KENYA.**

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Abstract

This study dealt with the type of school and academic performance of students at the secondary school level. The study had four objectives namely to determine the impact of conversion of mixed secondary day or boarding schools to single-sex boys or girls schools on the academic performance of students in sample selected schools in Nyamira County, Kenya, to determine the impact of conversion of mixed secondary day or boarding schools to single-sex boys or girls schools on the academic performance of students by gender in sample selected schools in Nyamira County, Kenya, to determine the impact of conversion of mixed secondary day or boarding schools to single-sex boys or girls schools on the enrolment of students in sample selected schools in Nyamira County, Kenya and to determine the effect of the type of school attended on the students' academic performance in sample selected schools in Nyamira County, Kenya. The study population involved principals, teachers and students of the sampled schools. Purposive sampling technique was used to select 50 schools that were involved in the study. Simple random sampling technique was used to draw 500 students and 100 teachers of the sampled schools who participated in the study. The principals of the sampled schools were interviewed. Teachers and students were given questionnaires to fill while the principals of the sampled schools were interviewed. The study was conducted between January, 2nd, 2014 to March, 16th, 2014. The data was analyzed using descriptive statistics. The study found out that there are more mixed schools than single sex schools. The study also found that the dropout rate of girls in mixed sex schools indicates that it is more than in single sex schools. On the academic performance of the girls, the study indicated that the girls perform better when in single sex schools than when in mixed sex schools. The study also indicated that in mixed sex schools, there is unequal treatment of the students i.e. the boys are advantaged by the teachers more than the girls hence the gender gap in academic performance.