

# Factors influencing girls' attitude towards learning of mathematics in public secondary schools in Kenya: a case of Lugari District

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## **Abstract:**

The present study investigated the factors that influence girls' attitude towards mathematics in public secondary schools in Lugari District. Six public girls' schools from Lugari District were investigated. The study sort to investigate the influence of four independent factors namely; learning environment; teacher personality; student characteristics; and Student learning styles on girls' attitude towards mathematics in public Secondary Schools. Survey research design was employed to enhance the study. In determining girls' attitudes, 203 out of 298 participants completed a validated combined instrument called Classroom Learning Environment Questionnaire (CLEQ) and Attitudes Towards Mathematics Scale Questionnaire (AIMSQ) with a reliability of  $0.73$ . The instrument was anchored on a five point Likert Scale. Also an Interview Schedule was arranged to a selected group. Data was analyzed by calculation of simple percentages and frequencies. Results indicated that student characteristics had a 33% influence on attitude towards mathematics, learning environment had 31 % influence while student learning styles and teacher personality influenced attitudes by 25% and 24% respectively. This suggested that good learner characteristics and behaviours as well as a supportive, friendly and satisfactory learning environment should be harnessed to encourage development of positive attitudes towards the learning of mathematics in secondary schools. Recommendations pertaining to the enhancement of a conducive learning environment, favourable student characteristics~ participatory learning styles and supportive teacher personality are made for. Suggestions for further research are also advanced where future research to probe the influence of other student related factors such their age, socio-economic background and prior knowledge on attitudes towards mathematics. Further research also to be carried out on a much bigger population than what was done in the present study on factors influencing girls' attitude towards mathematics in public secondary schools.