

**CAUSES OF PERFORMANCE DISPARITIES
BETWEEN BOYS AND GIRLS IN BUSINESS
STUDIES K.C.S.E IN THE NATIONAL
EXAMINATION IN KIRINYAGA DISTRICT,
KENYA.**

BY

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the Requirements for the Award of Master of Education
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DECLARATION

This research project is my original work and has not been presented for any examination in any other university.

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DEDICATION

This Project is dedicated to my mother, husband and children To mother for nurturing me to the fitness such work requires To my husband Kanuki, for his love, encouragement and moral support made this undertaking possible and fulfilling.

To my children Mumbi and Wambui who cheered me on to bring this undertaking to a conclusion and hope that it will be a source of inspiration in their future endeavors.

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TABLE OF CONTENTS

Declaration	i
Dedication	ii
Acknowledgement	iii
Table of contents	iv
List of tables	vii
Abbreviations and acronyms	vii
Abstract	ix
Chapter One: Introduction	
1.0 Background of the Study	1
1.1 Statement of the Problem	4
1.2 Purpose of the Study	4
1.3 Objectives of the Study	5
1.4 Research Questions	6
1.5 Scope of the Study	6
1.6 Significance of the Study	7
1.7 Limitations of the Study	8
1.8 Definition of Operational Terms	10
Chapter Two: Literature Review	
2.0 Introduction	12
2.1 Importance of Business Studies and related subjects	12
2.2 Review of Studies done on Business Studies	14
2.3 Teacher's Qualification and Instructional Approaches	16
2.4 Teaching and Learning Facilities	20
2.5 Career Guidance in Schools	21
2.6 Attitude	22
2.7 Socio-economic background	26
2.8 Conceptual Framework	28

2.9 Summary of literature review.....	31
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Chapter Three: Research Methodology

3.0 Introduction.....	32
3.1 Research Design.....	32
3.2 Locale of the Study.....	33
3.3 Target Population.....	33
3.4 The Sample Size and Sampling Techniques.....	35
3.5 Data Collection Procedure.....	36
3.6 Research Instruments.....	37
3.7 Piloting.....	37
3.7.1 Validity and Reliability of the Research Instruments.....	38
3.7.2 Reliability of Research Instrument.....	39
3.8 Data analysis procedure.....	40

Chapter Four: Data Presentation Analysis and Interpretation

4.0 Introduction.....	42
4.1 Demographic Information of the respondent.....	43
4.2 Teachers Influence on Students' Performance.....	44
4.2.1 Effect of Teaching and Learning Facilities.....	46
4.3 Students' Views on Availability of Teaching and Learning Facilities... ..	50
4.3.1 Attitude of Boys and Girls towards Business Studies.....	54
4.3.2 Students Socio-Economic Background.....	57
4.3.3 Students Involvement in Home Chores.....	60
4.4 Ways of Improving Performance of Boys and Girls K.C.S.E Business Studies.....	63

Chapter Five: Summary, Conclusion and Recommendations

5.0 Introduction.....	67
5.1 Effect of Teachers' Qualifications and Instructional Approach.....	67
5.2 Effect of Teaching and Learning Facilities.....	68

5.3 Effect of Boys' and Girls' Attitude towards Business Studies.....	70
5.4 Effect of Students' Socio- Economic Background	70
5.5 Effect of Students Involvement in Domestic Chores.....	71
5.6 Ways of Improving Performance in Business Studies.....	73
5.7 Conclusions.....	73
5.8 Recommendations	75
5.9 Suggestions for Further Studies	76
References.....	77

Appendices

Appendix A: Questionnaire for students

Appendix B: Questionnaire for teachers

Appendix C: Questionnaire for head teachers

Appendix D Questionnaire for Quality Assurance and Standards Officers

LIST OF TABLES

Table 1:	Business Studies overall K.C.S.E performance and by gender nationally 2006- 2008.....	3
Table 2:	Business Studies overall K.C.S.E performance and by gender in District Kinnyaga 2006- 2008.....	3
Table 3:	Demographic Information of the Respondents.....	43
Table 4:	Gender of the Respondents - Teachers.....	44
Table 5:	Teachers Professional Qualifications.....	45
Table 6	Teachers Instructional Approach.....	46
Table 7:	Head teachers' Views on source of Textbooks and Exercise Books.....	47
Table 8:	Teachers' View on Availability of Teaching and Learning Facilities.....	48
Table 9:	Students' Views on Availability of Teaching and Learning Facilities.....	50
Table 10:	Students use of Facilities.....	53
Table 11:	Students' Attitude towards Business Studies.....	55
Table 12:	Students' attitude towards Business Studies Examinations.....	55
Table 13:	Students Preferred Future Career.....	56
Table 14:	Students' Socio-Economic Background.....	58
Table 15:	Domestic Chores' Effect on Private studies.....	61
Table 16:	QUASO Views ways of Improving Performance in Business Studies.....	63
Table 17:	Head teachers Views on ways of Improving Performance in Business Studies.....	64
Table 18:	Teachers Views on ways of Improving Performance in Business Studies.....	65
Table 19:	Students' Views on ways of Improving Performance in Business Studies.....	65

ABSTRACT

The performance of Business Studies in secondary school is very vital in national development. This is because it forms the foundation for further studies in Business related courses which play a big role in national development.

In secondary schools both boys and girls are exposed to Business Studies from Form one and those who are interested in it selects it as an examinable subject when they are in Form three. Though boys and girls are exposed to similar experiences in schools, the performance of girls is lower compared to that of boys.

It is against this background that this study sought to establish the factors that cause performance disparities between boys and girls in K.C.S.E Business studies. The problem of the study was that there exist differential performance in K.C.S.E Business studies between boys and girls. The prime objective of the study was to establish the effect of the variables identified for study on students' performance and also identify what creates differential performance in K.C.S.E Business Studies between boys and girls, as well as make recommendations of improving students' performance at national examination in Kinnyaga district.

The research design for the study was survey, which involved collection of data using questionnaires, random sampling was employed to generate a sizeable sample to be used in the study. The subjects included students, teachers, head teachers and Quality Assurance and Standards officers. Descriptive statistics was used to analyze the data. The findings were presented using frequency tables and percentages. The results indicated that schools need to improve teaching and learning facilities while teachers need to improve on their instructional approach for them to be students' centered in order to improve the performance in Business Studies. Strong guidance and counseling departments should be put in place in schools so as to encourage girls to have positive attitude towards Business Studies. Teachers should expose students to more revision by use of past K.C.S.E materials. Group discussion should be given emphasis and girls encouraged to practice answering questions by use of text books and past examination papers. Recommendations and suggestions for further research were made on the basis of these findings.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

The national background and social background of Kenya and the way of life of her people are certain to change due to development of the country and change of lifestyle. According to the Kenya Education Commission Report (1964) chaired by Professor S Ominde the modification of the curriculum may be expected to remain on the agenda of educational reform. According to the Report, curriculum should be modified according to the needs of Kenyans because those needs keep on changing. The Ominde Report recommended among other things that secondary education should include practical training to provide outlets into the production side of the industry. The commission also recommended that technical and trade schools be established to provide basic education for craftsmen and technicians and each specialize in a particular industry and commercial activity.

In 1963, the government directed that commercial subjects be taught in secondary schools. These subjects among others included principles of accounts, which later became accounting, commerce, typing and shorthand. Commercial subjects gained popularity in the 1970s in order to meet the demand of workers in trade and industry sectors of the economy.

Many Commissions have been established to reform the curriculum so as to ensure relevance of the content. One such commission that had profound effect on

education in Kenya was the Presidential Working Party on the establishment of a Second University (Republic of Kenya 1981), chaired by MacKay. The report of this committee introduced 8-4-4 system of education which replaced the former education system of 7-4-2-3. The uniqueness of the 8-4-4 system over the former system was in its emphasis on science and technical education. It was meant to enhance development of vocational skills and impart attitudes of self-reliance and national development.

Under the 8-4-4 education system, the subjects that were offered in secondary school curriculum were divided into six major areas, languages, Mathematics, sciences, humanities, applied subjects and physical education. One of the subjects in the applied subjects' category was Business Education. This subject was taught as a compulsory subject to all students in Form one and two. In Form three and Four Business Education was separated to comprise four subjects namely, Economics, Commerce, Accounting, Office Practice and typing. Those students interested in Business Education would choose one of the above.

Business Education curriculum was revised in 2002 and the four subjects were merged and acquired a new name, Business studies (K.I.E 2002). The content of the subject was derived from Economics, Commerce, Accounting, Office practice and typing. It also included current trends and emerging issues related to Business. The Business Studies curriculum was to be implemented in phases starting with

the Form ones admitted in 2003. This group of students was the first to sit for K C.S.E Business Studies Examination in 2006

The K.C.S.E Business studies national examination results showed that there was disparity in the performance between boys and girls as shown in the table 1 below,

Table 1: Business Studies Overall K.C.S.E Performance and By Gender Nationally 2006-2008

Year	Overall Mean Score	Overall Crade	Boys Meanscore	Grade	Girls Meanscore	Grade
2006	5.8	C	6.2	C	5.4	C-
2007	6.3	C	6.8	C+	5.7	C
2008	5.8	C	6.1	C	5.3	C-

SOURCE: Kenya National Examinations Council -2009

Information obtained from Kirinyaga District Education Office also showed that there was disparity in K C.S.E performance in Business Studies between boys and girls as shown in table 2 below;

Table 2: Business studies overall K.C.S.E performance and by gender in Kirinyaga district 2006-2008.

Year	Overall Mean Score	Grade	Boys Mean score	Grade	Girls Mean Score	Grade
2006	5.40	C-	6.21	C	4.59	C-
2007	5.13	C-	5.92	C	4.34	D+
2008	4.63	C-	5.45	C-	3.81	D+

SOURCE: District Education Office- Kirinyaga- 2009

From the tables above it is evident that boys perform better than girls as reflected in their mean score.

Table 2 and 3 shows that boys had an upper hand in the performance of K.C.S E Business Studies. This is what caught the researchers attention and hence the need for this study.

1.1 Statement of the Problem

Scoring well in the final examination in Business Studies is a tangible goal that motivates both learners and teachers. From the background information, it was evident that girls' performance in K.C.S.E Business Studies was lower than that of boys. This was in spite of the fact that they were both exposed to similar learning environment, hence this differential performance needed to be investigated

1.2 Purpose of the Study

Based on the problem stated, the purpose of this study was to investigate the factors that cause performance disparities between boys and girls in K.C.S.E Business Studies in Kirinyaga district.

The results of this study was hoped to be beneficial to policy makers in formulating policies that can improve the performance of girls in Business Studies. The information will be useful to parents, teachers and students when selecting Business Studies subject in form three.

U Objectives of the Study

The prime objective of the study was to investigate factors that cause disparities in K.C.S.E Business Studies national examination between boys and girls in Kenya

The study was guided by the following specific objectives,

- (i) to establish the effect of teachers' qualifications and instructional approach on boys and girls performance in K.C.S.E Business Studies in Kirinyaga district,
- (ii) to determine the effect of teaching and learning facilities on boys and girls performance in K.C.S.E Business Studies in Kirinyaga district
- (iii) to establish the effect of boys' and girls' attitude towards Business Studies on their performance in K.C.S.E Business Studies national examination in Kirinyaga district.
- (iv) to determine the effects of socio-economic background on performance of boys and girls in K.C.S.E Business Studies national examination in Kirinyaga district.
- (v) to establish the effect of involvement in home chores on the performance of boys and girls in K.C.S.E Business Studies national examination in Kirinyaga district.
- (vi) to establish ways of improving performance of boys and girls K.C.S.E Business Studies national examination in Kirinyaga district.

1.4 Research Questions

The research sought to provide answers to the following questions:

- (i) do teachers' qualification and instructional approach affect performance of boys and girls in K.C.S.E Business Studies national examination in Kirinyaga district?
- (ii) what are the effects of teaching and learning facilities on boys and girls in K.C.S.E Business Studies in Kirinyaga district?
- (iii) does the attitude of boys and girls towards Business Studies affect their performance in K.C.S.E Business Studies national examination in Kirinyaga district?
- (iv) how does the socio-economic background of boys and girls affect their performance in K.C.S.E Business Studies in Kirinyaga district?
- (v) does involvement in home chores by boys and girls affect their performance in K.C.S.E Business Studies national examination in Kirinyaga district?
- (vi) how can the performance of boys and girls in K.C.S.E Business Studies national examination be improved in Kirinyaga district?

1.5 Scope of the Study

The study was conducted in Kirinyaga district, central province of the Republic of Kenya. Four divisions were covered in the study. The study targeted 79 public secondary schools out of which 24 schools were randomly selected. The study covered a period of 3 years 2006-2008.

1.6 Significance of the Study

A society is basically a group of people living in a certain area carrying out activities that cater for their well being. Business Studies is important to society in that it enables individual members of the society to acquire knowledge, skills and attitudes which would in turn be beneficial to the students and the general society as follows:

- (i) Assist the individuals in appreciating the role of business in provision of goods and services.
- (ii) Assist individuals to acquire self-discipline and positive attitude towards work.
- (iii) Enables individuals to understand the role of government in business activities.
- (iv) Equip individuals with abilities to understand the role of communication and information technology in modern business management.
- (v) Helps the individual to develop positive attitude towards the environment.
- (vi) Equip individuals with abilities to promote co-operation in society through trade.
- (vii) Make the members of society to appreciate the need for good business management practices.
- (viii) Equips the members of society with knowledge and skills necessary to start and run a business comfortably.
- (ix) Assist members of society to relate the knowledge, skills and attitude acquired to the day to day business activities around them.

It is hoped that the findings of this study will help students, teachers, parents and school administrators to gain required insights on how teaching and learning can be better organized to help improve Business Studies K.C.S.E results in Kinyaga District. It is expected that this research will recommend appropriate strategies that could be used by teachers and school principals in improving performance in Business Studies especially for boys and girls with more emphasis on girls whose performance seem to be lower. The heads of schools and parents will also be aware of the teaching and learning resources required and make them available for better performance in Business Studies.

The findings of this study will also act as a source of information to policy makers in helping to formulate policies to make adequate adjustments that would enhance academic performance in Business Studies at K.C.S.E level for both boys and girls.

1.7 Limitations of the Study

The study was faced with the following limitations;

The choice of one district in Kenya that is, Kirinyaga is on the assumption that the research findings could be replicated in other districts. The study used K.C.S.E results, a form of summative evaluation which measures the outcome of the learning process rather than the process itself. What is deemed as poor performance or failing below a set of standards may be a reflection of a

disadvantaged educational process Teachers who are currently teaching Business Studies in schools may have nothing to do with previous poor performance in Business Studies national examination There is a dearth of literature review in terms of studies on performance of boys and girls in K.C.S.E Business Studies national examination.

1.8 Definition of Operational Terms

- Attitude:** Refers to negative or positive predisposition, to think, feel, opinion, value held by Business Studies students both boys and girls especially as these influences one's behavior in relation to examination performance.
- Factors:** These are several aspects that influence the performance of boys and girls in K.C.S.E Business Studies national examination.
- K.C.S.E Performance:** This refers to how well or poorly students perform at Kenya Certificate of Secondary Education examination.
- Learners:** Refers to young people who are in the process of gaining knowledge, skills and experiences in secondary school and are being instructed in the prescribed ministry of education secondary school curriculum.
- Mean Grade:** This refers to ranking of students' results according to their average marks The ranking is done from 'A' as the highest and 'E' as the lowest.
- Mean Score:** This refers to the average points attained by a group of students and is arranged from 12 as the highest and 1

as the lowest according to Kenya National Examination Council

Performance Disparity: Refers to the different results obtained by boys and girls where results for either boys or girls are better in K.C.S.E Business Studies national examination.

Socio-economic background: This refers to details of a student's family, education, wealth and social orientation at home and often affects learners' performance in national examination

Teacher's Qualification: This refers to professional attainment after a course of training so as to reach the standard necessary to do the teaching job. This includes diploma and degree course in teaching.

Teaching and learning facilities: These are items such as textbooks, charts and other stationery that are designed, modified and prepared to assist in the teaching and learning process.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter explored the relevant literature on factors affecting performance in Business Studies in the past with the view of identifying a framework within which primary data was contextualized and interpreted. It deals with review of; importance of Business Studies and related subjects and studies done on Business Studies. The review also dealt on the factors identified for investigations in the study and how they affect students' performance. The school factors included teacher qualification and instructional approach, teaching and learning facilities, career guidance. Non school factors included students' attitude, socio- economic background and other related factors such as involvement in home chores

2.1 Importance of Business Studies and related subjects

In 1985 Business Education was introduced as a compulsory subject in Form one and two. In form three and four, Business Education was separated to comprise four subjects namely; Economics, Commerce, Accounting, Office Practice and Typing. Those students interested in Business Education would choose one of the above Business Education curriculum was revised in 2002 and the four subjects were integrated and acquired a new name, Business Studies.

- (i) Oliver (1973) identified the following rationale for teaching of the subject at secondary level.
- (ii) To provide useful knowledge through the study of economics theory which provides the framework for analyzing and inter-relating facts about the real world of business
- (iii) To help in predicting and analyzing the consequences of actions taken by government, firms and individuals in relation to business.
- (iv) To fulfill the vocational needs of students by providing relevant knowledge of concepts and principles required in many sorts of work especially business work.
- (v) To address the problems relevant to the society, the government and students such as inflation, unemployment, balance of payment problems and price control among others.

Atkinson (1987) noted that Economics is intellectually vigorous, encourages analytical and critical thinking and promotes good citizenship hence it is important for students to perform well so as to contribute towards national development especially in planning the allocation of scarce resources in the economy to meet the unlimited human wants.

Mokaya (2004) in his study on status of Economics in Nyamira district showed that scrapping of Economics in secondary school is bound to diminish the quality

of students admitted in tertiary institutions to pursue Business related courses. He noted that Economics plays a key role in forming a firm foundation for those who pursue Business related courses in tertiary institutions.

In light of the above information, previous studies are based on individual subjects and this study was based on Business Studies from an integrated approach. This study was intended to fill this gap.

2.2 Review of Studies done on Business Studies

A study done by Keino (1998) on factors affecting students' performance in Economics in K.C.S.E showed that students performed poorly in Economics due to lack of facilities, inadequate teachers and difficult concepts used. According to the study, Business Education is an essential subject that helps to provide highly skilled manpower required in the growing commercial enterprise; hence it should be emphasized in secondary schools with adequate facilities and teachers so as to enhance continued production of skilled manpower.

A study by Odunde (1999) on the impact of instructional methods on students' achievement in Business Education in Kenya showed that performance in Business Education subject was low since it was introduced in 1985. The poor performance was due to curriculum overload, inadequate physical and consumable resources, lack of textbooks, reluctance of teachers and poor instructional methods.

used in classroom teaching. He pointed out that Accounting was poorly performed due to under-funding, inadequate facilities and inadequate quantity and quality of teachers. Students were reluctant to choose Business related subjects because of their limited knowledge on existing and anticipated labour market requirement and demand.

Kipchenger (2004) researched on factors affecting enrolment of students in Economics in secondary schools in Nakuru District. The researcher used survey design and systematic random sampling to pick Form three students. The study revealed that teachers neglected and gave less emphasis on the subject, making students to develop a negative attitude towards the subject. Inadequate teaching and learning resources led to poor performance and low enrolment in Economics.

These studies agree in general that inadequate teaching and learning materials, poor instructional methods, inadequate quantity and quality of teachers lead to poor performance in Business related subjects by students.

In light of this study, the researcher is of the view that, the effect of teaching and learning materials, poor instructional methods, inadequate quantity and quality of teachers does not show how these factors could cause differential performance between boys and girls. This study therefore focuses on establishing how the

above factors could cause boys and girls to perform differently in K.C.S.E Business Studies in Kirinyaga district.

2.3 Teacher's Qualification and Instructional Approaches

Adequate subject knowledge and adequate level of training leads to effective teaching which leads to high achievement. A management book by the Teachers Service Commission, TSC (1992) show that school performance can be realized through contributions made by various inputs but effective teaching by far plays the biggest role.

According to Wamahu (1992) in a study carried out in Kenyan schools indicated that the academic qualification of teachers is one of the most important factors that determine academic achievement by learners. The study found out that the harambee schools which depended mainly on untrained teachers had a higher failure rate as compared to government schools that were manned by trained teachers. Shiundu and Omulando (1992) noted that given their vital role in curriculum implementation teachers need appropriate and relevant training to be able to teach.

A teacher with qualifications and appropriate training and experience is one of the highest assets a school can have. It is the teacher who translates the broad general curriculum goals into instructional objectives and finally decides the arrangement

of learning experiences and the method of presenting content. It is the teacher who does most of the evaluation. Therefore, the teacher initiates, develops and directs pupils learning so as to realize good results in the national examinations.

Another school factor that influences the academic achievement of students is teacher instructional approach. The professional role of a teacher is a demanding one and stretches from classroom teaching, curriculum development, examination processing and marking, and pedagogical material preparation to modeling the behavior of the students and acting as a role model to the society.

According to Cherryl and Rebecca (2006), key characteristics of effective teaching and learning involves the teacher having knowledge of basic principles and procedures required by the subject, proper preparation and planning of the lesson, teaching experience, flexibility, self reflection and modification of technique. An effective teacher, according to Cherryl and Rebecca (2006), should:

- (i) Adjust his/her lesson based on needs and abilities of learners
- (ii) Keep abreast of the development in their discipline and incorporate these ideas into their lessons.
- (iii) Use effective communication skills.
- (iv) Organize materials in a way to facilitate learning
- (v) Formulate specific goals and objectives and select suitable teaching and learning methods to meet these objectives.

- (vi) Work to build rapport with their students

Williams (2004) asserts that any form of learning must be connected with the learners' experience or entry behavior. The author also emphasizes the fact that a student's academic achievement depends on content coverage, content exposure, content emphasis and quality of instructional delivery. The teacher should also have an understanding and acceptance of students. One should appreciate their needs and also find ways of helping them out of their difficulties when teaching. Ryan and Cooper (1994) noted that one must teach with enthusiasm that will arouse the students' interest. Pleasure in learning and teaching is the common ground necessary to sustain great teaching and achievement. They further pointed out that some teachers dismiss learners with difficulties through authoritarian inflexible teaching style. As a result students become discouraged and frustrated leading to poor performance.

Shiundu and Omulando (1992) support this view where they noted that:

"If learning is to be effective, it must be geared to the child's needs and interests, not to what we think he ought to have or we think may be useful to him. The teacher is there to guide and select the appropriate learning experiences and resources that motivate the interests and aspirations of the learner".

Apart from teacher qualification and instructional approach, head teachers leadership style also influences students' academic achievement. Leadership can be identified as the traits that allow one to lead or direct others towards definite results, goals or objectives. In relation to teaching and learning, the quality of administration contributes to the successful implementation of the curriculum, evaluation and performance in national examinations. According to Olembo (1986), the support the head teacher gets and gives from and to the staff, pupils and community goes along way in improving achievement in the various school programs. He noted that the quality of a head teacher affects performance. He says that the way the head teacher structures and administers the school, relates with the school subsystems, teachers and students significantly affects students' performance in national examinations at large.

Kibui (2008) in her study on transformational leadership in management of public schools in Kirinyaga District says that the principal as an agent of change has to be prepared for changes that affect the curriculum and provide a conducive learning atmosphere, provide adequate teaching and learning materials and also keep abreast with changes that affect the curriculum in order to enhance better performance of students in national examination. Asunga (2002) noted that head teacher involvement in whatever goes on in a school did influence student performance unlike those head teacher who never got involved

From the forgoing review the studies agree that teacher qualifications, teacher instructional methods and head teacher leadership style affect students' achievement in national examination. In this study the researcher observes that the said studies focused on how these factors affect students' performance in general. This study aims at addressing how these factors affect students' achievement in terms of gender in Kirinyaga district.

2.4 Teaching and Learning Facilities

Instructional materials are an integral component of the learning process. It is generally agreed that a school's physical facilities such as classrooms, laboratories, desks and books have a direct bearing on good performance among students. Effective teachers as they teach keep in mind both what they teach and what they teach with. Learning would therefore be passive and boring if learning resources are not incorporated in learning process. It is proper organization of learning resources and the use of appropriate teaching and learning strategies which enhance the acquisition of the subject matter.

A study carried by Eshiwani (1983) concurs with this view when he pointed out that the schools that had the best facilities were among the high achieving schools and that those that had inadequate facilities performed poorly in K.C.S E in Western Kenya. Thus he concluded that the presence or absence of school facilities distinguished between high achieving and low achieving schools.

Shiundu and Omulando (1992) called for full participation of teachers, who must be given the necessary resources and specialized help, and above all motivated to act. It is therefore worth noting that availability of adequate teaching and learning resources is a hall mark of the out comes of good academic credentials by the students. Physical facilities like classrooms, laboratories, libraries and nature of learning environment contribute effectively to the realization of good results by students in K.C.S.E national examinations.

The Population Council of Kenya and the Ministry of Education (1997) carried out a study to establish the effects of material inputs on the performance of students in single sex and mixed secondary schools. A directory of different types of materials that would be found in a typical secondary school was prepared. Some of these included textbooks, library, laboratory, playing fields, science rooms and telephone. An examination of material inputs revealed that single sex schools were better equipped than mixed schools. The shortage of learning materials was identified as one of the factors affecting performance

2.5 Career Guidance in Schools

In secondary schools, teachers are involved in career guidance programs. The Gachathi report (1976) recommended that the career guidance in schools especially for girls be improved.

Nine years later Eshiwani (1985) made similar recommendations. Although the career guidance programs in schools have generally improved over the years, emphasis has not been made in girls' schools as recommended above. Many students still select their careers totally unaware of what chances exist in areas connected with their study. This was supported by Keino (1985) who in his report on opportunities for females in technical training in Kenya observed that formal school system predisposes girls to shy away from technical oriented careers and hence the need for strong career guidance and counseling services in schools on different careers that different subjects lead to.

2.6 Attitude

In the teaching and learning process the learners themselves play a key role towards their performance. Several factors interrelate and can affect the students towards low or high achievement. These include: attitude, self-esteem and self-concept.

Psychologists and most educators agree that attitude plays an important part in the learning process. Manguti (1984) defines attitude as a mental state of feelings or thinking, holding opinions and values, perceptions and behavior in a certain way towards people, objects, events or situations. If students develop a positive attitude then the chances of learning the subject and performing well are increased. Girls

and boys performance in Business Studies can be influenced by the way they perceive the subject in relation to their life now and in future.

Self-esteem is another factor that influences students' academic achievement. Self-esteem is equivalent to a person's success divided by his or her pretensions. In the academic realm, one's self-esteem would be their accumulated achievement divided by how well they think they ought to be doing. Young Blood (1979) defines self-esteem as the feeling of pride that results when the child accomplishes things on his or her own. Thus self-esteem depends on the child's success and in mastering tasks in the world. A weakened sense of self-esteem is associated with drugs and alcohol abuse, antisocial behavior, teenage pregnancies and poor school grade. Of all behavior associated with self-esteem, academic achievement receives the greatest attention from educational community. Those students who have enhanced self-esteem are more likely to achieve highly academically.

Apart from attitude and Self-esteem, the self-concept of learners also influences their academic achievement. Self-concept affects an individual's outlook to life. Different factors such as school environment, teachers, peers and the hidden curriculum affect the development of self-concept. Thus self-concept encompasses the evaluation an individual makes of himself or herself in regard to attitudes, feeling and perceptions resulting from the interactions with others in various social environment.

Teachers strongly influence not only their students' academic achievement but their self-concept as well. A student can easily tell how a teacher regards him or her when he/she compares the way the teacher behaves towards his/her classmates. A student who senses that his/her teacher has low expectations for him/her is more likely to perform poorly in class than another student who senses that the teacher has high expectations. Walker and Borton (1989) noted that girls relative to boys are said to have less confidence in their ability to succeed in challenging intellectual tasks. Otiende and Njoroge (2001) also argued that teachers persuade girls on curriculum matters other than advise them and this result to indoctrination.

Girls expect to fail in tasks that are unfamiliar, difficult or perceived to require high ability, When they fail, girls internalize their failure attributing it to themselves. The poor self-concept leads to taking fewer Mathematics and Science courses. Nyangweso (1985) noted that females have lower educational and occupational aspirations when compared to their male counterparts. This could be termed as an implication of girls having low self-concept. According to Kibera, (2002) females normally choose or prefer to join occupations traditionally preserved for women as those of teachers, nurses, farmers, house related chores and service oriented. Males too desire these occupations for their female counterparts. In contrast, females manifest high occupational aspirations for their male counterparts than for themselves. This seems to suggest that these high status jobs are not meant for females.

Gender stereotyping is another factor that influences students' academic performance. Gender stereotyping refers to language, attitudes or representations that tend to attribute particular roles or characteristics to people on the basis of their sex without considering them as persons. Education is a process of harmonizing people rather than learning with a view to acquire societal values and norms without questioning. According to Otiende and Njoroge (2001), the level of degree of education one can attain is currently influenced by both social and economic factors prevailing in the society. According to Otiende and Njoroge, many textbooks used in schools are gender-biased. The sex roles described in textbooks ignore women and provide few challenging models for girls. These books fail to create a sense of equality between men and women. When girls are represented in books, they are stereotyped. The boys in the same books are represented in more scientific and management roles, while girls are shown as being passive and only playing supportive roles like dressmakers, petty cashiers and copy typists.

The girls in schools encounter bias in the event of their interaction with their teachers since they are socialized to be gentle, beautiful and obedient. The boys on the other hand are encouraged to be forceful, industrious and scientific. This study sought to establish the attitude that boys and girls hold towards Business Studies and how this affects their performance in Business Studies.

2.7 Socio-economic Background

Socio-economic background and involvement in home chores by students affects students' performance. Earlier studies show that these factors actually influence students' performance in national examinations Michieka (1983) in his study noted that lack of school fees led to frequent absenteeism These lost man-hours could not be recovered and led to failure in examinations mainly because the students did not prepare adequately to cover the syllabus.

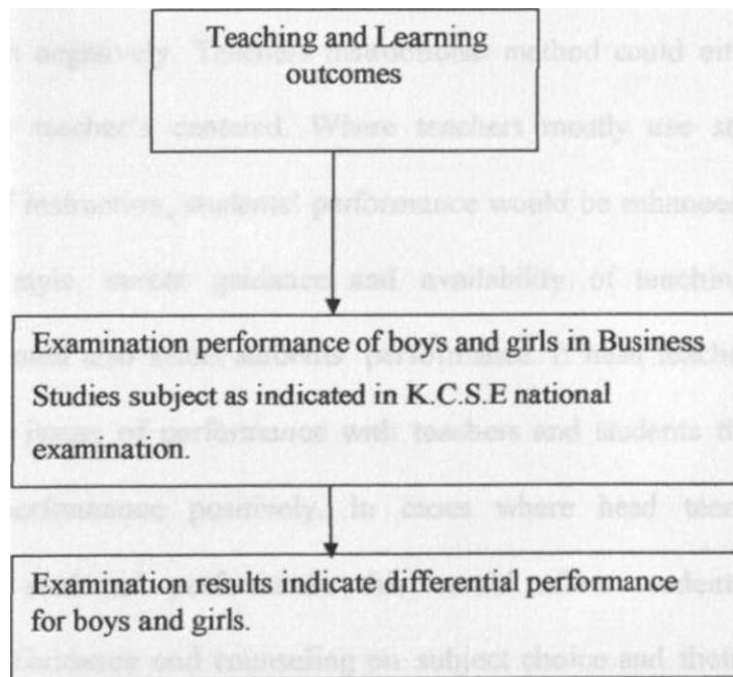
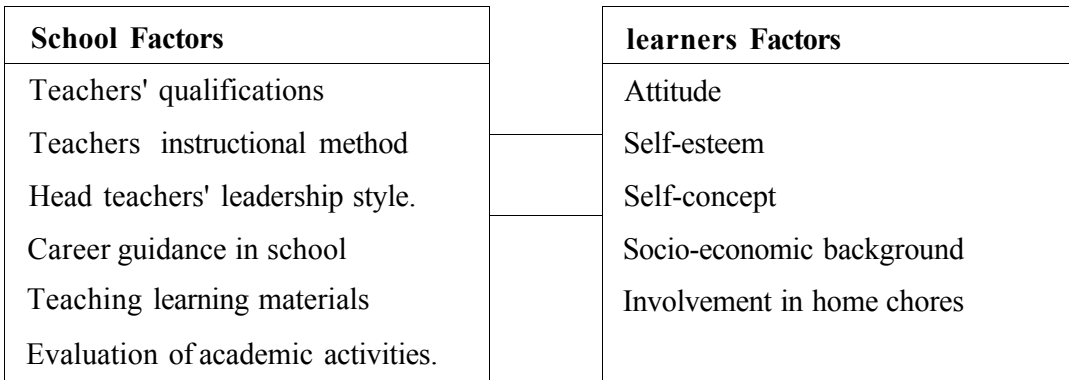
Waweru (1982) noted that poverty exerts pressure on pupils' performance. This is because they cannot afford basic learning resources such as textbooks, pens, school fees among others. Malnutrition and poor living conditions influences the health of the child and thus directly or indirectly affects his/her ability to learn Ndiritu (1999) noted that limited income among lower class families had been found to restrict provision of school books, development funds and other necessary materials to ensure good attendance and performance at school by pupils. Poor families have lower aspirations for their children than upper class due to the opportunity cost of the child Poor families want their children to be involved in income generating activities, for going to school means a greater loss. As such, the poor rather than the rich because of economic gains prefer child labour

Cantu (1975) in a study of 73 Mexican American pupils found out that parent's educational attainments, income level and home environment proved to be highly

significant in determining the child's level of educational attainment Amalaha (1975) in a study on 370 boys and 112 girls in Nigeria found that male students from educated parents performed at a significant level than male students from uneducated parents.

In view of the foregoing it is the researcher's view that socio-economic aspect as addressed by earlier researchers did not address the influence of the same socio-economic factors on differential performance between boys and girls in specific subject in national examinations. These studies did not show the effect of involvement in home chores by boys and girls on their performance in national examination Thus, this study aimed at contributing to address this aspect

2.8 Conceptual Framework



Source: Own construction (2010)

The conceptual framework above explains the relationship between school factors and learners' factors and how these factors influence teaching and learning and their overall effect on boys and girls performance in K.C.S.E Business Studies national examinations. The conceptual framework describes the relationship between groups of variables and their influence of students' performance in national examination. School related factors for example teacher qualification, teachers' instructional approach affects the students' academic performance. Where the teachers are qualified it is expected that they have mastery of content to be taught and this would enhance performance of students in national examinations. In the case where teachers are not qualified, the mastery of content could be wanting and this would affect students' performance in national examination negatively. Teachers instructional method could either be students' centered or teacher's centered. Where teachers mostly use students centered method of instruction, students' performance would be enhanced. Head teachers leadership style, career guidance and availability of teaching and learning materials would also affect students' performance. If head teachers have interest and discuss issues of performance with teachers and students this would affect students' performance positively. In cases where head teachers are aloof concerning students' performance this would affect students' performance negatively. Guidance and counseling on subject choice and their role in related careers is another school factor that could affect students' performance. Where

students are not guided or where girls are discouraged from taking science and technical oriented subjects, then this would affect their performance

Factors within the school are not the only cause for differential performance between boys and girls in national examination. Students' related factors and home based factors which include family size, house hold income, parents' occupation and domestic chores all contribute substantially to poor academic performance.

Non-School related factors include the students' attitude, socio-economic background have a direct influence on students' academic performance. For example, if the students have a positive attitude towards a subject his/her performance will be high. If the student come from a poor socio- economic background and has constant fees problem then this will affect aspiration levels of the student as he/she is caught between constant absenteeism due to lack of school fees as well as performing well academically. He/she is likely to be of poor health because of poor nutrition. Such a student is likely to perform poorly academically than his/ her counterpart, from a good socio-economic background. A student who takes up a lot of home chores will end up having less time to do his/her private studies at home and this would contribute to poor performance. The above factors affect boys and girls in different ways and magnitude

Girls are pulled out school and boys left in school when the family income dictates that all children cannot be educated. Girls miss school when there are chores to be done at home or there is a sick family member to nurse. They are taken out of school when they mature to prepare them for marriage or help to supplement the family income by selling, farming or performing other income generating activities.

The interaction of the above factors is conceptualized to reveal differential performance for boys and girls.

2.9 Summary of Literature Review

From the foregoing discussion, the factors identified in earlier studies focused mainly on their overall effect on performance. It is evident that earlier studies addressed performance in national examinations based on individual subjects that make up Business Studies. Also it is clear that very little research has been done on students' performance in Business Studies. No comparative studies have been done on the performance of Business Studies students by gender in public secondary schools.

This study endeavored to fill these gaps and will act as an eye opener for further studies on Business Studies performance in national examination.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodology used in the study. This involves research design, locale of the study, target population, sample and sampling techniques, research instruments, pilot study, validity and reliability of the instruments, data collection procedure and data analysis techniques.

3.1 Research Design

Research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions. This study employed a survey design. According to Orodho (2005) survey design is a method of collecting information by interviewing or administering questionnaire to a sample of individuals or subjects. The survey design is frequently used in studying attitudes, opinions, preferences and perceptions of people. The survey design attempts to collect data from members of a population in order to determine the correct status of that population in respect to one or more variables.

Gay (1992) noted that the researcher infers information about a population of interest based on the responses of a sample drawn from the population. Lockesh (1984) points out that descriptive research studies are designed to obtain information concerning the current situation and other phenomena and whenever

possible to draw valid conclusions from facts discovered. The study used both quantitative and qualitative paradigms; in both cases questionnaires were used. The Form four Business Studies class during the time of study filled one questionnaire, Business Studies teachers filled the other questionnaire, head teachers another questionnaire and Quality Assurance and Standards Officers (QUASO) filled another questionnaire.

In addition secondary data in relation to performance of boys and girls in K.C.S.E Business Studies in Kirinyaga District and nationally was used for comparison purposes.

3.2 Locale of the Study

The study was carried in public secondary schools in Kirinyaga district, central province, Kenya. It was the researcher's interest to investigate the factors that cause performance disparities in K.C.S.E Business Studies between boys and girls having taught in one of the mixed day secondary schools in the district for the last ten years.

3.3 Target Population

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects having common characteristics. It is the sum total of all that conforms to a given specification. Target population, they add is that which a

researcher intend to generalize the findings Target population is a large population from whom a sample population size is selected

The target population for this study included 79 public secondary schools comprising 10 boys' secondary schools, 26 girls' secondary schools and 43 mixed secondary schools.

The target population comprised Form four Business Studies students, Business Studies teachers, head teachers and Quality Assurance and Standards Officers The Form four students were considered most appropriate among the students because at this level they have been introduced to most areas to be tested at K.C.S.E final examination. Furthermore they have been in school for a longer period of time thus they are more familiar with the issues to be investigated. Teachers were important because they facilitate the learning process through organizing and conducting instructional activities in the classroom. The head teachers play a central role in provision of teaching and learning materials, supervision of the implementation of the curriculum and their style of leadership affect the performance of students in national examination. The Quality Assurance and Standards officers were also important in the study because they monitor and assess the implementation of the curriculum and advice on various measures to be taken by schools in order to improve the standards in schools and performance of students in national examinations.

3.4 The Sample Size and Sampling Techniques

A sample is a sub-set of the population that can be analyzed at reasonable cost and used to make generalizations about the population parameters with ease. According to Gay (1992), a researcher selects a sample due to various limitations that may not allow research on the whole population. Mugenda and Mugenda (1999) note that resources and time tend to be the major constraints in deciding on the sample size to use. They argue that the proximity between the researcher's place of residence and study sample is a factor of consideration in research. Thus reducing the impediments associated with distance coverage while increasing the interaction rates between the researcher and respondents at personal levels, both formally and informally. Mulusa (1988) suggest that one third of the targeted population is representative enough to make estimate of the characteristics being investigated. Hence out of the 79 secondary schools in Kirinyaga district 24 schools were randomly sampled.

Ayoo (2002) says that if a population consists of sub-populations, stratified random sampling should be used to ensure that no sub-population is omitted from the sample. This study used stratified random sampling where the schools were grouped in three sub-groups, boys' only secondary schools, girls' only secondary school and mixed secondary schools. Simple random sampling was used to select schools from each sub- group. Out of 10 boys schools 4 were selected, out of 26 girls' schools 8 were selected and out of 43 mixed secondary schools 12 were

selected. From each school 10 form four students taking Business studies were randomly selected to make a sample of 240 students. One Business Studies teacher from each school was selected to make a total of 24 teachers, 24 head teachers in the selected schools were also included and two out of the four Quality and Standards Assurance Officers were selected. The total sample used for the study was 290 subjects.

3.5 Data Collection Procedure

After securing permission from the relevant authorities the researcher proceeded and visited the selected sampled schools/ site. The researcher started with the office of the principal and formerly explained the purpose of the visit. A request was made to allow the deputy principals of each school to distribute the students' and teachers questionnaires to the Business Studies teachers who in turn organized for the Business Studies students to fill in the questionnaires. The questionnaires were collected soon after they were completed on the same day. Questionnaires were also given to the head teachers and to the Quality and Standards Assurance officers and collected on the same day. Published reports from both the DEOs office and KNEC were used to get data on Business Studies K.C.S.E academic performance 2006-2008 for boys and girls.

3.6 Research Instruments

The research instruments used in this study included questionnaires and published report from the DEO's office, Kirinyaga District and KNEC to get data on Business Studies K.C.S.E academic performance between boys and girls. The questionnaires had two sections A and B. Section A included demographic and background of the respondent while factors that influence performance in K.C.S.E Business Studies national examination inside and outside the school were in section B of the questionnaire. The questionnaire had both open-end and closed end questions. This enabled the subjects to respond more effectively and also enabled the researcher to gather adequate information from the respondents.

3.7 Piloting

Before using the questionnaire for generating data for the study a pilot study was conducted in one secondary school, Kiandieri mixed secondary school which was outside the study sample. The target group was 20 Business Studies students who included ten boys and ten girls, one Business Studies teacher, one head teacher and one Quality Assurance and Standards Officer.

The purpose of pre-testing the research instrument was to >

- (i) Verify whether the questionnaire was clear to the respondents
- (ii) Establish whether the questionnaire effectively provided data needed for the study.

- (iii) Assess and identify any problems respondents would encounter in completing the questionnaire that may not have been foreseen when constructing the questionnaire.

The researcher administered the questionnaire and collected them after they were filled on the same day. The pilot study revealed that some questions were ambiguous while others had difficult terms. Corrections were effected in the final draft of the questionnaire after consultation from the supervisor.

3.7.1 Validity of the Research Instruments

According to Orodho (2005) piloting is a necessary process as it ensures that measurements are of acceptable validity and reliability.

Wiersma (1985) observes that validity is the extent to which an instrument measures what is supposed to be measured. According to Mulusa (1988) a test of research instrument is said to be valid if it measures what it is supposed to measure.

The validity of the instrument was ensured by doing a pilot study in one mixed school which was not included in the sample of the study. The questionnaires were administered to 20 Form four Business Studies students. Stratified sampling was used where the students were divided into two sub-groups, boys and girls. Simple random sampling was then used to select ten students from each sub-group. One

Business Studies teacher and the head teacher were given their respective questionnaire. Another questionnaire was given to one Quality Assurance and Standards Officer. The researcher then discussed, consulted and got expert judgment from the supervisor to enhance the validity of the instrument.

3.7.2 Reliability of Research Instrument.

Reliability is the ability of a research instrument to consistently measure the characteristics of interest over time. According to Mulusa (1998) a reliability test of research instruments is one that consistently produces the expected results. Thomdike and Hagen (1961) pointed out that instrument reliability refers to the level of internal consistency or the stability of the measuring devices. They say that because of economy in time and labour, the procedure for extracting an estimate of reliability should be obtained from the administration of a single test. They add that split half-technique is simple and convenient hence more successful approach for approximating the equivalent of the total test.

The split half- technique was adopted because of the impracticality of retesting and the concern that other factors may influence the retest scores. The questionnaire was discussed with the supervisor to establish the content and reliability and then the final draft was distributed to the respondents.

3.8 Data analysis procedure

The researcher distributed the instruments during data collection and personally collected the questionnaires. After collecting all the instruments, the researcher;

- (i) Inspected the questionnaires to ensure that they were adequately completed and properly responded to and removed any incomplete instruments
- (ii) Organized all the data sheets by giving them identity.
- (iii) Coded the data. The coding enabled the researcher to summarize, quantify and classify data into forms that were suitably used for the report; the data was then arranged and grouped according to particular research objectives. The researcher prepared codebook and used frequencies and percentages to summarize data.

The study utilized both quantitative and qualitative approach of analysis.

Quantitative analysis refers to a non-empirical approach of data analysis. It involved analyzing information in a systematic way in order to come to useful conclusion and recommendations

In qualitative studies, the researcher obtains detailed information about the phenomenon being studied and then tries to establish patterns, trends and relationship from the information gathered. The information was ranked accordingly and edited for clarification regarding specific meanings and sentences used by respondents. The data was then arranged and grouped according to

particular objectives. The data was tabulated and analyzed using descriptive statistics by use of Statistical Packages for Social Science (SPSS).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study. The purpose of this study was to investigate the factors that cause performance disparities between boys and girls in K.C.S.E Business studies in Kirinyaga district.

The method used for research was survey design. The main instrument for data collection were questionnaire for students, teachers, head teachers and Quality Assurance and Standards officers. The responses from the subjects were compiled into frequencies and converted into percentages and presented in cross tabulation. The analysis was done based on each question asked by the researcher in the questionnaire.

The findings and interpretation were done on the basis of study objectives and research questions.

The open- end items that did not limit the respondents to one response but allowed them to give as many responses as they could were categorized and the findings presented in frequency and percentage tables.

The researcher had targeted 240 Form four Business studies students for the study and issued 240 questionnaires of which 238 were returned forming 99% return.

rate. In case of teachers, the researcher targeted 24 teachers and issued 24 questionnaires of which 23 were returned forming 95.8% return rate. 24 head teachers were targeted and the researcher issued 24 questionnaires of which 21 were returned which is 87.5% return rate. Two Quality Assurance and Standards Officers were targeted and two questionnaires were issued. The two were returned forming 100% return rate.

4.1 Demographic Information of the Respondents

The demographic information was obtained from all the respondents in the sample namely the students, teachers, head teachers and Quality Assurance and Standards Officers in Kirinyaga district.

Table 3: Distribution of the Respondents

	Frequency	Percentage
Students	238	83.8%
Teachers	23	8.09%
Head teachers	21	7.4%
QUASO	2	0.7%
Total	284	100%

As shown in table 3 the target group included Business Studies Form four students, Business Studies teachers and head teachers in selected public secondary schools in Kirinyaga district and Quality Assurance and Standards Officers. As shown in the figure most of the respondents were students forming 83.8%, followed by the teachers forming 8.09% while head teachers formed 7.4%. These

respondents were chosen because they are key members of the school community and they were able to provide information on what factors affect business studies performance in schools. Two educational officers forming 0.7% were contacted because being non members of the school; they were very objective in the provision of the data. They are also involved in monitoring and assessing the implementation of the curriculum and give advice on various measures to be taken by schools in order to improve the standards in schools and performance of students in national examinations.

4.2 Teachers' Influence on Students Performance

The study sought to establish the effect of teachers on boys and girls performance in K.C.S.E Business Studies. The teachers' factors the researcher identified were: the gender of teachers, teachers' qualification and instructional approach.

Table 4: Gender of the Respondents- Teachers

Gender	Frequency	Percentage
Male	7	30.4 %
Female	16	69.6 %
Totals	23	100%

It is quite evident from the table that the number of female teachers is more than male teachers. From the above table it clearly shows that there is some disparity in the number of male teachers and female teachers teaching Business Studies. This disparity means that female teachers dominate the teaching of Business Studies.

While male teachers have business orientation and commitments to work, their female counterpart are distracted by maternity leave, children sickness which could hinder their commitment and presence in schools. Girls therefore lack a role model from their female teachers this could affect their performance negatively.

Table 5: Teachers' Professional Qualifications

	Frequency	Percentage
Diploma	5	21.7%
Bachelor of Education	15	65.2%
Masters of Education	3	13%
Totals	23	100 %

From table 5 above it is evident that most teachers had attained at least the minimum teaching qualifications. 21.7% of teachers had a diploma, 65.2% had a first degree and 13% had master of education degree. This therefore means that all the teachers were qualified to teach Business Studies in secondary schools.

Table 6: Teachers' Instructional Approach

Instructional Approach	Frequency	Percentage
Lecture	13	56.5 %
Question and Answer	6	26.1 %
Group discussion	2	8.7 %
Students write notes by themselves	1	4.3 %
Demonstrations Field work	1	4.3 %
Total	23	100 %

From table 6 above it is evident that 56.5% of teachers use lecture method, 26.1% of teachers use question and answer method, 8.7% of teachers use group

discussion while 4.3% use demonstration method as students write their own notes. Lecture method is teacher centered and makes the learner to be passive. This method could also encourage lack of concentration and dozing in class. The students at secondary school level may not be able to synthesize and interpret concepts in Business Studies. This method could affect the performance of both boys and girls negatively. The method could have a greater impact on girls as they get discouraged easily when they are unable to understand some issues. A total of 34.8% of teachers use students centered approach, that is, question and answer as well as group discussion. When the students are actively engaged in the learning process, they remain alert and their mental capabilities are aroused. They also develop interest in learning and this enhances their understanding which goes along way in enhancing their performance.

4.2.1 Effects of Teaching and Learning Facilities

The study also sought to determine the effect of teaching and learning facilities on boys and girls performance in K.C.S.E Business Studies. The teaching and learning facilities the researcher identified were: teachers' text books, students' text books, students' exercise books, class rooms, desks and chairs, library and staff room.

Table 7: Head Teachers' Views on Source of Textbooks and Exercise Books

Source	Frequency	Percentage
School	21	100%
Parents	-	-
Total	21	100 %

In regard to source of textbooks or who provides textbooks it is evident from table 7 above that the school provides the textbooks and exercise books and this enhances completion of syllabus on time and also students could be able to do their assignments using the textbooks.

Table 8: Teachers' views on Availability of Teaching and Learning Facilities.

Facility	Rating	Frequency	Percentage
(a) Teachers' Textbooks	Very adequate		
	Adequate	12	52.2%
	Inadequate	10	43.5%
	Totals	1	4.3%
		23	100%
(b) Students' Text books	Very adequate		
	Adequate	10	43.5%
	Inadequate	11	47.8%
	Totals	2	8.7%
		23	100%
(c) Students' exercise books	Very adequate	13	56.5%
	Adequate	10	43.5%
	Inadequate	-	-
	Totals	23	100%
(d) Class rooms	Very adequate	10	43.5%
	Adequate	12	52.2%
	Inadequate	1	4.3%
	Totals	23	100%
(e) Desks and Chairs	Very adequate	12	52.2%
	Adequate	11	47.8%
	Inadequate	-	-
	Totals	23	100%
(f) Library	Very adequate	3	13.0%
	Adequate	6	26.1%
	Inadequate	14	60.9%
	Totals	23	100%
(g) Staff room	Very adequate	10	43.5%
	Adequate	10	43.5%
	Inadequate	3	13.0%
	Totals	23	100%

From table 8 above 95.7% of teachers indicated that teachers' text books were adequate, 91.3 % of teachers indicated that students' textbooks were adequate In regard to students' exercise books 100% of teachers indicated they were adequate This could be attributed to the fact that the school being the source of these

resources ensures their supply and availability. The study therefore established that the teachers and students had adequate text books for reference and adequate writing materials for students which would enhance the performance of students in Business Studies.

In regard to class rooms, desks and chairs 95.7% of teachers indicated that class rooms were very adequate or adequate. 100% of teachers indicated that chairs and desks were adequate. This would mean that students were comfortable when learning which would enhance their performance. From section (f) 60.9% of teachers indicated that library facilities were inadequate.

The study therefore established that while classrooms, desks and chairs were adequate it is evident that library facilities were inadequate. This means that most students are not able to do their private studies effectively and get supplementary materials while in school which affects their performance negatively.

From section (g), 87% of teachers indicated that staffroom were adequate which would go along way in enhancing teacher' preparation for lessons, marking of exams and room for consultation with student. This would enhance the performance of Business Studies.

4.3 Students' views on Availability of Teaching and Learning Facilities

The study sought to establish the effect of teaching and learning facilities on boys' and girls' performance in K.C.S.E Business Studies from the students' point of view. The facilities identified included: students' text books, class rooms, library and past exam papers. Availability and use of these facilities by students would go along way in enhancing their performance in national examination. The findings were as follows:

Table 9: Students' Views on Availability of Teaching and Learning Facilities

	BOYS		GIRLS	
	Frequency	Percentage	Frequency	Percentage
(a) Students' Textbook				
Very Adequate	44	42.3%	77	57.5 %
Adequate	52	50%	47	35.0%
Inadequate	8	7.7 %	10	7.5%
None	-	-	-	-
Totals	104	100%	134	100%
(b) Classrooms				
Very adequate	34	32.7 %	65	48.5 %
Adequate	58	55.8%	54	40.3 %
Inadequate	11	10.6%	15	11.2%
None	-	-	-	-
Totals	104	100 %	134	100 %
(c) Library				
Very adequate	20	19.4%	37	27.6 %
Adequate	27	26.2 %	24	17.9%
Inadequate	31	30.1 %	43	32.1 %
None	25	24.3%	30	22.4%
Totals	104	100 %	134	100 %
(d) Past Exam papers				
Very adequate	44	42.3 %	63	47.0 %
Adequate	45	43.3 %	47	35.1 %
Inadequate	12	11.5%	19	14.2%
None	3	2.9 %	5	3.7 %
Totals	104	100%	130	100 %

Table 9 above presents the students' views on the effect of teaching learning facilities on boys' and girls' performance in K.C.S.E Business studies. From section (a) 92.3% of boys indicated that textbooks were adequate while 92.5% of girls indicated that textbooks were adequate. 7.7% of boys and 7.5% of girls indicated that textbooks were inadequate.

From section (b) 88.5% of boys indicated that classrooms were adequate while 88.8% of girls indicated classrooms were adequate. 10.6% of boys indicated that classrooms were inadequate while 11.2% of girls indicated that class rooms were inadequate.

From section (c) 45.6% of boys indicated that the library facilities were adequate while in 45.5% of girls indicated that library facilities were adequate 30.1% of boys indicated that library were inadequate. While 32.1% of girls indicated that library facilities were inadequate. 24.3% of boys indicated that there were no library facilities while 22.4% of girls indicated that there were no library facilities in their schools.

From section (d) 85.6% of boys indicated that past exam papers were adequate while 82.1% of girls indicated that past exam papers were adequate 14.4% of boys indicated that past exam papers were inadequate while 17.9% of girls indicated that past exams papers were inadequate.

The study therefore established that both boys and girls have adequate textbooks which would enable them to work on their class assignment and revision and this would enhance their performance in Business Studies. The study also established that both boys and girls have inadequate library facilities. This would mean that students are not able to do private studies while in school and as a result their performance would be affected negatively.

In relation to the teaching and learning facilities the study sought to establish the extent to which boys and girls use them. The researcher identified the following facilities: staffroom, textbooks and past exam papers. The findings were as follows:

Table 10: Students' use of facilities

	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
(a) Text books				
Highly	49	47.1%	21	15.7%
Medium	50	48.1%	29	21.6%
Rarely	2	1.9%	48	35.8%
Not used	3	2.9%	36	26.9%
Totals	104	100%	134	100%
(b) Past exam papers				
Highly	62	59.6%	50	37.3%
Medium	31	29.8%	23	17.2%
Rarely	7	6.7%	44	32.8%
Not used	4	3.8%	17	12.7%
Totals	104	100*%.	134	100%
(c) Staffroom				
Highly	38	36.5%	19	14.1%
Medium	60	57.7%	24	17.9%
Rarely	4	3.8%	52	38.8%
Not used	2	1.9%	39	29.1%
Totals	104	100%	134	100%

From table 10 above, section (a), 95.2% of boys indicated that they use textbook for revision while 37.3% of girls indicated that they use textbooks for revision purposes. A total of 4.8% of boys indicated that they rarely use or do not use text books at all while 62.7% of girls indicated that they rarely use or do not use text books at all.

From section (b) 89.4% of boys indicated that they used past exams papers for revision while 54.5% of girls indicated that they use past examination papers for revision purpose.

From section (c) 94.2% of boys indicated that they use the staffroom to consult with the teacher while 32% of girls indicated that they use the staff room for further consultation with the teachers. 5.7% of boys indicated that they rarely or do not use the staffroom for consultation while 67.9 % of girls indicated that they rarely or do not use the staffroom for consultation with the teachers.

There is a significant disparity between boys and girls on the use of the above facilities. The study therefore established that though text books, past examination papers and staffroom were adequate in schools, boys mostly use them for revision and consultation with teachers while girls rarely used them for revision and consultation with the teachers. This would therefore result in boys performing better in Business Studies than girls.

43.1 Attitude of Boys and Girls towards Business Studies

The study further sought to establish the effect of boys and girls performance towards Business studies on their performance in K.C.S.E Business studies. The students gave the following responses on how they view Business studies as a key subject that will assist in pursuing future career by use of a 5 level scale.

Table 11: Students' Attitude towards Business Studies.

Responses	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	52	50%	50	37.3%
Agree	50	48.1%	42	31.3%
Neither	1	1%	8	6%
Disagree	1	1%	30	22.3%
Strongly Disagree	-	-	4	3%
Totals	104	100%	134	100%

From table 11 above 98.1% of boys agree that Business Studies is a key subject that will assist in pursuing future career while 86.3% of girls indicated that Business Studies is a key subject that will assist in pursuing future career 2% of boys disagree that Business studies is a key subject that will assist in pursuing future career while 9% of girls disagreed that Business studies is a key subject that will assist in pursuing future career. Students were asked to rate Business studies examination given in their schools on a scale of 4: very difficult, difficult, simple, and very simple.

Table 12: Students' attitude towards Business studies Examinations

Responses	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
Very difficult	4	3.8%	8	6%
Difficult	61	58.7%	100	74.6%
Simple	37	35.6%	26	19.4%
Very simple	2	1.9%	-	-
None of the above	-	-	-	-
Totals	104	100%	134	100%

From table 12 above it is evident that 62.5% of boys indicated that Business Studies examinations were difficult while 80.6% of girls indicated that Business

Studies examinations were difficult 37.5% of boys view Business studies examination as simple while 19.4% of girls view Business studies examination as simple. From table 11 and 12 above there is a significant disparity between boys and girls attitudes towards Business studies which would affect their performance

On overall therefore, the study established boys' attitude towards Business studies is positive while girls' attitude towards Business studies is a bit negative. Positive attitude towards a subject enhance performance while negative attitude towards a subject would lead to poor performance in K.C.S.E examination.

Table 13: Students' Preferred Future Career

Responses	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
Medical doctor	37	35.6%	28	20.9%
Engineer	23	22.1%	27	20.1%
Lawyer	13	12.5%	16	11.9%
Teaching	5	4.8%	46	34.3%
Accountant	26	25%	17	12.7%
Total	104	100%	134	100%

What emerged as can be seen from table 13 above was that a total of 70.2 % of boys aspired to enter into challenging career such as medicinal doctor, engineer and lawyer which also happens to require strong grades to qualify, while a total 52.9% of girls aspired to enter into challenging careers such as medical doctor, engineer and lawyer. There is a disparity in challenging career aspirations between boys and girls which would affect their performance.

It also emerged that 25% of boys aspired to become accountants which is associated with Business Studies while 12.7% of girls aspired to become accountants. This would also affect their performance in Business Studies in that boys would work hard to achieve a grade that would enable them pursue the career of becoming an accountant. This would enhance their performance while girls may be reluctant to put a lot of effort in Business Studies since their aspiration on career associated with Business Studies is low. This would result in poor performance for girls.

4.3.2 Students' Socio-Economic Background

The study further sought to establish the effect of socio-economic background on boys and girls performance in K.C.S.E Business studies. The study based the influence of students' socio-economic background on father's and mother's occupation, person who pays the school fees and punctuality of paying school fees. The findings are shown in table 14 below

Table 14: Students' Socio-Economic Background

	Boys		Girls	
	Frequency	Percentage	frequency	Percentag
(a) Father's occupation				
Farmer	46	44.2 %	58	43.2%
Employed	22	21.2%	43	25.4 %
Business man	36	34.6%	34	31.3%
Totals	104	100%	134	100 %
(b) Mother's occupation				
Housewife	16	15.4%	20	14.9%
Farmer	47	45.2 %	51	38%
Employed	19	18.3%	23	17.2%
Business woman	22	21 2%	40	29.9 %
Totals	104	100%	134	100%
(c) Who pays school fees				
Parent	92	88.5 %	120	89.6 %
Guardian	9	8.7 %	10	7.5 %
Brother	1	1..0%	1	0.7 %
Sister	1	1 0 %	1	0.7%
Relative	1	1.0%	2	1.5 %
Totals	104	100 %	134	100 %
(d) Punctuality of paying fee				
Yes	63	60.6 %	60	44 8 %
No	41	39.4 %	74	55.2%
Totals	104	100%	134	100 %

From section (a) of table 14 above 44.2% of boys indicated that their fathers were farmers while 43.2% of girls indicated that their fathers were farmers 21.2% of boys indicated that their fathers were employed while 25.4% of girls indicated that their fathers were employed. 34.6% of boys indicated that their fathers were business men while 31.3% of girls indicated that their fathers were business men.

From section (b) 15.4% of boys indicated that their mothers were housewives while 14.9% of girls indicated that their mothers were house wives 45.2% of boys

indicated that their mothers were farmers while 38% of girls indicated that their mothers were farmers 21.2% of boys indicated that their mothers were employed while 17.2% of girls indicated that their mothers were employed 18.3% of boys indicated that their mothers were businesswomen while 29.9% of girls indicated that their mothers were businesswomen

From section (c) 88.5% of boys indicated that their parents paid their school fees while 89.6% of girls indicated that their parents paid their school fees A total of 11.7% of boys indicated that their school fees was paid by either a guardian , a brother, a sister or relative while a total of 10.45% of girls indicated that a guardian, a brother, a sister or a relative paid their school fees

From section (d) 60.6% of boys indicated that their fee was paid on time while 45.5% of girls indicated that their fees was paid on time 39.4% of boys indicated that there was delay in the payment of their school fees while 54.5% of girls indicated that there was delay in the payment of their school fees.

On overall therefore the study established that a great number of parents were farmers whose income is seasonal and would hinder the parents from paying school fees on time. Parents with stable income from employment were few and this would also hinder majority of students' school fee paid on time From the results, there is a significant disparity on the punctuality in the payment school

fees between boys and girls. This could be associated with social-cultural belief that when family income dictates that all children cannot be educated, it is the girls who are first pulled out of school or have to wait until the money is available. Absenteeism from school due to delay in paying school fees contributes greatly towards the poor performance of girls.

4.3.3 Students Involvement in Home Chores:

The study further sought to establish the effect of boys and girls involvement in home chores on their performance in K.C.S.E Business Studies. The home chores the researcher identified were, washing, working in the shamba, cooking and watching T V. The effect of these activities was gauged on a scale of highly, medium, low and no effect. The results are as indicated in table 15 below;

Tablet5: Domestic Chores' Effect on Private Studies

	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
(a) Washing				
Highly	7	6.7%	50	37.7%
Medium	21	20.2%	45	33.6%
Low	28	26.9%	22	16.4%
No effect	48	46.2%	17	12.7%
Totals	104	100%	134	100%
(b) Working in the shamba				
Highly	58	55.8%	72	53.7%
Medium	18	17.3%	12	9.0%
Low	19	18.3%	40	29.9%
No effect	9	8.6%	10	7.5%
Totals	104	100%	134	100%
(c) Cooking				
Highly	1	5.8%	49	36.6%
Medium	7	6.7%	43	32.1%
Low	10	9.6%	27	27%
No effect	81	77%	15	11.2%
Totals	104	100%	134	100%
(d) Watching TV				
Highly	62	59.6%	76	56.7%
Medium	14	13.5%	30	22.4%
Low	12	11.5%	10	7.5%
No effect	16	15.3%	18	13.4%
Totals	104	100%	134	100%

From section (a) of table 15, 26.9% of boys indicated that washing affected their private studies while 71.3% of girls indicated that washing affected their private studies. It is evident that 46.2% of boys indicated that they were not affected by washing while 12.7% of girls indicated that they were not affected by washing. There is a significant disparity between boys and girls being affected by washing, meaning that girls had their performance affected negatively by washing.

From section (b) it is evident that 73.1% of boys indicated that working in the shamba affected their private studies while 62.7% of girls indicated that working in the shamba affected their private studies. 8.6% of boys indicated that working in the shamba did not affect their private studies while 7.5% of girls indicated that working in the shamba did not affect their private studies. This could have been contributed by the fact that most of their parents are involved in farming activities.

From section (c) it is evident that 12.5% of boys indicated that cooking affected their private studies while 68.7% of girls indicated that cooking affected their private studies. 77.9% of boys indicated that cooking did not affect their study when at home, while 11.2% of girls indicated that cooking did not affect their private studies. There is a significant disparity on the effect of cooking on the private studies of boys and girls where girls are the most affected and this could negatively affect their performance in Business Studies. The disparity could be associated to cultural belief that African males are not supposed to be involved in kitchen activities like cooking.

From section (d) 59.6% of boys indicated that watching TV highly affected their private studies while 56.7% of girls indicated that watching TV highly affected their private studies. 15.3% of boys indicated that watching TV did not affect their private studies when at home, while 13.4% of girls indicated that watching TV did not affect their private studies when at home.

On overall, therefore the study established that involvement in home chores affect students' private study. On average boys were less affected by washing and cooking while girls were highly affected by washing and cooking. This therefore means that involvement in home chores does influence boys and girls performance in K.C.S.E Business Studies but in varying extent where girls are mostly affected.

4.4 Ways of Improving Performance of Boys and Girls K.C.S.E Business Studies.

The study further sought to establish ways of improving performance of boys and girls K.C.S.E Business Studies. The information was sought from QUASO, head teachers, teachers and students. From open end questions, the major themes that emerged included: more revision by use of past exam papers, group discussion, positive attitude towards the subject, getting involved in educational tours and getting involved in symposium among schools.

The results were as follows:

Table 16: Quality Assurance and Standard Officers Views on Ways of Improving Performance in Business Studies.

	Frequency	Percentage
iMore revision	1	50%
Group discussion	1	50%
iPositive attitude	-	-
Educational for symposiums	-	-
Total	2	100%

From table 16 above, 50% of Quality Assurance and Standards Officers indicated that more revision would improve students' performance in Business Studies. In regard to group discussion, 50% of Quality Assurance and Standards Officers indicated that group discussion would improve students' performance in Business Studies.

Table 17: Head Teachers' Views on Ways of Improving Performance in Business Studies

	Frequency	percentage
More revision	5	23.8%
Group discussion	6	28.6%
Positive attitude	8	38.1%
Educational tours	1	4.8%
Symposiums	2	9.5%
Total	21	100%

From table 17 above, 23.8% of the head teachers indicated that more revision would improve students' performance in Business Studies. 28.6% of head teachers indicated that group discussion would improve students' performance in Business Studies. In regard to positive attitude, 38.1% of head teachers indicated that positive attitude would improve students' performance in Business studies. 13.3% of head teachers indicated that educational tours and symposiums would improve students' performance in Business Studies.

Table 18: Teachers' Views on Ways of Improving Performance in Business Studies.

	Frequency	Percentage
More revision	7	30.4 %
Group discussion	6	26.1 %
Positive attitude	5	21.7%
Educational tours	2	8.7
Symposiums	3	13.0%
Total	23	100%

From table 18 above 30.4% of teachers indicated that more revisions would improve students' performance in Business Studies. In regard to group discussion 26.1% of teachers indicated that group discussion would improve students' performance in Business Studies. 21.7% of teachers indicated that positive attitude would improve students' performance in Business Studies. 11.7% of teachers indicated that educational tours and symposiums would improve students' performance.

Table 19: Students' Views on Ways of Improving Performance in Business Studies.

	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
More revision	45	43.3%	50	37.3%
Group discussion	30	28.8%	42	31.3 %
Positive attitude	10	9.6%	31	23.1 %
Educational tours	7	6.7 %	2	1.5%
Symposiums	12	11.5 %	9	6.7%
Totals	104	100%	134	100 %

From table 19 above it is evident that 43.3% of boys indicated that more revision would improve their performance while 37.3% of girls indicated that more revision would help improve their performance. In regard to group discussion 28.8% of boys indicated that group discussion would improve their performance while 31.3% of girls indicated that group discussion would improve their performance. In the case of educational tours 6.7% of boys indicated educational tours would improve their performance while 1.5% of girls indicated that educational tours would improve their performances in Business studies.

In regard to symposiums 11.5% of boys indicated that symposiums would improve their performances while 6.7% of girls indicated that symposiums would improve their performance in Business studies

On overall, therefore the study established that the key factors that could improve performance in Business Studies for both boys and girls are more revision, group discussion and positive attitude. The study also established that positive attitude was vital in enhancing the improvement of girls' performance in Business Studies

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the conclusion of the study. The purpose of the study was to investigate factors that cause performance disparities between boys and girls in K.C.S.E Business studies in Kirinyaga District. The study sought to establish how teacher qualification and instructional approach, availability of teaching and learning facilities, the attitude of boys and girls towards Business Studies, socio-economic background of boys and girls as well as involvement in home chores affect the performance of boys and girls in K.C.S.E Business Studies. The study also sought to establish ways of improving Business Studies performance.

The following is the summary of the research findings upon which the conclusion and recommendations of the study were made

5.1 Effect of Teachers' Qualification and Instructional Approach.

The study established that teachers' qualification influenced students' performance in K.C.S.E Business Studies. Overall, the study established that 21.7% of teachers had a diploma qualification which is the minimum professional qualification while 65.2% had a first degree and 13% had a masters degree, therefore all the teachers had attained the required professional qualification which would enhance understanding of the subject matter and hence delivery of

the same to the students. In regard to teachers' instructional approach the study established that 56.5% of teachers' use lecture method which is teacher centered. Only 26.1% used question and answer method which is student centered. Lecture method makes the learner to be passive and this could affect the performance of boys and girls negatively. Girls are likely to be affected mostly as they easily get discouraged when they find it is difficult to understand the articulated issues in the learning process.

The question and answer method is a students' centered approach which makes learners to be actively involved in the learning process. This would enhance understanding and mastery of the content and is likely to affect the performance of boys and girls KCSE Business studies positively.

5.2 Effect of Teaching and Learning Facilities

The study was able to establish the effect of teaching and learning facilities from the teachers' point of view and students' point of view. The teaching and learning facilities identified for the study were teachers' textbooks, students' text books and exercise books/ writing materials, class rooms, desk and chairs, library, staffroom and past examination papers.

95.7% of teachers indicated that teachers' text books were adequate and 91.3% indicated that students' text books were adequate. All the teachers indicated that students' exercises books, desks and chairs were adequate. In regard to class

rooms 95.7% of teachers indicated that class rooms were adequate while 60.9 % of teachers were of the view that library facilities were inadequate

From students' point of view 92.3% of boys indicated that students' textbooks were adequate while 92.5% of girls were of the view that students' textbooks were adequate. In regard to classrooms 88.5% of boys and 88.8% of girls were of the view that classrooms were adequate. In regard to library 54.4% of boys were of the view that library facilities were either inadequate or there were none while 54.5% of girls were of the view that library facilities were either inadequate or there were none in the school. In the case of past examination papers 85.6% of boys and 82.1% of girls were of the view that past examination papers were adequate.

The use of textbooks and past examination papers for revision as well as the use of staffrooms for consultation were identified as the key facilities that cause performance disparities between boys and girls in Business studies. The study established that 94.2% of boys use the staff room while 32% of girls use the staffroom for consultation. In regard to use of past papers examination papers 89.4% of boys use past examination papers for revision while 54.5% of girls use past examination papers for revision. In the case of textbooks 95.1% of boys use the questions at the end of every topic which are in the text books for revision

while only 37.3% of girls use the questions at the end of every topic in the text books for revision.

5.3 Effect of Boys' and Girls' Attitude towards Business Studies.

The study also sought students' views on Business Studies as a key subject that would assist in pursuing future career. 98.1% of boys had positive attitude while girls' attitude was rated lower at 68.6%. Further the study established that future career aspiration for boys and girls were different which was an indicator of their different attitude towards Business Studies. While 72.2% of boys aspired for challenging careers such as medical doctor, engineer and lawyer, 52.9% of girls aspired for the same careers. 25% of boys aspired to become accountants while only 12.7% of girls aspired to become accountants which is associated with Business Studies. There was disparity between boys and girls for challenging careers and accountant which is associated with Business Studies. This would affect girls' performance negatively

5.4 Effects of Students' Socio- Economic Background

The socio -economic background was based on father's and mother's occupation, who pays the school fees and punctuality in paying school fees

The study established that on average 43.7% of the students parents were involved in farming activities. The farming activities give seasonal incomes and as a result payment of school fees would be interrupted leading to students being absent from

school at different periods. This will further affect the performance of students in national examinations because they may lack learning materials. The study also established that an average of 15% of mothers for both boys and girls were housewives. Therefore, in most homes, the father was the sole breadwinner. The overall effect is that the little resources acquired would have to be shared among the members of the family. This would mean that some students lose learning time as they stay at home waiting for their school fees to be paid, which would negatively affect their performance in national examination.

The study established that there was disparity in the punctuality of payment of school fees between boys and girls. 60.6% of boys had their school fees paid on time, while 45.5% of girls had their school fees paid on time. Only 39.4% of boys had their payment of school fees delayed, while 54.5% of girls had the payment of their school fees delayed. This would lead to most of the girls missing school, which would lead to poor performance in K.C.S.E Business studies national examination.

5.5 Effect of Students Involvement in Domestic Chores.

The study had also sought to establish whether students' involvement in domestic chores affected their performance in national examinations. The chores identified in the study included washing, working in shamba, cooking and watching TV.

The study established that 26.9% of boys and 71.3% of girls had their private studies affected by washing. This would result to majority of girls having less time to do their private studies while at home which would lead to girls' poor performance.

The study established that on average 54.8% of students were affected by working in the shamba. This is true because majority of the student's parents were engaged in farming activities. As such their children would have to work in the shamba in order to assist their parents to get money for school fees

In regard to cooking activities, the study established that there was a disparity in the effect of cooking on the private studies of boys and girls while at home 12.5% of boys were affected by cooking while 68.7% of girls were affected by cooking. This could further disadvantage the girls because they would have less time to do their private studies while at home. The performance of the girls would therefore be poor compared to that of boys who would have more time to do their private studies.

In the case of watching TV 73.1% of boys were affected while 79.1% of girls were affected. Therefore watching TV affected both boys and girls

On overall, therefore the study established that the key domestic chores that affected students' private studies were washing, cooking and watching TV. Girls were the most affected especially by washing and coking which would cause their performance to be poor compared to that of boys.

5.6 Ways of Improving Performance in Business Studies.

The study further sought to establish ways of improving Business Studies. From the results of the study, the following were identified as the key ways of improving performance in Business Studies: more revision, group discussion and positive attitude. The study established that more revision would improve boys' performance by 43.3% and girls' performance by 37.3%. Discussion groups would improve boys' performance by 28.8% while 31.3% of girls would have their performance improved by discussion groups. Positive attitude towards Business Studies would improve boys' performance by 9.6% while positive attitude would improve girls' performance by 23.1%. Positive attitude towards Business studies was identified as a major way which could improve girls' performance

5.7 Conclusions

The study established that both teachers and students play a big role in working towards improvement of performance in national examinations. Teachers would be required to use students' centered instructional approach and encourage

students especially girls to consult with them in the staffroom. Students would be required to maximally use the available resources in the school to enhance their performance. It is evident that girls' under achievement is not so much a product of their incompetence but a product of their attitude. The study revealed that the girls' personality dimension will be affected for example, by the way she perceived her potential to do certain subjects. The study revealed that girls have a belief that the accounting section in Business Studies syllabus is difficult and this contributes to their poor performance. Teachers therefore need some gender sensitive inclusive curriculum which will include issues such as self reflection, critique of current textbooks that are used in schools and gender roles. There is need to expand girl friendly practices in the classroom and sensitize teachers to girl friendly environments. This also calls for the need to restructure the teacher training curriculum for the pre-service and in-service training programs to include the gender issue.

From the findings of the study the researcher came up with the following conclusions

- (i) The study has established that Business studies performance is mainly affected by teachers' instructional approach, students' attitude, availability and use of teaching and learning facilities, socio-economic background and involvement in home chores.

- (n) Although these factors affected performance of all students, that is, boys and girls, the effects are more felt by girls.
- (iii) The study established that girls tend to perform poorly in K.C S.E Business studies as compared to boys. This differential in performance is attributed to varying effects of factors identified for the study for both boys and girls
- (iv) The main contribution of this study is that, it will be act as eye opener for further studies on performance of Business Studies subject in national examination
- (v) Another contribution is that girls' performance is challenged by their attitude and domestic chores as already revealed by the finding of the study.

5.8 Recommendations

On the basis of the findings of this study the following recommendations are pointed out which may work towards improving performance in K C.S.E Business studies, especially for girls.

- (i) Schools ought to establish library facilities to enhance performance of Business Studies in national examination. Teachers should use student centered instructional approach so as to enhance effective learning which would go along way in improving performance in national examination.
- (ii) Schools should put in place strong guidance and counseling department which can be used to inspire girls to have positive attitude towards Business Studies so as to enhance their performance.

Teachers should expose the students to more revision by use of past KC.S E materials. Group discussions should be given emphasis and girls encouraged to practice answering of questions by use text books and past examination papers

- v) Students especially girls should balance between their private studies and involvement in home chores so as to improve their performance in Business Studies national examination Parents should also reduce the work load for girls at home to enable them have more time for their private studies

5.9 Suggestions for further studies

More research can be done in areas closely related to this study On the strength of the data gathered, analyzed and the findings, the researcher proposes the following suggestions for further research

- (i) The researcher recommends that this study can be replicated in other districts and provinces.
- (ii) There are factors affecting performance disparities between boys and girls in Business Studies national examination other than the ones used in this study and that would also form a basis for further research.
- (iii) The relevance of Business Studies and courses in tertiary colleges and universities would be an interesting area for further study.
- (iv) Further studies can also be done on factors that cause performance disparities in KCSE national examination in other subjects

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APPENDIX A: Questionnaire for students

Dear student,

The researcher is a student at the University of Nairobi pursuing Masters of Education degree in the Department of Educational Foundations. The purpose of this research is to collect data that will enable the researcher to establish the factors that cause performance disparities in K.C.S.E Business Studies between boys and girls in Kirinyaga district.

Please be as objective as possible when responding to the questionnaire and give the answers to the best of your knowledge. The information gathered shall be treated with confidence and shall be used only for the purpose of this study.

Section A: Background Information

1. Please indicate your gender

- Male
- Female

2. Indicate the type of your school

- Boys' only secondary school
- Girls' only secondary school
- Mixed boys and girls secondary school

SECTION B

3. Which of the following best describes the availability of Business Studies teachers in your school?

- Business Studies subject does not have enough teachers True False
- Business Studies subject does not have a teacher at all True False
- Business Studies subject teachers are trained True False

4. Indicate the method commonly used by your Business Studies teacher when teaching Business Studies in your class

- Lecture [ZD
- Questions and Answers •
- Group discussion_ •
- Demonstration •
- Students write notes from the textbooks □
- Fieldwork
- Specify any other

5. Please rate the use of the following teaching aids during Business Studies lessons in your class.

Resources	Highly	Medium	Low	Not used
Charts				
Diagrams				
Graphs				
Newspapers/ magazines				

6. Does the teacher give you an opportunity to express yourself in class¹

- Yes •
- No

7. Does the head teacher discuss with you about your performance in Business Studies?

- Yes °
- No •

(ii) If yes, how does his/her involvement affect your performance in Business Studies?

® - Does your school have a career guidance program⁹

Yes •

No •

^ (i) Were you guided when selecting Business Studies in form 3 on future career prospects?

Yes •

No a

(ii) If yes, did you find the advice relevant⁹ Please explain briefly

(iii) If no what reasons made you choose Business Studies subject⁹ Explain briefly

10. What is your career aspiration?

Medical doctor •

Engineer •

Lawyer •

Teaching •

Accountant •

11 Please rate the availability of the following facilities in your school by ticking in the appropriate space.

Facilities	Very Adequate	Adequate	Inadequate	None
Students' Textbooks _				
Class rooms				
Library				
Past examination papers				

. Please rate the use of the following facilities for revision purposes Indicate by ticking using the scale given below,

(a) Text Books

Highly

Medium

Rarely

Not used

•
•

(b) Past exam papers

Highly

Medium

Rarely

Not used

0
•

(c) Staff room

Highly

Medium

Rarely

Not used

0

13. How do you rate Business Studies examinations given in your school?"

Very difficult

•

Difficult

n

Simple

1 = 1

Very simple

•

None of the above

•

14 What was your average mark in Business Studies in the last mid-term examination done this term?

Marks	10s	20s	30s	40s	50s	60s	70s	80s	90s

Specify the factors that could have influenced your performance in the last mid-term exam.

(i)

16. Given below is the information on students' attitude towards Business Studies subject. Please indicate by ticking using the scale given below

Business Studies is a key subject that will assist in pursuing future career

- | | |
|-------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

17. Do you believe that boys are given more attention in mixed schools⁰

- | | |
|-------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

18. What is your father's occupation?

- | | |
|----------|--------------------------|
| Farmer | <input type="checkbox"/> |
| Business | <input type="checkbox"/> |
| Employed | <input type="checkbox"/> |

19. What is your mother's occupation?

- | | |
|------------|--------------------------|
| House wife | <input type="checkbox"/> |
| Farmer | <input type="checkbox"/> |
| Business | <input type="checkbox"/> |
| Employed | <input type="checkbox"/> |

20. Who pays your fees?

- | | |
|----------|--------------------------|
| Parent | <input type="checkbox"/> |
| Guardian | <input type="checkbox"/> |
| Brother | <input type="checkbox"/> |
| Sister | <input type="checkbox"/> |
| Relative | <input type="checkbox"/> |

21 Is the fees paid on time?

Yes •

No •

If no, why

22. To what extent do the following home chores affect your private study?

Activity	Highly	Medium	Low	No effect
Washing and general cleaning				
Working in the shamba				
Cooking				
Watching T V				

24. Do boys and girls attain same grades in Business Studies examination⁷

Yes (=•

No

If yes, explain the reasons

If no, explain the reasons

25. Please suggest 3 ways of improving your performance in Business Studies subject

(ii)

(iii)

26. Any other additional information relevant to the study

Thank you.

APPENDIX B: Questionnaire for Teachers

Dear teacher.

The researcher is a student at the University of Nairobi pursuing Masters of Education Degree in the Department of Educational Foundations. The purpose of this research is to collect data that will enable the researcher to establish the factors that cause performance disparities in K.C.S.E Business Studies between boys and girls in Kirinyaga district.

Please be as objective as possible when responding to this questionnaire and give the answers to the best of your knowledge. The information gathered shall be treated with confidence and shall be used only for the purpose of this study.

1. Please indicate your gender

Male

Female

•

2. Indicate the type of your school

Boys' only secondary school

Girls' only secondary school

Mixed girls and boys secondary school

•

3. Indicate your professional qualification

Diploma

Bachelor of Education Graduate

Master of Education Graduate

Others Specify

•

•

•

4. What is your teaching experience in term of years⁷

0- 5 yrs

6- 10 yrs

11- 15 yrs

Over 15 yrs

•

•

•

•

5. Please indicate the subjects that you teach

SECTION B

Select one option from the list below of the method that you commonly use when teaching Business Studies

- Lecture •
- Questions and Answers |—|
- Group discussion I 1
- Students write notes from the textbooks
- Demonstration
- Fieldwork
- Specify any other

7. Specify the rate at which you use the following teaching aids

Teaching Aids	Always	Rarely	Never use them	Not applicable
Charts				
Diagrams				
Graphs				

8(i) Is the head teacher involved in discussing with you about the performance of Business Studies in your school?

- Yes •
- No

(ii) If yes, how does the involvement of the head teacher affect the performance of Business Studies in your school?

9. (i) Does your school have a career guidance program?

- Yes O
- No a

(ii) Are the students guided when selecting Business Studies in form three on future career prospects?

Yes

:

No

(•ii) If no, how do students select the subject in **form** three?

1 OPlease rate the availability of the following facilities in your school by ticking in **the appropriate space**

Facilities	Very adequate	Adequate	Not adequate
Teachers' Textbooks			
Students' Textbooks			
Exercise books			
Classrooms			
Desks and chairs			
Library			
Staffroom			

11 Please comment on:

a (i) Boys' use of textbooks for learning and revision purposes

a (ii) Girls' use of textbooks for learning and revision purposes

b) Please comment on their performance based on your information in a (i) and a (ii).

12. (i) How many examinations do you give to the Business Studies students per term?

1	0
2	.
3	[=1
4	.

(ii) Do you revise these examinations with the students?

Yes	.
No	1=1

(iii) How do you assist the students who perform badly?

Give them remedial teaching	<u>1</u>
Give them extra work to do on their own	<u> </u>
Group them to discuss with other students	<u>1 1</u>
Any other way, specify	

13. (i) The values the students hold towards Business Studies influence their performance

	<u> </u>
True	<u>1</u>
False	

(ii) In your own view do the values that boys hold towards Business Studies differ from those of girls?

Yes	.
No	.

(iii) If yes, comment on how this affects their performance in Business Studies

14. (a) Please indicate the performance at K.C.S.E Business Studies between 2006-2008 in your school.

Year	Gender	Entry	A	A-	B+	B	B-	C+	C	c -	IH	D	D-	E	MSS	MG
2006	Boys															
	Girls															
2007	Boys															
	Girls															
"20081	Boys															
	Girls															

(b) According to you, what factors could have caused the disparity in performance between boys and girls in K.C.S.E Business Studies national examination.

(c) What can be done to improve the performance in Business Studies in Kirinyaga District? Please suggest 3 ways,

(i)

(ii)

(iii)

15. Any other additional information relevant to the study.

Thank you.

APPENDIX C: Questionnaire for head teachers

Dear Sir/ Madam,

The researcher is a student at the University of Nairobi pursuing Masters of Education Degree in the Department of Educational Foundations. The purpose of this research is to collect data that will enable the researcher to establish the factors that cause performance disparities in K.C.S.E Business Studies between boys and girls in Ki rinyaga district.

Please be as objective as possible when responding to this questionnaire and give the answers to the best of your knowledge. The information gathered shall be treated with confidence and shall be used only for the purpose of this study.

SECTION A:

1. Please indicate your gender

Male

Female

2. Tick against the appropriate age group.

Below 30

Between 31-40

Between 41-50

Above 50

3. Indicate your professional qualification

Diploma

Bachelor of Education Graduate

Master of Education Graduate

Any other specify

4. Indicate the number of years you have held as the head teacher in the present school:

0-3

4-6

Over 10

SECTION B:

5. Indicate the method commonly used by the Business Studies when teaching Business Studies
- | | |
|---|-----|
| Business Studies | (=) |
| Lecture | (=) |
| Questions and Answers | I I |
| Group discussion | • |
| Students write notes from the textbooks | n |
| Demonstration | |
| Fieldwork | |
| Specify any other | |
6. (i) Do you discuss the trend of the performance of Business Studies with the Business Studies teacher?
- Yes
- No
- (ii) If yes, how does your involvement affect the performance of Business Studies?
8. (i) Does your school have a career guidance program?
- Yes (= •
- No 1 = 1
- (ii) Are the students guided when selecting Business Studies in form three on future career prospects?
- Yes •
- No •
- (iii) If no, how do students select the subject in form three⁰
9. How do you mostly supervise teachers in the school?

Go round as teaching takes place

Observe teachers in classroom situation •

Delegate to the Deputy

Use students

All the above methods

10. Do you give and receive feedback to and from the teacher after supervision?

Yes •

No •

11. Please rate the availability of the following facilities in your school by ticking in the appropriate space.

Facilities	Very adequate	Adequate	Not adequate
Teachers			
Textbooks			
Students			
Textbooks			
Exercise books			
Classroom			
Library			
Staffroom			
Chairs			
Desks			

12. Who is responsible for the purchase of teachers' and students' textbooks?

School administration

Parent

13. What is the student textbook ratio?

1:1 •

1:2 •

1:4

Any other, specify

14 Do you ensure that materials required by Business Studies teachers are adequately purchased?

Yes •

No •

15. (i) How many examinations are given to students per term⁹ •

² •

³ (= •

⁴ •

(ii) Do teachers revise these examinations with the students?

Yes •

No 1 = 1

(iii) How are the students who perform badly assisted?

Given remedial teaching 1

Given extra work to do on their own 1 1

Grouped with other students to discuss 1 1

Any other way, specify

16 Please indicate the overall school K.C.S.E mean grade in the following years

2006 q

2007 •

2008 1 = 1

17. Indicate the K.C.S.E Business Studies overall results in the following years

2006 |—j

2007 •

2008 •

18. Please suggest what can be done to improve the K.C.S.E Business Studies performance in Kirinyaga district.

CO

19 Any other additional information relevant to the study

Thank you.

APPENDIX D: Questionnaire for Quality Assurance and Standards Officers

Section A

1 Please indicate your gender

Male

Female

2. Tick against the appropriate age group

Below 30

Between 31-40

Between 41- 50

Above 50

3. Indicate your professional qualification

Diploma

Bachelor of Education Graduate

Master of Education Graduate

Any other specify

4 Indicate the number of years you have held as a Quality and standards Assurance Officer in the district.

0-3

4-6

7- 10

Over 10

Section B

6. How often do you visit schools for supervision?

Twice a year

Once a year

After two years

After three years

Any other, specify

7. Which areas in your supervision do you emphasize on⁰

Physical facilities

Teaching and learning resources

Teaching methods used by teachers

Students¹ performance in national examinations

Any other, specify

(ii) Do your visits provide information to help improve students' performance in Business Studies? Explain briefly

8. In your opinion what could be possible causes of disparities in K.C S.E Business Studies performance between boys and girls?

9. Suggest ways of improving students' performance in K.C.S.E Business Studies

(»)

(ii)

(iii)

10. Any other additional information relevant to the study.

Thank you.