

BUSITEMA UNIVERSITY

**CAUSES OF POOR PERFORMANCE OF GIRLS IN MATHEMATICS IN PRIMARY
SCHOOLS -**

A CASE STUDY IN KIBUKU TOWN

COUNCIL, KIBUKU DISTRICT,

UGANDA.

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BU/UP/2017/1606

DIPLOMA IN EDUCATION PRIMARY

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATION IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A
BACHELOR OF EDUCATION PRIMARY**

OF BUSITEMA UNIVERSITY

MARCH 2021

DECLARATION.

I, KIZITO MUKUBA , do declare that this Research Report is my own original work that has not been presented to any university before for the award of a Bachelor of Education Primary.

Signature

Date.

Diploma in Education Primary

APPROVAL

This is to certify that this Research Report under this topic “Causes of Poor Performance of girls in Mathematics in primary schools”. A case study in Kibuku Town Council, Kibuku District was carried out by **Mukuba Kizito** under my supervision.

SUPERVISOR:.....

SIGNATURE:.....

DATE:.....

DEDICATION

This piece of work is most heartily dedicated to:

- Mummy Sisters-Bulage Ketty & Felistas, for having mentored and supported me to get to this level of Bachelor Education Primary and more so complete the Research Report.
- All family members for having prayed for me in the home organised prayers. I thank you so much for taking care of my children in my absence.
- Friends, I thank you so much for the words of encouragement and team work especially at the campus and work place.

May the Almighty God reward you abundantly.

ACKNOWLEDGEMENT

I would like to convey my sincere thanks to the following persons who in one way or another contributed to success of my Research Study and produced this Research Report.

Foremost I am grateful to my research supervisor, **Mr Okiring Jackson** for his guidance and

Secondly, I must sincerely thank Head teachers, Teachers, Pupils and Parents from the schools studied for their generosity in providing honest data used to write this Research Report.

Thirdly, am very grateful to all my lecturers especially **Dr. Atibuni Dennis Ezami** , I thank you so much for all the consolidated efforts put in coordinating the whole program.

May God bless you abundantly!

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ABSTRACT

The researcher investigated the causes of poor performance in Mathematics in Primarily Leaving Examinations in Kibuku Town Council, Kibuku District, Uganda. Four sampled primarily schools which constituted a sampled population of one hundred (100) were:

1. Kibuku primary school
2. Kobolwa primary school
3. Kyakonye primary school
4. Bumiza primary school.

The research study objectives were:

1. To determine whether methods applied in teaching of Mathematics contributed to poor performance;
2. Instructional materials used to teach Mathematics contributed to poor performance and
3. Negative attitudes of learners contributed to poor performance.

The related Literature Review was described under the following themes:

- Methods used in teaching and learning Mathematics
- Use of instructional materials and
- Attitudes of the learners.

The researcher used both quantitative and qualitative research approaches, primary and secondary data collection instruments as well as questionnaires, observation techniques and interviews. While collected data were presented in tables and in percentages (%).

The researcher's discussion depended on literature review sub-themes as seen earlier on.

The findings were:

- The methods used in the teaching of Mathematics have contributed to poor performance in Mathematics in Primary Leaving Examinations.
- Lack of and limited instructional materials contributed to poor performance in Mathematics in Primary Leaving Examinations.

- Negative attitudes towards learning Mathematics contributed to the poor performance in Primary Leaving Examinations.
- Poor facilities and sanitation never allowed display of the few available instructional materials.
- There was high pupil-teacher ratio.
- Poor time and time table management.
- Inadequate staff quarters and poor motivation of teachers.
- Inadequate support by parents, all these contributed to poor performance in Primary Leaving Examinations.

The researcher recommended further researchers to investigate more about the causes of poor performance of girls in Mathematics in Primary Leaving Examinations in rural schools too for deeper understanding.

I urge to you all outside there to do and encourage others to take research studies seriously.

CHAPTER ONE

INTRODUCTION

INTRODUCTION.

This chapter presented the Background of the Study, Statement of the problem, Purpose of the study, Objectives of study, and research questions.

BACKGROUND TO THE PROBLEM.

Mathematics is the science of reasoning Computations. It is the science or study of numbers, quantities or shapes.

Kitta (2004), defined mathematics as the language that helps us to describe ideas and relationship drawn from the environment. Mathematics enables one to make the invisible to be visible, thereby solving problems that would otherwise be impossible.

According to lambdin (2009), mathematical demands on learners increases as they proceed through school, take up their adult lives at home and in the workplace. In order to function in a mathematically literate way in the future, learners must have a strong foundation in mathematics.

A strong foundation involves much more than the rote application of procedural knowledge.

Ontario Ministry of Education report in (2004), shows that all students should be able to understand, make sense of, and apply mathematics; make connections between concepts and see patterns throughout in mathematics. The report also shows that students must be able to communicate their reasoning, the flexibility of thinking that will allow them to tackle new areas of mathematics and be willing to continue in doing mathematics.

However, findings by Iheanachor (2007), indicate that there is a significant positive relationship between student's academic achievement in mathematics and teacher's background. Teachers who have good qualifications in mathematics have their students performing better in mathematics.

Tata (2013) made his study in Nigeria and came out with findings that, Students' negative attitude toward mathematics, fear of mathematics, inadequate qualified teachers and inadequate teaching materials were some of the causes of poor performance in mathematics.

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