

**POOR PERFORMANCE AMONG GIRL CHILD IN  
MATHEMATICS IN PRIMARY LEAVING EXAMINATION A  
CASE STUDY IN SOP- SOP SUB COUNTY TORORO  
DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF  
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EDUCATION PRIMARY**

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DECLARATION

I Oginere Jude declare this to be my original work and has never been submitted for the award of a bachelor's degree in any university in Uganda.

Signature .....

Date .....

(Dip.Ed. Primary).

APPROVAL

This research proposal by Oginere Jude Titled **Poor Performance in Mathematics Among Girl Child in Primary Leaving Examination in Sop-Sop**

Sub county Tororo district is under my supervision.

Signature .....

Date .....

**Mr. Okiring Jackson**

**(Supervisor)**

## **DEDICATION**

I dedicate this piece of work to my supervisor Mr. Okiring Jackson, my parents Onyango Simon and Akello Immaculate, my brother Mr. Ofwono john frank my friend Nyachwo Mary Stella and my beloved sisters relatives and friends.

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## ABSTRACT

This study was about poor performance in mathematics subject in Primary leaving examination in Sop Sop subcounty in Tororo District. The study was led by three research objectives which were to establish the causes of girl child poor performance in Mathematics in Primary Leaving Examination Sop- Sop sub county Tororo district, examine the effects of poverty on poor performance of girls in Mathematics in primary leaving examination, establish the appropriate methods to poor performance among girl child in Mathematics in primary leaving examination sop-sop sub county Tororo district. Relevant literatures were reviewed on theories and findings that emerged from different authors. The study involved primary schools, 5 deputy head teachers 5 Mathematics teachers and 20 learners from each school. These were obtained through simple random sampling. Data collection was done by using questionnaires, interviews, focus group discussions, observations and documentary review. The findings indicated teaching and learning of Mathematics was facing challenges such as poor teaching environment, Mathematics departments were not well-managed, inadequate self-practice and students' poor background in mathematics. Therefore the researcher recommends teachers to make assessment on the background of their students in to decide teaching methods that can help students perform better in mathematics. Moreover, students should put self-efforts and practice in learning Mathematics. Lastly, the researcher recommends future research on individual factors that affects students' learning of Mathematics

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# CHAPTER ONE

## INTRODUCTION:

### 1.0 Background of the study.

This study is about poor performance of girl child in Mathematics in primary leaving examination in Sop-Sop Sub county Tororo District. Performance of girls in mathematics and science subjects in Ugandan schools has been a persistent problem. It is generally agreed that in the current knowledge economy society, science, technology and innovation play a major role towards the achievement of the Millennium Development Goals and Vision 2040; achieve meaningful learning of Mathematics and improve on the performance of girl child in Primary leaving Examination. Several factors contribute to the low participation and performance of girls and women in Mathematics and technology education and Mathematics based activities in Uganda and their lack of motivation for learning mathematics. . These include lack of relevant policies, inadequate curriculum content and delivery, biased teaching materials and negative socio-cultural attitudes and practices. It is therefore agreed that achievement of gender parity in mathematics should rely on an appropriate mix of strategies based on lessons learnt from best practices, experiences at national, regional and international levels. More boys than girls tend to opt for mathematical subjects in schools. .. Their performance in these subjects tends to be better than girls as well. After school, boys more than girls, tend to pursue careers in the field of science and technology. This is a worldwide phenomenon, common to a variety of Educational systems and hence is a much researched phenomenon and there is evidence that where research recommendations are reflected in practice, the disparities can be reduced. The under-representation and under-achievement of girls in Mathematics subjects can be seen as a serious inefficiency in educational systems in countries whose development depends crucially on the generation of human technological capacity. This is the case in most African countries. If only more girls could be persuaded to take up mathematic subjects in schools, and could be persuaded to do better in them, the countries, so the argument goes, would have the benefit of an increased technological output with few extra inputs. Results for the 2011 Primary Leaving (PLE) Examination indicated that Mathematics continued to be poorly performed by the girl child compared to the other subjects. According to Uganda National Examination Board (UNEB) Executive Secretary Mathew Bukenya (2012), nearly three quarters of the female candidates didn't pass Mathematics.

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