

**THE EFFECTS OF CO-EDUCATION ON THE
PERFORMANCE OF GIRLS AND BOYS IN KCSE IN
TAITA TAVETA DISTRICT OF COAST PROVINCE IN
KENYA**



CHRISTINE MURENGA WASIKE

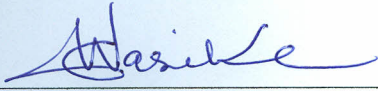
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DECLARATION

"This research project is my original work and has not been presented for a degree in any other university"

Signature:  Date 15/2/2011

CHRISTINE M. WASIKE - C50/ CE/ 11915/07

This proposal has been submitted for the review with our approval as University supervisors.

1.  Date 15/2/2011

DR. GEOFFREY WANGO

DEPARTMENT OF GENDER AND DEVELOPMENT STUDIES

2.  Date 16/2/2011

DR. LEAH WANJAMA

DEPARTMENT OF GENDER AND DEVELOPMENT STUDIES

ABSTRACT

An analysis of academic performance in reports at Kenya Certificate of Secondary Education (KCSE) has often indicated that performance in single sex secondary schools tends to be better than in mixed secondary schools. This study investigated the environmental factors in co-education at public secondary schools that affect learners' performance. The environmental factors include gender ascribed roles that inhibited learners' achievements. The study also assessed the effects of coeducation on girls and boys learning behaviors in coeducation secondary schools. Both qualitative and quantitative data were adopted by use of Albert Bandura's Social Cognitive Theory of Gender Development and Differentiation Findings indicate that single sex schools perform better than the co-educational schools. This reveals the need to enhance overall performance and general achievement of both boys and girls and particularly in mixed schools. It is recommended that more single sex schools should be established if performance in KCSE has to improve, and this may be the case nationally as well. The already existing coeducation schools should as an intervention create single sex classrooms to avoid distractions caused by the presence of the different sexes in the same class. This separation could enable teachers to reasonably address the gender differences that are associated with either sex during the teaching and learning process.