

## Influence of Gender on Academic Achievement of Slow Learners in Kakamega County, Kenya

### Abstract.

**Background:** Gender disparity is an issue of concern to education stakeholders. Differences in academic achievement among males and females has always been inferred. Advocacy and mitigation measures ought to focus on the gender at risk. For this reason, the researchers set out to determine the influence of gender on academic achievement among slow learners in secondary schools in Kakamega County.

**Materials and Methods:** Descriptive survey and correlational research designs were used. Target population was 73,985 form three and four students, 1,288 class teachers, and 12 sub-county Education Directors. Stratified random, purposive, and saturated sampling techniques were used. Fisher's formula was used to calculate the student sample size. Questionnaires, interview schedules, achievement tests and focus group discussion guides were used to collect data. Data collection tools had reliability coefficient index of  $\geq .6$ . Data was analyzed using percentages, means, standard deviations, and t-test.

**Results:** The t-test results indicated a significant difference between the male and female means;  $t = 2.662$ ,  $df = 230$ ,  $p\text{-value} = 0.008 < 0.05$ .

**Conclusion:** Male students in the slow learners' category perform better than the female students. Female slow learners therefore need more encouragement and support because they are at a greater risk of performing poorly compared to the male slow learners

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