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An Investigation Into The Low Performance Of Female Pupils In Physical Science At Nsama Day Secondary School

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Abstract- This study investigated factors contributing to low performance of female pupils in physical science at Nsama Day Secondary School. A mixed-method approach was used involving questionnaires, interviews, and observations. Findings revealed inadequate laboratory facilities, negative attitudes, socio-cultural challenges, and ineffective teaching methods as key factors. Recommendations include improving resources, adopting learner-centered teaching, and promoting gender equity.

Keywords: Keywords for this study include female pupils' performance, physical science education, mixed-method approach, questionnaires, interviews, observations, inadequate laboratory facilities, negative attitudes, socio-cultural challenges, ineffective teaching methods, learner-centered teaching, gender equity, academic achievement, science learning barriers, school resources, teaching strategies, and Nsama Day Secondary School.

I. Chapter One: Introduction

Science education is critical for national development. However, female pupils at Nsama Secondary School have consistently underperformed in physical science. This study examines causes and proposes solutions.

II. Chapter Two: Literature Review

Literature shows that girls' poor performance in science is influenced by lack of resources, gender stereotypes, teacher-related factors, socio-economic challenges, and negative attitudes.

III. Chapter Three: Methodology

A mixed-method design was used. The sample included 60 female pupils, 2 teachers, and 1 supervisor. Data were collected using questionnaires, interviews, and observations.

IV. Chapter Four: Results

Results showed majority of pupils lacked access to laboratory resources, had negative attitudes, and were affected by household responsibilities.

V. Chapter Five: Discussion

Findings confirm that poor performance is due to combined school and socio-cultural factors. Teaching methods and lack of resources are major contributors.

VI. Chapter Six: Conclusion And Recommendations

The study concludes that improving resources, teaching methods, and community support can enhance girls' performance in science.