

## **Effects of Learners' Attitude, Gender and School Type on English Language Performance: A Case Study of Thika West District.**

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Education is the key to unlocking human potential. The acquisition of communication skills and language enables people to share their ideas and knowledge effectively. Studies done in Kenya have observed that very few secondary school leavers are effectively able to speak, read and write in English language. The purpose of this paper was to investigate language, the effect of attitude, gender and school type on English language performance. The motivation was the continued poor performance in K.C.S.E English language. The paper targeted learners from day public schools in Thika West District. A five point Likert Scale questionnaire was used to find out the kind of attitudes the learners' had towards English language. An English language test was used to determine the learners' performance. The data was statistically analyzed by use of Statistical Package for Social Sciences (SPSS). Specifically, the paper focused on differences in learner's performance in relation to the following variables: Attitude towards English language: Positive or negative attitudes, gender of the learner: Boy or girl. School type: Mixed or single. The finding was that the performance was statistically significant predictor at 95% confidence level of one's attitude towards English language. This is so because the p value=0.001 which is less than the critical value(0.05%). The learners with positive attitude towards English language had significantly better performance than learners with negative attitude. However, gender and school type were non- significant factors in determining the performance level in English language. The paper concludes that the English language performance can better be explained by attitude the learner has towards the language.

**Keywords:** Attitude, English language performance, gender.

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