

Gender Disparities in Grade 7 ZIMSEC English Examination Performance: A Case Study in Zimbabwe

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Abstract

This study investigates the performance of boys in the Grade 7 ZIMSEC English Examination as compared to girls in Zimbabwe. The motivation for this research stems from the observed underperformance of boys at my school in the aforementioned examination, which was written in October 2023 in Zimbabwe. The primary objective of this study is to analyze and understand the factors contributing to the performance gap between boys and girls in the Grade 7 ZIMSEC English examination. Additionally, this research seeks to identify potential interventions to address this disparity and improve overall academic outcomes. The study employs a mixed-methods approach, combining quantitative analysis of examination results with qualitative assessments of potential underlying causes. Data is collected from the schools in my district in Harare and also from the ZIMSEC examination board and supplemented by surveys, interviews, and classroom observations. Initial findings reveal a significant performance gap between boys and girls in the Grade 7 ZIMSEC English Examinations. Factors such as teaching methods, societal stereotypes, and student attitudes are identified as potential contributors to this disparity. This study sheds light on the concerning performance gap between boys and girls in the Grade 7 ZIMSEC English examination in Zimbabwe. The findings emphasize the need for targeted interventions to address the underlying causes and improve the academic outcomes of male students in English language proficiency.

Keywords: Education, Gender disparities, academic performance, examination outcomes, Mixed-methods research, quantitative analysis, qualitative assessment, Zimbabwe, Africa