2010

A Comparative analysis of male and female students classroom interaction in physics subject in three selected secondary schools from Dar es salaam region-Tan

Makau, Shamila Iddi Hassan

University of Dar es Salaam

A Comparative analysis of male and female students classroom interaction in physics subject in three selected secondary schools from Dar es salaam region-Tanzania

Shamila Iddi Hassan Makau

Master of Education (Science)

University of Dar es salaam, School of Education, 2010

The purpose of this study was to investigate how classroom interaction was being conducted in mixed sex physics classes. The first objective was to investigate whether there were variations in number, and type of questions and responses given to students as whole; male students; and female students in mixed sex physics classes. The second objective was to identify the type of questions and responses asked and given among male students; female students, male and female students when female initiate; and male and female students when male initiate. The study was conducted in three co-education secondary schools in Dar es salaam region. The respondents included form three students and Physics subjects teachers from the three schools. Data were gathered through classroom observations and questionnaires. A total of twenty four theory classes and three practical classes were observed. The findings of the study indicated that male students answered more of the teacher asked questions in both theory and practical lesson. During practical lessons, more students were more free to ask questions to their teachers and colleagues. Findings further revealed that there was male dominated the manipulation of instruments more than female students when working in mixed groups during practical. From the findings, it can be concluded that male and female students interact differently in mixed sex physics classes. In mixed groups male students interact more with male students than female students whereas female students interact more with male students than with fellow female students. Also, male students dominate the activities in practical classes. Based on the findings it is recommended that, in co-education secondary schools teachers should form single sex groups so as to assist female students in building confidence. The government should encourage construction of more single sex schools. It was finally suggested that a systematic study should be carried out in other science subjects such as Chemistry and Biology to see if there are differences in interaction.