

Assessing the effect of the intersectionality of gender and socio-economic status on the girl child's academic performance in Accounting at a secondary school in //Kharas region

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Abstract

The purpose of this study was to investigate the effect of gender and socio-economic intersectionality on the girl child's academic performance in Accounting. The study adopted a qualitative research strategy and a Case Study design to collect data from nine learners who were selected through purposive sampling strategy at school A in //Kharas region. The study sought to achieve the following objectives: (a) to determine how gender and socio-economic issues affect the performance of the girl child in the teaching and learning of Accounting at school A in //Kharas. (b) to determine strategies to minimise the effect of gender and socio-economic impact on girls' teaching and learning of Accounting at school A in //Kharas. The findings of the study indicated that loss of interest in Accounting, absenteeism, high level of patriarchy, lower graduates in Accounting and low representation of girls in accounting classes as some of the effects of gender and socio-economic intersectionality. In addition, the study proposed for strategies to minimise the effect of gender and socio-economic factors which were reducing patriarchy in schools, changing parental expectations, and equal division of house chores as well as promoting equal access to resources. Based on these findings the study recommended that school management empower girls through school-based programs that teach girls confidence and the importance of education to the girl child. The study further recommended that the Ministry of Education, Arts and Culture ensures that the goal of access was not just theoretical but practical so that the girl child might receive the best education.

Keywords: intersectionality, socio-economic, patriarchy, academic performance, girl child

Introduction

Having worked in the southern part of Namibia for 3 years, observations having been made by the researchers on how gender and socio-economic status have affected the girl learner performance in Accounting, in particular girl learners from the Damara>Nama community have been affected the most. The Damara>Nama community is a nomadic group and most residents of this community are economically disadvantaged. This has led to many of the girls performing poorly in Accounting, becoming school drop-outs or falling victim of teenage pregnancy and take care of the house chores. The goal of access to education has been achieved through the Declaration of Free Universal Primary Education for all learners in Namibian secondary schools in 2016 (Ipinge & Likando, 2012). The government has made tremendous

efforts to ensure education for all by introducing the four major national goals, namely access, equity, equality and democracy.

To that effect, The Namibian Constitution indicates that the governments' dedication to ensuring that the Namibian child receives education. Article 20 Section 3 of the Namibian constitution states that "Children shall not be allowed to leave school until they have completed their primary education or have attained the age of sixteen (16) years, whichever is the sooner, save in so far as this may be authorised by Act of parliament on grounds of health or other considerations pertaining to the public interest" (Constitution of the Republic of Namibia, 1990, p. 38). Even with the Constitution having backed-up the importance of remaining in school, there is still

a large number of girl learners at School A that are dropping out. Accounting as a subject has several benefits for those that get a chance to take it. Learners that do Accounting are able to examine the role of accounting as an information system, enable students to prepare and evaluate accounting statements, systems and reports; provide a means of developing a critical and analytical approach to quantitative problems, and the numeracy skills required for accounting and explore the use of accounting as an aid to decision making (Ministry of Education, 2010). This research assessed the intersectionality of gender and socio-economic issues on the girl child's academic performance in Accounting at a Secondary School in //Kharas region.

Literature review

Conceptual framework

This study would be informed by the feminist theory. Feminism is a term that can be used to describe a political, cultural or economic movement aimed at establishing equal rights and legal protection for women (Hooks, 1984). The first woman to write in defence of her sex was Christine de Pizan, who wrote in the 15th Century about the Epistle to the God of Love. After de Pizan, many other feminists followed such as Heinrich Cornelius Agrippa and Modesta DI Pozzo DI Forzi, who wrote in the 16th and later in the 17th Century, Marie Le Jars de Gournay has also contributed to the theory (Lorber, 2005). Early feminists' movements and theories had leaders who were predominantly middle-class white women from Western Europe (Lorber, 2005). Since 1851 after a Sojourner Truth's speech to American feminist women, other races, like blacks and Indians, proposed alternative feminisms. Feminists believe society is a patriarchy. Feminists believe that women have historically been disadvantaged in society and that men historically have had more power than women (Lorber, 2005). Feminists believe that education is an agent of secondary socialisation that helps to enforce patriarchy (Trueman, 2015). Feminists, therefore, believe that education perpetuates patriarchy and this is wrong and needs changing. As a result feminists are also aware that it is through education that patriarchy can be removed.

Feminism is further divided into sub theories. Lorber (2005) outlines them as follows: Liberal feminism theory argues that women's unequal access to legal, social, political and economic institutions causes women's oppression. Another branch of feminism is the Radical feminism, which claims that women's oppression originates in sexuality. Radical feminism calls for a radical re-ordering of society in which male supremacy is eliminated. Marxist feminism and Socialist feminists root gender inequality in capitalism, they view capitalism and patriarchy as separate systems of oppression. Postmodern feminism on the other hand avoids overarching causes or solutions of gender inequality and focuses on differences. They challenged undifferentiated category of women and they fixed characteristics of gender (Lorber, 2005). With all these theories of feminists, they all share one thing in common; they look at the problems caused by the differences in society between men and women and try to see how these problems could be solved. The feminist theory in this research was used to find effective strategies that minimised the effect that gender and socio-economic factors have on the girl child's academic performance. This conceptual framework was relevant to the present study because when the stakeholders of education have had an understanding of how gender, socio-economic status and the oppression that women face it affects the girl child's academic performance in Accounting, the education of the girl learner could be enhanced.

The effect of gender and socio-economic issues in the performance of the girl child in the teaching and learning of Accounting

Loss of interest

The study conducted by Bécares (2015) shows that comparisons across gender show that, on average, boys have higher scores in mathematics and science, whereas girls have higher scores in reading. "In contrast to explanations for socio-economic inequalities, gender differences have been mainly attributed to social conditioning and stereotyping within families, schools, communities, and the wider society" (Becares & Priest, 2015, p. 30-35). Furthermore, Becares and Priest (2015) state that gender differences in academic outcomes

have shown different trends in terms of socio-economic status. Becares and Priest (2015) show that where there is a gender gap in academic achievement it was mostly common where learners were socio-economically deprived.

A study conducted by Ewumi (2010) found that there is no significant relationship between gender and students' academic achievement and secondly, there is a significant relationship between socio-economic status and students' academic achievement. The first finding could be attributed to the cultural stereotypes amongst genders or a lack of interest in school on either gender. Furthermore, the second finding of a relationship between socio-economic status and academic achievement indicates that the home plays a vital role in the learner's social and economic state. Parents have a great influence on whether a home provides intellectual stimulation, and an acceptable level of structure and supportive relationships. Children with more support at home tend to build strong academic achievement.

Khan (2005) found that the academic achievement of a learner was not only a function of the learner's intellectual and personal characteristics but was also influenced by socio-economic status, which in turn also, influences and determines the attitudes and motivation of learners for studies. Furthermore, Khan also shows that there is a difference in academic achievement among different socio-economic status groups. Learners from high economic status parents can afford to take them to private schools advantaging them from those of low socioeconomic status, who are forced to go to underfunded public schools with little or no facilities and equipment, this in turn is a high demotivation to learners who might lose interest in Accounting (Khan, 2005). Learners that do Accounting are able to examine the role of accounting as an information system, enables students to prepare and evaluate accounting statements, systems and reports; provides a means of developing a critical and analytical approach to quantitative problems, and the numeracy skills required for accounting and explore the use of accounting as an aid to decision making (Ministry of Education, 2010). All those benefits and skills of Accounting will not be

gained by learners if they lose interest in the subject forcing them to eventually drop-out.

Low graduates in Accounting

Low graduates have been identified by Keiran (2017) as an effect of a high number of girls dropping out of school and learners failing because of a high level of absenteeism among learners, as a result only a small number of learners get a chance to pass Accounting well, take it up for further studies and as a career. In a study conducted by American Institute of Certified Public Accountants, just 24% of all partnership positions at Certified Public Accountant firms were held by women (Keiran, 2017). Traditionally, males' academic achievement was considered superior to that of females especially in mathematics and sciences because of higher levels of innate spatial ability (Wally-Dima & Mbekomize, 2010). The current study is an expansion of research by Wally-Dima and Mbekomize (2010) who found that female students were outperforming males in accounting examinations at the University of Botswana. The authors analysed the raw grades of students across five core courses taken by accounting students in a single semester and found that females outperformed males in four courses and more women obtained highest grades while more men scored low grades giving an indication that in Botswana more females were graduating in Accounting. In the //Kharas region more girls usually take the Accounting subject at junior secondary and the number starts to decrease drastically at senior secondary school phase.

In a study conducted in Tanzania, Samson (2015) stresses that to deprive girls the opportunity to education is injustice as it leads to girls being accorded a low socio-economic status and occupying low paid jobs. There is a decline in the number of girls pursuing commerce subjects in secondary schools (Samson, 2015). Such a pattern leads to having few girls in higher learning institutions in commerce departments.

Absenteeism

A study done by Khalid and Mehmood (2017) indicated that absenteeism was another effect of gender and socio-economic intersectionality in Accounting. Children need to stay home and

nurse a sick parent, it is mostly the girl that has to stay at home, a clear sign that the boy's education is more valued than that of the girl as a result overtime the girl child started to lose interest in their school work. Due to learners' absenteeism, teachers have to reteach lessons and take instructional time away from those who attend regular classes. Khalid and Mehmood (2017) state that teachers spend extra time over learners who were absent as they have to prepare extra homework and class assignments for them. Learners miss valuable information and skills when they are absent from classes, the skills and information that they cannot obtain anywhere else.

Performance tends to be prominent and effective when students attend the classes on regular basis and it cause positive impacts on the performance. Students who are attending the classes on regular basis, they get higher grades and marks in the examination than those who miss some classes. A learner who misses the class has a chance of missing study material and misses the opportunity to get high grade in examination. Learners who attend the regular classes get high marks as compared to absentee students. When students are unable to update or take the correct guidelines for the assignments due to absenteeism, it leads the students to perform poorly in class activities (Khalid & Mehmood, 2017). Poor performance during tests leads to poor continuous assessment mark and that is why students have to repeat the assessment session or drop out from school. This means that students that miss their class will not have the opportunity to foster their learning and often compensated with poor grades. Learners who attend classes more regularly seem to be more successful in their studies than those who regularly absent. Learners that attend class regularly are more likely to remember well the information and apply the knowledge effectively throughout their life (Khalid & Mehmood, 2017).

According to Malenya (2008) in Nairobi, discrimination in girls' access to education persists in many areas due to customary attitudes that boys should be educated first and that since girls get married and take care of the children at home, priority to education comes second for them. Girls take both domestic responsibilities and education which forces them to be absent from school,

resulting to them performing poorly in examinations (Malenya, 2008).

Patriarchy

According to Wally-Dima and Mbekomize (2010) patriarchy is another effect that is caused by the intersectionality of gender and socio-economic status. The current thinking is that gender difference in academic performance in Accounting is not solely attributed to innate differences in males and females. However, there are other factors influencing educational ability, including, but not limited to, economic, cultural, social, comfortability, personality and differences in educational systems and techniques.

In a study conducted in India by Sahmi (2019) for 18 months at Prerna Girls School, teachers learned to take a critical look at girls' lives to understand what to teach and how to teach. Schools also operate within a strong ethic of care, recognizing care as empowering. These unwavering ideologies were religiously followed while engaging boys in critical dialogues about gender resulting in dialogues which spanned a wide spectrum, from facilitating boys' greater self and socio-emotional awareness, to masculinity, violence against women, gender, and marriage (Sahmi, 2019). During critical dialogues, boys learned to identify and understand how gender inequality was prevalent in everyday life, its manifestation in their communities, how it made them feel, its impact on their dreams and fears, how it affected their relationships with others, and its impact on their loved ones (Sahmi, 2019). Accounting is a very practical subject and it requires learners to have special mathematics skills and to be able to think critically, these skills are usually associated with male rather than female, as a result there tends to be a lot of male dominance in Accounting. The dominance comes in terms of numbers especially at senior secondary level as well as in terms of classroom participation; male learners tend to take over suppressing the female learners

Low women representation

McCabe (2017) found that low women representation was another effect of the intersectionality of gender and socio-economic status. In order to find out whether women

were still under represented in Accounting, McCabe (2017) carried out a study which found that women were entering the public accounting profession in increasing numbers each year. Even though the profession was becoming more female dominated, women were still underrepresented in upper level management, leadership, partnership and committee positions. The research further obtains unrecognized reason as to why women are underrepresented in upper-level management, which is simply by choice (McCabe, 2017). What this argument of choice entails is how women may be choosing to stay in their career, choosing to leave their public accounting career and choosing which management level they aspire to attain. While this may not be the whole reason it seems to be a significant reason. Apart from choice as a reason for the under representation of women poor performance in Accounting might also be a contributing factor to the under representation of women.

This is not to say that the above said reasons are not contributing to the problem but the results of our survey suggested that in some part women are choosing their own career paths. Kvasny and Trauth (2009) carried out a research on Power Relations in IT Education and Work: The Intersectionality of Gender, Race and Class which revealed that learners from disadvantaged socio-economic status attend schools of lower quality. Kvasny and Trauth (2009) further reveal that women remain under represented in the Information Technology (IT) workforce and college majors that prepare students for IT careers. Research on the under representation of women in IT typically assumes women to be homogeneous in nature, something that blinds the research to variation that exists among women. Women under representation is not only in the IT field but also in the commerce, more male learners are joining the commerce field where they have to take Accounting which is a subject that requires high mathematics skills (Kvasny & Trauth, 2009).

Islam and Khan (2017) show that “there exists a positive correlation between socioeconomic status and academic achievement of senior secondary school students, but moderately low in nature which indicates that academic achievement of

students is contributed by Socioeconomic Status of the students but not only the single factors affecting academic achievement of the students there are many other factors such as race, ethnicity and gender” (p. 5). Furthermore, the study also shows that there is a difference in academic achievement among different socio-economic status groups.

While all the above-mentioned effects have proven to work elsewhere on the effect of gender and socioeconomic issues in the performance of the girl child in the teaching and learning of Accounting, it remains unknown when it comes to the actual effects by gender and socioeconomic issues in the performance of the girl child in the teaching and learning of Accounting at school A. Therefore, there is a knowledge gap in literature to be filled in as far as the effects of gender and socioeconomic status in the performance of the girl child in the teaching and learning of Accounting is concerned.

Strategies to minimise the effects of gender and socio-economic impact on girls' teaching and learning of Accounting

Parental expectation

Bromley (2015) states that in every country that surveyed the parents of learners, parents were more likely to expect their sons, rather than their daughters, to succeed in school and get decent jobs even when boys and girls performed at the same level. Giving boys and girls an equal opportunity to realise their potential, therefore, demands the involvement of parents who can encourage their sons and daughters to equally perform academically, and schools should ensure they have, in place, effective parental involvement programs that are up and running and that focus on helping parents to use appropriate strategies to support their children's learning at home rather than simply seeking to raise aspirations for their children's education (Bromley, 2015).

Household chores to be share equally

Murithii and Mwangi (2014) state that involvement in household chores may influence girl's performance in Accounting. Girls that come from households that are socio-economically disadvantaged tend to experience a lot of low performance as they have to assist their struggling parents with chores, making

some of them head of houses at a very young age. Parents should therefore take up their roles more seriously and not leave their daughters to do everything at home as this took up a lot of their time for school work. “The relationship between a student’s socioeconomic background and their educational achievement seems enduring while many disadvantaged students succeed at the school socioeconomic status is associated with significant differences in performance in most countries, advantaged students tend to outscore their disadvantaged peers by large margins” (Murithii & Mwangi, 2014, p. 214). The view above is further supported by Abbas (2012) who outlined that:

Poverty remains a key factor in undermining family survival, house hold poverty is high with a significant burden placed on women and girls, the lack of livelihood opportunities for most families means that children have to support the family by engaging in odd jobs to supplement family income, the lack of economic opportunities in many communities in Puntland coupled with harsh social and economic environment has significant impact on many families, in such economic circumstances, the direct and hidden cost in terms of books, pens and clothing as well as the loss of vital household help of sending daughters to school are perceived by parents to be prohibitive, this is true in Puntland where a majority of women are engaged in small scale business like selling tea, vegetable, to support the house hold, this has significant impact on female participation in education since girl children will have to stay at home to take care of the younger siblings and to attend to domestic chores (p. 17).

This shows why it is necessary for household chores to be shared equally by boys and girls so that girl children are given an equal opportunity to excel in the classroom.

Equal access to resources

Himonga (2008) narrates that “women’s lack of access to resources, their unequal treatment compared with men and the impact of gender

equality of gender stereotyping, patriarchy and traditional widens the academic achievement gap” (p. 1). There is a gap between women’s rights on paper and the actual enjoyment of these rights by women in practice in Namibia (Himonga, 2008). Namibia has one of the world’s best constitutions, but it’s unfortunate that what is on paper is not what is happening on the ground. In the Namibian constitution, there are four basic education goals and access is one of the goals. Access to education includes access to all facilities and educational resources. In attempt to increase access to education, the government has implemented the mobile school system for Ovahimba children as well as school feeding programmes (Ministry of Education, 2015).

Reduction of patriarchy

Patriarchy refers to male dominance was one of the issues that perpetuates the gap between gender and socio-economic status (Bromley, 2015). The researchers are of the opinion that if patriarchy can be minimised or removed from the school system the girl child would be given an equal chance to excel. This patriarchy and discrimination that women face have led to an intersection that exists between gender and socioeconomic status (Bromley, 2015). In schools there must be an equal number of boys and girls in the leadership positions. The Learners Representative Council must comprise an equal number of girls and boys, if it is 5 boys, the girls must also be five. In the Accounting class equal chances must be given to both male learners and female learners for participation and not only focus on the boys while suppressing the girls. Among the hindering factors in this respect is poverty among the communities affected, girls from poverty stricken families live in low socioeconomic status and are mostly tend to be affected in the academic performance.

For boys to develop caring, nurturing dispositions, and perceive ways of caring other than being financial providers and protectors, they must first experience care themselves (Bromley, 2015). In the classroom, this care manifests itself as trust, respect, and attentiveness. Teachers must pay attention to the boys’ lived realities, earn their trust, and respond respectfully so that boys feel that teachers care deeply about them, their feelings,

and their lives (Bromley, 2015). Only when a strong sense of being cared for prevails is it possible to develop a feminist consciousness among boys. Raising a feminist consciousness among boys means they must critically examine the current social system and recognize it as unjust, recognize it as a social and historical construct, and finally, imagine an alternate system that is fairer and less cruel. Such an understanding forms the springboard from which boys can collectively imagine other possible ways of being (Bromley, 2015).

To the best knowledge of the researchers there is no comprehensive study which has been conducted to assess strategies to minimise the effect of gender and socio-economic impact on girls' teaching and learning of Accounting.

Methodology

The study was embedded within the interpretivist research paradigm to assess the effects of the intersectionality of gender and socio-economic on the girl child's academic performance in Accounting. This study used a qualitative research approach in the form of a case study. Qualitative research is a form of systematic empirical inquiry into the meaning (Shank, 2002). Case study design is an in-

depth study of a particular research problem (Shank, 2002). This design was suitable because the phenomena was studied within its real-life context and has an in-depth understanding of how the intersectionality of gender and socio-economic status affected the girl child's academic performance in Accounting.

In-depth face to face interviews were used to collect data. In-depth face to face interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea (Boyce & Neale, 2006). The population for the current study comprised all 37 female learners in grade 8 and 10 doing Accounting. The study used a purposive sampling method to select 5 grade 8 female learners and 4 grade 10 female learners at School A in //Kharas region. This strategy was appropriate in that the researchers selected those learners whom the researchers know would provide them with the relevant information. The data was analysed thematically and presented in themes and sub-themes which were meant to answer the research questions of the study as shown in Table 1.

Table 1: Themes and sub-themes in respect to research questions

Themes	Sub-Themes
Theme 1: Effect of gender and socioeconomic issues in the performance of the girl child in the teaching and learning of Accounting.	Sub-theme 1.1 Loss of interest
	Sub-theme 1.2 Low graduates in Accounting and other related subjects
	Sub-theme 1.3 Learner Absenteeism
	Sub- theme 1.4 Patriarchy
	Sub- theme 1.5 Low women representation in Accounting classes.
Theme 2: Strategies to minimise the effect of gender and socio-economic impact on girls' teaching and learning of Accounting.	Sub-theme 2.1 Parental expectation
	Sub-theme 2.2 Household chores
	Sub-theme 2.3 Equal access of women to resources
	Sub-theme 2.4 Reduction of patriarchy

Results

Demographic information of the participants

The participants were Accounting female learners from a school in the //Kharas region. The demographic information of the participants is presented in Table 2.

Table 2: Demographic details of the participants

Participants	Age	Grade	Family economic status		
			High 1	Middle 2	Low 3
1	14	8		√	
2	14	8			√
3	15	8	√		
4	14	8			√
5	16	8			√
6	16	10			√
7	15	10		√	
8	17	10		√	
9	16	10			√

Results and discussion

Participants in this study showed that there was an effect as a result of gender and socio-economic status and issues of loss of interest which results to girls becoming drop-outs, and the unwillingness of learners to pursue a career in accounting due to a lack of motivation or the absence of materials and resources to support their learning, high level of absenteeism due to an obligation from girls to fulfil home duties, an increase in patriarchy level as well a general low representation of girls in the accounting field as most of them do not go further to pursue a career in that due to low performances were highlighted as some of the effects of the intersectionality of gender and socio-economic status on the girl child's academic performance. The following citations from participants support these claims:

“Most girls are losing interest in the subject and school, resulting in them becoming drop-outs” (Participant 1)

“Sometimes not having enough materials and resources for Accounting such as calculators and glue which are essentials in Accounting also discourages learners from participating as this makes them feel inferior to other learners”(Participant 4)

“Knowingly their socio-economics status back home many learners are discouraged from

further studies in Accounting or anything else because they know their parents cannot afford” (Participant 7)

“Accounting is a chain subject; you need all the lessons to be able to comprehend the full content” (Participant 2)

“In classes boys tend to be more opinionated and because they are naturally very outspoken all the attention seems to go to them” (Participant 6)

“Some girls just choose not to go into accounting out of fear of the subject or no interest at all” (Participant 4)

The findings above uphold the earlier findings of a study conducted by Khan (2005); Khan (2015); Keiran (2017); Malenya (2008); Bromley (2015) and McCabe (2017). These studies found that the academic achievement of a learner is not only a function of the learner's intellectual and personal characteristics but is also influenced by socio-economic status and which in turn also influences the attitudes and motivation of learners for studies; there is less percentage of women graduates in accountant causes due to girls drop-out and absenteeism; there is customary attitudes that boys should be educated first while girls get marked and take care of the children at home; and the

intersection that exists between gender and socioeconomic status due to patriarchy.

The participants in the study further outlined four strategies to minimise the impacts of gender and socio-economic impacts on the performance of the girl child's academic performance in accounting. Participants identified a change of parental expectation, equal distribution of household chores and making use of the time wisely, participants further called for a decrease in patriarchy and equal access of women to resources as their male counterparts. Household chores could be divided equally between the children in the house so that each child has an equal chance to finish their homework, if all household tasks are on the girls, they will end up having less time for their school work. The following citations from participants support these claims:

"There is a need to minimise the effects as we are losing more girls each and every year to the streets" (Participant 7)

"Parents should let the girls dream big and support them too" (Participant 1)

"Divide chores equally between siblings in the house regardless of the gender" (Participant 8)

"The girl child should be empowered" (Participant 2)

"Girls should start doing things that are meant to be done by boys such as putting up the flag every morning in school" (Participant 8)

These findings are supported by the findings of Himonga (2008) that says that women's lack of access to resources, their unequal treatment compared with men and the impact of patriarchy and traditional widens the academic achievement gap. The findings also corroborates with the findings of Bromley (2015); Murithii and Mwangi (2014) and Abas (2012) which indicated that for boys to develop caring, nurturing dispositions, and perceive ways of caring other than being financial providers and protectors, they must first experience care themselves. The reduction of patriarchy needs to be fought by both parties as boys themselves have inherited this behaviour

and it has come down to be a cultural trend. Parents need to be more supportive towards their girl children as they are towards the boys and learn to recognise that girls can be as academically strong as the boys. Learners tend to perform better when there is support from home. Household chores should be a shared burden by all housemates.

Conclusion

The aim of the research is to investigate how the relationship between gender and socioeconomic affects academic performance in Accounting for the Girl learner. The study is aimed at attaining the following objectives: a) To determine how gender and socioeconomic issues affect the performance of the girl child in the teaching and learning of Accounting at school A in //Kharas and (b) To determine strategies to minimise the effect of gender and socio-economic impact on girls' teaching and learning of Accounting at school A in //Kharas. The study reveals that gender and socioeconomic status affect the girl learners' performance as they drop out of school, lose interest in pursuing careers in accounting, lack motivation and suppressed by patriarchy. Four strategies to minimise the impact on girls' performance are outlined. Strategies are to change parental expectation, equally distribute the house hold chores and decrease patriarchy.

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