

**FACTORS INFLUENCING ACADEMIC PERFORMANCE IN
DAY SECONDARY SCHOOLS IN ESISE DIVISION,
BORABU DISTRICT, KENYA**

BY

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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ABSTRACT

The research problem addressed was that, in the last four years Borabu District has experienced an observable decline in academic performance especially in the day secondary schools. The general low academic performance could be associated with home, school, teacher and student factors. The purpose of the study was to investigate factors which influence the academic performance of day secondary schools in Borabu District. The objectives of the study were to find out the influence of: home, school, student and teacher factors on the academic performance of day secondary schools. The study used the descriptive survey design, which was appropriate for explaining or exploring the existing status of two or more variables at a given situation. The target population of the study constituted six (6) day secondary schools, seven hundred and thirty eight (738) students, forty seven (47) classroom teachers and six(6) head teachers. From these a sample of six (6) schools, thirty two (32) classroom teachers, two hundred and forty six (246) students and six (6) head teachers were used to collect data. A student Attitude Questionnaire (SAQ), Head teacher Questionnaire (HTQ and Class teacher Questionnaire (CTQ) were used to collect data. Observation checklist supplemented these instruments. To ensure validity and reliability of the instruments piloting was carried out in two schools, which were not included in the actual study. At the same time, supervisors from the department of Educational Planning, Administration and Curriculum development of Kenyatta University were relied upon to establish content validity of the instruments. Data analysis was done through means, frequencies and percentages. The findings of the study revealed that factors such as type and amount of work at home, schools' poor infrastructure, teacher's level of training, student's entry mark, etc influence the academic performance of students in day secondary schools. The research's recommendations were that the parents should be sensitized on the need to have a positive attitude towards the day scholars and to provide them with the relevant study materials. It is believed that this study may help parents, students, teachers and the Ministry of Education Science and Technology in addressing factors responsible for day scholars' dismal academic performance in day secondary schools in Borabu District.

Abbreviations and Acronyms

KNEC	- Kenya National Examinations Council
K.C.S.E	- Kenya Certificate of Secondary Education
MoEST	- Ministry of Education, Science and Technology
ROK	- Republic of Kenya
SAQ	- Student Attitude Questionnaire
HTQ	- Head teacher Questionnaire
K.C.P.E	- Kenya Certificate of Primary Education
B.O.G	- Board of Governors
CTQ	- Class Teacher Questionnaire
FSE	- Free Secondary Education
EDSAC	-Education sector Adjustment Credit

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CHAPTER ONE: INTRODUCTION

This chapter discusses the background of the study, the statement of the problem, purpose of the study, objectives of the study, research questions, limitations and delimitation, assumptions of the study, theoretical framework, conceptual framework and operational definition of terms.

1.1 Background of the Study

Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development. Governments, policy makers and civil society have emphasized that developing countries need to invest more in education and ensure that systems are efficiently managed, that limited funds allocated to sector have maximum impact and that cost recovery measures are adopted (G O K, 1996, 1997 ,Inter Agency commission, 1990, UNESCO, 1996; World Bank, 1988,).

Investing in secondary schooling would seem desirable for most developing countries for a number of reasons. First, general secondary education is the cheapest way of providing post-primary educational opportunities to the largest possible number of students. Secondly, upon graduating from primary students have a shaky grasp of core competencies. Secondary education contributes to consolidating what was taught in primary school. Thirdly, effective secondary schooling is qualitatively different to formal education at the first level. This is due to the capacity of older students to reason abstractly and to acquire complex competencies that are normally inaccessible to primary-age children. While primary education is oriented towards the acquisition of the fundamentals of reading, writing, and mathematics, students at the secondary levels are expected to develop intellectual skills and analyze problems using

reasoning and thinking skills, which are inaccessible to younger children. Fourthly, an appropriate level of quality secondary schooling seems essential to any balanced national development-strategy. It is difficult to imagine a strategy which would promote a transition from subsistence agriculture to higher value-added agriculture, more industrial manufacturing, and more competitive service industries, without having at least ten to fifteen percent of the workforce with a completed secondary education. Finally, secondary education is increasingly viewed as essential for achieving democratic governance and a civic participation (UNESCO 2008).

Education uses resources, both public and private on a grand scale and studies have been made to assess how well these resources are being used. The most common method of determining the quality of output to schools is to administer tests of cognitive and psychomotor skills at the end of a cycle of education. By using these tests, we can arrive at some judgment of the internal effectiveness of schooling. When we assess the value added we have to take into account the effect of such factors on student as their family background, innate intelligence, personality and factors that affect the product yet which are not attributable to what has happened to him or her in school.

A number of studies have been carried out in U.S.A, Europe and some developing countries to assess the effectiveness of schooling. A study by Averch (1974), based in the United States asserted that family background and socio-economic factors are more important determinants of a pupil's academic achievement than school variables such as teacher qualifications or expenditure on books. According to Averch, school variables have little effect on educational outcomes.

On the same note, the Coleman Report (1966), stressed that socio-economic factors are important than school variables in explaining regional and racial differences in pupil

achievement. The same view was followed by the even more negative conclusion of Jencks (1972) who argues that the characteristics of a school's output depend largely on a single input, namely the characteristics of the entering children. Everything else, the school budget, its policies, the characteristics of the teachers- is either secondary or completely irrelevant. This pessimism was also backed by Alexander and Simmons (1975) on reviewing input-output relationship in nine developing countries (India, Iran, Kenya, Malaysia, Thailand, Tunisia, Congo, Puerto Rico and Chile,) which they concluded that schooling inputs have only a weak or insignificant impact on pupil achievement, whereas other determinants such as home ground and individual personality have a stronger influence. To them, the only variables, they found to be related to academic performance in developing countries were teacher motivation (rather than experience or qualification), textbooks and other reading materials. These findings have disturbing implications for any attempts to increase the efficiency of education by changing the combination of inputs or improving teacher quality or school facilities.

However, these pessimistic conclusions have been challenged by further research. Studies in more than twenty countries including India (Shulka 1974) and Uganda, Kenya, Ghana, and Papua New Guinea (Heyneman, 1980, Heyneman and Loxley 1983) all concluded that socio-economic background has much less effect on pupil achievements in developed nations than developing ones. A study by Schiefelbein and Simmons (1978) on factors affecting academic achievement of school children concluded that the less a society is developed the smaller the influence of home background on achievement the effect of school variables. Nevertheless, studies by Haddad (1978), found evidence that teacher qualifications are important the evidence suggests that trained teachers make a difference. Heyneman, Farrell, and Sepulveda- Stuardo (1981) supported the view and concluded that academic

achievement is more closely correlated with textbooks availability than with other measures of school inputs, such as class size or expenditure on teacher salaries.

Other school variables which have been shown to have an impact on pupil achievement are, school management, teacher attributes and physical factors, which would include availability of libraries, visual aids, and basic equipment such as tables and chairs (Arriagada 1983)

In Kenya, there has been a growing concern by various stakeholders about the status of education. The government, parents, non-governmental organizations, and donors recognize that although major strides have been made in quantitative terms, Kenya's education has serious shortcoming. The education system experiences high wastage as a result of repetition and drop outs (Abagi 1997a). According to current statistics released by the Steadman Group, nearly half of the 1.3 million candidates over the past four years were failures. According to the survey, the a total of 596895 candidates scored mean grades of between D+ and E,hardly enough to get them into middle level colleges .The survey further states that of these,18,798 scored a mean grade of E (DN30th June,2009).The scenario in Borabu District is not different, in the last four years ,Borabu District has experienced an observable decline in academic performance, especially in day secondary schools. The general low academic performance could be associated with student, socio-economic, teacher and school factors. The purpose of this study will be to investigate the factors that influence the academic performance of day secondary schools in Borabu District. This Wastage is rampant in day secondary schools as shown below by the K.C.S.E grades attained by students from 2004-2007.in Borabu District.

Table 1.0: K.C.S.E Analysis 2004-2007

YEAR	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+ - E
2004	487	0	6	10	23	25	35	42	67	280
2005	498	0	1	12	12	35	35	59	76	268
2006	481	0	0	1	07	14	25	27	58	349
2007	549	0	1	5	11	21	26	64	87	333
TOTAL	2015	0	8	28	53	95	121	192	288	1230

Source: Nyamira District K.C.S.E analysis 2004 - 2007.

From the table a worrying trend is depicted, poor performance in K.C.S.E of students from day secondary schools in Borabu district is indeed worrying and this does not augur well to Kenya's vision 2030, which aims to transform Kenya into a newly industrializing middle income country providing a high quality life to all citizens by the year 2030 (G.O.K 2007). This trend will not only deny Kenya the professionals required in various fields, but also the critical leadership required for a fast growing economy.

From the ongoing paragraphs, two schools of thought have emerged that speak on the factors that influence students' academic achievement. One argues that family background and social economic factors are important determinants, whereas the other discounts and insists that school variable take the upper hand in determining the students' performance. As such, in view of these two divergent studies on students' academic performance in schools, there is an urgent need for a comprehensive research to indeed get to know the factors that influence the academic performance of day secondary schools in Borabu district.

1.2 Statement of the problem

The overall research problem addressed in this study was that despite the government's efforts to provide education to its primary education completers, little has been

done to investigate the factors that influence the academic performance in day secondary schools in Esise Division, Borabu District. According to a survey conducted the Steadman Group, nearly half of the 1.3million candidates over the past four years were failures. A total of 596, 895 candidates scored mean grades of between D+ and E, hardly enough to get them into middle level colleges. The survey further states that of these, 18,798 scored a mean grade of E (DN 30th June, 2009), a shocking and worrying trend. The scenario in Borabu is even worse as shown in table 1.0 above. From the table, the academic performance is dismal, if urgent measures are not put in place to check the ever declining academic performance, then a lot of resources, human and fiscal are likely to go to waste. The present study therefore sought to find out the factors that influence the academic performance in day secondary schools in Borabu District.

1.2.1 Purpose of the Study

The purpose of this study was to find out the factors that influence the academic performance of day secondary schools in Borabu District.

1.3 Objectives of the Study

The objective of the study were:

- i) To determine the influence of home related factors on academic performance of students in day secondary
- ii) To determine the influence of school-based factors on the academic performance of students in day secondary schools.
- iii) To determine the influence of student related factors on academic performance of students in day secondary schools.

iv) To determine the influence of teacher related factors on the academic performance of students in day secondary schools.

1.4 Research questions

The following questions guided the researcher in collecting information:

- i) Which home related factors influence academic performance of day secondary schools?
- ii) Which school related factors influence academic performance of day secondary schools?
- iii) Which student related factors influence academic performance of day secondary schools?
- iv) Which teacher related factors influence academic performance of day secondary schools?

1.5 Significance of the Study

The findings of this study will provide useful information to educational planners, policy makers, managers and administrators on policies that will promote access, retention and completion of secondary education cycle and good academic performance. This information may also be used to enlighten parents and society in general on the importance of education, for example in breaking vicious cycle of poverty so that they can participate fully in the provision of educational facilities in day secondary schools.

1.6 Delimitation and Limitations

1.6.1 Delimitation

The proposed study confined itself to students, teachers and head teachers in public day secondary schools. The students and teachers to be involved in the study were those in session in the respective schools.

1.6.2 Limitations

The following were the limitations of the study:

- i) It was not possible to cover the opinions of the parents and other stakeholders because tracing them will require considerable time, resources and other logistics.
- ii) Area has poor road networks and therefore accessing some areas for data collection was difficult.
- iii) Borabu District has 18 public day secondary schools, which could not be enough for the generalization of the findings.

1.7 Assumptions of the Study

The following assumptions were made:

- i) All schools experienced similar problems, which led to poor performance.
- ii) The final performance of the current students could be similar to that of the previous years.
- iii) There was no remarkable development change on the schools' physical facilities of the schools under study

1.8 Theoretical Framework

The researcher adopted the classical liberal theory of equal opportunity and social Darwinism. The theory asserts that each person is born with a given capacity, which to a large extent is inherited and cannot be substantially changed. Therefore, educational systems should be designed so as to remove barriers of any nature (economic, gender, geographic) that prevent bright students from lower economic backgrounds from making use of their talents which accelerate them to social promotion. Liberal proponents like Horace Mann termed it as “the great equalizer” main instrument, which will increase life chances of those born into humble circumstances. The theory demands for further going through education at primary and secondary level to which access would be determined on the basis of individual’s merit and not on social backgrounds.

The classical Liberal theory states that social mobility will be promoted by equal opportunity of education. The root of this theory can be traced to writers such as Rousseau (1712-1778) who claimed that the “natural” statesmen were born equal and so long as society rewards people according to their status.

Thus, the writer of the ‘American Declaration of Independence’ claimed that all people are created equal i.e. born with the same moral and political rights. It follows from the belief that social institutions such as education should attempt to treat people equally. An American educator, Horace Mann (1796-1889), called education the great equalizer. For instance, there are innumerable examples of people from poor families who have taken advantage of education opportunities and proceed to obtain better jobs and higher incomes than they would have otherwise done. There is widespread belief that by removing economic barriers and making more places available in upper primary and secondary education, and by increasing

the high length of attendance in the common school, ideal conditions could be created to implement the vision of equal opportunity where everybody has access to the kind and amount of education that suits his/ her inherited capacity.

In developing countries where inequalities of education provision are severe, it may be desirable on equity and efficiency grounds to pursue the goal of equal distribution of educational opportunities. Inequality of participation means that the upper income families whose children are far more likely to complete the primary and secondary school cycle or enroll in higher education disproportionately enjoy the benefits of education (Psacharopoulos and Woodall 1985). Increased dropouts, absenteeism and repetition occasioned by the financial inability of poor families to sustain their children in schools undoubtedly affect the academic performance of public secondary schools.

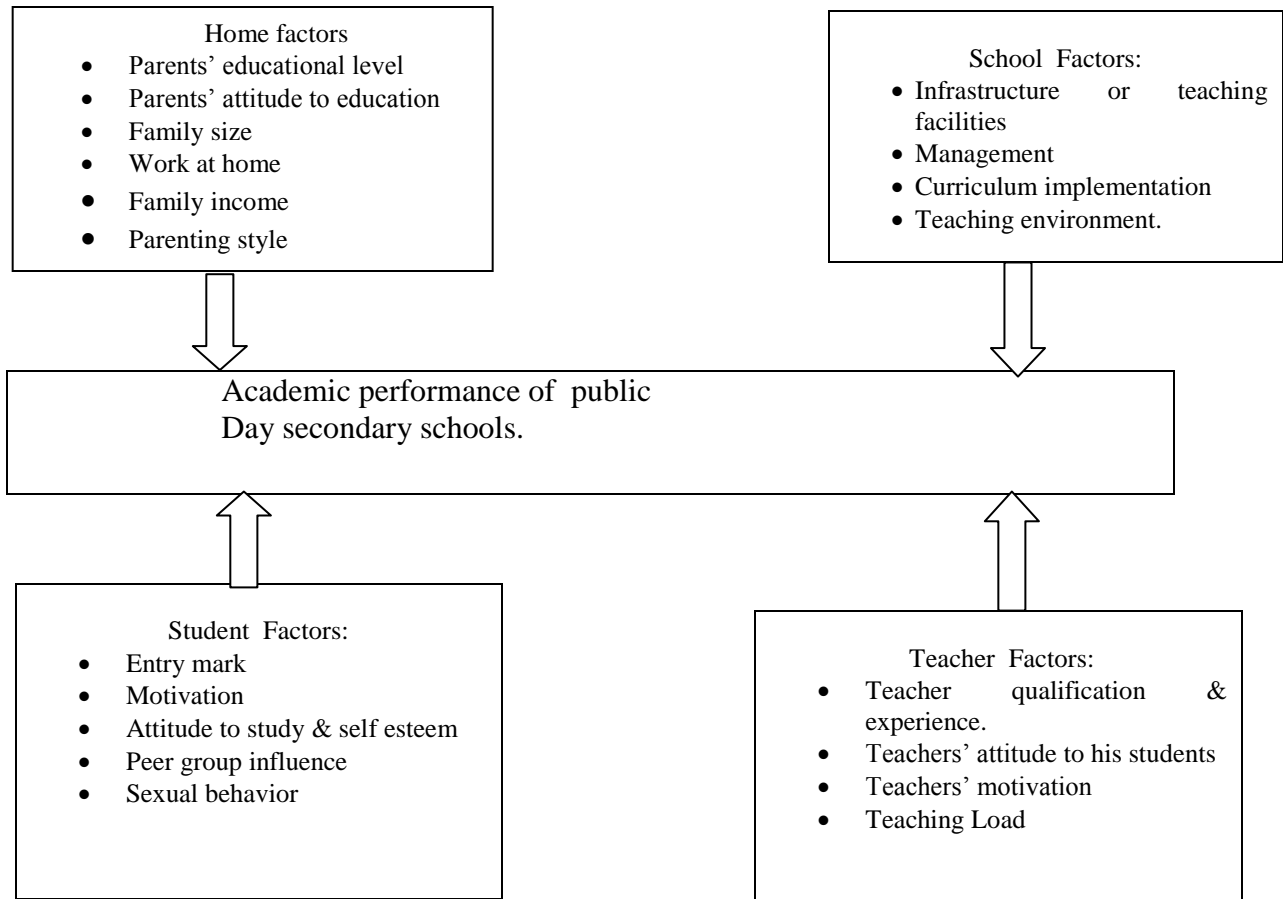
This theory was found relevant for this proposed study because the research would center on the factors which influence the academic achievement of students in day secondary schools. As such, if the government in the provision of education would not remove barriers, then the eventual result would be increased repetition, high dropouts, low completion rates and eventually students from poor families may not perform well in examinations whereas the rich would always afford expensive education; the theory stresses equal opportunity to every child in educational provision. According to this theory, the social background should not favor certain children at the expense of others; this is in agreement with the intent of this proposed study, which seeks to investigate the factors that influence the academic performance of students in public day secondary schools.

1.9 Conceptual Framework

The framework below shows the interaction of various dependent and independent variables and overall output in terms of the good academic performance in national exams. The dependent variable is the academic performance in day secondary schools whereas the independent variables include: family income, level of education of parents, attitudes of parents towards education of their children, learning/teaching materials; teachers and curriculum delivery and cost of education.

Figure 1.1: Interaction of home, school, teacher and student factors to determine the

Academic performance of the day secondary schools



Source: Researcher.

From the conceptual framework, four factors influence the academic performance of students in day schools. These factors are home, school, student and teacher. The factors interact to influence the output from a school. A school whose output is in terms, good K.C.S.E performance would be perceived as being efficient. On the other hand; a school whose performance is marked with poor K.C.S.E performance would be perceived as being inefficient and has a high wastage (weak grades at K.C.S.E). In the school system there are inputs and outputs. Inputs include students, teaching and learning resources whereas Outputs

include good K.C.S.E grades. From the figure, good performance in national examinations is likely to be influenced by among other factors, home, school, student and teacher.

Under home factors the research considered aspects like parental education level, parents' attitude towards education, family size, work at home, family income and parenting style. At the same time, school factors included teaching facilities, type of management, curriculum delivery and implementation and teaching environment. Equally, student factors considered aspects like entry mark, motivation, student attitude and self esteem, peer influence and sexual behavior. Nevertheless, teacher factors included teacher qualification and experience, teacher attitude towards students, teacher motivation and teaching load (number of lessons taught per week).

1.10: Operational Definition of terms

Internal Efficiency: The performance of a school in terms of good grades and reduced wastage in terms of resources. Would be used interchangeably with quality of education

Wastage: Students who repeat and drop out of school, grades of D+ and E in K.C.S.E.

Socio-economic/home factors: Includes aspects like, income of the family, occupation of parents and family size.

School factors: This includes school facilities, teaching/learning resources, and teachers and curriculum delivery.

Student achievement/performance: The ability of a student to do well in school and get quality grades at K.C.S.E.

Educational opportunity costs: The earnings foregone for the sake of acquiring education, which includes monetary and non-monetary benefits.

Environmental factors; these include factors like peer pressure, community-school relations,
language of instruction and stakeholders.

Day school: school where students operate from home.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter covers a review of literature related to the problem to be investigated. In this chapter the research has focused on; factors that influence academic performance under various sub-headings i.e. home, school, student and teacher related factors and a summary of the review.

2.1 Home Factors

Home influence plays an important role in academic performance. According to Psacharopoulos (1985), dropouts and repetition appear to be most common among students from low socio-economic background and are more prevalent in the rural areas than the urban areas and among female students than male students. This view has been stressed by Todaro (1997: 395) where he quotes John Simmons that:

“Schooling, the poor quickly learn, in most countries is an escape from poverty for only a few. The poor are the first to drop out because they fall asleep in class as a result of malnourishment. The hope brought to the village parents by construction of a school soon fades. And they could never afford to send their son for secondary schooling”.

At the same time, increased dropouts, absenteeism and repetition occasioned by the financial inability of poor families to sustain their children in schools undoubtedly affect the internal efficiency of public schools. Orodho (2002)

Studies conducted by World Bank (2001) found that it is more difficult for poor families to provide educational inputs for their children and the disparity in the ability of parents to meet direct costs as contributed to the disparity in the school resources.

Eshiwani (1988) concurs with this finding that disadvantaged children from low-income families dropout of school much earlier.

A number of researches done on repetition and wastage by UNESCO (1977, 1982) concluded that the problem of dropout and repetition is a serious one in the developing countries. Psacharopolus attributed the problem to the low socio- economic background and he further asserted that this problem is more prevalent in rural areas and among female students. Psacharopoulos (ibid) asserts that non-school factors like family background can influence educational achievement to an extent that school inputs may be swamped.

A decision to enroll a student in a school is purely a parental responsibility. However this decision may be influenced by a number of factors such as; school quality school availability, direct costs and opportunity costs. Studies by Alexander and Simmons (1975) in nine developing countries, Kenya inclusive, concluded that student achievement in school was strongly determined by home background and individual personality. Parents who portrayed a positive attitude towards their children are seen to have enthusiastic responsible and optimistic children who feel accepted and end up performing well in national examination. Such parents will be willing to provide learning resources, motivate and follow up the performance of their children.

In their study, Amundson, Borgen and Osoro (2000), observed that in Kenya, rural students tend to seek help from parents and teachers more than urban students. And parents more than teachers, play a major role in the career decision-making process.

According to FEMSA (2005), siblings have also been found to be an influential factor when choosing a career path. Boys with all male siblings have been found to hold masculine

vocational interests while girls with female siblings hold feminine ones. It has also been noted that older siblings act as significant role models for younger siblings.

According to Douglas (1964), unskilled parents are of low educational attainment, take little interest in their children's work, have larger families, live in grossly overcrowded homes, lacking amenities and tend to send their children to schools which are ill equipped. A study by Berger (1969), asserted that one's social class determines the amount of education of one's children. On the same note, Bredemier (1978) attributes parental occupation as a basis for academic excellence. Nevertheless, Hurlock (1956) asserted that the middle class children are likely to become overachievers because middle class parents place high value on educational achievements, and the opposite is true to the lower-class parents. He further argues that, a low home status is unfavorable for a child to study well.

2.2. School factors

According to Todaro (1997), a part from the direct costs of education there is the opportunity costs, which are compounded by the tuition fee charged in secondary education. Todaro calls it: "financial process" of eliminating the poor from participating in the vital process of investing in education. Such direct costs include tuition fee, purchase of textbooks, erecting and maintaining physical facilities. Concerning home and school finance system had this to say, "In respect to public schools, there are no new sources. All the money must come from a single source, the people." We hope the situation is likely to change, now that the government has put in place Free Secondary Education (FSE) and this takes care of the tuition and the parents have to cater for uniform, transport, lunch and other costs. Studies conducted in Africa, for instance Tan (1985) in Tanzania, Mingat, (1984) in Malawi and Charnichovsky (1981) in Botswana, had one observation, that schooling was perceived as burden on the family both because of direct costs and loss of the child's contribution to household

production and income and many parents fails to perceive and realize the benefits of education. This disparity in the ability of the parents to pay has contributed to the disparity in school resources, World Bank (2001:25). According to Nag (1997), many poor families cannot afford to buy school uniforms meet transport expense for their children, pay tuition fee in addition to other direct costs of education and must keep their children at home. Orodho (2002), there are other adjustment programmes through the Education Sector Adjustment Credit (EDSAC), which emphasized the increased implementation of user charges and budget rationalization. This has resulted in escalating costs of secondary education. Ayot (1980) notes that Kenya is probably the only country in East Africa with the highest proportion of costs borne by parents and students. Todaro (1997) refers to these high costs of education charged at Secondary level as, the financial process of eliminating the poor from participating in the vital processes of investing in human capital.

Studies conducted by Alexander and Simons found a very strong relationship between the inputs and outputs of education. They refer to this as the Education Production Function, Psacharopoulos (1985:47). This relationship was expressed as:

$A = f(T, B, \text{ and } E)$ Where f stands for function of:

A: refers to achievement

T: is the pupil teacher ratio

B: Are the books and other materials

E: is the equipment

Gravenir et al (1991) stipulates that education is a multi product of both direct and indirect inputs and they found that a precise measure of output is the examination of students

completing a level. The most commonly used quality indicator of Secondary education is examination scores, which reflect on the quality of variations of student input. Effective teaching depends on the availability of suitable, adequate, appropriate teaching resources. Such resources embrace human and physical. Physical resources include textbooks, library materials, and laboratory equipment. Human resources include: classroom teachers and head teachers. On the same note, Eshiwani (1988), inadequate school resources can be blamed for poor academic performance. . Court and Kinyanjui (1985), assert that the quality of education can be judged by assessing among other factors the adequacy of basic supplies like books, blackboards and by analyzing examinations results. According to Abagi (ibid) the indicators of efficiency should include input such as textbooks and fees; Pupil teacher ratio and teachers inputs; Teaching – learning contact hours and classroom management; Utilization of school physical facilities and Performance in national examinations such as K.C.S.E. As such, this intended study would try to assess the effect of the above-mentioned aspects under school factors and seek to combine them with the home factors to find out their influence on the achievement of the learners and eventually the internal efficiency of day secondary schools.

2.3 Teacher factors

A teacher is a very crucial resource in the teaching and learning. According to Sax (1980) in Oketchi (1992), teachers participate at technical level as classroom managers. However, Oketchi (1992), points out that a teacher is the only king pin in educational innovation. He further argues that, the curriculum is as good as its teacher. In light of this, Mbithi (1980) argues that the employees of an organization must possess the right attitudes and commitment skills to enable them work. A study by Abuyeka (2006), asserts that the manner in which a teacher presents a subject greatly influences a student's attitudes towards a particular subjects. In addition, among the determinants of quality in education are the

availability of qualified and motivated teachers and other education personnel, and a suitable environment for teaching and learning.

In addition, the ROK (1999) stresses that among the determinants of quality in education is the availability of qualified and motivated teachers and other education personnel and a conducive environment for teaching and learning. This however, seem to echo the ROK (1976) which reports that the role of quality teachers must be given the most critical consideration. This report argues that a major improvement in the quality of teachers and teacher training can lead to improved student performance.

Eshiwani (1988) accepts this position that teacher training is an important ingredient that contributes to good performance of students. He recommends that the training should be applicable to the secondary school content instead of emphasizing the university syllabus. Howson (1982) adds that other than pre-service training, important though that is, there must also be provision for in-service training, for the constant up-dating of professional knowledge. A shortage of such trained teachers was identified as one of the major obstacles to good performance in schools.

As opposed to untrained secondary dropout teachers who find their way to the secondary classrooms, the more training a teacher has received the better would be the achievement of his/her students as she/he has mastery of the content and methodology. This implies that a teacher's post-secondary training will expose him to the skills needed to deliver the relevant knowledge and skill to his students. Equally important for the performance of students in class is a teacher's attitude towards his/her students. A teacher is quoted to have said this about students from poor home backgrounds:-

“They don’t have the right kind of study habits ... of course it is not their fault. They are not brought up right ... Those children do not learn very quickly. A great many of them do not seem to be really interested in getting an education ... They simply do not respond” (Cosin B.R, et. al, 1977; Anunda, 1997).

Such kind of negative attitude especially when verbalized in class with an abusive tone, tend to highly discourage the learners in day secondary schools.

According to Sidho (1982) when a teacher is overloaded, he tends to follow the way of least resistance. He does not emphasize learning and can not cater for individual differences since he has no spare time. He may not make use of teaching aids and leave alone making them. Eshiwani (1988) is quick to point out that the teachers handling large numbers of students could be overworked and thus affect the performance and achievement of the students. He concludes that the class size creates a big problem in managing behavior in the class. Some students in such a class become undisciplined during the instruction and this distracts the attention of other learners.

Proper teaching therefore demands for increased contact between the teacher and the learner, where the teacher has enough spare time not only to prepare for the lessons but also to check the learners’ work covered, as a means of developing their manipulative and cognitive skills in class. This will improve their retention of knowledge and hence performance in examinations.

2.4 Student Related factors

A study by Abuyeka (2006) asserts that the manner in which a teacher presents a subject greatly influences a student’s attitude towards that particular subject. Coupled with a suitable environment for teaching and learning, a student’s right attitude towards learning greatly

influence the learner's performance in examinations. Mbithi (1980) is quick to note that the right attitude and commitment enables any worker (learner) to work (learn) better. However, many children from poor families, who form the majority in day secondary schools, do not realize the worth of education. They have no desire to improve themselves and they do not care much about school. That makes it very difficult to teach them (Cosin B.R., et. al, 1977). This means that the learners need to be intrinsically motivated for them to be able to realize their full potential. That inner desire for personal improvement activates the self-drive to study and aim at better grades. A learner who is contented with his status finds learning very unwelcome.

Datta (1992) looks at the emotional and psychological wellbeing of the student as an underlying factor towards success. With an example of a child with one parent due to death, divorce, desertion or separation, Ansu argues that it may disturb him psychologically, and emotionally, deprive him of valuable parental help, encouragement and guidance and lead him to seek comfort outside the family including peer group of school dropout (Datta: 1992). Such a course of life will definitely be worse on a day-scholar who lives at home, walks to school daily and finds himself in the company of school dropouts unlike his counterpart in a boarding school. This would also mean that such learners will face more challenges on behavior, morality and any other vices that are in the community where they journey on a daily based to school and back home come rains come drought. Most day secondary schools are District schools under the classification of the Kenyan Schools as noted in the report by a task force appointed by the Minister of Education (2001). This means that the majority of the students admitted to these schools are those of low marks from their KCPE. In Kenya, the top scorers are admitted to National schools, above average scorers are selected to provincial schools, average scorers get admitted to boarding district school and finally the remaining join day

schools around their homes. Those who find themselves in these ‘lesser’ schools are likely to have low self-esteem and doubt their ability to perform well in national examinations.

2.5 Summary of the review

From the reviewed literature, secondary education faces a number of challenges such as poor performance in national examinations, high cost of education, high drop out rates and repetition. On the same tone, the literature review has explored on studies on socioeconomic factors and their influence on academic achievement of the learners in the day schools. The studies have brought a fore disagreement for instance, that teacher qualifications and class size don’t matter, where others have indicated the opposite. The study gaps have been identified especially on studies focusing on the influence of socioeconomic factors on quality of education in day schools. Studies have not indicated unambiguously how socioeconomic factors influence academic performance, in particular Borabu district which is experiencing poor performance in exams especially in day secondary schools. On the same note, from the review, two schools of thought have emerged one supporting the view that socioeconomic factors of the learner is the most influential factor in student academic achievement. On the other hand, others argue that school factors are more influential than socioeconomic factors. Thus the outstanding study gap is that no study has been carried out to find the factors that influence academic performance in day secondary schools in Borabu District. As such the intended study seeks to find out the factors that influence the academic performance of day secondary schools in Borabu District.

CHAPTER THREE: METHODOLOGY

This chapter highlights the design, variables, location of the study, target population, sampling techniques and sample size, research instruments, piloting, data collection procedure and data analysis.

3.1. Research design

Descriptive survey design was used in the research. According to Frankel and Wallen (2000), survey involves asking a large group of people about a particular issue. Information is obtained from a sample rather than the entire population, at one point in time, which may range from one day to a few weeks. Surveys are only concerned with conditions or relationships that exist, opinions that are held, processes that are ongoing and effects that are evident or trends that are developing. Mugenda and Mugenda(2003),note that surveys could be used to explain or explore the existing statures of two or more variables. This design was appropriate because it involves collecting data in order to test hypothesis or answer questions concerning the current status of subjects under study. It is used to assess attitudes and opinions about events, individuals of procedures, Gay (1993:13). Kothari (1985) notes that descriptive survey design is concerned with describing, recording, analyzing and reporting conditions that exist or existed. Lokesh (1984) and Engel hart (1972) concur that descriptive methods are widely used to obtain detailed descriptions of the existing phenomena with an aim of employing data to justify current conditions and practices or make plans for improving them. Factors influencing academic performance are already in existence, hence through survey effect on academic performance was determined without manipulating the variables.

3.2 Location of the Study

The study was carried out in Borabu District, Nyanza province, Kenya. The district is one of the three districts that were newly created out of the former Nyamira District in Nyanza province. According to Singleton (1993), the ideal setting for the study is one that is directly related to the researcher's interests. He further argues that the setting should be easily accessible to the researcher and should allow immediate rapport with the participants. This area was chosen because it has majority of the schools being day schools and records over the years reflect very poor achievement of the learners especially in national examinations.

Borabu District borders with Bomet District to the South, Buret District to the East, Nyamira District to the North, Masaba District to the West and Transmara District to the South-West. It has three divisions namely: Kiang'eni, Esise and Mekenene. The district has twenty one (21) secondary schools of which three (3) are private and the rest are public. Out of the twenty one (21) schools, only three (3) are full boarding, the rest are mixed day secondary schools. The district has only three (3) provincial schools with the remaining 18 being district schools.

The main economic activity in the area is agriculture. The area has large tea estates to the south as the only cash crop in the area. They also grow bananas, maize, beans, almost all types of vegetables/potatoes and dairy cattle rearing.

3.3 Target Population

The population under study constituted six(6) day secondary schools out of eighteen(18) day secondary schools in the district, which translated to thirty per cent(30 %) of the total day secondary schools, six(6) head teachers, forty seven(47) classroom teachers and a student population of seven hundred and thirty eight(738)..

3.4 Sampling and sampling procedure

3.4.1 Sampling procedure

Simple random sampling technique was used to select six (6) day secondary schools for the study. Stratified random sampling technique was used to select two hundred and forty six (246) students across all the forms in the schools to be involved in the research. These techniques are in accordance with the proposal of Krathwohl (2007), who argues that when the target population runs into hundreds then a third or thirty per cent of the total population may suffice for a study. Purposeful sampling technique was used to select thirty two teachers. At the same time, saturated sampling technique was used to select six head teachers. Nkpa (1997), recommends that when the target population is manageable, the researcher may use random sampling or saturated sampling.

3.4.2 Sample Size

The sample study constituted 32 classroom teachers, 246 students and 6 head teachers.

3.5 Construction of Research Instruments

To elicit data the researcher used; Questionnaire for class teachers, questionnaire for the students, questionnaire for head teachers and observation checklist.

- **Questionnaire for students**

It contained open and closed items, which generated information on home related factors, school related factors, student related factors, and teacher related factors and environmental factors and their influence on the academic performance of day secondary schools. Forty (40) items of Likert's five point scale with strongly agree, Agree, Uncertain, Disagree and strongly disagree guided verbs were sought for. According to Gay (1993),

questionnaires are easily administered, and that respondents feel free to give responses and respondents can answer the questions at their own time.

- **Head teacher questionnaire;**

Closed ended questions were used to collect data from head teachers on home, school, student and teacher related factors that influence academic performance of day secondary schools. It also sought to know the number of teachers employed by school boards, school infrastructure and school enrollment. It collected information pertaining to performance of schools, adequacy of teaching and learning facilities, adequacy of finance and human resources, utilization of time in school and other resources.

- **Observation check list**

The researcher moved around schools (sampled), observed and recorded physical facilities and equipment that were available in the schools to establish the extent to which schools were equipped in terms of number of functional laboratories, libraries and their physical conditions.

- **Teacher questionnaire**

Close ended questions were used to collect data from teachers on home, school, student and teacher related factors that influence academic performance of day secondary. Thirty seven (37) items of Likert's five (5) point scale with strongly agree, agree, uncertain, disagree and strongly disagree guided verbs were used. Further the questionnaire sought to inquire about the teacher's level of education, working experience, distance of school from home and number of days absent from school.

3.6 Piloting of the Study

The class teacher, Head teacher and student questionnaires were piloted in two of the schools in the district, and the schools were not included in the actual data collection. Appropriate adjustments were made on the instruments to ensure consistency.

3.6.1 Validity

To ensure validity the supervisors from the department were relied upon to establish content validity of the research instruments. According to Gay (1987), content validity is established by expert judgment. Thus supervisors in the department would be relied upon on content representation of the questions. Three experts in the area from the faculty of education of Kenyatta University will be consulted, who were to peruse all the instruments and give in their comments on the face validity of the instruments.

3.6.2 Reliability

It is the degree to which a test consistently measures whatever it measures Gay, (1992). To confirm the reliability of the instruments test retest method was used to determine the reliability index of the research instruments. The researcher visited the two piloting centres which were not to participate in the actual study and administered the research instruments. After a time lapse for five days between the first and the second test the results of the piloting were analyzed and the reliability coefficient was determined using the Spearman Brown Prophecy formula which correlated the two sets of tests. A reliability coefficient of 0.85 was found to be good enough.

3.7 Data Collection Procedure

The researcher got a research permit from the Ministry of Education and an introduction letter from the Department of Education Administration, Planning and

Curriculum Development, Kenyatta University. Several methods were used to collect data which entailed administering the questionnaires, going to schools and making observations, on equipments and facilities and review of documents as follows: All questionnaires were hand-delivered and collected by the researcher and the researcher analyzed attendance registers, enrolment records and mark books and filled document analysis tables.

3.8 Data analysis

Collected data was categorized into information that could help the researcher achieve the objectives of the study. Before the actual data analysis, questionnaires were checked to determine if accurate samples were obtained as per the number of questionnaires to be issued and relevance confirmed. The responses were put into important areas of study. Development of these areas was based on research questions of the study. Quantitative data were analyzed using descriptive statistics such as percentage, frequencies, means and bar graphs. Qualitative data was subjected to thematic analysis i.e. analyzing the responses in themes based on research objectives and questions. Thereafter inferences, recommendation and conclusion were drawn.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings and discussions of the study carried out at six public day-secondary schools within Borabu District. The study sought to answer the research questions whether home, school, teacher and students related factors influence the academic performance of day secondary schools in the District.

4.2 Thematic Information obtained from observation checklist and Head teacher questionnaire

By the use of the head teacher questionnaire and observation checklist, the following data were collected, presented and inferences made as shown in the tables below.

Table 4.2.0

	School 1	School 2	School 3	School 4	School 5	School 6	Total
Number of laboratories fully equipped and in use	0	0	0	0	0	1	1
Number of TSC teachers	5	6	6	7	5	4	33
Number of BOG teachers	3	4	4	3	4	2	20
Number of libraries fully equipped in use	0	0	0	0	1	0	1
School enrolment	135	243	131	134	227	23	738

From table 4.2.0 above, it was noted that only one (1) out of the six (6) sample day secondary schools had a fully equipped science laboratory in use. The rest did not have any. The same is true about availability of fully stocked libraries as could be compared with provincial and national schools in Kenya. The study also found out that there was poor staffing with the day

secondary school head teachers being compelled to hire untrained teachers who cannot be relied upon for a long time in the schools.

4.2.1 Entry mark

Table 4.2.1: Percentage of respondents' entry mark at form one

	Above 351	301 – 350	251 – 300	200 – 250	Bellow 200
Entry Mark	0	4%	50%	32%	15%

From table 4.2.1 – It was observed that only a small percentage of (4%) four percent of form one entrants of the day secondary schools within Borabu District had an entry mark of three hundred and above. Fifty percent (50%) had an entry mark of between two hundred and fifty and three hundred. This means more than half are above average while 47% had two hundred and fifty marks (250) or below, a clear indication that most day-school students within Borabu district joined secondary schools with low entry marks. This low marks have a poor performance implication in their final examinations which attribute to poor academic performance in day secondary schools within the district.

4.2.2 Family size

Table 4.2.2: Percentage of respondents' family size

	8 & above	6-7 children	4-5 children	2-3 children	Single child
Family size	11%	38%	34%	15%	2%

From the above table 4.2.2, eight three percent (83%) of the respondents' families had more than four children while a mere seventeen percent (17%) had three and below. This indicated most day school students of Borabu District come from large families where they scramble for meager family resources. Which justified their enrolment in day secondary schools where the educational cost is likely to be low? It could also imply that the families strain to provide

learning resources. The findings indicated that the size of the family where a student comes from has an influence on the academic performance of the student.

4.2.3 The parents' level of education

Table 4.2.3: Percentage of respondents' parents' level of education

	University	Collage	Secondary	Primary	None
Father's education	1%	21%	53%	17%	7%
Mother's education	0	16%	35%	39%	10%

Table 4.3.2, shows that only one percent of the respondents' fathers had a university education, twenty one percent (21%) of the fathers and sixteen percent (16%) of the mothers had college education. Seventy seven percent of the fathers and eighty four percent of the mothers had either secondary education or below. These meant that the parents can no longer inspire their children to pursue higher education. Such kinds of parents are not likely to provide academic guidance and counseling for their children as they don't understand the essence of education.

4.2.4 The person with whom the day-scholar stays with

Table 4.2.4: Percentage of respondents' Person with whom they stay

	Guarding	Grandparents	Mother & Father	Mother	Father
Guardian	21%	5%	53%	18%	3%

From the table 4.2.4 seventy four percent (74%) of the respondents reside with their parents while twenty six percent stay with the guardians. The research found out that student who stayed with their parents were really influenced positively unlike those stayed with guardians and relatives.

4.2.5 The distance of school from home

Table 4.2.5: Percentage of respondents' distance of school from home

	3Km & above	2.5Km	2Km	1.5Km	1Km
School distance	16%	9%	35%	25%	16%

Sixty six percent of the students respondents leave within a distance of two kilometers from school while twenty four percent operate on a distance ranging from two half kilometers and above. The research established that the majority of the day-school students live within the surroundings of the schools. And therefore the distance one lives from the school does not influence the academic performance.

4.2.6 Interval at which the day-scholar is sent home for school fees.

Table 4.2.6: Percentage of interval at which the respondent is sent for fees per term

	Not at all	Once	Twice	Thrice	Always
Sent for fees	12%	31%	21%	15%	21%

From table 4.2.6 sixty four percent of the respondents spend much of their time in school as they are not sent home more than twice in a term as compared to thirty six percent who are regularly out school for lack of fees. School fees payment was found to be a contributing factor for students' absenteeism from school.

4.2.7 Absenteeism from school

Table 4.2.7: Percentage of respondents' absenteeism from school

	13 & above	10-12 times	7-9 times	4-6 times	0-3 times
Absenteeism	15%	7%	10%	20%	48%

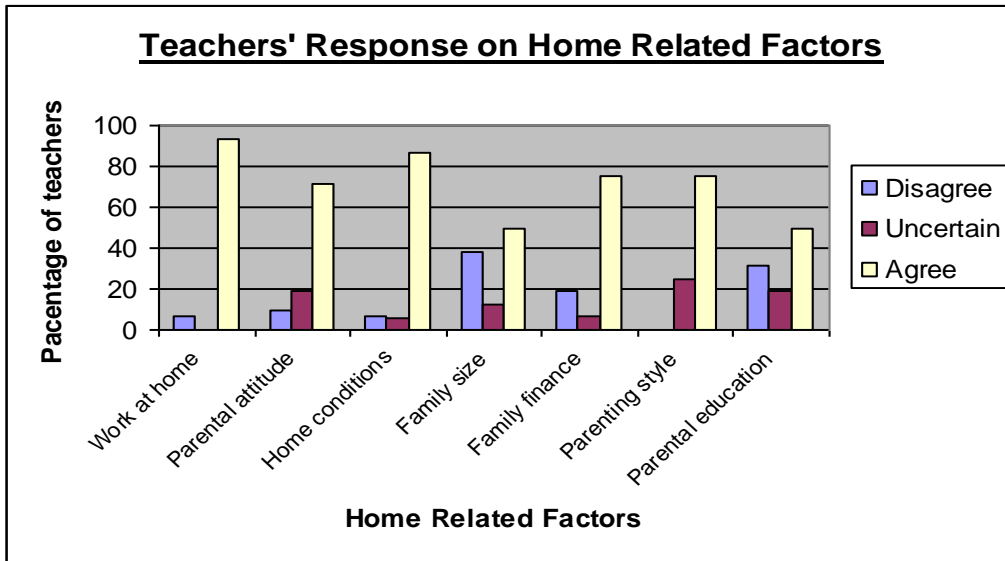
From table 4.2.7 Fifty two percent of the respondents miss classes for one reason or another more than four times in a term. While only forty eight percent attend classes often, this implies that the majority of the students do not attend to all hours of student teacher contact

which may result to poor student syllabus coverage and poor masterly of the content as some lessons go unattended. This is a major factor that affect the academic performance of the day-school students in Borabu District.

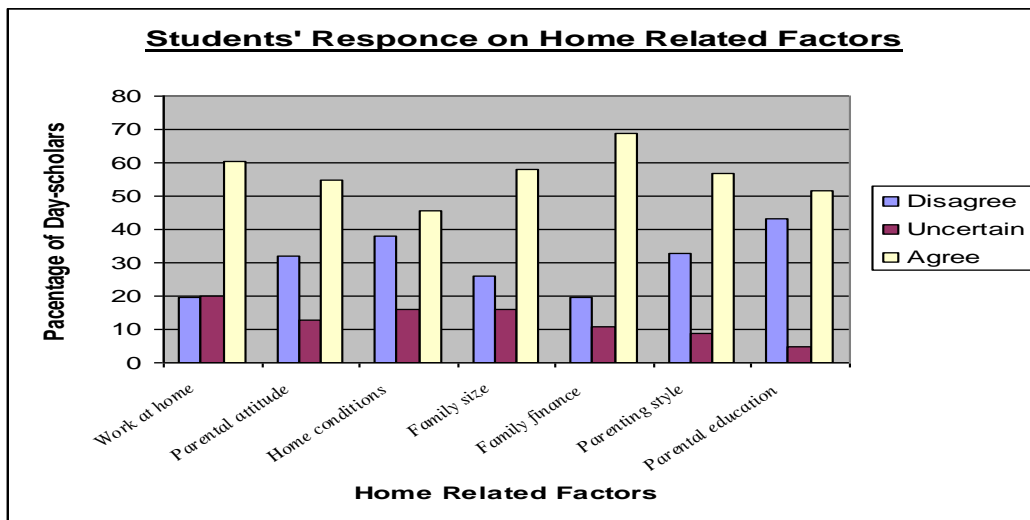
4.3 How home related factors that influence the performance of day scholars in secondary schools within Borabu District

The researcher sought to find out how the amount of work at home, parental attitude towards education, the home environs, the family size, the parent's financial burden, the parenting style and the parental education level at home related factors affect the academic performance of the day scholars within Borabu District.

Findings from the questionnaire administered to responses were recorded in percentages among the students and the teachers. The graphs 4.3.0 (a) below and 4.3.0 (b) illustrate the findings from the respondents. It can be seen that the home related factors greatly influence the academic performance of the day scholars in day secondary schools within Borabu District.



Graph 4.3.0a: Students' response on how home related factors that influence the academic performance of day secondary schools .



Graph 4.3.0b: Teachers' response on how home related factors that affect the day scholar's academic performance in examinations.

From the two graphs the following observations and inferences were made:

4.3.1 Amount of work at home

Out of the total sample of 246 students and 32 teachers, the research showed that sixty (60%) percent of the student agreed that the amount of work they do at home affects the academic performance of the day –school students, while (94%) percent of the teachers agreed with the students that the amount of work affected the academic performance and only (20%) twenty percent of the students and six (6%) of the teachers disagreed. This means that the amount of work a student does at home greatly affects the academic performance.

4.3.2 Parents' attitude towards education

It was found that (55%) fifty five percent of students agreed, (32%) thirty two percent disagreed, while (13%) thirteen percent were uncertain, while (72%) seventy two percent of the teachers agreed, (9%) nine percent disagreed and (19%) nineteen percent were uncertain that the attitude of the parents towards education greatly affects the academic performance of day secondary schools. These findings confirmed that most parents from this district had a negative attitude to their children's academic performance. They were therefore not likely to spend money to provide essential learning facilities or motivate them to work harder, Datta (1992).

4.3.3 Home conditions.

The graphs also show that (46%) forty six percent of the students agreed, (38%) thirty eight percent disagreed and (16%) sixteen percent were uncertain. On the other hand (87%) eighty seven percent agreed, (7%) seven percent disagreed and 6% six percent were uncertain. From this finding the researcher established that the general home conditions like the sleeping place, source of lighting, the family menu and other disturbances greatly affect the academic performance of the day secondary schools within Borabu District.

4.3.4 Family size

The findings indicated that (58%) fifty eight percent of the students agreed, (26%) twenty six disagreed and 16% sixteen percent were uncertain, while (50%) fifty percent of the teachers agreed, (38%) thirty eight percent disagreed and 12% twelve percent were uncertain that the size of the family greatly affects the academic performance of day secondary schools. The teachers and the students argued that if the family size was smaller, the parents could be able to provide for the fewer children. This can be supported from the general statistics above in table 4.2.2 which indicates that a majority of the student respondents (83%) come from families with four children and above while their family financial income was generally low. Which concurs with Wood (1993) who says that children born from crowded homes compete for the little resources and are more likely to perform poorly in school as their basic needs are not supplied.

4.3.5 Parents' financial burdens

Both the teachers and the students who responded to the questionnaires strongly agreed that the financial burden of most day secondary school parents was high. The data from the graphs indicated that (69%) sixty nine percent of the students were in agreement, (19%) nineteen percent disagreed and 11% eleven percent were uncertain while (75%) seventy five percent of the teachers agreed (19%) nineteen percent disagreed and 6% six percent were uncertain. This implied that most parents and guardians were peasants who struggle to educate their children. Which according to Orodho (2002) is a factor that is behind the poor academic performance of day secondary schools.

4.3.6 Parenting styles

From the graphs it was also noted that (59%) fifty nine percent of the students agreed, (34%) thirty four percent disagreed and (9%) nine percent were uncertain; while (75%) seventy five percent of the teachers agreed, (25%) twenty five percent disagreed and none were uncertain to the fact that the parenting style of the day scholars' parents affected the academic performance of their children. Motivating parents are more likely to motivate their children to do better while parents who are too permissive and uncaring may not be able to correct the mistakes of their children in time. Whatever their parenting styles, the teachers and the students pointed out that the parenting style is one of the factors that greatly affects the academic performance of day secondary schools within Borabu District.

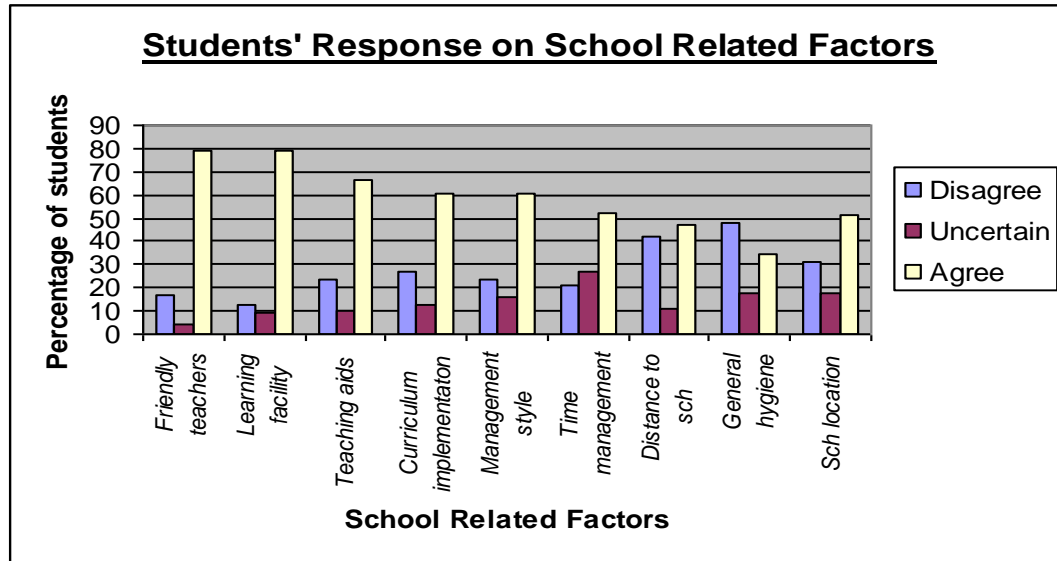
4.3.7 Parental education level

From the general observations above, the researcher discovered that the majority of the day school students come from families whose parents did not go beyond secondary education level. This is supported by data in this section which indicates that this situation is responsible for the poor academic performance as (52%) fifty two percent of the students agreed, 43% disagreed and 5% five percent were uncertain; while (50%) fifty percent of the teachers agreed, (31%) thirty one percent disagreed, (19%) nineteen percent remained uncertain about the effect of the parental education level of the day scholars in Borabu District.

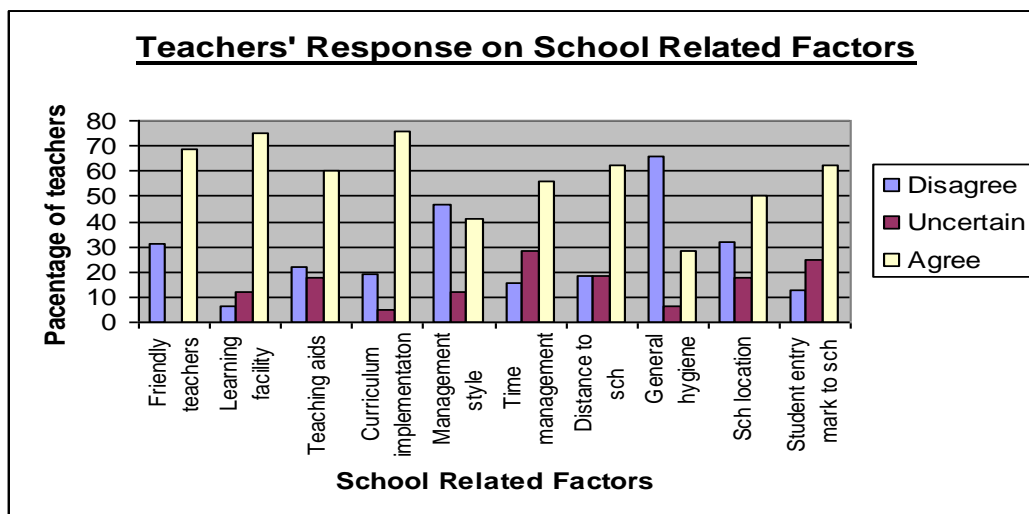
4.4 The school related factors which influence the academic performance of day secondary schools within Borabu District

The researcher sought to find out how the school related factors such as the school infrastructure, poor curriculum implementation, management style and the general school environment affect the academic performance of the day secondary schools within Borabu District.

Findings from the questionnaires administered to respondents were recorded in percentages among students and the teachers. The graphs 4.4(a) below and 4.4(b) illustrate the findings from the respondents. It was observed that home related factors greatly affect the academic performance of the day secondary schools within Borabu District.



Graph 4.4.0a: Students' response on school related factors that affect the academic performance of day secondary schools.



Graph 4.4.0b: Teachers' response on school related factors that affect the academic performance of day secondary schools.

These findings presented in the graphs above are discussed as follows:

4.4.1 Student teacher relationship

The researcher asked the respondents whether the relationship that existed between the students and their teachers was friendly and encouraging, they responded as follows; (79%) seventy nine percent of students agreed, (27%) twenty seven percent disagreed and (4%) four percent were uncertain. While (69%) sixty nine percent of the teachers agreed, (31%) thirty one percent disagreed and none were uncertain. This means that the relationship between the teachers and the students was cordial and it can not be blamed for the poor academic performance in the day secondary schools within Borabu District.

4.4.2 School's infrastructure.

The respondents were asked whether lack of enough science laboratories, school library and other teaching/learning facilities in their schools affected their academic performance and responded thus, (78%) seventy eight percent of the students agreed, (13%) thirteen percent disagreed and (9%) nine percent were uncertain while (76%) seventy six percent of the teachers agreed, (12%) twelve percent disagreed and (12%) twelve percent were uncertain. The study revealed that most day secondary schools in Borabu District do not have adequate learning facilities. Which is in accordance with Eshiwani (1988) and Psacharopoulos (1985) who argue that such inadequate school resources can contribute to poor academic performance in day secondary schools.

4.4.3 Supply of the teaching requirements.

Asked whether there was enough supply of teaching requirements within the school the respondents stated as follows; (66%) sixty six percent agreed, (24%) twenty four percent disagreed and 10% ten percent were uncertain, while (60%) sixty percent of the teachers agreed, (22%) twenty two percent disagreed and (18%) eighteen percent were uncertain. This implied that there is no effective teaching and learning in the day secondary schools within Borabu District since meaningful teaching and learning entirely depends on the availability of the teaching and learning resources.

4.4.4 Curriculum implementation.

When the researcher inquired whether there was poor curriculum implementation in the day secondary schools within Borabu District due to lack of essential facilities the following findings were noted; (60%) sixty percent of the students agreed, (27%) twenty seven percent disagreed and (13%) thirteen percent were uncertain while (76%) seventy six percent of the teachers agreed, (19%) nineteen percent disagreed and (5%) five percent were uncertain. Provision of education within the district can never be effective in the curriculum if the curriculum programs can not be launched effectively. All national examinations are based from the curriculum it is therefore impractical for the day-secondary schools within Borabu district to be expected to perform well with such lack of proper curriculum implementation.

4.4.5 School management style

Asked whether the poor school management style influenced the academic performance, (61%) sixty one percent of the students agreed, (23%) twenty three percent disagreed (16%) sixteen percent were uncertain while (56%) fifty six percent of the teachers agreed,(31%) thirty one percent disagreed and (13%) twelve percent were uncertain. Which is agreement

with the view of Abagi (1997) that good management style is a key factor that influences the academic performance. From the findings, majority of the students and teachers within Borabu District were dissatisfied with their school management and according to them, this greatly affects the academic performance of most day secondary schools.

4.4.6 Time management in the school.

On time management, (52%) fifty two percent of the students agree, (21%) twenty one percent disagreed and (27%) twenty seven percent were uncertain while (56%) fifty six percent of the teachers agreed, (16%) sixteen percent disagreed and (28%) twenty eight percent were uncertain that poor time management affects the day scholars performance in Borabu Districts. This would mean that there is generally poor time management in the day secondary schools within Borabu District. Most respondents, attributed time wastage to regular sending of students to go back home due to non payment of school fees, lateness to school on the part of the students, teachers lateness in attending lessons, lack of lesson recovery of unattended class lessons and time spent by the students on co-curricular activities.

4.4.7 Distance of home from school.

When the researcher inquired whether the distance students walk everyday to school coupled with challenges they encounter on the way to school like rains, droughts, etc affect their academic performance (47%) forty seven percent of the students agreed, (42%) forty two percent disagreed and (11%) eleven percent were uncertain while (62%) sixty two percent teachers agreed (19%) nineteen percent disagreed and (19%) nineteen percent were uncertain. It emerged that the distance one stays from the school may not be a factor that affects the academic performance of a day-secondary schools, however the challenges of nature lead to

time wasting, poor student motivation and fatigue which are key players in academic performance.

4.4.8 School General Hygiene.

The researcher wanted to know whether the general hygiene in the day schools could affected the academic performance and the responses were recorded as (34%) thirty four percent students agreed, (48%) forty eight percent disagreed and (18%) eighteen percent were uncertain, while (28%) twenty eight percent of the teachers agreed (66%) sixty six percent of teachers disagreed and (6%) six percent were uncertain. This implies that the day secondary schools within Borabu District are hygienically conducive and therefore the level of hygiene thus not influence the academic performance.

4.4.9 School location.

When asked if the school location lacked role models (51%) fifty one percent of the students agreed, (31%) thirty one percent disagreed and (18%) eighteen percent were uncertain. On the other hand (50%) fifty percent of the teachers agreed, (32%) thirty two percent disagreed and (18%) eighteen percent were uncertain. Most of the day secondary schools in the district are located in the rural areas where low class people live. The day scholars lack exposure which limits their ambitions and aspirations to pursue higher achievements in education.

4.5 Student related factors that influence the academic performance of day secondary schools within Borabu District

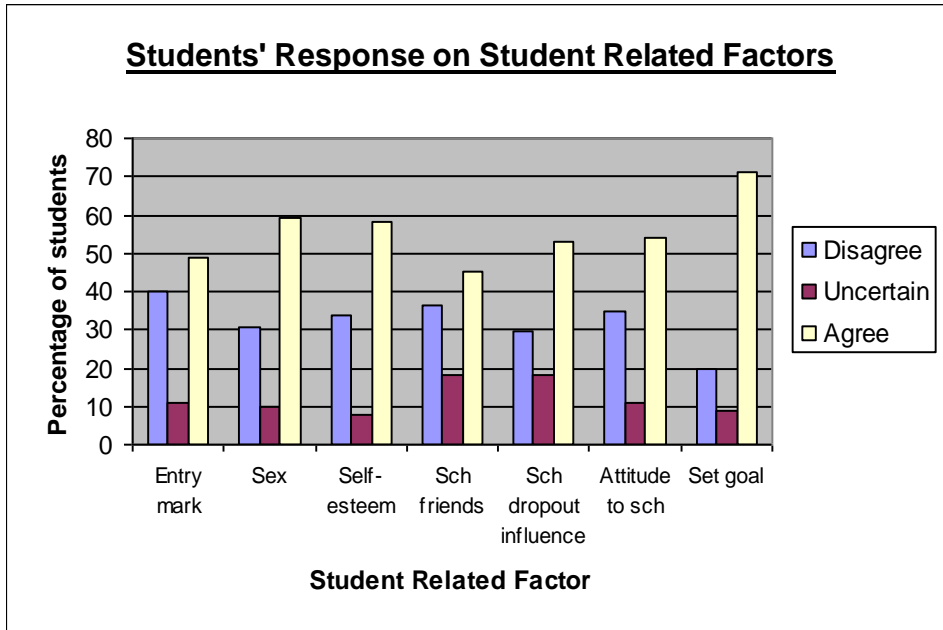
The researcher sought to find out which student related factors such as the entry mark, motivation, attitudes towards study, self-esteem peer group influence and sexual behavior affect the academic performance of the day secondary school students within Borabu District.

Findings from the questionnaires administered to both students and teachers were recorded in percentages. The graphs 4.5(a) and 4.5(b) illustrate the responses. The researcher found out that the student related factors greatly affect the academic performance of the day scholars in day secondary schools within Borabu District.

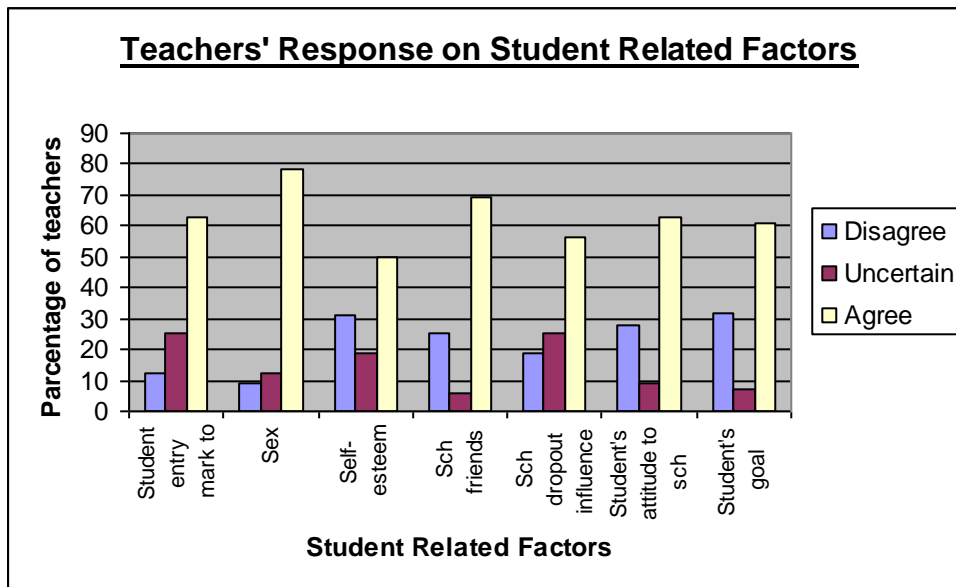
From the graphs 4.5.0a and 4.5.0b the following observations were made:

4.5.1 The day-scholars' entry mark

When asked whether day scholar entry mark affects the academic performance they responded as; (49%) forty nine percent of the students agreed, (40%) forty percent disagreed and (11%) eleven percent were uncertain while (64%) sixty four percent of the teachers agreed, (13%) thirteen percent disagreed and 25% twenty five percent were uncertain that the student's low entry mark was responsible for the low academic performance of the day scholars within Borabu districts. It has already been noted that the majority of the students in these schools were average and below average achievers. Therefore they can not be expected to out shine students with very high entry marks.



Graph 4.5.0(a): Students' response on student related factors which affect academic performance of day secondary schools in the district



Graph 4.5.0(b): Teachers' response on student related factors which affect the academic performance of day secondary schools in the district

4.5.2 The day-scholars' sexual behavior.

Asked whether the day scholars were sexual active and if these sexual behavior affected academic performance (59%) fifty nine percent agreed, (31%) thirty one percent disagreed and (10%) ten percent were uncertain while (78%) seventy eight percent teachers agreed, 9% nine percent disagreed and (13%) thirteen percent were uncertain. The majority of the teachers and the students were aware that the day scholars were sexually active and this was one of the major distracters from academic performance.

4.5.3 The day-scholar's self-esteem.

From the graphs (58%) fifty eight percent of the students agreed, (34%) thirty four percent disagreed and (8%) eight percent were uncertain while (51%) fifty one percent teachers agreement (32%) thirty two percent disagreed and (19%) nineteen percent were uncertain that the day scholars' self-esteem affect their academic performance. Generally these students perceive themselves as low achievers, unwanted by their parents, despised by the community and thus lack the intrinsic motivation. Therefore majority do not aspire to achieve high academic starndards.

4.5.4 Influence from the Peer group

The study attempted to know if peer influence within the school affected performance and (45%) forty five percent of the students agreed, (37%) thirty seven percent disagreed, (18%) eighteen percent were uncertain while (69%) sixty nine percent teachers agreed, (25%) twenty five percent disagreed and 6% percent were uncertain. It was established that if the students in day secondary schools resisted peer influence they could do better academically.

4.5.5 Influence from school dropouts

The graph 4.5 (b) also indicates that school dropouts who are in the community within which the schools lie influence the academic performance as indicated by the responses where (53%) fifty three percent of the students agreed, (30%) thirty percent disagreed and (18%) eighteen were uncertain while (57%) fifty seven percent of the teachers agreed, (19%) nineteen percent disagreed and (24%) twenty four percent were uncertain. These influenced the students that they could earn a living without necessarily pursuing higher education. To them the opportunity cost was higher, that they could rather choose not to further their education in favour of earning some money from casual labour. The scenario could be different if the day school students could be in boarding schools.

4.5.6 The students' attitude towards the school

Asked if the students had a negative attitude towards their school, (54%) fifty four percent of the students agree, (35%) thirty five percent disagreed (11%) eleven percent were uncertain; while (63%) sixty three percent of the teachers agreed, (28%) twenty eight percent disagreed and (9%) nine percent were uncertain. Many tended to agree that the day school were not the best schools and could change if given the opportunity. Others said they had been promised to leave the school soon when their parental financial burdens were lessened or if they improved their class mark. Therefore these day secondary schools are seen as stepping stones for other things but not centers of academic performance.

4.5.7 Aspiration of the day school students

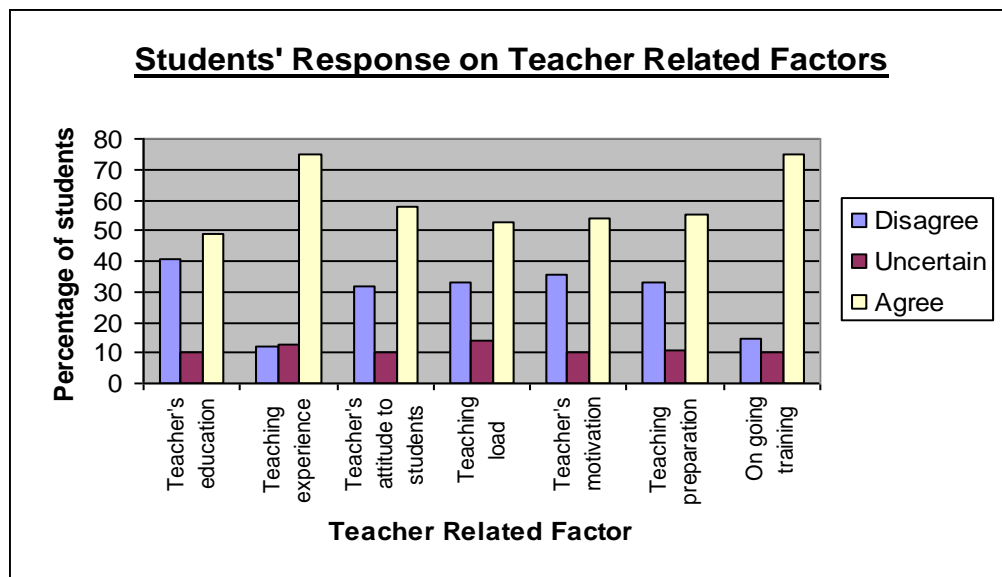
Asked if they had a vision of attaining a mean grade of a "C" plain and above in their final examination (71%) seventy one percent of the students agreed, (23%) twenty three percent disagreed and (9%) nine percent were uncertain while (61%) sixty one percent disagreed and

(7%) seven percent were uncertain. The majority of the day scholars have a desire to attain high grades but they do not have the means of achieving. Thus having a goal is not a factor that hinders performance but how to realize the goal is the problem.

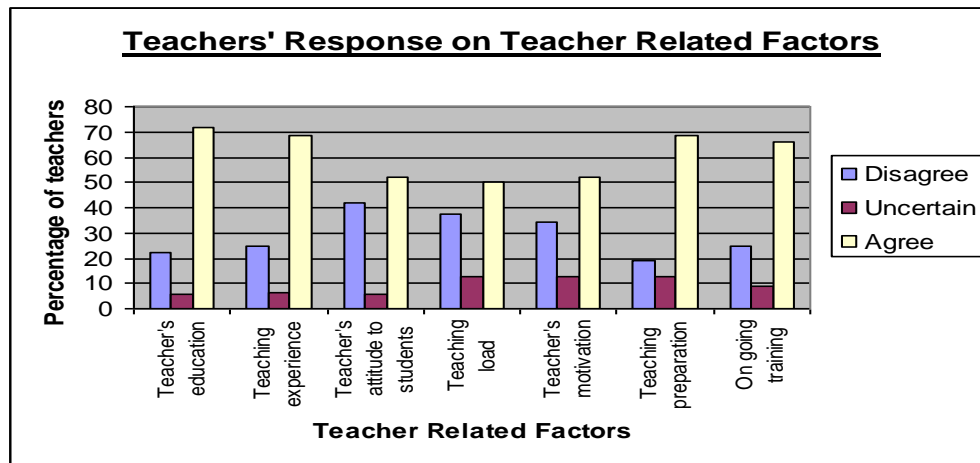
4.6 Teacher related factors which affect the performance of day secondary schools within Borabu District

In this section the researcher sought to find out whether teacher related factors such as; teacher qualifications, experience, attitude towards the students, motivation and work load affect the academic performance of the day secondary schools within Borabu District.

The findings were recorded in percentages as shown by the graphs 4.6(a) and 4.6(b) as illustrated. It can be seen that teacher related factors greatly affect the academic performance of the day secondary schools within Borabu District.



Graph 4.6.0(a): Students' response on teacher related factors which affect academic performance of day secondary schools in the district



Graph 4.6.0(b): Teachers' response on teacher related factors which affect academic performance of day secondary schools in the district

The observations and discussion from the above two graphs were as follows:

4.6.1 The teacher's level of education.

Asked if the university teachers in the day secondary school taught better than the untrained ones, (49%) forty nine percent of the students agreed, (41%) forty one percent disagreed and (10%) ten percent were uncertain while (72%) seventy two percent teachers agreed, (22%) twenty two percent disagreed and (6%) six percent were uncertain. This is a double tragedy for the schools which do not have enough teaching staff. The few who are found do not teach to the expectation of the teaching profession. They lack the pedagogical skills that are critical for academic performance. As discussed earlier a third (1/3) of the teaching staff are hired from form none trained teachers in this district.

4.6.2 The teacher's teaching experience.

The researcher inquired if the teachers who have been teaching longer teach better and the respondents replied thus (75%) seventy five percent of the students agreed, (12%) twelve

percent disagreed and (13%) thirteen percent were uncertain while (69%) sixty nine percent of the teachers agreed, (25%) twenty percent disagreed and (6%) six were uncertain. It was also discovered that 30% of the teachers are either form four leavers or university students who have no teaching experience while another 16% were recently employed that means that almost a half of the teachers in Borabu District on job training. Such teachers are likely to lack masterly of the content and could be experiencing hardships in classroom instruction.

4.6.3 The teacher's attitude towards the students

The study sought to find out whether the teachers had negative attitudes towards the students and if that affected their academic performance, (58%) fifty eight percent of the students agreed (32%) thirty two percent disagreed and (10%) ten percent were uncertain while (52%) fifty two percent teachers agreed, (42%) forty two percent disagreed and (6%) six percent were uncertain. The respondents agreed that most of the teachers in day secondary schools believed that their students are low achievers, who can not attain much academically. Such perception can greatly affect the academic performance of students in day secondary schools. The same argument is advanced by Mbithi (1980) who says that teachers with negative attitudes towards students cannot work well especially on classroom instruction.

4.6.4 The teacher's teaching load.

Asked if teachers teach effectively with a lighter teaching load, (53%) fifty three percent of the students agreed (33%) thirty three percent disagreed, (14%) fourteen percent were uncertain while (50%) fifty percent of the teachers agreed, (37%) thirty seven percent disagreed and (13%) thirteen percent were uncertain. The study also discovered that 38% of all the teachers in the sampled schools taught more than 29 lessons per week with another 31% teaching between 24 – 27 lessons per week. This means that the majority of the teachers

in the day secondary schools in Borabu District are over loaded. The situation is worse in the event the overloaded teacher is untrained. This definitely leads to the poor academic performance of the day scholars within the District since when a teacher is overloaded he tends to follow the way of least resistance, Sidho (1982).

4.6.5 The teacher's level of motivation.

When asked if the teachers were not motivated by the general prevailing circumstances in the schools, (54%) fifty three percent of the students agreed (36%) thirty six percent disagreed and 10% ten percent were uncertain while (53%) fifty three percent of the teachers agreed, (34%) thirty four percent disagreed and (14%) fourteen percent were uncertain. The study found out that the teachers in these schools are not motivated to work. Teachers who are in such a state will definitely have reduced commitment to teaching and learning and thus affect the final academic performance of the day secondary school students.

4.6.6 The teacher's preparation

The researcher sought to investigate whether teachers were going to class unprepared in these day secondary schools and responses were; (56%) fifty six percent of the students agreed, (33%) thirty three disagreed and (11%) eleven percent were uncertain while (69%) sixty nine percent teachers agreed, (18%) eighteen percent disagreed and (13%) thirteen percent were uncertain. The findings unveiled that most teachers in day secondary schools within Borabu district go to class when they are ill-prepared and this greatly hinder the process of meaningful teaching and learning. As such there is no way a good result can come out of unprepared teachers.

4.6.7 The teacher's ongoing training.

Ongoing teacher training is desired by all since (75%) seventy five percent of the students agreed that teachers teach better after such training, (15%) fifteen percent disagreed and (10%) ten percent were uncertain while (66%) sixty six percent of the teachers agreed, (25%) twenty five percent disagreed and 9% nine percent were uncertain. Teachers however, expressed their concern that such opportunities are hard to come by in Borabu district due to the high cost of facilitation. Hence lack of this refresher courses lead to the poor performance of the day scholars in day secondary schools in the District.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusion, and recommendations of the study. Suggestions for further research have also given.

5.1 Summary

Research findings of this study carried out at the six public day secondary schools within Borabu District found out that the day scholar's home related factors such as the amount and nature of work at home, the parental attitude towards education, the home environs, the family size, the parent's financial burden, the parenting style and the parental education level at home, considerably affect the academic performance of the day scholars within the District. It was also found out that among home related factors family size, parenting styles, parental level of education had serious effects on the academic performance of day scholars. Equally the number of times students are sent home for school levies implies that most students in Borabu District miss considerable academic time and therefore they cannot catch up with others academically. From the graphs 4.3 (a) and 4.3(b) both students and teachers agree that indeed home factors influence the academic performance of students in day secondary schools. However the factors which are featuring most are work at home, home conditions, parental attitude, family finance and parenting style.

Equally the school related factors that were found to affect the academic performance of day secondary schools greatly were teacher's relationship with students, teaching facilities, curriculum implementation, management style ,distance of the schools from home ,time management and the entry mark. However, the teacher respondents indicated that general

hygiene of the school was not significant factor in the determination of the academic performance of students in day secondary schools.

Nevertheless, the student related factors that were found to influence the academic performance of students in day secondary schools were; the entry mark, sexual behaviour, self-esteem, peer group, school dropouts, student's attitude towards the school and ambitions towards academic excellence. From the research these factors greatly influence the academic performance.

Finally, from the research, the teacher related factor that affect the academic were found to be: teacher qualifications, teaching experience, teacher's attitude towards the students, motivation, work load, teacher preparation and ongoing training in Borabu District.

5.2 Implications of the findings

From the research the home related factors that were found to influence the academic performance of day secondary schools were family size, where it emerged that most students in the day schools came from large families where it is very difficult for their parents to cater for them adequately in terms of reading materials and personal effects. This research finding is in agreement with the views of Jencks (1972), Alexander and Simmons (1975) who assert that the home factors have a significant effect on the academic performance of learners. Therefore, from the research, the findings of the Coleman Report (1960) which stressed that home factors had no effect on the academic performance can be disputed.

Equally, from the findings, school factors such as teacher relationship with students, teaching facilities, distance of schools from homes, management style and time management were found to affect the academic performance of students in day secondary schools. These findings were in agreement with the research by Alexander and Simmons (1975) who point

out teaching facilities and availability of teaching and reading materials as factors that can influence the academic performance of learners. The same views were advanced by Sepulveda-Stuardo(1981) and Arriagada(1985) who identified factors like school management, teacher attributes and physical factors like availability of libraries, visual aids and basic equipment such as tables and chairs, as being correlated to academic performance of learners..

Nevertheless, the teacher related factors that were found to influence the academic performance were level of education, teacher motivation, teaching load, teacher preparation, teacher's attitude towards students, teaching experience and ongoing training. These findings were in agreement with Haddad (1978) who argues that teacher factors are crucial in determining the academic performance of learners.

Finally, student factors that were found to influence the academic performance of students in day secondary schools were: entry mark, sexual behaviour, and self-esteem, and peer group, attitude towards the school and ambition towards academic excellence. These findings were in full support of Datta (1992) who argues that the emotional wellbeing of a child is key to academic performance. As such, from the research, no single factor left alone can help the schools to achieve better academic performance; the four factors have to complement one another.

5.3 Conclusions

From the study the following conclusions were made:

- i) The home related factors that influence the academic performance of the day secondary schools within Borabu District are family size, financial burden, work at home, parental attitude towards education and parenting style.

- ii) The school related factors influence the academic performance of day secondary schools within Borabu District are teacher relationship with students, teaching/learning facilities, curriculum implementation, management style, distance of schools from home and time management.
- iii) The student related factors influence the academic performance of day secondary schools within Borabu District are entry mark, sexual behaviour, self-esteem, peer group influence, school dropout influence, attitude towards the school and ambition towards academic excellence.
- iv) The teacher related factors influence the academic performance of the day secondary schools within Borabu District are teacher level of education, teaching experience, teacher attitudes towards students, teaching load, teacher motivation, teacher preparation and ongoing training.

5.4 Recommendations

This study therefore gives the following recommendations to the parents, students, teachers, managers and stakeholders of the day secondary schools within Borabu District:

- i) The parents of the day secondary schools should be sensitized on the influence of the home related factors on the academic performance of their children particularly as regards to the amount of work students do at home.
- ii) The day secondary schools management to consider ways of motivating both students and teachers to achieve higher academic standards. This may include involving the department of guidance and counseling especially in improving the self image of the students and creating a desire in them to want to achieve more in academics.
- iii) The community, parents and government to work hand in hand in equipping the schools, improving staffing and offering further training to the teachers to improve on

curriculum delivery and preparedness during instructions through seminars, refresher courses and workshops.

- iv) The schools board of governors at all time to consult with head teachers in order to employ on temporally basis qualified teachers and intensified monitoring the curriculum implementation processes.
- v) The head teachers are encouraged to regularly consult with assistant teachers in day to day management of the schools to enable the teachers own all the school initiated programmes.

5.5 Suggestions for further study

This study recommends the following areas for further research:

- i) An assessment of the extent to which the home, school, teacher and student factors influence academic performance of day secondary schools within Borabu District.
- ii) A comparative study be done on the influence of home, school, teachers and student factors on the academic performance of boarding secondary schools.
- iii) The study to be replicated in day secondary schools in an urban setting.

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APPENDIX 1
TIME SCHEDULE

<u>ACTIVITY</u>	<u>DURATION</u>
PROPOSAL PREPARATION	
- Problem Identification	
- Review of Related Literature	
- Proposal writing	- August 2008 – May 2009
SUBMISSION OF PROPOSAL	
TO SUPERVISOR FOR EXAMINATION	- June- July, 2009
CORRECTION AND SUBMISSION	
TO SUPERVISOR FOR EXAMINATION	- December, 2009-February 2010
FINAL CORRECTION, DATA COLLECTION	
& ANALYSIS, FINAL WRITING AND	
SUBMISSION FOR EXAMINATION TO	
GRADUATE SCHOOL	- March-April, 2010

APPENDIX 2

BUDGET

<u>ITEM DESCRIPTION</u>		<u>COST (KSH)</u>
Proposal writing		
Typing services 40 pages @ 20	-	800.00
Printing 40 pages @ 20	-	800.00
Photocopying 40 pages @ 3 (40 copies)	-	480.00
Binding charges @ 40 (4 copies)	-	160.00
SUBTOTAL	-	<u>2,240.00</u>
DATA COLLECTION		
Typing research instruments 8 pages @ 20	-	160.00
Printing research instruments 8 pages @ 20	-	160.00
Photocopying research instruments 320pg	-	960.00
Traveling expense during piloting	-	3,000.00
Subsistence during piloting	-	1,000.00
Traveling expenses during field work	-	4,000.00
Subsistence during fieldwork	-	2,000.00
SUBTOTAL	-	<u>11,280.00</u>
DATA ANALYSIS		
Professional charges	-	5,000.00
Writing papers 2 reams @ 300	-	600.00
Assorted pens and pencils	-	400.00
SUBTOTAL	-	<u>6,000.00</u>

PROJECT WRITING

Typing charges 120 pages @ 20	-	2,400.00
Printing charges 120 pages @ 20	-	2,400.00
Photocopying charges?? @ 360	-	2,880.00
Binding charges 8 copies @ 20	-	1,600.00
SUBTOTAL	-	<u>9,280.00</u>
Add 10% Miscellaneous	-	2,880.00
GRAND TOTAL		<u>31,680.00</u>

APPENDIX 3

THE CLASS TEACHER'S QUESTIONNAIRE

Instructions:

Please answer all questions as honest as possible. All the information obtained will be treated as confidential and will only be used for this study. Tick [] in the box as appropriately as possible. Do not write your name, name of your school or TSC number on this questionnaire.

Do not share your answers with anyone.

1. Gender Male [] Female []
2. For how many years have you taught?
1 [] 2-3 [] 4-5 [] 6-7 [] 8 & above []
3. What was your class subject mean grade in the last K.C.S.E results?
E [] D [] C [] B [] A []
4. How many lessons do you teach in a week?
5 [8-12] 4 [13-17] 3 [18-23] 2 [24-28] 1 [29-above]
5. What is your highest education level?
Form 4 [] Diploma [] Bed [] PGDE [] Med []
6. How far is the school from place of residence?
Within 1km [] 1 ½ km [] 2km [] 2 1/2km [] 3km and above []
7. On average in a tern, how many days are you absent from school?
0-3 [] 4-6 [] 7-9 [] 10-12 [] 12 and above []

Using a scale of: Strongly agree = 5 [], Agree = 4 [], Uncertain = 3 [], Disagree = 2 [],

Strongly disagree = 1 [], respond to the following as faithfully and sincerely as possible.

8. The work at home e.g. shamba works, cooking and fetching, taking care of animals etc. greatly affect the day scholars' private studies at home and performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

9. The parents' negative attitudes towards the academic progress of the day-scholars' greatly affect their performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

10. The general home conditions like the sleeping place, source of lighting, type of food, noise and other disturbances greatly affect the performance of the day-scholars' in exams back in school.

5 [] 4 [] 3 [] 2 [] 1 []

11. The number of children in the day-scholars' family greatly affects their performance in examinations. If they were fewer they would have done better.

5 [] 4 [] 3 [] 2 [] 1 []

12. The day-scholars' parents'/guardian's financial burden on the academic budget greatly affect their performance in examinations as they do not pay their fees in time.

5 [] 4 [] 3 [] 2 [] 1 []

13. The day-scholars' parents' parenting style greatly affect their performance in exams.

5 [] 4 [] 3 [] 2 [] 1 []

14. The day-scholars' parents' educational level greatly affect their performance in exams, I wish they were more learned.

5 [] 4 [] 3 [] 2 [] 1 []

15. The teachers in my school are very friendly and always encourage the day-scholars' to work hard.

5 [] 4 [] 3 [] 2 [] 1 []

16. Lack of enough laboratories, library and other teaching /learning facilities greatly affects the day-scholars' performance.

5 [] 4 [] 3 [] 2 [] 1 []

17. Our head teacher and the Deputy want the day-scholars to pass, they supply teachers with essential teaching requirements.

5 [] 4 [] 3 [] 2 [] 1 []

18. Lack of adequate teaching/learning make curriculum implementation difficult thus leading to poor performance in the day-scholars' examinations.

5 [] 4 [] 3 [] 2 [] 1 []

19. Due to the poor school management style in our school the day-scholars' are always sent home for fees, which greatly affect their performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

20. The poor time management at school greatly contributes to the day-scholars' poor performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

21. The distance the day-scholars daily walk to school, the temptations and challenges they encounter on the way to school like rains, droughts, etc greatly affect their performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

22. The poor general hygiene in the school greatly affect the day-scholars' performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

23. The locality within which the school lies lacks role models and in most cases learners interacts with school dropout and low-class people which greatly demotivates the day-scholars and affect their performance in examinations

5 [] 4 [] 3 [] 2 [] 1 []

24. Generally students in our school are low achievers academically (had low entry marks), that is why they score low grades in exams.

5 [] 4 [] 3 [] 2 [] 1 []

25. In our school many students are sexually active; some drop out of school due to early pregnancies while others carry out abortion, and many boys/girls have sex partners and this greatly affect their performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

26. From the day-scholars' previous performances chances are high they will not join a university.

5 [] 4 [] 3 [] 2 [] 1 []

27. Friends within and without the school greatly influence the performance of most students in our school and most fiends score almost the same mark in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

28. I know some students who have dropped out of school due to the influence of their friends who dropped out of school that they meet on their way to school.

5 [] 4 [] 3 [] 2 [] 1 []

29. Most students who have passed through this school were low achievers just like those who are currently in this school they will score like them.

5 [] 4 [] 3 [] 2 [] 1 []

30. Most of the day-scholars' target mean grade in their final examination is a C and above.

5 [] 4 [] 3 [] 2 [] 1 []

31. Teachers who have not gone the university like the form four leavers who teach in our school do not teach well and this greatly affect the day-scholars' performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

32. Teachers who have been teaching for a longer time teach better and make their subjects easier to understand.

5 [] 4 [] 3 [] 2 [] 1 []

33. The attitude of most of our teachers towards the students is that generally the day-scholars' are failures. They even abuse them so in class and this greatly affect their performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

34. If I had fewer lessons to teach per week, I would teach better.

5 [] 4 [] 3 [] 2 [] 1 []

35. The general prevailing circumstances in our school demotivates the teachers, which greatly affect the day-scholars' performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

36. Most teachers go to class without teaching notes and teach from textbooks, old notes, do not complete the syllabus on time, miss lessons, do not conduct remedial classes and this greatly affect o the day-scholars' performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

37. If the teachers could attend more refresher courses, and implement the new tactics in teaching it would improve the day-scholars' performance in examinations.

5 []

4 []

3 []

2 []

1 []

APPENDIX 4

DOCUMENT ANALYSIS

Range marks	Number of students
Below -100	
100 -149	
150 -199	
200 – 299	
300 -399	
Above -400	

2. K.C.S.E Performance means grades for the schools.

YEAR	2003	2004	2005	2006	2007
GRADE					

2006					
2007					

KEY

Students	
Repeaters	

APPENDIX 5

OBSERVATION CHECK LIST

. Physical facilities

-Number of libraries.....

-No of Laboratories.....

APPENDIX 6

STUDENTS' QUESTIONNAIRE

Instructions

Please answer all questions as honest as possible. All the information obtained will be treated as confidential and will only be used for the purposes of this study. Tick [] in the box as appropriately as possible. Do not write your name, name of your school or admission number on this questionnaire. Do not share your answers with anyone.

1. Gender Male [] Female []

2. In which form are you? 1[] 2[] 3[] 4[]

3. What did you score in KCPE?
Below 200 [] 200 - 250 [] 251-300 [] 301 – 350[] 350 & above []

4. How many children are in your Family?
I'm a Single child [] 2-3 [] 4-5[] 6-7[] 8 & above []

5. What is your father's highest level of education?
None [] Primary [] Secondary [] College [] University []

6. What is your mother's highest level of education?
None [] Primary [] Secondary [] College [] University []

7. Whom do you stay with?
Father [] mother [] Father & Mother [] Grand Parents [] Guardian []

8. How far is the school from home?
Within 1km [] 1 ½ km [] 2km [] 2 1/2km [] 3km and above []

9. How many times are you sent home for fees in a term?
Always [] thrice [] twice [] Once [] Not at all []

10. On average in a tern, how many days are you absent from school?
0-3[] 4-6[] 7-9 [] 10-12 [] 12 and above []

Using a scale of: Strongly agree = 5[], Agree = 4[], Uncertain = 3[], Disagree = 2[], strongly disagree = 1[], respond to the following as faithfully and sincerely as possible.

11. The work at home e.g. shamba works, cooking and fetching, taking care of animals etc. greatly affect my private studies at home and performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

12. My parents' negative attitudes towards my academic progress greatly affect my academic performance.

5 [] 4 [] 3 [] 2 [] 1 []

13. My general home conditions like my sleeping place, source of lighting, type of food, noise and other disturbances greatly affect my performances.

5 [] 4 [] 3 [] 2 [] 1 []

14. The number of children in our family greatly affects my performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

15. My parents'/guardian's financial burden on the academic budget greatly affect my performance in examinations as they do not pay my fees in time.

5 [] 4 [] 3 [] 2 [] 1 []

16. My parents' parenting style greatly affects performance in exams.

5 [] 4 [] 3 [] 2 [] 1 []

17. My parents' educational levels greatly affect my performance in exams.

5 [] 4 [] 3 [] 2 [] 1 []

18. The teachers in our school are very friendly and always encourage me to work hard.

5 [] 4 [] 3 [] 2 [] 1 []

19. Lack of enough laboratories, library and other teaching and learning facilities greatly affects my performance.

5 [] 4 [] 3 [] 2 [] 1 []

20. Our head teacher and the Deputy want us to pass; they supply teachers with essential teaching requirements.

5 [] 4 [] 3 [] 2 [] 1 []

21. Lack of adequate teaching/learning material make curriculum implementation difficult thus leading to poor performance in my examinations.

5 [] 4 [] 3 [] 2 [] 1 []

22. Due to the poor school management style in our school I am always sent home for fees, which greatly affect my performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

23. The poor time management at school greatly contributes to my poor performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

24. The distance I daily walk to school, the temptations and challenges I encounter on the way to school like rains, droughts, etc greatly affect my performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

25. The poor general hygiene in the school greatly affects my performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

26. The locality within which the school lies lacks role models and in and in most cases learners interacts with school dropout and low class people.

5 [] 4 [] 3 [] 2 [] 1 []

27. Generally students in our school are low achievers academically (had low marks in KCPE), that is why we score low grades in exams.

5 [] 4 [] 3 [] 2 [] 1 []

28. In our school many students are sexually active; some drop out of school due to early pregnancies while others carry out abortion, and many boys/girls have sex partners and this greatly affect their performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

29. From my previous performances chances are high I will not join a university.

5 [] 4 [] 3 [] 2 [] 1 []

30. Friends within and without the school greatly influence the performance of most students in our school and most fiends score almost the same mark in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

31. I know some students who have dropped out of school due to the influence of their friends who dropped out of school early that they used to meet on their way to school.

5 [] 4 [] 3 [] 2 [] 1 []

32. Most students who have passed through this school were low achievers just like those who are currently in this school they will score like them.

5 [] 4 [] 3 [] 2 [] 1 []

33. My target mean grade in the final examination is a C and above.

5 [] 4 [] 3 [] 2 [] 1 []

34. Teachers who have not gone the university like the form four leavers who teach in our school do not teach well and this greatly affect our performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

35. Teachers who have been teaching for a longer time teach better and make their subjects easier to understand.

5 [] 4 [] 3 [] 2 [] 1 []

36. The attitude of most of our teachers towards the students is that generally we are failures.

They even abuse us so in class and this greatly affect our performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

37. If our teachers had fewer lessons to teach per week, they would teach better.

5 [] 4 [] 3 [] 2 [] 1 []

38. The general prevailing circumstances in our school demotivates our teachers, which greatly affect our performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

39. Most teachers come to class without teaching notes and teach from textbooks, old notes, do not complete the syllabus on time, miss lessons, do not conduct remedial classes and this greatly affect our performance.

5 [] 4 [] 3 [] 2 [] 1 []

40. If our teachers could attend more refresher courses, and implement the new tactics in teaching it would improve our performance in examinations.

5 [] 4 [] 3 [] 2 [] 1 []

APPENDIX 7

HEAD TEACHER QUESTIONNAIRE

Please answer all questions as honest as possible. All the information obtained will be treated as confidential and will only be used for this study.

SECTION A: Background Information

1. Gender: Male Female
2. Teaching experience:
0-3, 4-6, 7-9, 10-12, 12 and above.
3. Level of training;
Diploma (Educ.), BED PGDE MED
4. Administration experience
0-3, 4-6, 7-9, 10-12, 12 and above.

Use a tick to indicate your level of agreement as it relates to the following statements, where;

5 = strongly agree, 4= agree, 3=uncertain, 2= disagree, 1 = strongly disagree.

5. Parents pay school levies promptly
1 2 3 4 5
6. All fees defaulters are financially unable
1 2 3 4 5
7. Parents provide all essentials for their children
1 2 3 4 5
8. Parents support fully school initiated projects (Educational)
1 2 3 4 5

9. Repetition is common in the schools

1 2 3 4 5

10. Number of girls who have dropped out of school on grounds of unwanted pregnancies

0 2 3 4 5

11. There are cases of absenteeism, dropouts and repetition in the school.

1 2 3 4 5

12. Majority of the parents have many dependants.

1 2 3 4 5

13. Non prompt payment of school fees affects the school's ability to provide essential services which affect the students final exam performance (K.C.S.E)

1 2 3 4 5

14. Entry marks of most leavers are below 250 marks at K.C.P.E

1 2 3 4 5

15. Very few have an entry marks of above 300 marks are admitted.

1 2 3 4 5

16. None above 350 marks

1 2 3 4 5

17. The school has a good programme of motivating teachers.

1 2 3 4 5

18. Teachers have positive attitudes towards the ability of students to perform well.

1 2 3 4 5

19. Syllabus often covered in time

1 2 3 4 5

20. Teachers always complain of heavy workloads.

1 2 3 4 5

21. School facilities are well utilized.

1 2 3 4 5

22. Where resources lack , the teachers are highly innovative, creative to improvise

1 2 3 4 5

23. Students waste a lot of time between home and the school.

1 2 3 4 5

24. Most learners are not given essential items by the parents or guardians.

1 2 3 4 5

25. Most parents have many dependants and most come requesting for bursaries and aid.

1 2 3 4 5

26. Most parents are poor and see education to their children as a burden

1 2 3 4 5

27. At times parents keep their children at home to assist in the farm or take care of their young siblings.

1 2 3 4 5

28. Most parents have very humble education and have very low expectations about their children especially girls.

1 2 3 4 5

29. Most parent don't provide better studying environment for their children.

1 2 3 4 5

30. The community around the school is very negative about the school and does not want to be associated with school matters.

1 2 3 4 5

31. Cultural practice and customs are hindrances to education especially the girl child.

1 2 3 4 5

32. The community has most school leavers and dropouts not enrolled anywhere in institution of higher learning.

1 2 3 4 5

33. Teaching and learning environment is very hostile.

1 2 3 4 5